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Secondary Education Regional Information Base:
Country Profile

Thailand

UNESCO Bangkok

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Acknowledgement

Reader's Guide

The following symbols are used in the Statistical Tables:

…   No data available

na   Not applicable

*   National estimation

**   UIS estimation

-         Magnitude nil or negligible

+n   Data refers to the school or financial year (or period) after the reference year (or period)

-n   Data refers to the school or financial year (or period) before the reference year (or period)

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Education Database (http://www.uis.unesco.org) on January 30, 2008. Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation, is available from the UIS Glossary of Education Indicators.

Levels of education in UIS statistics are defined according to the International Standard Classification of Education (ISCED97).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

Abbreviations

ADB	Asian Development Bank
BMA	Bangkok Metropolitan Administration
EFA	Education for All
ESA	Education Service Area
GER	Gross Enrolment Ratio
GPA	Great Point Average
GPI	Gender Parity Index
IBE	International Bureau for Education
LAO	Local Administration Organization
MOE	Ministry of Education
MOI	Ministry of Interior
NESDB	National Economic and Social Development Board
NIDTEP	National Institute for Development of Teachers and Educational Personnel
OBEC	Office of the Basic Education Commission
OEC	Office of the Education Council
OHEC	Office of the Higher Education Commission
ONEC	Office of the National Education Commission
OPEC	Office of the Private Education Commission
OVEC	Office of the Vocational Education Commission
PTR	Pupil-teacher Ratio
RTG	Royal Thai Government
THB	Thai Baht (currency)
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
TVQI	Thai Vocational Qualification Institute
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNPD	United National Population Division
USD	United States Dollar (currency)
VQ	Vocational Qualification

Thailand

1 Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration
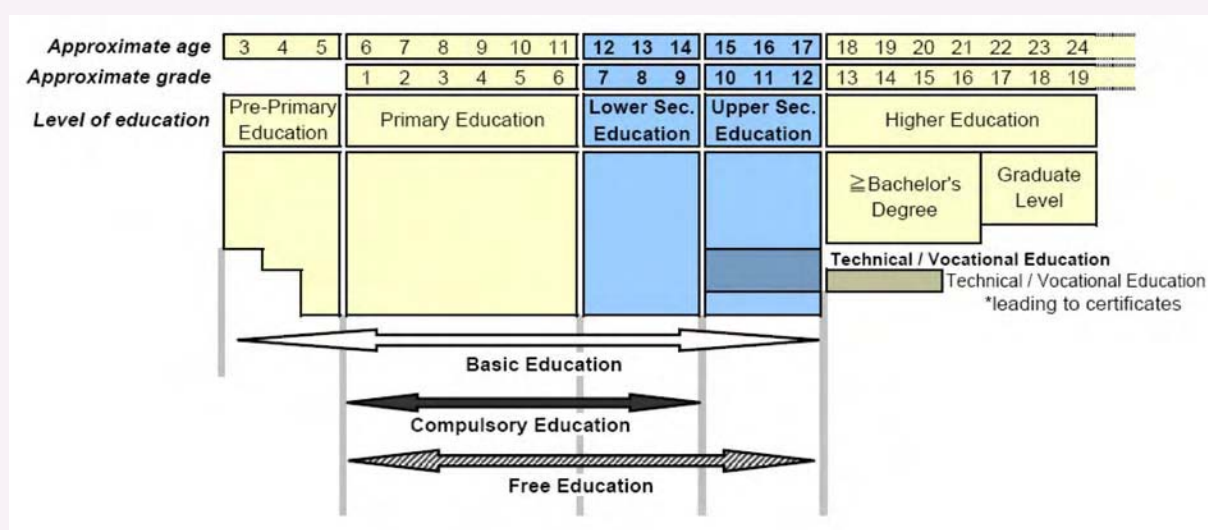
1.2 Size of Schooling Sector

Table 1. School-aged Population, 2006

	School-aged population	Ave. Annual Growth Rate, 2001-2006
Primary	5,417,467	-0.95%
Secondary	5,801,980	-1.04%
Lower secondary	2,825,850	-1.30%
Upper secondary	2,976,130	-0.79%

Source: UNESCO Institute for Statistics. 2008a.

Table 2. Enrolment, 2006

	Enrolment	Ave. Annual Growth Rate, 2001-2006
Primary	5,843,512	-0.89%
Secondary	4,530,029	2.19%
Lower secondary	2,761,219	3.01%
Upper secondary	1,768,810	0.96%

Source: UNESCO Institute for Statistics. 2008a.

Table 3. Number of Teaching Staff (full and part-time), 2006

	Number of teaching staff	Ave. Annual Growth Rate, 2001-2006
Primary	319,916[**]	0.27%
Secondary	208,812[**]	4.18%
Lower secondary	126,037[**]	5.11%
Upper secondary	82,775[**]	2.84%

Source: UNESCO Institute for Statistics. 2008a.

Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

Figure 2. Change in Number of Enrolment, 1980-2005
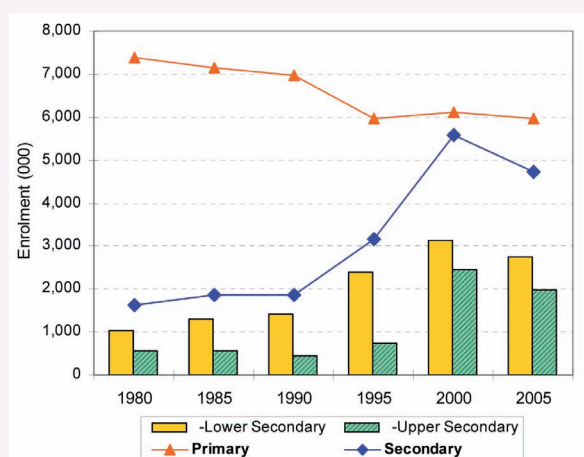
Source: UNESCO Institute for Statistics. 2008a.

