

EDUCATION IN THAILAND 2002/2003

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

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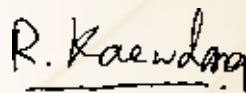


PREFACE

The Office of the National Education Commission (ONEC) in cooperation with the Ministry of Education (MOE) and the Ministry of University Affairs (MUA), takes great pleasure in presenting a national report on educational development, **Education in Thailand 2002/2003**. This report is aimed to create comprehensive understanding of educational development in Thailand and promote international cooperation and exchange in education.

As education is the most important factor in human capability building in order to increase the capacity and international competitiveness of the country, it is widely accepted that educational reform is now part of a national agenda in Thailand. All groups of Thai people share the same objective that education should provide necessary skills and knowledge that prepare all individuals to become productive members of a knowledge-based society. So far, considerable progress has been made in many aspects of educational reform, particularly the reform of learning as presented in this publication.

In moving towards the success of educational reform, we anticipate the complete reorganisation of educational administration and management in the near future which will become the most remarkable period in the history of education in Thailand. We are certainly looking forward to being merged into a single Ministry to fully implement the reform of education in line with the National Education Act with the aim to improve the quality of life of all Thai people.



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



Editorial

Since the first of its annual series in 1997, the report on Education in Thailand has reflected considerable progress in educational development in *Thailand*.

During the past decade, there was a growing demand for the reform of Thai education to keep up with changes in the era of globalisation. The economic crisis which has affected Thai society adversely since 1997 has underlined the urgent need for reform in education because it is recognised that *Thailand's* weak human resource base has been one of the major contributors to the economic downturn.

Fortunately, the new constitution promulgated in October 1997 provides challenging guidelines for educational reform in several provisions. In accord with the requirement of Section 81 of the *1997 Constitution*, the first *National Education Act* was promulgated and came into effect on 20 August 1999 to serve as master legislation on education in the country.

As mandated by Section 33 of the *1999 National Education Act*, a 15-year *National Education Plan* was prepared by *ONEC* and authorised for implementation by the *Council of Ministers* in June, 2002. It serves as a long-term strategic plan to ensure harmonisation of the efforts for educational reform throughout the country and also the framework for formulating the development plans pertaining to basic education, vocational education, higher education as well as religion, art and culture.

In this publication, after providing general background and a framework of education, all aspects of educational reform are described to give an overview of the transition to a new system of Thai education along the lines stipulated by the *National Education Act*.

The organisation of education as provided in all chapters of the *National Education Act* contributes to learning reform which is at the heart of educational reform and can be implemented without



any required regulation. It also aims at maximising benefits for learners.

As lifelong learning is one of the principles and ultimate goals of education in *Thailand*, the present educational system is organised to allow learners to transfer their learning outcomes between all types of education: formal, non-formal and informal education.

To facilitate the reform of learning, the utilisation of technologies for education has been greatly promoted. This will not only improve the quality of teaching and learning but also encourage lifelong education for all learners. It will undoubtedly be a key factor in transforming Thai society into a knowledge-based society.

Learning reform through the learner - centred approach stipulated in Chapter 4 of the *National Education Act* has been implemented widely, particularly the reform of curricula and reform of the learning process. As the key actors in learning reform are teachers and faculty staff, the proposed reform of the system relating to teachers, faculty staff and educational personnel will greatly contribute to the success of educational reform.

For the effective reform of learning, educational administration and management have been reorganised. The streamlined structure of educational administration and management at the central level together with the decentralisation of authority to educational service areas, educational institutions and local administration organisations is expected to increase efficiency in educational management.

Effective mobilisation of resources and investment in education, allocation of budget and budget management is also essential to the success of educational reform, particularly the reform of learning that directly benefits all people. Greater efforts have thus been made to reform the system of resources and investment for education.

A new system of educational quality assurance has also been introduced to ensure improvement of educational quality and standards for all learners. Both internal and external quality assurance have been implemented in increasing numbers of basic and higher educational institutions.



It is anticipated that the success of educational reform will result in higher achievements in Thai education in terms of access, quality and efficiency, leading to higher quality of life for Thai people and a competitive advantage for the country.

However, the reforms introduced by the *National Education Act* are quite extensive and essential, requiring not only the drafting of new laws, rules and regulations but also a complete change in the behaviour, attitudes and working methods of those in the various levels of educational management. During this transitional period, in particular, cooperation, participation and contribution from all stakeholders and parties, as well as the general public, are needed for the success of the reform.

*Bureau of Educational Evaluation
Office of the National Education Commission
April 2003*



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GLOSSARY OF ABBREVIATIONS

APEC	Asia – Pacific Economic Cooperation
BMA	Bangkok Metropolitan Administration
DCID	Department of Curriculum and Instruction Development
DFA	Department of Fine Arts
DGE	Department of General Education
DLF	Distance Learning Foundation
DNFE	Department of Non-Formal Education
DOVE	Department of Vocational Education
DRA	Department of Religious Affairs
IEA	International Association for the Evaluation of Educational Achievement
MOI	Ministry of Interior
MOE	Ministry of Education
MUA	Ministry of University Affairs
OER	Office of Educational Reform
OESE	Office of Education Standards and Evaluation
OHEC	Office of the Higher Education Commission
ONEC	Office of the National Education Commission
ONESDB	Office of the National Economic and Social Development Board
ONPEC	Office of the National Primary Education Commission
OPEC	Office of the Private Education Commission
ORIC	Office of Rajabhat Institutes Council
RIHED	Regional Centre for Higher Education and Development
RIIs	Rajabhat Institutes
RIT	Rajamangala Institute of Technology
SEAMEO	Southeast Asian Ministers of Education Organisation
UNESCO	United Nations Education, Scientific and Cultural Organisation
VET	Vocational Education and Training





Chapter 1

General Background

The general background of education in Thailand presented in this chapter includes the following: 1) government and administrative structure 2) society and economy, and 3) challenging roles of Thai education.

1.1 Government and Administrative Structure

The constitutional government and monarchy laid down in the 1932 constitution specified three basic concepts regarding the governmental structure of *Thailand*. Firstly, the monarch is regarded as Head of State, Head of the Armed Forces and Upholder of the Buddhist Religion and all other religions. Secondly, a bicameral *National Assembly*, which is comprised of *Members of Parliament* and *Members of Senate*, administers the legislative branch. Thirdly, the Prime Minister as head of the government and chief executive oversees the executive branch covering the *Council of Ministers* which is responsible for the administration of 19 ministries and the *Office of the Prime Minister*.

The democratic system in *Thailand* has recently undergone refinement to promote and encourage public participation in economic, social and political development plans. *Section 76* of the *1997 Constitution* reflects the rights of the people in political



participation and also the right to voice public opinion on major problems.

Resulting from the *Constitution* were various independent organisations such as the Office of the Constitutional Court and the Administrative Court, aimed at inducing balance, transparency and accountability within the political and administrative system of *Thailand*.

Under *Section 89* of the *Constitution*, the *National Economic and Social Council (NESCC)* was established to give advice and recommendations to the *Council of Ministers* on economic and social problems. Before all the plans including the national economic and social development plan can be adopted, they are required to obtain the opinions of the *National Economic and Social Council*. The *Council* has 100 members, 40 of whom are representatives of all country areas; another 40 members are representatives of occupations and enterprises; and 20 members represent different fields of knowledge.

Excluding *Bangkok Metropolis*, the country has 75 other provinces, each of which is administered by an appointed governor and 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.

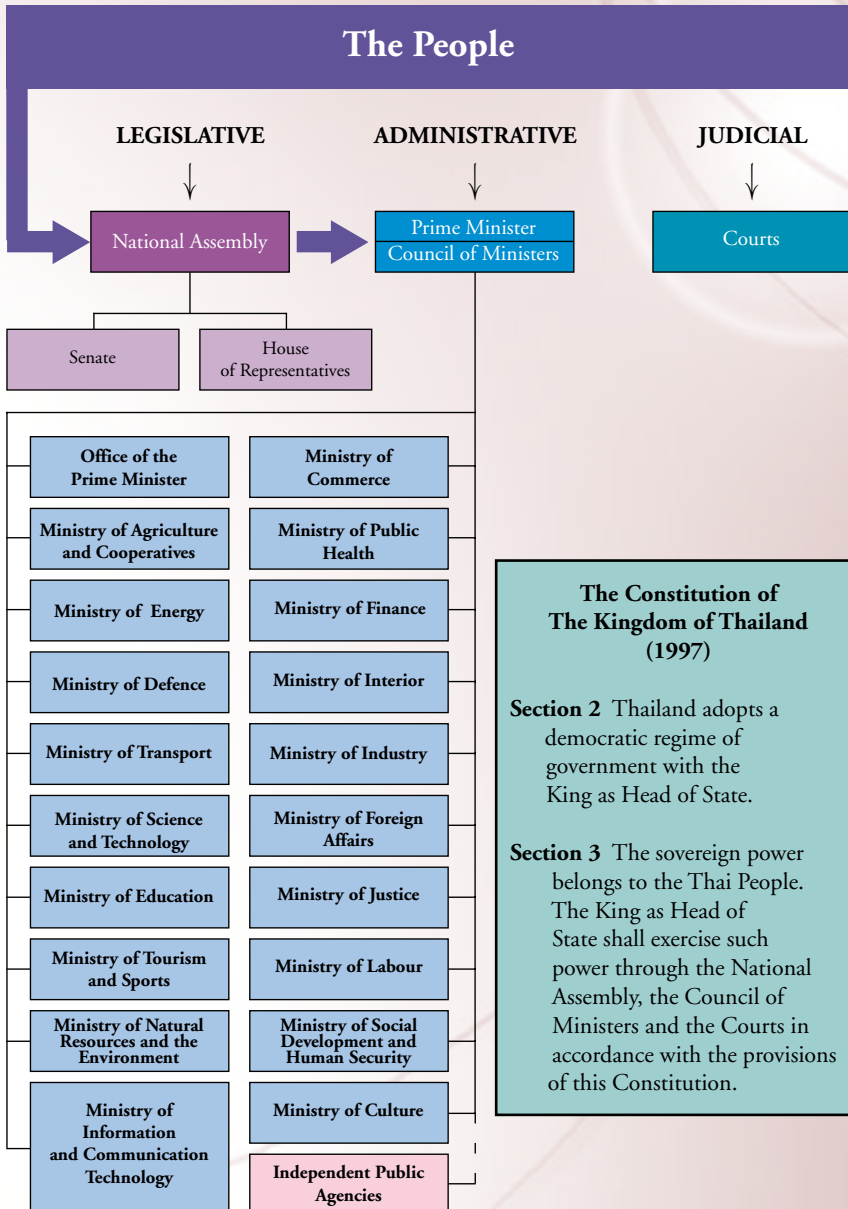
Figure 1.1 presents the new organisation of the Royal Thai Government after the reform of the bureaucratic system in 2002. Six new ministries were established as follows: 1) *Ministry of Energy*; 2) *Ministry of Tourism and Sports*; 3) *Ministry of Natural Resources and the Environment*; 4) *Ministry of Information and Communications Technology*; 5) *Ministry of Social Development and Human Security*; and 6) *Ministry of Culture*.

As for the *Ministry of Education*, three departments that used to be under its supervision before bureaucratic reform are now under the supervision of the newly established ministries. The *Department of Physical Education* is now under the supervision of the *Ministry of Tourism and Sports*. The *Office of the National Culture Commission* became the *Ministry of Culture*. Religious affairs are



now under the aegis of the *Ministry of Culture* as well as the *Office of the Prime Minister*.

Figure 1.1 Organisation of the Royal Thai Government



The Constitution of The Kingdom of Thailand (1997)

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

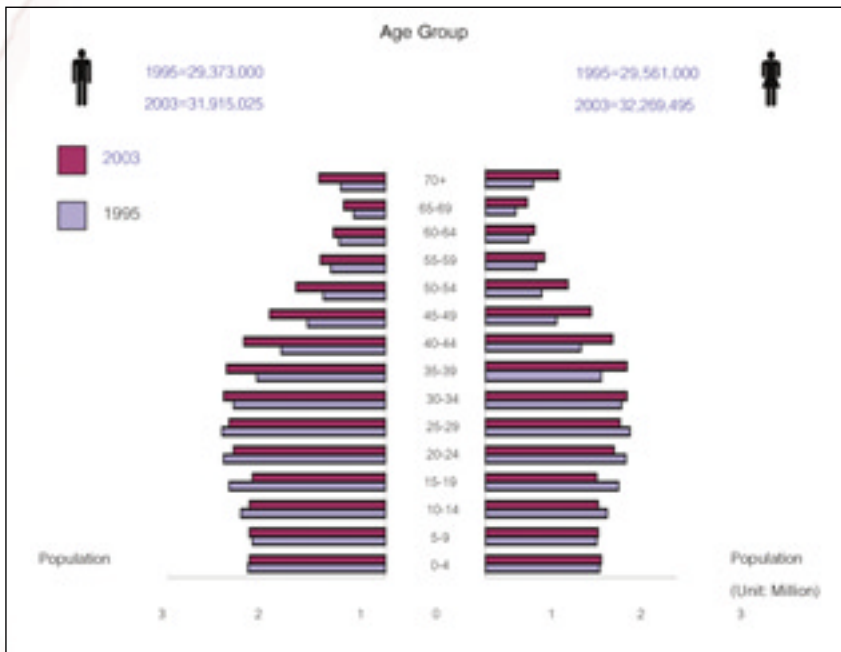
Section 3 The sovereign power belongs to the Thai People. The King as Head of State shall exercise such power through the National Assembly, the Council of Ministers and the Courts in accordance with the provisions of this Constitution.

1.2 Society and Economy

1.2.1 Population and Employment

The total population of *Thailand* increased from 58.9 million in 1995 to 63.6 million in 2002 and it was estimated to be 64.2 million in 2003. The number of females is slightly higher than that of males (Figure 1.2).

Figure 1.2 Population Pyramid of Thailand: 1995 and 2003



Source: Thailand Population Projection, 1999-2016.

In its Survey of Employment Conditions (November, 2002), the *National Statistical Office (NSO)* found that among a total population of 63.66 million, around 15.75 million people were under 15 years old while the rest of the population, or about 47.91 million, were over 15 years old.

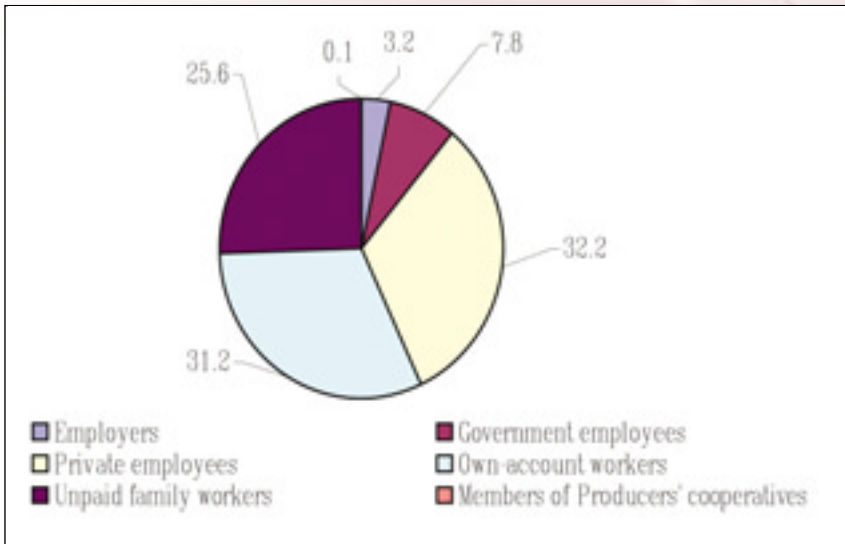
Among those over 15 years old, 34.44 million people were in the workforce while the rest, or about 13.47 million, were not.



As for those who were employed, there were 33.75 million people altogether. Among these, 14.63 million were employed in the agricultural sector while the rest, or around 19.12 million, were in non-agricultural sector.

Of the total employed, about 40 percent were employees and of these, 4 in 5 were employed in the private sector and about 31.2 percent were own account workers. The rest included unpaid family workers and employers which accounted for 25.6 and 3.2 percent of the total employed, while only about 0.1 percent were members of producers' cooperatives.

Figure 1.3 Percentage of Employed Persons by Work Status



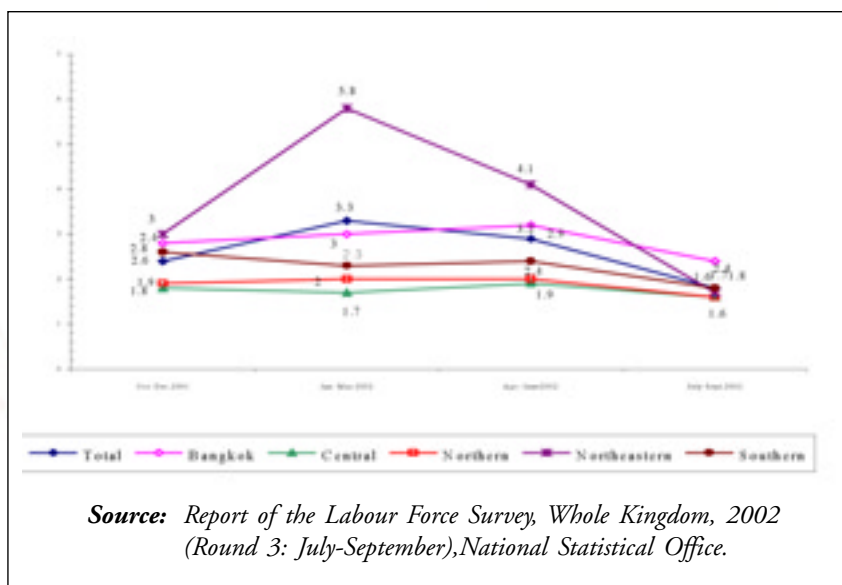
Source: *Report of the Labour Force Survey, Whole Kingdom, 2002 (Round 3: July-September), National Statistical Office.*



As stated in the Report of the Labour Force Survey of the *National Statistical Office*, the rate of the total unemployed or the percentage of those who did not work but were available for work decreased by 0.8 percent from 2.6 percent during the third quarter (July to September) of 2001 to 1.8 percent during the same period in 2002. Among 616,109 people who were unemployed in this period; the majority were from the Northeast, followed by Central Thailand, Bangkok, the North and the South.

Ministries supervising Labour and Social Welfare, Industry and Commerce as well as other agencies concerned such as the *Federation of Thai Industries*, and the *Chamber of Commerce*, have made several attempts to minimize the unemployment problem. Among those attempts have been various forms of training focusing on promising sectors such as the agro-industrial sector, the performance of which continues to grow.

Figure 1.4 Unemployment Rate by Region



1.2.2 Economic Performance

In comparison to the year 2001, the external and internal factors of the year 2002 are more favourable to economic expansion in *Thailand*. Economies in the USA, EU and Japan started to recover while several economies in Asia were essentially driven by domestic stimulus packages.

The reform of *Thailand's* economic policies resulted in high economic growth in 2002. However, the economic outlook for 2003 has been overshadowed by the war between the *United States* and *Iraq* as well as the fragile economic recovery of major advanced countries. The *National Economic and Social Development Board (NESDB)* also mentioned in the executive summary of *Thailand's* Economic Report that these fluctuating factors will not only result in uncertainty in the world economy but will also bring about basic economic problems in line with the war climate. As a result, the overall annual growth rate of the Thai economy in 2003 is projected to decrease.

As of 17 March 2003, the *NESDB* estimated that *Thailand's* Gross Domestic Product (GDP) in 2002 expanded by 3.3% compared to 1.9% in 2001. In addition, the overall annual growth rate was projected to decrease from 5.2 percent in the year 2002 to approximately 4 to 5 percent in the year 2003; a decrease by 0.2 to 1.2 percent. (Figure 1.5).



Figure 1.5 Real GDP Growth, 1994-2003



Source: *Bank of Thailand and National Economic and Social Development Board.*
^P*Preliminary Data.*

Favourable factors for the Thai economy in 2003 include: 1) a significant recovery of the economies within the region which will help support Thai exports; and 2) the economic stability of the country in terms of stable exchange rate, a secured level of international reserve, a decline in short-term external debt and current accounts surplus.

In summary, the economy between 2002-2006 is expected to record steady growth of 4.0-5.0 percent as targeted during the *Ninth National Economic and Social Development Plan (2002-2006)*. It is expected that improved exports, more solid private investment and consumption will support economic growth during this period.

1.3 Challenging Roles of Thai Education

Education in Thailand has developed from traditional education offered in the temple, the palace and the family between 1220 and 1868 to the foundation of formal education between



1868 and 1932. The era of modernised education for national development began when *Thailand* became a constitutional monarchy in 1932. During the 1950's the government became much more concerned with the development of education as a part of national reconstruction and modernisation in the post-war period. Since the introduction of the *First National Economic and Social Development Plan (1961-1966)*, education has assumed a full functional role as an instrument for development in accordance with the *National Scheme of Education* and the *National Education Development Plan*.

From the year 1997 which was the beginning of the new era of *Thailand's* national education, the development of Thai education started to move forward to keep up with the changes in era of globalisation and for the restructuring of the Thai economy and society after the economic crisis. The successful efforts of the Thai people for the enactment of the first *National Education Act* as provided in the *Constitution* is paving the way for a truly comprehensive reform of education in *Thailand* to meet the challenges of the new century.

To be able to thrive in the global arena, which is bringing about extensive and rapid socio-economic, environmental and cultural changes both in the country and around the world, *Thailand* must move forward to a knowledge-based economy and society in which the country's competitiveness and people's competency to proactively adapt to the changing environment needs to be enhanced. In this regard, an effective education system, which not only prepares Thai people to pursue promising careers but also provides them with the ability to make rational judgements and choices in order to live in harmony with other members of the society, is required.

Unless a strong commitment to radical educational reform is adhered to by all concerned, such educational reform will not occur. In recent years, the 1997 Constitution as well as the 1999 National Education Act have paved the way for a comprehensive reform of education in Thailand. Effective implementation of educational reform is thus the most important factor for building the capacity of Thai people to meet the challenges of a knowledge-based economy and society.





Chapter 2

Framework of Education

At present, the framework of education in *Thailand* is based on the *1997 Constitution* and the *1999 National Education Act*. They provide principles and challenging guidelines for the provision and development of Thai education in order to prepare all Thai people for a learning society in a knowledge-based economy. The *Constitution* has greatly increased the rights of Thai people to political participation and the rights to voice public opinion on major problems while the *National Education Act* has introduced new initiatives and provides principles and guidelines for the comprehensive reform of education in *Thailand*.

Following the *Constitution* and the *National Education Act*, the *National Education Plan (2002-2016)* was promulgated emphasising education which embraces equity and quality and aims at increasing the quality of life of its citizens. The provisions in the *Constitution* relating to education and essential features of the *National Education Act* and the *National Education Plan* are summarised below.

