

The **DEVELOPMENT**
of



**National Report of
Thailand**

by Ministry of
Education



Ministry of Education

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Office of the Permanent Secretary
Ministry of Education, Thailand

Introduction

The current Thai education system is based on the 1999 National Education Act and its 2002 Amendments. The Act serves as the fundamental law for the administration and provision of education and training. It identifies key issues in terms of equity, access and quality and sets clear goals which have guided almost a decade of education reform in Thailand. These goals include:

1. Expanding the provision of free basic education, both formal and non-formal, from nine to twelve years for all Thai citizens and extending compulsory education from six to nine years for all;
2. Ensuring that education meets basic learning needs, upgrades skills, and provides opportunities for self-development to improve quality of life and livelihoods;
3. Designing and introducing effective internal and external quality assurance systems for education institutions;
4. Promoting the decentralization of authority to educational service areas, local administrations and institutions;
5. Encouraging private sector involvement in educational provision by liberalizing rigid rules and regulations;
6. Introducing learner-centred pedagogies and establishing life-long learning centres;
7. Engaging with all stakeholders to ensure relevance of curriculum content for different learner groups as well as flexibility in delivery mechanisms, to better respond to the challenges of today's world;

8. Mobilizing resources at the national, district and community level and ensuring the equitable allocation of available resources;

In addition, Part 8, Section 49 of the 2007 Constitution concerning Rights and Liberties in Education protects the right of all Thai citizens, including, “*The indigent, the disabled, persons of infirmity or persons suffering a state of difficulty...*” to not less than twelve years education of quality free of charge. It also confirms, “... *such support from the State as to enable them [the groups mentioned] to receive education comparable to that received by other persons.*”

Educational Administration and Management

The merger of three separate education bodies as one single Ministry of Education took place in accordance with the 1999 National Education Act and the 2002 Bureaucratic Reform Act. The current structure of the Ministry of Education comprises five Commissions as follows:



1. **The Office of the Permanent Secretary** is responsible for compiling information used to inform the formulation of education policy and law. It coordinates the administrative and management systems and services of the Ministry, liaises between the Ministry and

other agencies and government offices, and acts as its public face, providing information on projects to institutions and education personnel. It is also tasked with accelerating professional development and ICT development. International, private and non-formal education is promoted by this office.

2. The Office of the Education Council (OEC) develops the National Scheme of Education and policies, plans and standards associated with the integration of religion, art, culture, local wisdom and sports into all levels of education. It develops strategies to help mobilize resources; conducts, coordinates and promotes research for the development of education; establishes networks at the institutional as well as policy and planning level; and provides advice on relevant laws and ministerial regulations stipulated in the National Education Act.

3. The Office of the Basic Education Commission (OBEC) is responsible for policies, plans and standards for basic education. It promotes the development of administration systems to support educational delivery; improve curricula; promote educational innovation; mobilize resources; and establish and coordinate information networks for teaching and learning. It also supervises the monitoring and evaluation of basic education provision. Currently, there are 32,262 public schools and 185 educational service areas (ESAs) nationwide under its supervision.

4. The Commission on Higher Education (CHE) is responsible for policies, plans and quality standards relevant to both

public and private higher education, as well as for monitoring and evaluating educational provision at this level. Decisions concerning the establishment, dissolution, amalgamation, discontinuity and improvement of higher education institutes and community colleges are made by the Commission. As a key priority, it promotes engagement with private sector partners to ensure relevance of learning and to support the overall development of human resources at the national level, helping to build the necessary capacities and skills among all tertiary level students.

5. The Office of the Vocational Education Commission (OVEC) is responsible for policy, planning, administration and management of all technical and vocational education and training in Thailand. At the national level it collaborates with representatives from private sector as well as other agencies on long term policy and planning, aimed at increasing institutional autonomy and standards. At the institutional level, the Commission helps to identify and strengthen the areas of excellence of the 404 colleges, now merged as 28 multi campus vocational institutes, through strategic partnerships with private sector. This leads to more multi-disciplinary and demand-driven programmes.

Educational Provision

Formal, non-formal and informal mechanisms of delivery are being used to increase access to education and expand opportunities for quality lifelong education and training for all.

Since the enactment of the Compulsory Education Act in 2003, all children, between the ages of seven and fifteen, regardless of their nationality or citizenship, must be enrolled in school and will receive six years primary and three years lower secondary education, provided by the state free of charge.

Beyond compulsory education, however, all Thai citizens are entitled to receive a complete basic education free of charge. In May 2004, basic education was extended from 12 years, covering 6 six years primary education, 3 years lower secondary, and 3 years upper secondary education, to 14 years, including a further 2 years pre-primary education and care.

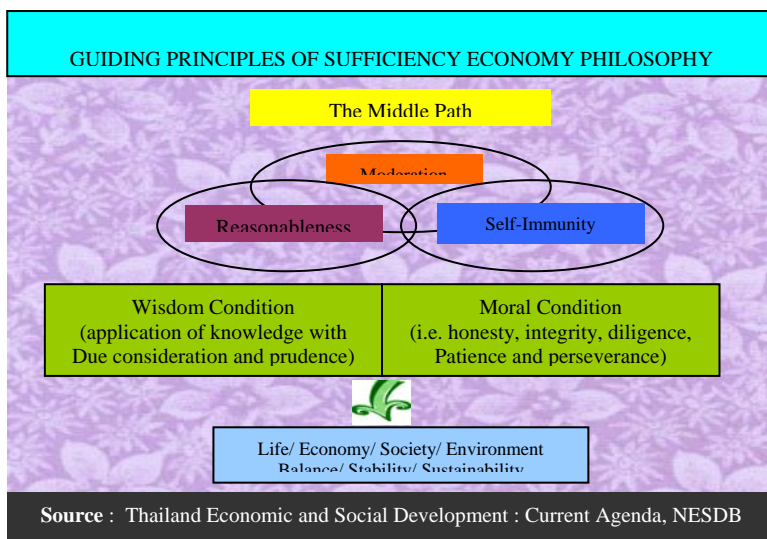
Higher Education is provided at universities, institutes, colleges (and other types of specialized institution). It is divided into two levels, namely lower-than degree level and degree level:

- Lower-than degree or diploma level - offered mainly by public and private, vocational colleges and institutes, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses is associated with vocational training and teacher education and requires two years of study.
- Degree level programmes take between two to six years of study depending on whether students have already completed a diploma course and what subject they have chosen. Most Bachelor degrees take four years though some subjects such as medicine, dentistry and veterinary science take six.