Figure 3. Change in Number of Teaching Staff, 1980-2005
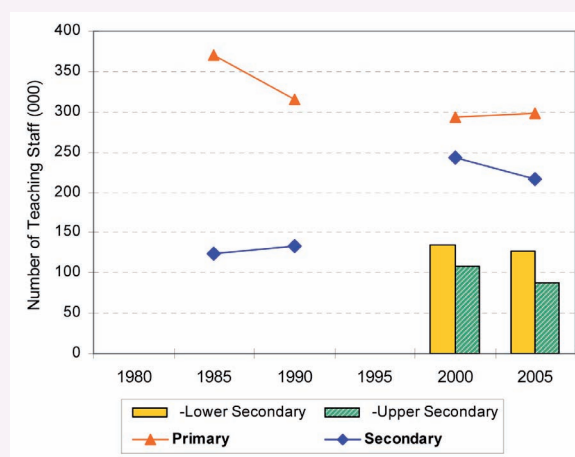
Source: UNESCO Institute for Statistics. 2008a.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2005
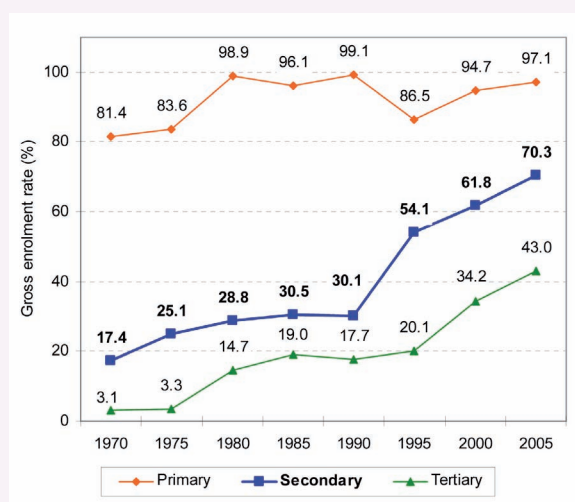
Source: UNESCO Institute for Statistics. 2008a.

Table 4. GER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	78.1%	74.8%	81.5%	1.09
Lower secondary	97.7%	95.9%	99.6%	1.04
Upper secondary	59.4%	54.6%	64.5%	1.18

Source: UNESCO Institute for Statistics. 2008a.

Table 5. NER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	71.0%	67.5%	74.7%	1.11

Source: UNESCO Institute for Statistics. 2008a.

1.4 Geographical Distribution of Access

Figure 5. GER by Regions, 2005
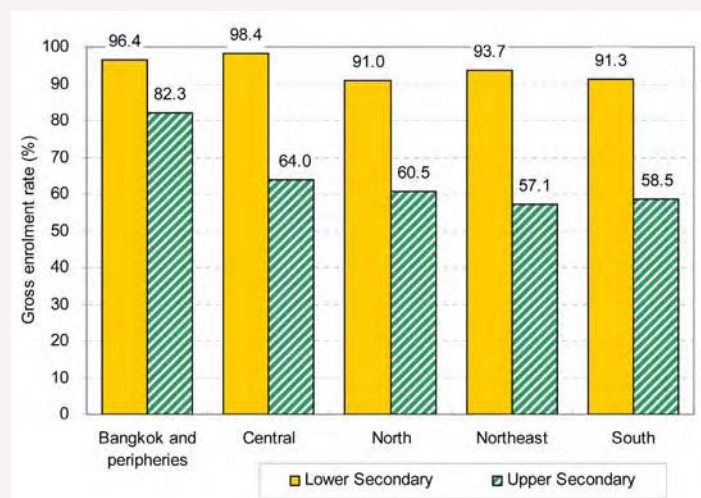
Source: C. Punyasavatsut.

Table 6. GER by Geographical Areas and Sex, 2005

	Lower Secondary			Upper Secondary		
	Male	Female	GPI	Male	Female	GPI
Bangkok and peripheries	95.3%	97.7%	1.03	76.7%	87.9%	1.15
Central	97.9%	98.9%	1.01	59.7%	68.7%	1.15
North	90.4%	91.6%	1.01	57.1%	64.2%	1.12
Northeast	92.6%	94.9%	1.02	51.3%	63.3%	1.24
South	81.7%	95.1%	1.16	50.5%	66.8%	1.32

Note: Gender Parity Index (GPI) was calculated by UNESCO Bangkok.
Source: C. Punyasavatsut.

1.5 Student Progression

Table 7. Progression Indicators, 2005

Gross Primary Graduation Ratio[1]	99.28%[-1]
Transition rate from Primary to Secondary (General)[1]	98.24%
Gross Enrolment Ratio in Total Secondary[2]	78.1%[+1]
Percentage of Repeaters in Total Secondary	na
Upper Secondary Gross Graduation Ratio (General)[2]	42.9%
Upper Secondary Gross Graduation Ratio (TVE) [2]	13.8%

Source: [1] Office of the Permanent Secretary. 2005. [2] UNESCO Institute for Statistics. 2008a.

1.6 PTR and Average Class Size

Table 8. Pupil-teacher Ratio, 2006

Lower secondary	21.9
Upper secondary	21.4

Source: UNESCO Institute for Statistics. 2008a.

Table 9. Average Class Size, 2005

Lower secondary	33.78
Upper secondary	46.13

Source: Office of the Permanent Secretary. 2005

2 Institutional Context of Secondary Education

2.1 Education System

According to the National Education Act of 1999, formal education is divided into two levels: basic and higher education. Basic education in Thailand refers to six years of primary education (G1-6), three years of lower secondary (G7-9) and three years of upper secondary education (G10-12). The upper secondary system is further divided into two parallel tracks: general or academic, and vocational.

The National Education Act also stipulates that the compulsory education is nine years, extended by three years from the previous structure, including lower secondary education, and that it should be provided free of charge. Although the Act was issued in 1999, the actual implementation of free provision started only in 2002 for the lower secondary level. While the Constitution of 1997 provides that Thai people have an equal right to receive quality, free basic education for at least twelve years, the last three years of upper secondary education are currently only covered via government subsidy on a per-student basis.

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 1.)

2.2 Legislative Framework and Key Policy Documents

The Constitution of the Kingdom of Thailand (1997)

The Constitution of the Kingdom of Thailand, approved in October 1997, provides guidelines for the country's educational development. The Constitution stipulates the following in regard to the provision of education: (a) the equal right of every person to receive twelve years of quality, free basic education; (b) each person's duty and right to receive education and training; (c) efficient utilization of resources and conservation of local wisdom; (d) emphasis on the private sector's role in supporting educational development; and (e) the right of local organizations to participate in the provision of education.

The National Education Act (1999; amended in 2002)

In order to meet requirements stipulated in the Constitution of Thailand, the National Education Act was created in August 1999 to serve as the fundamental law for the administration and provision of education and training. The Act includes nine chapters, which prescribe (i) objectives and principles, (ii) educational rights and duties, (iii) educational system, (iv) national education guidelines, (v) educational administration and management, (vi) educational standards and quality assurance, (vii) teachers, faculty, staff and educational personnel, (viii) resources and investment for education, and (ix) technologies for education.

The Act contains a number of important features. First, it stipulates the Thai people's fundamental right to receive quality, free basic education for at least twelve years. Second, it sets the foundation for a more creative, questioning approach to studying, which is different from traditional Thai educational norms such as lecturing and rote learning. Third, it sets out to decentralize finance and administration, giving individual teachers and institutions more freedom in curricula and resource mobilization, which in turn increases accountability and ensures that funds are targeted in the right areas.

