

Educational System in Thailand

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Abstract

The Ministry of Education is mainly responsible for promoting and overseeing all levels and types of education under the administration of the State. However, local education administration organizations under the supervision of the Ministry of Interior are also responsible for education administration, such as schools in municipal areas. The system of Thai educational administration and management has been continually reformed in order to produce human resources as need of the country, working markets, and individuality. Moreover, the reform of education has been done in accordance with the progress of all dimensions in the world.

Keywords: educational system, educational administration, Thailand education

Introduction

The Ministry of Education is mainly responsible for promoting and overseeing all levels and types of education under the administration of the State. However, local education administration organizations under the supervision of the Ministry of Interior are also responsible for education administration, such as schools in municipal areas. In addition, other ministries undertake management of education in specialized fields or for specific purposes, such as Ministry of Defense undertakes all military schools, Ministry of Public Health undertakes some nursing schools. This figure illustrates educational administration and management structure as a whole.

Discussion

Conducted by State, local administration organizations, and others, educational administration and management in Thailand is classified into three categories.

Administration of Education by the State

Thai education is administered by the government through central agencies, through educational service areas, and by the educational institutions as follows.

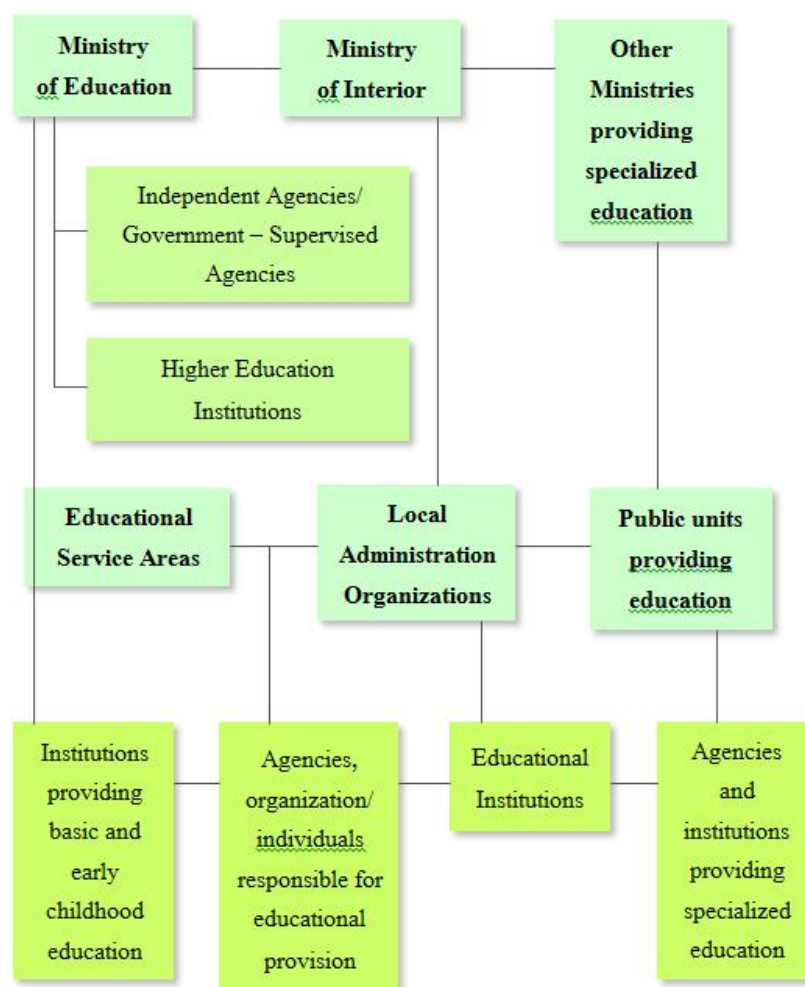


Figure 1. Educational Administration and Management Structure

At the Central Level

In accordance with the amendments of the National Education Act, the Ministry of Education is responsible for: promoting and overseeing all levels and types of education; formulating policies, plans, and standards; mobilizing resources; promoting and coordinating religious affairs, arts, culture, and sports; and monitoring, inspecting and evaluating educational provision. The educational administration system at the central level is under the responsibility of five main bodies: 1) the Office of Permanent Secretary (OPS), 2) the Office of the Education Council (OEC) 3) the Office of the Basic Education Commission (OBEC), 4) the Office of the Vocational Education Commission (OVEC), and 5) the Office of the Higher Education Commission (OHEC). The administration structure at the central level can be illustrated in the following Figure 2.