2.1 The 1997 Constitution of the Kingdom of Thailand

The new *Constitution* promulgated in October 1997 contains several provisions relating to education, religion and culture. It is



stated in *Section 81* that the State will “improve education to be in harmony with economic and social change”, which means that the Government is committed to initiate educational reform whenever it is necessary to keep up with the pace of change.

Besides, it is provided in the constitution for the first time that all Thai people will have an equal right to receive basic education for at least 12 years, of quality and free of charge (*Section 43*).

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

In providing education, maximum public benefit in national communication resources (*Section 40*) and the conservation and restoration of local wisdom (*Section 46*) will be taken into consideration. The role of the private sector in the provision of education at all levels is also emphasised (*Section 43*). It ensures the right of the local organisations to participate in the provision of education which will facilitate the decentralisation of educational management (*Section 289*).

Furthermore, participation of local people and communities in educational provision will be enhanced which will make education both relevant to the needs of the people and responsive to changing environments, demands and opportunities at a local level.

These challenging guidelines mandated by the *1997 Constitution* have been promulgated for implementation through the *enactment of a national education law* since 1999.

2.2 The 1999 National Education Act

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

For several decades, the *Ministry of Education* also supervised issues relating to religion and culture in addition to education. The *1999 National Education Act* was drafted in that spirit. It includes 9 Chapters prescribing the objectives and principles; educational rights and duties; educational system; national education guidelines; educational administration and management; teachers, faculty staff and educational personnel; resources and investment for education and technologies for education.

Since the bureaucratic reform in 2002, however, religious affairs has been under the supervision of the *Office of the Prime Minister* and the *Ministry of Culture* while culture has been under the supervision of the *Ministry of Culture*. To reflect the revision, the *National Education Act* was amended in 2002.

The *Amended National Education Act 2002* differs slightly from the *1999 National Education Act* as presented in the table below:

Table 2.1 Amendments of National Education Act 2002

	1999 National Education Act	Amended National Education Act 2002
1. Name of the Ministry	- the Ministry of Education, Religion and Culture	- the Ministry of Education
2. Responsibilities of the Ministry:	- Overseeing all levels and types of education, religion, art and culture	- Promoting and overseeing all levels and types of education.
3. Administrative Structure of the Ministry	(1) National Council of Education, Religion and Culture; (2) Commission of Basic Education; (3) Commission of Higher Education; (4) Commission of Religion and Culture.	(1) National Council of Education; (2) Commission of Basic Education; (3) Commission of Higher Education; (4) Commission of Vocational Education.



2.3 The National Education Plan (2002-2016)

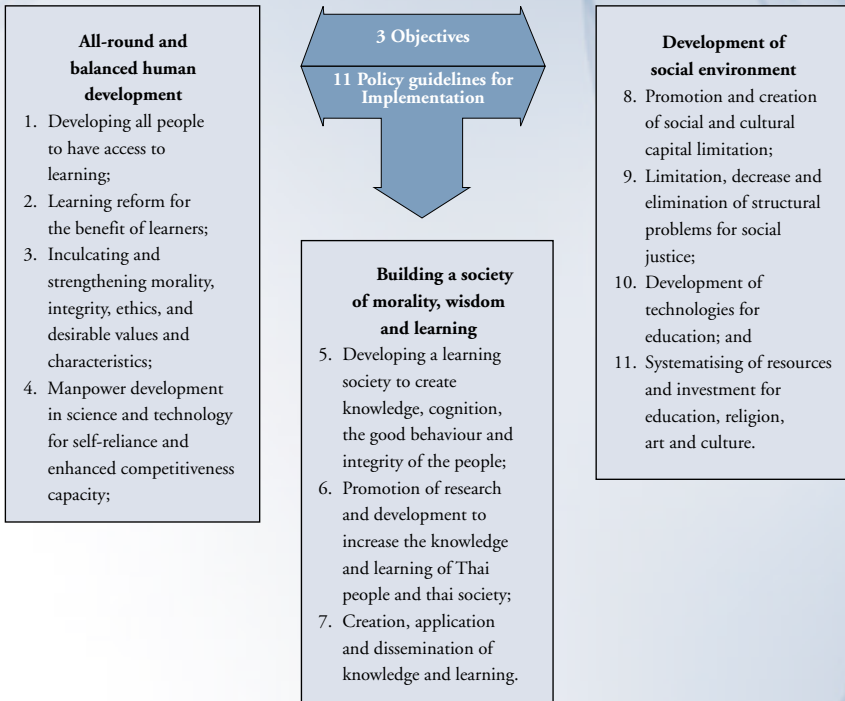
As mandated by *Section 33* of the *1999 National Education Act*, a 15-year *National Education Plan* was prepared by *ONEC* in place of the former *National Scheme of Education*. Authorised for subsequent implementation by the *Council of Ministers* on June 17, 2002, the *National Education Plan* focuses on the integration of all aspects of the quality of life. It emphasises human-centred development and an integrated and holistic scheme of education, religion, art and culture. In this regard, Thai people shall attain full development in terms of physical and spiritual health, intellect, morality and integrity as well as a desirable way of life that focuses on living in harmony with other people.

Covering the 15-year period from 2002 to 2016, the *National Plan* will serve as a framework for formulating the development plans pertaining to basic education, vocational education, higher education, and religion, art and culture. It also provides guidelines for formulating operational plans at the levels of educational service areas and educational institutions.

The *National Plan* represents a major reform plan, bringing together the relevant provisions of the *Constitution* and the *National Education Act*. Besides, it is based on the government policy aimed at transforming Thai society into a knowledge-based society. The Scheme enables all Thai people to have equal access to lifelong learning and training, and, being endowed with intellect, serving as a capital resource for income generating employment, thus protecting the country from economic and social crisis. It also manifests the vision of long-term development as earlier enunciated in the *Ninth National Economic and Social Development Plan* as well as the *Act Stipulating the Plan and Steps for Decentralising Authority to Local Administration Organisations of 1999* and other relevant laws and regulations.

The *National Education Plan* stipulates 3 objectives and 11 policy guidelines for implementation as follows;

Figure 2.1 Objectives and Policy Guidelines of National Education Plan



Based on the principles and guidelines provided by the 1997 Constitution and the National Education Act, it is hoped that the National Education Plan will 1) lead to a knowledge-based society; 2) promote continuous learning; 3) involve all segments of society in designing and decision-making concerning public activities. It is also expected that the National Education Plan will empower Thai people so that they will be able to adjust to world trends and events while maintaining their Thai identity as well as to develop desirable characteristics including virtue, competency, happiness and self-reliance.





Chapter 3

Educational System : Lifelong Learning

The present educational system has been organised in accordance with the framework of Thai education, particularly Chapter 3 of the *National Education Act*. It enables the Thai people to embrace lifelong learning through all types and levels of education as well as the transfer of learning outcomes.

3.1 Types and Levels of Education

Education is classified into 3 types: 1) formal education; 2) non-formal education; and 3) informal education.

3.1.1 Formal Education specifies the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. Formal education services are provided by both public and private bodies to those inside the school system, i.e. early childhood development institutions and schools. It is divided into 2 levels: basic education and higher education.

1) Basic Education

Basic education is provided before higher education covering pre-primary, 6-years of primary education, 3-years of lower



secondary education, and 3-years of upper secondary education. Basic education is provided by the following institutions:

- *Early childhood development institutions* i.e. childcare centres, child development centres, initial care centres for disabled children or those with special needs and early childhood development centres operated by religious institutions or by other agencies.

- *Schools* such as state schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions; and

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

Previously covering only 6-years of primary education, *compulsory education* has been extended to 9 years covering 6-years of primary education and 3-years of lower secondary education as stipulated in Chapter 3 of the *1999 National Education Act*. This requires children at the age of 7 to enrol in basic education institutions until the age of 16 except for those who have already completed grade 9

2) Higher Education

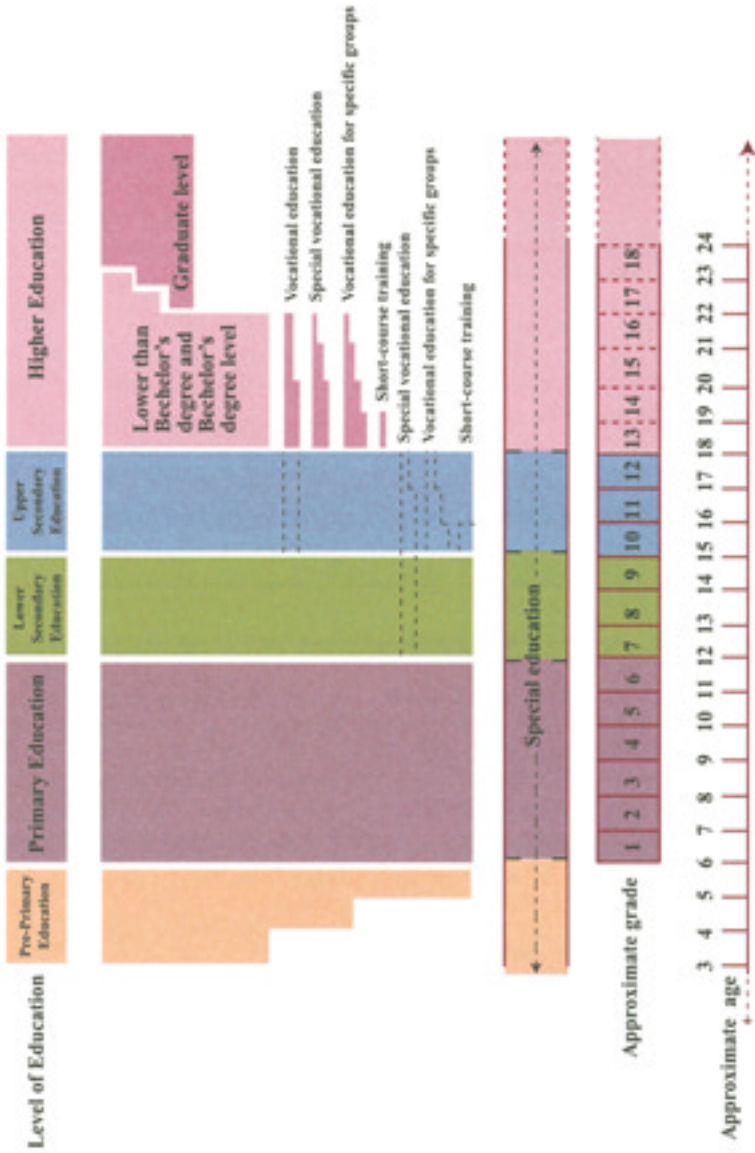
Higher education is provided in universities, institutes, colleges or other types of institutions. It is divided into two levels: lower-than-degree level and degree level.

- **Lower - Than - Degree or Diploma Level**

Higher education at lower - than - degree or diploma level is mainly offered by colleges and institutes i.e. *Rajabhat Institutes, Rajamangala Institutes of Technology*, state and private vocational colleges, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses offered are



Figure 3.1 Organisation of the Present School System



related to vocational and teacher education which require two years of study.

- **Degree Level**

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 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.

In addition, the provision of formal education mentioned above can be classified into the following types:

(1) Special and Welfare Education: Special education is provided for children who are hearing-impaired, mentally retarded, visually-impaired, physically-impaired or health-impaired. Other groups of children who need special education services are specific learning-disabled, autistic, emotionally/behaviorally disordered, as well as gifted and talented children. The teaching and learning of special education is organised in both special and inclusive schools.

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



(2) Vocational Education

In the general stream of basic education, career and technology-related education is offered to schoolchildren at both primary and secondary levels to provide them with work experiences and basic knowledge for career preparation and technological application.

In the vocational stream, vocational education is provided at three levels: upper secondary, leading to the lower certificate of vocational education; post-secondary, leading to a diploma or the higher certificate of vocational education; and at university level, leading to a degree.

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

(3) Special Vocational Education

Special vocational education includes 1) *Sports Schools* which provide admission and full financial support to students with a particular talent for sport from all over the country; and 2) *Dramatic Arts and Fine Arts Colleges* which offer certificates equivalent to lower and upper secondary education.

(4) Education for Ecclesiastics

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

(5) Specialised Education

Specialised education, both at basic and higher education levels, is provided by ministries, bureaus,

departments, state enterprises, and other public agencies in accordance with their needs and expertise, taking into consideration national education policy and standards.

Courses are offered for graduates from primary schools to upper secondary schools, both from general and vocational streams. All responsible agencies have developed their own curricula which can be classified into 4 groups: (1) curricula for the training of professional soldiers and police; (2) curricula for specific technicians; (3) medical sciences curricula; and (4) curricula for other specific purposes.

3.1.2 Non-Formal Education has more flexibility than formal education in determining the aims, modalities, management procedures, duration, assessment and evaluation conditional to its completion. The contents and curricula for non-formal education can be adjusted to meet the needs of individual groups of learners.

Provided by both public and private bodies to those outside the school system, non-formal education services can be divided into 5 following types:

- 1) Non-Formal Education for Pre-School Children:
- 2) Fundamental Education for Literacy
- 3) General Non-Formal Education
- 4) Vocational Non-Formal Education
- 5) Quality of Life Improvement Activities

3.1.3 Informal Education

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

- Informal education programmes provided by libraries, museums, and science/technology centres, etc. as well as by mass media i.e. radio, television, newspapers and magazines, etc.
- Informal education programmes of community learning networks i.e. community learning centres, village reading



centres, sub-district health offices, sub-district agricultural offices, as well as natural learning sources in each community.

- Learning from various sources including local wisdom, local media, families and 4) networking through cooperative activities.

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

3.2 Transfer of Learning Outcomes

The *National Education Act* acknowledges the importance of all types of education and is paving the way to create links between the 3 types of education: formal, non-formal, and informal education. Chapter 3 of the Act specifies that credits accumulated by learners will be transferable within the same type or between different types of education, regardless of whether the credits have been accumulated from the same or different educational institutions, including learning from non-formal or informal education, vocational training, or from work experience. In line with the *National Education Act*, relevant ministerial regulations and ministerial rules have been drafted.

For basic and higher education at lower-than-degree level, two ministerial regulations and two ministerial rules have been announced. One Ministerial Regulation prescribed differentiation of the levels and types of basic education services while another stipulated differentiation or equivalence of the various levels of non-formal and informal education. According to this Ministerial Regulation, non-formal education is divided into 2 levels: basic education and higher education at lower-than-degree level. Non-formal education services with specific curricular or training needs as well as informal education services are not classified into levels but equivalence of levels could be agreed by relevant committees who would take into account learning outcomes, skills and work



experience of learners. Besides, two Ministerial Rules were issued to facilitate the implementation of the transfer of learning outcomes which are presented below.

3.2.1 Equivalence of Levels of Education

A Ministerial Rule has been drafted for the equivalence of levels of basic education and higher education at lower-than-degree level in higher education institutes providing education at lower-than-degree level. In this Ministerial Rule “equivalence of levels of education” means “evaluation of learning outcome, knowledge and experience that learners have gained from informal education and non-formal education in order to determine which level of education they are equivalent to.”

The “equivalence of levels of education” will cover essential features of knowledge, skills, process, virtue, ethics and value which are in line with the structure and standards of learning in each particular curriculum.

3.2.2 Transfer of Learning Outcomes at Basic Education and Diploma Levels

A Ministerial Rule has been prepared for the transfer of the learning outcomes at basic education and diploma levels. In this Ministerial Rule “transfer of learning outcomes” means evaluation of the learning outcomes, skills and experience that learners gained from formal, non-formal and informal education including apprenticeship and on-the-job training in order to transfer them as part of a particular curriculum at the levels of basic education as well as higher education at lower-than-degree level.”

Relevant documents and evidence in relation to the “transfer of learning outcomes” as well as results from various instruments such as tests, interviews and observation shall be considered by the committee responsible for the “transfer of learning outcomes.”

3.2.3 Transfer of Learning Outcomes at Degree Level

At degree level, two ministerial announcements have been issued regarding the transfer of learning outcomes of higher education providing the following implementation guidelines:

1) **The announcement on “criteria for transferring learning outcomes at degree level into formal education”** emphasises minimum requirements in transferring learning outcomes, from formal; non-formal; and informal education, as part of a particular curriculum in formal education at degree level. As mentioned therein, there are 2 main principles in the equivalence of subjects and transfer of credits/learning outcomes. Both principles specify details concerning the related fields, subjects and learning substance or units that will be transferred as follows: (1) The first principle deals with the equivalence of subjects and transfer of credits within the formal education; and (2) The second principle deals with transferring learning outcomes from non-formal education and informal education into formal education.

2) **The announcement on “recommendations of the best practices in transferring learning outcomes at degree level”** prescribes general recommendations on best practices in transferring learning outcomes at degree level. Most of the contents in the recommendations are similar to those in the “criteria for transferring learning outcomes at degree level into formal education.” However, the recommendations specify the time frame and fees as well as recommending how to record the results of evaluation.

In this regard, higher education institutes, which have already established requirements in transferring learning outcomes at degree level that are more exacting than those specified in both announcements, are allowed to retain their original requirements. In contrast, higher education institutes, which have never established their own requirements in transferring learning outcomes at degree level will follow the requirements specified in *MOU*s announcements.





Lifelong learning has always been one of the ultimate goals of the Thai educational system since it is believed that it will eventually lead to a knowledge-based society. In an endeavor to promote lifelong learning, the Thai educational system allows learners to transfer their learning outcomes in order to create linkage between all types of education. It is anticipated that a more flexible educational system will be able to draw future generations of Thai people towards lifelong learning.



Chapter 4

Educational Administration and Management: Transition to a New Structure

In accordance with the *1999 National Education Act* and the *Bureaucratic Reform Bill*, the agencies with the main responsibility for educational provision, namely the *Ministry of Education*, the *Ministry of University Affairs* and the *Office of the National Education Commission*, have been reorganised into a single Ministry, the *Ministry of Education (MOE)*.

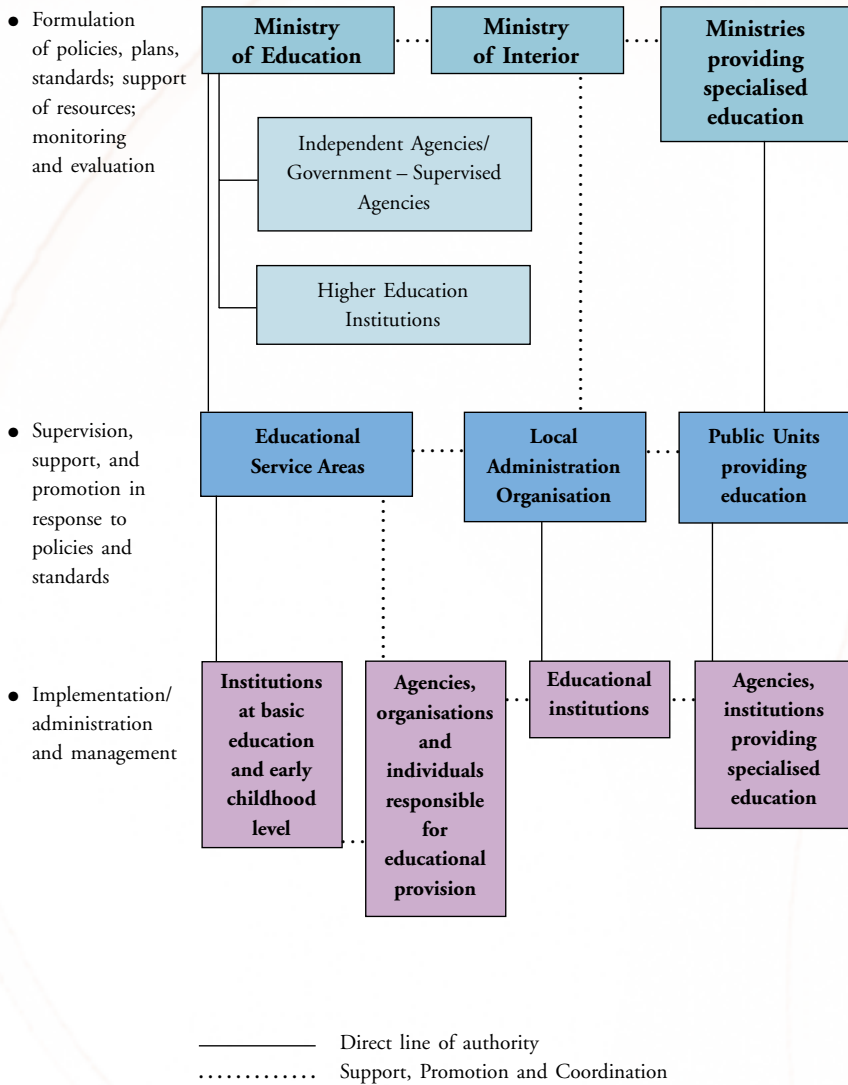
However, local education administration is still under the supervision of the *Ministry of Interior (MOI)*. In addition, other ministries also take charge of the management of education in specialised fields or for specific purposes (Figure 4.1).

The reform of educational administration and management is based on the principle of unity in policy and diversity in implementation as well as decentralisation of authority to educational service areas, educational institutions and local administration organisations.

Accordingly, educational administration and management in *Thailand* can be categorised as follows:



Figure 4.1 Educational Administration and Management Structure



4.1 Administration and Management of Education by the State

Education in *Thailand* is administered and managed by the government at three levels: central level, educational service areas and educational institutions at all levels of education.

4.1.1 Administration at Central Level

After the reorganisation of the administrative structure, the main responsibility for education in *Thailand* is under the *Ministry of Education (MOE)*. According to the amendments of the *National Education Act*, the *Ministry of Education* is responsible for promoting and overseeing all levels and types of education; formulation of education policies, plans and standards; mobilisation of resources for education; promotion and co-ordination in religious affairs, art, culture and sports in relation to education; as well as the monitoring, inspection and evaluation of educational provision.

The administration and management at central level is under the responsibility of 5 main bodies: the *Permanent Secretary's Office*, the *Secretariat of the Education Council*, *Office of the Basic Education Commission*, *Office of the Higher Education Commission* and *Office of the Vocational Education Commission*. The administrative structure at central level is organised as presented in Figure 4.2.