The National Education Plan 2002-2016 (2002)

The National Education Plan focuses on the integration of education into all aspects of people's lives. It emphasizes human-centered development and an integrated/holistic scheme of education, religion, art and culture in order to increase quality of life. The plan serves as a framework for formulating the development and operational plans pertaining to basic education, vocational education, higher education, religion, art and culture. More specifically, it aims to: (a) lead to a knowledge-based economy and society, (b) promote continuous learning, and (c) involve all segments of society in designing and decision-making concerning public activities. It is also expected that the plan will empower Thai people so that they will be enabled to adjust to world trends and events while maintaining their Thai identity and developing desirable characteristics such as virtue, competency, happiness and self-reliance.

Although the National Education Plan does not specifically mention secondary education, the following targets stated in the plan are of some relevance to the sub-sector: (a) all students receive a nine-year compulsory education, (b) all Thai people receive opportunities and access to twelve-year basic education, (c) the supply of vocational education graduates with various qualities meets labour market demand to fuel economic development, and (d) various forms of access to higher education are prepared for those who have received twelve years of education.

The National Education for All Plan of Action for Thailand 2002-2016 (2002)

The EFA Plan conforms to the timeframe for the National Education Plan 2002-2016. Policy directions related to the development of secondary education are defined as "equal rights and opportunities of nine-year compulsory education and twelve-year basic education."[1]

The operational goals, which are divided into two phases for secondary education, are to promote the transition of all Grade 6 and 9 graduates to lower and upper secondary levels (Phase 1: 2002-2006), and to ensure the access of all school-aged children to twelve years of basic education (Phase 1: 2007-2016).

The Ministry of Education Four-Year Action Plan 2005-2008 (2005)

The MOE Four-Year Action Plan 2005-2008 provides the vision, mission and strategic targets in education. This plan was developed in such a way that it corresponds to key issues that were declared in the Government Four-Year Action Plan of the same period. Education targets in the plan are: (a) attainment by 50% of the labour force of at least lower secondary education; (b) an average total schooling of 9.5 years among the Thai population; and (c) availability of caravans to all villages in order to ensure access to schooling.

2.3 Administrative Structure

Responsibility for educational management in Thailand is under the mandate of two main ministries: the Ministry of Education (MOE) and the Ministry of the Interior (MOI). According to amendments made to the National Education Act in 2002, MOE is responsible for promoting and overseeing all levels and types of education; formulation of education policies, plans and standards; mobilization of resources for education; promotion and co-ordination in religious affairs, arts, culture and sports in relation to education; as well as the monitoring, inspection and evaluation of educational provision.

At the central level, the administration and management of general secondary education (both lower and upper secondary) is under the responsibility of the Office of the Basic Education Commission (OBEC) of MOE. Meanwhile, the Office of the Vocational Education Commission (OVEC) oversees the management of technical and vocational education at the upper secondary level as well as at the post-secondary education. At the decentralized level, the Education Service Areas (ESAs) have been established under the OBEC in response to the decentralization of authority for educational administration as stipulated in the National Education Act of 1999. The country is currently divided into 175 ESAs in 76 provinces, with 172 areas in the provinces and the remaining three in Bangkok, the capital city of Thailand.

In accordance with the National Education Act, the Local Administration Organizations (LAOs) can also provide education at any or all levels of education according to their readiness, suitability and local area needs. The Local Education Administration office under the Department of Local Administration Organization, MOI, is entrusted with the tasks of administering and managing primary and secondary education in the municipalities, whereas the Bangkok Metropolitan Administration (BMA) carries this responsibility for the Bangkok metropolitan area. Both entities function under MOI's supervision and with the Ministry's financial support. The MOE, however, is responsible for prescribing the criteria and procedures for assessing the readiness of the LAOs to provide education services. It also coordinates with the LAOs to promote their capacity in line with the policies and standards required, and advises them on educational budgetary allocations.

At the moment, the LAOs play a minor role in providing secondary education, but are expected to become bigger players as the decentralization policy takes effect in the near future.

(Please also see *7. Recent Reforms* for the bureaucratic reform that took effect in 2003.)

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1   MOE. 2002. *The National Education for All Plan of Action for Thailand (2002-2016)*, p. 14.

Figure 6. Educational Administration and Management Structure
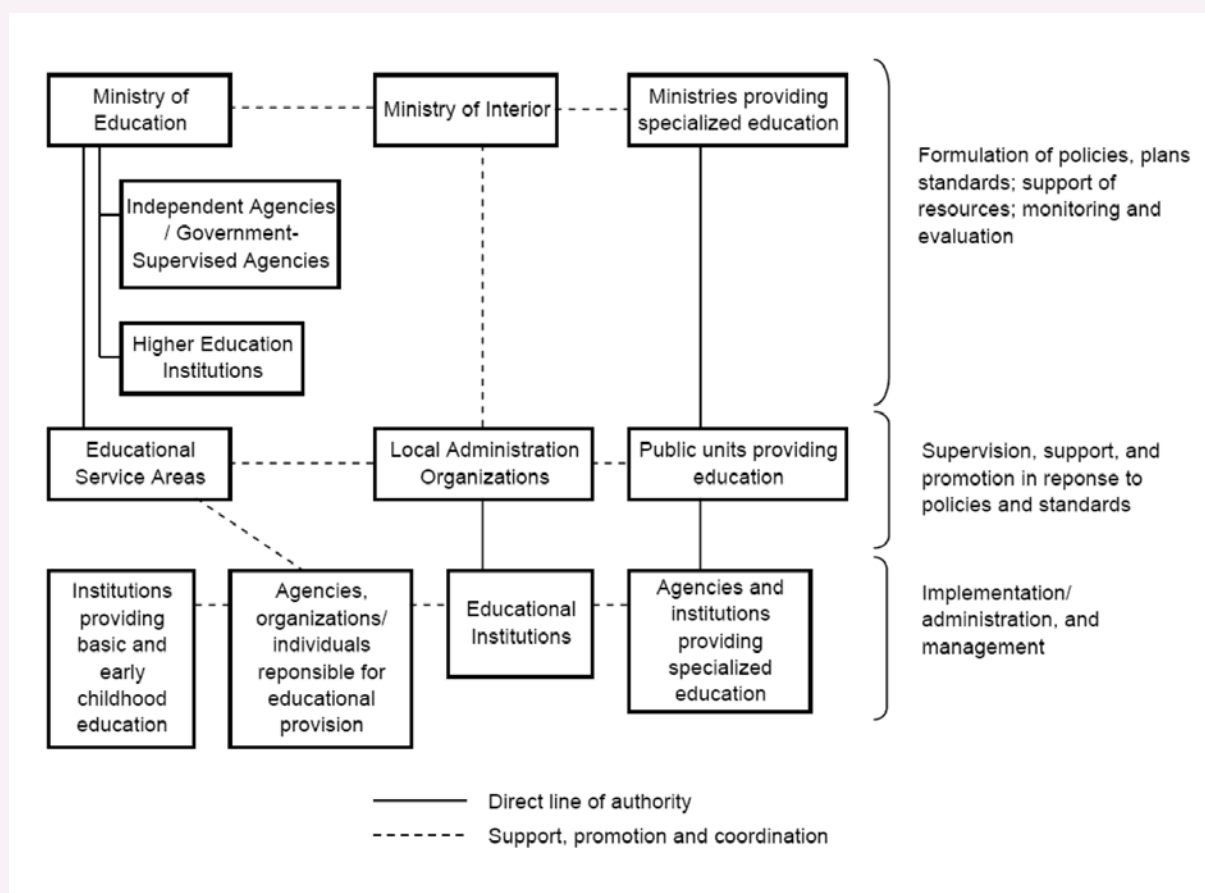
The following table lists government offices/departments responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Office of the Basic Education Commission (OBEC), MOE
TVE at secondary level	Office of the Vocational Education Commission (OVEC), MOE
Private education	Office of the Private Education Commission (OPEC), MOE
Personnel management	Commission for Teachers and Educational Personnel, MOE; Teachers' Council of Thailand; Office of the Welfare Promotion Commission for Teachers and Educational Personnel
Personnel development	National Institute for Development of Teachers and Educational Personnel (NIDTEP), MOE
Learning assessment/examination	Office for National Education Standards and Quality Assessment
Curriculum development and research	Office of the Education Council (OEC), MOE; Office of the Basic Education Commission (OBEC), MOE
Textbooks, learning & teaching materials	Bureau of Technology for Teaching and Learning, OBEC, MOE; Bureau of Innovative Development in Education, OBEC, MOE
Planning	National Economic and Social Development Board (NESDB); Office of Education Commission (OEC), MOE
Budgeting	The Bureau of the Budget, Office of the Prime Minister; Ministry of Finance; Bureau of Policy and Planning, OBEC, MOE
EMIS	Office of Permanent Secretary, MOE; Office of the Education Council, MOE