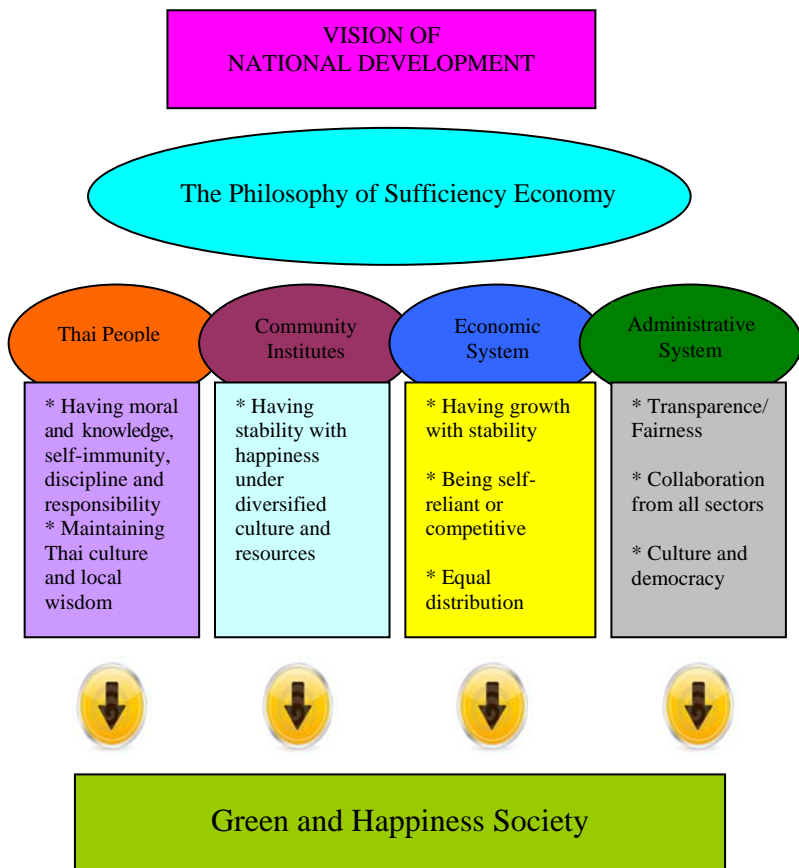
National Education Policy

Current education policy is based on the 10th National Economic and Social Development Plan (2007-2011) in which Sufficiency Economy Theory, initiated by His Majesty King Bhumibol Adulyadej, continues to provide the guiding principles for human development.

Sufficiency Economy refers to an approach to life and conduct which can be applied at every level of society, from the individual, to the family, community and even to the management and development of the nation. It has three overlapping components: moderation, wisdom and insight, and resilience or sustainability. It is through the conscious application of all three that Thailand seeks to encourage its people to follow a sustainable way of life, in harmony with existing domestic resources.



A combination of both academic and local knowledge and wisdom contributes to problem solving, ensuring the nation remains responsive to change in the globalizing world. Far from being resistant to change, it puts people at the centre of development decision-making, opening up opportunities and choices which allow them to decide what is best for them and future generations.



Source : Office of the National Economic and Social Development Board

The Government of Thailand presented its Policy Statement to the National Assembly on October 7, 2008. The seven points below refer specifically to education:

1. Invest in raising the quality of the entire educational system, to address the development of teachers, curricula, instructional media and information technology; improve the quality and knowledge of students in accordance with educational plans, available resources and surrounding factors; create a system of life-long learning for Thai people; and establish Thailand as a regional educational hub.
2. Ensure that every Thai citizen has access to no fewer than 12 years of basic education, free of charge, with attention focused on reaching the disadvantaged, the disabled and those living in difficult circumstance; increase access to further education through student loan schemes, linked to policy concerning the production of knowledgeable and capable graduates; and provide supplementary scholarships for both domestic and overseas education;
3. Adjust teacher training and development to ensure quality and high moral standards among teachers, while guaranteeing teachers appropriate remuneration and welfare for a good quality of life; develop and modernize curricula and instructional media in line with global changes; promote studies in Thai language and history to instill a sense of Thainess; expand the role of creative learning systems through organizations such as the Office of Knowledge Management and Development, the development of a modern

library system, and the establishment of new learning environments including knowledge parks, a National Discovery Museum Institute, the Thailand Creative and Design Centre, a centre for the development of sports, music and arts, and a centre for the treatment and development of autistic persons, children with attention deficit disorder and other disadvantaged individuals.

4. Promote the intensive use of information technology to enhance learning efficiency; ensure access to the necessary infrastructure, technologies and software to complement learning; give particular attention to the development of foreign language learning.
5. Develop the quality and standard of higher education institutions to guarantee a high level of academic and professional services, to achieve excellence in research and innovation, and produce and develop a workforce that corresponds to structural changes within the manufacturing and services sector; accelerate the development of high quality workforce with clear career paths to enhance the country's competitiveness in various sectors such as petrochemicals, software, food, textiles, health, tourism and logistics management; provide occupational and professional competence certification; and continue the expansion of the role of the Fix It Centre at the community level.
6. Promote and adjust regulations to support the decentralization of educational administration and management to district education offices and academic institutions; encourage the involvement of

private sector in educational management; build the capacity of local administrations to prepare them for the transfer of responsibility and to ensure the required quality standards are met.

7. Coordinate all aspects of educational management through the different stages of the planning cycle, including identification, planning, supervision, monitoring and evaluation, making effective use of evaluation outcomes to review and adjust existing strategies, and to develop appropriate, new strategies.

