

THAI EDUCATION IN BRIEF

Its Past, Present, and Future

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PREFACE

This document is an attempt by the Ministry of Education to give the readers a brief overview of evolution of Thai education. Particular attention has been paid to national schemes and plans of education, the National Education Act of B.E. 2542 (1999), on the basis of which education reform is being conducted.

It is hoped that the booklet will provide a quick reference for the readers and prepare them for the future development of the new Ministry of Education, Religious and Culture.

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THAI EDUCATION IN BRIEF ITS PAST, PRESENT, AND FUTURE

1. HISTORICAL DEVELOPMENT

The earliest form of education may be said to have begun in the middle of the Sukhothai period (13th Century A.D.) when King Ramkamhaeng invented the Thai alphabet. Stone inscriptions of that period tell of moral, intellectual and cultural education.

Early education was, however, limited to mainly the aristocracy and the clergy. It was necessary for princes to be literate so that they could administer their provinces and communicate with the palace in the capital, while monks had to know how to read the religious texts from which they preached sermons to the laity. The remainder of society were either in service or engaged in farming so they had little need for reading skills, village lore being transmitted orally.

The basic structure of education introduced during the Sukhothai period was followed through to the period of Ayutthaya and, to a large extent, still prevailed during the early reigns of Bangkok.

Buddhist monasteries were virtually the only source of semi-public education and only a very small portion of the population, mostly male, received any formal education.

The reign of King Mongkut (1851-1865) saw the turning point of modernization in Thailand and the growth of western influence. The first printing press was set up and education patterns of Thai children were restructured to suit the new needs of

the nation. The knowledge of English became a necessary tool and an English teacher was hired to teach the royal children. The king himself had mastered English and Latin.

The modernization policy was further pursued by King Chulalongkorn (1868-1910) who, realizing the need for better trained personnel for royal and government services, opened a school in the palace. An 'English School' was also established in the palace to prepare princes and court children for further studies abroad. Schools were also founded outside the palace for the children of commoners and government textbooks were printed for use in Bangkok and, at a later period, in the provinces.

The Department of Education was established in 1887 with the full responsibility of education and religious affairs of the entire country. When it became a full-fledged Ministry in 1892 new approaches were employed, placing more emphasis on 'popular education'. Thus government primary schools were established throughout the kingdom so that literacy, good citizenship and a better standard of living for the people could be achieved.

The early 20th Century witnessed many developments in education in Thailand. In 1916 the first university in Thailand, Chulalongkorn University, was founded with four faculties namely, Medicine, Law and Political Science, Engineering, and Arts and Science.

The extent of responsibilities and the regulations pertaining to the participation of the private sector in national education was laid down for the first time in 1918 when the Private School Act was passed. The 'Compulsory Primary Education Act' was proclaimed in 1921 and the first school of Arts and Crafts was established in 1922.

After the adoption of the system of constitutional monarchy in the year 1932, a National Education Scheme was formulated, taking formal recognition of individual educational ability, regardless of sex, social background, or physical conditions. This scheme has been regularly revised to ensure that every citizen is provided with the four major aspects of education namely, Puttisuksa (Intellectual Education), Chariyasuksa (Moral Education), Palasuksa (Physical Education), and Hattasuksa (Practical Education).

- In 1960, compulsory education was extended to 6 years. In addition, special provisions were, for the first time, made for disabled children, who were originally exempted from compulsory education, so that they might be given some form of basic education.

- In 1977, Thailand's educational system was changed from a 4-3-3-2 structure to a 6-3-3 system. Six years of compulsory primary education are followed by three years of lower secondary and three years of upper secondary schooling.

- From 1997 it can accurately be said that the Ministry of Education's efforts have been geared towards one direction, namely, to provide educational services that will enhance the quality of life and society.

In 1999, the National Education Act was promulgated to serve as the fundamental law for the administration and provision of education reform

2. EDUCATION DIRECTIONS IN THE PAST

Until now, eight five-year plans, called National Education Development Plans (NED Plans), were formulated in accordance with the National Economic and Social Development Plan (NESDP) to serve as guidelines for action in the education sector with varying emphases as follows:

In addition, the plans also placed emphasis on administration and resource mobilization for educational development.

The First and Second NED Plans (1961-1971) focused mainly on the expansion of basic education, and particularly aimed at universalizing access to primary schooling.

The Third and Fourth NED Plans (1972-1981) emphasised the provision of basic education on a wider scale to cover both school age and adult students from an out-of-school population.

The Fifth and Sixth NED Plans (1982-1991) considered the qualitative aspect of education to be the major concern for improving basic education. Another emphasis concerned rendering educational services to those unreached groups such as the physically, mentally, socially and economically disadvantaged.

