

EDUCATION IN THE ASIA-PACIFIC REGION: ISSUES, CONCERNS AND PROSPECTS

Volume 42

Series Editors-in-Chief

Professor Rupert Maclean, *Office of Applied Research and Innovation, College of the North Atlantic-Qatar, Doha, Qatar*

Dr Lorraine Pe Symaco, *Zhejiang University, Hangzhou shi, China*

Editorial Board

Dr Robyn Baker, *New Zealand Council for Educational Research, Wellington, New Zealand*

Professor Michael Crossley, *University of Bristol, United Kingdom*

Ms Shanti Jagannathan, *Asian Development Bank, Manila, Philippines*

Dr Yuto Kitamura, *University of Tokyo, Japan*

Professor Colin Power, *Graduate School of Education, University of Queensland, Brisbane, Australia*

Professor Konai Helu Thaman, *University of the South Pacific, Suva, Fiji*

Advisory Board

Professor Mark Bray, *UNESCO Chair, Comparative Education Research Centre, The University of Hong Kong, China*; **Professor Yin Cheong Cheng**, *The Education University of Hong Kong, China*;

Professor John Fien, *Swinburne University, Melbourne, Australia*; **Dr Pham Lan Huong**, *International Educational Research Centre, Ho Chi Minh City, Vietnam*; **Dr Chong-Jae Lee**, *Korean Educational, Development Institute (KEDI), Seoul, Republic of Korea*; **Ms Naing Yee Mar**, *GIZ, Yangon, Myanmar*;

Professor Geoff Masters, *Australian Council for Educational Research, Melbourne, Australia*; **Margarita Pavlova**, *The Education University of Hong Kong, China*; **Dr Max Walsh**, *Secondary Education Project, Manila, Philippines*; **Dr Uchita de Zoysa**, *Global Sustainability Solutions (GLOSS), Colombo, Sri Lanka*

More information about this series at <http://www.springer.com/series/5888>

Gerald W. Fry

Editor

Education in Thailand

An Old Elephant in Search of a New Mahout

 Springer

Editor

Gerald W. Fry
University of Minnesota
Minneapolis, MN, USA

ISSN 1573-5397

ISSN 2214-9791 (electronic)

Education in the Asia-Pacific Region: Issues, Concerns and Prospects

ISBN 978-981-10-7855-2

ISBN 978-981-10-7857-6 (eBook)

<https://doi.org/10.1007/978-981-10-7857-6>

Library of Congress Control Number: 2018930333

© Springer Nature Singapore Pte Ltd. 2018

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Printed on acid-free paper

This Springer imprint is published by the registered company Springer Nature Singapore Pte Ltd.
The registered company address is: 152 Beach Road, #21-01/04 Gateway East, Singapore 189721, Singapore

This book is dedicated to my late caring father (Enos), my loving wife (Tasanee), and my devoted son (Terry) and his new wife (Heather). It is also dedicated to the many outstanding mentors and teachers I have had during the course of my life, too many to name here.

Foreword

A Comprehensive, Comparative, and Empirical Study

This volume is extremely comprehensive covering all levels of education from preschool to higher education and even lifelong education. Professor Mark Bray (2017) of the University of Hong Kong in his recent presidential address to the Comparative and International Education Society stressed that education is much more than formal schooling. In that regard, I am particularly pleased that the book includes chapters not only on formal education but also nonformal, informal, and alternative education as well as an important chapter on religion and educational development. Reading this volume, I have become familiar with much new material on Thai education on such topics as education for the disadvantaged, alternative education, shadow education, and Buddhist-oriented assessment approaches.

Particularly, the coverage of special education including education for the gifted and talented and education of the disadvantaged, which HRH Princess Maha Chakri Sirindhorn described, was indeed impressive. She has devoted her work to the development of many schools in remote and disadvantaged areas (Chaps. 1 and 12). I am sure that the readers of the volume will broaden their perspectives on Thai education and deepen their understanding of its multidimensional domains.

Most books in English describing Thai education as a whole were published in the beginning of the 1970s. For example, *Education in Thailand: A Century of Experience* (1970), edited by Ekavidya Nathalang, provided mainly information on the historical development of school education including educational administration, curriculum and teaching, educational schemes (school system and structure), and social and economic background on Thai society in the current Bangkok period. There was also mention of Thailand's indigenous philosophy of education, but the volume covered neither higher education nor nonformal education.

A well-known and important later book titled *Educational Development in Thailand* (1980) by Keith Watson dealt with the history of Thai education from the sixth to twentieth centuries stressing the influence of Buddhism, Western missionaries, and the growth of nationalism. It also analyzed education for national develop-

ment in modern times. But it did not refer to lifelong education, alternative education, informal education, or the more recent important education reforms after the 1980s.

I also published a book titled *Educational Development in Thailand: National Integration, Culture and Educational Cooperation* (2007), the major book in the Japanese language on Thai education. This book stresses the historical development of Thai education, including national development plans and policies. The education for national integration is also analyzed focusing on the education provided for ethnically diverse groups such as the Chinese, Muslims, and the children of hill peoples. Essentially the main focus was on school education. There was reference to the new progressive constitution of 1997 and the 1999 National Education Act, but I did not examine those influences in terms of their actual subsequent implementation in Thai schools.

