

# Chapter 1

## General Background

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

### 1.1 Government and Administrative Structure

The governmental structure of Thailand has undergone gradual and practical evolution in response to the changing environment. After the bloodless coup in June 1932 demanding a change from absolute to a constitutional monarchy, *His Majesty King Prajadhipok* signed *Thailand's* first constitution on 10 December 1932. Despite the number of successive constitutions that followed over half a century, the basic concepts of constitutional government and monarchy laid down in the 1932 constitution have remained unaltered as follows :

The first and foremost concept is the status of the monarch as Head of Armed Forces and Upholder of the Buddhist Religion and all other religions. The King, as Head of State, exercises his legislative power through the *House of Parliament*, executive power through the *Council of Ministers* headed by the Prime Minister, and judicial power through the courts.

The second concept concerns the legislative branch. A bicameral *National Assembly* has been created with two categories of members; *Members of Parliament* and *Senators*.

The third concept concerns the executive branch. Every constitution holds that the Prime Minister is head of the government and chief executive. The *Council of Ministers* is responsible for the administration of 14 ministries, as well as the *Office of the Prime Minister*. A number of cabinet committees have been set up consisting of relevant ministers, such as the *Cabinet Economics Committee* and the *Cabinet Social Affairs Committee*, to coordinate major policies concerned.

Besides the ministers responsible for each ministry, there are a number of ministers holding the portfolio of "Minister Attached to the Prime Minister's Office." They take charge of various responsibilities undertaken by this office which in itself ranks as a ministry and is largely concerned with formulating national policy.

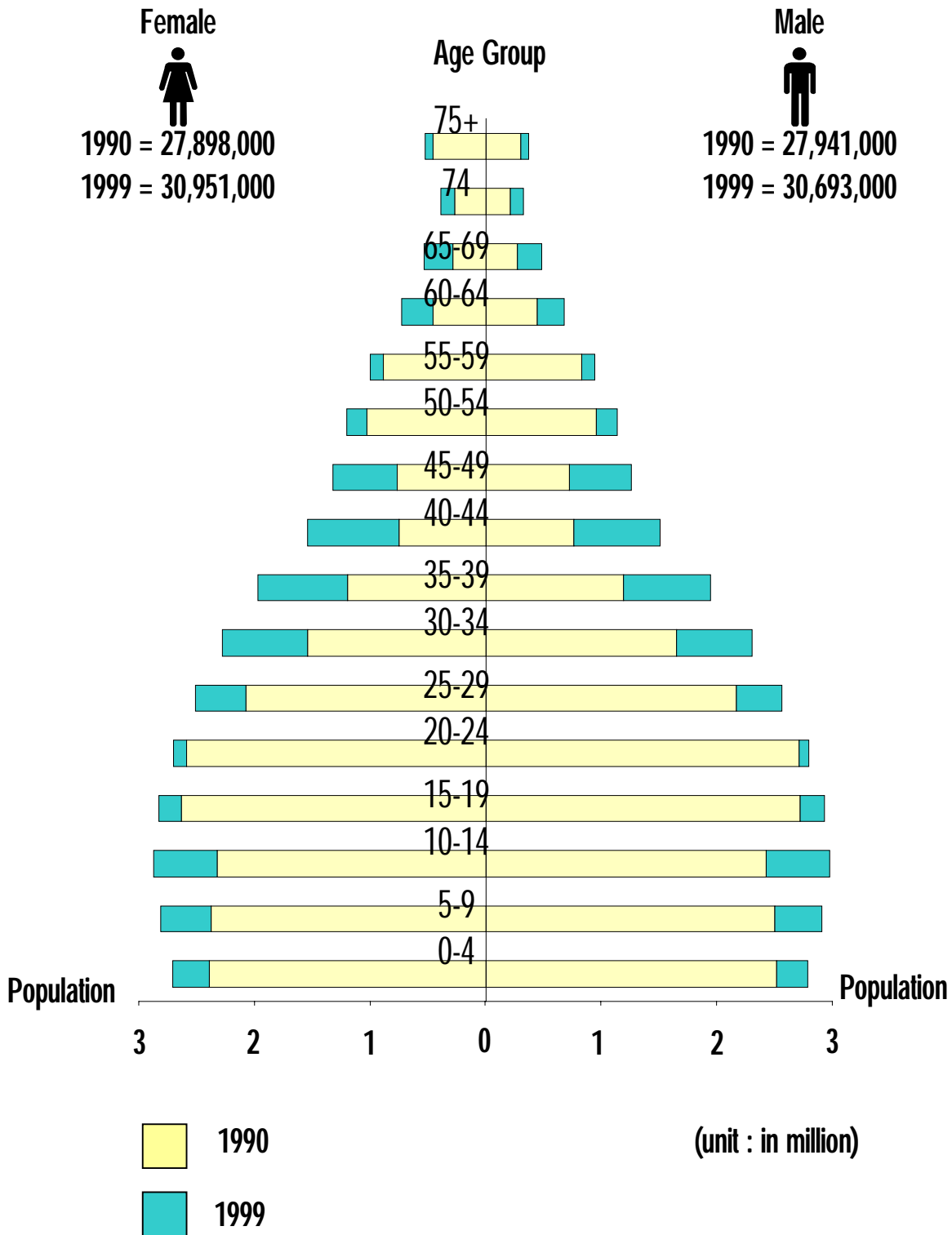
The country is divided into 75 provinces, excluding *Bangkok Metropolis*. Each province, which is administered by an appointed governor, is sub-divided into districts, sub-districts or tambons (groups of villages) and villages. The *Bangkok Metropolitan Administration (BMA)* is administered by an elected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

### 1.2 Society and Economy

#### Population and Employment

The total population of *Thailand* increased from 55.8 million in 1990 to 61.4 million in 1998 and it was estimated to be 61.6 million in 1999. The number of females is slightly higher than that of males (Figure 1.2).

Figure 1.2 Population Pyramid of Thailand : 1990 and 1999



Source : 1990 : National Economic and Social Development Board.  
 1999 : Thailand Population Projection, 1999 – 2016.

In February 1999, 53.3 percent of the total population were in the labour force while about 24.2 percent were those over 13 years old but not in the labour force, which was about 2.4 percent higher than the year 1997. The rest of population or about 22.4 percent were still under 13 years old (Table 1.1).

**Table 1.1 Percentage of Population by Labour Force Status : 1997-1999**

	Aug. 1997	Nov. 1998	Feb.1999
Total Population	100.0	100.0	100.0
A. Total labour force	55.3	53.3	53.3
1. Current labour force	99.7	99.1	96.7
1.1 Employed	99.1	95.5	94.6
1) At work	98.6	95.2	92.2
2) with job but not at work	1.4	4.9	7.8
1.2 Unemployed	0.9	4.5	5.4
1) Looking for work	33.0	31.4	27.7
2) Available/ not looking for work	67.0	68.6	72.3
2. Seasonnally inactive labour force	0.3	0.9	3.3
B. Not in the labour force>13 years of age	21.8	23.9	24.2
1. Household work	26.1	24.5	28.3
2. Studies	42.2	41.2	41.9
3. Too young/old or incapable of work	26.5	24.4	24.8
4. Others	5.2	9.9	5.0
C. Persons under 13 years of age	22.9	22.8	22.5

**Source :** National Statistical Office.

Among the total number of employed persons in February 1999, about 42.9 percent were employees of which 4 in 5 were employed in the private sector where there was an increase, while those in the government sector increased from 7.3 percent in 1997 to 8.8 percent in 1999 (Table 1.2). The highest percentage of the total employed was the own-account workers which rose from 29.9 percent in 1997 to 32.1 percent in 1998 and 33.6 percent in 1999. The unpaid family workers lowered from 30.3 percent in 1997 to 20.4 percent in 1999.

**Table 1.2 Percentage of Employed Persons by Work Status : 1997-1999**

	Aug. 1997	Nov. 1998	Feb.1999
Total	100.0	100.0	100.0
Employers	2.2	2.2	3.1
Government employees	7.3	8.9	8.8
Private employees	30.3	30.2	34.1
Own-account workers	29.9	32.1	33.6
Unpaid family workers	30.3	26.6	20.4

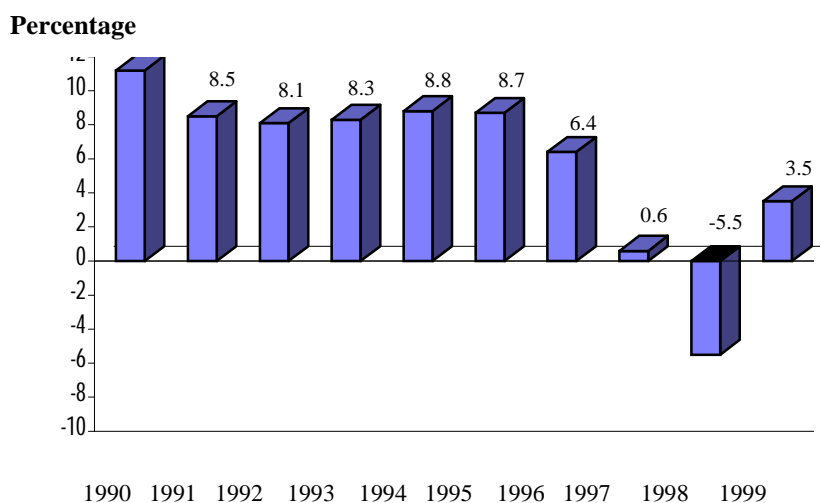
Source : National Statistical Office.

### Economic Performance

In 1998, the Thai economic and financial system underwent a significant adjustment and restructuring, resulting in an economic contraction of 8 percent. Concurrently, however, the progress in pursuance of the macro-stabilization programme and implementation of financial reform measures have reaped significant benefits, namely: (1) Notable improvement in macroeconomic stability, (2) Strengthened market confidence, and (3) The recent movements in the indicators of economic activities in the second half of the year were providing growing evidence of a levelling-out in activities, though still at levels below those in the corresponding period of the previous year.

As a result of the progress made in resolving economic and financial problems, the Thai economy showed recovery signs in 1999 as GDP expanded a by 3.5 percent in the second quarter compared to 0.8 percent in the first quarter on a yearly basis. The positive growth can be seen in both supply and demand.

On the supply side, contribution to growth stemmed from the manufacturing sector with a 7.7 percent growth rate for both exported goods and domestic consumption sectors, while agriculture slowed down towards the end of the cropping season. On the demand side, it was evident that household consumption, mainly in durable goods such as automobile and electrical appliances, grew by 0.9 percent as compared to negative growth of 0.4 percent in the first quarter. Government expenditure for both current and capital consumption also showed a strong positive growth owing to the implementation of various economic stimulus plans.

**Figure 1.3 Real GDP Growth, 1990-1999**

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

### 1.3 Past Development of Thai Education

The development of education in *Thailand* has stretched back along her history for nearly eight hundred years. It can be now divided into four main periods : traditional education, foundation of formal education, modernized education for national development, and the new era of national education.

#### 1) Traditional Education (about 1220-1868)

During this period, there was no formal education in the modern concept. Education was offered in the temple, the King's palace and the family. Children were offered non-formal learning of agricultural and social skills in the context of the extended family social norms. The temple provided for boys a broader framework of socialization and intellectual quality highly valued by the society. The aims of the monastic education were essentially ethical and religious, with literacy as a preparation for the monastic life. Education later became both ecclesiastical and secular. It was organized in the temples for commoners and in individual scholars' houses for princes, princesses and the children of nobles and courtiers. In those days, the monastic schools served well as community schools preparing their pupils for life in society at large.

As for girls, they were given no formal education at that time. In the ordinary households, girls were taught by their mothers and relatives the arts of handicraft, weaving, sewing, cooking and helping in the fields. In royal circles, the Inner Palace became a school for women and girls, usually of the middle class, and many people sent their daughters to live in the palace so that they could gain some kind of education in craft and etiquette.

#### 2) Foundation of Formal Education (1868-1932)

In the 19<sup>th</sup> century, religious tolerance enabled the missionaries to appeal to Thai people extensively through various forms of missions from medical work to education. The missionary impact on Thai education increased enormously in the late 19th century with their introduction of the composition of the first Thai dictionary, the foundation of public education and an attempt to stimulate the monarchy to establish a state education system, which had influence on *King Chulalongkorn's* determination to launch educational reform.

However, the ideal of modernization and reform was based upon the threat of western imperialism and the pressure of internal political movements. Education was to assume a functional role as the major means of modernization. It was to help produce a new generation of qualified leaders and administrators in order to anticipate and keep pace with the momentum of the reforming process.

Being threatened by western military power, *King Chulalongkorn* gave the first priority to military education by founding a school within the palace for young princes and nobles which represented a major improvement toward systematic schooling. The King and his advisers also realized that they had to go beyond the palace walls and initiate educational innovations in order to produce competent officials so urgently needed for the reform of the government and administration. In 1884, the first public school for commoners was established and after that a large number of public schools for commoners were operated in Bangkok and other provinces.

In 1898, a reorganization of the school system took place with the proclamation of the first early form of "national education plan". In the reign of *King Rama VI*, a new educational system was formulated pursuant to the new "education plan" of 1913 and in 1918 the *Private School Act* was promulgated, drawing private schools, including the mission schools, under the supervision of the government. During this period, a law on compulsory primary

education was issued in 1921 requiring every 7-year old child to receive free primary education until the age of 14, and the first university in *Thailand* was also established in 1917.

### **3) Modernized Education for National Development (1932-1997)**

In 1932, educational policies and plans were revised and the 1932 *National Scheme of Education* was promulgated extending compulsory education from five to six years. The 1936 *National Scheme of Education* divided the educational system into general and vocational streams and reduced compulsory education to four years. Higher education was promoted and adult education as well as special education was initiated. In 1951, the new *National Scheme of Education* was promulgated in which educational development was stated as prime concern of the government.

During the 1950's, the governments became much more concerned with the development of education as a part of national reconstruction and modernization in the post-war period. A reorganization of government administrative system at national, regional, and local levels took place in 1952 resulting in the establishment of many new educational units, including the *Office of the National Education Council*, which was later renamed as the *Office of the National Education Commission*. In 1960, another *National Scheme of Education* was promulgated as the long-term policy framework and the *First National Education Development Plan (1961-1966)* was formulated accordingly as a five-year plan which was an integral part of the *First National Economic and Social Development Plan*. Since then, education has been assigned to assume a full functional role as an instrument for development. Under the *1960 National Scheme of Education (1960-1976)*, three five-year education development plans were formulated. During this period, the main objectives of the policy were directly linked to economic development and focused on providing medium-and high-level manpower needed for the growing economy.

In the interim of the Third Plan, a student uprising took place in mid October 1973. After the success of the uprising, there were demands for changes of bureaucratic administrative systems, particularly in the area of education. The *1977 National Scheme of Education* encompassed three five-year educational development plans : the Fourth, the Fifth and the Sixth National Education Development Plans. The policy agenda began to widen its scope to address poverty and inequality issues. Educational policies were introduced to increase rural access to schooling, improve the administrative system, and strengthen curricula and the learning process. Priority was also given to issues of quality in education. In addition, science, technology, and non-formal education were strongly emphasized and the role of private education was encouraged.

The present *National Scheme of Education* has been promulgated since 1992 followed by the introduction of the *Seventh National Education Development Plan (1992-1996)*. The education system was then expected to provide equilibrium between development in the economic, social and cultural aspects. It should also facilitate linkages between these aspects as well as creating harmony and mutual benefit between urban and rural sectors. During this period, policies for the development of an educational information system were also introduced. At present, the development of education is under the *Eighth National Education Development Plan (1997-2001)* aiming at preparing the Thai people to cope with a rapidly changing world in the 21<sup>st</sup> century. This plan strongly emphasizes that the education system should facilitate the country's development process towards self-reliance, sustainability and enhance global competitiveness.

#### 4) New Era of National Education (1997-)

Despite putting much more effort into keeping up with globalization movements, *Thailand* is now confronting the most drastic social changes from within and from its interconnectedness with the complex and rapidly changing world. Such changes are too overwhelming for both individuals and society to cope with, thus causing imbalances in various aspects of development. The present social institutions have failed to adapt themselves to cope with the formidable changes. The result is organizational weaknesses, confusion, conflicts and suffering. Social reform is thus indispensable in order to strengthen all sectors of society. Reform of the education system is one of the most important areas of social reform, since it is believed that education is a very important process to enhance individual development which will contribute to the social and economic development of the country. It will enable *Thailand* to move through the current crisis.

During the past few years, there has been a growing demand in Thai society for a new radical reform in education. There have been continuous movements to push educational reforms by both public and private sectors. The first successful attempt was the inclusion of various provisions relating to education in the 1997 Constitution. Among these provisions, two have had paramount impact on education in *Thailand*, namely: Equity for All in receiving at least 12-year basic education of quality; and, the enactment of the *National Education Act* which is the first in the history of Thai education and will allow educational improvements on all aspects.