The Seventh and Eighth NED Plans (1992-2001) highlighted people-centred development. More effort is to be focused on enhancing the development of educational quality, accelerating the provision for life-long education and organizing education oriented to productive work. The private sector is to be encouraged to participate more in providing education to meet specific needs. Education is to focus on:

- Social and Technology Development
- Human Resources Development
- Health Development
- Promotion of Democracy

State involvement and close supervision of various aspects of education were reflected in Constitution of October, 1978 as follows:

- For non-compulsory education, the State should lay down appropriate measures to guarantee fair and democratic access to education within relevant legislation and taking into account the individual's ability.
- The State should link non-formal education with formal education. It should also provide appropriate practical education for each level and each kind of education.
- The State should make education accessible to the poor, physically, mentally and socially handicapped as well as the educationally disadvantaged.
- The organization of education was the sole responsibility of the State.
- All education management came under the supervision of the State.
- The State should make compulsory education universal. State and local educational institutes should provide education free of charge at this level.

Education was conceived as a continuing life-long process which promoted the quality of life for the people, enabling them to lead a useful life in society. The emphasis was thus laid upon

expansion of education so that it could serve primarily as a means to earning a living, as well as self-fulfillment.

The educational system provided six years at the primary level, three years at the lower secondary level, three years at the upper secondary level, and four years at the tertiary level.

There was also pre-school education which had been designed to encourage harmonious physical, intellectual, emotional and social development of a child before commencing formal education. However, education at this level was not compulsory.

The greater majority of pre-primary schools were privately operated and located in Bangkok. Although it was a government policy to leave the provision of the bulk of education at this level to the private sector, the Ministry of Education had nevertheless set up a kindergarten in every provincial capital to act as a model for those wishing to open their own schools.

Compulsory education began at the age of seven and children were required to attend school until they reached the age of fourteen.

Education in all government schools was provided practically free of charge.

Structure of School System

Pre-school	Primary Education	Secondary Education		Higher Education			
		Lower	Upper	Undergraduate	Profession		
123	123456	123	456	1234	Teacher Education & Training	University	
				1234			
				123456			
				12345			
				1234			
				12	Vocational/ Technical		
				1234			
				12345			
				1234			
				1234			
Age 6	11	12	14	15	17	18	21

3. ADMINISTRATION OF EDUCATION

The responsibility for the administration of education is divided among four main governmental authorities namely; the Ministry of Education, the Ministry of University Affairs, the Ministry of Interior and the Office of the Prime Minister.

Ministry of Education

The Ministry of Education is responsible for the management of most levels and types of education in the country: from pre-primary to secondary and some post-secondary education for instance, teacher education, technical and vocational education. In addition, it also supervises private schools at all levels except the universities.

Most primary education in the country which used to be under the responsibility of the Local Administration Department, the Ministry of Interior, was transferred to the Ministry of Education on October 1, 1980. It is at present administered under a network of committees at the national, provincial and district levels.

Ministry of University Affairs

The Ministry of University Affairs is responsible for the supervision and coordination of Thailand's public and private institutions of higher education with the exception of some specialised professional training that falls under the jurisdiction of other ministries. The Ministry is also responsible for formulating educational policy within the framework of the national education development plan. Other tasks include standardisation of curricula,

personnel management, and recommending areas for budget allocation.

Ministry of Interior

The Bureau for Local Education Administration is responsible for the management of primary and lower secondary education in the municipality of each province whereas the Bangkok Metropolitan Administration is responsible for the management of primary and lower secondary education in the Bangkok Metropolitan Area with financial support and supervision by the Ministry of Interior. In addition, this Ministry also takes charge of professional training centers run by the Department of Community Development.

Office of the Prime Minister

Agencies under the Office of the Prime Minister which are responsible for the planning of education are the National Economic and Social Development Board, the National Education Commission, the Budget Bureau and the Civil Service Commission. The National Economic and Social Development Board is responsible for the overall policy in all areas of national development. The National Education Commission is responsible for the planning of overall policy and evaluation of all types of education administered under separate government agencies. The Budget Bureau and the Civil Service Commission are responsible for financial and personnel support respectively.

Other Government Agencies

Other government agencies are also responsible for the management of education in specialised fields both in the formal and non-formal systems. The Ministry of Defence is responsible for the management of military education. The Royal Thai Police Headquarters is responsible for the management of police education. The Ministry of Public Health is responsible for the management of health education. The Local Administration Department, Ministry of Interior, is responsible for the management of education in professional administration skills. The Ministry of Labour and Social Welfare is responsible for the management of education in professional and skills training centers nationwide.

4. ORGANIZATION OF THE MINISTRY OF EDUCATION

The Ministry of Education has under its jurisdiction 14 departments/offices including the Royal Institute and two Buddhist universities: Mahachulalongkorn Rajavidyalaya University and Mahamakut Buddhist University. Moreover, there are two other autonomous agencies with administrative freedom affiliated to the Ministry namely, the Institute for the Promotion of Teaching Science and Technology (IPST), and Kurusapa: the Teachers' Council of Thailand.