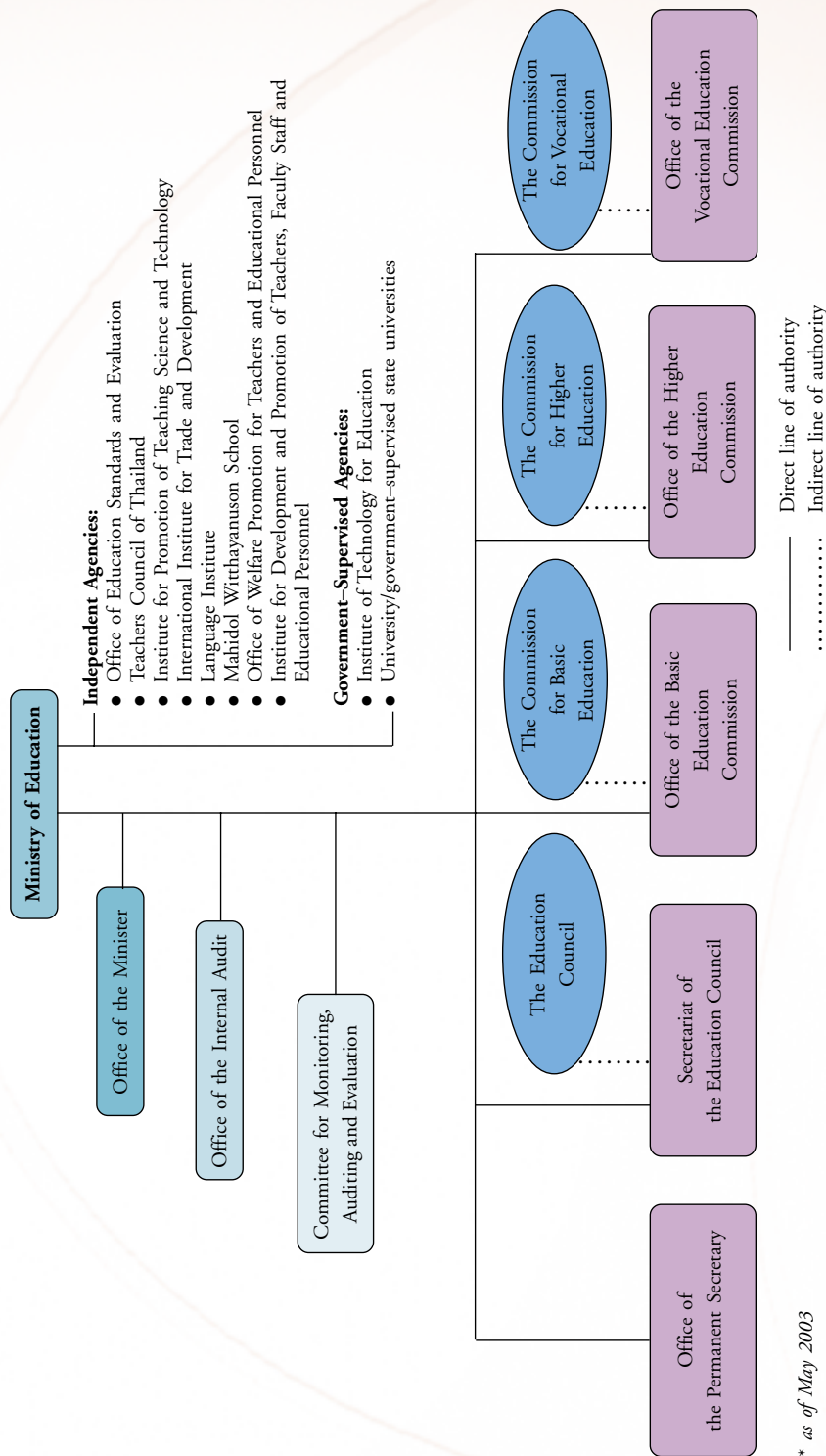
4.1.2 Administration in Educational Service Areas

The educational service areas have been established under the jurisdiction of the *Basic Education Commission* in response to the decentralisation of powers for educational administration as stipulated in the *National Education Act*. Based on approximately 200 educational institutions and a population of 300,000 - 500,000, the country is currently divided into 175 educational service areas in 76 provinces, with 172 areas in the provinces and the remaining 3 areas in Bangkok.

In each educational service area, there will be an Area Committee for Education comprised of representatives of community, private, and local administration organisations; teacher associations;



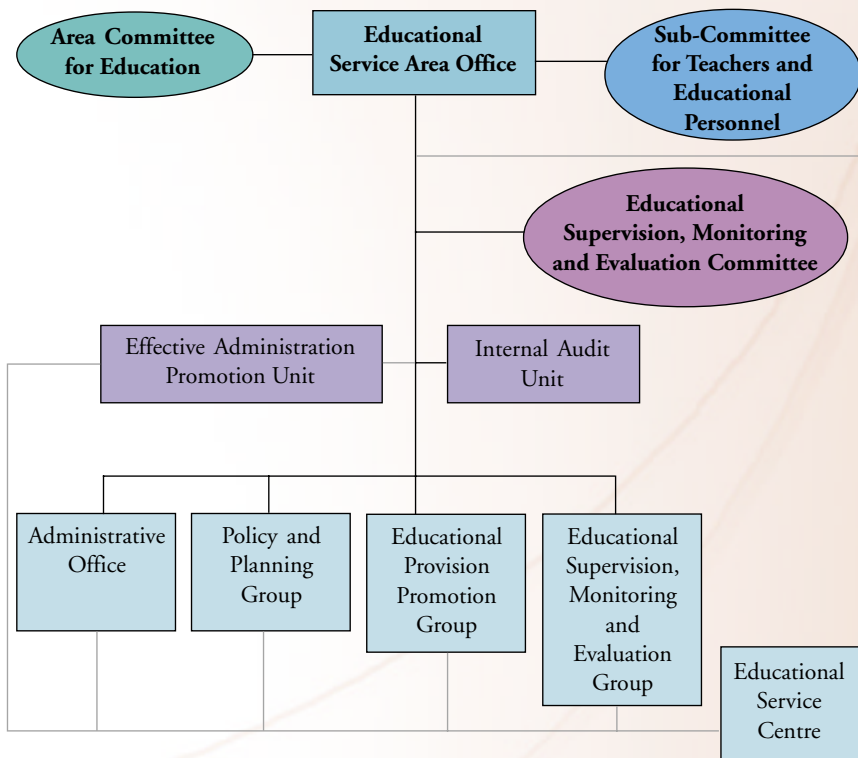
Figure 4.2 Organisation of the Ministry of Education at Central Level



* as of May 2003

educational administrator associations; parent-teacher associations; and scholars in education, religion, art and culture. The Area Committee for Education and its Office will be responsible for the following: 1) Overseeing, establishment, dissolution, amalgamation or discontinuance of basic education institutions; 2) Coordination, promotion and support for private educational institutions in the educational service areas; 3) Coordination and promotion for local administration organisations so as to be able to provide education in accord with educational policies and standards; and 4) Promotion and support for education provided by individuals, families, community organisations, private organisations, professional bodies, religious institutions, enterprises, and other social institutions offering a variety of training.

Figure 4.3 Organisation of Administration in Educational Service Areas



4.1.3 Administration in Educational Institutions

Educational administration and management at educational institution level can be divided into two categories:

1) Institutions at Basic Education or Lower - than - Degree Level

The *Ministry of Education* will decentralise powers in the areas of educational administration and management regarding academic matters, budgets, personnel and general affairs administration directly to educational institutions. In each institution providing basic education or education at lower - than - degree level, there is a board composed of 7-15 members who are the representatives of parents, teachers, community organisations, local administration organisations, alumni and scholars. The board of each educational institution takes charge of the following responsibilities: Approve the policy and budget of the school/institution; Promote academic matters and the development of teachers and educational personnel; Mobilise resources for education; Promote internal and external evaluation; Participate in the monitoring, inspection and evaluation of the administrator; and Promote and support the performance of the institution/school.

Following the principle of decentralisation of authority to educational institutions, the school-based management approach has been implemented. All schools are required to take greater responsibility in performing their duties regarding academic matters, budget, personnel and general affairs administration.

For the purpose of educational quality assurance, the development of the school will be evaluated every 5 years by the *Office of Education Standards and Evaluation*.

So far, a pilot project on school-based management in learning reform schools has been undertaken. Of 6,222 schools participating in the pilot project, 250 pilot schools were supervised by the *ONEC*; 125 pilot schools were supervised by the *BMA* while the rest were supervised by the *MOE*. It is expected that the participating schools will disseminate their best practices on school-based management to 40,000 other educational institutions.



In order to improve educational administration and management at educational institution level, the current Prime Minister of *Thailand* requested that education be provided in an innovative framework in a project called “*Mini-Ministry of Education.*” Chaired by the Deputy Permanent Secretary of the *MOE*, the “Educational Innovation Development Committee” was established to supervise the project which will be implemented during the fiscal years 2003-2006. The project, in which students will be regarded as individuals with different capabilities and aptitudes, includes five types of model schools in the school year 2003 as follows:

(1) State-Supervised Schools: In these schools, the class size will not exceed 40 at primary level and not exceed 35 at secondary level. In 2003, there will be 19 schools participating in this model, 14 of which are secondary schools and the rest are primary schools. It is expected that State-supervised schools will increase by 10 percent each year during the school years 2004-2007.

(2) Bilingual Schools: Bilingual schools can provide 2 types of programme: English Programme (EP) and Mini-English Programme (MEP). Focusing on using English in communication, the class size in both programmes will not exceed 25 at pre-primary level, 30 at the levels of primary and secondary/ diploma in schools under the supervision of *DGE/DOVE* and 35 at the same levels in schools under the supervision of *ONPEC*.

Schools that are interested in participating in the project will be assessed, by the “Educational Innovation Development Committee”, in terms of curricular substance, the teaching-learning process and knowledge/qualifications of teachers. In addition, the *MOE* also specifies that in each school year, schools conducting both programmes should provide at least 3 percent of their seats to disadvantaged students whose capabilities meet the criteria set for EP and MEP.

Starting in the school year 2003, schools have been approved to provide EP and MEP as follows:

- Fifty-six schools were approved to conduct EP. Among these, 48 schools are under the supervision of *OPEC*



while the rest are under the supervision of *DGE*. In the EP, English will be used as a medium of instruction as follows:

- At pre-primary level: The maximum usage of English is 50 percent of the total periods per week.

- At primary level: English is used in selected subjects including English Language, Mathematics, Science and Physical Education. The advantage to the teaching-learning process in terms of the ability to communicate in English as well as the knowledge and understanding of the substance of each subject will be taken into consideration; and

- At secondary level: English is used in all subjects, except for Thai Language and Social Studies (only the parts of the curriculum that are related to Thai tradition, culture and law.)

- Fifty-three schools were approved to conduct *MEP*. Among these, 17 schools are under the supervision of *ONPEC* while the rest are under the supervision of *DGE*. In the EP, English will be used as a medium of instruction for not more than 15 periods per week or not exceed 50 percent of the total periods per week. Except for Mathematics and Science, other subjects in the *MEP* can be taught in English depending on the schools' readiness.

(3) Schools for gifted students: Education for gifted and talented students will be provided at pre-primary, primary and secondary levels. At the moment, there are approximately 60,000 students in 60 schools for gifted students.

- At pre-primary level: There will be an exploring centre to explore the specific gifts and talents of the students. Learners' development and supportive activities will also be emphasised. Parents will be trained in the skills of exploring the specific gifts and talents of their own children.

- At primary and secondary levels: At both levels, the "Gifted Education Curriculum" and supportive activities will be applied for gifted students in ordinary schools. At secondary



level, “Specialised Education” for talented students will also be provided. In the “Specialised Education”, advanced placement programmes (programmes that allow talented students studying at secondary level to study at higher education level in advance) will be included.

(4) Buddhist Schools: Buddhist schools are schools that integrate Buddhist philosophies into the teaching-learning process and the learners’ development activities as well as the school administration and the school environment as a whole. In the first phase, there will be 50 Buddhist schools at both primary and secondary levels.

(5) Model ICT Schools: These are schools that apply ICT in developing the body of knowledge as well as integrating ICT into the teaching-learning process and the learners’ development activities. In the first phase, there will be 10 model ICT schools; half of which will be at primary level and the rest at secondary level. All model ICT schools will be supervised by one of the following universities: Chulalongkorn University; Kasetsart University; Silpakorn University (Sanamchandra Palace Campus); King Monkut’s University of Technology Thonburi (KMUTT); and King Monkut’s Institute of Technology North Bangkok (KMITNB). Each university/institute will supervise 1 primary school and 1 secondary school.

In this regard, the Constructionism theory will also be applied in the teaching-learning process. Personnel responsible for model ICT schools are also seeking participation from the private sector in terms of equipment and facilities, personnel and innovative ideas in the teaching-learning process. In cooperating with the private sector, related criteria; measures; procedures and incentive measures such as tax reduction will be specified.

2) 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. To improve the quality of higher education, government-supervised state universities have been promoted and the bill has been stipulated in the University action plan to change their roles to those of government-supervised state universities approved by the *Council of Ministers*.

So far, 3 public universities have changed their roles to government-supervised universities: Mahamakutrajavidyalaya University, Mahachulalongkornrajavidyalaya University, and King Mongkut's University of Technology Thonburi, while Suranaree University, Mae Fah Luang University and Walailak University were newly established as government-supervised universities.

4.2 Administration and Management of Education by Local Administration Organisations

In accordance with the *National Education Act*, local administration organisations can provide education at any or all levels of education according to readiness, suitability and requirement of the local areas. The *Ministry of Education* is responsible for prescribing the criteria and procedures for assessing the readiness of the local administration organisations to provide education including co-ordination and promotion of the local administration organisations' capability to provide education in line with the policies and standards required. Besides, *MOE* will also advise on the budgetary allocations for education provided by local administration organisations. The relationships between state educational organisations and local administration organisations can be represented in Figure 4.4.

Figure 4.4 Relationships between Public Educational Organisations and Local Administration Organisations

Public Educational Organisations	Local Administration Organisations
<p>1. Ministry of Education will be responsible for the following:</p> <ol style="list-style-type: none"> (1) Formulating the criteria and methods for assessing the readiness to provide education of local administration organisations. (2) Supporting and collaborating with local administration organisations so as to enable them to provide education in line with policies and standards. (3) Giving recommendations on educational budgetary allocations of local administration organisations. 	<p>Local Administration Organisations i.e. municipalities, Bangkok Metropolitan Administration, Pattaya City, Provincial Administration Organisations, District Administration Organisations and the other local administration organisations established by the law will:</p> <ol style="list-style-type: none"> 1. Have the right to provide education at any or all levels in accord with readiness, suitability and the requirements of the local administration organisations. 2. Participate in the provision of education by: <ol style="list-style-type: none"> 2.1 being a Committee representative of local administration organisations, committees organisations, committees in each level (at the central level, in educational service areas and in educational institutions). 2.2 mobilising resources for education in local areas i.e. allocation of local income for education.



Public Educational Organisations	Local Administration Organisations
<p>2. Educational Service Areas Area Committees for Education and Educational Service Area Offices are responsible for the promotion of and collaboration with the local administration organisations in the provision of education in line with policies and educational standards.</p> <p>3. Institutions at Basic Education Level These institutions are responsible for the provision and service of education to people in local areas. In each institution, there will be a board supervising and supporting the management of the institution.</p> <p>4. Office of Education Standards and Evaluation (OESE) This Office is responsible for developing the criteria and methods of quality evaluation of educational institutions under the supervision of local administration organisations as well as submitting the report to local administration organisations.</p>	<p>2.3 monitoring, auditing and evaluating the provision of education as the main organisations and representatives of people in local areas.</p> <p>1. Local Administration Organisations cooperate with educational service areas.</p> <p>2. The representatives of local administration organisations participate in the Area Committees for Education.</p> <p>The representatives of local administration organisations will be members of the board that supervises and supports the management of the institution.</p> <p>Local Administration Organisations are responsible for the following:</p> <p>1. Developing a quality assurance system in educational institutions.</p> <p>2. Endorsing the results of external evaluation.</p> <p>3. Improving and developing educational institutions as proposed by the <i>OESE</i>.</p>



With regard to the local administration organisations including the Provincial Administration Organisations and the Sub-District Administration Organisations as well as other local organisations which have never experienced the provision of education, criteria and methods have been drafted for assessing their readiness in providing education. In addition, a 15-year policy has also been formulated by the *MOI* so as to prepare the local administration organisations for the provision of education. The policy includes the following issues: equal opportunity in basic education; educational administration system; quality and standards in line with potentiality, readiness and requirements of the local areas; and teachers, faculty staff and educational personnel.

4.3 Administration and Management of Education by the Private Sector

There are two categories of private educational institutions: 1) private educational institutions that provide general education which range from kindergartens to primary schools, secondary schools, colleges and universities, and 2) private educational institutions that provide vocational education. At present, most private institutions are proprietorial schools, with a few prestigious schools still associated with Christian denominations.

According to the *National Education Act*, private educational institutions can provide education at all levels and of all types. The administration and management of education by the private sector will be independent with the State being responsible for overseeing, monitoring, and assessing educational quality and standards as for state educational institutions.

It is thus essential for the government to provide support for private educational institutions to promote the role of the private sector in educational provision. Clear-cut policies and measures have been defined by the State regarding the participation of the private sector in the provision of education. Besides, private educational institutions providing education at degree level will be allowed to function with autonomy, develop their own system of administration and management, flexibility, and academic freedom.



The State will provide support in terms of grants, tax rebates or exemptions, and other benefits to private educational institutions as appropriate, including academic support.

In order to promote and support private education, relevant laws and regulations have been prepared. In addition, a strategic plan for the reform and promotion of private education has been formulated to provide a framework for the development of private education during a 5-10 year period. In addition, *MOE* has conducted a pilot project on the educational administration and management of private educational institutions as legal entities.

The streamlined structure of educational administration and management at a central level together with the decentralisation of authority to educational service areas, educational institutions and local administration organisations is a result of the new structure of educational administration and management. It is expected to accelerate educational reform efforts since it not only reduces redundancy and hence, reduces administrative expenditures but also increases efficiency in educational management.



Chapter 5

Resources and Investment for Education

The mobilisation of resources and investment for education, the allocation of budget and budget management are necessary mechanisms to consolidate educational reform efforts. To make these mechanisms effective, new laws and regulations as well as new approaches to administration must be addressed.

5.1 The Mobilisation of Resources

The mobilisation of resources for education will proceed more successfully according to Chapter 8 of the *National Education Act* if the following actions are taken:

1) A law, which will authorise the State and local administrations capable of providing education to levy educational taxes, is issued as specified in the *National Education Act*. In the case where the State is authorised to levy inheritance tax, it is proposed that such a tax shall be used for educational purposes.

2) A more simplified process in requesting tax rebates as well as additional tax exemption measures and other incentives are implemented so as to attract more donations for education.

Financial resources for education in *Thailand* are derived from both public and private sources. Public expenditure for

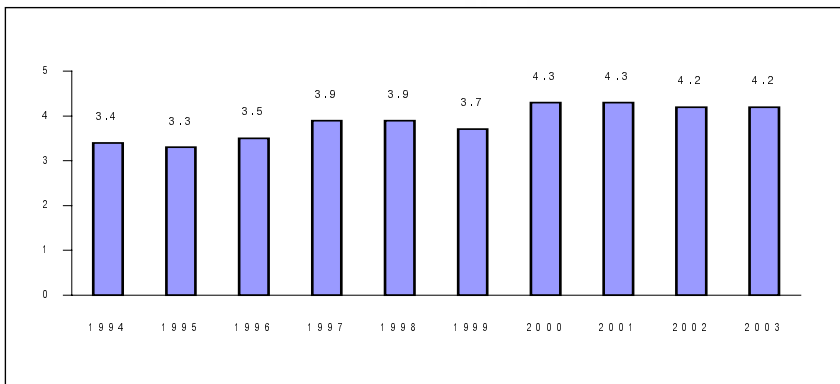


education includes the central government budget and subsidies for local funding and private expenditure while the private sources are expenditure from households and other non-government sources. The current state of cost-sharing between participants in education and society as a whole can be seen as presented below:

- **Public Educational Expenditure**

The education sector has received the largest share of total public expenditure for the last decade. The share of education as a proportion of GDP rose from 3.4 percent in 1994 to 4.2 percent in 2003 (Figure 5.1).

**Figure 5.1 Educational Budget as % of GDP:
Fiscal Years 1994-2003**

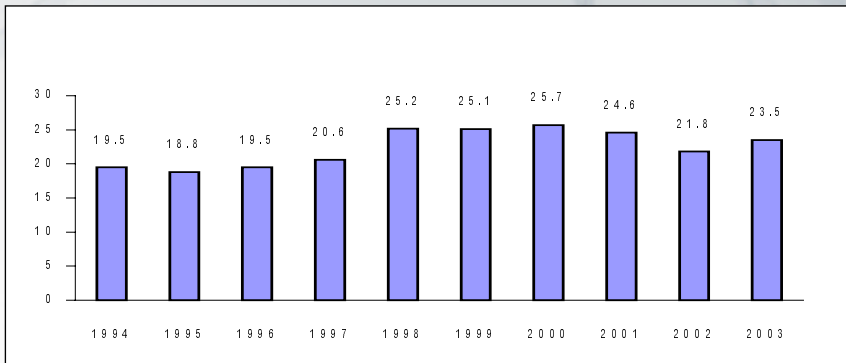


Source: Bureau of the Budget.

In 1998, although the total government budget for education was reduced from the previous year due to the impact of the economic crisis, the share of public expenditure for education rose sharply to 25.2 percent of the national budget reflecting the Government's commitment to education. The size of the education share was largest in the year 2000 at 25.7 percent before declining to 21.8 percent (222,989.80 baht) in 2002 and 23.5 percent (235,092.10 baht) in 2003. (Figures 5.2).



**Figure 5.2 Educational Budget as % of National Budget:
Fiscal Years 1994-2003**

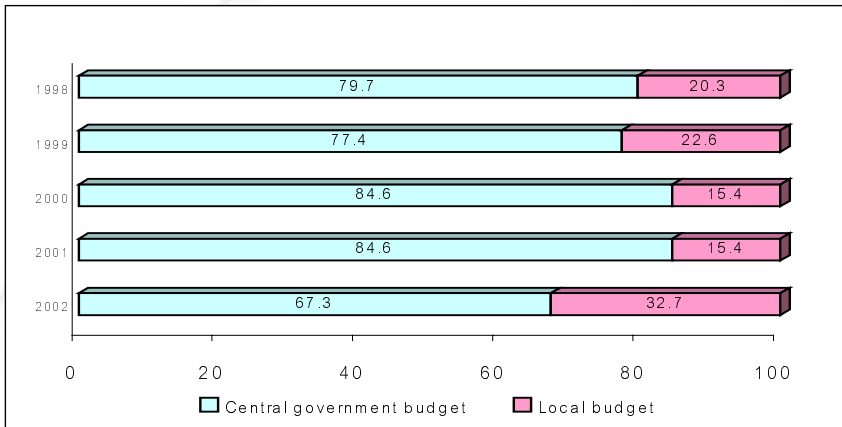


Source: Bureau of the Budget.

The major source of local funding for education also comes from central government subsidies. Although the share of central government subsidies for municipal schools under the responsibility of the *BMA* and *Pattaya City* has gradually decreased, its proportion remained nearly two times higher than the local budget.

However, the current reform proposal aims at stimulating greater support for education from local resources and has resulted in an increasing proportion of local revenue dedicated to the education system. In *Pattaya City*, the share of local organisation budget increased from 20.3 percent in 1998 to 32.7 percent in 2002 (Figure 5.3).