Inclusive Education in Thailand

The 1999 National Education Act and the 2007 Constitution reaffirm education as a basic human right of all Thai citizens. The challenge of making education inclusive is being approached from two directions. The first supports the integration of previously marginalized or vulnerable groups; and the second promotes peaceful co-existence by cultivating appreciation and respect for cultural diversity.

1. Integration of the Disadvantaged

With regard to integration, efforts now concentrate on those who remain excluded: attention is focused on the disadvantaged and those living in difficult circumstances. Emphasis is given to inter-agency collaboration as well as the forging of closer links with local bodies and communities. Strengthening these relationships enhances our ability to identify and locate children who are not in school and provide a wide range of support services.

Among the many particularly vulnerable and marginalized groups, the Government of Thailand includes: children forced to enter the labour market; child sex workers; abandoned children; children in observation and protection centres; street children; children affected by HIV/AIDS; children from minority groups; physically abused children; children living in poverty; and children affected by narcotic drug use.

In its 2002 – 2006 Plan for Protection of Children in Specially Difficult Circumstances (CEDC), the National Youth Bureau expanded on the categories of such children as follows:

1. Abandoned and neglected children such as street children, child beggars, orphans, and slum children.
2. Children physically or sexually abused such as children who have been assaulted, child prostitutes, sexually violated children, and children involved in child labour.
3. Children exhibiting undesirable behaviors such as children drug users, children pregnant out of wedlock or before an appropriate age, young offenders, those in remand homes, and those socializing in brothels and night spots.
4. Children with physical/mental/emotional/intellectual and learning deficiencies.
5. Socially deprived/poor children such as children without schooling, migrant children of construction workers, children of unemployed labourers, children from ethnic minority groups, children of those living in absolute poverty, and those without Thai nationality, birth registration certificates or household registration certificates.
6. HIV/AIDS affected children including those infected with HIV/AIDS, and those orphaned by parents with HIV/AIDS.

It is expected that by the year 2011, all disadvantaged children will have equitable access to educational services of quality on a continuous basis. To achieve this goal, the Office of the Education Council has identified five policy issues to respond to the needs of specific groups to enable them to access education according to their specific needs as follows:

Policy Issue 1 - All disadvantaged children are entitled to equitable and universal access to educational services. Such education will be offered through a variety of suitable models, bearing in mind the principles of child rights and human rights and dignity.

Policy Issue 2 - Quality education will be provided to disadvantaged children with an emphasis on learning methods appropriate to their ways of life, with desirable balance regarding knowledge morality, ethics and life skills, and of comparable standard and quality of the normal education system.

Policy Issue 3 - Promotion and support for the allocation of educational resources and other essentials that serve the real needs of each type of disadvantaged children to attain the objectives.

Policy Issue 4 - Organizing an administrative system for effective and efficient delivery of educational services for disadvantaged children.

Policy Issue 5 - Creating and strengthening educational networks for disadvantaged children for their effectiveness and readiness in providing efficient and timely services to the children.

Complementing the efforts of the Ministry of Education, Her Royal Highness Princess Maha Chakri Sirindhorn, in her work with the Royal Projects, has developed the Fourth Development Plan for Children and Youth Living in Remote Areas (2007-2016). The plan focuses on six inter-related objectives: to promote nutrition and health, especially among women and children; to increase educational opportunities for all; to develop the academic potential of individuals; to provide relevant skills and training with a focus on agriculture and food production; to increase environmental awareness regarding the use and conservation of natural resources; and to preserve culture through the integration of traditions and local wisdom. To date a total 711 schools are involved in the project.

2. Promoting Peaceful Co-existence

For its relevance to all and across all types and levels of education, cultivating an appreciation and understanding of cultural diversity is very much a part of Thailand's definition of what constitutes a quality education. This goes hand in hand with the promotion of the Education for All goals, Sufficiency Economy Theory and education for sustainable development (ESD), morals and values education, peace education, human rights education, education for international understanding (EIU) and a variety of exchange initiatives such as study visits, youth camps and participation in international youth fora.



Source: Office of Her Royal Highness Princess Maha Chakri Sirindhorn

Engagement in the kind of activities listed helps cultivate the basic principles of inclusion in young people. It promotes a sense of social responsibility and leadership; encourages young people to become active participants in development processes and to explore, develop, and express their own values and opinions; enhances understanding through dialogue and teamwork towards a climate of peace; and promotes a greater understanding of human rights and dignity.

Sample Projects Showing Range of Initiatives

1. Schools for the Disadvantaged

In addition to a number of government agencies such as the Ministry of Education, the Border Patrol Police Bureau and the Department of Social Development and Public Welfare, various international, national and community-based non-government organizations and foundations have an important role to play in the provision of education for those who are socially and/or culturally disadvantaged. Special attention has been given to those living in poverty and thus vulnerable to the various forms of abuse and risks previously identified. Two types of schools have made a significant contribution here.

1. **Welfare Schools** offer education for disadvantaged students who are deprived of the opportunity to attend regular schools. Free education, food, clothing, equipment, textbooks and other necessities are provided, and accommodation in most cases. Special vocational training relevant to future employment in the locality of a particular school is usually included.



Source: Office of Her Royal Highness Princess Maha Chakri Sirindhorn

2. **Border Patrol Police Schools** have been established under the supervision of the Border Patrol Police Bureau, Royal Thai Police, who



Source: Office of Border Patrol Police Bureau

are responsible for maintaining security along the country's borders. It is not uncommon that children living in these more remote areas have had little opportunity to attend

school. In response to this problem, the Border Patrol Police Bureau has set up 714 schools in these areas. The schools also act as learning centres for non-formal education, targeting those who missed out on formal schooling. Ultimately, this type of school will be transferred to

the Ministry of Education on the condition that there are permanent school buildings, a sufficient number of students and a better quality of life of people in the nearby area. To date only 473 schools have been transferred and a further 52 schools have been closed.