Departments/Offices under the Ministry of Education

1. Office of the Permanent Secretary (OPS)
2. Office of the National Primary Education Commission (ONPEC)
3. Department of Non-Formal Education (DNFE)
4. Department of General Education (DGE)
5. Department of Vocational Education (DOVE)
6. Department of Physical Education (DPE)
7. Office of the Private Education Commission (OPEC)
8. Rajamangala Institute of Technology (RIT)
9. Office of Rajabhat Institutes Council (ORIC)
10. Fine Arts Department (FAD)
11. Department of Religious Affairs (DRA)
12. Office of the National Culture Commission (ONCC)
13. Department of Curriculum and Instruction Development (DCID)
14. Office of the Teacher Civil Service Commission (OTCSC)
15. Royal Institute
16. Mahachulalongkorn Rajavidyalaya University and Mahamakut Buddhist University
17. Institute for the Promotion of Teaching Science and Technology (IPST)
18. Kurusapa : Teachers' Council of Thailand (TCT)

5. PRINCIPLES AND GOALS OF EDUCATION

Principles:

Education under the present National Scheme of Education promulgated since 1992 is based on four fundamental principles as follows :

1. The flourishing of individual wisdom, thinking, mind and morality is a necessary and essential goal towards creating balanced development between spiritual cultivation versus material and economic growth.
2. Being a part of nature and with the necessity to coexist in harmony with and underpinning nature, human beings must realize the importance of judicious utilization and conservation of natural resources without causing detrimental effects to the environment.
3. Concurrent with striving to keep up with modern technological progress and the adoption of foreign or exogeneous culture outside a community, an understanding and appreciation of local knowledge, language and culture of Thai society must be ascertained in order to optimize the use of modern knowledge relevant to the local context and needs.
4. The proper balance between dependency and self-reliance is an essential basis for cooperation at individual, community and national levels for the promotion of sustainable development, which will help enhance the prominence of Thailand in the world community.

Goals:

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

1. **Wisdom** An educated person should attain wisdom: the ability to understand causality; to differentiate between virtue and vices, right and wrong, and good and malicious deeds on the basis of truth; to intelligently solve problems; to recognize and understand rapid and various changes; to be creative and possess an inquiring mind to keep up with technological progress; to appreciate Thai wisdom and culture; and to wisely choose modern knowledge and exogeneous culture for adoption by Thai society.

2. **Spiritual development** An educated person should be able to train one's mind to become morally developed; to be self-conscious of wrong-doings; to be self-controlled and self-disciplined in one's behaviour in accordance with moral code of conduct; to uphold religious principles; to be modest and moderate; to possess concentration and perseverance which are essential for working and living.

3. **Physical development** An educated person should possess healthy physique normal to one's age; be able to ensure the good health of oneself and one's family, and be able to develop one's physical capacity suitable for work and occupational practices.

4. **Social development** An educated person should possess proper social behaviour at work and in the family, organizations and society: to extend help unselfishly; to possess

communication skills and ability; to use proper Thai as well as foreign languages for communication purposes; to preserve the Thai national identity and culture; to recognize and observe the rights, duty and responsibility towards others, society, and mankind; to intend upon creating a peaceful society; to recognize and observe one's own and others' rights and freedom under the democratic form of government with the king as head of state; to be able to utilize and conserve natural resources and to create a proper environment; and to contribute to enhancing an appropriate role of the nation in the world community.

6. EDUCATIONAL SYSTEM

The educational system according to this National Scheme of Education is designed to assure continuous and lifelong learning for individuals so as to promote their wisdom, spiritual, physical and social development, and their contribution towards the progress of the nation under the democratic government with the king as head of state.

1. The educational system according to the National Scheme of Education provides opportunity for individuals to develop themselves in accordance with their age. That is, **early childhood education** emphasizes caring and promoting children's readiness for subsequent learning; **for children and youth**, education aims to enhance morality, knowledge and ability necessary for work and occupational practices relevant to their ages; **for adults**, education is to promote morality in conjunction with knowledge and ability in work and occupation, participation in community and national development, and ability to seek knowledge and information for quality of life development which is friendly to the environment; and **for the aged**, education aims to

help them adjust to changes in ages and contextual situations, join in social activities and make proper and valuable contribution both to themselves and society.

2. The educational system provides opportunity for continuous and life-long learning via various forms of education, both in a school-related system of education and through the learning process from the way of life.

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

Education from way-of-life learning process is self-learning from various sources of knowledge and environment related to way of life naturally existing or modified to enhance and service learning.

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

3.1 **Pre-school education** is in the form of childcare and readiness development of children in physical, psychological, mental, emotional, personality, and social aspects so as to prepare them for higher levels of education.

The provision of education at this level can be organized in the forms of day-care centre, kindergarten, or child development centre, depending upon local conditions and target groups.

3.2 **Primary education** aims to provide a basis for learners to form desirable character encompassing morality, ethics, basic knowledge and ability, and to retain literacy and arithmetic ability.

3.3 **Secondary education** is divided into two parts, i.e., lower secondary education and upper secondary education.

3.3.1 **Lower secondary education** aims to promote learners' morality, knowledge, ability and skills beyond the primary level; to enable them to identify their needs and interests and to be aware of their aptitude both in general and vocational education; and to develop their ability for work and occupational practices relevant to their age.