Figure 7. MOE's Organizational Chart

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                        Ministry of Education
                               │
         ┌─────────────────────┼─────────────────────┐
   Committee for Monitoring                    Public Organizations (below)
      and Evaluation
         │
   Committee for Monitoring
      and Evaluation
```

Office of the Permanent Secreatry	Office of the Education Council	Office of the Basic Education Commission	Office of the Higher Education Commission	Office of the Vocational Education Commisson
Bureau of General Administration	Bureau of General Administration	Bureau of General Administration	Bureau of General Administration	Bureau of General Administration
Bureau of Policy and Strategy	Bureau of Education Policy and Planning	Bureau of Policy and Planning	Bureau of Policy and Planning	Bureau of Policy and Planning
Bureau of International Cooperation	Bureau of Education Standards and Learning Achivement	Bureau of Academic Affairs and Educational Standards	Bureau of International Cooperation Strategy	Bureau of Cooperation
Bureau of Legal Affairs	Bureau of Education Administration Evaluation	Bureau of Monitoring and Evaluation	Bureau of Standards and Evaluation	Bureau of Vocational Education Standards and Qualification
Office of the Teacher Civil Service and Education Personnel Commission	Bureau of Educational Law Development	Bureau of Technology for Teaching and Learning	Bureau of Cooperation and Promotion	Bureau of Teachers and Personnel Competency Development
Office of Private Education Commission	Bureau of Educational Resource and Development	Bureau of Special Education	Bureau of Student Development	Bureau of Monitoring and Evaluation
Office of the Non-Formal Education Commission		Bureau of Personal Administration Development and Legal Affairs	Bureau of Personnel Administration and Development	Bureau of Research and Development
National Institute for Development of Teachers, Faculty Staffs and Education Personnel		Bureau of Finance	Bureau of Community College Administration	
Office of Bureaucratic Supervision and Evaluation		Bureau for Innovative Development in Education	Bureau of Central Education Testing	
Office of Student Activity Development and Specialized Activities		Bureau of Educational Testing		
Bureau of Scout Movement, Red Cross Youth and Student Affairs				
Bureau of Information Communication Technology				
Bureau of Management System Development				

Public organizations:
    Office for National Education Standards and Quality Assessment
    Mahidol Wittayanusorn School
    National Institute of Educational Testing Service
    International Institute for Trade and Development
    National Institute of Technologies for Education
Organizations under the Ministry's Jurisdiction:
    Teachers' Council of Thailand
    Office of the Welfare Promotion Commission for Teachers and Educational Personnel
    Institute for the Promotion of Teaching Science and Technology
    Language Institute
    Universities/ Autonomous higher education institutions.

2.4 Financing

The central government budget constitutes the biggest funding source for education. Although local government generates some portion of the funds through tax revenues, it still relies on central resources and subsidies that are transferred on a per-student basis. Provision of education by the private sector plays a relatively important role at the secondary level, and there has been no change observed in terms of its share of total enrolments in recent years. Although private funding is believed to be an important source for education, it has never been reported officially.

Fiscal year is October 1 – September 30.
School year is May 16 – March 31.

Table 10. Public Expenditure on Education, 2005

As % of GDP	4.23%
As % of total govt. expenditure	24.99%
Per pupil as % of GDP per capita	
Primary education	14.07%
Secondary education	15.52%
Tertiary education	23.01%

Source: UNESCO Institute for Statistics. 2008a.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure, 2000 and 2004
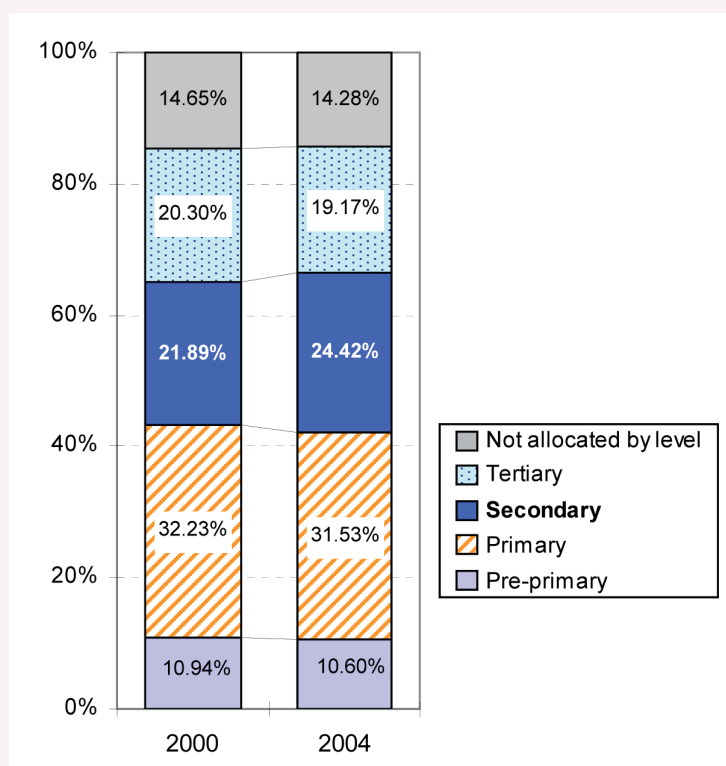
Source: UNESCO Institute for Statistics. 2008a.

Figure 9. Resource Allocation by Nature of Spending as % of Total Education Expenditure, 2006

Source: Office of the Permanent Secretary. 2006.

3 General Secondary Education (GSE)

3.1 Types of Schools

There are several different types of secondary schools in Thailand. Except for a minor portion of institutions that specifically offer lower or upper secondary education such as those under the OBEC of MOE and one special-focused school, most institutions offer lower and upper secondary education in combination or, in a large number of cases, primary and lower secondary education together within the same institutions. The latter type o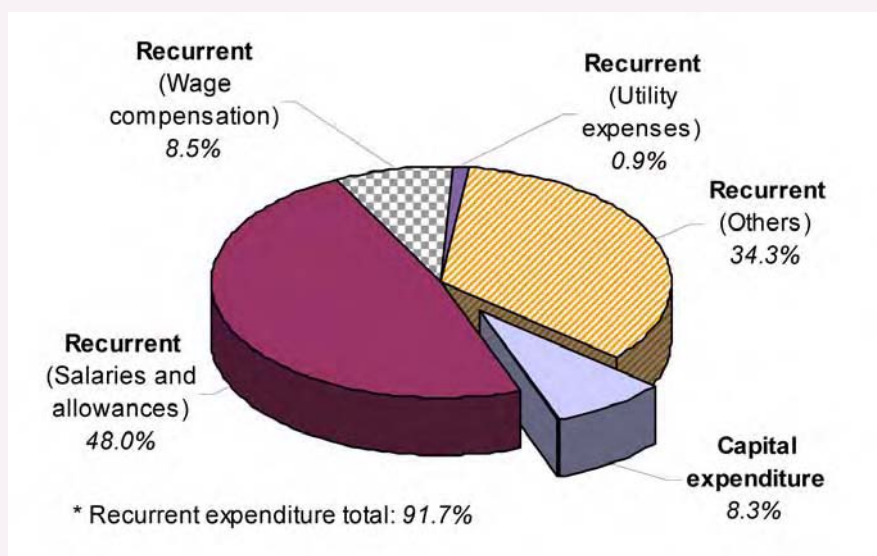f school is often called an "extended primary school," and accounts for the largest share in terms of number of institutions.

Although the MOE's OBEC is currently the main actor in the provision of education at the secondary level, as noted earlier, it is expected that the LAOs (under the coordination of MOI) will extend its share of responsibility as the decentralization policy take effects in the near future.

(See also *2.3 Administrative Structure* for details.)

Table 11. Types of Secondary Schools and Administrative Authority

	Grade							Administrative authority
	≤ 6	7	8	9	10	11	12	
Combined PE + LS	■	■	■	■				Office of the Basic Education Commission, MOE
	■	■	■	■				Office of the Private Education Commission, MOE
	■	■	■	■				Bangkok Metropolitan Administration
	■	■	■	■				Ministry of Interior (MOI)
Combined PE + LS + US	■	■	■	■	■	■	■	Office of the Basic Education Commission, MOE
	■	■	■	■	■	■	■	Office of the Private Education Commission, MOE
	■	■	■	■	■	■	■	Bangkok Metropolitan Administration
	■	■	■	■	■	■	■	Ministry of Interior (MOI)
Lower secondary schools		■	■	■				Office of the Basic Education Commission, MOE
Combined LS + US		■	■	■	■	■	■	Office of the Basic Education Commission, MOE
Upper secondary schools					■	■	■	Office of the Basic Education Commission, MOE
Demonstration schools	■	■	■	■				Office of the Higher Education Commission, MOE
	■	■	■	■	■	■	■	Office of the Higher Education Commission, MOE
Special-focused school					■	■	■	Public organization under the direct supervision of MOE

Table 12. Number of Institutions and Enrolment by Type, 2006