Since the promulgation of the new Constitution in October 1997, *Thailand* has started to look at the dawn of a new era of national education. Urgent steps were taken by agencies concerned to make preparations for the enactment of the *National Education Act* in order to meet many requirements stated in various provisions, especially in the universalization of 12-year basic education.

The drafting of the National Education Act was made on a number of significant bases, notably :

**1. Basis of academic information** With the most gratifying collaboration of academics, researchers, faculty staff and legal specialists, the ONEC conducted a detailed research on 42 major issues on education. It also played an instrumental role in synthesizing concepts and research results including relevant information from various sources, in particular documentary research based on sources available within the country and abroad.

**2. Scrutiny by scholars** At all drafting stages, the Bill was considered, examined, amended and scrutinized by specialists on education, and experts in economic, social and legal affairs, the first step being the scrutiny by the Educational Legislation Drafting Committee under the chairmanship of Professor Dr.Sippanondha Ketudat, Chairman of the National Economic and Social Development Board. The Bill was subsequently submitted to the National Education Commission, Council of Ministers, Juridical Council, House of Representatives and Senate respectively. The House of Representatives established a 45-member Extraordinary Committee under the chairmanship of Mr.Abhisit Vejjajiva, Minister to the Prime Minister's Office. Having been approved by the House Extraordinary Committee, the Bill was accordingly transmitted to the Senate, which appointed a 30-member panel of its own, under the chairmanship of Professor Dr.Kasem Suwanagul, to scrutinize the Bill. It was gratifying to note that members of all committees and panels devoted so much time and efforts to ensure that the Bill benefitted from their vision, wisdom and knowledge to the fullest extent possible.

**3. Participation of all stakeholders** Meetings, seminars and public hearings were organized on a continuous basis for the benefit of government offices, educational institutions, private sector and the general public both in Bangkok and in the provinces. A total of 254, 318 persons participated in these activities. At the House Committee stage, a total of 8 public hearings in all regions were conducted in order to listen to the opinions of 38, 942 persons - both individuals and representatives of various organizations.

**4. Public relations** The services of a variety of media - radio, television, newspapers and publications - were availed of in order to disseminate information on the Bill to teachers, educational administrators, parents, students and the general public.

**5. Public polls** The ONEC, in collaboration with the Suan Dusit and ABAC Polls\*, sounded public opinion on major issues on education in order to arrive at conclusions and consensus. During the polls, conducted between January 1997 and October 1998, a total of 105, 376 persons provided their views and relevant recommendations. In other words, the public was given the maximum opportunity to voice its opinion; in fact almost to the same extent as that given for the drafting of the Constitution itself.

On July 1, 1999, the Bill received the final approval of the House of Representatives. Altogether a period of one year and 11 months was devoted to its drafting. On August 14 of the same year, His Majesty King Bhumibol Adulyadej graciously granted His Royal assent for the promulgation of the National Education Act of B.E. 2542 (1999), which was subsequently published on August 19, 1999 in the Government Gazette.

*In sum, education in Thailand has developed from traditional education offered in the temple, the palace and the family to modernized education for national development in accordance with the National Scheme of Education and the National Education Development Plan. From the year 1997 which is the beginning of the new era of Thailand's national education, the development of Thai education has started to move forward based on the provisions of the 1997 Constitution relating to education. 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 next century.*

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\* Public polls conducted by the Rajabhat Institute Suan Dusit and Assumption University respectively.

## Chapter 2

### Framework for Educational Development

Before the full implementation of the first *National Education Act* which will take at least three years, Thai education will still be provided in accordance with the *1992 National Scheme of Education* and the *Eighth National Education Development Plan (1997-2001)* which reflect the principles and concepts of education as presented below.

#### 2.1 The 1992 National Scheme of Education

The present *National Scheme of Education*, the long – range plan, has been promulgated since 1992 to direct the nation’s educational provision so as to render the education system efficiently responsive to emerging needs and rapid changes in Thai society. Principles and goals of education including the policy directives as well as guidelines and measures stated are summarized as follows :

##### Principles

Education under this *National Scheme of Education* is based on four fundamental principles :

1. The flourishing of individual wisdom, thinking, minds and morality is a necessary and essential goal.
2. Human beings must realize the importance of judicious utilization and conservation of natural resources.
3. An understanding of the language and culture of Thai society must be ascertained.
4. The proper balance between dependency and self-reliance is an essential basis for cooperation at individual, community and national levels.

##### Goals

Education is the process enabling human beings to develop their quality of life, lead a peaceful social life, and make a proper contribution to national development in accordance with contextual changes of the nation. As such, the goals of education emphasize balanced and harmonious development of the individual in four aspects : wisdom, spiritual, physical and social development.

##### Policy Directives

In order to achieve the stated principles and goals, the following policy directives are formulated:

1. To establish a system of learning networks.
2. To provide and promote prenatal care, rearing practices and education necessary for child development.
3. To promote readiness preparation for every child before entry to primary school.
4. To ensure a comprehensive, quality and convenient compulsory education service.
5. To designate secondary education as the basic education for all.

6. To reform teacher pre-service and in-service education.
7. To promote academic excellence in higher education.
8. To improve curriculum content and teaching-learning processes at all levels and types of education.
9. To enhance the capability of students and the population in using Thai language.
10. To promote extensive instruction of foreign languages.
11. To promote research and development activities.
12. To promote and support applications of modern technologies for the purpose of expanding educational services.
13. To promote and support the participation of family, community, other social institutions and mass media in the educational process.
14. To support models and methods of education that allow that the talented or gifted to develop their potential.
15. To support rapid and extensive expansion of educational services for the disadvantaged and the handicapped.
16. To promote education for ecclesiastical personnel and spiritual leaders.
17. To improve the educational administration system.
18. To promote the private sector's increased involvement in providing educational services at all levels.
19. To mobilize, allocate and utilize educational resources efficiently and equitably.

### **Guidelines and Measures**

Education in Thailand is currently organized according to the stated policy directives through the following guidelines and measures :

#### **Learning Network and Education for All**

- Expand services for pre-school children.
- Expand basic education services in various forms.  
Secondary education must be extensively provided for learners in all areas.
- Improve the admission system for primary and secondary education.
- Promote community learning processes.
- Employ various methods to promote and support the coordination of efforts and resources of educational agencies.
- Utilize communication and information technologies and mass media to provide knowledge for the people and the community.

#### **Curriculum Content and Instructional Process**

- Design the curriculum content to provide basic learning experiences for individual and social development.
- Integrate knowledge from studies, investigation and research into curriculum content and instructional processes.

- Emphasize the importance of the Thai language.
- Develop the content of science and technology.
- Enhance morality, proper attitudes and the behaviour of learners.
- Enhance scientific thinking and understanding, inquisitiveness, creativity, and the analytical and synthesis- making ability of learners.
- Promote vocational knowledge and skills of learners and thus produce quality manpower.
- Enhance flexibility in developing curriculum content and instructional processes.
- Encourage educational institutions to provide instruction in foreign languages.
- Promote an application of formal, non-formal, and informal modes of learning suitable to learners abilities.
- Promote cooperation in the family, educational, religious and other institutions including mass media in inculcating moral virtues and appropriate values.
- Develop counselling and guidance service systems.
- Develop systems of supervision, monitoring and evaluation in all educational institutions.
- Promote and allow transfer of credits and the accreditation of work experience.
- Provide certification of professional competency.

### **Teacher and Educational Personnel**

- Improve the teacher student admission system and encourage able personnel in other professions to join the teaching profession.
- Improve the process of training, educating, and developing teachers and educational personnel.
- Promote the role of teachers as academic leaders and coordinators of community development.
- Ensure efficient deployment of teachers and educational personnel.
- Develop the teacher personnel administration system.
- Establish mechanisms for monitoring the quality standard and professional practices of teachers.

### **Administration and Management**

- Entrust the central authority to the public. Authority concerning educational administration, planning and implementation are to be transferred from the central authority to provincial agencies and schools.
- Establish a provincial educational board.
- Strengthen systems and mechanisms for planning, monitoring and evaluation.
- Promote the use of a non-grade system in certifying

individual's knowledge.

- Improve laws, regulations and rules to enhance coordination in resources utilization and cooperation among various organizations.

### **Educational Resources and Investment**

- Direct educational agencies to coordinate their plans and operations concerning resource mobilization.
- Allocate budget for public education, giving priorities to the provision of compulsory education, basic education expansion, education for the disadvantaged, community learning, special education, quality improvement, and research and development.
- Encourage extensive role of private sector and community in educational provision.
- Call upon educational institutions to adjust educational tuition and fees to correspond with the private rate of return for each level, type and field of education.
- Promote or support business enterprises in providing education and vocational skill training.
- Promote local administration's revenue for use in organizing education.

## **Structure of Educational System**

The educational system according to the *1992 National Scheme of Education* covers both education in a school-related system and from a way-of-life learning process.

**A. Education in a school-related system** is provided by educational institutions, characterized by a class/grading system, and the use of curriculum specified for the level and type of education so as to develop learners in accordance with curriculum objectives.

**Level of Education** Education in a school – related system is divided into 4 levels: pre-school education, primary education, secondary education and higher education.

**1. Pre-primary education** is in the form of childcare and readiness development in physical, psychological, mental, emotional, personality, and social aspects of children between 3-5 years of age. It can be organized in the form of day-care centres.

**2. Primary education**, which is compulsory for children between 6-11 years old, requires 6 years of study.

**3. Secondary education** is divided into two parts: lower secondary education and upper secondary education. Each requires 3 years of study.

**3.1 Lower secondary education** aims to enable children around 12-14 years old to identify their needs and interests and to be aware of their aptitude both in general and vocational education; and to develop their ability for work and occupational practices relevant to their age.

**3.2 Upper secondary education** aims to enable learners who are about 15-17 years old to acquire the basis either for going further to higher education or for working and pursuing a career suitable for their aptitude.

**4. Higher education** is divided into 3 levels : lower than bachelor's degree level, bachelor's degree level, and graduate level.

**4.1 Lower than bachelor's degree level** aims to promote learners' knowledge and vocational skills at middle level.

**4.2 Bachelor's degree level** aims to promote learners' higher level of knowledge and skills in various disciplines.

**4.3 Graduate level** aims to promote learners' specialized knowledge and skills ; to strive for academic progress and excellence, especially in studies, research and development of knowledge and technology.

**Type of Education** The organization of education in a school-related system can be of various types depending on the *characteristics and needs of target groups* as follows :

**1. Teacher education** aims to train and develop prospective as well as practicing teachers to acquire morality, knowledge, ability and skills in teaching and motivating learners to learn.

**2. Vocational education** aims to enable learners to develop vocational knowledge and skills useful for working both as entrepreneurs and as paid workers. Vocational education in the formal school system is a development of occupational knowledge and skills relevant to each level of education from primary to higher levels. Vocational education in the non-formal system is short-course training in specific occupations for those needing to upgrade their knowledge and skills.

**3. Special vocational education** aims to enable learners to train and develop specific vocational skills and expertise such as dancing, music and sports. It may be provided in special institutes or incorporated in the general curricula.

**4. Vocational education for specific purposes** provides knowledge and skills in accordance with the specific needs of certain agencies, or characteristics and needs of specific groups. It must comply with the State's national policy directives.

**5. Special education** aims to enable the handicapped to undertake learning suitable for their condition and capability. It enables talented learners to develop their aptitude to the fullest potential. Special education can be provided in special institutes or in general educational institutions from pre- school to higher education levels.

**6. Education for ecclesiastical personnel and spiritual leaders** aims to enable monks, novices and spiritual leaders to assume leadership in wisdom, spiritual and moral development.

**B. Education from a way-of-life learning process** is self-learning from various sources of knowledge and environment related to way of life naturally existing or modified to enhance and facilitate learning. It is not only to complement formal education but also to correct any overdependence on formal education and to offer opportunities for lifelong learning.

## 2.2 The Eighth National Education Development Plan (1997-2001)

Being challenged by the rapid changes in the world of advanced technologies, especially information technology, education in *Thailand* is required to play a more challenging and developmental role in preparing the Thai people to cope with globalization movements. Accordingly, the *Eighth National Education Development Plan (1997-2001)*, the medium – range plan, has been introduced with the following objectives, policies and major programmes for educational development.

### Objectives

- To expand an extensive and equal provision of basic education for all people ; and to extend basic education to secondary education level.
- To improve the equality of education and its relevance to the needs of individuals, communities and the nation, and to enable learners to achieve their full potential for self-development.
- To enhance Thai education in strengthening the national potential for self-reliance, and to contribute to national economic stabilization and the role of *Thailand* in the global economy.

### Policies on Educational Development

- To accelerate an extensive and equal expansion and further extension of high-quality basic education services for all.
- To reform the teaching and learning system.
- To reform the teacher education system.
- To accelerate the production and development of middle-level skilled and higher-level skilled manpower.
- To reform education administration and management.

### Major Programmes for Educational Development

The targets for educational development to guide the implementation have been grouped into 9 major programmes :

1. Promotion of Basic Education for All.
2. Improvement of Education Quality.
3. Development of the Teacher Education System and Process, and the Development of In-service Teacher Education.
4. Production and Development of manpower in the Areas of Science and Technology and Social Sciences.
5. Research and Development.
6. Improvement of Administration and Management.
7. Development of Higher Education.
8. Educational Resource Mobilization.

## 9. Development of an Educational Information System.

*Thai education is currently provided on the basis of the 1992 National Scheme of Education and the Eighth National Education Development Plan (1997-2001). The Eighth Plan, which is consistent with the National Scheme of Education, contains educational objectives and policies to be implemented by operational units during the period of the Plan. To ensure implementation according to the National Scheme of Education and the National Education Development Plan, the agencies concerned are required to formulate corresponding action plans. Mechanisms must also be established to direct, monitor and evaluate the provision of education on a continuous basis.*

*However, the economic crisis in Thailand since mid-1997 directly affected the implementation of the Eighth National Economic and Social Development Plan, the master plan for national development. It is accepted that the crisis has exposed serious weaknesses in the nation's economy, such as declining export competitiveness and the quality of the human resources required to advance the process of economic transformation. The Eighth Plan was therefore revised to enable it to better respond to the crisis through the introduction of three new guidelines aimed at : (1) minimising the effects arising from unemployment ; (2) assisting the underprivileged groups and those affected by the crisis through assistance measures in the areas of social welfare, education and health; and (3) preventing and alleviating social problems as well as promoting desirable social values.*

*The education sector, an integral part of the national and social planning system, has also experienced the impacts of the crisis. The government has, therefore, taken several measures to mitigate its impact on educational development. It is expected that the National Education Act promulgated in August 1999 would bring about changes and new initiatives in the management of education as it will be used as the framework and guidelines for educational development in Thailand in place of the 1992 National Scheme of Education.*

## Chapter 3

### Educational Administration and Planning

The present educational administrative system in *Thailand* is parallel to all other sectors of public administration characterized by the three-level structure : the central or national level, provincial level, and local level. The administrative and planning system of education including educational personnel administration thus follows this structure as presented below.