3.3.2 **Upper secondary education** aims to enable learners to progress according to their aptitude and interests and acquire the basis either for furthering to higher education or for working and pursuing a career suitable for their aptitude both as entrepreneurs and paid workers; to promote their morality, ethics, and social skills necessary for working, pursuing a career and leading peaceful social lives.

3.4 **Higher education** is divided into 3 levels, i.e., lower than bachelor's degree level, bachelor's degree level, and graduate level.

3.4.1 **Lower than bachelor's degree level** aims to promote learners' knowledge and vocational skills at middle level including their ability to initiate jobs and develop entrepreneurship.

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

especially ability to apply theories to practice, to initiate both academic and professional development, to create and disseminate knowledge, to participate in national development relating to economic, social, political, cultural and environmental aspects, and to promote the role of the nation in the world community.

3.4.3 **Graduate level** aims to promote learners' specialized knowledge and skills; to strive for academic progress and excellence, especially in studies, research and development of knowledge and technology in science, humanities and social sciences; and to facilitate the adoption of modern technology and local Thai wisdom for economic and social development.

4. The organization of education in a school-related system can be of various types depending upon characteristics and needs of target groups, community and nation. Such are teacher education, vocational education, special vocational education, vocational education for specific groups, special education and education for ecclesiastical personnel and spiritual leaders, for example.

These types of education are organized with due consideration both to characteristics and needs of target groups, and to the goals of enhancing balanced development of individual's morality, knowledge, ability and skills.

4.1 **Teacher education** aims to train and develop prospective as well as practising teachers to acquire morality, knowledge, ability and skills in teaching and motivating learners to learn; to be mindful of professionalism, spirit and responsibility of teachers; to serve as a role model for learners regarding social behaviour, life style and preservation of the national language and culture; to develop an inquiring mind and engage in continuous improvement of themselves and their teaching capability; and to

engage in community development, as well as in rehabilitation, conservation and enrichment of local and national environment and culture.

4.2 **Vocational education** aims to enable learners to develop vocational knowledge and skills useful for working both as entrepreneurs and as paid workers; and to make a decent living.

Vocational education can be organized in both formal and non-formal systems. Vocational education in the formal school system is a development of occupational knowledge and skills relevant to each level of education from primary to higher levels. Vocational education in the non-formal system is short-course training in specific occupations for those needing to upgrade their knowledge and skills.

4.3 **Special vocational education** aims to enable learners to train and develop specific vocational skills and expertise which require a long period of training from childhood, such as dancing, music and sports. It may be provided in special institutes created for the purpose or incorporated in the general curricula.

4.4 **Vocational education of specific groups** aims to enhance learners' vocational knowledge and skills in accordance with specific needs of certain agencies, or characteristics and needs of specific groups but is not provided in general educational institutions. It must comply with the State's national policy directives.

4.5 **Special education** aims to enable learners who are physically, mentally, and emotionally handicapped to undertake learning suitable for their conditions and capability. It enables geniuses or talented learners to develop their aptitude to the fullest potential and maximize their ingenuity. Special education can be

provided in special institutes or in general educational institutions from pre-school to higher education levels.

4.6 Education for ecclesiastical personnel and spiritual leaders aims to enhance monks, novices, clergymen and spiritual leaders to assume leadership on wisdom, spiritual and moral development; to serve as a role model and take an active role in inculcating morality, rightful values and behaviour; and to lead or participate in conserving, rehabilitating and enriching local culture and environment.

7. SOME ONGOING PROJECTS

7.1 White Schools Project

The White Schools Project was initiated to help protect school children and youth from the deleterious effects of vice and to enhance the quality of human resources for society.

Rationale

At present, the problem of drug addiction in schools has become increasingly serious. The Thailand Development Research Institute (TDRI) estimated that in 1993 there were 71,666 students addicted to drugs while the Ministry of Education assessed that in 1997 the number of addicted youth increased to 300,000. The large number of drug addicts is the result of weakness in family and community institutions together with rapid social changes. The Ministry of Education therefore launched the White Schools Project under which campaign activities are being carried out to prevent such problems by placing emphasis on education

institutions as the centres of social and educational development through an integrated 3-prong approach that aims to make educational institutions **free from drugs, free from pornography, and free from gambling and mayhem**. In parallel with these measures, it is necessary to nip the problem in the bud by developing more supportive homes, communities and schools.

Objectives

1. To encourage the schools to be free from drugs, pornography, gambling and mayhem. A school which achieves this objective deserves to be called a "White School".

2. To give priority to the project to be carried out by the Ministry of Education on an urgent basis, in conformity with the national educational and social policies.

3. To seek preventive measures and guidelines to improve and solve the problems of drug addiction, pornography, gambling and mayhem which will be practised as soon as possible and on a continuous basis.

Major Principle

The preventive measures and guidelines stress the building up of immunity through the establishment of a White Schools' network which forms a particular structure based on 4 coordinators and 2 supporters in the schools. The 4 coordinators comprise the representatives of school administrators, teachers, parents, and students while 2 supporters comprise the representatives of local communities and intellectual leaders. This structure has proved to be effective in attracting active and concrete support from the local communities and society.