	Administrative Authority	Number of Institutions	Enrolment			
			Lower Sec. (G7-9)		Upper Sec. (G10-12)	
Combined PE + LS		7,037				
Combined PE + LS + US		97				
Lower secondary schools	OBEC, MOE	24	2,311,668	85.2%	930,368	88.6%
Combined LS + US		2,548				
Upper secondary schools		9				
Combined PE + LS	OPEC, MOE	550	313,171	11.5%	106,780	10.2%
Combined PE + LS + US		372				
Combined PE + LS	BMA	429	19,739	0.7%	565	0.1%
Combined PE + LS + US		3				
Combined PE + LS	MOI	261	58,790	2.2%	2,530	0.2%
Combined PE + LS + US		20				
Demonstration school (PE + LS)	OHEC, MOE	1	11,370	0.4%	9,238	0.9%
Demonstration school (PE + LS + US)		20				
Special-focused school	MOE	1	0	0%	704	0.1%

Source: Office of the Permanent Secretary. 2005.

3.2 Admission Requirements

In principle, general public lower secondary schools admit all applicants who have successfully completed primary education. However, in some cases where the number of applicants exceeds school capacity, admission is decided by lotteries. In other cases, such as popular public lower secondary schools with high demand, admission is granted based on the rationing system, where half of the entrants are decided by the school boards and the other half based on the results of the entrance examination. Of the latter half, applicants are admitted based on the place of residency. For example, while schools in Bangkok can admit applicants from all over the country, those outside Bangkok must secure 10% of the admission capacity for the students residing in that particular province. Each year, the OBEC and school boards decide whether a school should use the rationing system based on the number of applicants relative to each school's capacity.

As for general upper secondary education, successful completion of lower secondary schooling is the minimum requirement to be admitted into schools. Some schools require students to take the entrance examination, especially for high-demand public schools or schools located in municipal areas. In some cases, school boards individually set special conditions to admit students.

3.3 Tuition

Secondary education in Thailand, both lower and upper levels, is provided free of charge by law. However, schools are given authority to mobilize resources through school board decisions.

Support Programmes

The Royal Thai Government (RTG) provides general subsidies for the disadvantaged to attend primary and lower secondary schools. "Disadvantaged" is defined as having familial annual income of less than THB 40,000 (equivalent of US$ 1,222). They receive subsidies through schools in the form of textbooks, clothes, lunch costs, and commuting expenses.

3.4 Curriculum

Curriculum development and research falls under the responsibility of the Office of the Education Council (OEC) and OBEC of MOE for basic education, including at the secondary level. The current 2001 Basic Education Curriculum has been developed in line with the decentralization policy, and allows flexibility for local schools to select and teach subjects that are appropriate to their local communities, as well as to integrate local wisdom into the learning process.

The curriculum for the lower secondary level aims to create student awareness of their potential and skills; to develop basic skills for higher learning and life pursuits; and to create balance in knowledge, capabilities, morality, and accountability to society. As for the upper secondary level, it aims to expand general knowledge and specific skills, especially about science and technology; to stimulate creative thinking and the ability to pursue further education; to able students to begin their own careers; and to create leadership and service-oriented minds.

Table 13. Statutory Learning Hours and Teaching Weeks per Year, and Teaching Hours per Week

	Minimum compulsory learning hours per year	Teaching weeks per year	Teaching hours per week
Lower secondary	1,000-1,200 hours	…	18 hours
Upper secondary	1,200 hours	…	18 hours

Source: MOE.

*A more comprehensive and detailed description of the curriculum is available from the "*World Data on Education*" database by IBE. (Visit the country specific webpage at:* Education System in Thailand, 2003*).*

3.5 Student Assessment and Promotion

Annual Promotion

Each school evaluates its own students by administering an examination for every course taken, for which the school authority sets its own standard. However, for internal control, schools are grouped into clusters for purposes of examination-standard setting.

The MOE policy does not set forth any system of repetition in its basic education provision.

Table 14. Percent of Repeaters by Grade and Sex

	Lower Secondary			Upper Secondary		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	na	na	na	na	na	na
Male	na	na	na	na	na	na
Female	na	na	na	na	na	na

Source: UNESCO Institute for Statistics. 2008a.

Graduation

According to criteria set by the MOE and stipulated in the 2001 Basic Education Curriculum, students are required to fulfill the following conditions in order to graduate from lower and upper secondary schools: (1) one must pass the school evaluation of all eight learning subjects; (2) one must pass the necessary reading, thinking, analytical thinking, and writing criteria; (3) one must possess the desirable skills as identified by individual schools; and (4) one must attend classes and pass the appropriate school tests.

Admission to Higher Education

As for access to higher education, the National Institute of Educational Testing Service (NIETS), an independent public agency under the supervision of the MOE, introduced a new national examination system in 2006 in accordance with the 2001 Basic Education Curriculum. There are two types of examinations, namely, the Ordinary National Educational Test (O-NET) and the Advanced National Educational Test (A-NET). Student assessment is conducted based on the students' performance (GPAX or accumulated GPA), O-NET, and A-NET for university admission. The test results are not used to assess a student's eligibility for graduation. Five subjects are featured in the O-NET: mathematics, science, English, Thai, and social studies. Authorities are deliberating about including more subjects in the 2008 O-NET, but the decision is not yet finalized.