Figure 5.3 Educational Budget Distribution of the Municipality of Pattaya City: Fiscal Years 1998-2002

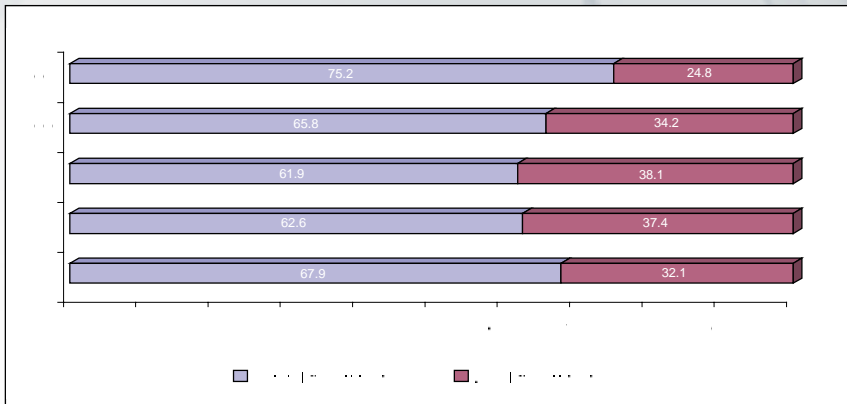


Source: Education Division, Municipality of Pattaya City.

A similar situation can be seen in the educational budget of the *BMA*. The share of local funding for education under the responsibility of the *BMA* increased from 24.8 percent in 1998 to 32.1 percent in 2002, reflecting greater participation in educational provision of local organisations. (Figure 5.4).



Figure 5.4 Educational Budget Distribution of Department of Education of BMA: Fiscal Years 1998-2002



Source: Department of Education, BMA.

- **Contributions from the Private Sector and Society**

- 1) **Non - Government Sources**

Resources from non-government sources of educational finance are irregular and intermittent. These sources include: (1) Donations made by individuals and communities which vary both in cash and in kind; 2) Other revenue of educational institutions; for instance, those from academic services, students' products and property; and (3) Foreign loans or international funds such as those from the *World Bank, ADB, OECF* and other countries such as *France and Germany*.

- 2) **Private Educational Institutions**

Private education has played an important role in relieving the government burden on financial resources for education. In the past, private educational institutions had a significant share in providing vocational education. Nevertheless, their share dropped considerably from 50 percent in 1991 to 29 percent in 2001. Due to the increasing popularity in general education, the number of students wishing to enter vocational educational institutions has

constantly decreased despite an increasing social demand for skilled labour. In regard to state degree-level institutions, they can absorb only a limited number of students while the demand for higher education has risen. Consequently, private degree-level institutions have a more significant role than in the past.

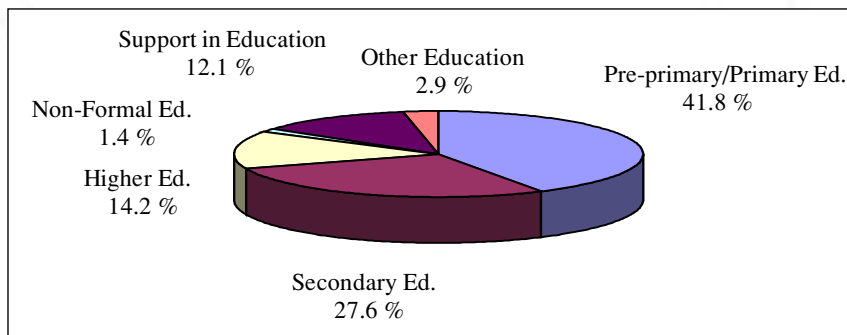
At the level of basic education, the government distributes subsidies to students in both state and private educational institutions. Private degree-level institutions do not receive government subsidies and have to charge higher tuition fees than state degree-level institutions which receive government subsidies.

To promote the role of the private sector in providing both compulsory and higher education and relieve the government's burden of educational financial resources, additional government support is needed in order to lessen the disadvantages suffered by the private sector in terms of costs.

5.2 Allocation of Budget

The largest proportion of educational funding in 2003 has been allocated to pre-primary and primary education, amounting to 41.8 percent (Figure 5.5). Secondary education and higher education received 27.6 and 14.2 percent respectively, while only 1.4 percent of the total educational budget was allocated to non-formal education.

Figure 5.5 Percentage Distribution of Educational Budget by Function: Fiscal Year 2003



Source: Bureau of the Budget.

So far, general subsidies for per head expenditure have been distributed only to educational institutions. At the moment, individuals; families; communities; community organisations; private organisations; professional bodies; religious institutions; enterprises; and other social institutions have not yet received, as appropriate and necessary, subsidies, for providing education as specified in *Section 61* of the *National Education Act*.

Following are some responsibilities of the State, as stipulated in *Section 60* of the *National Education Act*, regarding distribution of budgetary allocations for operating and capital costs; general subsidies for per head expenditure and loans.

1) Distribution of Government's Budgetary Allocations for Operating and Capital Costs of Educational Institutions:

● **State Educational Institutions Providing Basic Education:**

All the capital costs of state educational institutions providing basic education as well as their operating costs, which are used for school administration; development of teachers and students; and salaries for their teachers, are included in the government's budgetary allocations.

● **Private Educational Institutions Providing Basic Education:**

So as to decrease the costs of private educational institutions providing basic education, the government absorbs the salaries of their teachers as part of the general subsidies for per head expenditure of private educational institutions. Unlike state educational institutions, all the capital costs of private educational institutions are dealt with by the private educational institutions themselves.



2) Distribution of budgetary general subsidies for per head expenditure for those receiving compulsory and basic education:

For the year 2003, the government allocated a 26,650.4 million baht budget for general subsidies for per head expenditure for 11,567,000 students receiving compulsory and basic education. It covers 6,266,000 primary students; 3,151,000 lower-secondary students; and 2,150,000 upper-secondary students. In comparison to the year 2002, the budgetary general subsidies for per head expenditure increased from 19,566.6 by 26.58 per cent or 7,083.8 million baht.

The government's general subsidies for per head expenditure for those receiving compulsory and basic education will be distributed as follows:

(1) In comparison to ordinary students, the government provides larger subsidies for disadvantaged students in welfare education schools; students from low-income families; disabled students in schools for the disabled; and students in Sports schools. For example, expenses for uniforms and other items are not included in the general subsidies for per head expenditure for ordinary students and are absorbed by household expenditure.

(2) Schools that use English as a medium of instruction and international schools prefer not to receive general subsidies for per head expenditure and are allowed to collect fees for tuition and basic facilities as well as other expenses as they deem appropriate and necessary.

(3) Budgetary general subsidies for per head expenditure for state and private educational institutions are differently distributed. Both state and private educational institutions receive the same amount of general subsidies for per head expenditure for operating costs covering fees for tuition and basic facilities. Apart from the operating costs, general subsidies for per head expenditure of private educational institutions also include teachers' salaries. State educational institutions also receive, as separate subsidies, all of their capital costs as well as teachers' salaries, which are in line with



specific salary scales and higher than some private educational institutions.

- **Government Subsidies for Per Head Expenditure of State Educational Institutions**

For state school students, various rates of general subsidies for per head expenditure are applied. The rates vary depending on the following: a) the classification of students into 6 groups; b) the types and levels of education; c) the different costs in provision of education as specified by responsible agencies (*ONPEC, DGE, DOVE, DNFE, DFA, DRA and DPE*); and d) fields of study (in the case of vocational education).

Different rates of subsidies are also applied for disabled students in schools for the disabled and in inclusive schools as well as for boarders and day students. The government's general subsidies for per head expenditure of state school students in 2003 are presented in the table below.



**Table 5.1 General Subsidies for Per Head
Expenditure of State School Students**

Unit: baht

Types and Levels of Education and Responsible Agencies	Ordinary Students	Disadvantaged Students in Welfare Education Schools	Students from Low-Income Families	Students in Non-Formal Education System	Students in Schools for the Disabled	Students in Sports Schools
	(1)	(2)	(3)	(4)	(5)	(6)
General Education						
● Primary						
-- boarders		12,600	6,400		13,020	
-- day students	1,100	4,140	1,560	2,080	1,400 (ONPEC) 2,700 (DNFE) 4,140 (DGE)	49,040
● Lower Secondary						
- General Stream		13,100			13,500	46,850/
-- boarders		4,220	4,300	700	1,000 (DNFE) 4,330 (DGE/ Inclusive Schools) 4,620 (DGE/ Schools for the Disabled)	50,390 (small-/ full-scaled)
-- day students	1,800					
- Vocational Stream*				4,440		
● Upper Secondary						
- General Stream		14,000			14,000	47,420/
-- boarders		5,120		1,000	1,200 (DNFE) 5,520 (DGE)	50,310 (small-/ full-scaled)
-- day students	2,700					
- Vocational Stream				4,240		

Source: Policy and Planning Bureau, Office of the Permanent Secretary, Ministry of Education.

* Vocational stream at the level of lower secondary is also included in the non-formal education system.

Excluded from the above table are the rates of general subsidies for per head expenditure of students studying in the following state educational institutions:

- For state educational institutions providing vocational education at the level of lower certificate in the fields of industry; commerce; home economics; fine arts; and agriculture, the rates of such subsidies are equal to 4,640; 3,040; 3,940; 4,940; and 7,198 baht respectively.

- For state educational institutions providing secondary education under the supervision of *DFA* and *DRA*, the rates of such subsidies are equal to the following:

- 1,620 baht for *DFA* students and 2,770 baht for *DRA* students at the lower secondary level;

- 2,440 baht for *DRA* students at the upper secondary level (general stream); and

- 3,600 baht and 4,045 baht for *DFA* students in the fields of Dramatic Arts and Fine Arts at the level of upper secondary (vocational stream).

- **Government Subsidies for Per Head Expenditure of Private Educational Institutions**

Since government subsidies for private educational institutions are less than those given to state educational institutions; the government allows them to charge “additional fees for improving the quality of education” from students. The detailed rates of government subsidies for per head expenditures of private educational institutions as well as the additional fees for improving the quality of education are shown in table 5.2.

- *Other Expenses of Private Educational Institutions:* Other than additional fees for improving the quality of education, private educational institutions are allowed to collect, from their students, other expenses to cover their costs in relation to student lunches, school supplies, laundry, transportation, snack/milk, annual checkup, and etc. However, the rates to be collected shall not exceed those specified by the *Office of the Private Education Commission (OPEC)*.



Table 5.2 Government Subsidies for Per Head Expenditure of Private Educational Institutions and the Additional Fees for Improving the Quality of Education

Unit: baht

Types and Levels of Education	Government Subsidies for Per Head Expenditure			Additional Fees	Maximum Fees
	Fees for Tuition and Basic Facilities (1)	Teachers' Salaries (2)	Total (3) = (1)+(2)		
General Ed.					
- Primary	1,100	3,440	4,540	4,460	9,000
- Lower Secondary	1,800	4,300	6,100	3,900	10,000
- Upper Secondary	2,700	4,300	7,000	3,900	10,900
Vocational Ed. (At the Level of Lower Certificate)					
- Industry	4,640	4,300	8,940	7,740	16,680
- Commerce	3,040	4,300	7,340	5,730	13,070
- Fine Arts	4,940	4,300	9,240	4,520	13,760
- Agriculture	4,140	4,300	8,440	5,740	14,180

Source: Policy and Planning Bureau, Office of the Permanent Secretary, Ministry of Education.

Remarks:

(1) Government subsidies: Private educational institutions will receive general subsidies for per head expenditure from the government to cover fees for student tuition and basic facilities as well as the teachers' salaries as per the rates specified in the third column.

(2) Additional fees: Private educational institutions are allowed to collect from their students additional fees to be used in improving the quality of education. The rates of additional fees will not exceed those specified in the fourth column.

(3) Maximum fees:

- When combined together, the total amount of government subsidies and additional fees charged by private educational institutions will not exceed the maximum fees. The rates of the maximum fees, as shown in the fifth column, were specified by *ONEC*.

- With regard to private educational institutions providing basic education (general stream) without collecting tuition fees from students or “Charity Schools”; they will receive government general subsidies for per head expenditure at an amount equal to 60 to 100 percent of the maximum fees. (5,400 to 9,000 baht for primary level; 6,000 to 10,000 baht for lower secondary level; and 6,540 to 10,900 baht for upper secondary level).

3) Distribution of Low-Interest Loans to Private Educational Institutions for Eventual Self-Reliance

A. Low-Interest Loans to Private Educational Institutions Providing Compulsory and Basic Education

The *Office of the Private Education Commission (OPEC)* supervises two Revolving Funds for the Development of Private Educational Institutions providing compulsory and basic education. Both Funds offer loans to be used in the construction of new school buildings or the renovation of old ones.

The Revolving Fund for private educational institutions administered by Islamic Religious Groups in the South of Thailand offers interest-free loans. In the year 2001, a 10 million baht budget was allocated while 16.93 million baht was needed.

The Revolving Fund for other private educational institutions offers 4 percent-interest loans. In the year 2001, a 100 million baht budget was allocated and 63.90 million baht was borrowed.

B. Low-Interest Loans to Private Degree-Level Institutions

Four percent-interest loans to private degree-level institutions are provided by the *MUA* from the following resources:

(1) The Revolving Fund for Development of Private Degree-Level Institutions: This fund offer loans to be used in the construction of new school buildings or the renovation of old ones as well as the purchase of school equipment; and

(2) The Revolving Fund for Development of Faculty Staff in Private Degree-Level Institutions: This fund offer loans to private degree-level institutions wishing to send their faculty staff to study abroad at master and doctoral degree levels in selected fields.



4) Distribution of Loans for Learners from Low-Income Families

The Education Loan Fund was set up in 1996 to provide loans for learners from low-income families. Since 1998, the Education Loan Fund has been regulated by the *1998 Education Loan Fund Act*. So as to reflect the intentions of the *National Educational Act*, this Act has been amended by responsible agencies.

Since 1996, the loans have been allocated to learners provided that “The borrowers must be destitute learners from low-income families who wish to continue their upper secondary education to undergraduate level in both general and vocational education. This includes learners in non-formal education who wish to further their studies from lower secondary level in the types of education stipulated by the *Ministry of Education*. Each learner has to repay the loan plus interest after completing his/her study.”

The settlement of debts from educational loans is under the responsibility of Krung Thai Bank Public Company Limited while the allocation of educational loans is under the responsibility of the *Ministry of Finance (MOF)*. The distribution of educational loans for borrowers is under the supervision of the *Ministry of Education (MOE)* and the *Ministry of University Affairs (MUA)*.

The amount and proportion of distribution of loans between the fiscal years 1996 and 2002 is presented in the table below:



Table 5.3 Amount and Proportion of Distribution of Loans between the Fiscal Years 1996 and 2002

Unit : million baht

Fiscal Years/ Amount of Grants	Types of Borrowers		Distribution of Loans to New Borrowers		
	Recurrent Borrowers	New Borrowers	Distributed by MOE	Distributed by MUA	Proportion of Distribution
1996 3,000	-	3,000	1,800	1,200	60:40
1997 8,450	3,500	4,950	3,200	1,750	65:35
1998 20,500	15,000	5,500	3,667	1,833	67:33
1999 20,000	17,000	3,000	2,000	1,000	67:33
2000 25,600	24,000	2,500	1,667	833	67:33
2001 28,000	24,500	3,500	2,333	1,167	67:33
2002 29,500	28,000	1,500	1,000	500	67:33
Total 135,050	112,000	23,950	15,667	8,283	

Source: The Ministry of University Affairs.

The distribution of loans in the school year 2001, as classified by level of education, is presented in the table below:



Table 5.4 Distribution of Loans in School Year 2001 as Classified by Level of Education

Unit: million baht

Levels of Education	Ministry of Education and Other Ministries		Ministry of University Affairs		Total	
	Number of Borrowers	Amount of Loans	Number of Borrowers	Amount of Loans	Number of Borrowers	Amount of Loans
General Upper Secondary Education	278,604	2,587.17	198	7.91	276,802	2,595.08
Vocational Upper Secondary Education	169,195	3,065.04	-	-	169,195	3,065.04
Technical Vocational Education	189,362	5,459.86	-	-	189,362	5,459.86
Lower-than-Degree	7,276	211.62	432	26.82	7,708	238.44
Bachelor's Degree	141,269	4,646.93	193,969	12,006.92	335,238	16,653.85
Others	1,827	57.35	5,754	421.73	7,581	479
Total	787,533	16,027.97	200,353	12,463.38	987,886	28,491.35

Source: Office of the Educational Loan Fund.

5.3 Budget Management

According to the *National Education Act*, there will be a system for auditing, following-up and evaluation of efficiency and effectiveness in utilisation of the educational budget.

Responsible agencies of *MOE* and the Budget Bureau have implemented a pilot project, namely "Performance-Based Budget Management". Under this project, 37 schools providing basic education in 9 provinces have been experimenting with a system for auditing, following-up and evaluation based on efficiency and effectiveness in utilisation of educational budgetary allocations.

At higher education level, the *MUA* has attempted to develop an accounting model for operating costs as well as personnel training and a system for auditing, following-up and evaluation of educational budgetary allocations. The *MUA*'s current accounting model has not been finalised; it may be adjusted to reflect the educational expenses shared by learners as recommended by the *OER*.

Undeniably, effective mobilisation of resources and investment for education, allocation of budget and budget management is essential to the success of educational reform, particularly the reform of learning that directly benefits all Thai people. Greater efforts thus have been made to implement the reform proposals for the new system of resources and investment for education.





Chapter 6

Reform of Learning

Of the 9 chapters of the *1999 National Education Act*, Chapter 4 on National Education Guidelines is devoted to learning reform which is at the heart of educational reform and can be implemented without specific regulations. As the reform of learning is aimed at providing the highest benefits for all Thai people, it has been implemented widely through various efforts from policy level to institutional or grassroots level.

6.1 Reform of Curricula

As stipulated in *Section 28* of the *National Education Act*, curricula at all levels of education will be diversified and commensurate with each level, with the aim of improving the quality of life suitable for each individual's age and potentiality. The substance of the curricula, both academic and vocational, will aim at human development with desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility.

Apart from the characteristics mentioned above, the *National Education Act* requires that higher education curricula will emphasise academic development, with priority given to higher professions and research for development of the bodies of knowledge and society.



1) Basic Education Curriculum

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

● At National Level

The purposes of the *2002 Core Curriculum for Basic Education* as stipulated in *Section 27* of the *National Education Act* are to preserve Thai identity; good citizenship; a desirable way of life; livelihood; as well as for further education. Five groups of knowledge and skills as specified in *Section 23* of the *National Education Act* have been included in the *Core Curriculum*. They are classified into 8 groups of subjects: Thai Language; Mathematics; Science; Social Studies; Religion and Culture; Health Education and Physical Education; Art; Career and Technology-Related Education; and Foreign Languages.

In 2002, the *Core Curriculum* was put on a trial basis. Beginning in 2003, all schools with students in grades 1, 4, 7 and 10 were required to implement *2002 Core Curriculum* for Basic Education. The *Core Curriculum* will be fully implemented as per the timeframe shown in the table below:

Table 6.1 Timeframe for the Implementation of the Core Curriculum

Year	Grades
2003	1, 4, 7, 10
2004	1, 2, 4, 5, 7, 8, 10, 11
2005	1-12

To implement the *2002 Core Curriculum*, a nationwide training programme for various levels of administrators, supervisors, teachers and personnel in related departments has been organised.



It is expected that these trainees will guide the schools under their supervision in making preparation for implementing the *2002 Core Curriculum*. Approximately, 3,144 personnel from *DCID*, 40,038 personnel from *DGE*, 15,051 personnel from *ONPEC*, and 4,906 personnel from *OPEC* have been trained in this regard.

- **At Institutional Level**

As stipulated in *Section 27* of the *National Education Act*, educational institutions are required to develop a curricular substance relating to the needs of the community and society, local wisdom and attributes of desirable members of the family, community, society and nation.

As proposed by the sub-committees under the Committee on Academic Quality Development appointed by the *MOE*, the approximate proportions of core curriculum and curricular substance developed by educational institutions will be 70:30. Such proportion will be flexibly applied in compliance with the nature of each subject.

So as to assist educational institutions in developing curricular substance, 825 personnel from Rajabhat Institutes, *MUA* and *NGOs* acted as mentors for 2,182 schools in which the curricular substance of each educational institution was prepared, the *Core Curriculum* was tested, the new teaching-learning process and methods of tests and assessment were introduced, and 4,400 trainees were trained to develop training kits and materials.

2) Higher Education Curricula

Higher education curricula have been developed by each higher education institution under the condition that the curricula were commensurate with specified structures and standards. In reforming higher education curricula, several actions were taken as follows:

- (1) A project that includes a cooperative education system in higher education has been initiated. The objectives of the project are to enhance students' working skills through direct experience; to lessen unemployment; and to update the curricula in line with the

recommendations of entrepreneurs. In this system, third-and fourth-year students will actually work in offices and factories that have joined the project. After working as temporary employees for at least 16 weeks, students will gain on-the-job experience and 3 credits.

(2) The framework of recommendations was proposed to enhance the diversity of higher education curricula in the following fields: nursing science; agro-industry; accounting; biotechnology; science (physics, chemistry, arithmetic and biology); hotel management (including service industry and tourism); and English.

(3) Both state and private universities are supported in providing international curricula which offer study programmes that use English as the medium of instruction. In 2002, 425 international curricula were offered by both state and private universities in *Thailand*.

(4) Curricula in the fields of science and technology as well as social sciences were developed by the *Rajamangala Institutes of Technology (RIT)*. There were altogether 262 subjects at various levels (certificate, diploma and degree). The objectives of these newly developed curricula are to develop students' critical thinking and skills as well as to provide them with authentic experiences.

(5) Seven curricula were developed by *Rajabhat Institutes (RIs)* including: the training of teachers for basic education (6-years curricula/bachelor's degree); education (diploma); education administration (diploma); teaching (master's degree); education administration (master's degree); the training of educational personnel (bachelor's and master's degrees); and the development of in-service teachers and administrators (bachelor's degree).

6.2 Reform of the Learning Process

As indicated in *Section 22* of the *National Education Act*, 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 teaching-learning process will aim at enabling



learners to develop at their own pace and to maximise their potential.

Further to the *MOE's* effort in developing the *2002 Core Curriculum for Basic Education* which classified the learning substances into 8 groups of subjects, the *ONEC* in cooperation with responsible agencies has been working on a project called "Learning Methods of Thai People." The project focuses on setting up strategies to promote desirable characteristics and learning methods in Thai people/learners aged 0-20 in compliance with the developmental stages of their age groups, the *2002 Core Curriculum for Basic Education*, the curriculum for vocational education and the curriculum for higher education. In this project, age groups are divided into 7 clusters as follows: 0-3, 3-5, 6-8, 9-11, 12-14, 15-17, and 18-20.

In reforming the teaching-learning process, three main issues have been emphasised by the present Minister of Education: 1) what to teach; 2) who will teach; and 3) how to teach.

There were several other pilot projects conducted by *MOE*; *MUA*; *NECTEC* and *NGOs* focusing on learning reform, ICT in education, and decentralisation of administration and management. These pilot projects provided several valuable lessons including common success indicators such as sustained and continuous efforts; stakeholder participation and collaboration; and support mechanisms. At the basic education level, considerable efforts have been made to reform the learning process for the best interest of learners, particularly, the pilot projects "Education Improvement Model" and "Learning Reform Schools for Developing Quality of Learners."