2. Special Education for Students with Disabilities

The Bureau of Special Education Administration, Office of the Basic Education Commission is the main agency responsible for education provision for children with disabilities. Nine different types of disability have been recognized as follows:

1. hearing impairments
2. mental impairments
3. visual impairments
4. physical impairments or health-related impairments
5. learning disabilities (LD)
6. autism
7. emotional and behavioral disorders
8. speech and language disorders
9. multiple disabilities

Wherever possible, children with disabilities are being integrated into mainstream education institutions in what are known as inclusive schools. It is recognized, however, that some children require special schools and services.

Inclusive Schools

The Office of the Basic Education Commission launched its inclusive education pilot scheme in 2004 starting with 390 schools all over the country. The aim was to develop local schools to become effective integrated education schools. These schools are assisted by special schools and centres in terms of teacher training and materials and guided in their management systems. Education coupons are provided to assist towards the technology and special services needed, with each student with a disability entitled to a coupon of minimum baht 2,000 (US\$55) per year. In 2005, the project was expanded to 2,000 regular schools with 33,330 students and again to 2,700 schools with 50,000 students in 2007. The number is expected to reach 5,000 schools with 125,000 students or 35.13% of students with disabilities in 2008.

Special Schools

In addition to inclusive schools for the disabled, the Government of Thailand also provides education in special schools. There are currently 43 special schools, classified into four types, namely: Special Schools for those with Mental Impairments; Special Schools for those with Hearing Impairments; Special Schools for those with Visual Impairments; and Special Schools for those with Physical Impairments. In practice, however, children with all types of disabilities will be accepted in these schools. Special schools are essential for students with disabilities who also need accommodation.

3. Lifelong Learning for Inclusion

The Office of Non-formal and Informal Education (ONIE) is the major body providing non-formal and informal education for those with limited opportunity to access formal schooling. In accordance with the 2008 Promotion of Non-formal and Informal Education Act, promulgated on March 4, 2008, this Office promotes strategies and mechanisms for the development and promotion of non-formal and informal education in terms of lifelong education and learning for the public.



Priority is given to: street children; the imprisoned; the workforce (15 - 59 years old); the disabled; in-service officers; farmers; the elderly/ aged; Thai hill tribes; local leaders; slum dwellers; Thai-Muslims; religious practitioners; overseas Thais; compulsory education graduates who are not able to continue further education; and school-aged people who have not received any formal education.

Projects implemented to support the needs and widen the choices for these special target groups include:

1. Project for Promotion of Quality of Life of the Disabled through Non-formal Education comprising development of appropriate model of management, curriculum and learning materials, learning process in line with the sufficiency economy philosophy.

2. Personnel Development Project for providing Non-formal Education for the Street Children and the Elderly with more Appropriateness and Effectiveness
3. Project for Quality of Life Improvement of the Women at Risk through Non-formal and Informal Education

4. Scholarships and Loan Schemes

The One District One Scholarship (ODOS) project was established in 2004 to increase educational opportunity for young students from low income families

to continue their studies either in Thailand or overseas. The first 926 scholarships were awarded in 2004, and a further 926 in 2006. Initially financed by the Government Lottery Office,



budget responsibility now lies with the Thai government. As of November 2008, about 1000 students chose to study in 17 countries overseas and around 400 students chose to study in Thailand.

Overseas Scholarships for Students in the South of Thailand (OSSIST) are managed by the Ministry of Education and supported by the Ministry of Foreign Affairs and dependent on available budget. Successful candidates, who must be Thai Muslims from the south of Thailand, receive support to continue undergraduate

studies (diploma, Bachelors degree level) or undertake post graduate studies (Masters and PhD).

The **Income Contingent Loan (ICL)** scheme, operating under the slogan “anybody can go to university”, is a financial lifeline which has been offered to students since 2006. The ICL, unlike the Student Loan Fund (SLF), is open to **all** new students at the undergraduate level, and not - like the SFL - reserved for students from families where income does not exceed 150,000 baht/year. While those with higher incomes can apply they may/may not be granted a loan. Loan repayments are automatically deducted in installments once the borrower’s monthly pay slip reaches 16,000 Baht.

5. ICT and E-Learning for Students in Remote Areas

The Ministry of Education has recently launched a new, interactive, 4 year, e-learning project called “MOE Channel”, which will benefit 3,000 schools nationwide by 2011. MOE Channel is a two-way satellite programme, focusing on 3 subject areas - mathematics, science and English for primary (grade 4-6) and secondary (grade 7-10) schools. The project will be introduced in 4 phases. Phase 1 will involve teachers from 3 secondary schools in Bangkok and teachers and students (grade 9) in 12 secondary schools in remote locations; phase 2 will see the project expanded to 280 schools (grade 8-9); phase 3 will



include 1,200 primary schools (grade 4-6); and phase 4 – 1,300 schools (grade 4-6 & grade 7-10) The project was designed, amongst other things, to address knowledge gap between students living in rural and urban areas and a lack of teachers, especially in mathematics and science.

6. Bi-Lingual Education

The Project on Mother Tongue/Bilingual Literacy Programmes for Minority Communities was set up in Omkoi district, Chiang Mai in the north of Thailand. The target group was Karen hilltribe peoples from different villages in the district. A bilingual approach was adopted to develop curricula and literacy materials and promote literacy among the Karen people to facilitate their full participation in society.

In the south of Thailand, the Ministry of Education selected twelve schools to join a pilot project which was launched in 2005. The project aims to develop Thai- Malayu bilingual education in order to promote the systematic learning and use of Thai language among children and youth in the three southern border provinces. It is seen as a means to preserve the language, and identify culture of those who communicate in Malayu, while at the same time building a sense of Thainess in order to reduce tensions on divisive political issues and foster stability and unity.

7. Integration of Sufficiency Economy

In March 2007, a seminar entitled “*Development of Education Administrators in Accordance with His Majesty’s Sufficiency Economy Philosophy*” was held in Bangkok. The seminar was intended to push the translation of this philosophy into practice. So far about 80 schools have joined a pilot project to do just that. Between 2008 and 2009 the project will be expanded to cover 800 schools in all provinces and from 2010-2011 to cover all schools nationwide.