Project Implementation

The project implementation includes 6 pilot schools, namely Kunnathi Ruttharam Witthayakhom School, Din Daeng, Bangkok; Hat Yai Witthayalai School, Hat Yai District, Songkhla Province; Sung Men Chanupatham School, Sung Men District, Phrae Province; Kantharalak Witthaya School, Kantharalak District, Si Sa Ket Province; Pho Thong Chindamani School, Pho thong District, Ang Thong Province; and Eastern School of Technology, Chon Buri Province. To cope with the problems, the project has been distributed to cover every region, i.e. one school for each region. As for the project implementation, the representatives of the schools have been invited to meetings to report on the undertaken project activities.

According to the Ministry of Education's policy, every school under the supervision of the ministry has been encouraged to participate in the White Schools Project which are divided into 2 phases: phase 1 (May-September 1998) and phase 2 (October-May 1999). The ministry also cooperates with other governmental agencies and has been supported by non-governmental organizations responsible for children and youth's education such as the Centre for the Protection of Children's Rights, Foundation for the Better Life of Children, Foundation for Child Development and the Faculty of Social Administration, Thammasat University which participate as consultants of the White Schools Project's Working Group. Regarding the public relations and campaign activities, R.S. Promotion Co., Ltd. (1992) plays an active role in disseminating information about the White Schools Project through the mass media throughout the duration of project.

With regard to the procedure of monitoring, evaluation and reporting, the Ministry of Education designates the schools, the

provincial and regional authorities, the departments and inspectors-general to be in charge of monitoring and reporting the outcome of project implementation to the Office of the White Schools Project twice a year while every stage of the project must also be evaluated formatively.

The concept of enhancing and expanding the project to the national level is to ensure that the solution within an educational institution will be conducted in a continuing package and formulated in a holistic approach as a sustainable and effective strategy. It has subsequently been approved that the Whit Schools Project is not only the Ministry of Education's major policy, but should be expanded and integrated into the national social and educational policy in order to bring about conceptual unity in terms of directions and goal for other related government agencies' projects.

7.2 Education Loan Fund

Rationale

"The objectives of education in general are to provide each person fully and sufficiently with cardinal factors and equipment for life in terms of knowledge, critical ideas and morality; to inculcate an industrious and patient character in the learner so that he is practically and happily able to use his knowledge, skills and ideas in real working conditions, as well as to create a prosperous and secure society for the country."

An excerpt from the royal address

The Educational Loan Fund was set up by a cabinet resolution under the leadership of the Prime Minister Chuan

Leekpai in 1996. A loan has been allocated to students provided that

“The borrowers must be destitute students from low-income families who wish to continue their upper-secondary education up to the undergraduate level in both general and vocational education. This includes students in non-formal education system who wish to further their studies from lower secondary level in the types of education stipulated by the Ministry of Education. The students have to settle the loan plus interest after completing their studies”

The agencies responsible for educational loans are the Ministry of Finance, the Ministry of Education, and the Ministry of University Affairs. Krung Thai Bank Public Company Limited is responsible for loan payment. The Ministry of Education is responsible for borrowers within its jurisdiction and other agencies/ministries also responsible for the provision of education, ~~extending~~ the Ministry of University Affairs.

excluding

Objectives:

1. To create a higher-level educational opportunity for underprivileged students from poor families as an important element of upgrading their living conditions and in accordance with the government's income-distribution policy.

2. To provide support for education to the public by alleviating their burden in educational expenses.

Loan Ceiling:

1. Loan ceiling for institutions outside the jurisdiction of the Ministry of Education:

Educational Level	Loan Ceiling (baht)
Upper secondary level in general education	55,440.-
Upper secondary level in vocational education, Certificate offering (grade 9-12)	62,500.-
Upper secondary level in vocational education, Diploma offering (grade 13-14)	70,240.-
Undergraduate level	100,000.-

2. Loan ceiling for institutions within the jurisdiction of the Ministry of Education:

Educational Level	Loan Ceiling (baht)
Upper secondary level in general education	20,000.-
Upper secondary level in vocational education, Certificate offering (grade 9-12)	40,000.-
Upper secondary level in vocational education, Diploma offering (grade 13-14)	58,000.-
Undergraduate level	60,000.-

These criteria would be considered by the loan committee of institutions concerned.

Borrowing Period:

The borrower can proceed with his borrowing from upper secondary level to the completion of bachelor's degree.

Periods of loan settlement:

Two years after the completion of studies, the borrower must settle the whole loan amount within a period of 15 years plus 1% interest rate as shown in the following table:

Years	Percentage of Loan Principal to be settled	Years	Percentage of Loan Principal to be settled
1st year	1.5	9th year	7.0
2nd year	2.5	10th year	8.0
3rd year	3.0	11th year	9.0
4th year	3.5	12th year	10.0
5th year	4.0	13th year	11.0
6th year	4.5	14th year	12.0
7th year	4.5	15th year	13.0
8th year	6.0		

Office of Sub-committee on the First Account Payment

The Office of the Sub-committee on the First Account Payment, Ministry of Education, was internally set up on December 17, 1997. It was previously called "The Office of Education Loans". The Office is responsible for cooperation and evaluation of education loans under the jurisdiction of the Ministry of Education.