- *Education Improvement Model*: In this national pilot project supervised by the *ONEC*, the "Education Improvement Model" has been developed by Thai educators. It is hoped that the model will integrate the teacher in-service training in the use of new educational technologies, including information technology, with administrative and community support for student learning and modern school-based continuous assessment. The new school model

will help raise educational standards by ensuring accountability and the cooperation of stakeholders.

- *Learning Reform Schools for Developing Quality Learning:*

The technical assistance (TA) rendered under this programme was approved by *ADB* in December 2000. The objectives of the TA are to strengthen the capacity of the *Royal Thai Government* to carry out the educational reform mandated by the *1999 National Education Act* and to pursue sustainable and quality development in teaching and learning, administrative leadership and community accountability.

Initiated by the *ONEC* and in cooperation with responsible agencies, the Pilot Project was carried out in 250 pilot schools. A team of four domestic and three international consultants were recruited to provide specialist services totaling 37 person-months. The domestic consultants included: 1) an evaluation specialist; 2) a decentralisation management specialist; 3) an examination assessment expert; and 4) a specialist in research and reform implementation. The international specialists dealt with three distinctive components included in the TA: 1) school reform policy and team leading; 2) teacher development for quality learning; and 3) information technology in education. The success of the pilot project can be seen in 7 separate reports.

The domestic consultants conducted the following reports: Learning Process Reform of the Pilot Schools: The Selected Models; Learning Process Reform Situation in Pilot Schools: Lessons and Policy Recommendations; Reforming Process for Learning Quality Development: Assessment and Assurance; and School-Based Management: Thai Ways and Methods. In conclusion, all selected schools expressed their needs and readiness for whole-school learning reform, based on their actual experiences regardless of their differences in size, location, and administrative authorities.

The international specialists also produced three separate reports as follows: Teacher Development for Quality Learning; ICT for Direct Instruction and In-Service Training; and School Reform Policy.

In addition, the *ONEC* also published the report “Synthesis Report: From Crisis to Opportunity, The Challenges of Educational Reform in Thailand.” In this synthesis report, not only were the seven reports mentioned above synthesised, but also various aspects of educational reform in *Thailand* were summarised. The issues summarised included historical/political context; rationale for educational reform; assessment of the Thai educational system; major issues in teacher development; the role of ICT in facilitating educational and learning reform; the national pilot project; and major lessons learned. Major recommendations regarding teacher development and learning reform as well as management, leadership and structural issues were also proposed.

At present, reform of the learning process has been introduced by the *MOE* in 2,500 pilot schools and is now expanding to approximately 10,000 network schools. Throughout the country, there are 160,000 teachers who have shared their experience in reforming the learning process with other teachers in the form of networking.

6.3 Recognition and Rewarding of Outstanding Teachers and Administrators

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

6.4 Establishment and Development of Lifelong Learning Sources

Lifelong learning sources enhance lifelong learning. According to *Section 25* of the *National Education Act*, the State will promote the running and establishment, in sufficient number and with efficient functioning, of all types of lifelong learning sources, namely: public libraries; museums; art galleries; zoological gardens; public

parks; botanical gardens; science and technology parks; sport and recreation centres; data bases; and other sources of learning.

Various efforts have been made to enable individuals to learn at all times and in all places from lifelong learning sources as follows:

- The Science Museum: Founded in 2000 and located in Pathum Thani, north of Bangkok, the Science Museum is the first museum under the management of the *National Science Museum Organisation (NSMO)*, a State enterprise under the supervision of the *Ministry of Science and Technology*. The Science Museum aims to involve individuals in the excitement of science and increase the public understanding of science and technology by showing them the links between science and technology that are present in nearly every aspect of our lives through the use of interactive exhibits and everyday examples. More information about the Science Museum can be accessed through <http://www.nsm.or.th>.

- The National E-learning Centre: The establishment of the the National E-learning Centre was authorised by the *Council of Ministers* in March 2003. Established by the *MUA*, *MOE* and *NESDB*, the Centre provides E-learning and E-training services as a source for self-study. It is hoped that the Centre will 1) contribute to the development of Thai society as a knowledge seeking society; 2) inspire learners to think creatively; 3) help learners acquire good reading habits; 4) be an alternative learning source for children and youth in the community; 5) help expand the knowledge industry and 6) help promote E-learning and E-training through related exhibitions and competitions.

- Several libraries were established or renovated in 2002. For example, *DNFE* established 45 new public libraries and renovated 72 *Chalermrachakumari* libraries; *RITs* have modernised libraries in their institutes and have been working on E-libraries.

- Other types of lifelong learning sources have also been restored. These include national museums and historical parks under the supervision of *DFA*; arts and cultural centres under the supervision of *RI*s; and sport and recreation centres in 116 youth



centres under the supervision of Local Education Administration Areas as well as museums of Natural Sciences which aim at preserving the natural environment, including plant species in Nong Raviang and marine life in Trang.

- Training has also been organised for several personnel responsible for various kinds of lifelong learning sources. The trainees range from English teachers who supervise English Centres under the supervision of *DNFE* to librarians in schools under the supervision of *DCID*. Personnel, who look after botanical gardens in schools under the supervision of *DOVE*, have also been trained. Initiated by Her Royal Highness Princess Maha Chakri Sirindhorn, botanical gardens in schools have been established in order to preserve local botanical species.

Previously, equal rights and opportunities to access education might have been the most essential factor in the provision of education. However, educational quality and standards play an equal or a more substantial role in the era of a knowledge-based economy and society. It is thus expected that the reform of learning will eventually help improve educational quality and standards.





Chapter 7

Educational Standards and Quality Assurance

Chapter 6 of the *1999 National Education Act* introduced a new system of educational quality assurance to ensure improvement of educational quality and standards at all levels.

7.1 Quality Assurance System

In order to meet the requirements of the Act, an educational quality assurance system has been designed and implemented. It consists of both internal and external quality assurance.

Internal quality assurance is regarded as part of institutional administration which must be a continuous process. Educational institutions are required to prepare annual reports that will be submitted to parent organisations, the agencies concerned and be made available to the public for the purpose of improving educational quality and standards and providing a basis for external quality assurance.

External quality assurance is the responsibility of the *Office of Education Standards and Evaluation (OESE)*, a public organisation which was established in November 2000. All educational institutions



are required to receive external quality evaluation at least once every five years. The evaluation results must be submitted to the relevant agencies and made available to the general public.

For the introduction of an effective quality assurance system, two major tasks which need to be accomplished are: 1) the development of a quality assurance system; and 2) the development of educational standards at national level.

In accordance with the *National Education Act*, the Secretariat of the *Education Council*, *Office of the Basic Education Commission*, *Office of the Higher Education Commission* and *Office of the Vocational Education Commission* are responsible for proposing national educational standards, basic education standards, higher education standards and vocational education standards respectively. So far, all agencies concerned have made some progress in the development of relevant educational standards. For example, learning standards for basic education has been formulated in response to the 2001 basic education curriculum. In addition, the *Committee for Development of the Evaluation System of Higher Education Quality* has appointed a Sub-Committee to develop and set national standards for higher education.

7.2 Basic Education Quality Assurance

7.2.1 Internal Quality Assurance

A system of internal quality assurance at basic education level has been developed.

So far, the ministerial regulations of the system, criteria and methods for internal quality assurance have been approved by the *Council of Ministers* and are under the consideration of the *Council of State*. Before the proclamation of the ministerial regulations, however, an announcement concerning the system, criteria and methods for internal quality assurance has been issued by the *MOE* as implementation guidelines for basic and early childhood education institutions since November 2001.



For actual implementation, internal quality assurance in the institutions has been promoted through 5 activities: 1) production of documents, media and equipment; 2) personnel development; 3) conducting pilot projects; 4) evaluation of educational quality; and 5) provision of financial support.

In addition, educational standards for internal quality assurance in basic education institutions formulated by their parent organisations have been implemented and improved continuously in accordance with the Act.

7.2.2 External Quality Assurance

The educational standards for external evaluation at basic education level were approved by the *Council of Ministers* in January 2000. The standards to be used for the first round of evaluation, which are composed of 14 standards and 53 indicators, can be categorised into 3 groups as follows: 1) *Standards of Learners*, consisting of 7 standards with 22 indicators, aim at physical, spiritual, intellectual and social development; 2) *Standards of Process*, consisting of 3 standards with 21 indicators, focus on administrative and teaching-learning processes; and 3) *Standards of Inputs* specify the characteristics or readiness of administrators, teachers and the curriculum. They are composed of 4 standards, with 10 indicators.

The system, framework and methods of evaluation for basic education external quality assurance have already been developed by the *OESE*. They are composed of 7 main guidelines: (1) Meaning, principles objectives significance and scope of evaluation; (2) Meaning, qualifications, ethics, staff management and duties of external evaluators; (3) Stages of evaluation; (4) Guidelines for data collection and inspection; (5) Guidelines for data analysis and evaluation of educational standards; (6) Guidelines for evaluation report writing; and (7) Educational standards for external quality assurance at basic education levels.

At present, sufficient numbers of external evaluators have been selected and trained for the first round of external evaluation.





7.3 Higher Education Quality Assurance

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

7.3.1 Internal Quality Assurance

At higher education level, 9 aspects of quality factors for internal quality assurance have been announced for higher education institutions. They include philosophy, mission, objectives and implementation plan; teaching-learning provision; student development activities; research; academic services to the community; preservation of arts and culture; administration and management; finance and budgeting; and higher education quality assurance

systems and mechanisms. It should be noted that university autonomy and academic freedom have been emphasised, meaning that universities are free to choose their own higher education quality assurance systems as deemed most appropriate to their conditions and requirements. They are, however, requested to ensure that their systems cover the dimensions of higher education provision.

The internal quality assurance system consists of quality control, quality audit and quality assessment. In 2001, training programmes for internal auditors inspecting universities and institutions were supported. A training curriculum for auditors was developed while training programmes for trainers were held, allowing 12 core universities nationwide, both public and private, to start training auditors for their respective universities and institutions of higher learning within or near their provinces.

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

At present, ministerial regulations of criteria and methods for internal quality assurance have been drafted and are under consideration by the *Council of State*. However, the ministerial announcement on the system, criteria and methods for internal quality assurance at higher education levels was issued in July 2002. All higher education institutions have been undergoing continuous development and implementation of quality assurance systems.

7.3.2 External Quality Assurance

External quality evaluation will be conducted through the initial inspection of annual reports as well as other reports resulting from internal quality assurance of universities or higher education institutions. The external evaluators certified by the *OESE* will review documentary evidence and data as well as visit the



higher education institutions in accordance with the evaluation process. This will lead to the certification of quality and standards of higher education institutions based on the standards and performance indicators developed by the Committee.

A guidebook for external quality assurance was developed by the *OESE* comprising of 4 aspects: 1) goals, principles and objectives of evaluation; 2) relations between the *OESE*, agencies concerned and higher education institutions in evaluation; 3) external evaluators and evaluation process; and 4) evaluation standards and indicators.

Educational standards for the first round of external quality assurance developed by *OESE* have already been introduced. They comprise 8 standards and 28 indicators at degree level and 8 standards and 30 indicators at lower-than-degree level.

In addition, external evaluators have been selected and approved for evaluation of institutions at both degree and lower-than-degree levels.

In summary, the system, criteria and methods for quality assurance aim at ensuring improvement of educational quality and standards. Effective implementation of the educational quality assurance system needs considerable understanding and collaboration from all parties concerned, particularly administrators of educational institutions, teachers and faculty staff.



Chapter 8

Reform of Teachers, Faculty Staff and Educational Personnel

The reform of teachers, faculty staff and educational personnel may be divided into 4 key areas : training of teachers; development and promotion of teachers, faculty staff and educational personnel; professional standards control; and personnel management.

8.1 Training of Teachers

As stipulated in the *National Education Act*, the training of teachers will be developed so that teaching will be further enhanced and become a highly respected profession. In order to achieve such a goal, the training of teachers has been reformed in 2 main respects: reform of the teacher training system and reform of teacher educational institutions.

1) Reform of Teacher Training System

A curriculum for the training of new teachers has been proposed following the meeting between the *Minister of Education* and the *Council of Deans for Faculties of Education*; it was decided that teacher education courses should be extended from 4 to 5 years, instead of 6 years as proposed by the *Office of Education*



Reform (OER). According to the new training system, 4 years will be dedicated to coursework while the rest of the time will be devoted to teaching practice.

It has also been proposed that scholarships be made available and that teaching jobs be secured for 2,500 students selected to study in these curricula in order to lure back qualified students into the teaching profession. At present, the *Office of Rajabhat Institutes Council* under the supervision of the *MOE* has been preparing a national plan and policies in relation to the training of teachers in line with the new curriculum.

2) Reform of Teacher Education Institutions

Three reform plans proposed by the *OER* have been implemented by the *MOE* as follows:

(1) *Enhancing the quality of faculty staff:* the conceptual framework has been developed for enhancing the faculty staff in teacher education institutions to meet the standards required through participative action research in schools, training courses and scholarships for studies in master's degree and Ph.D.

(2) *Accelerating the creation of new knowledge in teacher education and new products used for educational provision:* Faculty staff are encouraged to undertake school-based participative research in the Learning-Reform Schools Project. In addition, a centre for research and development of learning efficiency is going to be established in each of the 56 teacher educational institutions.

(3) *Reforming the administrative structure and quality assurance in teacher education institutions:* Three projects have been undertaken to design the administrative structure, establish a quality assurance system for teacher training, and conduct school-based research and development to enhance the teaching profession.

8.2 Development and Promotion

The development and promotion of teachers, faculty staffs and educational personnel has been undertaken as follows:





1) Establishment of an Independent Organisation

The Drafted Act to establish the Institute for Development and Promotion of Teachers, Faculty Staff and Educational Personnel was prepared by the *OER* and is now under consideration by responsible agencies. In addition, two funds are going to be established under the supervision of this Institute. These are: (1) Fund for Development of Teachers, Faculty Staff and Educational Personnel; and (2) Fund for Promotion of Teachers, Faculty Staff and Educational Personnel enabling them to initiate, innovate and obtain the achievement of quality on a continuous basis.

2) Personnel Development

To enable the development and promotion of teachers, faculty staff and educational personnel, the *OER* has designed 2 special projects which have been applied by the *MOE* as follows:

(1) The first project focuses on the preparation of teachers, faculty staff and educational personnel for educational reform. Under this project, 3 separate sets of training materials have been



designed for administrators, teachers and community leaders respectively. Between 1999 and mid-year of 2002, 96.2 percent of personnel or 487,296 out of 506,671 personnel have been trained. As for the 19,375 personnel who had not yet been trained, the *MOE* planned to organise training for them in 2002.

(2) The second project focuses on strengthening the professional standards of teachers, faculty staff and educational personnel. For this project, 2 separate sets of curricula have been implemented as follows: The first set of curricula emphasises the whole-school reform. The target groups for training cover administrators as well as teachers in 40,000 schools of all levels. The second set of curricula is comprised of 14 courses. The target groups for training cover 500,000 teachers, faculty staff and educational personnel. Among these, 28,289 teachers and educational administrators were trained between 2000-2002. It is expected that the first round of training will be completed by 2006. As considered appropriate and necessary, the second and third rounds of training will be implemented in 2007 and 2008 respectively.

One of the 14 courses, the “Development of In-service Teachers and Educational Personnel”, which is aimed in particular at the 65,000 teachers and educational administrators who do not hold a bachelor degree, has been implemented by the *Teachers Council of Thailand* with the cooperation of *RIs*, *Ramkumbang University* and *Sukhothaimathirath University (SOU)*. In this curriculum, teachers and educational administrators will be categorised into 3 groups according to their experience and academic research papers. Those in a group with more outstanding experience and better academic research papers will take a fewer courses than their peers. All groups will be given an intensive 5-day training course in relation to professional standards and ethics. After graduation, they will be eligible to hold professional licenses.



8.3 Professional Control

Regarding professional standards control, responsible agencies have performed activities in 2 main areas: institutional development and the development of professional standards and ethics.

1) Establishment of a Professional Organisation

According to the proposed reforms of the *OER*, a *Council of Teachers and Educational Personnel* will be established to be responsible for setting professional standards; issuing and revocation of professional licenses as well as monitoring observation of professional standards and ethics. However, it has been decided by the House of Representatives that there will be two organisations under the supervision of the *MOE*:

(1) The Teachers Council will be reorganised to take on the responsibilities of the proposed “*Council of Teachers and Educational Personnel*” as mentioned above.

(2) *The Office for Welfare and Security Promotion of Teachers and Educational Personnel* will be established to take charge of the promotion of welfare and security of teachers and educational personnel, under the supervision of a committee chaired by the Permanent Secretary for Education.





2) Development of Professional Standards and Ethics

During the transitional period, the *Teachers Council of Thailand* has implemented following activities:

(1) Set up 3 features of professional standards and ethics especially for teachers as follows: academic background and professional experience; professional standards; and professional ethics.

(2) Formulate 5 implementation plans in which different issues in relation to the professional were implemented standards and ethics for teachers as well as educational personnel as follows: developing and raising professional standards; professional control; accreditation of Teacher Education Institutions; accreditation of professional expertise; and development of professional organisations.

8.4 Personnel Management

To reform the personnel management of teachers, faculty staffs and educational personnel, 3 laws have been drafted as follows: 1) The Drafted Act on Administrative Procedures for Teachers and Educational Personnel; 2) The Drafted Act on Administrative Procedures for Civil Servants in Higher Education



Institutions; and 3) The Drafted Act on Administrative Procedures for Civil Servants.

According to the Drafted Act on Administrative Procedures for Teachers and Educational Personnel, the personnel management system has been organised into 3 levels as follows: 1) The Commission for Teachers and Educational Personnel responsible for personnel management at a central level; 2) The Sub-Commission for Teachers and Educational Personnel in Educational Service Areas responsible for personnel management in educational service areas; and 3) The Educational Institutions Committee responsible for personnel management in each educational institution. The objective of such systematisation is to decentralise power in personnel administration and management.

At present, special salary scales for teachers and educational personnel are under consideration. In addition, several issues in relation to personnel administration and management have been improved by responsible agencies. These include setting up the framework, namely the “Academic Rank Classification” which specifies the academic status of teachers and educational personnel as a criterion to compensate them with appropriate remuneration and benefits.

With regard to the *Office of the Higher Education Commission (OHEC)*, its administrative system of personnel management will go through a tremendous change. Personnel in state universities will be affected the most; their status will be shifted from civil servants to employees and the privileges attached to civil servants may be lost. To reduce the effect of the transformation, the *OHEC* allows each state university to have its University Council set up its own rules and regulations for personnel administration and management.

In summary, the reform of teachers, faculty staff and educational personnel will not only be beneficial to teachers, faculty staff and educational personnel but will also greatly contribute to the success of learning reform.



His Majesty the King is a model teacher in the “Quest for Knowledge” programme broadcast through the community and tertiary education channel of the Distance Learning Foundation (DLF).



Chapter 9

Utilisation of Technologies for Education

Utilisation of technologies for education is crucial in improving the quality of teaching and learning. Technologies for education may be classified in terms of the following media: (1) Broadcasting media including radio, telecommunication radio, television, and other media of communication; (2) Printing media including textbooks, reference books, academic books, publications and other materials; and (3) Non-traditional media or the so-called 'new media' including products and services that provide information or entertainment using ICT-related technologies such as computers and/or the Internet.

Despite the substantial development of mass communication and ICT in *Thailand* in the recent past, human and social development has not been emphasised along the way. According to the *National Economic and Social Development Board*, this problem may due to the following factors:

(1) *Thailand* has a great number of the broadcasting and printing media, however, most of them are concentrated in big cities and towns and have been used mainly for commercial and entertainment purposes. Consequently, those living in remote areas do not receive their fair share.



(2) Most of the ICT-related enterprises are geared towards facilitating communication and providing general information and knowledge without much contribution to human and social development.

(3) The concept, which regards transmission frequencies for radio or television broadcasting and radio telecommunication as national communication resources of public interest, is relatively new and has never been actualised.

Realising the important role of technologies for education in enhancing the competitiveness of *Thailand* and its people in a knowledge-based economy and society, both the *1997 Constitution of the Kingdom of Thailand* and the *1999 National Education Act* specified therein the utilisation of technologies for education.

Sections 40 and *78* of the *1997 Constitution* and *Sections 63* to *69* of the *1999 National Education Act* have paved the way for major action to be taken so as to promote the utilisation of technologies for education as follows: (1) establishment of organisations; (2) development of policies and plans; (3) development of infrastructure and networking systems; (4) development of materials and other technologies for education; and (5) development of educational personnel and learners.

9.1 Establishment of Organisations

In accordance with the *1997 Constitution* and the *National Education Act*, relevant organisations are required to be established for the promotion of technologies for education.

Organisations responsible for broadcasting media:

As specified in *Section 40* of the *1997 Constitution*, there will be an independent regulatory body with the duty to distribute transmission frequencies and supervise radio or television broadcasting and telecommunication businesses. The utmost public benefit at national and local levels in *education*, culture, State security and other public interests including *fair and free competition* will be taken into account in carrying out the related activities.



According to *Section 63* of the *National Education Act*, the government will be responsible for distributing frequencies, signal transmission devices and other infrastructure necessary for radio broadcasting, television, telecommunication radio, and other media of communication for use in the provision of education and the enhancement of religious, artistic, and cultural affairs as necessary.

At the moment, responsible agencies are in the process of establishing two independent organisations to take charge of the responsibilities mentioned above.

Institution responsible for technologies for education:

As stipulated in the *National Education Act*, the government will establish a central unit responsible for proposing policies, plans, promotion and co-ordination of research, development and utilisation of technologies for education, including matters relating to evaluation of the quality and efficiency of the production and application of technologies for education. Following the establishment of this institution, financial resources will be mobilised for the establishment of the Technology for Education Development Fund.

At present, an Act to establish an institution responsible for the supervision of technologies for education has already been drafted by the *Office of Education Reform (OER)* and is still under legal procedures.

9.2 Development of National Policies and Plans

Several plans and policies have been developed to promote the utilisation of technologies for education as follows:

1) The NESDB Plan for Development of Mass Communication and ICT for Human and Social Development (1999-2008)

In line with the *1997 Constitution* and the *Eighth National Economic and Social Development Plan (1997-2001)*, this plan emphasises human and social development thus replacing a mere concern for economic prosperity. In this regard, mass communication



(the broadcasting media and the printing media) and ICT are recognised as essential and effective tools.

2) Master Plans regarding the broadcasting media:

The *MOE* has issued three master plans relating to the broadcasting media: (1) Master Plan for Educational Radio Broadcasting; (2) Master Plan for Educational Television; and (3) Master Plan for Educational Multimedia.