#### 3.1 Administrative and Planning Structure of Education

The responsibility for educational management in *Thailand* is under the mandate of four main ministries : *Office of the Prime Minister*, *Ministry of Education (MOE)*, *Ministry of University Affairs (MUA)* and *Ministry of Interior (MOI)*. In addition, other ministries also take charge of the management of education in specialized fields or for specific purposes. Their responsibilities and functions can be classified as follows :

##### A. Administration and Planning at the Central or National Level

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

###### ● National policy and planning level

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

<b>Box 3.1 : Government Organizations Responsible for Educational Policy and Planning</b>
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<p><b>The Office of the National Economic and Social Development Board (ONESDB)</b> takes the responsibility of formulating the national economic and social development plan, appraising ministerial and departmental development plans and projects, as well as monitoring, evaluating and giving recommendations on the annual budget of governmental offices. In other words, the ONESDB oversees the overall economic and social development of which education is a sector.</p>
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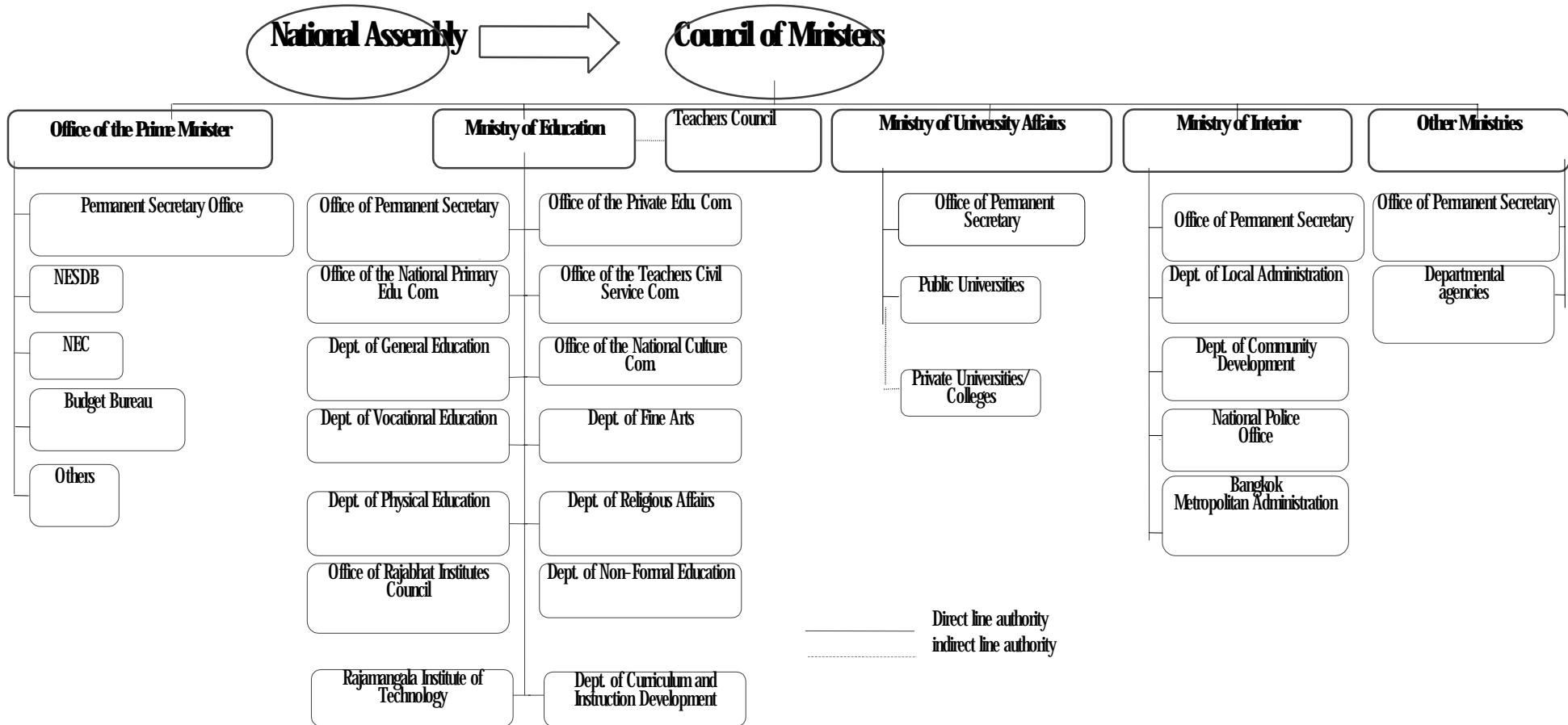
<p><b>The Office of the National Education Commission (ONEC)</b> is responsible for policy making and planning of education at all levels. Its major task is to formulate the National Scheme of Education, the National Education Development Plan, policy guidelines and recommendations for educational development. It serves as an advisory body to the Prime Minister and the Council of Ministers concerning all matters of education in Thailand. ONEC is also responsible for monitoring and evaluation of the implementation of educational development plans of the agencies involved.</p>
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<p><b>The Budget Bureau</b> is responsible for allocation of the government budget in accordance with the National Economic and Social Development Plan and government policies.</p>
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###### ● Ministerial or Central Level

At this level, the ministries concerned and the operational implementing organizations may set their ministries' policies which have to be in accordance with the national policy. The major ministries responsible for the management of education are : *Ministry of Education (MOE)*, *Ministry of University Affairs (MUA)*, and *Ministry of Interior (MOI)*, Other ministries that provide education in specialized fields or for specific purposes, both in the formal and non-formal systems, are *Ministry of Defence*, *Ministry of Public Health*, *Ministry of Transport and Communications*, *Ministry of Agriculture and Cooperatives*, *Ministry of Justice*, and *Ministry of Labour and Social Welfare (Figure 3.1)*.

**Figure 3.1 Educational Administration at the Central Level**



### **Box 3.2 : The Three Main Ministries Responsible for Provision of Educational Services**

#### **1. Ministry of Education (MOE)**

The scope of responsibility of the MOE covers a wide range of work dealing with educational, religious and cultural affairs. It is composed of 14 departments/offices responsible for educational policies and plans as well as provision and monitoring of educational services.

**1) Office of the Permanent Secretary of Education :** To be responsible for the policy and plan formulation, supervision and monitoring as well as other tasks of the Ministry.

**2) Office of the National Primary Education Commission (ONPEC) :** To take responsibility of pre-primary education, primary education, and secondary education provided in primary schools for the expansion of educational opportunities.

**3) Department of General Education :** To provide secondary education including special and welfare education as well as some vocational education programmes.

**4) Department of Non-Formal Education (DNFE) :** To take charge of non-formal education services as well as informal education.

**5) Department of Vocational Education (DOVE) :** To provide vocational education at certificate, diploma, and higher diploma levels as well as vocational training.

**6) Office of the Private Education Commission (OPEC) :** To oversee private schools from the pre-primary level up to the technical education level, including private special, welfare and non-formal education, as well as to supervise and mobilize financial, staffing, technical and material support to these schools.

**7) Rajamangala Institute of Technology :** To provide technological education at three levels : Certificate, Diploma and Bachelor's degree.

**8) Office of Rajabhat Institute Council :** To oversee 36 Rajabhat Institutes (former teachers colleges) responsible for providing higher education and production of teachers in 3 areas : education, science and liberal arts.

**9) Department of Physical Education :** To train physical education teachers at primary and secondary school levels and run sport schools; to offer bachelor's degree in sport science and health promotion; and to provide in-service training in physical education, health education including recreation for personnel of various departments.

**10) Department of Religious Affairs :** To uphold and promote Buddhism; to give support and patronage to all religious organizations in Thailand; and to provide ethical and religious education as well as to promote ethical standards :

**11) Department of Fine Arts :** To preserve, promote, and disseminate national arts and culture, including fine arts, literature, art education, archaeological and historical research, archives, and the maintenance of historical monuments, objects of art and antiquities.

**12) Office of the National Culture Commission :** To preserve Thai heritage in arts and culture as well as to promote cultural exchange with other countries and non-governmental agencies.

**13) Department of Curriculum and Instruction Development :** To take charge of curriculum development; preparation of textbooks; educational guidance, assessment and testing; and educational research.

**14) Office of the Teachers Civil Service Commission (OTCSC) :** To undertake the personnel administration of teachers and educational personnel.

#### **2. Ministry of University Affairs (MUA)**

The major role of the MUA is to supervise and coordinate public and private higher education institutions with the exception of some specialized professional training which falls under the jurisdiction of other ministries. It is also responsible for formulating educational policy within the framework of the national education development plan. Other tasks include standardization of curricula, personnel management and recommending areas for budget allocations.

#### **3. Ministry of Interior (MOI)**

The Department of Local Administration under the MOI is entrusted with the tasks of administering and managing primary education in the municipality of each province through the Bureau of Local Education Administration. In Bangkok Metropolitan Areas, the management of local education is under the responsibility of the Bangkok Metropolitan Administration (BMA). Besides, some departments of the MOI are responsible for the management of education in specialized fields.

### Coordination at a Central or National Level

The formal coordination of educational units at a central or national level is through the committees with representatives from agencies involved as members. An example can be seen in the composition of the *National Education Commission* in Box 3.3.

<b>Box 3.3 : Composition of the National Education Commission (NEC)</b>	
• Prime Minister or Deputy PM designated by the PM	Chairman
• Minister of the PM's Office designated by the PM	Vice-Chairman
• Minister of Education	Member
• Minister of University Affairs	Member
• Permanent Secretary, Office of the Prime Minister	Member
• Permanent Secretary for Defence	Member
• Permanent Secretary for Interior	Member
• Permanent Secretary for Science, Technology and Environment	Member
• Permanent Secretary for Education	Member
• Permanent Secretary for Public Health	Member
• Permanent Secretary for University Affairs	Member
• Director of the Budget Bureau	Member
• Secretary-General of the National Economic and Social Development Board	Member
• 12 Qualified members appointed by the Council of Ministers (at least 5 from private organizations)	Member
• Secretary-General of NEC	Member and Secretary
• Deputy Secretary-General designated by the Secretary-General of NEC	Assistant Secretary

### B. Administration and Planning at Regional and Provincial Levels

At regional level, there is no administrative authority for education. However, in order to lighten the burden of the *MOE* at the central level, the country is divided into 12 educational regions. In each region, which consists of 4-8 provinces, there is a *Bureau of Regional Education, Religion and Culture Development* to oversee academic matters such as quality of education, provision of in-service training to teachers, monitoring and evaluation of educational projects as well as providing advice on educational policy and related matters to education officers in the region. The Regional Bureaus are directly under the control of the *Office of the Permanent Secretary for Education*.

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

❶ *Delegation of authority from the MOE to the Provincial Education Superintendent Offices and the District Education Offices* which are under the Office of the Permanent Secretary. These offices take charge of private education and all matters relating to religion and culture in the provinces. The *Provincial Education Superintendent* reports to the *Provincial Governor* and the *District Education Officer* reports to the *District Officer*.

❷ *Educational agencies situated in the provinces* which report directly to the central departments under the *MOE*.

Recently, there has been a tendency for each department in the *MOE* to set up its own coordinating offices at provincial and even at district levels as shown on Figure 3.2.

### **Coordination at Provincial Level**

At provincial level, the *Committee on Education, Religion and Culture* has been set up in each province chaired by the *Governor*, with the *Provincial Education Superintendent* as Secretary of the Committee. Other members are the representatives from various departments within the province and 5 scholars. This committee is responsible for the approval of educational development plans at provincial level in line with the *MOE's* plan, preparation of annual budget proposals for the allocation of funds, coordination of common utilization of resources including monitoring and evaluation of provincial plans/projects.

### **C. Educational Administration at the Local Level**

The local authorities responsible for the provision of education in their own jurisdiction are the *Bangkok Metropolitan Administration (BMA)* and the municipalities including Pattaya City, with financial support from, and under the supervision of, the *MOI* (Figure 3.3).

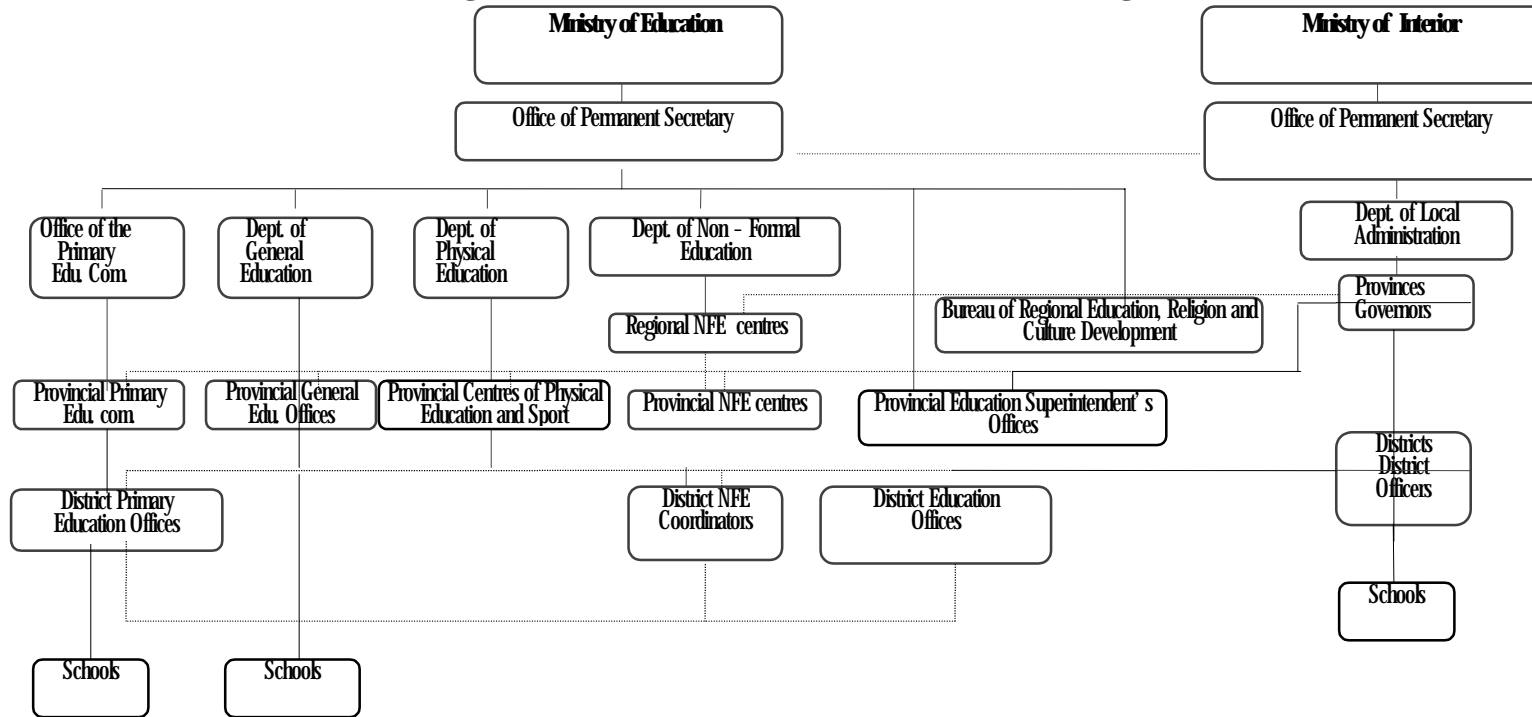
#### **Bangkok Metropolitan Administration (BMA)**

The *BMA* is responsible for the provision of local education at several levels and in various types. Apart from providing primary education, it also provides pre-primary education, higher education and non-formal education. In addition, some primary schools have also organized classes at secondary school level since 1992 according to the Project on the Expansion of Educational Opportunities.

#### **Bureau of Local Education Administration**

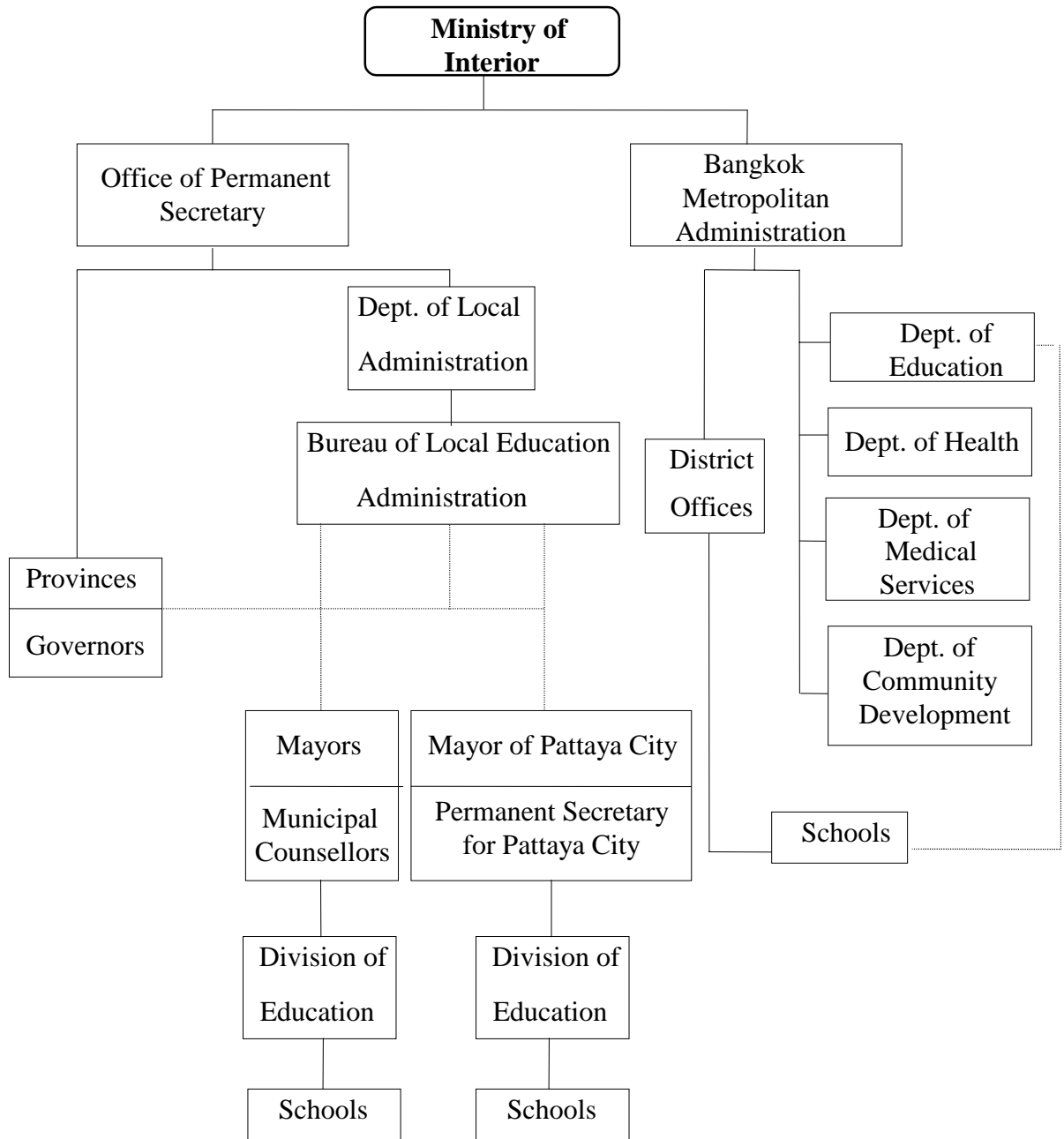
The *Bureau of Local Education Administration* is the central unit responsible for local education of the *Department of Local Education, MOI*, while the municipalities are in charge of local educational provision in those areas. The responsibilities of local authorities include the provision of formal, non-formal and informal education.