At the higher education level, emphasis is given to the role and obligation of universities as social institutions. Emphasis is placed on their responsibility to create and disseminate knowledge and information so as to bring benefits to society as a whole, while protecting the principles of freedom, justice and human dignity. Universities are expected to engage with local communities, recognizing and using local knowledge and capacities both to identify problems and find sustainable solutions - sustainable because there is a sense of ownership at the community level.

8. School Twinning Network



Launched in 1994, the school twinning network aims to inculcate values of love, caring and sharing as well as respect for human dignity and rights among school children and their teachers. Practices within the network comprise: regular visits to schools in remote areas; the

exchange and sharing of knowledge, experience and resources. The network began with 12 schools under the UNESCO ASPNet project which formed linkages with 22 rural schools in Nan province. In 2008, the network has been expanded to cover 65 ASPNet schools and 119 schools in rural areas.

9. Youth Camps

Sport for All – This event took place in Surat Thani province and brought together approximately 800 able and disabled students from all over Thailand to compete in selected sports. The aim of this 3 day camp was to cultivate an appreciation of difference and better understanding of individual needs for peaceful co-existence.



Art for All – This event, which has been in two consecutive years from 2007, took place in Surat Thani province. It included



around 250 able and disabled children from the southern provinces on each occasion. The goal was to build friendships and enhance understanding between participants of different ability.

10. Child-Friendly Schools (CFS) Project

The Child-Friendly Schools Project was first introduced to Thailand in 1997 as a means of translating the Convention on the Rights of the Child (CRC) into school management and classroom practice. The framework used in the projects includes five dimensions namely inclusiveness; effectiveness; (relevance and quality); health, safety and protection; gender-friendliness; and involvement of students, families and communities. Currently, there are 395 schools nationwide. Approximately 70% are small schools, located in rural areas in the north and northeast of Thailand where there are a large number of students from economically disadvantaged families. The CFS Project promotes a shared responsibility for education adopting a participatory approach to educational planning and implementation.



Conclusion

There is a growing realization regarding the importance of education in ensuring more balanced and sustainable socio-economic development in the region. Accordingly, the Thai Government continues to prioritize investment in education in terms of budget allocation. The total educational budget for the fiscal year 2008, for example, reached almost 4 billion baht, or 21.68% of the national budget.

Our major challenge is how best to direct the available financial resources to the different sectors and levels to ensure equitable access to educational resources. Research continues to have a key role in the decision-making process and guides us in the development and implementation of projects which can help us meet the six EFA goals.

It is vital that while promoting quality improvements in educational provision we do not compromise what has already been achieved in terms of increasing access. The statistics included in this report show that participation of previously unreached groups, through formal and informal mechanisms, has increased. In terms of quality improvements, the sample projects indicate that attention has also been given to designing more relevant and meaningful curricula content. This has improved retention rates.

Through a strong emphasis on participation, partnerships and cooperation, education in Thailand is gradually becoming much more of a shared responsibility. Today, parents, guardians, caregivers, education administrators, teachers, community leaders and employers, as well as other relevant government agencies are joining forces. Together we are developing strategies which can better prepare our young people; create safer and more stimulating learning environments; and provide opportunities for learning which are both relevant to and benefit all members of society.

Table 1 Summary, Number of Students in Formal School Systems by Jurisdiction and Level of Education: Academic Year 2007

Jurisdiction	Grand Total	Pre-elementary Education	Elementary Education	Lower Secondary Education	Upper Secondary Education		Certificate & Diploma Programs		Under-graduate Degree	Graduate Diploma	Master Degree	Higher Graduate Diploma	Doctorate Degree
					General Education Type	Vocational Education/ Other Types	Vocational Education & Certificate Programs	Diploma Programs					
Grand Total	14,482,194	1,758,573	5,564,624	2,782,834	1,166,942	778,987	377,714	26,590	1,808,315	18,215	182,357	764	16,279
Ministry of Education	13,538,982	1,595,655	5,021,329	2,623,476	1,137,626	768,361	376,684	23,302	1,774,934	18,215	182,357	764	16,279
1. Office of the Permanent Secretary (Office of the Private Education Commission ')	2,419,013	526,485	1,001,969	344,932	128,755	279,042	137,830	-	-	-	-	-	-
2. Office of the Basic Education Commission	8,334,128	1,061,596	4,004,326	2,265,371	997,237	5,598	-	-	-	-	-	-	-
3. Office of Vocational Education Commission	689,252	-	-	-	-	477,767	210,866	-	619	-	-	-	-
4. Office of the Higher Education Commission	2,095,873	7,574	15,034	13,173	10,918	5,954	27,988	23,302	1,774,315	18,215	182,357	764	16,279
5. Mahidol Wittayanusorn School	716	-	-	-	716	-	-	-	-	-	-	-	-
Other Organizations	943,212	162,918	543,295	159,358	29,316	10,626	1,030	3,288	33,381	-	-	-	-
6. Ministry of Interior Department of Local Administration : Bureau of Local Educational Cooperation and Development	464,295	94,841	266,825	88,045	13,342	1,101	141	-	-	-	-	-	-
7. Ministry of Social Development and Human Security : Department of Social Development and Welfare	478	144	260	74	-	-	-	-	-	-	-	-	-
8. Bangkok Metropolitan Administration :	342,520	60,947	255,315	24,282	1,011	-	-	-	965	-	-	-	-
8.1 Department of Education	341,555	60,947	255,315	24,282	1,011	-	-	-	-	-	-	-	-
8.2 Department of Medical Services	965	-	-	-	-	-	-	-	965	-	-	-	-