Since the academic year 2001, students at the end of lower secondary education (Grade 9) have been obliged to take national tests administered by the OBEC. For the first few years, however, the coverage in terms of number of schools was limited due to the budget shortages. Responsibility for these tests was later transferred from OBEC to NIETS, and NIETS plans to introduce O-NET for lower secondary schools during academic year 2008 if the budget is approved.

Table 15. Transition Rate of Lower Secondary Graduates to Upper Secondary, 2004

Upper secondary education (general)	48.1%
Upper secondary education (vocational)	39.1%

Source: Office of the Permanent Secretary. 2005.

Table 16. Transition Rate of Upper Secondary Graduates to Higher Education, 2004

Diploma or associate degree	34.4%
Bachelor degree	27.2%

Source: Office of the Permanent Secretary. 2005.

4 Private Education

According to the National Education Act of 1999, private educational institutions can provide education at all levels and of all types. The State is responsible for overseeing the educational administration and management of private institutions, as well as for monitoring the quality and standards of the education provided. The Office of the Private Education Commission (OPEC) at MOE is given authority to supervise and subsidize private institutions.

In terms of funds, all private schools receive government subsidies on a per student basis with the exception of a small number of fully-independent, private schools such as international schools. In addition, private schools receive partial subsidies for salaries of their teachers from the Government, while all the capital costs are covered by the institutions themselves. Although the tuition ceiling is determined by MOE, private schools can also request a raise in the ceiling by getting an approval from the cabinet.

Non-public schools are required to comply with the 2001 National Basic Education Curriculum as well as with teacher recruitment policy. All non-public school teachers must possess a teaching license, just as those teaching in public institutions, from the Teacher Council of Thailand. However, the recruitment system can vary among non-public institutions.

Table 17. Percent of Enrolment in Private Institutions, 2001 and 2006

	2001			2006		
	All	General	TVE	All	General	TVE
Secondary education	9.10%	5.49%	29.11%	15.00%	10.97%	36.89%
Lower secondary	6.24%	6.24%	na	11.34%	11.34%	na
Upper secondary	12.76%	4.01%	29.11%	20.71%	10.02%	36.89%

Note: The percents were calculated by UNESCO Bangkok on the basis of UIS Statistics.
Source: UNESCO Institute for Statistics. 2008a.

5 Secondary Level Technical and Vocational Education

Formal technical and vocational education and training is conducted at three levels: (a) upper secondary, leading to the lower certificate of vocational education; (b) post-secondary, leading to a diploma in technical education; and (c) university level, leading to a degree. In regard to the TVE at the secondary level, the Ministry of Education Strategic Action Plan 2005-2008 sets an enrolment target of 50-50% between general and vocational streams by 2008.

In terms of programmes, there are two types of TVE offered at upper secondary level: 1) special vocational education and 2) technical and vocational education and training (TVET). Special vocational education includes Sports Schools, under the supervision of the Ministry of Tourism and Sports; and Dramatic Arts and Fine Arts Colleges, under the supervision of the Ministry of Culture. As for TVET, the Office of the Vocational Education Commission (OVEC) and Office of Private Education Commission (OPEC) assumes responsibility for the arrangement and supervision of institutions. Eight major fields of study are available for TVET programmes: trade and industry, agriculture, home economics, fisheries, business and tourism, arts and crafts, textiles, and commerce. In addition, vocational subjects are also available as major or minor fields of study, or as electives for secondary students participating in the general stream of the Cooperative Study Training Programme.

As a move towards lifelong learning and the creation of a learning society, the system of credit transfer and recognition between different types of educational qualifications and institutions is in place in accordance with a ministerial rule. The implementation of the ministerial rule is based on two principles. The first principle identifies what can be transferred according to the proportion, fields, subjects and learning units. The second principle uses discretions of the committee to consider documents, evidence, and various achievements (such as tests, interview) that can be used for transferring of learning outcomes. Under this system, learners can transfer their learning outcomes, skills and experience that have been gained from formal, non-formal and informal education (including apprenticeship and on-the-job training) into a part of a particular curriculum at the level of basic education as well as in higher education at the associate degree level. The system also allows students to shift programmes between general and TVE streams of education.

The Thai Government recently approved a proposal of the Federation of Thai Industries to establish the Thai Vocational Qualification Institute (TVQI) for the development of the Vocational Qualification (VQ). Please see *7. Recent Reforms* for details.

Table 18. Percent of Enrolment in TVE Programmes, 2000-2006

	2000	2001	2002	2003	2004	2005	2006
Secondary education	…	15.3%	14.3%**	14.3%**	14.5%	15.1%	15.5%
Lower secondary	na	na	na	na	na	na	na
Upper secondary	…	34.9%	34.8%**	34.8%**	36.3%	38.5%	39.8%

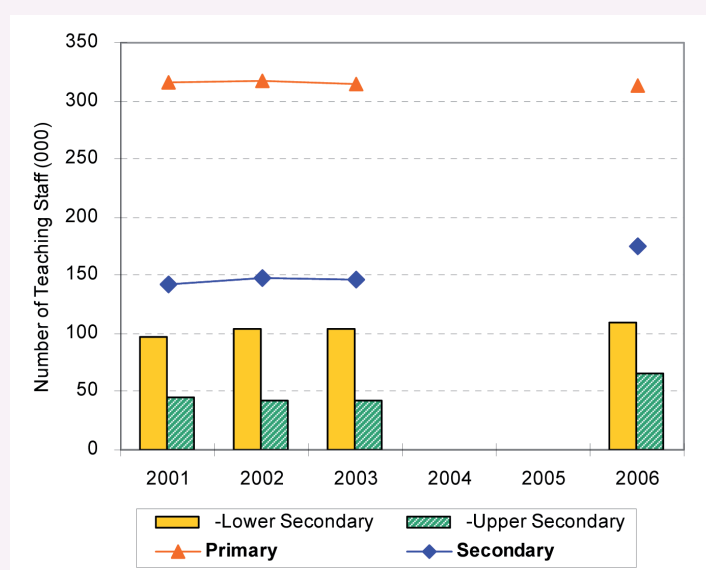*Source:* UNESCO Institute for Statistics. 2008a.

6 Teachers in GSE

Table 19. Number of Teachers and Key Indicators, 2006

	Number of teachers	Percent of female teachers	Percent of trained teachers	Pupil-teacher ratio
Secondary education	175,596**	54.1%**	…	22.8**
Lower secondary	109,430**	55.4%**	…	25.2**
Upper secondary	66,166**	52.5%**	…	19.9**

Source: UNESCO Institute for Statistics. 2008a.

Figure 10. Change in Number of Teachers, 2001-2006

Source: UNESCO Institute for Statistics. 2008a.

Table 20. Minimum and Maximum Salary for Teachers, 2004

	Minimum salary		Maximum salary	
	Amount per month	% to GDP per capita	Amount per month	% to GDP per capita
Lower secondary	THB 7,260	76.7%	THB 58,910	622.6%
Upper secondary	THB 7,260	76.6%	THB 58,910	622.6%