**Figure 3.2 Educational Administration at the Regional and Provincial Level**



————— direct line of authority  
 ..... indirect line of authority

**Figure 3.3 Local Education Administration**



————— direct line of authority  
 ..... indirect line of authority

### 3.2 Educational Personnel Administration

Educational Personnel Administration in *Thailand* involves various agencies at central, regional/provincial, and local levels. It is administered through different commissions, departmental sub-committees, and provincial sub-committees as follows :

#### A. Personnel Administration at Central Level

The central organizations responsible for educational personnel administration are the *Office of the Civil Service Commission* under the *Office of the Prime Minister*, *Office of the Teachers Civil Service Commission* under the *MOE*, and the *MUA*.

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

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

- **University Civil Service Commission** is responsible for personnel administration of civil servants in all public universities, each of which has its own sub-committee for personnel administration (Figure 3.4) Currently, the majority of personnel administration has been delegated to the universities or institutions.

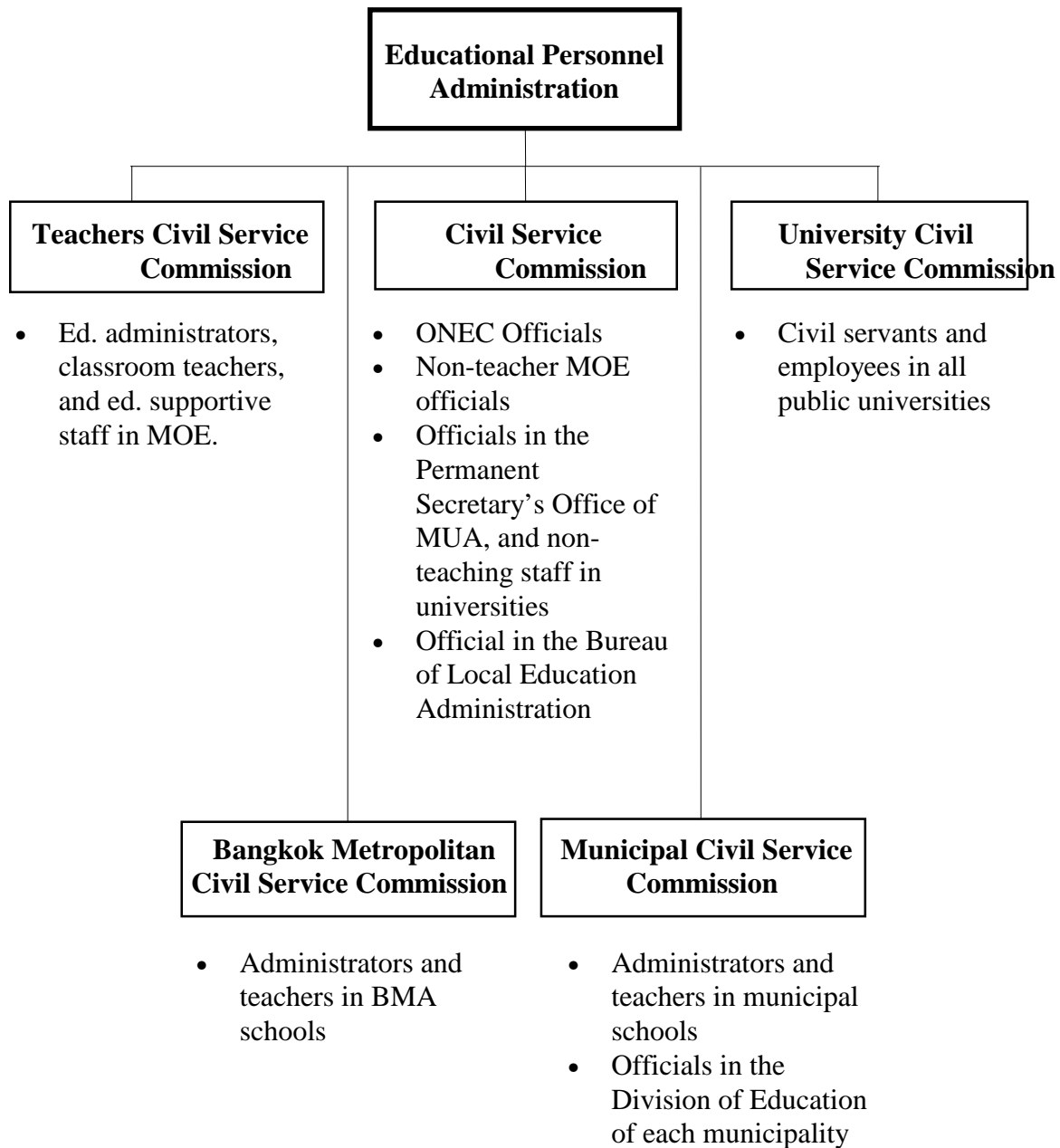
#### B. Personnel Administration at Regional/Provincial Level

Personnel administration of educational organizations at the regional /provincial level follows the laws and regulations of civil service and teachers civil service.

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

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

**Figure 3.4 Structure of Educational Personnel Administration**



### C. Personnel Administration of Local Organizations

● **Bangkok Metropolitan Civil Service Commission** takes responsibility for administration of administrators and teachers in *BMA* schools with the *Department of Education* as the coordinating agency. *BMA* teachers are under the supervision of the *District Offices* and the *Directors of the District Offices* are delegated to work for the *Commission* on certain issues.

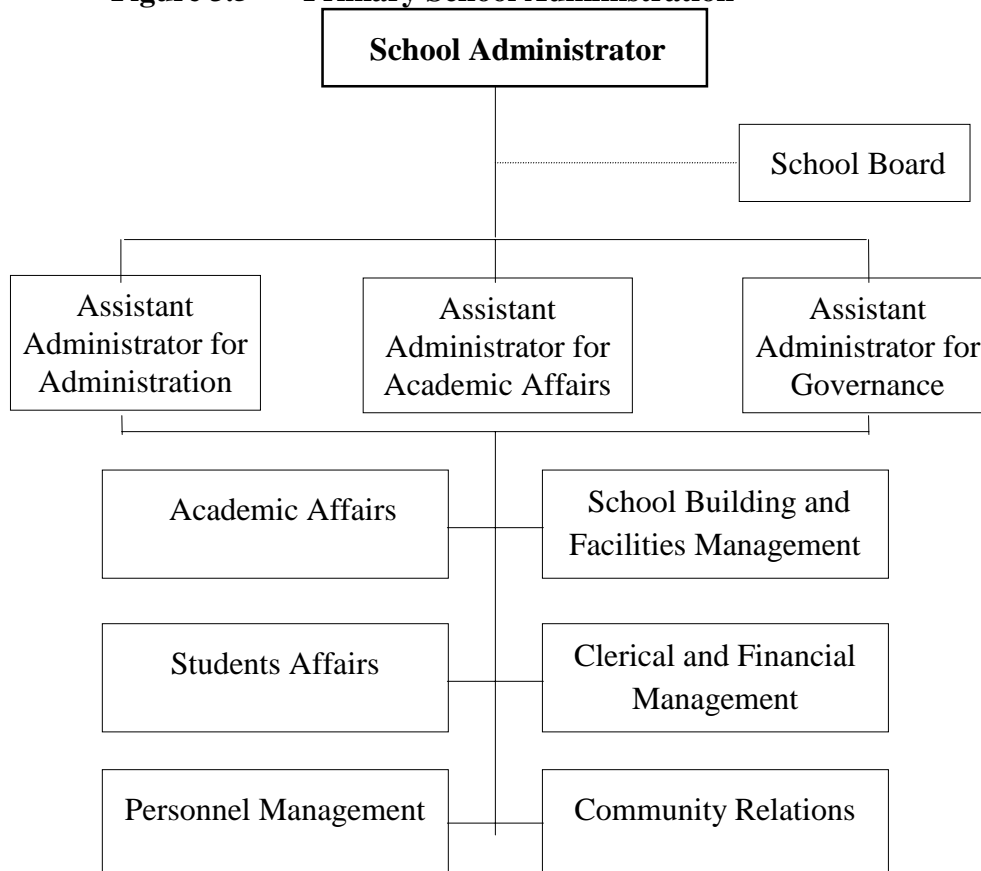
● **Municipal Civil Service Commission** is responsible for personnel administration of municipal officials including administrators and teachers in municipal schools and officials in the *Division of Education* in each municipality. The *Provincial Sub-committee* chaired by the *Provincial Governor* and the *Municipal Sub-committee* chaired by the Mayor is authorized to look after the administration of personnel in provincial and municipal areas.

### 3.3 Administration at Institutional Level

#### A. Primary School Administration

School administration is divided into six main tasks namely, academic affairs, clerical and financial management, personnel management, school building and facilities, student affairs and community relations. To control the quality of schools, the administrators have to perform all of these functions putting the greatest emphasis on academic affairs. The other five tasks will supplement and strengthen the academic performance of the schools (Figure 3.5).

Figure 3.5 Primary School Administration



————— direct line of authority  
 ..... indirect line of authority

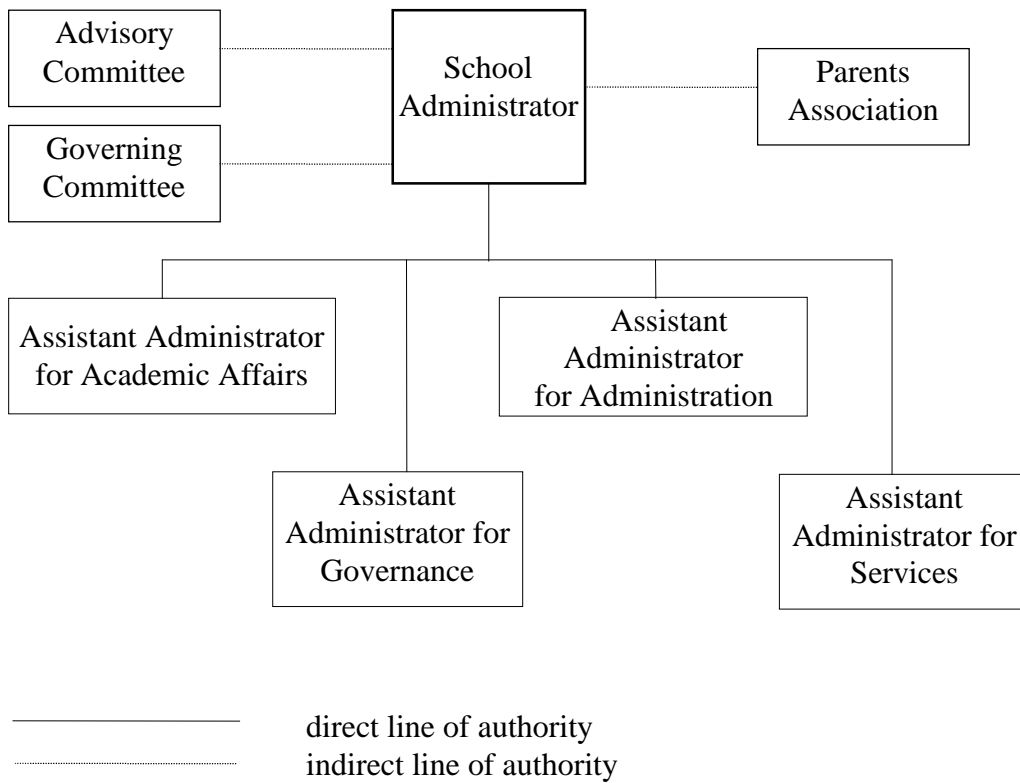
## **B. Secondary School Administration**

The director of a school (for a large school) or the principal of a school, is assisted by 3-4 assistant directors, or assistant principals, in the management and administration of the school. Normally the administrative functions are subdivided into four sections : academic, students governance, services and administration (Figure 3.6).

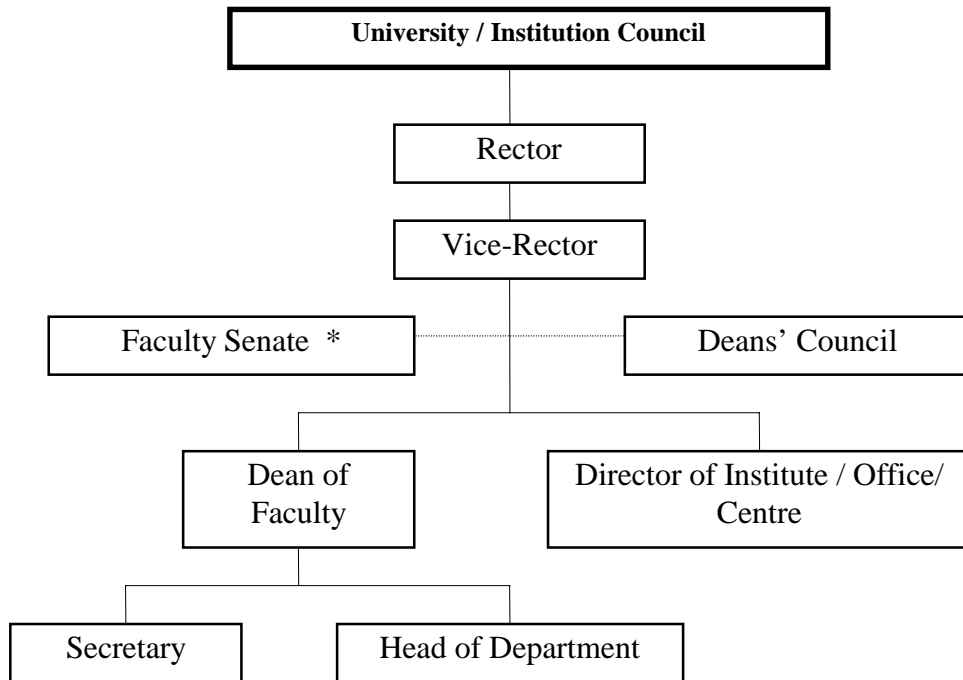
## **C. Administration of Higher Education Institutions**

Major higher education institutions include *vocational colleges*, *Rajamangala Institute of Technology (RIT)*, *Rajabhat Institutes (RIs)* or former teachers colleges, and universities. Each public university has its own Act empowering the *University Council* to function as the governing body. The Rector or the President operates the university according to the policy laid down by the *University Council* (Figure 3.7). At present, an innovative type of university administration has been introduced as a government-supervised public university. Such a university has its own administrative structure and budgeting system for self-governance and full autonomy. The administration of a vocational college, *RIT*, and each *RI* is similar to that of public universities.

Figure 3.6 Secondary School Administration



**Figure 3.7 Administrative Structure of Public Universities/ Institutions**



\* Only those universities/institutions allowed to have Faculty Staff Councils in accordance with their Acts.

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

————— direct line of authority  
 ..... indirect line of authority

*The present educational administrative system is highly centralized and lacks unity with many overlapping jurisdictions and redundancies. The complexity of the system resulting in many administrative problems is expected to be improved through the reform of educational administrative structure as provided by the National Education Act promulgated in August 1999.*

## Chapter 4

### Curriculum and Learning Process

School curricula in *Thailand* have often been modified and revised in order to be responsive to the changing socio-economic conditions as well as to advanced technologies. The development of primary and secondary school curricula is mainly under the responsibility of the *Ministry of Education* while the university curricula are designed by individual departments with an approval from the university/institutional councils before submission to the *Ministry of University Affairs* for information and examination.

#### 4.1 Formal Education

The curriculum and learning process of formal education is presented here according to level and type of education as follows :

##### A. Level of Formal Education

###### 1 . Pre-primary Education

The curriculum for pre-primary education is developed by each agency in accordance with the principles and guidelines stated in the *National Scheme of Education*. Normally, the provision of learning experience is organized for the physical, emotional, social and intellectual development of children through everyday activities.

###### Characteristics of Pre-primary Schools

Pre-primary education is organized by various agencies, both public and private. The courses offered can be classified into 3 types : child development centre, kindergarten and pre-school class (Table 4.1).