3) A policy regarding the production, development and usage of materials and other technologies for education:

As stipulated in *Section 64* of the *National Education Act*, the government will promote and support the production and refinement of textbooks; reference books; academic books; publications; materials; and other technologies for education through acceleration of production capacity; provision of financial subsidy for production and incentives for producers; and development of technologies for education. In so doing, fair competition shall be ensured.

Accordingly, a policy with regard to the production, development and usage of materials and other technologies for education was issued in December 2002. This policy prescribes guidelines which can be divided into 3 aspects: (1) promotion and support for the production and development of materials and other technologies for education as based on the 2002 Core Curricula for Basic Education; (2) quality assessment of materials and other technologies for education; and (3) the selection and usage of materials and other technologies for education.

To implement the above mentioned policy, a Ministerial Regulation was announced in December 2002 in order to 1) promote and support the production and development of all types of materials and other technologies for education for all learning substances and grades; 2) ensure free and fair competition in so doing; and 3) encourage educational institutions to procure and use materials and other technologies for education of good quality in the teaching-learning process.



4) The National IT Policy (2001-2010) or IT 2010

The National IT Policy was set up in 2001 by the *National Electronics and Computer Technology Centre (NECTEC)* under the supervision of the *Ministry of Science and Technology* in cooperation with the *NESDB* and relevant agencies in the private sector and was approved in March, 2002. This policy stipulates 5 specific strategies relating to e-Government; e-Commerce; e-Industry; e-Education; and e-Society.

Strategies relating to e-Education include the training of teachers; development of content; networking of educational administration systems; increase of ICT usage; and the development of ICT infrastructure. In this regard, two following goals must be achieved: 1) By 2010, all schools will be able to connect with the IT network; and 2) Computers or IT will be used as part of the teaching-learning process at all levels. The expected portion of usage should be up to 10 percent by 2006 and 30 percent by 2010.



5) The National ICT Master Plan (2002-2006)

The National ICT Master Plan was supervised by the newly-established *Ministry of ICT*. This 5-year master plan, which transfers the policy and main principles of the National IT Policy into implementation, was approved by the *Council of Ministers* in September 2002. It covers various aspects including the National IT Policy; the SWOT analysis of ICT's development in *Thailand*; the vision; the mission objectives; the strategies and programmes that are in line with the *Ninth National Economic and Social Development Plan*; and the monitoring and evaluation system. Both the National IT Policy and the National ICT Master Plan serve as a framework for responsible agencies in formulating related policies and development plans.

6) The National ICT for Education Master Plan (2004-2006)

To formulate policies and development plans concerning technologies for education, responsible agencies including *MOE*, *MUA* and *ONEC* have drafted the *MOE's ICT Master Plan* for the newly established *MOE*. In the 3-year master plan, more than 24 billion baht budget will be spent. The amount of budget for the fiscal year 2004 will be around 9 billion baht. To implement this master plan, four sub-committees have been appointed to supervise the following issues: (1) development of software for education; (2) development and maintenance of an educational network; (3) development of educational personnel relating to ICT; and (4) administration of strategies relating to ICT for education. The plan also specifies that the Internet will be accessible for educational institutions as per the following timeframes: (1) covering all educational institutions at secondary level by 2003; (2) covering 80 percent of educational institutions at primary level by 2004; and (3) covering all educational institutions at primary level by 2005.

7) The "National Education Network (EDNET) Project"

As a major scheme which covers the period from 2002-2005, the EDNET project is comprised of 5 plans: 1) Plan for

development of IT infrastructure; 2) Plan for development of E-library and E-learning centres; 3) Plan for production of electronic media for teaching and learning; 4) Plan for development of human resources for ICT; and 5) Plan for research and development in international connectivity.

9.3 Development of Infrastructure and Networking System

Section 78 of the *1997 Constitution* specifies that the government will develop public utilities and facilities systems and information infrastructure thoroughly and equally throughout the country. In this regard, several activities have been implemented as follows:

1) IT Infrastructure

According to the plan for development of IT infrastructure, which was incorporated in the EDNET project, IT network of both *MOE* and *MUA* will be connected. In this regard, the IT infrastructure that will be prepared include the BackBone, 10 regional nodes and 79 distribution nodes as well as access nodes to several network centres and education institutions in all areas of 79 provinces. So far, the project has not made much progress; therefore, a committee responsible for reviewing the design of the ICT networking system and accelerating its expansion to cover basic as well as higher education levels will be established.

2) Computers and Equipment

The ratio of computers and the necessary equipment per head of students is still low, especially at basic education level. Therefore, the *MOE* and the Education Bureau under the supervision of the *Bangkok Metropolitan Administration (BMA)* are continuously attempting to increase the number of computers and necessary equipment in all schools under their administration.

3) Educational Radio Broadcast

Thailand has 514 radio broadcast stations; only 25 of which are designated for educational purposes. The proportion of



frequencies distributed to related agencies are 12 stations for the *MUA*, 11 stations for the National Educational Radio Network under the administration of the Department of Public Relations and 2 stations with 3 frequencies for the *MOE*.

- At the level of basic education: Supervised by the Non-Formal Education Department (NFED) under the *MOE*, the Educational Technology Centre provides supplementary programmes for formal education, non-formal education and informal education.

- At the level of higher education, radio stations operated by higher educational institutions such as Chulalongkorn University, Kasetsart University, Thammasat University and the *RIT*, etc. broadcast programmes providing general knowledge as well as entertainment. At the moment, the *RIT* also plans to expand its station to cover the *RITs* in all regions while *SOU* plans to establish its own station.



4) Educational Television:

Educational television programmes in *Thailand* are offered by the following agencies:

(1) The Educational Technology Centre: The Centre produces educational TV programmes for formal education (grades 3-9), non-formal education (NFED students at grades 7-12 and lower level of vocational education) and informal education as well as general supplementary programmes and educational news. These programmes are broadcast through Television of Thailand (Channel 11) under the administration of the *Department of Public Relations*.

(2) Higher Educational Institutions: The *RIT* and *SOU* produce direct teaching programmes particularly for their students. The *RIT* broadcasts programmes via the C-band satellite pattern while *SOU* broadcasts programmes through Channel 11. In September 2000, *SOU* was granted Royal permission to conduct weekday broadcasts via the Ku-band satellite pattern through the community/tertiary education channel of the *DLF*. Occasionally, general supplementary programmes are also produced by *SOU* and *Ramkhamhaeng University*.

(3) Government Agencies and State Enterprises: General supplementary programmes, which are provided by the *Ministry of Agriculture and Cooperative*, the *Ministry of Health*, the *Ministry of Interior* and state enterprises such as the Tourism Authority of Thailand, are broadcast through Channel 11 or other commercial channels and via Ku-band satellite pattern through the community/tertiary education channel of the *DLF*.

(4) The *DLF*: With an initial fund of 50 million baht granted by His Majesty the King, the *DLF* presently broadcasts via satellite through 14 channels as follows:

- Educational TV programmes for basic education: Via the Ku-band and DTH system, direct teaching programmes for basic education are broadcast through 12 channels operated by the *DLF*. In 1995, in honour of His Majesty the King's 50th Anniversary of Accession to the Throne and in response to

His Majesty the King's educational policy of lifelong learning via technology, the *DGE* entrusted the *DLF* to conduct live satellite broadcasts for secondary curriculum (grades 7-12) through 6 channels. Since 1999, 3000 schools under the jurisdiction of the *DGE*, including religious schools and private schools throughout the Kingdom, were equipped with distance learning devices installed free by the Royal Thai Army in honour of His Majesty the King's Sixth Cycle Birthday Anniversary. As for the primary level, the *DLF* in cooperation with the National Commission of Primary Education officially launched live satellite broadcasts for primary curriculum (grades 1-6) in May 2003 via another 6 channels.

In the studios, normal classroom-setups with students present are used to eliminate unwanted echo while normal fluorescent light is used in stead of 20-30 minute classroom sessions with improvised classrooms and 500 watt light generally used in TV studios. These not only save the cost of make-up, lighting and air-conditioning but also contribute to the psychological effect. Students in remote schools are familiar with the physical similarities regarding uniform and classroom-setups. They also know that the programmes they are studying are of the same quality, the same standard, and have the same teachers as those provided for the students at Wang Klaiangwon School, His Majesty the King's private school in Hua Hin which serves as the parent school.

With the contribution of the Telephone Organisation of Thailand or the recently privatised TOT Corporation Public Company Limited, four toll-free telephone lines and fax facilitate communication during the classroom sessions between the remote schools and the parent school. Interactive communication via TV Conferencing, and one way visual and two way audio enables three million students to follow the question and answer (Q and A) programmes as well as exchanges between teachers and students in both the remote schools and the parent school. TV conferencing via the Distance Learning Television in Hua Hin allows free connection to up to five points at one time; basically four remote schools and the parent school.



- Other educational TV programmes: These TV programmes are provided through two other channels: the international channel broadcast in foreign languages and the community/tertiary education channel.

The *DLF* international channel, with support from the *Ministry of Foreign Affairs*, international organisations under the aegis of the United Nations, and academic institutions airs its international programmes in Thai, English, French, German, Japanese and Chinese. The programme coverage, which aims to promote lifelong learning, better understanding and greater exchanges among the countries in the region, includes, inter alia, arts and culture, music, science and technology, agriculture, environment, health and innovation. The Ku-band satellite pattern covers *China* (Kunming), *Cambodia*, *Laos*, *Myanmar* and *Vietnam*. All these neighbours received the Royal Granting of distance learning equipment from His Majesty the King.

The community and tertiary education channel focuses on vocational and university education. Basic knowledge, technical and occupational skills and vocational training are provided in response to society's need. Regular contributors to the programmes, besides Wang Klaikangwon Vocational College are government agencies; for instance, the *Ministry of Health*, *Ministry of Agriculture*, the *Ministry of Interior*; state enterprises such as the Tourism Authority of Thailand, various academic institutions and associations i.e. Boromrajchonanee College of Nursing and Thais Teaching English as a Second Language Association (Thai TESOL). Cooking, tailoring, handicrafts and souvenir making, home economics, computer science, engineering and farming techniques rank as popular main features. The unique characteristics of these programmes which broadcast the process from start to finish allow viewers to actually follow with hand-on experience. The "Quest for Knowledge" programme, in which His Majesty is an example of a model teacher, has recently been broadcast through this channel.



5) eLearning Service and eSchool Project:

The eLearning service and eSchool project are examples of the Royal Granting of education and lifelong learning for all from His Majesty the King, from Wang Klaikangwon School to the world at large.

- eSchool project: This project, which focuses on Thais living in the U.S., will be implemented in collaboration with the Distance Learning Centres in Wat Padhammachat, Los Angeles and the Royal Thai Consulate in Chicago.

- eLearning Service: As a further honour to His Majesty the King on His 6th Cycle Birthday Anniversary, the *DLF* launched the free-of charge content-based eLearning service from the Distance Learning Television, Wang Klaikangwon, Hua Hin District in May 2002 in collaboration with the TOT, Telecommunications Authority of Thailand, Telecommunications Association of Thailand and the Institute for the Promotion of Teaching Science and Technology and the *MOE*.

The eLearning web page of the *DLF* “www.dlf.ac.th” allows internet users anywhere in the world to view “live broadcast” all the educational programmes broadcast via the satellite simultaneously with the actual broadcast. With web-cam and mobile phone or normal telephone, from anywhere in the world, one can connect to any of the on-air classrooms. The visual and audio signal automatically recorded on the server will be rebroadcast to the whole country via the Ku band. At the same time, internet users anywhere also have access to 1,200 on-demand courses including His Majesty the King’s “Quest for Knowledge” programme free of charge.

The technology convergence of internet, satellite broadcast and video conferencing via the 3 free ISDN lines (supported by the TOT) allows users anywhere to participate in the Flexible Learning Scheme by means of eLearning or eTraining. In May and June 2002, eTeacher Training with the Swedish Agency for Flexible Learning on Distance Education Methodolgy, via video conferencing



and internet in 3 series, was simultaneously broadcast via Ku band to all 3,000 schools throughout *Thailand* and 400,000 UBC subscribers including the five neighbouring countries, *China* (Kunming), *Cambodia*, *Laos*, *Myanmar* and *Vietnam*. Apart from that, the US Ambassador also presented the DLF with the VOA dish antenna and receiver in March 2003 to assist children in studying English. It is worth mentioning that in carrying out His Majesty the King's lifelong learning policy, concerted efforts and mutual supports from various public and private organisations including TOT Corporations, the Telecommunications Authority of Thailand, the Telecommunications Association of Thailand, the *MOE* and the Royal Thai Army, lead to the achievement of the *DLF*.

9.4 Development of Materials and Other Technologies for Education

In 2002, the *MOE* implemented several projects regarding the development of materials and other technologies for education to be used at the level of basic education. Among these were (1) project on development of teaching materials and other technologies for education for 8 groups of subjects: Thai Language, Mathematics, Science; Social Studies, Religion and Culture, Health Education and Physical Education, Art, Career and Technology-Related Education and Foreign Languages as based on the *2002 Core Curriculum for Basic Education*; and (2) project on assessment and evaluation of selected materials and other technologies for education produced by the private sector.

As for the development of software, media and learning content, the *MOE* allocated a budget for the fiscal year 2002 of 150,501,960 Baht or about 3,762,549 US Dollars in order to carry out the following six tasks: 1) to procure legal software; 2) to encourage teachers and educational personnel to produce software that aid the teaching-learning process; 3) to encourage educational institutions, learning centres and learning sources to develop websites so as to exchange knowledge; 4) to establish multimedia centres;



5) to develop a standardised data base system; and 6) to encourage, through competition, the development of multimedia and software that aid the teaching-learning process.

9.5 Development of Personnel and Learners

Sections 65 and 66 of the *National Education Act* require the development of knowledge; capabilities; and skills required for personnel and learners. Such development focuses on the ability of producers and users of technologies for education in production and utilisation of technologies that are appropriate; of high-quality; and efficient and the ability of learners using these technologies to acquire knowledge on a continual lifelong basis.

The plan for development of human resources for ICT has been included in the EDNET project. Apart from that, the development of producers and users of technologies as well as the promotion of learners' rights to develop their capabilities in utilisation of technologies for education according to the *National Education Act* are encouraged in the following plans and projects:

1) The *Ministry of ICT* has implemented a project called "The Usage of ICT in Developing the Capability of Thai Children." Covering the period from February 2003 to June 2004, the project focuses on the following 4 strategies: (1) strategy for students without background knowledge studying in schools that do not have computers and facilities; (2) strategy for students with some background knowledge studying in schools that have computers and facilities; (3) strategy for teachers and schools; and (4) strategy for all students.

2) The *ICT Master Plan for Higher Education (2002-2006)*: This Master Plan, which aims at training IT-related skills to teachers and educational personnel in higher education institutions, specifies two important objectives: 1) development of designers and users of technologies for education will be supported in order to promote self-study as well as ability in applying technologies to education and in accessing information; 2) 40 percent of personnel in higher education institutions will be trained to use and/or produce technologies for education.



3) IT Plans of Higher Education Institutions: Most of the higher education institutions include training IT-related skills for their teachers, educational personnel and students in their master plans. A number of teachers and educational personnel have been trained to use ICT in developing teaching-learning materials while learners have been trained to use ICT as a tool in accessing information required. Examples of such training are as follows:

(1) In its IT Master Plan, the *RIT* include: training IT-related skills for their teachers and educational personnel; integration of IT in their teaching-learning process, research and development process, educational services and administration; and transfer of knowledge and skills in using IT to their students through the teaching-learning process. It is expected that each year, approximately 2,500-3000 personnel or around 25 percent of *RIT*'s personnel will be trained. So far, about 1,500 personnel have been trained.

(2) *Ramkhamhaeng University* organises training courses in producing and using technologies for education for their teachers, educational personnel and students. Courses, which range from basic computer skills to usage of multimedia in the teaching-learning process through e-learning, focus on increasing the utilisation of the internet, interactive television conferencing and interactive communication through satellite broadcast in its teaching-learning process at bachelor and master degree level.

(3) Several universities, including *SOU* which provides distance learning services, also organise training courses in IT-related skills for their teachers, educational personnel and students.

3) The *MOE*'s Development Plan for Teachers: The *MOE*, in cooperation with *JICA*, have implemented a 3-year project in which 3,000 teachers in several provinces will be trained to use computers to their fullest benefit. The training is divided into 3 courses ranging from simple usage, producing multimedia and using software in the teaching-learning process.

4) The *MOE*'s Personnel Development Plan: The *MOE* has allocated a budget for the fiscal year 2002 of 162,334,200 Baht or about 4,058,355 US Dollars for this plan which aims at training

203,475 teachers, faculty staff and educational personnel in the following 6 courses: 1) basic computer and internet skills; 2) IT network administration; 3) advanced computer and internet; 4) development of software, media and learning content; 5) training for user of software programmes developed by the *MOE*; and 6) specific training for selected IT personnel.

5) So far, agencies under the supervision of the *MOE* have organised training in IT-related skills for teachers, faculty staff and educational personnel as follows:

(1) *DCID* organised training for 3,520 personnel between 2000 and 2002. The training focused on skills in using and producing multimedia and technologies for education.

(2) *DGE* have already organised training in basic computer and internet skills for 25,000 teachers, faculty staff and educational personnel. In the year 2003, an additional 60,000 teachers, faculty staff and educational personnel will be trained.

(3) *DPE* organised training which focused on skills in using and developing multimedia and technologies for education. About 50 percent of teachers under their supervision and 10 percent of its personnel have been trained in this regard.

(4) *DNFE* organised training which focused on skills in using and developing technologies for education for 590 personnel. It also designed 27 courses focusing on the development of personnel responsible for radio/television broadcasting.

6) The *BMA's* Personnel Development Plan: The Education Bureau under the supervision of the *BMA* organised seminars and training focusing on photography and audio-visual techniques so that their teachers and personnel would be able to produce television programmes for education.

7) The Education Division of the Municipality of Pattaya City and of cities other than Bangkok organised training in relation to the production and provision of services concerning educational innovation. Approximately 400 teachers in municipal schools under their supervision were trained between 2000 and 2002.



8) The *Distance Learning Foundation (DLF)* organised several training courses for teachers as follows:

(1) The *DLF Flexible Learning System*: This E-Training Project has been organised in cooperation with the Swedish Agency for Flexible Learning. The training on distance education methodology using ISDN system and VDO Conference aims at improving teachers' skills on the internet, web design, instructional design and multimedia.

(2) Training for teachers responsible for the provision of distance learning via Satellite: Between 2000-2001, the *DLF* trained 2,194 teachers from 1,166 destination schools. Destination schools herein mean schools that receive a signal transmitted via the Satellite operated by the *DLF* from Wang Klaikangwon School.

It is anticipated that the utilisation of technologies for education will not only improve the quality of teaching and learning but also encourage lifelong education for all Thai people. The utilisation of technologies for education will thus be a key factor in transforming Thai society into a knowledge-based society.





Chapter 10

International Cooperation and Exchange for Education

Bilateral and multilateral cooperation with educational organisations has greatly contributed to the development of education in Thailand.

10.1 Thailand and International/Regional Organisations in Education

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

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

Thailand has been an active member of *UNESCO* since 1949. In July 2002, the Thai National Commission for *UNESCO* organised a national seminar on “The Promotion of Cooperation between *Thailand* and *UNESCO* in the New Millenium.” The seminar helped gather ideas from experts and officials on how to implement and promote programmes and activities of *Thailand* for future cooperation in line with *UNESCO*’s Medium Term Strategy for Asia and the Pacific Region (2002-2007).



The International Conferences organised in Bangkok by UNESCO-APEID in partnership with *ONEC* in 2000 and 2002 were dedicated to the important roles of IT and ICT in education. The main theme of the 8th UNESCO-APEID International Conference is “Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific.” Details of the Conference are available at <http://www.unescobkk.org/education/accid/conf8/1.htm>.

2) International Association for the Evaluation of Educational Achievement (IEA)

Thailand has cooperated continuously with *IEA* since the 1970s. The 41st IEA General Assembly, hosted by *Thailand* in October 2000, reported on the progress of *IEA* projects. Among these, *Thailand* participated in the Second Information and Technology in Education Study-Phase II and III (SITES-M2 and SITES-M3) Projects. The SITES-M2 project was conducted from 2000 to 2002; it focused on case studies of innovative pedagogical practices using technology. The SITES-M3 project is the survey module and will build upon the results obtained from the first two modules. More information on SITES research projects is available at http://sitesm2.org/SITES_Research_Projects/sites_research_projects.html

3) Asia-Pacific Economic Cooperation (APEC)

The *Royal Thai Government (RTG)* has joined *APEC* through representation in the *APEC* Human Resources Development Working Group (HRDWG) and Education Network (EDNET) in which *Thailand* has been actively involved in several projects. There are two centres under the *APEC* umbrella located in Bangkok; namely the *APEC* Study Centre which is attached to Thammasat University and the *APEC Centre for Technology Foresight* which is hosted by the *National Science and Technology Development Agency (NSTDA)*.



In 2003, *Thailand* will host the Fifteenth *APEC* Ministerial Meeting and the Eleventh *APEC Thailand* Economic Leaders Meeting. *Thailand* has also participated in the project named *APEC* Sister School Networking (ASSN). In this regard, Kung Krabaen Bay Royal Development Study Centre will serve as the venue for the youth camp on mangrove ecosystems in *Thailand*. Useful information and resources regarding the ASSN project can be accessed through <http://www.moe.go.th/weberd/assn.htm>.

4) The Asian Institute of Technology (AIT)

Based in *Thailand*, with a branch in *Vietnam*; the *Asian Institute of Technology* is an autonomous graduate institution offering programmes in science and engineering, development and management, with the goal of addressing the needs of the region and contributing to its sustainable economic growth. *AIT* has received generous financial support from the *RTG* since the inception of the Institute in 1959. The present cooperation programmes comprise the following components:

(1) Scholarships

- *His Majesty The King's Scholarships* are full scholarships for master degree programmes granted to qualified candidates from *Thailand* and other Asian countries. Up to May 2002, the total number of these scholarship awardees was 393.
- *Her Majesty The Queen's Scholarships* are provided to qualified students interested in the environment and related fields. Up to January 2002, the total number of these scholarship awardees was 72.

(2) General Support

The budget covers operational support for the fiscal year 2002, including support for operations and campus maintenance, support for fellowships for Thai students, support for joint research with universities in *Thailand*, and information technology training for executives in the *RTG*.



5) Thailand ASEAN Sub-committee on Education (ASCOE)

Thailand ASEAN Sub-committee on Education (ASCOE) has been established under the umbrella of the *ASEAN Senior Officials (ASEC) on Social Welfare and Development*, which is composed of representatives from the *Ministries of Education* and agencies concerned of the *ASEAN* member countries. The major agencies involved in the *Thailand ASCOE* are the *MOE*, the *MUA* and the *ONEC*. In March 2003, *Thailand* organised the Second Regional Seminar for the *ASEAN* Project on Early Child Care and Development-Phase II in Bangkok. Delegates from all 10 *ASEAN* member countries participated in the seminar hosted by the *Ministry of Social Development and Human Security* and the National Institute for Child and Family Development, Mahidol University.