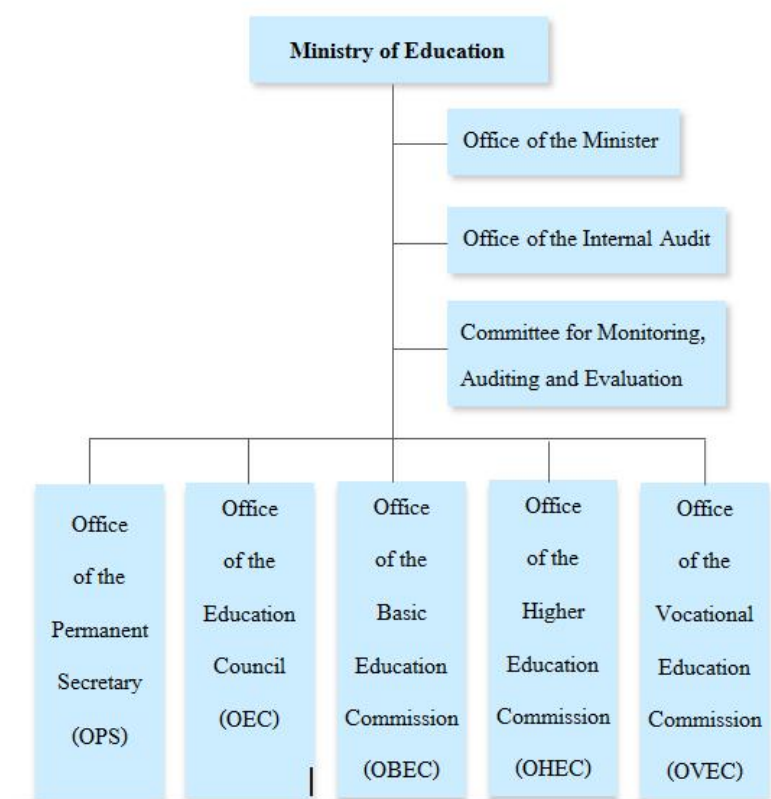


Figure 2. Organization of the Ministry of Education at Central Level

The OPS is responsible for developing education strategies, transforming education policy to action plans, allocating and overseeing educational budget, supporting informal education, religious affairs, cultural aspects, sports and athletic events, and coordinating with all main bodies in Ministry of Education. The OEC is responsible for carrying out the formulation and implementation of educational policy, schemes and standards, monitoring and evaluating educational management system in good governance. The OBEC is responsible for overseeing and supporting basic education from early childhood education through twelve years of elementary and secondary education, and working cooperatively with the office of Educational Service Areas throughout the country. The OHEC is responsible for coordinating and overseeing all programs of study offered in all universities to meet the quality standard, and upgrading of all personnel. The OVEC is responsible for providing and promoting quality of vocational education to meet international standards, and upgrading vocational education manpower as needed of working unites and private enterprises.

Administration in Educational Service Areas

Education Service Areas (ESA) have been established in conformity with the requirement to decentralize authority for educational administration. There are 185 ESAs in 76 provinces, with 182 ESAs in the provinces and the remaining 3 ESAs in Bangkok. Each ESA comprises an Area Committee with its office responsible for approximately 200 schools from early-childhood through grade 12 of secondary

education, with student population of 300,000 to 500,000. The organizational structure of ESA is illustrated as the following Figure 3.