**Table 4.1 Characteristics of Pre-primary Education Provided by Different Ministries and Departments**

Responsible Bodies (Ministry / Department)	Type of School or Course		
	Child Dev. Centre	Pre-school Class	Kindergarten
<b>1. Ministry of Education</b>			
1.1 Office of the National Primary Education Commission		✓	✓
1.2 Office of Private Education Commission		✓	✓
1.3 Rajabhat Institutes		✓	✓
1.4 Dept. of General Ed.		✓	✓
1.5 Dept. of Religious Affairs	✓		
1.6 Dept. of Non-formal Ed.	✓		
<b>2. Ministry of University Affairs</b>			
- Demonstration Schools		✓	✓
<b>3. Ministry of Interior</b>			
3.1 Dept. of Community Development	✓		
3.2 Dept. of Local Admin.		✓	✓
3.3 Border Patrol Police General Headquarters	✓	✓	
3.4 BMA		✓	✓
- Dept. of Education		✓	
- Dept. of Health	✓		
- Dept. of Community Development	✓		
<b>4. Ministry of Public Health</b>			
4.1 Dept. of Health	✓		
4.2 Dept. of Mental Health	✓		
4.3 Dept. of Communicable Disease Control	✓		
4.4 Dept. of Medical Services	✓		
<b>5. Ministry of Labour and Social Welfare</b>			
5.1 Dept. of Public Welfare	✓	✓	✓
5.2 Dept. of Labour Protection and Welfare	✓		

## 2. Primary Education

The primary school curriculum was revised in 1990 and was first implemented in primary school grade 1 in 1991 and came into full effect in all grades in 1996.

**Table 4.2 Curriculum Standard of Primary Education**

Duration of Course (years)	Qualifications for Admission	Attendance			Requirements for Graduation
		Week per Year	Hour/Period per Week	Period per Year	
6	Age of 6	40	25 hours	3,000 (1,000 hours)	Completion of six-year course with achievement in four experience groups at least "1" out of "4"

### Structure of Primary School Curriculum (Revised Version 1990)

The primary school curriculum does not single out subjects into fragmented courses, but it is made up of 5 learning experience groupings as follows:

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

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

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

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

5) **Special Experience**, dealing with activities based on learners' interests provided for those in grades 5-6 only. The learning activities in the area of special experiences can be organized by each school according to learners' needs and interests and may include knowledge and skills selected from the other four groups such as English for everyday life.

**Table 4.3 Approximate School Hours of Primary Schools**

Group of Subject Contents	Grade 1-2		Grade 3-4		Grade 5-6	
	%	Period /Year	%	Period /Year	%	Period /Year
1. Basic Skills Group providing tool subjects	50	1,500	35	1,050	25	750
2. Life Experiences	15	450	20	600	25	750
3. Character Development	25	750	25	750	20	600
4. Work - Oriented Education	10	300	20	600	30	900
Total	100	3,000	100	3,000	100	3,000
5. Special Experiences (For Grade 5-6)	-	-	-	-	-	600

**Note :** One period is a class of 20 minutes. One school hour consists of 3 periods.

### Characteristics of Primary Schools

Public primary schools are mainly organized by the *MOE* through the *Office of the National Primary Education Commission (ONPEC)* for nearly 80 percent of the total of primary school age students. Other departments in the *MOE* also provide special types of educational services, i.e. special schools and welfare schools for children with special educational needs, and sports schools. In addition, approximately 12 percent of the total enrolment at this level of education are in private schools. Under the *MOI*, the *Bureau of Local Education Administration* and the *BMA* look after municipal schools while *Border Patrol Police* organize primary schools in remote rural areas. A number of demonstration schools are organized in various universities and *Rajabhat Institutes (RIs)*.

### 3. Secondary Education

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

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

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

**3. Free elective subjects :** subjects that are open for learners to choose according to their interests, aptitude and needs. Students can choose either the subjects prepared by the *Department of Curriculum and Instruction Development* or those created by the local authorities.

**Table 4.4 Characteristics of Schools Providing Primary and Secondary Education**

Responsible Bodies (Ministry/Department)	Type of Schools	Courses Offered		
		Primary	Lower Secondary	Upper Secondary
<b>Ministry of Education</b> 1. ONPEC 2. Dept. of General Ed.  3. Office of Rajabhat Institutes Council 4. Office of the Private Ed. Commission  5. Dept. of Physical Ed. 6. Dept. of Fine Arts  7. Dept. of Vocational Ed.  8. Rajamangala Institute of Technology	● Public	✓	✓	
	● Public :			
	- General Ed. School	✓	✓	✓
	- Special Ed. School	✓	✓	✓
	- Welfare Ed. school	✓	✓	✓
	● Public :			
	Demonstration School	✓	✓	✓
	● Private :			
- General Ed. School	✓	✓	✓	
- Special Ed. School				
- Welfare Ed. school				
● Public : Sports School	✓	✓		
● Public :				
- Dramatic Arts College		✓	✓	
- Fine Arts College		✓	✓	
● Public :				
- Technical College			✓	
- Vocational College			✓	
- Agricultural College			✓	
● Public			✓	
<b>Ministry of University Affairs</b>	● Public : Demonstration School	✓	✓	✓
<b>Ministry of Interior</b> 1. Bureau of Local Ed. Administration 2. Bangkok Metropolitan Administration 3. National Police Office	● Public (local)	✓	✓	
	● Public (local)	✓	✓	
	● Public : Border Patrol Police Primary School	✓		
<b>Ministry of Labour and Social Welfare</b> ● Department of Public Welfare	● Public : - Hilltribe Welfare School (Temporary Seasonal) - Child and Youth Welfare School	✓  ✓		

Table 4.5 Curriculum Standard of Secondary Education

	Duration of Course (years)	Qualifications for Admission	Attendance			Requirements for Graduation
			Week per Year	Hour/Period per Week	Period per Year	
● Lower Secondary	3	Graduate from primary school (Grade 6)	40	35 periods (1 period = 50 minutes)	1,400	<ul style="list-style-type: none"> <li>◆ Completion of 90 units of compulsory and free elective subjects.</li> <li>◆ Acquisition of core subjects in Thai and Social Studies.</li> <li>◆ Acquisition of at least 80 units.</li> <li>◆ Having participated in activities specified with at least 80% of attendance and having passed required objectives of such activities.</li> </ul>
● Upper Secondary	3	Graduate from lower secondary school (Grade 3)	40	35 periods (1 period = 50 minutes)	1,400	<ul style="list-style-type: none"> <li>◆ Completion of at least 75 units of compulsory and free elective subjects.</li> <li>◆ Acquisition of all compulsory subjects.</li> <li>◆ Acquisition of at least 75 units.</li> <li>◆ Having participated in activities specified with at least 80% of attendance and having passed all objectives required of such activities.</li> </ul>

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

### **Characteristics of Secondary Schools**

#### **● Lower Secondary Education**

Education at lower secondary level is mainly provided by the *Department of General Education (DGE)*, the *Office of the National Primary Education Commission (ONPEC)* and private schools under supervision of the *Office of the Private Education Commission (OPEC)*. There are also demonstration schools of various universities and *RIs* which are outside the control of the *MOE*, but they follow the national standard curriculum. Primary schools under the *ONPEC* and *MOI* have offered lower secondary classes in accordance with the government policy on the expansion of educational opportunities at lower secondary education levels. Besides this, special and welfare schools also provide lower secondary education for the handicapped and disadvantaged.

#### **● Upper Secondary Education**

The upper secondary schooling system is divided into two parallel tracks : general or academic, and vocational tracks. Public upper secondary education in general or academic stream is mainly under the responsibility of the *DGE* ; the rest of the students are in private schools and demonstration schools of the *RIs* and universities. Special and welfare education is also provided in general upper secondary schools.

Public vocational education at upper secondary level is provided by the *Department of Vocational Education (DOVE)*, *Department of Fine Arts (DFA)*, *Rajamangala Institute of Technology (RIT)*. In addition, *King Mongkut's Institute of Technology North Bangkok* under the *MUA* also offers courses at upper secondary level in industrial technology. Upper secondary education is also provided in both general and vocational streams by other ministries which will be presented later.

In addition, specialized schools have been organized such as science schools and sports schools. The first science high school in *Thailand* has been established since 1991, emphasizing the teaching of science and mathematics at upper secondary level. Since 1993, a science secondary school has been organized in each of the 12 educational regions to promote the teaching and learning of science, technology and environment at lower and upper secondary education. As regards sports schools, special training in sports is offered at primary and secondary school level.

### **4. Higher Education**

Higher education is mainly under the responsibility of the *MOE* and the *MUA*. In addition, other ministries and agencies also provide education at this level for their specific needs which will be mentioned later in this chapter. It is offered at three major levels : lower than bachelor's degree or diploma, undergraduate, and graduate levels (Table 4.6).

#### **▲ Ministry of Education**

Higher education under the *MOE* is currently provided at diploma and undergraduate levels by Rajabhat Institutes, Rajamangala Institute of Technology, public and private vocational colleges, as well as colleges of physical education, dramatic arts and fine

arts. The majority of courses offered are related to vocational and teacher education which will be presented later.

#### ▲ Ministry of University Affairs

The major role of the *MUA* is to supervise and coordinate public and private higher education institutions except some specialized professional training which falls under the jurisdiction of other ministries. Its major responsibilities are the formulation of educational policy within the framework of the *National Education Development Plan* and standardization of curricula.

#### Degrees and Qualifications

Within the higher education system, the first professional qualification is that of a bachelor's degree which is obtained after four years of higher study. In the fields of architecture, painting, sculpture, graphic arts and pharmacy, five years of higher study are required for a bachelor's degree; medicine, dentistry and veterinary science, require six years of study. In some fields, an associate degree is available after the first three years of a bachelor course. The professional, first degree in medicine, veterinary science and dentistry is that of doctor. In some of these professions, additional post-degree study is required before professional qualifications allowing the candidate to practice in his or her field are awarded.

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

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

**Table 4.6 Levels of Higher Education Courses Offered by Ministry of Education and Ministry of University Affairs**

Responsible Bodies	Type of Institution	Level of Courses Offered		
		Diploma	Bachelor's Degree	Post-Graduate Degree
<b>Ministry of Education</b>				
① Office of Rajabhat Institutes Council	Public	✓	✓	
② Dept. of Physical Ed.	Public	✓	✓	
③ Dept. of Vocational Ed.	Public	✓	✓	
④ Rajamangala Institute of Technology	Public	✓	✓	
⑤ Dept. of Fine Arts	Public	✓	✓	
⑥ Office of the Private Ed. Commission	Private	✓		
<b>Ministry of University Affairs</b>				
① State Institutions of Higher Education	Public :			
	• Open University	✓	✓	✓
	• Limited Admission University	✓	✓	✓
② Private Institutions of Higher Education	Private		✓	✓

### **Grading and Examination**

Grading at all universities is based on the course unit system/semester of credit. In most universities, generally, course evaluation is done by grades and grade points for one credit.

Private universities use the same grading system as the public universities. This is in addition to the specific graduation requirements of each institution.

### **Quota System and University Special Programmes**

Provincial universities and provincial campuses of Bangkok universities retain their quota system to fill 50 percent of seats available each academic year from all secondary schools in their respective regions.

A number of students are also admitted through university special programmes such as the Promotion of Medical Science Education for Rural Areas Project, the Development and Promotion of Science and Technology Talents Project, and the Sports Promotion Programme and the Arts Promotion Programme.

## **B. Type of Formal Education**

### **1. Teacher Education**

At present, 114 institutions of post – secondary education are involved in preparing future teachers. Major institutions offering teacher training courses are university faculties of education and Rajabhat Institutes or formerly teaching training colleges. In addition, Rajamangala Institutes of Technology, vocational education colleges, physical education colleges, as well as dramatic arts and fine arts colleges also train vocational teachers.

- **University Faculties of Education**

Currently, dergraduate teacher training courses are offered in 16 public universities both in Bangkok and in other regions. Master's degrees in education are offered in 14 public universities and 2 private universities, while doctorate degree courses are available only in Bangkok in 4 public universities.

- **Rajabhat Institutes (RIs)**

*Rajabhat Institutes* or former teachers colleges began to offer a four-year programme leading to a bachelor's degree in education in 1957. Since 1984, teachers colleges have diversified their curricula to train manpower in fields other than education. The curricula are classified into 3 areas : education, science and liberal arts.

*All RIs* provide courses at undergraduate level to match the local and national needs. If any of the institutes wishes to provide courses at postgraduate level, they should receive approval from the *Academic Council* and the *Council of Rajabhat Institutes* respectively. At present, master's degree courses are offered in 23 Institutes.

### **2. Vocational Education**

In the general education stream, work-oriented education is offered to primary school children as one area of gaining experience in order to provide them with work experiences and basic knowledge for career preparation. Work-oriented education and

vocational education are offered as elective, compulsory and free elective courses respectively at both lower and upper secondary levels.

In the vocational stream, formal vocational education is provided at three levels : upper secondary, leading to a certificate equivalent to that given to graduates of general secondary schools; post – secondary, generally for two years, leading to a diploma; and university level, leading to a degree.

Vocational colleges under *DOVE*, Rajamangala Institutes of Technology, and private vocational schools and colleges offer courses in five areas : industrial technology, business and commerce, agriculture, home economics, and arts and crafts (Table 4.7). The *DOVE* and *RIT* use different curricula to prepare students for the same certificate and diploma. Private vocational schools and colleges may follow either the curriculum of the *DOVE* or *RIT*.

- **Vocational Education Colleges**

Public and private vocational education colleges offer 3 year courses for lower secondary graduates leading to the Certificate in Vocational Education. A two – year programme is offered for those who have completed the Certificate in Vocational Education, leading to the Diploma in Vocational Education.

For those who have completed their general upper secondary education and wish to further their studies in a vocational stream, a two – year programme is provided, leading to the Diploma in Technician Education.

Some public vocational colleges also offer a two – year programme for those who have completed Diploma in Vocational Education wishing to be vocational teachers, leading to Higher Diploma in Technology.

- **Rajamangala Institute of Technology (RIT)**

*RIT* operates as a department of the *MOE*. It administers 13 faculties in different disciplines, which offer bachelor's degree courses at different campuses located throughout the Kingdom. A separate teaching force offers certificate and diploma courses in varying combinations on the same campuses. In addition, *RIT* trains teachers for certificate and diploma programmes, and bachelor's degree programmes have been developed as well since 1981 in response to the needs for higher – level technical manpower.

### **3. Special Vocational Education**

Special institutions offering courses for learners to train and develop specific vocational skills and expertise are sports schools, physical education colleges, and dramatic arts and fine arts colleges.

- **Sports Schools**

In 1998, there were six sports schools organized by the *Department of Physical Education* offering special training for students who have sporting skills. Admission is provided to students with capabilities in sports from all over the country who are given full financial support from the government until they finish school.

Suphan Buri Sports School in the central region offers classes starting from Grade 4 at primary level to secondary level until Grade 12. The other five schools in the north, the northeast and the south offer classes only at secondary level, Grades 7-12.

- **Physical Education Colleges**

The *Colleges of Physical Education* under the *Department of Physical Education (DPE)* are responsible for producing teachers and personnel in physical education, health, recreation, sport science, health science, and safety education. Courses offered are at secondary and higher education levels as follows :

① **Certificate in Vocational Education (Cert. Voc.)**

There are three-year programmes offering a certificate in Sport and Health and a certificate in Commerce. Admission through competitive entrance examinations is provided to students who have completed lower secondary education.

② **Diploma in Vocational Education (Dip.Voc.)**

This is a two-year programme offered in seven fields of study : Health Centre Administration, Business Computer, Business Management, Tourism Business and Hotel Management, Business English, Journalism and Public Relations, Accounting, Environmental Technology, Marketing, and Human Resource Management. Admission is made through competitive entrance examinations for those who have completed the Certificate in Vocational Education and upper secondary education, or the equivalent.

**Table 4.7 Courses in Vocational Education Offered in Secondary and Higher Education Institutions under the Ministry of Education**

	Type of Course				
	Industrial Technology	Business and Commerce	Agriculture	Home Economics	Arts and Crafts
<b>Department of Vocational Ed.</b> <ul style="list-style-type: none"> <li>• <b>Secondary Education</b> - Certificate in Vocational Ed.</li> <li>• <b>Higher Education</b> - Diploma in Technical Ed. - Diploma in Vocational Ed. - Higher Diploma in Technology</li> </ul>	✓	✓	✓	✓	✓
<b>Rajamangala Institute of Technology</b> <ul style="list-style-type: none"> <li>• <b>Secondary Education</b> - Certificate in Vocational Ed.</li> <li>• <b>Higher Education</b> - Diploma in Vocational Ed. - Bachelor's Degree</li> </ul>	✓	✓	✓	✓	✓
	(Engineering)	(Business Administration)			(Fine Arts)
<b>Office of Private Ed. Commission</b> <ul style="list-style-type: none"> <li>• <b>Secondary Education</b> - Certificate in Vocational Ed.</li> <li>• <b>Higher Education</b> - Diploma in Technical Ed. - Diploma in Vocational Ed.</li> </ul>	✓	✓			✓
	✓	✓			✓
	✓	✓			✓

### ③ Higher Certificate in Education

It is a two-year programme offering the higher certificate in Physical Education and Health Education for those who have completed the Certificate in Vocational Education and upper secondary education.