Education Loan Fund Implementation:

The Ministry of Education is responsible for Education Loan Fund according to the cabinet's resolution on March 28, 1995. Since 1996 it has provided loans for institutions both within and outside the Ministry of Education such as the institutions under the supervision of the Office of the Prime Minister, Ministry of Interior, Ministry of Transport and Communications, Ministry of Public Health, Ministry of Defence, Ministry of Science, Technology and Environment, Bangkok Metropolitan Administration, and the Thai Red Cross.

In 1998, the total number of borrowers are approximately 637,845 persons, amounting to 12,466.66 million baht

7.3 School Lunch-for-All Programme

Principle and rationale

The need for sufficient and wholesome food for physical development is well recognized, especially for children and youth. Growth in body and intelligence of students largely depends on nutritious food taken daily. There still is, however, a large number of school children whose families are without necessary means to provide them with a daily lunch. The Ministry of Education therefore deems this programme imperative; it must indeed be urgently implemented.

Objectives

To provide all school children with a daily lunch adequate and suitable for their requirements.

Targets

1. By the year 2000, a daily lunch in sufficient quantity for all school children.
2. By the year 2001, nutritious and healthy food will be provided to all school children who will thus acquire desirable food habits.

Method of work

1. Schools will conduct surveys on the number of both students with and without or with an insufficient lunch. In each school, a lunch-for-all committee, comprised of parents' representatives, nutritionists, community leaders and representatives of local organizations, will be established and entrusted with the responsibilities for attainment of the programme objectives.
2. Announcement for public information a list of schools where the lunch-for-all programme has been fully implemented.
3. For schools which have not reached the target, efforts will be made by all concerned for attainment of the programme objectives.

4. Continuous development and improvement of the programme by the respective committees.

5. Committees at levels of the Ministry of Education, departments, provincial administration authorities and local organizations will follow up, monitor and assess the progress made.

Effective date

As of academic year 1999.

Budgetary sources

1. Subsidies for basic requirements provided by various departments.
2. Mobilization of necessary funds through various means.
3. School Lunch Fund provided by the government.
4. Donations from foundations, local administration organizations, temples, mosques, other religious and charity organizations, as well as private persons.

Responsible agencies

Ministry of Education, departments and divisions under jurisdiction of the Ministry, local administration organizations, schools, school committees, etc.

Expected outcomes

With the School Lunch-for-All Programme being fully implemented, all students will acquire desirable food habits, resulting in better health and higher academic achievements.

7.4 Education for Disabled Children and Youth

Under the 1997 Constitution, the disabled have a right to equal opportunities for education and career. Disabled children and youth can also access free services such as basic education and aids. The disabled should be fully integrated in Thai society. In order to develop inclusive education services within all local schools, the government has adapted the environment to make them suitable for the disabled to freely access these services e.g. transport to schools, access to buildings, and toilet facilities etc.

In 1999, a large number of disabled children have been able to enroll at 4,000 local primary schools for the first time, giving a total of approximately 75,000 primary students with disabilities in schools providing integrated services. In addition, the Department of General Education has 4,016 disabled students benefitting from integrated services. The Institute for Non-formal Education Standards, under the Department of Non-formal Education is providing education for 6,215 disabled students. The Office of Private Education Commission is assisting 1,600 disabled students, the Department of Vocational Education is training 1,854 disabled youth and the Rajamangala Institute of Technology 275 students. The Fine Arts Department is accommodating 7 students while the Department of Health is providing education for 10 students.

8. REVITALIZATION OF THAI EDUCATION : THE EMERGENCE OF NATIONAL EDUCATION ACT AND EDUCATION REFORM

The need for total education reform in Thailand has long been felt; the causes of the problems, to name but a few, can be identified as

- overcentralization;
- lack of unity in educational administration;
- lack of efficiency in quality assurance and desirable standards;
- lack of public participation;
- lack of systemic and continuous policy development; and
- lack of coordination among the ministries with major responsibilities for education (Ministry of Education, ONEC, and Ministry of University Affairs) as well as trust between these ministries and local administration organizations and other agencies providing specialized education.

Student achievements have, as a result, left much to be desired. With relatively short school life (average of 5.3 years in 1996 and 7 years in 1998), the workforce is under qualified and lacks technical expertise as well as the competitive edge.

Crisis of 1997

The economic crisis in 1997 brought into sharper focus the urgent need for education reform in all aspects -- management, pedagogy and financing.

Constitution of 1997

The main government agencies together with relevant NGOs therefore worked in concerted efforts to prepare essential legal provisions on education for consideration of the 1997 Constitution Drafting Committee. As a result, the Constitution has unprecedentedly extensive provision on education. These are for example:

Section 43: - Equal access for all to quality twelve-year basic education on a free-of-charge basis.