Jurisdiction	Grand Total	Pre-elementary Education	Elementary Education	Lower Secondary Education	Upper Secondary Education		Certificate & Diploma Programs		Under-graduate Degree	Graduate Diploma	Master Degree	Higher Graduate Diploma	Doctorate Degree
					General Education Type	Vocational Education/ Other Types	Vocational Education & Certificate Programs	Diploma Programs					
9. Ministry of Public Health : Office of the Permanent Secretary : Praborommarajchanok Institute	19,546	-	-	-	-	-	50	3,248	16,248	-	-	-	-
10. Ministry of Transport	2,785	-	-	-	-	-	456	-	2,329	-	-	-	-
10.1 The Merchant Marine Training Centre	977	-	-	-	-	-	-	-	977	-	-	-	-
10.2 The Civil Aviation Training Centre	1,808	-	-	-	-	-	456	-	1,352	-	-	-	-
11. Ministry of Defence	7,762	-	-	71	-	5,105	181	40	2,365	-	-	-	-
12. Ministry of Culture	10,573	-	-	3,937	-	4,420	202	-	2,014	-	-	-	-
13. Ministry of Tourism and Sports :	12,490	-	12	2,191	1,789	-	-	-	8,498	-	-	-	-
14. The Bureau of National Buddhism :	53,083	-	-	40,129	12,954	-	-	-	-	-	-	-	-
15. Organizations Under the Prime Minister : Royal Thai Police :	29,680	6,986	20,883	629	220	-	-	-	962	-	-	-	-
15.1 Border Patrol Police General Headquarters	28,718	6,986	20,883	629	220	-	-	-	-	-	-	-	-
15.2 Police Cadet Academy	962	-	-	-	-	-	-	-	962	-	-	-	-

Table 2 Number of Students in the Formal School System in Public and Private Institutions by Grade and Level of Education : Academic Year 2004 - 2007

Grade/Level of Education	Academic Year 2004		Academic Year 2005		Academic Year 2006		Academic Year 2007		
	Public	Private	Public	Private	Public	Private	Public	Private	
Grand Total	11,942,105	2,456,672	11,895,929	2,547,847	11,976,464	2,645,849	11,779,416	2,702,778	
Total Pre-elementary Education	1,322,423	502,309	1,292,776	513,506	1,253,485	518,513	1,232,088	526,485	
Kindergarten 1 (3-yr. Course for Private Schools)	34,985	161,894	34,723	154,963	34,632	151,265	39,500	154,178	
Kindergarten 2 (3-yr. Course for Private Schools)	635,404	176,476	621,217	184,721	594,295	185,627	592,281	191,446	
Kindergarten 1 (2-yr. Course for Public Schools)									
Kindergarten 3 (3-yr. Course for Private Schools)	640,737	163,939	622,822	173,822	613,381	181,621	589,397	180,861	
Kindergarten 2 (2-yr. Course for Public Schools)									
Pre-primary	11,297	-	14,014	-	11,177	-	10,910	-	
Total Level 1-2/ Elementary Education	5,022,174	944,352	4,870,487	973,025	4,705,810	990,662	4,562,655	1,001,969	
Level 1	Grade 1	813,999	173,147	736,343	160,539	719,173	166,826	710,990	170,221
	Grade 2	846,385	173,232	791,962	171,465	713,605	156,464	697,031	162,587
	Grade 3	845,680	162,497	839,662	175,312	788,483	171,050	712,123	156,247
Level 2	Grade 4	832,104	151,681	838,923	166,117	831,119	175,400	784,801	170,618
	Grade 5	844,759	143,525	827,423	154,556	833,882	166,205	828,878	175,519
	Grade 6	839,247	140,270	836,174	145,036	819,548	154,717	828,832	166,777

Total Level 3-4 / Secondary Education		3,794,168	607,653	3,848,814	679,948	3,928,739	722,341	3,976,034	752,729
Total Level 3 / Lower Secondary Education		2,391,428	281,004	2,447,627	313,589	2,454,861	327,220	2,437,902	344,932
Level 3	Grade 7	856,863	108,365	840,274	115,030	839,779	118,242	835,087	124,886
	Grade 8	807,122	93,661	830,543	105,568	819,069	109,227	818,531	114,466
	Grade 9	727,443	78,978	776,810	92,991	796,013	99,751	784,284	105,580
Total Level 4 / Upper Secondary Education		1,402,740	326,649	1,401,187	366,359	1,473,878	395,121	1,538,132	407,797
Level 4	Grade 10	503,660	144,387	550,138	150,905	577,188	166,891	598,680	170,625
	Grade 11	468,622	104,804	449,592	117,129	473,348	122,106	497,928	127,065
	Grade 12	430,458	77,458	401,457	98,325	423,342	106,124	441,524	110,107
Total Higher Education		1,803,340	402,358	1,883,852	381,368	2,088,430	414,333	2,008,639	421,595
Total Undergraduate Degree and Below		1,654,801	389,005	1,721,167	364,862	1,902,592	396,112	1,813,640	398,979
Higher Ed. 1st yr.		554,252	156,976	568,282	136,679	594,485	171,151	561,640	159,089
Higher Ed. 2nd yr.-Higher Ed. 4th. Yr.		1,100,549	232,029	1,152,885	228,183	1,308,107	224,961	1,252,000	239,890
Total Graduate Degree		148,539	13,353	162,685	16,506	185,838	18,221	194,999	22,616
Graduate Diploma		9,376	-	6,096	310	7,114	1,034	16,834	1,381
Master Degree		131,095	13,157	145,745	15,624	164,712	16,333	162,522	19,835
Higher Graduate Diploma				900	-	907	-	659	105
Doctorate Degree		8,068	196	9,944	572	13,105	854	14,984	1,295

Table 3 Students in the Formal School System as a Percentage of School-age Population by Grade and Level of Education: Academic Year 2003-2007