### ④ Bachelor's Degree (two-year programme)

The *Colleges of Physical Education* affiliate with the *RIs* in providing a two-year course leading to a Bachelor's Degree in Sport Science and Health Science for those holding the Higher Certificate in Physical Education and Health Education.

### ⑤ Bachelor's Degree (four-year programme)

The *Colleges of Physical Education* also affiliate with the *RIs* for a four-year undergraduate course in Public Relations (Sport Communication) and Health Science for those who have completed the Certificate in Vocational Education and upper secondary education.

## ● Dramatic Arts and Fine Arts Colleges

The *Dramatic Arts Colleges* and *Fine Arts Colleges* are run by the *Department of Fine Arts*. Two fine arts colleges also exist; one in Bangkok and the other in Supanburi Province in the central region. Courses are offered both at secondary and higher education levels. At secondary level, the Lower Dramatic Arts Certificate, the Intermediate Dramatic Arts Certificate and the Intermediate Fine Arts Certificate require three years of study. At higher education level, the Higher Certificates in Dramatic Arts and Fine Arts require two years of study. The *Bangkok Dramatic Arts College* is also affiliated to the *RIT* for a two-year bachelor's degree course for graduates of the Higher Dramatic Arts Certificate (Table 4.8).

**Table 4.8 Courses Offered by the Dramatic Arts and Fine Arts Colleges**

Institution	Secondary Education	Higher Education
● Dramatic Arts College	<ul style="list-style-type: none"> <li>● Lower Dramatic Arts Certificate, equivalent to general lower secondary education</li> <li>● Intermediate Dramatic Arts Certificate, equivalent to general upper secondary education</li> </ul>	<ul style="list-style-type: none"> <li>● Higher Dramatic Arts Certificate</li> <li>● Bachelor's Degree</li> </ul>
● Fine Arts Colleges	<ul style="list-style-type: none"> <li>● Intermediate Fine Arts Certificate</li> </ul>	<ul style="list-style-type: none"> <li>● Higher Fine Arts Certificate</li> </ul>

## 4. Education Provided by Other Agencies for Specific Purposes

Education is also organized by various agencies according to their specific needs at secondary and higher education levels (Table 4.9). 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 production of professional soldiers and police** include the curriculum of Preparatory School for the Armed Forces Academies which requires 2 years of study after graduation from secondary school Grade 4, curricula of the military, naval, and air forces academies as well as the police cadet requiring 4 years of study, and curricula for preparing warrant officers for graduates from lower and upper secondary schools.

**Table 4.9 Education Provided by Other Agencies for Specific Purposes**

Responsible Bodies	Type of Institution	Level of Education				Short Courses
		Upper Secondary	Higher Education			
			Diploma	Bachelor's Degree	Specific Certificate	
● Ministry of Agriculture and Cooperatives	<ul style="list-style-type: none"> <li>• Irrigation College</li> <li>• Veterinary School</li> <li>• Cooperatives School</li> </ul>	✓	✓	✓		
● Ministry of Transport and Communications	<ul style="list-style-type: none"> <li>• Merchant Marine Training Centre</li> <li>• Meteorological School</li> <li>• Postal School</li> <li>• Railway Technical School</li> <li>• Civil Aviation Training Centre</li> </ul>		✓		✓	✓
● Ministry of Defence	<ul style="list-style-type: none"> <li>• Armed Forces Academies Preparatory School</li> <li>• Military, Naval, Air Forces Academies</li> <li>• Medical Colleges</li> <li>• Nursing Colleges</li> <li>• Technical Training School</li> <li>• Survey School</li> </ul>	✓		✓	✓	✓
● Ministry of Interior	<ul style="list-style-type: none"> <li>• Police Cadet Academy</li> <li>• Nursing College</li> <li>• Police School</li> </ul>			✓	✓	
● Ministry of Public Health	<ul style="list-style-type: none"> <li>• Nursing Colleges</li> <li>• Public Health Colleges</li> <li>• College of Medical Technology and Public Health</li> </ul>		✓	✓	✓	✓
● Ministry of Science, Technology and Environment	<ul style="list-style-type: none"> <li>• Chemical Practice Institute</li> </ul>		✓			
● Ministry of Justice	<ul style="list-style-type: none"> <li>• Law Training Institute</li> </ul>				✓	
● Bangkok Metropolitan Administration	<ul style="list-style-type: none"> <li>• Medical College</li> <li>• Nursing Colleges</li> </ul>			✓	✓	✓

2) **Curricula for specific technicians** include those for training military technicians to work in the armed forces, and those for training specific technicians for various agencies such as Irrigation College, Railway Technical School, etc.

3) **Medical sciences curricula** are organized for secondary school graduates requiring 1-4 years of study in the institutions of the *Ministry of Public Health*, *BMA* and the *Thai Red Cross Society*.

4) **Curricula for other specific purposes** are organized for graduates from lower secondary schools, both in general and vocational streams, and general upper secondary schools as required by each institution, such as the Merchant Marine Training Centre, Cooperatives School, Postal School and Civil Aviation Training Centre, etc.

## 5. Special Education

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

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

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

Welfare education is also provided for those who are socially and culturally disadvantaged. It is provided for children who are deprived of the opportunity to attend compulsory primary classes in regular schools covering a wide range of culturally and socially disadvantaged groups.

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

## 6. Education for the Ecclesiastics

Both a study of Buddhism and a general education are provided in Buddhist temples to monks and novices as well as to householders.

● **The Study of Buddhism** is divided into 2 sections : Dharma and Pali teachings. In the Dharma section, the teaching of Dharma is provided to the ecclesiastics and also to householders or laymen. The curriculum offered is at three grades : third grade, second grade, and first grade. The Pali teaching is at 8 grades, provided only to the ecclesiastics.

### ● General Ecclesiastical School

General ecclesiastical schools offer lower and upper secondary education curricula equivalent to those provided by the *Department of General Education*. Apart from general subjects, the curricula include learning units related to religious practice, the Buddha's doctrine, and Pali language.

### ● Buddhist Universities

There are two Buddhist universities situated in Bangkok with various campuses in the regions providing higher education for monks, novices and also householders. Mahamakutrajavidyalaya University offers undergraduate courses in 4 faculties : Faculty of Religion and Philosophy, Faculty of Humanities, Faculty of Social Sciences, and Faculty of Education. At Mahachulalongkornrajavidyalaya University, courses at bachelor's degree level are offered in the Faculty of Buddhism, Faculty of Education, Faculty of Humanities, and Faculty of Social Sciences. In addition, master's degrees are also provided in Buddhism and Philosophy.

## 4.2 Lifelong Learning

Apart from formal education, lifelong learning is organized to provide an opportunity for those who have missed formal schooling to have a second chance in education. Non - formal education and vocational training as well as informal education services are provided to those outside the school system by both public and private bodies.

In addition to the *Department of Non-Formal Education (DNFE)*, there are other government departments and ministries which have been carrying out non-formal and informal education activities. Private voluntary agencies and various foundations have also been involved in the provision of non-formal education. Besides, industrial factories have organized non-formal education programmes for their employees.

### Types of Non-Formal Education Activities

At present, non-formal education activities can be classified into three categories:

#### 1) General Education

In this category, the programme has been designed for those who wish to obtain a school equivalency certificate comparable to primary, lower secondary and upper secondary education.

#### 2) Vocational Education Programmes

These programmes are conducted by the *DNFE* and other agencies, both public and private, using different courses of training prepared by those agencies. The *DNFE* accepts credits earned outside as part of the requirements for completion of the certificate of general education as specified in the above category.

#### 3) Education for Quality of Life Improvement

Training programmes other than those in the first two categories are offered in different fields. Such programmes are conducted by various agencies, both public and private. The *DNFE* accepts credits earned from such training courses as part of the requirements for completion of the certificate as specified in the first category.

### Activities Promoting Lifelong Learning

#### A. Public Agencies

The *DNFE* provides educational services to promote lifelong learning as follows :

##### ① Basic Education

The responsibility of the *DNFE* is to organize non-formal education programmes for adults who have missed the opportunity for formal schooling or have dropped out. The programmes offered are 1) Literacy Campaign Project, 2) Functional Literacy Programmes, 3) Hill Areas Education, and 4) Continuing Education.

##### ② Vocational Education Services

The short-term vocational courses are divided into 4 types:

**1) Stationary Vocational Training** is conducted in existing educational institutions fully equipped with teachers and instructional materials. The courses are provided in accordance with local needs and the conditions of different seasons. The whole course normally does not exceed 300 hours and the daily schedule is between 09.00-20.00 hrs.

**2) Mobile Vocational Training** The procedure is similar to that provided in stationary training. Mobile units have been established to travel to rural areas where they visit remote villages. Once there, learning-teaching sites are set up and resource persons in the locality are recruited to provide training for groups of not less than 15 persons each. These courses are normally less than 300 hours in duration.

**3) Interest Group Programme** This programme is arranged to provide education in accordance with individual needs and interests of the people. Those having the same interest form a group of not less than 15 persons, and will receive training of not more than 30 hours per week.

**4) Lower Certificate Vocational Education Programme** is provided for employed workers in private enterprises to continue their vocational education. This three-year programme is organized through distance learning.

### ③ Provision of Information Services

Various facilities are available for providing information services to the general public such as public libraries, village reading centres, the *Bangkok Planetarium*, the *Educational Science Centre*, the *Mobile Exhibition Units*, etc. In addition, the *Centre for Educational Technology* also provides educational services through radio and television network as well as various kinds of media. The services provided include school broadcast programmes for formal education, distance education radio and television programmes for non-formal education, radio and television programmes for informal education purpose.

**Table 4.10 Educational Services Provided by the Department of Non-Formal Education, Ministry of Education**

	<b>Services Provided</b>	<b>Target Groups</b>
<b>1. Basic Education</b>	1. Literacy education  2. Sixth grade primary education equivalency programmes 3. Secondary education programmes	<ul style="list-style-type: none"> <li>• Those who are illiterate including the Thai muslims in five border provinces, Thai children in foreign countries and hilltribes.</li> <li>• The disadvantaged such as women, detainees, in - service military personnel, workers and farmers.</li> <li>• Women, local leaders, detainees, religious preachers, workers and primary school graduates who do not continue schooling at secondary level.</li> </ul>
<b>2. Vocational Education</b>	Vocational education and training programmes 1. Interest groups 2. Short course vocational training 3. Lower Certificate Vocational Education	<ul style="list-style-type: none"> <li>• Women, detainees, in-service military personnel, employed workers in private enterprises, farmers and primary school graduates who are not studying in school including those in deprived areas or crippled persons.</li> </ul>
<b>3. Information Services</b>	1. public libraries 2. village reading centres 3. educational science centres 4. Radio and television programmes	<ul style="list-style-type: none"> <li>• General public</li> </ul>

Apart from the *DNFE*, other departments and ministries also offer non-formal vocational training, for instance, the *DOVE*, and the *Department of Skill Development* of the *Ministry of Labour and Social Welfare* through the *National Institute of Skill Development (NISD)* and its six regional institutes.

Despite differences among the institutions in the design of their training programmes to suit local needs, the overall training activities of these institutes follow the same guidelines and have the same objectives. Training programmes provided are:

- **Pre-employment Training** for unemployed out-of-school youths with at least primary schooling. Skill training courses are provided in short duration ranging from three to eleven months followed by two to four months of on-the-job training.

- **Upgrading Training** for skilled workers who need training to keep up with the continual technological changes and to have increased mobility in the labour market.

- **Non-Technical Training** courses are offered by internal and experienced external instructors. The institutes conduct courses in entrepreneurship and for such occupations as secretary, receptionist, salesman, and waiter or waitress. The programme has been designed to be flexible, and new courses are offered as new occupational needs develop. In addition, *the NISD* offers training for foremen, instructors, officers, and promotes inplant training as well.

## **B. Private Agencies**

Private institutions under the supervision of *OPEC* which also provide non-formal education can be classified into 2 categories :

- 1) Schools offering courses following the curricula of the *MOE*:

- Adult schools offering general education, and

- Vocational schools offering vocational training courses.

- 2) Schools offering non-formal education curricula approved by the *MOE* such as religious schools, tutorial schools, correspondence schools, art schools, etc.

*In summary, education in Thailand is provided in the form of formal, non-formal and informal education. With regard to formal education, curriculum and the learning process of pre-primary education is organized as teaching units through everyday activities of children. At primary level, the curriculum is made up of 5 groups of learning experiences : basic skills, life experience, character development, work-oriented experiences, and special experiences. The curriculum and learning process at secondary education is diversified and comprehensive and is composed of 4 components : core subjects, prescribed elective subjects, free elective subjects, and activities. At higher level, education is organized at lower than bachelor's degree or diploma, undergraduate and graduate levels by different kinds of institutions. Special schools are organized for the handicapped while welfare schools are run for those who are socially and culturally disadvantaged at primary and secondary levels. In addition, education is also provided by other ministries and agencies for their own specific purposes at secondary and higher levels. Besides this, various types of non-formal and informal activities are organized by both public and private agencies in order to promote lifelong learning.*

## Chapter 5

### Cost and Finance in Education

In *Thailand*, the fiscal year begins on the 1st of October and ends on the 30th of September of the following year. The sources of educational finance can be classified into 5 categories : central government budget, local funding, non-governmental budget, foreign loans and technical assistance, and provision of education by the private sector.

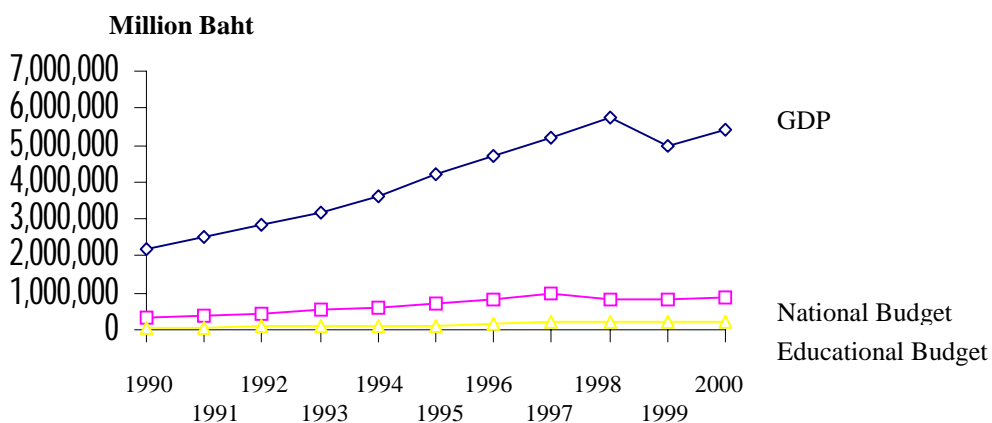
#### 5.1 Central Government Budget

Government funding has been the main source of financial resources for educational development in *Thailand*. The education sector has received the largest share of total public expenditure since 1991. In 1998, due to the impact of the economic crisis, the total Government budget for education was reduced to 201,707 million Baht or about 3.9 percent of GDP. However, the share of public expenditure for education in fiscal year 1998 and 1999 was about 25 percent of the total expenditure which was larger than ever before. Similarly, the budget appropriation for education approved by Parliament for the fiscal year 2000 is about 221,051 million Baht or about 25.7 percent of the total budget (Figure 5.1). This reflects the Government's concern about the importance of education for the economic rehabilitation of the country.

Nearly half of educational funding in 1999 was allocated to pre-primary and primary education, amounting to 43.9 percent. At secondary education level, with 24.0 percent of the total public expenditure for education, general education received a larger share while vocational education was provided with the smaller portion of the budget. The shares of higher education and non-formal education in 1999 remained at nearly the same rates as in 1998.

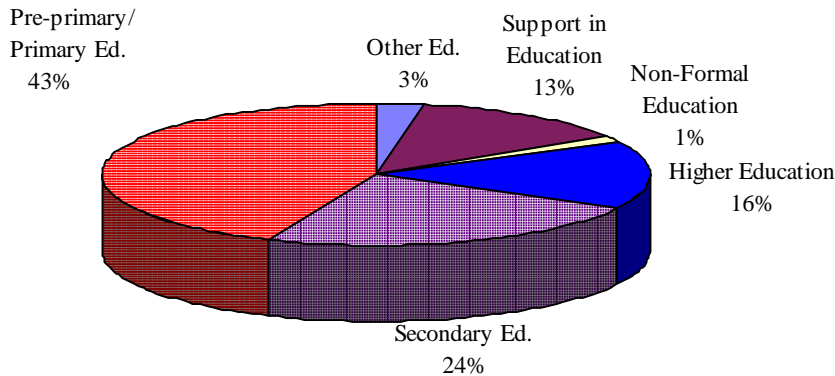
As in previous years, the highest percentage distribution of educational budget proposed in the budget bill for the fiscal year 2000 is for pre-primary and primary education as shown in figure 5.2.