Note: % to GDP per capita was calculated by C. Punyasavatsut.
Source: MOE.

6.1 Teacher Management

The teacher and staff management system has been recently reformed in accordance with the Act on Administrative Procedures for Teachers and Educational Personnel. The new management system has been decentralized, with duties and authorities organized at three levels: (a) the Commission for Teachers and Educational Personnel is responsible for personnel management at the central level; (b) a sub-commission for Teachers and Educational Personnel is attached to each ESA; and (c) Educational Institutions Committees are responsible for personnel management at the school level. Recruitment and deployment functions, in particular, are decentralized to the level of ESA.

At the central level, the Teachers' Council of Thailand (*Kurusapa*) (under the MOE's jurisdiction) and the Office for Welfare Promotion for Teachers and Educational Personnel (under the supervision of a committee chaired by the Permanent Secretary for Education) are responsible for improving occupational standards for teachers; developing personnel management systems and career paths; and developing new salary schemes, allowances, and benefits for teachers. In addition, the National Institute for Development of Teachers and Educational Personnel (NIDTEP) was established in 2006 to carry out tasks related to the development of teachers, including: (a) formulation of policies, plans and guidelines; (b) implementation of promotion and support activities; (c) development of systems and standards; (d) coordination and networking among relevant agencies; and (e) improvement of internal efficiency.

6.2 Qualifications and Pre-service Training

The minimum academic qualification required to be a secondary teacher is five years of post-secondary education and receipt of a bachelor's degree. There are two channels to meet this requirement: (1) five-year education in specialized teacher training institutions (*Rajabhat* institutions under MOE) or in the Faculty of Education in universities, leading to a B.Ed. degree; and (2) a four-year university education in disciplines other than education leading to a bachelor's degree in the area of specialization, followed by one year of teacher training. One year of practical training is also required of all students during the last year of the programme. The qualification applies to both lower and upper secondary teachers.

After completing the pre-service training as described above, applicants need to submit a request to the secretary of the Teachers' Council of Thailand to obtain a teaching license. At the time of application, applicants need to: (a) be at least twenty years old, (b) hold a degree in Education or the equivalent, and (c) have completed the one-year teacher training and passed the evaluation programme. Once acquired, the license is valid for five years, and it needs to be renewed regularly. The Teachers' Council of Thailand, MOE is responsible for the issuance and deprivation of licenses, and the decision for renewal is made based on the teacher's performance and participation in in-service training.

6.3 In-service Training

The National Institute for Development of Teachers and Educational Personnel (NIDTEP), a new body established in 2006, is responsible for rationalizing existing programmes of in-service training. It also looks at new ways to extend professional development nationally through new programmes. Courses and training programmes provided by the NIDTEP mobilize personnel from a variety of relevant organizations, including public and private universities and Rajabhat institutions.

Although regular participation in the in-service training is not required of all teachers, the participation is considered an asset when the assessment for the renewal of teaching license is conducted.

(See *7. Recent Reforms* for the details of the recent teachers and educational personnel reform.)

7 Recent Reforms

Thai Vocational Qualification

The Thai Government recently approved a proposal of the Federation of Thai Industries to establish the Thai Vocational Qualification Institute (TVQI). This organization will be responsible for the development of vocational qualification (VQ) based on occupational competency standards; assessment and validation of workers' experiences; and organization of training to bridge the skill gap (both at institutions and in the workplace) in cooperation with educational institutions. The VQ will be interrelated with vocational education qualifications so as to promote continuing or lifelong vocational education. Agencies involved in the establishment of VQs include the Ministry of Education, the Ministry of Industry, the Ministry of Labour, the National Economic and Social Development Board, the Federation of Thai Industries, the Thai Chamber of Commerce, and the German-Thai Institute.

Teacher and Educational Personnel Reform, 2004-2013

This reform is divided into four key areas: (1) training, (2) development and promotion, (3) professional standards control, and (4) personnel management. In the framework of this reform, a number of organizations have been established to assume responsibility for the different aspects of the development and management of educational personnel, including the National Institute for Development of Teachers, Faculty Staff and Educational Personnel (NIDTEP) and its independent funds for the better coordination of responsibilities concerning teacher development; the Teachers' Council for setting professional standards, issuing and revocation of professional licenses as well as monitoring observation of professional standards and ethics; and the Office of Welfare and Security Promotion of Teachers and Educational Personnel to take charge of issues concerning welfare and professional security of educational personnel.

Other reform areas include, among others, the development of a five-year curriculum for pre-service training (replacing the previous four-year curriculum); the promotion of the School-based Training (SBT) for enhanced effectiveness and sustainability of in-service teacher training; the introduction of the rewarding system for the model administrators to recognize their importance as key agents for learning reforms; the development of professional standards and ethics for teachers; and reforms in the administrative procedures for teachers and educational personnel.