6) The Southeast Asian Ministers of Education Organisation (SEAMEO)

Thailand has continuously rendered close cooperation with *SEAMEO*. The most recent examples of such cooperation were: 1) The First *SEAMEO* Education Congress, which was hosted by *SEAMEO*, *MOE*, *MUA* and *ONEC*, was organised in Bangkok between 26 and 29 March 2001. Its main theme was “Challenges in the New Millennium.” Related information of the Congress can be accessed through <http://www.seameo.org/educongress/>; and 2) The Second Regional Conference on Teacher Education, which was hosted by *SEAMEO RIHED*, Chulalongkorn University and *OESE*, was organised in Bangkok between 6 and 8 December 2002. Its main theme was “Improving the Quality of Teacher Education.”

At present, *Thailand* hosts the Secretariat of *SEAMEO* as well as three *SEAMEO* centres, namely the *Regional Centre for Higher Education and Development (RIHED)*, the *Regional Centre for Tropical Medicine and Public Health (TROPMED)* and the *Regional Centre for Archaeology and Fine Arts (SPAFA)*.



7) ASEAN University Network (AUN)

The *AUN* is composed of seventeen leading universities in *ASEAN* member countries. The First *AUN* Educational Forum was inaugurated in *Thailand* in May 1998. The *RTG* has made annual contributions amounting to US\$ 180,000 for the period from 2000-2005 while Chulalongkorn University has hosted the permanent office of the *AUN* Secretariat. The University also organised the ASEAN-China Rector Conference and the Eminent Forum in 2002. More information regarding *AUN* activities can be accessed through www.aun.chula.ac.th.

10.2 International Cooperation and Exchange Programmes

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

2) MUA International Cooperation and Exchange Programmes

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



SEAMEO Regional Centre for Higher Education and Development, the *MUA* hosted the First Meeting of GMS Higher Education Coordinating Task force between 16 and 18 January 2002 in Bangkok. Proposals of GMS Collaborative Projects were presented and considered by all representatives participating in the Meeting.

- **Student/Faculty Exchange Programme:** Under the *University Mobility in Asia and the Pacific (UMAP)* programme, the *MUA* has encouraged its higher education institutions to exchange their students and staff with countries all over the world. Beginning in September 1999, the *MUA* has implemented a five-year pilot project namely the *UMAP* Credit Transfer Scheme (UCTS) so as to enable Thai students from both public and private universities/institutions to transfer credits internationally. It is anticipated that the participation of Thai universities in UCTS will lead to the enhancement of the quality and standard of our graduates and higher education as well as the recognition of university qualifications at an international level.

- **Thai University Administrators Shadowing Programme:** This is designed for university administrators from Thai universities to join other universities abroad in order to gain academic experience in foreign environments. Under this programme, *Canada, France* and the *United Kingdom* send “mentors” to *Thailand* to jointly plan shadowing activities with “mentees” preceding the latter’s departure for their programmes in respective countries.

3) ONEC Educational Projects and Scholarship Scheme

- **The Thai-French Continuing Vocational Education:** The general objectives of this project are to assist *Thailand* in establishing the Thai Vocational Qualification (TVQ) as well as to develop an efficient system for vocational training and education through the setting up of networks and exchanging experience between educational institutions and enterprises of the two countries. Based on the principle of cost sharing between both countries, the project is divided into 2 phases:

- (1) In the first phase (September 2001-2003), automation and industrial maintenance were identified as areas of





skills needed. 4 educational institutions and 15 Thai and French enterprises were selected to participate in the project and competency description was developed. In addition, the competency based cooperative training in the areas of skills needed will be conducted between March and August 2003 by the King Mongkut Institute of Technology North Bangkok (KMITNB), RIT, Pathum Thani Technical College, and Kanchanapisek Technical College Mahanakorn; and

(2) In the second phase (September 2003-2005), the main activities will include systematisation of the TVQ, development of the Validation System and integration of the competency-based training in vocational education and training.

● **The Thai-French Cooperation Project (Higher Education):** The Thai-French Cooperation Project was executed by the Thai-French Committee (TFC) and sponsored by the *Ministry of University Affairs (MUA) of Thailand* and the Ministries of National Education, Research and Foreign Affairs of *France*. The TFC launched seven projects in order to stimulate exchanges between higher education institutes and French and Thai research organisations. In this regard, four projects were implemented by



KMITNB while the rest were implemented by TFIC. The total duration of this cooperation will be five years, during which time, joint researches, Masters and Ph.D. will be provided in the areas of manufacturing system; powers electronic and electronic drive; corrosion science and engineering; and human resources development in materials science and engineering.

- **The Australian Development Scholarship Scheme (ADS):** Each year, *Australia* provides a number of scholarships at Master degree level for study at certain Australian Universities. Strict conditions apply and the scheme is only available to existing Royal Thai Government civil servants and only by application through the Department of Economic and Technical Cooperation (DTEC). For the years 2002-2003, as part of the estimated 12 million Australian dollars funding to *Thailand*, some 3 million Australian dollars will be set aside for ADS scholarships.

10.3 International Cooperation for Educational Reform

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

The Memoranda of Understanding (MOU) between *ONEC* and the five organisations mentioned above covers various programmes, ranging from exchange of resource personnel and information training and seminar, to research projects. It is hoped that the MOU will technically substantiate concurring plans and programmes of educational reform in *Thailand* as well as in the respective countries. Examples of *Thailand's* cooperation with international and regional organisations can be seen below.



1) The Third International Forum on Educational Reform: Experiences of Selected Countries: The *ONEC of Thailand* held the First International Forum on Educational Reform in 2001 and the Second International Forum on Educational Reform in 2002. Organised in Bangkok, the main themes of the Conferences were “Experiences of Selected Countries” and “Key Factors in Effective Implementation” respectively.

To emphasise the significance of decentralisation in the area of education, the *ONEC* with the collaboration of many international organisations and embassies will host The Third International Forum on Educational Reform between 8 and 11 of September 2003 in Bangkok. The Conference’s main theme is “Education Decentralisation Revisited: School-based Management” while its sub-themes will address the following issues: (1) SBM and its potential in educational reform; (2) Linkage in self-management and learning improvement; (3) Public participation and institutional leadership; and (4) Educational indicators for efficient assessment. Further information regarding the above-mentioned International Forums on Education Reform can be accessed through <http://www.worldedreform.com>.

2) The Seventh Asia-Pacific Conference on Giftedness: The Asia-Pacific Conference on Giftedness is a biennial international conference where gifted and talented people from all over the world share their work, experiences and common goals to support the education of gifted and talented children. “Igniting Children’s Potential and Creativity” was the main theme of the Seventh Asia-Pacific Conference on Giftedness organised in Bangkok, between August 12-16, 2002. The sub-themes covered a wide range of subjects and included: curriculum; programming; identification; thinking skills; psychology and guidance; gifted children with special needs; disadvantaged giftedness; legal policies and procedures. More information regarding the Conference along with related events can be accessed through <http://www.thaigifted.org/conference/eng01.htm>.

3) The Fourth Asia-Pacific Conference on Problem-Based Learning: The Fourth Asia-Pacific Conference on Problem-Based



Learning (PBL) was organised in Songkhla, *Thailand* between December 11-13, 2002. The Conference program began with “Cognitive Psychology of PBL” as the keynote address, followed by four plenary sessions covering the following issues: 1) PBL: A Tool for Educational Reform; 2) Quality Assurance in PBL; and 3) Student-Centered Learning: A Challenging Odyssey in PBL; and 4) Multi-media Technology Enhancing PBL.

Four Preconference workshops were also organised; issues included were 1) Getting Started with PBL; 2) PBL as a Curriculum Model; 3) Writing Learning Problems for PBL Curricula; 4) The Tutor’s Role in PBL. More information regarding the Conference as well as the Preconference workshops, which is provided by the Faculty of Medicine, Prince of Songkhla University, can be accessed through <http://mednet.psu.ac.th/cai/pbl/main.htm>.

4) Thailand - Australia Capacity Building Facility (CBF):

In order to contribute to the economic and social recovery of *Thailand*, the Australian Agency for International Development (AusAID) established the Thailand-Australia Capacity Building Facility (CBF) programme which focuses on strengthening the capacity for effective policy development and programme implementation of the government agencies under the *Royal Thai Government (RTG)*. The CBF is a three-year programme (September 2000 - September 2003), of a total value of 10 million Australian dollars (approx. 200 million baht). A number of types of assistance offered under the CBF include Australian advisers to work in Thai agencies, short-term training courses in *Thailand* and *Australia*, and work attachments with Australian public and private sector organisations. *ONEC* has been working closely with the CBF office staff in revising 3 modules on capacity building of Thai educational reform as follows: 1) School Autonomy and Financing; 2) Quality Assurance and Programme Evaluation in Higher Education; and 3) Educational Technologies.



10.4 Overseas Studies and Training

For the first time in history, the *Office of the Civil Service Commission (OCSC)* has initiated a scholarship scheme exclusively for Thai students with physical disabilities such as hearing problems, visual impairment and mobility problems. Intended to motivate the physically disabled to realise their full potential, this scholarship scheme will award five scholarships to those wishing to study overseas from undergraduate to doctoral level. After graduation, the recipients of the scholarships are expected to take a leading role in helping other physically disabled students in *Thailand*. It is expected that this scheme, which will be initiated in the year 2003, will continue and that more scholarships will be offered the following year.

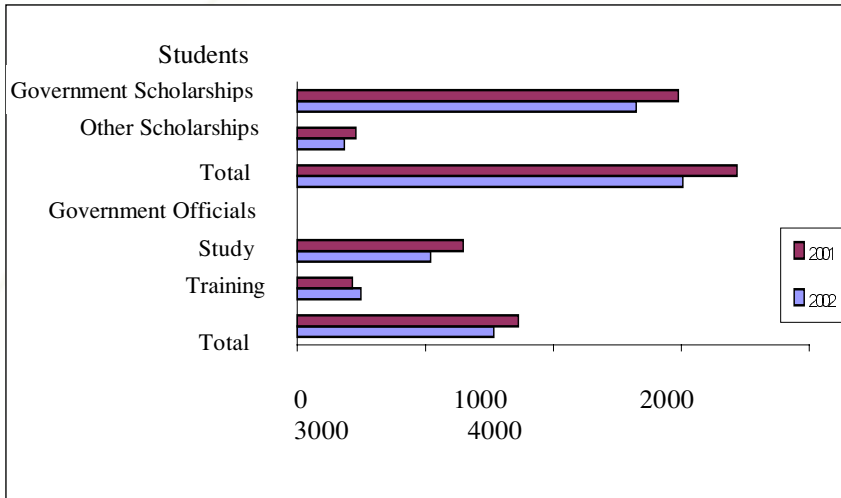
In the year 2002, the number of students and government officials going to study and train overseas under the supervision of the *Office of the Civil Service Commission* decreased from the year 2001. The total number of scholarships decreased by 423 students; from 3,436 to 3,013 students. As a whole, the total number of government officials going overseas to study and train also decreased by 190. (Figure 10.1).

As of 31 August 2002, there were 2,648 government scholarship students still studying abroad, among whom 63.85 percent were in doctorate degree programmes, 16.58 percent were in master degree programmes, 16.46 percent were in undergraduate programmes, and 3.11 percent were studying in other programmes such as Advance Certificate and American Board.

During the same period, the total number of government officials going overseas for study, both at their own expense and on scholarships, was 1,260. Among them, 70.8 percent were in doctorate degree programmes while 27 percent were in master degree programmes.



Figure 10.1 The Number of Students under the Office of the Civil Service Commission and Government Officials Studying Abroad as of 30 June 2001 and 31 July 2002



Source: Office of the Civil Service Commission.

10.5 International Education 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 a resolution of the *Council of Ministers*. 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 2002, there were 67 international schools and colleges in *Thailand*; 22 of which were in other provinces and the rest in Bangkok. Interestingly, the total number of international schools and colleges in Bangkok increased considerably by 73 per cent, from

26 in 1999 to 45 in 2002. According to the International Schools Association of Thailand (ISAT), the approximate proportion of foreign and Thai students was 57:43. The estimated figures given by ISAT did not cover the total number of students in all international schools and colleges in *Thailand* but represented the figures obtained from its members which cover approximately 67 international schools and colleges.

2) International Programmes

In 2002, both Thai public and private universities offered a total of 465 international programmes using English as the medium of instruction both at undergraduate and graduate levels, i.e. 153 undergraduate programmes; 203 master degree programmes; and 109 doctoral degree programmes. Foreign and Thai students can take courses for credits from such programmes.



Table 10.1 International Schools and Programmes in Thailand

	1999	2002
International Schools		
Bangkok	26	45
Other provinces	20	22
Total	46	67
Students		
Foreign : Thai	70 : 30	57 : 43
International Programmes		
Undergraduate	122	153
Master's degree	76	203
Doctoral	58	109

Source: International Schools Association of Thailand, Ministry of University Affairs and Office of the Private Education Commission.

Through international cooperation and exchange in education and for educational reform efforts, it is expected that all concerned will be dedicated to the important issues of equity and quality in education, reform of learning, and lifelong learning so as to improve overall achievements in education.



Chapter 11

Overall Achievements

Following the promulgation of the *1999 National Education Act*, all agencies concerned have carried out educational reform along the lines stipulated by the Act. Major reform initiatives have been undertaken at both policy and planning levels as well as at institutional or grassroots level and have resulted in significant changes in the system and management of education as mentioned earlier. The overall achievements of Thai education will be presented here in terms of access to education, participation and progression as well as the outcomes of education and learning.

11.1 Access to Education, Participation and Progression

This report examines access to education, participation and progression through student enrolments, transition rates and enrolment rates from pre-primary to higher education levels as well as numbers of participants in education for children with special educational needs and non-formal education.

11.1.1 Access to Basic Education

The numbers of pre-primary students from 1999 to 2002 showed that the proportion of the 3-5 years age group having access to education decreased slightly due to the impact of the



economic crisis. Details of the enrolment rates in basic education are presented in Table 11.1.

Table 11.1 Enrolment Rates in Basic Education, Academic Years 1999-2002

	1999	2000	2001	2002
Pre-primary	96.2	95.7	93.1	90.6
Primary	102.3	103.2	103.8	104.8
Lower secondary	83.4	82.8	82.2	82.2
General upper secondary	33.2	36.7	38.9	38.8
Vocational upper secondary	22.1	20.7	20.4	21.3

Source: *ONEC, Thailand Education Statistics Report 1996 - 2000, Thailand Education Data 2001 and Bureau of Educational Research and Development.*

12-year free basic education, covering 6 years of primary education and 6 years of secondary education, was granted to students throughout the country for the first time in the history of Thai education in October 2002.

As a part of *12-year free basic education*, *9-year compulsory education in Thailand* covers 6 years of primary education and 3 years of secondary education. In February 2002, the MOE issued the ministerial regulation indicating the criteria and methods of calculating children's age for compulsory education. The Compulsory Education Act which has been effective since 1 January 2003 requires that all children aged 7-16 be enrolled in basic education institutions except for those who have already completed grade 9.

At primary level, increasing numbers of 6-11 years old children participate in school education. The enrolment rates of primary school children have been higher than 100 percent as a result of repetition rates as well as under-age and over-age population of students.

Enrolment rates in lower secondary education decreased from 83.4 percent in 1999 to 82.2 percent in 2002. However, the percentage of primary school graduates increased from 102.3 in 1999 to 104.8 in 2002.

At upper secondary level, the transition rate faced a decline from 87.1 percent in 1997 to 80.2 percent in 2001. However, it rose to 88.2 percent in 2002, with 53.5 percent in the general stream and 34.7 percent in the vocational stream (Table 11.2).

The proportion of school-age population participating in upper secondary education increased to 60.1 percent in 2002 with 38.8 percent in general education and 21.3 percent in vocational education.

Table 11.2 Transition Rates in Basic Education, Academic Years 1997-2002

	1997	1998	1999	2000	2001	2002
Lower Secondary	93.3	90.7	87.8	89.9	92.7	89.8
Upper Secondary	87.1	83.4	84.7	81.9	80.2	88.2
● General	45.7	50.2	52.9	52.8	51.3	53.5
● Vocational	41.5	33.2	31.9	29.1	28.0	34.7

Source: ONEC, *Thailand Education Statistics Report 1996 - 2000, Thailand Education Data 2001 and Bureau of Educational Research and Development.*

11.1.2 Participation in Basic Education of Children with Special Educational Needs

According to Section 10 of the *1999 National Education Act*, persons with special needs will have the right and opportunity to receive basic education which will be specially provided.

So far, the provision of education for the disabled and the disadvantaged has expanded at a steady pace while the provision of education for the gifted still requires significant attention.



To support the provision of education for the disabled and the disadvantaged, the *MOE* has announced ministerial regulations indicating criteria and procedures for providing facilities, media, services and other forms of educational aid as well as ministerial regulations indicating criteria and procedures for allocating educational budget for the disabled.

The number of disabled children having access to basic education sharply rose from 87,475 in 1999 to 141,673 in 2001 (Table 11.3). However, it was found that only 22 percent of the disabled were able to participate in basic education.

Table 11.3 Number of Disabled Children Enrolled in Basic Education Institutions, Academic Years 1999-2001

Level of Education	1999	2000	2001
Pre-primary	2,101	22,896	16,710
Primary	11,103	107,880	114,183
Lower Secondary	2,986	10,966	9,860
Upper Secondary	1,641	713	920
Total	87,475	142,455	141,673

Source: ONEC, *Report on the Monitoring and Evaluation of Education Reform: Educational Rights and Duties, 2002.*

With greater efforts being made by different agencies to provide basic education to economically and socially disadvantaged children, higher numbers of these target groups have had access to all levels of basic education, particularly at lower secondary level. The total enrolment of disadvantaged students rose from 1.4 million in 1999 to 2 million in 2001 (Table 11.4).

Table 11.4 Number of Disadvantaged Children Enrolled in Basic Education Institutions, Academic Years 1999-2001

Level of Education	1999	2000	2001
Pre - primary	223,825	378,540	564,761
Primary	182,631	181,168	239,889
Lower Secondary	632,571	735,009	1,005,744
Upper Secondary	613,785	670,464	657,169
Total	1,441,812	1,594,307	2,040,886

Source: ONEC, Report on the Monitoring and Evaluation of Education Reform: Chapter 2 Educational Rights and Duties, 2002.

11.1.3 Access to Higher Education

The transition rate of students from upper secondary education to higher education declined from 92.8 percent in 1997 to 75.0 percent in 2000 due to the impact of the economic crisis. However, it rose to 91.9 percent in 2002, with 43.6 percent at diploma level and 48.2 percent at undergraduate level (Table 11.5).

Table 11.5 Transition Rates in Higher Education, Academic Years 1997-2002

Level of Education	1997	1998	1999	2000	2001	2002
Higher Education*	92.8	81.8	75.9	75.0	80.2	91.9
● Diploma	55.9	50.7	46.1	49.2	43.4	43.6
● Undergraduate	36.9	31.1	29.8	25.8	36.8	48.2

Source: ONEC, Thailand Education Statistics Report 1996 - 2000, Thailand Education Data 2001 and Bureau of Educational Research and Development.

*Note: * Excluding new entrants in open universities*



Student enrolments in higher education institutions rose continuously from 1,643,447 in 1999 to 1,926,453 students in 2002 (Table 11.6). It is thus expected that a higher percentage of secondary school students will have access to higher education in the following years as a result of the expansion of 12-year basic education.

Table 11.6 Student Enrolments in Higher Education Institutions, Academic Years 1997-2002

Level of Education	Academic Years			
	1999	2000	2001	2002
Diploma	455,080	470,002	462,187	439,363
Undergraduate	1,099,219	1,232,215	1,294,561	1,371,058
Certificate	2,864	2,615	2,324	2,138
Master's Degree	83,936	89,818	108,055	108,774
Doctorate	2,348	3,190	5,080	5,120
Total	1,643,447	1,797,840	1,872,207	1,926,453

Source: ONEC, *Thailand Education Statistics Report 1996-2000, Thailand Education Data 2001 and Bureau of Educational Research and Development.*

The enrolment rate in higher education has gradually increased from 22.5 percent in 1999 to 42.9 percent in 2002.

11.1.4 Participation in Non-Formal Education

A large number of the out-of-school population in *Thailand* can gain access to non-formal education provided by both public and private organisations. In 2001, the total number of participants in non-formal education was around 3.5 million, showing slight decrease from the previous year. The majority of participants were in continuing education programmes, particularly in secondary education, and vocational education and training services (Table 11.7).

Table 11.7 Number and Percentage of Participants in Non-Formal Education by Level and Type of Education, Academic Years 2000 and 2001

	2000		2001	
	Number	%	Number	%
Total	3,709,879	100.0	3,540,820	100.0
Functional Literacy	104,936	2.8	134,782	3.8
Continuing Education	1,458,323	39.3	1,803,714	50.9
● Primary	142,935	3.9	228,502	6.4
● Secondary	1,315,388	35.4	1,575,212	44.5
Lower Secondary	681,785	18.3	914,865	25.8
Upper Secondary	633,603	17.1	660,347	18.7
- General	621,753	16.8	650,530	18.4
- Vocational	11,850	0.3	9,817	0.3
Vocational Education and Training	2,146,620	57.9	1,602,324	45.3

Source: ONEC, Thailand Education Statistics Report 1996-2000 and Department of Non-Formal Education.



11.2 The Outcomes of Education and Learning

The outcomes of education and learning are presented here in terms of graduation from school education, the quality of learners, educational attainment of the Thai population, and labour force participation.

11.2.1 Graduation from School Education

From 1998 to 2000, there were increasing numbers of graduates at nearly all levels of education, except primary and vocational upper secondary education (Table 11.8). The decreasing rate of graduates in primary education was caused mainly by higher drop-outs at around 19,208 in 1998, 20,549 in 1999 and 29,742 in 2000; while that of vocational upper secondary education resulted from a drop in student enrolment.