**Figure 5.1** Comparison of Gross Domestic Product, National Budget and Educational Budget : Fiscal Year 1990-2000



**Source :** Budget Bureau, Office of the National and Social Development Board, Office of the National Education Commission, Bank of Thailand.

**Figure 5.2** Percentage Distribution of Educational Budget by Function : Fiscal Year 2000



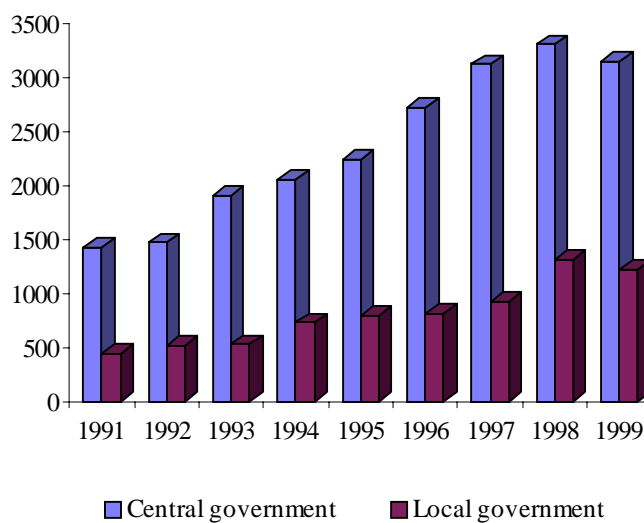
**Source :** Budget Bureau and Office of the National Education Commission.

### 5.2 Local Funding

The local administrative authorities have allocated their own budget to finance local education. Besides, the central government has also provided an educational budget to subsidize the provision of education by the local authorities.

As for the *BMA*, the total educational budget has increased from 1,875.6 million Baht in 1991 to 4,377.2 million Baht in 1999. However, it should be noted that this budget is subsidized by the central government which is the major source of educational expenditure of *BMA*. From 1991 to 1999, the share of central government subsidies has been fluctuating between 73.7 and 77.0 percent. In 1999, the share of local budget for education amounted to 1,230 million Baht or about 28.1 percent of the total educational budget of *BMA* (Figure 5.3).

**Figure 5.3** Educational Budget Distribution of the Department of Education of *BMA* : Fiscal Year

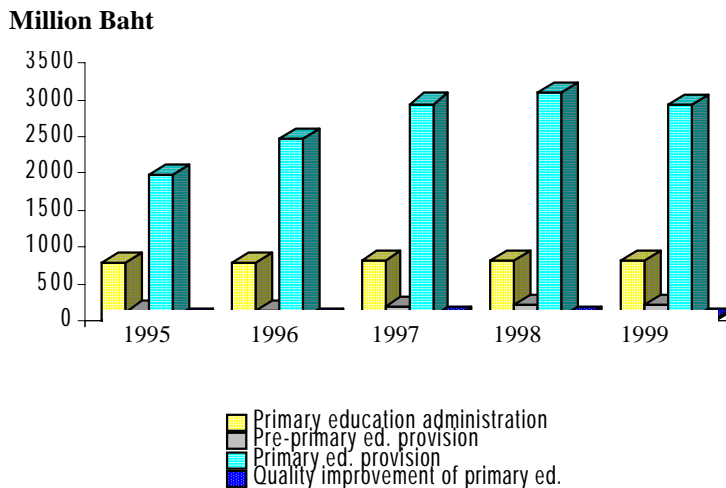


1991-1999

**Source :** Department of Education, *BMA*.

With respect to local funding of all municipalities, the major source of educational expenditure also comes from central government subsidies which increased remarkably from 2,926 million Baht in 1995 to 4,168 million Baht in 1998. In 1999, the central government subsidies for local education in all municipalities were reduced to 4,008 million Baht due to the financial and economic crisis. The largest proportion of the central government subsidies was allocated to the primary education programme as shown on Figure 5.4.

**Figure 5.4** Central Government Subsidies for Local Education of the Municipalities and Pattaya City : Fiscal Year 1995-1999



Source : Budget Bureau, Office of the Prime Minister.

## 5.3 Non-Governmental Budget

### 1) Household Contribution

#### ● Tuition Fees

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

In a study on the *Demand – Side Analysis and the Financing of Education*, private household expenditure as well as corporate and non – government contributions are estimated. Based on the data from Household Socio – Economic Surveys, household expenditure on education for 1996 was around 86,650.2 million Baht, representing about 34 percent of the total expenditure on education. Estimates of corporate and non – governmental contributions are made from data on corporate/non – governmental contributions and scholarships obtained from the *MOE* and *MUA*, which is an underestimation (Table 5.1).

**Table 5.1 Public and Private Sector Expenditure on Education, 1996**

	<b>Million Baht</b>	<b>Percent of Total Expenditure</b>
Total Expenditure	257,067.20	100.00
● Public	169,561.00	65.96
● Private household	86,650.20	33.71
● Private corporate / non – government	856.00	0.33

**Source :** Dr. Sirilaksana Khoman, **Demand – Side Analysis and the Financing of Education**, UNESCO – Bangkok, July 1999.

#### ● Donations

Donations made by individuals and communities to the educational sector vary in terms of both cash and kind. The value of donations varies from year to year and is relatively lower than other sources of educational resources.

#### 2) Other Revenues of Educational Institutions

Apart from the government budgetary revenue and the non-government budgetary revenue such as tuition fees and donations, educational institutions' resources also include other revenues of the institutions, for instance, those from academic services, students' products, and property.

### 5.4 Foreign Loans and Technical Assistance

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

The current loan projects for education are as presented in the table below.

**Table 5.2** Current Loan Projects for Education

<b>Loan Projects</b>	<b>Responsible Body</b>	<b>Source of Funding</b>	<b>Duration</b>
1. Science Education Improvement	RIs	The World Bank	1997-2001
2. Technical Education	RIT	The World Bank	1997-2002
3. University Science and Engineering Education	MUA	The World Bank	1996-2000
4. Secondary Education Quality Improvement Project I	ONPEC	The World Bank	1997-2001
5. Secondary Education Quality Improvement Project II	DGE	The World Bank	1997-2001
6. Vocational Training	DVE	The World Bank	1997-2001
7. Thai-Japanese Technology Transfer	Chula-longkorn University	OECD	1995-2001
8. Postgraduate and Scientific and Technological Research Development	MUA	ADB	1997-2001
9. Manpower Development for Production Industry	RIT	Austria	1993-1999
10. Non-Formal Education At Secondary Level	DNFE	ADB	1998-2000
11. Structural Improvement of Agricultural Education Institutions	DVE	Denmark	1999-2002
12. Development of Industrial and Agricultural Industry Education	RIT	Germany	1999-2004

## 5.5 Provision of Education by the Private Sector

At present most private institutions are proprietorial schools, with a few prestigious schools still associated with Christian denominations. The *OPEC* is given authority to supervise and subsidize private schools in *Thailand*.

There are two categories of private institutions : 1) general education private schools which range from kindergartens to primary schools, secondary schools, colleges and universities, and 2) vocational education private schools or colleges.

The *MOE* also classifies private schools into two categories :

**1) Non-subsidized schools** are private schools that are more prosperous and can be self-supporting including those set up after 1974 excluded from the benefit of government subsidies by *Cabinet* decision, and consequently the government does not control the ceiling of the school fees that the school may charge.

**2) Subsidized schools** are private schools established before 1974 and still dependent on financial support from the government. These schools can be divided into 2 sub-categories

: those receiving 100 percent of the per student recurrent costs and those receiving 40 percent of the per student recurrent costs.

The subsidized schools predominate in the country at present. Those private schools which receive 100 percent of the per student recurrent costs are usually connected with charity and religious foundations, whereas the 40 percent of subsidized schools are proprietorial.

The total annual subsidy which the government grants to private schools increased from 366.7 million Baht in 1977 to 4,353.4 million Baht in 1999.

Private education used to play a significant role in the provision of pre-primary, lower and upper secondary education, and relieved the government burden on educational financial resources. But the number of private students in pre-primary and secondary education has considerably decreased while the number of higher education students (Diploma in Vocational Education and Bachelor's Degree) is increasing substantially. A reduction in the role of private education is due to the control on tuition fees, and the expansion of public schools in both urban and rural areas.

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

*To sum up, the major financial resource for education in Thailand comes from government funding which is still the largest share of the total public expenditure. As regards local funding, local authorities have provided only a small percentage of the educational budget. Other sources of educational expenditure are tuition fees, donations, revenues of educational institutions, foreign loans and technical assistance. Besides this, the private sector has also participated in and contributed to the provision of education in Thailand.*

## Chapter 6

### International Cooperation in Education

*Thailand* has been enriched through experience gained from cooperation with other countries for many decades. Apart from cooperation at the bilateral level, *Thailand* has benefited greatly from the interactions and interchanges through active participation in many international and regional organizations and associations in the fields of education, science and culture, as well as other related areas.

#### 6.1 Thailand and International/Regional Organizations in Education

*Thailand* has cooperated with various international and regional organizations in order to enhance educational development in a more innovative way to keep pace with the advancement of technology. Various projects have been launched with cooperation from renowned international organizations agencies and units such as *UNESCO*, *UNDP*, *USAID*, *ASEAN*, *UNICEF*, the *World Bank*, *International Institute for Educational Planning (IIEP)*, *International Association for the Evaluation of Educational Achievement (IEA)*, *International Bureau of Education (IBE)*, *International Community Education Association (ICEA)*, *Canadian International Development Agency (CIDA)*, *Asia-Pacific Economic Cooperation (APEC)*, the *British Council*, and the *Asian Institute of Technology (AIT)*. The cooperation between *Thailand* and some organizations is presented below.

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

*Thailand* has been a member of *UNESCO* since January 1, 1949. The *Thai National Commission for UNESCO* has been established since 1950 by a resolution of the *Council of Ministers*, having the *Minister of Education* as its chairman and with its permanent secretariat attached to the *External Relations Division* of the *Office of the Permanent Secretary, MOE*.

*UNESCO*, *UNICEF*, *UNDP* and the *World Bank* jointly organized the World conference on Education for All at Jomtien, Chonburi, *Thailand* in March 1990. For the end of the decade following the World Declaration on Education for All : Meeting Basic Learning Needs adopted at the World Conference on Education for All, *UNESCO* has invited its Member States and agencies involved to participate in the Education for All Year 2000 Assessment (EFA 2000) to be convened in Brazil.

The EFA 2000 Assessment aims to enable the participating countries to follow up and monitor the progress of EFA, to identify priorities and promising strategies for overcoming obstacles and accelerating progress, and to revise the national plans of action accordingly. For the *Royal Thai Government*, the *MOE* has carried out the following activities :

- Establishment of a national EFA assessment group and a technical sub-group as well as designation of a national assessment coordinator.
- Arrangement of in-country workshops for the national assessment group. A preliminary draft of the national EFA assessment report for discussion at sub-regional

workshops was prepared by the *MOE*. Workshops at the regional level to evaluate the provision of Education for All in other provinces of *Thailand* were also organized.

- The EFA secretarial group, a technical group, used the nine goals of Education for All in *Thailand* and the 18 core EFA indicators set by *UNESCO* as the framework for assessing the progress of the EFA 2000 programme in *Thailand*. The draft of the national report underlining both quantitative and qualitative achievement was completed in May 1999.

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

*Thailand* has cooperated with *IEA* since the 1970s with the *ONEC* as the participating centre representing at the *IEA* General Assembly. Through different research institutions, *Thailand* has participated in various important international research projects, e.g. the *First and Second Science Studies*, *English Study*, *Second International Mathematics Study*, *Classroom Environment Study*, *Third International Mathematics and Science Study (TIMSS)*, *Written Composition*, and *Pre-primary Project*.

In 1998, *Thailand* finished the report of the Phase 2 Study of the *IEA* Pre-primary Project undertaken by the School of Educational Studies, Sukhothai Thammathirat Open University. The School of Educational Studies will continue to participate in the last phase of the Project.

At present, *Thailand* is participating in the Third International Mathematics and Science Study-Repeat (TIMSS-R) through the *Institute for the Promotion of Teaching Science and Technology (IPST)* which is the national research centre responsible for managing the conduct of this research in *Thailand*. The activities undertaken by the *IPST* in 1999 were as follows :

- 1) Translating and running a trial of test items for students and questionnaires for administrators and teaching staff,
- 2) Organizing an examination of 5,431 students from 150 schools and having 450 administrators, teaching staff and the people involved complete the questionnaires,
- 3) Marking the test items and answer sheets,
- 4) Finishing the data entry to be delivered to *IEA* in July 1999.
- 5) Making an analysis of the data from questionnaires before making a conclusion for dissemination.

## **C. Asia-Pacific Economic Cooperation (APEC)**

*Thailand* has been the coordinator of the *Education Forum (EdFor)* for the *Human Resource Development Working Group of APEC* since 1994. It has participated in such major activities as the *University Mobility in Asia and the Pacific (UMAP)*, *School Education Statistics in the Asia-Pacific Region*, *Improving the Understanding of Cultures in APEC*, and *APEC Study Centres*.

In May 1999, *Thailand's* initiative to implement the *APEC*-wide project on “*APEC Youth Networking : Youth Preparation for the APEC Society in the Next Millennium*” has been supported and endorsed for central funding by the 20<sup>th</sup> *APEC HRD Working Group Meeting*. This project aims to establish *APEC Youth* core group, prepare their readiness for the world of trade liberalization and facilitation and promote their contribution to the *APEC* society.

During their presentation, *Thai APEC* kids highlighted the outcome of the project as well as the follow-up activities, namely the construction of a Thai language homepage and the directory of e-mail addresses and the development of English language web site. The presentation captured the meeting's attention and appreciation for the excellent work of youth.

#### **D. The Asian Institute of Technology (AIT)**

*AIT* originated in 1959 to help meet the growing need for advanced engineering education in Asia. In November 1967, under its present name of the *Asian Institute of Technology*, the Institute became an autonomous international institution empowered to award degrees and diplomas. Presently *AIT* offers advanced education in engineering, science, planning and management through a range of activities at levels and intensities from doctoral research to short – term training.

*AIT* offers academic programmes leading to the award of master or doctoral degrees, the diploma or certificates; research work by students, faculty, and professional staff; outreach activities in partnership with private and public sector institutions; and special programmes, conferences, seminars, and short courses.

Completion of the doctoral degree programme normally takes ten or eleven terms (three years or so), the master's degree five terms, and the diploma two or three terms. A certificate programme normally lasts one term.

The Institute is supported by donor governments, international agencies, foundations, business organizations and individuals, Asian and non – Asian. This support acknowledges *AIT*' s successful academic endeavour, an endeavour recognized in several international awards, including, in its thirtieth anniversary year, 1989, the Ramon Magsaysay Award for International Understanding, and in 1995, the Asian Institute of Management Award for Development Management.

*AIT* has received continuing support from the *Royal Thai Government (RTG)* since the inception of the Institute. The Sixth Five-Year Cooperation Programme amounting to 386.9 million Baht came to an end in October 1999. The Seventh Financial Support Programme for FY 2000-2004 requesting 615.2 million Baht has been presented for consideration of the *RTG* through the *ONEC*. The cooperation programme comprises the following components:

#### **1. Regular Subsidies in Cash :**

##### **1.1 Scholarships**

1) *His Majesty the King's Scholarships* are full scholarships for master's degree programmes granted to qualified candidates from *Thailand* and other *Asian* countries. Up to 1999, the total number of *H.M.King's scholarships* master's awardees is 328.

2) *H.M. Queen Sirikit's Scholarships* are provided to qualified students interested in the environment and related fields in the School of Environment, Resources, and Development. Up to 1999, 45 scholars have benefited from this.

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

##### **1.2 Operating Budget**

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

## **2. Contribution in Kind :**

The *Royal Thai Government* has granted a special privilege of tax and duty reimbursements to the Institute in accordance with the resolution of the *Council of Ministers* passed on 7 May 1968.

The *Secretary-General of the NEC* represents the *Royal Thai Government* for the implementation of the cooperation programme.

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

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

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

*SEAMEO* is an international intergovernmental organization established in November 1965. The purpose of the organization is to promote cooperation among the Southeast Asian nations through education, science and culture in order to further respect for justice, for the rule of law and the human rights and fundamental freedoms which are the birthright of the peoples of the world (*SEAMEO Charter*, Article 1).