- Participation in education provision by local administrative authorities and the private sector.

Section 78: - Decentralization of authority to local communities for self-reliance and self-determination of local affairs.

Section 81: - Provision of education by the State itself, as well as by the private sector for the attainment of knowledge and morality.

- Enactment of a national education law.

- Improvement of education in accord with socio-economic changes.

Section 289: Rights of local administrative authorities to:

- Provide education and professional training; and

- Preserve and enhance local arts, customs and traditions and local wisdom.

NATIONAL EDUCATION ACT OF 1999: AN EDUCATIONAL REFORM ACT FOR FURTHER DEVELOPMENT OF THE THAI PEOPLE

National Education Bill Prior to its promulgation, the Bill was prepared on the basis of extensive research within the country and abroad. Meetings, seminars, and public opinion polls were organized on a continuous basis to ensure participation of all stakeholders. At all drafting stages, the Bill was scrutinized and amended by specialists on education and experts in socio-economic and legal affairs. With the goodwill of legislators, the Bill, the first of its kind in Thailand, finally became law on August 19, 1999.

The National Education Act identifies long-standing problems in the educational system and attempts to address the problems through a number of significant measures. It covers, in specific terms, the following:

- Objectives and principles of education;
- Educational rights and duties;
- National education guidelines
- Educational administration and management;
- Educational standards and quality assurance;
- Teachers, faculty staff, and educational personnel;
- Resources and investment for education; and
- Technologies for education.

The key principles for provision of education are: education for all, all for education and lifelong learning, which results from a combination of formal, non-formal and informal education. The approach to be adopted will be student-centred, which is conducive to learning throughout life.

The total reform will indeed cover all the three main aspects:

1. **Management** through a merger of the three major agencies into a single Ministry of Education, Religion and Culture; decentralization of authority to catchment areas; improvement of quality and welfare of teachers and educational personnel.

2. **Pedagogy** through improvement of curriculum, teaching methods and materials; application of new technologies in education; educational standards and quality assurance.

3. **Financing** through mobilization of resources and investment.

In sum, the reform in learning, educational management and structure, and legal measures will allow Thailand to continue its development as a stable, prosperous and worthy member of the world community.

Appendices



Order of the Ministry of Education

Subject: Establishment of the Education Reform Operations Centre,
Ministry of Education

The Ministry of Education will execute education reform in order to develop the educational system in accordance with economic, social, and environmental changes, and in conformity with the National Education Act, B.E. 2542 (1999).

In order to implement the task properly and to achieve the above-mentioned objectives effectively, "the Education Reform Operations Centre (EROC), Ministry of Education" has been established as an internal organization of the Ministry of Education. The Education Reform Operations Centre is a coordinating agency which has been entrusted with the following tasks: formulating education reform plans; monitoring and supporting implementation of action plans; collecting and reporting on the results; taking note of recommendations and comments on education reform and dissemination of information on education reform so as to enhance the understanding and recognition of the results accurately, quickly, and continuously; as well as performing other duties as designated by the Committee on Education Reform of the Ministry of Education.

Given on 26 July, B.E.2542 (1999)

(Mr. Somsak Prisananuntagul)

Minister of Education



Order of the Ministry of Education

OPS* 644/B.E.2542 (1999)

Subject: Appointment of the Committee on Education Reform
of the Ministry of Education

The Ministry of Education will execute education reform in order to develop the educational system in accordance with economic, social and environmental changes and in conformity with the National Education Act, B.E. 2542 (1999).

In order to implement the task properly and to achieve the above-mentioned objectives effectively, the Committee on Education Reform of the Ministry of Education has been established with the following persons:

Advisers to the Committee are as follows:

- | | | |
|----|-------------------------------|-------------|
| 1. | H.E. Mr. Banharn Silpa-archa | Chairperson |
| 2. | Prof. Dr. Sippanondha Ketudat | Member |
| 3. | Prof. Dr. Prawase Vasi | Member |
| 4. | Prof. Dr. Wichit Srisa-an | Member |
| 5. | Prof. Dr. Kasem Watanachai | Member |
| 6. | Dr. Kowit Vorapipatana | Member |
| 7. | Mr. Paron Isarasena | Member |

The Committee comprises:

- | | | |
|------|---|-------------------|
| 1. | Minister of Education | Chairperson |
| 2-4. | Deputy Ministers of Education | Vice-chairpersons |
| 5. | Secretary-General of the National Economic and Social Development Board | Member |