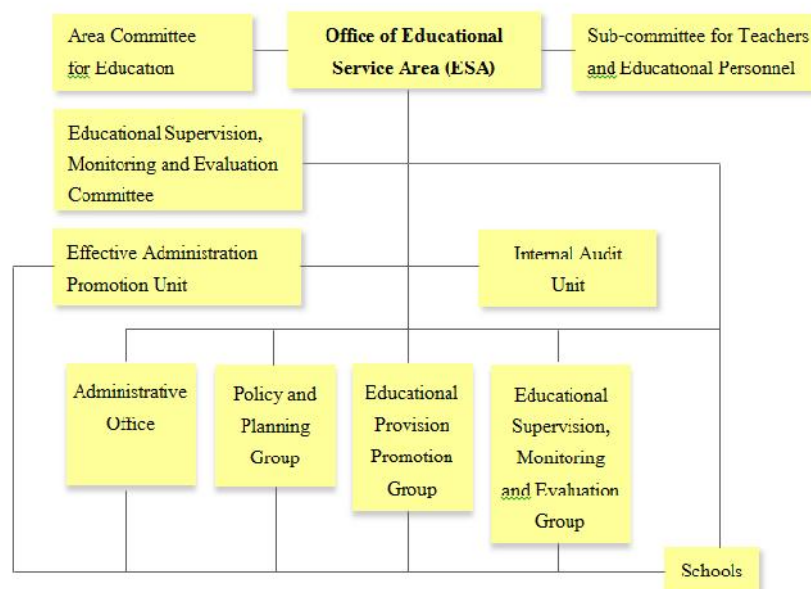


Figure 3. Organization of Administration in ESA

Administration of Education by the Local Administration Organizations (LAOs)

According to the National Education Act, local administration organization can provide education service at any or all levels commensurate with their readiness, suitability, and the requirements of the local areas. The Ministry of Education prescribes criteria and procedures for assessing readiness to provide education services, and assists in enhancing their capability in line with the policies and required standards. Additionally, the Ministry advises on the budgetary allocations provided by local administration organizations.

The LAOs in Thailand can be divided into four main types, with the total number of 7,856 LAOs. Details regarding the types and number of these organizations are as follows Provincial Administration Organizations (75), Municipalities (1,276), sub-district Administration Organizations (6,500), Special Local Administration Organization (2). Total are 7,853. All types of LAOs are able to provide and responsible for childhood education through twelve-year or basic education, except Bangkok Metropolitan is able to provide additionally higher education-nursing college and medical university

Administration of Education and Participation in Educational Provision by the Private Sectors

The private sector is an important mechanism in the provision of education at all levels of all types. The participation of the private sector covers non-governmental

organizations, private educational institutions, private enterprises, families, private entities and communities, and religious institutions. Each of them can be precisely described as follows

Non-governmental Organization. Local and foreign non-government organizations make a major contribution to the provision of basic education. Several agencies, such as the Child Development Centers, the Council of Early Childhood, and Youth Development Organizations, help provide non-formal pre-primary education

Private Educational Institutions. The state is responsible for overseeing administration as well as for monitoring the quality and standards of private educational institutions, both of them providing general education and offering vocational education. Most private institutions are proprietorial schools, with few prestigious institutions managed by Christian denominations. Statistical figure of academic year 2006 indicated that the number of 3,805 (approximately 7 percent) private educational institutions provided formal basic education for Thai students. The figure also indicated that over 17 percent (or 2.7 million out of 15 million) of students attending in Private educational Institutions that academic year.

Religious Institutions. The majority of Thais are Buddhists, while about four percent are Muslims and one percent Christians, Brahmins, Hindus, Sikh and others. There is absolute religious freedom and all religious institutions are encouraged to participate in educational provision and support.

There are more than 30,000 Buddhist temples in Thailand studies of Buddhism as well as general education are provide to monks and novices in the temples as well as to laymen. There are two Buddhist universities situate in Bangkok, and they have campuses throughout the country providing higher education for monks, novices and also laymen. They offered in the faculties of Religion and Philosophy, Humanities, Social Sciences, and Education of both undergraduate and graduate programs.

Islamic religious institutions play a major role in providing formal, non-formal and informal education for Muslim children throughout the country, especially in the three southern border provinces of Yala, Pattani and Narathiwat. There are more than a hundred Pondok schools or private Islamic boarding schools focusing on the teaching of Islam, and nearly 50 schools that teach Islam as well as general and vocational education. Muslims of all ages embrace Islamic doctrine as their way of life, and religious education is provided informally from childhood by families and near by Islamic religious institutions.

Christian denominations play an important role in providing formal, non-formal and informal education to the Christian communities. As for general education, both the Roman Catholic Diocese and Protestant denominations operate general education schools for their followers and others. Non-formal education is offered for the

Christians wishing to be ordained as a priest, while informal education programs are offered to other Christians.

Although, Sikh and Brahman-Hindu followers are small number only 50,000 and 3,000 respectively, but they have their own basic education institutions offering formal, non-formal and informal programs for Sikhs wishing to become ordained and for Brahman-Hindu learning to maintain their ceremonies.

Conclusion

In conclusion, the system of Thai educational administration and management has been continually reformed in order to produce human resources as need of the country, working markets, and individuality. Moreover, the reform of education has been done in accordance with the progress of all dimensions in the world.

References

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