*SEAMEO*'s vision is to become a dynamic, self-reliant, strategic-policy driven and internationally-recognized organization for strengthening regional understanding and cooperation in education, science and culture for a better quality of life. Its mission is to enhance regional understanding and cooperation and unity of purpose among Member Countries and achieve a better quality of life through : the establishment of network and partnerships; provision of an intellectual forum for policy-makers and experts; and the development of Regional Centres of Excellence for the promotion of sustainable human resource development.

*SEAMEO* has ten Member Countries in Southeast Asia, namely, *Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam*; and also has six Associate Member Countries, namely, *Australia, Canada, France, Germany, Netherlands, New Zealand*. In addition, *SEAMEO* has one Affiliate Member, the International Council of Open and Distance Education (*ICDE*).

The Organization is governed by the Southeast Asian Ministers of Education Council which is the policy-making body comprising of the Ministers of Education of the Member Countries. The Council meets once a year to give direction to the Organization and define its objectives.

Prior to the *SEAMEO* Council Conference, the High Officials from the Ministries of Education also meet once a year to endorse directions, programmes and activities for the

Council's approval. In *Thailand*, the High Officials are represented by the Permanent Secretary and the Deputy Permanent Secretary as well as officials from the Office of External Relations Division.

The *SEAMEO* Secretariat located in Bangkok, *Thailand* serves as the executive arm of the Council and the Headquarters of the Organization as well. It is hosted by the Government of Thailand. The Secretariat holds office at Darakarn Building 920 Sukhumvit Road, Bangkok 10110, Thailand. (Tel – 662- 3910144. Fax 3812587. Email : Secretariat@seameo.org)

*SEAMEO* has 14 specialist institutions scattered throughout the region and closely linked to the educational environment of the country which hosts them. Each Centre has its own Governing Board with a representative from each Member Country. The fourteen regional centres are as follows:

1. *SEAMEO* Regional Centre for Tropical Biology ( *SEAMEO* BIOTROP)
2. *SEAMEO* Regional Centre for Educational Innovation and Technology (*SEAMEO* INNOTECH)
3. *SEAMEO* Regional Centre for Science and Mathematics Education (*SEAMEO* RECSAM)
4. *SEAMEO* Regional Language Centre (*SEAMEO* RELC)
5. *SEAMEO* Regional Training Centre (*SEAMEO* RETRAC)
6. *SEAMEO* Regional Centre for Higher Education (*SEAMEO* RIHED)
7. *SEAMEO* Regional Centre for Graduate Study and Research in Agriculture
8. *SEAMEO* Regional Centre for Archaeology and Fine Arts (*SEAMEO* SPAFA)
9. *SEAMEO* TROPMED Regional Centre for Community Nutrition (*SEAMEO* TROPMED/Indonesia)
10. *SEAMEO* TROPMED Regional Centre for Microbiology, parasitology and Entomology (*SEAMEO* TROPMED/Malaysia)
11. *SEAMEO* TROPMED Regional Centre for Public Health (*SEAMEO* TROPMED/Philippines)
12. *SEAMEO* TROPMED Regional Centre for Tropical Medicine (*SEAMEO* TROPMED/Thailand)

Aside from the *SEAMEO* Secretariat, the Government of Thailand hosts three *SEAMEO* Regional Centres : a) *SEAMEO* Regional Centre for Higher Education (*SEAMEO* RIHED); *SEAMEO* Regional Centre for Archaeology and Fine Arts (*SEAMEO* SPAFA) ; and the *SEAMEO* Regional Centre for Tropical Medicine (*SEAMEO* TROPMED) including the TROPMED Central Office. *Thailand* underwrites the Centres' Operational Budget, capital and annually recurring cost.

### **G. ASEAN University Network (AUN)**

The *ASEAN University Network* which is under the supervision of *ASEAN* is composed of seventeen leading universities in *ASEAN* Member countries. It aims to strengthen *ASEAN* awareness and cooperation through the promotion of the exchange of students, faculty members and resources among the participating universities. From 1997-1999 the *Thai Permanent Secretary for University Affairs* has been *Chairman of the AUN Board of Trustees* and the *MUA* is hosting the temporary office of the *AUN* Secretariat.

The permanent office of *AUN* will be set up in the year 2000 at Chulalongkorn University in Bangkok, *Thailand*, with support from the *Royal Thai Government*. The *RTG* will also provide an annual operational fund amounting to US\$ 180,000 for the period from 2000-2005 to ensure the smooth starting up and implementation of *AUN*.

Major *AUN* programmes and activities are : Student and Faculty Exchange Programme; scholarships for studies at *ASEAN* universities; information networking among *ASEAN* universities; collaborative research; *ASEAN* Studies Programme; and projects with dialogue partners.

## 6.2 International Cooperation and Exchange

### A. MOE Student Exchange Programmes

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

#### Thailand Fellowships, Scholarships and Junior Scholarships within the UNESCO Programme

Fourteen scholarships have been granted annually by the Thai government, through the *Thai National Commission for UNESCO*, to students from foreign countries since 1952. The scholarships are divided into 3 categories as follow :

1. Fellowship : six fellowships are given to those who wish to undertake research work at Thai universities/educational institutes. Candidates must hold at least a Bachelor's Degree except when the research is in fine arts, in which case candidates must have a recommendation from a recognized art institute.

2. Scholarship : four scholarships are granted to those who wish to undertake studies at undergraduate level

3. Junior Scholarship : four junior scholarships are given to those who wish to undertake studies in *Thailand* at post-secondary level.

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

### B. MUA International and Exchange Programmes

- **Student / Faculty Exchange Programme**

The *MUA* has encouraged its higher education institutions to exchange their students and staff with countries in different regions of the world, for example, *Australia*, *Belgium*, *Canada* and the *United States of America*. The programme will lead to the strengthening of academic standards and the improvement of human resources with widened vision and international competence.

- **Thai University Administrators Shadowing (TUAS) Programme**

It is designed for university administrators from Thai universities to join other universities abroad in order to gain academic experiences in foreign environments. Countries cooperating with the *MUA* under this project are *England* and *Australia*.

### C. Foreign Loans for Educational Development

To support the process of educational development, the *Government* has obtained foreign loans and credits and technical assistance for infrastructure development and other purposes since 1960. These loans and credits have been provided by various sources such as the *World Bank*, the *Asian Development Bank (ADB)*, *Overseas Economic Cooperative Fund (OECF)*, and the *Canadian International Development Agency (CIDA)*. In addition, technical assistance grant aid has been received from a number of countries, including the *Federal Republic of Germany*, *Canada*, *Australia* and *Japan*.

The *ONEC* is responsible for making recommendations to the *Council of Ministers* on whether to approve the loan projects for educational development. The *Education Loan Committee* has been appointed by the *Council of Ministers* to review the proposed loan projects before submitting to the *Council of Ministers* for approval, and to evaluate the implementation of those projects. The *Committee* is chaired by the Deputy Chairman of the *National Education Commission* with the Secretary-General of *ONEC* as secretary of the *Committee*.

### D. Regional and International Conferences

In November 1998, the *Fourth UNESCO-ACEID International Conference* on “Secondary Education and Youth at the Crossroads” was held in Bangkok. It was organized by *UNESCO-ACEID* in collaboration with the *ONEC of Thailand*, *UNICEF(EAPRO)*, and the *Save the Children Fund (U.K.) (SEAPRO)*. The objective of the conference was to undertake an indepth study into what education needs to become to empower young people for adolescence and adulthood into the 21<sup>st</sup> century.

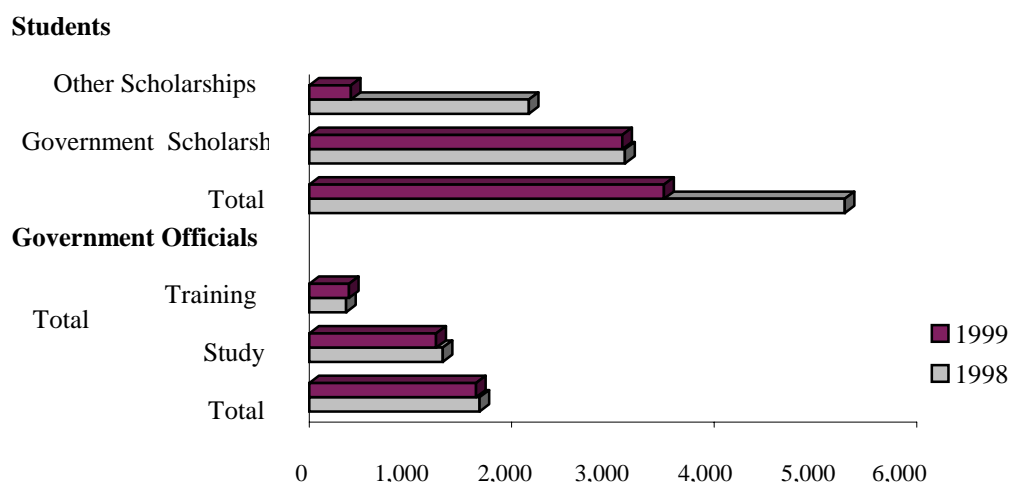
The *Fifth UNESCO-ACEID International Conference* on “Reforming Learning, Curriculum and Pedagogy : Innovative Visions for the New Century” is scheduled to be held in *Thailand* from 13-16 December 1999. It will be organized by *UNESCO-ACEID* in collaboration with the *ONEC*, with the *Hong Kong Institute of Education* and *Education Victoria, Australia* as sponsors. The purpose of this Conference is to undertake an indepth analysis into what reformation is required in learning, curriculum and pedagogy in all sectors of education, at all levels and in particular branches of knowledge to promote a learning, outcomes-based educational future. Such a study will involve networking and exchanging ideas on major innovations and best practices being undertaken and contemplated, especially in this region.

### E. Overseas Studies and Training

In *Thailand*, both students and government officials enjoy the good opportunity of obtaining overseas studies and training. Some of them go to study abroad at their own expense while others receive scholarships from various sources. Secondary school and university graduates with outstanding academic records are granted the King’s and government scholarships to finance their studies overseas. On the completion of the programmes, the scholarships require the grantees to serve at designated institutions for at least a certain period of time.

However, the current economic crisis has an impact on the number of students and government officials going for study and training overseas under the supervision of the *Office of the Civil Service Commission*. The number of students decreased from 5,288 in 1998 to 3,504 in 1999 or about 33.7 percent. The decrease was very high in other scholarships at 80.9 percent due to the abolition of the *Office of Education Affairs* in many foreign countries. With respect to the government officials going for study and training overseas in 1999, there was a decrease from 1998 at 2 percent (Figure 6.1).

**Figure 6.1** Number of Students under the Office of the Civil Service Commission and Government Officials Studying Abroad as of 30 June 1998 and 1999



As of 31 March 1999, there were 3,223 government scholarship students still studying abroad, of which 54.4 percent were in doctorate degree programmes, 30.1 percent were in master's degree programmes, and 14.9 percent were in undergraduate programmes. The majority of all the students (80.7 percent) were studying in the fields of science and technology (Table 6.1).

About 53.8 percent of government officials going for overseas studies in 1998 under the supervision of the *Office of the Civil Service Commission*, both at their own expenses and by receiving scholarships were in doctorate degree programmes and 39.7 percent were in master's degree programmes. The majority of them (68.1 percent) were in the fields of science and technology while the rest were in social sciences (Table 6.2).

**Table 6.1** Number and Percentage of Government Scholarship Grantees Studying Abroad as of 31 March 1999

	Total		Ph.D.		AB		Master's Degree		Bachelor's Degree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Science & Technology	2,717	84.3	1,563	89.1	18	100.0	783	80.7	353	73.4
Social Sciences	506	15.7	191	10.9	-	-	187	19.3	128	26.6
<b>Total (%)</b>	3,223 (100.0)	100.0	1,754 (54.4)	100.0	13 (0.6)	100.0	1,170 (30.1)	100.0	481 (14.9)	100.0

**Note** AB = AMERICAN BOARD

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

**Table 6.2** Number and Percentage of Government Officials Going for Study and Training Overseas as of 31 March 1999

	Total		Ph.D.		AB		PD		Master's Degree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Science & Technology	857	68.1	481	71.0	18	100.0	25	39.7	333	66.6
Social Sciences	401	31.9	196	29.0	-	-	38	60.3	167	33.4
<b>Total (%)</b>	1,258 (100.0)	100.0	677 (53.8)	100.0	18 (1.4)	100.0	63 (5.0)	100.0	500 (39.7)	100.0

**Note** AB = AMERICAN BOARD  
PD = Postgraduate Diploma

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

### **The Royal Golden Jubilee Ph. D. Programme**

In order to compensate for the decreasing number of scholarships for overseas studies as a result of the economic crisis, the *Thailand* research Fund, in cooperation with the *MUA* and the *National Science and Technology Development Agency*, has initiated the Royal Golden Jubilee Ph.D. Programme to mark the 50<sup>th</sup> anniversary of His Majesty the King's accession to the throne. The Programme aims to produce 5,000 Ph.D. graduates of international standards in the next 15 years. Grants are awarded to Ph.D. advisers with a good research record and having co-advisors or collaborators in recognized universities abroad. Support for students to gain foreign research experience is also provided. Students are required to apply for doctorate study and scholarships as research assistant to the advisers granted fellowships from the Royal Golden Jubilee Ph.D. Programme. Scholarships include salaries, research expenses, and travel costs to do part of research in co-sponsoring institutions in foreign countries. Up to 30 September 1999, 226 and 113 scholarships have been granted for the year 1998 and 1999 from a total of 262 and 210 respectively. For the year 2000, the Ph.D. advisers have approved a total of 250 fellowships.

## **F. International Schools and Programmes in Thailand**

### **1) International Schools**

An international school provides education for students without any restriction or limitation on nationality, religion and form of government. It adopts an international curriculum and media from which students from various countries can participate. English is used as the medium of instruction.

For the establishment of international schools or colleges, their policies, rules, regulations, and standards are stipulated by the *MOE* in accordance with the Cabinet's resolution. Some of the important regulations and standards are as follows:

- **Curriculum** : The applicant has to propose the curriculum for the *MOE's* consideration and approval. Thai culture and language must be a compulsory course for all levels of education.

- **Headmaster and teacher** : They have to possess the following qualifications:

**Headmaster:**

- Thai nationality with at least B.A. degree.
- At least 3 years of teaching experiences.
- Other qualifications as stipulated in the Private Schools Act of 1982 and the *MOE's* regulations.

**Teacher:**

- Thai nationality possessing the qualifications as stipulated in the *Private Schools Act of 1982* and the *MOE's* regulations.
- Exception of Thai language at Primary school Grade VI is granted for foreign teachers.

**Students :**

Foreign and Thai students are admitted. The number of Thai students must not exceed 50 percent of the total enrolment.

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)
- The International Baccalaureate (IB)

In 1998, there are 42 international schools and colleges in *Thailand* of which 24 are in Bangkok and the rest are in other provinces. The proportion of foreign and Thai student in 1997 was 60 : 40 and foreign and Thai teachers was 81: 19.

## 2) International Programmes

At present, both Thai public and private universities offer altogether 356 international programmes using English as the medium of instruction both at undergraduate and graduate levels, i.e. 122 undergraduate programmes in 70 areas of study in 24 universities; 176 master's degree programmes in 112 areas of study in 21 universities; and 58 doctoral degree programmes in 32 areas of study in 12 universities. Foreign and Thai students can take courses for credits from such programmes.

## G. Education for Thai Residents Overseas

The provision of education for Thai residents overseas has been initiated by the *Faculty of Education, Chulalongkorn University*, since 1984 in the *U.S.A.* at the Thai Temple in Los Angeles. The policy on the provision of education, religion and culture for Thai children and youth overseas was approved by the *Council of Ministers* in December 1993. The *Department of Non-Formal Education* has been authorized to organize supplementary schools and summer schools primarily in countries that are ready and have a large number of

Thai children such as the *U.S.A.*, *Australia* and *France*. In addition, officials from public agencies and state enterprises are allowed to teach in those schools. With regard to the operating budget, the *MOE* has to submit the detailed plan together with the budget expenditure to the *Council of Ministers* for approval.

In 1998, there were 8 Thai temples in the *U.S.A.* with 503 students and one in *Australia* with 91 students enrolled in non-formal education courses at primary and secondary levels. The teaching and learning process follows the Thai Language and Culture Programme for Thai Students Overseas prepared by the *Faculty of Education, Chulalongkorn University*, in cooperation with the *DNFE*. The curriculum is open and flexible, focusing on the development of language skills for students using Thai as a second language, knowledge about *Thailand* and Thai culture. Special activities are also organized according to the interests of students and important events of *Thailand*.

*Thailand* has played an active role in international cooperation and exchange in education to keep up with changes in the world community. Major activities include an inter-governmental programme, foreign loans for educational development, overseas studies and training, and regional and international conferences. In addition, international schools and colleges in *Thailand* as well as education for Thai residents overseas have been promoted.