Grade/Level of Education		Age	Students as a Percentage of School-age Population				
			2003	2004	2005	2006	2007
Grand Total		3-21	75.75	81.64	82.84	84.69	84.61
Total Pre-elementary Education		3-5	65.00	74.44	74.95	75.02	73.77
Kindergarten 1 (3-yr. Course for Private Schools)		3	20.19	25.02	24.14	23.75	23.96
Kindergarten 2 (3-yr. Course for Private Schools)		4	81.82	97.51	102.10	98.98	99.82
Kindergarten 1 (2-yr. Course for Public Schools)							
Kindergarten 3 (3-yr. Course for Private Schools)		5	92.05	96.74	95.41	100.46	97.49
Kindergarten 2 (2-yr. Course for Public Schools)							
Pre-primary		5	1.29	1.36	1.68	1.41	1.38
Total Level 1-2/Elementary Education		6-11	104.49	104.24	104.17	103.47	104.51
Level 1	Grade 1	6	109.54	110.66	107.61	105.92	111.09
	Grade 2	7	106.65	105.50	107.83	104.20	102.57
	Grade 3	8	103.92	102.07	104.88	107.25	103.85
Level 2	Grade 4	9	103.26	100.71	101.61	103.87	106.66
	Grade 5	10	102.11	104.41	100.38	100.95	103.58
	Grade 6	11	101.50	102.68	103.54	99.45	100.42

Total Level 3-4/Secondary Education		12-17	71.75	78.60	79.96	81.32	81.74
Total Level 3/Lower Secondary Education		12-14	84.01	92.47	95.45	96.67	96.37
Level 3	Grade 7	12	90.93	99.50	100.01	100.95	97.88
	Grade 8	13	82.71	93.29	96.38	97.05	98.22
	Grade 9	14	78.28	84.49	90.00	92.12	92.98
Total Level 4/Upper Secondary Education		15-17	58.73	63.82	63.80	65.77	67.16
Level 4	Grade 10	15	65.80	70.75	73.34	76.88	79.04
	Grade 11	16	55.92	63.88	61.82	62.25	64.56
	Grade 12	17	54.40	56.66	55.66	57.73	57.69
Total Higher Education		18-21	48.56	57.11	60.38	68.05	67.06
Higher Ed. 1st yr.		18	62.43	76.70	78.67	85.29	78.62
Higher Ed. 2nd yr.-Higher Ed. 4th. Yr.		19-21	40.17	45.41	48.36	55.14	55.11

Source 1. Statistics of population: 2003 are from the statistics of population by age estimated from the population of Thailand Office of the Education Council.
2. Statistics of population: 2004 - 2007 are from the statistics of population by age, Bureau of Registration Administration, Department of Local Administration

Table 4 Summary, Number of Students in Formal and Non-formal School Systems by Level of Education: Academic Year 2007

<i>Level of Education</i>	<i>Number of Students</i>		
	<i>Total</i>	<i>Formal School System</i>	<i>Non- formal School System</i>
Total	17,280,256	14,482,194	2,798,062
Pre-elementary Education	2,580,895	1,758,573	822,322
Elementary Education	5,925,523	5,564,624	360,899
Secondary Education	6,343,604	4,728,763	1,614,841
- Lower Secondary Education	3,502,614	2,782,834	719,780
- Upper Secondary Education	2,840,990	1,945,929	895,061
Higher Education *	2,430,234	2,430,234	-
- Undergraduate Degree and Below	2,212,619	2,212,619	-
- Graduate Degree	217,615	217,615	
* Higher Education level in formal System included Sukhothai Thamathirath Open University			149,161 students
- Undergraduate Degree			142,974 students
- Graduate Degree or higher			6,187 students

Table 5 Summary, Number of Students in Formal and Non-formal School Systems by Jurisdiction and Level of Education: Academic Year 2007

Jurisdiction	Grand Total	Pre-elementary Education	Elementary Education	Lower Secondary Education	Upper Secondary Education		Certificate & Diploma Programs		Under-graduate Degree	Graduate Diploma	Master Degree	Higher Graduate Diploma	Doctorate Degree
					General Education Type	Vocational Education/ Other Types	Vocational Education & Certificate Programs	Diploma Programs					
Grand Total	17,280,256	2,580,895	5,925,523	3,502,614	2,049,067	791,923	377,714	26,590	1,808,315	18,215	182,357	764	16,279
Ministry of Education	16,337,044	2,417,977	5,382,228	3,343,256	2,019,751	781,297	376,684	23,302	1,774,934	18,215	182,357	764	16,279
Office of the Non-formal Education Commission	2,798,062	822,322	360,899	719,780	882,125	12,936	-	-	-	-	-	-	-

Table 6 Drop-out Rates at Primary-Upper Secondary Levels under the Office of Basic Education Commission : Academic Year 2006

Grade	Enrollment in Initial Academic Year 2006	No. of Drop - outs	% Drop-out Rate
Total	7,421,684	110,881	1.49
Grade 1	633,852	6,413	1.01
Grade 2	629,515	5,488	0.87
Grade 3	693,913	5,619	0.81
Grade 4	733,653	5,754	0.78
Grade 5	735,332	6,378	0.87
Grade 6	724,765	6,806	0.94
Total of Primary Ed.	4,151,030	36,458	0.88
Grade 7	784,750	13,774	1.76
Grade 8	769,509	18,158	2.36
Grade 9	753,090	20,069	2.66
Total of Lower Secondary Ed.	2,307,349	52,001	2.25
Grade 10	356,324	10,833	3.04
Grade 11	318,913	6,917	2.17
Grade 12	288,068	4,672	1.62
Total of Upper Secondary Ed.	963,305	22,422	2.33

Source of Data : Educational Statistics of the Office of Basic Education Commission : Academic Year 2007

Table 7 Number of Learning and Child Care/Development Centers and Percentage of Students at Pre-elementary Level in Non-formal School System by Jurisdiction: Academic Year 2007

Jurisdiction	Number		
	Learning and Child Care/Development Centers	Students	Percentage
Grand Total	17,917	822,322	100
1. Ministry of Interior : Department of Local Administration	17,821	819,842	99.70
2. Ministry of Social Development and Human Security	81	1,981	0.24
2.1 Bureau of Anti-Trafficking in Women and Children	6	138	0.02
2.2 Bureau of Social Development	75	1,843	0.22
3. Organizations Under the Prime Minister	15	499	0.06
Royal Thai Police :			
3.1 Border Patrol	15	499	0.06
Police General Headquarters			