The Bureaucratic Reform, 2003

The main objectives of the reform are: "(1) to improve the quality of services provided by bureaucratic organizations; (2) to revise their roles and duties and to reorganize them as appropriate and necessary; (3) to enhance their competence along with universal standards; and (4) to support the democratic system by encouraging people to participate and express their opinion." (OEC, 2004)

Under this framework, restructuring of educational administration and management was carried out in accordance with the National Education Act of 1999 (amended in 2002) and the Bureaucratic Reform Bill of 2002. The two ministries and an agency responsible for education, namely the Ministry of Education, the Ministry of University Affairs, and the Office of the National Education Commission (ONEC), have been amalgamated into a single ministry - the Ministry of Education – within a new administrative structure to oversee education of all types and levels.

8 Involvement of Development Agencies

Below is a list of major projects relevant to secondary education (either on-going or recently completed) that receive support from external development agencies[2]:

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Secondary Education Quality Improvement Project	IBRD/WB (Loan)	LS + US	1996-2005	Project website
Development of Funding Formula	WB (Grant)	PS+LS+US	2005-2006	…
Self-Study Unit Development	UNICEF (Grant)	PS+LS+US	2007	…

Note: Implementation period for WB here refers to the period from the year of project approval
to the [estimated] project completion year.
PE = Primary; LS = Lower secondary; US = Upper secondary
The projects and information listed here are taken from agency's websites at the time of data collection.

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2   As of June 2007

9 Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education or the secondary education sub-sector.

Publications

Office of the Education Council. 2006. *Education in Thailand 2005/2006.* (Annual report; past issues available in PDF from OEC publication website)

Ziderman, A. 2003. *Student loans in Thailand: Are they effective, equitable, sustainable?* Bangkok, UNESCO/IIEP. (Available in PDF from UNESCO publication website)

World Bank. 2000. *Thailand – Secondary Education for Employment.*

>   *Volume I: A Policy Note.* (Available in PDF from WB publication website)
>   *Volume II: Background Papers.*

------------. 2006. *Thailand Social Monitor: Improving Secondary Education.* Bangkok, World Bank Office, Bangkok. (Available in PDF from WB publication website)

Documents

Ministry of Education:

>   Education Statistics (various years) by the OBEC
>   The National Education Act B.E. 2542 (1999) with Amendments (2002) (full text available from
>   OEC website)
>   The National Education Plan 2002-2016
>   The National Education for All Plan of Action for Thailand 2002-2016
>   The Ministry of Education Four-Year Action Plan 2005-2008
>   Thailand Education Statistics (various years) by the OEC
>   Thailand Education Statistics (various years) by the Office of the Permanent Secretary

Websites

Asian Development Bank: http://www.adb.org (English)
>   Key Indicators

International Bureau of Education: http://www.ibe.unesco.org (English)
>   World Data on Education – Education system in Thailand, 2003
>   Country-specific website

Ministry of Education: http://www.moe.go.th/ (Thai, English)
>   Office of the Basic Commission (Thai only)
>   Office of the Education Council
>   Office of the Vocational Education Commission
>   Education Statistics

UNESCO Institute for Statistics: http://www.uis.unesco.org (English)
>   Education Database
>   Literacy Database
>   Country/Regional Profiles

World Bank: http://www.worldbank.org/ (English)
>   Country Website
>   Data and Statistics

Reference

Central Intelligence Agency. 2007. *The World Fact Book.* https://www.cia.gov/cia/publications/factbook/ (Accessed 13 June 2007)

Ministry of Education (MOE). 2002. *The National Education for All Plan of Action for Thailand (2002-2016).*

Office of the Education Council (OEC). 2004. *Education in Thailand 2004.*

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Office of the Permanent Secretary. 2005. *Thailand Education Statistics.*

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UNDP. 2007. *Human Development Report 2007/008 database.* http://hdr.undp.org/ (Accessed 8 February 2008)

UENSCO. 2007. *Global Monitoring Report 2008.* Paris, UNESCO.

UNESCO Institute for Statistics. 2008a. *Education database.* http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx (Accessed 30 January 2008)

-----------. 2008b. *Literacy database.* http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx (Accessed 30 January 2008)

UNPD. 2007. *World Population Prospects: The 2006 Revision Population Database.* http://esa.un.org/unpp/ (Accessed 13 June 2007)

Annex:
Background Statistics: Development Indicators

Geography

| 1 | Area | 511,770 sq km^2 (land) |
| | | 2,230 sq km^2 (water) |

Source: Central Intelligence Agency. 2007.

Demography

2	Total population, 2005	63.0 millions
3	Population growth rate, 2000-2005	0.76%
4	Urban population, 2005	32.5%
5	Life expectancy at birth, 2000-2005	68.6 years (total)
		63.7 years (male)
		74.0 years (female)
6	Total fertility rate, 2000-2005	1.83

Source: UNPD. 2007.

Social and Economic Indicators

7	Population below the national poverty line, 1990-2004	13.6%
8	Population below the absolute poverty line, 1990-2005	...
9	GDP, 2005	USD 176.6 billion
		USD 557.4 billion (PPP)
10	GDP per capita, 2005	USD 2,750
		USD 8,677 (PPP)
11	GDP per capita annual growth rate, 1990-2005	2.7%
12	Human Development Index, 2005	0.781

Source: UNDP. 2007.

Education Indicators

13	Adult literacy rate (ages 15 and above), 2000[1]	92.6%
14	Youth literacy rate (ages 15-24), 2000[1]	98.0%
15	School life expectancy, 2005[1]	12.4 years (total)**
		12.3 years (male)**
		12.4 years (female)**
16	EFA Development Index, 2005[2]	…

Source: [1]UNESCO Institute for Statistics. 2008b. [2]UNESCO. 2007.

Country profiles are updated on a regular basis. Visit the Secondary Education Regional Information Base website to access the latest version or to check the status of updates. Other country profiles are also available from the website (http://www.unescobkk.org/education/epr/sepra/infobase).