Table 11.8 Number and Increasing/Decreasing Rates of Graduates by Level of Education, Academic Years 1998-2000

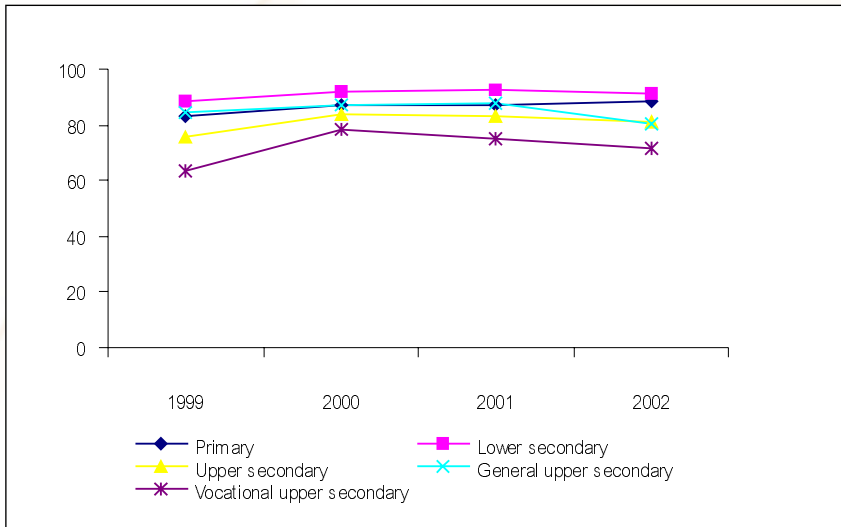
Level of Education	Academic Years			Increasing/ Decreasing Rates
	1998	1999	2000	
Primary	913,519	894,965	890,735	-1.25
Lower Secondary	747,838	769,551	787,851	2.64
Upper Secondary	466,344	497,711	508,082	4.41
- General	258,273	291,549	318,450	11.07
- Vocational	208,071	06,162	189,632	-4.47
Higher Education	327,318	350,488	383,539	8.27
Lower-Than-Degree	170,876	180,816	193,109	6.31
Bachelor's Degree	137,548	149,630	164,828	9.47
Certificate	1,174	1,418	1,423	10.69
Master's Degree	17,553	18,452	23,615	14.02
Doctorate Degree	167	172	564	115.45

Source: ONEC, Thailand Education Statistics Report 1996-2000 and Thai Education Data 2001.

The retention rates at different levels of education can provide an indication of the outcome of the educational system. From the year 1999 to 2001, retention rates in primary and secondary education gradually increased. In 2002, however, there was an increase in retention rate only at primary education level; while those at lower and upper secondary education levels faced a decline, particularly, in both general and vocational upper secondary education (Figure 11.1). This may have been caused by higher drop-outs as a result of the impact of the economic crisis.



Figure 11.1 Retention Rates in Basic Education, Academic Years 1999-2002



Source: *ONEC, Thailand Education Statistics Report 1996 - 2000, Thailand Education Data 2001 and Bureau of Educational Research and Development.*

11.2.2 The Quality of Learners

Many studies reveal that the quality of education in Thailand is still unfavourable. Several projects have thus been undertaken to raise the educational standard. For example, the National Project on Learning Reform Schools for Developing the Quality of Learners initiated by *ONEC* in 2000-2001 was aimed to develop the quality of learners through a research-based and whole-school approach. Although the Project was undertaken in only 250 pilot schools, the success of these schools encourage their networks and other schools to improve their quality of education.

According to the report on achievements in developing learner quality, it cannot be surmised that all the qualities attained by the learners as analysed have resulted from the learning reform of this study, as they could very well be accumulated consequences of previous efforts of supervision and improvement of

the teaching-learning process provided by the respective authorities. The data analysis through observation, note preparation and quantitative measurement and evaluation revealed the following achievements among the students: Interest in and avidity for learning as well as contentment in participatory learning; Development of working process and capacity for planning and teamwork; Development of capacity in accord with the students' aptitudes and interests to their highest potential; and development of moral and cultural values as well as respect for others.

11.2.3 Educational Attainment of the Thai People

The average years of education received by Thai people aged 15 and over have increased gradually as a result of greater efforts to provide both formal and non-formal education to all people.

Table 11.9 Average Years of Educational Attainment of the Thai Population: 1999-2003

Age Group	1999	2000	2001	2002	2003 ^e
15 and over	7.1	7.2	7.4	7.6	7.8
15 - 21	9.4	9.5	9.6	9.7	9.8
15 - 59	7.7	7.8	7.7	7.8	7.9
60 and over	3.5	3.6	3.7	3.8	3.9

Source: Bureau of Educational Research and Development.

^eEstimated Figures.

Although the figures reflect that the educational attainment of the Thai population is relatively low, the trend has shown that the Thai labour force has received a higher level of education. The distribution of employed persons by level of educational attainment illustrated that the percentage of employed persons with secondary education in non-municipal areas and higher education in municipal areas in 2002 was higher than in the previous year. This situation indicates that there is higher supply of well-educational workers to further economic development and to



raise the competitiveness of the country as levels of skill tend to rise with educational attainment.

Table 11.10 Percentage of Employed Person by Level of Educational Attainment and Area, 2001- 2002

Level of Educational Attainment	Total		Municipal Areas		Non-Municipal Areas	
	2001	2002	2001	2002	2001	2002
Total	100.0	100.0	100.0	100.0	100.0	00.0
None	3.5	3.7	2.1	2.2	4.2	4.4
Less than primary	39.6	39.0	27.4	27.3	45.7	44.8
Primary	22.3	22.3	17.5	17.4	24.7	24.7
Lower secondary	12.9	13.0	15.3	15.3	11.6	11.9
Upper secondary	10.1	10.3	14.8	14.4	7.7	8.2
General	6.7	7.1	8.7	8.7	5.6	6.2
Vocational	3.4	3.2	6.0	5.7	2.1	2.0
Teacher training	0.1	0.0	0.1	0.1	0.0	0.0
Higher education	11.4	11.5	22.4	22.7	5.9	5.9
Academic	5.4	5.6	12.5	13.0	1.9	1.9
Higher Technical Ed.	3.5	3.6	6.2	6.2	2.2	2.3
Teacher training	2.4	2.3	3.7	3.6	1.8	1.7
Others ¹	0.0	0.1	0.1	0.1	0.0	0.0
Unknown	0.3	0.3	0.6	0.6	0.1	0.1

Source: Report of the Labour Force Survey, Whole Kingdom Quarter 2: April - June 2001.

Report of the Labour Force Survey, Whole Kingdom Quarter 2: April - June 2002.

¹*Including vocational short courses.*

11.2.4 Labour Force Participation

The labour force participation rates by educational attainment can be used to indicate the extent to which the education system succeeds in meeting the minimum requirements of the labour market.

In *Thailand*, skilled agricultural and fishery workers as well as service workers and shop and market sales workers

constitute around half of the employed labour force. In 2002, the percentage of the population in the total labour force to the population aged 15 years and over was 71.4.

Table 11.11 Labour Force Participation Rates by Level of Educational Attainment and Area, 2001- 2002

Level of Educational Attainment	Total		Municipal Areas		Non-Municipal Areas	
	2001	2002	2001	2002	2001	2002
Total	71.3	71.4	68.8	68.9	72.5	72.7
None	43.5	47.3	33.9	39.6	46.7	49.6
Less than primary	73.6	73.7	67.6	66.9	75.5	75.9
Primary	81.5	81.0	79.9	79.7	82.1	81.4
Lower secondary	58.4	58.6	58.4	58.5	58.4	58.6
General upper secondary	62.0	63.2	56.5	56.2	66.7	68.9
Vocational upper secondary	67.9	66.6	70.6	70.4	64.7	61.8
Teacher training	65.2	44.2	64.5	34.5	65.9	53.5
Academic higher education	89.5	88.1	88.5	87.3	92.5	90.8
Higher technical education	83.7	84.2	83.8	84.4	83.7	84.0
Higher teacher education	89.2	89.4	86.7	87.4	92.0	91.6
Others ¹	77.9	88.5	63.9	87.8	96.1	89.2
Unknown	73.5	69.6	70.7	69.0	82.2	71.6

Source: *Report of the Labour Force Survey, Whole Kingdom Quarter 2: April - June 2001.*

Report of the Labour Force Survey, Whole Kingdom Quarter 2: April - June 2002.

¹*Including vocational short courses.*

However, the labour force participation rates were highest among those who had completed higher education. The underlying causes found by *OECD* were that the monetary incentive to participate is greater for individuals with higher qualifications since earnings tend to increase with educational attainment. In addition, those individuals often work at more interesting and stimulating tasks, and hold functions of higher responsibility, which increase their motivation to remain in the labour force.



However, in *Thailand* where agriculture is an important sector of employment, the participation rates are also high among those who completed primary or lower than primary education since job opportunities for unskilled workers can be easily found. Those who completed lower secondary and upper secondary education as well as teacher training seem to be more interested in continuing education rather than entering the labour market.

In 2002, the labour force participation rates of those with a higher level of education in municipal areas were higher than in 2001, while the increase of participation rates in non-municipal areas were among those with a low level of education.

Four years after the enactment of the 1999 National Education Act, significant progress in educational reform in many areas can be observed. Overall, the implementation of all chapters of the Act by responsible agencies moves forward at a steady pace. Nevertheless, further dedication and efforts in educational reform are still needed so as to improve the overall achievements in education.



Chapter 12

Future Perspectives

The *1997 Constitution* and the *1999 National Education Act* have paved the way for major educational reform. Several laws, rules and regulations have been issued and amended; the *Ministry of Education* and the administrative structure have been restructured; the teaching-learning process has been reformed; new concepts and approaches including educational standards and quality assurance have been attached to educational reform. In summary, the educational administration and management; teachers, faculty staff and educational personnel; resources and investment for education and technologies for education system have been and will be further reformed as a continuous process.

As a result of the dedication and efforts of responsible agencies in moving forward the extensive and radical reforms as stipulated in the *Constitution* and the *National Education Act*, significant improvement can be seen in many aspects of education in Thailand.

The challenging tasks of educational reform in the Era of a knowledge-based economy and society require that policy-makers and decision-makers take a proactive attitude towards setting up educational strategies and plans for educational reform.



12.1 Future Tasks of Thai Education

Thailand has always attached great importance to education and has consistently set apart an enormous allotment of the government's budget for educational tasks. During the past decade, however, the quality of the country's education when compared to the sizable resources and investments made for education has been questioned as never before.

In their quest for the causes of the several economic and social problems which emerged in the aftermath of the 1997 economic crisis, analysts denounced that inefficiency in the provision of education was one of its causes. The devastating economic crisis together with the new sense of *Thailand's* educational disadvantage in comparison with several countries has spotlighted the quality of Thai education in terms of its accomplishment in alleviating the economic and social problems of the country.

Gradually, more and more people seem to agree that it is high time for *Thailand* to push forward educational reform. If the educational reform initiatives are not achieved, not only will Thai people be educationally disadvantaged and thus unable to achieve a competitive edge but also the country may be subject to another round of economic crisis.

Following the *1999 National Education Act*, which has been the spearhead of major educational reform, quality improvement has become the ultimate goal in the provision of education in addition to maintenance of equity and social justice. The issues of quality in education for ordinary students as well as the gifted and the disadvantaged require more attention since the success in terms of equity in education without quality will not enable the Thai people to thrive in a knowledge-based economy and society.

Laws, rules and regulations are fundamental in educational reform as specified in the *National Education Act*. However, to further improve on the success of educational reform for sustainable development of the country, a tremendous change in attitudes and behaviour of all concerned is needed. Of all the future tasks in educational reform, creating a desirable mind-set of those in the

various levels of educational management as well as the public is consequently the most challenging task.

To carry out the future tasks of educational reform in several aspects and at various levels, understanding and support of all parties concerned and the general public are also crucial. Accordingly, measures and strategies to encourage public participation should also be encouraged.

12.2 Strategies and Plans for Educational Reform

In line with the *1997 Constitution* and the *National Educational Act*, the *Ministry of Education* and responsible agencies have established various educational reform policies. Among several bodies, the *Office of Educational Reform (OER)* was established to carry out comprehensive educational reform tasks. During its 3-year term (between January 2000 and January 2003), the *OER* has accomplished several major tasks. The reform proposals of the *OER* have been pushed forward for implementation according to



the manual “Pentagonal Priorities in Educational Reform: Guidelines to practice” prepared by the *MOE*, *MUA*, *ONEC* and *OER*. This manual has embraced educational reform policies in five areas:

- 1) Reform of the educational system; 2) Reform of learning;
- 3) Reform of the educational administration and management system; 4) Reform of the system relating to teachers, faculty staff and educational personnel; and 5) Reform of the system relating to resources and investment for education.

In this regard, two main aspects of educational reform as specified in the *National Educational Act* namely “technologies for education and educational standards and quality assurance” have been integrated into the reform of learning and the reform of the educational administration and management system respectively. It is expected that the success of the educational reform policies as mentioned above will depend upon the following key factors:

1) Key factors to success in the reform of the educational system:

- (1) A great vision, an actual understanding of educational philosophy and the intention to increase the efficiency in provision of education must be adhered to by all concerned. By so doing, their thoughts will not be restricted to existing frameworks of resources, organisational structure, curricula, and teaching-learning process;
- (2) New and innovative concepts and practices relating to education must be promoted and expanded extensively. In this regard, particular support will be given to the original knowledge of local communities for the sustainable development of education.
- (3) Participatory strategies and increased cooperation between all parties as well as utilisation of resources for optimal benefit must be promoted.
- (4) Simplified laws, rules and regulations must be issued so as to declare the government’s support for

participation from all parties and to decrease their distrust of change.

- (5) Educational reform policies must be prioritised and implemented with great dedication so as to decrease educational deficiencies for the disadvantaged, in particular at the basic education level.
- (6) Regular planning and monitoring activities must be implemented and restrictions must be immediately diminished. Implementation plans should also be constantly reviewed and modernised in line with the changing economic and social environments.

2) Key factors to success in the reform of learning:

- (1) The teaching-learning process must be constantly developed to enable all learners to develop to their fullest potential.
- (2) The core curricula and learning substances for learners aged between 0-20 years should be linked.
- (3) The R&D process should be integrated into teaching and learning.
- (4) All types of lifelong learning sources should be established and promoted.
- (5) Various methods, including the assessment of learners' performance, should be used in the admission system.
- (6) In the teaching-learning process, utilisation of technologies for education should be encouraged.

3) Key factors to success in the reform of the educational administration and management system:

- (1) Activities necessary to develop a desirable mind-set of personnel in responsible agencies and people in all sectors of the society should be implemented.
- (2) The decentralisation of powers in educational administration and management at the central level as well as support for local administration organisations and educational institutions in making



preparations for the new autonomy should be accelerated.

- (3) Ministerial rules and regulations necessary for increasing efficiency in the educational administration and management system should be issued in due course.
- (4) At each level of the educational administration and management system, a facilitating mechanism should be provided.

4) Key factors to success in the reform of the system relating to teachers, faculty staff and educational personnel:

- (1) The whole system, which includes training of teachers; development and promotion; professional control and personnel development, must be reformed.
- (2) Related information that is collected in the database system should be accurate so that policy-makers and decision-makers can formulate appropriate policies and plans for the training of teachers.
- (3) A system to monitor, evaluate and assess the achievement, standards and efficiency of personnel management in local administration organisations and educational institutions should be established by the central organisation dealing with personnel management.
- (4) A central unit should be established to coordinate and monitor the training of teachers in line with related policies and plans.
- (5) Understanding of a new role and the willingness to change is necessary for institutions responsible for the training of teachers.
- (6) Both academic excellence and the professional quality are required from teacher training institutions.
- (7) For the training of teachers, budget and other kinds of assistance should be provided by responsible agencies.



- (8) Sufficient and comprehensive information relating to the actual performance of educational institutions should be collected by institutions responsible for the training and development of teachers. Such information should be used as a database in the training and development of teachers.
- (9) Fixed per year per head allotment of annual budget should be earmarked for the training and development of teachers, faculty staff and educational personnel.
- (10) For the development of teachers, faculty staff and educational personnel, incentives leading to opportunities for advancement as well as professional development and recognition should be provided.
- (11) An extensive network for the development of teachers, faculty staff and educational personnel should be established in educational institutions, professional organisations, private bodies, religious institutions and enterprises.



- (12) In establishing the system, policies and criteria of personnel administration, sufficient and comprehensive information as well as updates and an appropriate database relating to actual performance should be used.
- (13) Tasks and job descriptions of educational service areas must be considered in determining the numbers, qualifications and criteria for recruitment of their personnel.

5) Key factors in the reform of the system relating to resources and investment for education:

- (1) In implementing the reform policies relating to resources and investment for education, political commitment from the *Council of Ministers* is needed.
- (2) A medium-term or 3-year budget framework that is geared towards related policies should be established by responsible and concerned agencies.
- (3) Powers in mobilising and utilising resources for education should be decentralised from a central level to educational service areas. In this regard, performance-based evaluation should be monitored.
- (4) The information and databases, especially those related to learners, of educational institutions and of Sub-District Administration Organisations should be linked so as to distribute resources equally, fairly and effectively.
- (5) The databases of educational institutions, Educational Service Areas and concerned agencies should be linked for mutual benefit and efficient cooperation in formulating plans, policies and activities.

In order to further achieve the objectives of the educational reform policies as mentioned above, the *MOE* has formulated its strategic plan with several measures for effective implementation for the fiscal year 2004-2006.

In December 2002 before the *OER* dissolved, the Prime Minister appointed a committee responsible for accelerating implementation of educational reform. The Deputy Prime Minister and the Minister of Education are the Chairman and the Vice-Chairman of the committee. In addition to several other supportive policies, the appointment of this committee and a generous budget allotment for education indicate the constantly increasing political commitment in carrying through future tasks in educational reform.

Thailand is at an important juncture in the major educational reform initiated by the 1997 Constitution and the 1999 National Education Act. Without political commitment and whole-hearted agreement as well as the full participation of those involved in the provision of education, all parties concerned and society, the reform efforts will not be able to flourish. Provided that such an environment exists, a new awareness, an innovative approach and the dedication of responsible agencies will lead to the success in educational reform aimed at the sustainable development and prosperity of our nation.



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The background is a light beige color with several overlapping, semi-transparent circles of varying sizes. A bright, glowing light source is visible in the upper right quadrant, creating a lens flare effect. The overall aesthetic is clean and modern.

Appendices

THAILAND PROFILE 2002/2003

Area	:	513,115 sq.km.
Capital	:	Bangkok
Climate	:	Monsoon with average temperature between 23.7°C and 32.5°C.
Population	:	64.2 million
Labour force	:	34.4 million
Population growth	:	1.09 %
People	:	The majority are Thai. The rest includes ethnic Chinese, Malays, Lao, Vietnamese, Indians, and others.
Literacy Rate	:	95.5 %
Life expectancy	:	Male 67.3 (2000)
	:	Female 73.2 (2000)
Religion	:	Buddhism, the national religion, is the professed faith of 95% of the population, but there is absolute religious freedom.
Language	:	Thai is the national and official language. Dialects are spoken in rural areas. Other languages are Chinese, Malay and English.
Constitution	:	Constitutional Monarchy
Currency	:	Baht (1 US\$ = 42.94 Baht, as of March 2003)
GDP (current price)	:	5,399.6-5728.9 billion Baht
GDP growth	:	5.2 % (as of March, 2003)
Per Capita GNP	:	77,361.97 Baht (2000)
Government expenditure	:	999,900 billion Baht
as % of GDP	:	17.9 %
Inflation	:	5 %
Unemployment rate	:	1.8 %

THAILAND' EDUCATIONAL PROFILE IN FIGURES : NEW SERIES

A. School-Age Population

(thousand persons)

	Age Group	1999	2000	2001	2002
Pre-primary	3-5	2,889	2,892	2,906	2,961
Primary	6-11	5,820	5,838	5,835	5,820
Secondary	12-17	5,968	5,833	5,750	5,723
- Lower Secondary	12-14	2,846	2,827	2,845	2,881
- Upper Secondary	15-17	3,122	3,006	2,905	2,842
Higher	18-21	4,483	4,431	4,344	4,220
Total	3-21	19,160	18,994	18,835	18,724

B. Educational Attainment of Thai Population

Age	1999	2000	2001	2002	2003 ¹
15 and over	7.1	7.2	7.2	7.6	7.8
15-21	9.4	9.5	9.5	9.7	9.8
15-59	7.7	7.8	7.8	7.8	7.9
60 and over	3.5	3.6	3.6	3.8	3.9

C. Student Enrolment in Formal Education

(thousand persons)

	1999	2000	2001	2002
Pre-primary	2,779.7	2,769.8	2,706.4	2,682.8
Primary	5,953.0	6,023.7	6,056.4	6,096.7
Secondary	4,097.8	4,064.3	4,060.5	4,682.0
• Lower secondary	2,372.4	2,340.5	2,338.7	2,368.5
• Upper secondary	1,725.4	1,723.8	1,721.9	2,313.5
- General	1,037.0	1,100.8	1,129.5	1,707.4
- Vocational	668.4	623.0	592.4	606.0
Higher ²	1,006.5	1,102.6	1,133.3	1,926.5
Total	13,837.0	13,960.4	13,956.7	15,387.9

D. Enrolment Ratio

	1999	2000	2001	2002
Pre-primary	96.2	95.7	93.1	90.6
Primary	102.3	103.2	103.8	104.8
Secondary	68.7	69.7	70.6	71.2
• Lower secondary	83.4	82.8	82.2	82.2
• Upper secondary	55.3	57.4	59.3	60.1
- General	33.2	36.7	38.9	38.8
- Vocational	22.1	20.7	20.4	21.3
Higher ²	22.5	23.7	26.1	42.9

¹ Estimated figures

² Excluding students in open universities



THAILAND' EDUCATIONAL PROFILE IN FIGURES : NEW SERIES

E. Transition Rate

	1999	2000	2001	2002
Lower secondary	87.8	89.9	92.7	89.8
Upper secondary	84.7	81.9	80.2	88.2
• General	52.9	52.8	51.3	53.5
• Vocational	31.9	29.1	28.0	34.7
Higher ³	75.9	75.0	80.2	91.9
• Diploma	46.1	49.2	43.4	43.6
• Undergraduate	29.8	25.8	36.8	48.2

F. Student - Teacher Ratio

	2001	2002
Pre-primary	1:20	1:20
Primary	1:19	1:19
Lower secondary	1:21	1:21
General upper secondary	1:21	1:21
Vocational upper secondary	1:31	1:31

G. Retention Rate

	1999	2000	2001	2002
Primary	83.2	87.2	87.5	88.4
Lower secondary	88.2	91.8	92.3	91.5
Upper secondary	75.4	83.5	83.0	80.9
- General	84.3	87.2	87.7	80.6
- Vocational	63.6	78.2	75.1	71.3

H. Number of Educational Institutions (2001)

	Total	Public	Private
Whole Kingdom⁴	50,402	47,290	3,112
Pre-Primary	45,250	42,654	2,596
Primary	33,905	32,310	1,595
Lower secondary	10,554	9,970	584
Upper secondary (General)	2,837	2,666	171
Upper secondary (Vocational)	898	551	347
Below Bachelo Degree	650	326	324
Bachelor Degree	203	152	51
Postgraduate Degree	62	36	26

I. Educational Budget

	1999	2000	2001	2002	2003
Amount (Billion Baht)	207.3	220.6	221.6	222.9	235.1
% of GDP	3.7	4.3	4.3	4.2	4.2
% of National Budget	25.1	25.7	24.6	21.8	23.5

³ Excluding new entrants in open universities.

⁴ Some institutions may provide more than one level of education.

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Please visit the following web sites:**

Office of the National Education Commission

- <http://www.onec.go.th>
- <http://www.thaiedgov.org>
- <http://www.thailearn.org>
- <http://www.thaiteacher.org>
- <http://www.thaigifted.org>
- <http://www.thaiqa.org>
- <http://www.thaiedresearch.org>

Ministry of Education

- <http://www.moe.go.th>

Ministry of University Affairs

- <http://www.mua.go.th>

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