Table 8 Number of Disadvantaged Students in Inclusive and Welfare Schools, Classified by Type and Gender (Academic Years 2005-2006)

Type of Disadvantage Students	2005					2006				
	Inclusive Schools			Welfare Schools	Total	Inclusive Schools			Welfare Schools	Total
	Male	Female	Total	Male		Female	Total			
1. Children forced to enter the labour market	232	184	416	-	416	377	383	760	2	762
2. Children who are sex workers	101	253	354	165	519	233	302	535	134	669
3. Deserted Children/ Orphans	33,719	29,905	63,624	5,677	69,301	26,343	23,340	49,683	6,073	55,756
4. Children in Observation and Protection Centres	487	275	762	97	859	415	360	775		775
5. Street Children	994	678	1,672	79	1,751	900	588	1,488	73	1,561
6. Children affected by HIV/AIDS	11,502	10,880	22,382	530	22,912	9,223	8,421	17,644	135	17,779
7. Children of the Minorities	27,351	25,511	52,862	5,037	57,899	25,137	24,047	49,184	4,542	53,726
8. Physically-abused Children	1,395	1,759	3,154	57	3,211	929	814	1,743	48	1,791
9. Impoverished Children	1,333,353	1,279,358	2,612,711	27,980	2,640,691	1,484,791	1,421,898	2,906,689	27,813	2,934,502
10. Children affected by narcotic drugs	9,427	4,822	14,249	111	14,360	8,947	4,861	13,808	382	14,190
11. Others	11,312	9,840	21,152	925	22,077	16,656	16,376	33,032	1,093	34,125
Total	1,429,873	1,363,465	2,793,338	40,658	2,833,996	1,573,951	1,501,390	3,075,341	40,295	3,115,636

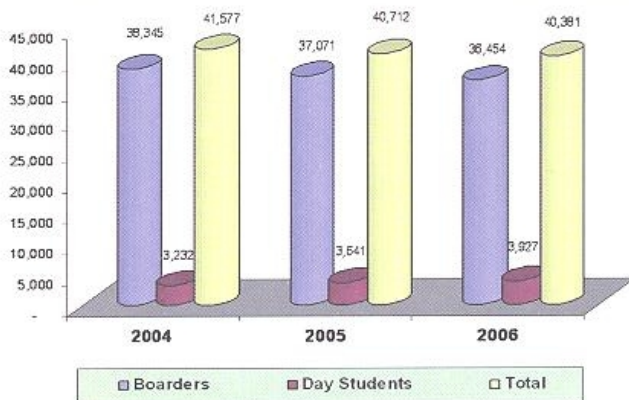
Source: Educational Research and Development Bureau, OEC and Office of the Basic Education Commission

Table 9 Number of Students with Disabilities in Inclusive and Special Schools, Classified by Type and Level of Education (Academic Years 2005-2006)

Type of Students with Disabilities and Academic Years	Inclusive Schools					Special Schools (2)	Total (3) = (1)+(2)
	Pre-primary	Primary	Lower Secondary	Upper Secondary	Total (1)		
1. Visually-impaired							
● AY 2005	891	8,906	5,594	2,799	18,170	272	18,442
● AY 2006	846	8,452	5,370	3,153	17,821	281	18,102
2. Hearing-impaired							
● AY 2005	786	5,676	2,611	1,029	10,102	6,416	16,518
● AY 2006	712	5,138	2,563	1,063	9,476	6,348	15,824
3. Mentally-impaired							
● AY 2005	2,689	25,373	4,553	475	33,090	5,307	38,397
● AY 2006	2,367	22,845	4,943	662	30,817	5,558	36,375
4. Physically/health-impaired							
● AY 2005	2,578	12,410	4,895	1,419	21,302	325	21,627
● AY 2006	2,550	11,932	4,832	1,387	20,701	254	20,955
5. Learning-disabled							
● AY 2005	5,450	89,524	17,042	1,449	113,465	14	113,479
● AY 2006	4,503	83,360	16,898	1,191	105,952	14	105,966
6. Verbally-impaired							
● AY 2005	2,777	7,828	2,258	383	13,246	3	13,249
● AY 2006	2,339	7,266	2,107	405	12,117	3	12,120
7. Autistic							
● AY 2005	859	3,140	348	68	4,415	451	4,866
● AY 2006	759	2,995	406	61	4,221	513	4,734
8. Behaviourally/emotionally disordered							
● AY 2005	1,983	7,257	3,282	692	13,214	5	13,219
● AY 2006	1,487	6,104	3,212	871	11,674	3	11,677
9. Multiple disabled							
● AY 2005	1,491	8,895	976	113	11,475	199	11,674
● AY 2006	1,263	7,846	1,183	140	10,432	312	10,744
Total : AY 2005	19,504	169,009	41,559	8,407	238,479	12,992	251,471
Total : AY 2006	16,826	155,938	41,514	8,933	223,211	13,286	236,497

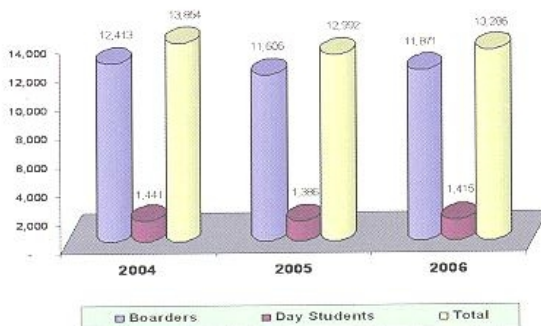
Source: Educational Research and Development Bureau, OEC and Office of the Basic Education Commission

Chart 1 **Number of Disadvantaged Students in Welfare Schools**
(Academic Years 2004-2006)



Source: Office of the Basic Education Commission

Chart 2 **Number of Students with Disabilities in Special**
Schools (Academic Years 2004-2006)



Source: Office of the Basic Education Commission

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