* Office of the Permanent Secretary

6.	Secretary-General of the National Education Commission	Member
7.	Director of the Bureau of the Budget	Member
8.	Permanent Secretary for Interior	Member
9.	Permanent Secretary for University Affairs	Member
10.	Bangkok Governor	Member
11-16.	Deputy Permanent Secretaries for Education	Members
17.	Chief Inspector-General of the Ministry of Education	Member
18.	Director-General of the Religious Affairs Department	Member
19.	Director-General of the Department of Non-Formal Education	Member
20.	Director-General of the Department of Physical Education	Member
21.	Director-General of the Department of Curriculum and Instruction Development	Member
22.	Director-General of the Fine Arts Department	Member
23.	Director-General of the Department of General Education	Member
24.	Director-General of the Department of Vocational Education	Member
25.	President of Rajamangala Institute of Technology	Member
26.	Secretary-General of the National Primary Education Commission	Member
27.	Secretary-General of the Private Education Commission	Member
28.	Secretary-General of the Teacher Civil Service Commission	Member
29.	Secretary-General of the National Culture Commission	Member
30.	Secretary-General of Rajabhat Institutes Council	Member
31.	Mr. Weerasak Kowsurat	Member

32.	Permanent Secretary for Education	Member and Secretary
33.	Deputy Permanent Secretary for Education (as designated)	Member and Assistant Secretary
34.	Director of the Education Reform Operations Centre	Member and Assistant Secretary
35.	Director of the Bureau of Educational Policy and Planning	Member and Assistant Secretary

The committee has powers and duties as follows:

1. To formulate policies on education reform of the Ministry of Education.
2. To approve major plans and action plans for education reform of the Ministry of Education.
3. To give advice, recommendations and comments as well as support, monitoring, and supervision of the implementation of education reform.
4. To appoint committees, sub-committees, and working groups concerning the reform as appropriate.

In this regard, it is required that the Order of the Ministry of Education, OPS 1285/ B.E.2541 (1998) for the Appointment of the Committee on Education Reform of the Ministry of Education dated 11 December B.E.2541 (1998) be cancelled and the Committee appointed in 1999 is required to perform the above-mentioned duties in its place.

Given on 15 July, B.E. 2542 (1999)

(Mr. Somsak Prisananuntagul)
Minister of Education



Order of the Ministry of Education

EROC 3/B.E. 2542 (1999)

Subject: Appointment of the Committee on Education Reform
of the Ministry of Education (Amendment No. 1)

According to the Order of the Ministry of Education, OPS 644/B.E. 2542 (1999), dated 15 July, B.E. 2542 (1999), the Committee on Education Reform of the Ministry of Education has been established in order to develop the educational system in accordance with economic, social and environmental changes and in conformity with the National Education Act, B.E. 2542 (1999).

In order to implement the task properly and to achieve the above-mentioned objectives effectively, the Ministry of Education is appointing the following additional members to serve on this Committee:

1. Permanent Secretary for Finance.
2. Mr. Tanom Intarakumnerd, Adviser to the Ministry of Education on the development of educational management system.
3. Mrs. Charuaypon Torranin, Adviser to the Ministry of Education on the development of learning process.
4. Secretary-General of the Teachers' Council of Thailand.

Given on 9 August, B.E.2542 (1999)

(Mr. Somsak Prisananuntagul)

Minister of Education



Order of the Ministry of Education
EROC 5/B.E. 2542 (1999)

Subject: Appointment of the Committee on Education Reform
of the Ministry of Education (Amendment No. 2)

According to the Order of the Ministry of Education, OPS 644/B.E. 2542 (1999) dated 15 July, B.E. 2542 (1999), the Committee on Education Reform of the Ministry of Education has been established, and as stated in Order of the Ministry of Education, EROC 3/B.E. 2542 (1999), Amendment No. 1 dated 9 August, B.E. 2542 (1999), additional members of this Committee have been appointed in order to develop the educational system in accordance with economic, social and environmental changes and in conformity with the National Education Act, B.E. 2542 (1999).

In order to implement the task properly and to achieve the above-mentioned objectives effectively, the Ministry of Education is appointing the following additional members to serve on this Committee

1. Secretary-General of the Civil Service Commission
2. Secretary-General of the Council of State
3. Director of the Institute for the Promotion of Teaching Science and Technology

Given on 20 September, B.E.2542 (1999)

(Mr. Somsak Prisananuntagul)
Minister of Education

List of committees/sub-committees for major action plans of education reform.

1. Committee on the provision of 12 year-basic education.
2. Committee on the provision of education for disabled, disadvantaged and gifted children.
3. Committee on the provision of pre-school education.
4. Sub-committee on the reform of vocational education and training.
5. Sub-committee on the reform of higher education.
6. Sub-committee on the reform of private education.
7. Sub-committee on the reform of life-long learning and technology in education.
8. Sub-committee on religion, art and culture.
9. Sub-committee on physical education and sports.
10. Sub-committee on general curriculum and curriculum development of basic education.
11. Sub-committee on educational quality assurance.
12. Sub-committee on the reform of educational equivalence and credit transfer.
13. Sub-committee on the reform of teachers and educational personnel.
14. Committee on the reform of educational, religious and cultural administrative system.
15. Sub-committee on the reform of educational resources and investment.
16. Sub-committee on education provided by local administration organizations.

17. Sub-committee on the increase in local communities' strength.

18. Sub-committee on public relations for education reform.

19. Sub-committee on legal revision for education.

20. Sub-committee on the reform in learning.

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