There have been excellent and insightful volumes on the education reforms under King Rama V written by David K. Wyatt (1969) and Wutichai Moonshin (2011). The former was titled *The Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn*. The latter was titled *Kanpathiroop Kansueksa nai Rachakan thi 5 [Education Reform in the Reign of Rama V]*. Those two books focus on one particular aspect of Thai education.

Most recently, the OECD and UNESCO (2016) published an important joint study titled *Education in Thailand: An OECD-UNESCO Perspective*. Actually it represents a valuable complement to this book. The OECD-UNESCO volume has a much narrower specific focus with four key topical chapters on curriculum, assessment, teachers and school leaders, and information and communication technology in education. The volume also presents many “best” practices and policies from other nations, primarily East Asia, Europe, and the USA, from which the Thais might learn. And probably, most importantly in sharp contrast to this volume, the OECD-UNESCO study is written by non-Thais and the majority of citations are of Western scholarly work.

This volume includes considerable comparative analysis, ironically rare in the “comparative” field. Several chapters introduce the results of international achievement tests such as PISA and TIMSS and clarified the situation in Thailand (Chaps. 1, 5, 6, 13 and 19). Policies and data are cited from international organizations like UNESCO, ILO, UNDP, OECD, the World Bank, and ASEAN (Chaps. 7, 9 and 16). Seeing internationalization plan tables of universities by countries and expenditures on education in ASEAN countries or the Knowledge Economy Index (Chaps. 11 and 17) helps us better understand the international rank and related problems of Thai education. The system of school leaders was carefully compared with that of the USA, UK, Canada, Australia, Hong Kong, and Singapore (Chap. 22).

Related to the extensive comparative analysis, the contributors to this volume draw heavily on empirical and analytical data. Nearly all the chapters are based on extensive research. Chapter 14 on regional disparities is based on a comprehensive data set with extensive empirical data on all 77 provinces of Thailand. Therefore, the assertions of the authors are highly reliable and credible. Also the editor, Professor Fry, did considerable member checking to try to minimize distortions, misrepresentations, and errors.

Important Challenges and Problems: Future-Oriented Analysis

The volume is also future-oriented, pointing out important issues and policies as well as various problems of Thai education that reflect future challenges and opportunities. Reading the volume, we understand that there have been both failures and successes in the development of Thai education and there are still many persisting serious problems. I will summarize five main challenges, related problems, and issues which were identified in various chapters of this volume.

First, there is the success of the quantitative expansion of educational opportunities from primary to higher education. Thailand has made bold efforts to try to realize “Education for All,” especially the establishment of basic education. Compulsory education is now 9 years and free education is for 12 years as mandated by the 1999 National Education Act. Higher education is now accessible to many people reaching the level of *massification* because many private universities, open universities, and local colleges have been established (Chap. 9). Lifelong education is also provided by means of nonformal education (Chap. 8).

At the same time there are serious problems of educational opportunities: the inequality between urban and rural areas and disparities in educational achievement among provinces and regions (Chaps. 13 and 14). Moreover, educational opportunities for the disadvantaged and children from diverse ethnic groups are often lacking (Chaps. 5, 12 and 15). These inequality and disparity problems identified seem to be mainly caused by unequal resource allocation including both facilities and personnel.

In Japan, the central government supports local organizations in terms of education, welfare, and transportation infrastructure. It is based on the tax law for subsidies to local organizations. Getting such subsidies from the government, poor local provinces and municipalities can maintain almost an equal level of educational facilities and standards compared to rich ones (Cummings 1980; Murata 2004).

Second, though the quality of education in Thailand has improved, it is still found to be low. Achievement results of Thai students in PISA were much lower than the mean for participant countries. But the Thai performance was not so poor, compared to those students in countries with a similar level of economic development such as Indonesia, Costa Rica, and Brazil (Chaps. 6 and 27).

UNICEF data showed that 20% of ECCD (Early Childhood Care and Development) centers were considered to be of poor quality, understaffed, and poorly equipped in 2012 (Chap. 5). And judging from the results of international and national tests, PISA and O-NET, respectively, the quality of Thai education is said to be low, particularly in basic cognitive skills (Chap. 19). Nevertheless, the authors of Chap. 19 “Quality Issues of Education in Thailand” state that “The low quality of Thai education is not the fruit of a comprehensive, deep, and objective diagnosis.”

The main causes of low quality of education were identified:

- Learning-teaching process is not a student-centered approach and neither creative nor analytical (Chaps. 5 and 19).

- Assessment methods are not formative. The university entrance exams are done by means of standardized tests, not giving adequate weight to high school performance (Chap. 6). The book notes how that is now changing with more weight being given to high school performance (see Chap. 24).
- In small and remote schools, teaching materials and facilities are often outdated and qualified teachers are lacking (Chaps. 5, 13 and 14).
- Diploma-oriented education is stressed leading to a serious diploma disease and excessive credentialism (Chaps. 9 and 19).
- Market-oriented education is increasingly stressed and education is becoming a business (Chap. 19).

To enhance the quality of education, education should promote students to have critical thinking, creativity, language proficiency, teamwork, curiosity to learn, and responsibility to self and others (Chaps. 5, 14 and 19). For quality assurance, the Office for National Education Standards and Quality Assessment (ONESQA) was established to require all schools at every level to be assessed every 5 years. It is proposed that quality permanent research centers should be established to make comprehensive, deep, and program-based studies for enhancing the quality of education (Chaps. 19 and 20).

Third, decentralization and area-based approaches to education need to be emphasized. The bureaucracy of the Ministry of Education was overcentralized and the inefficiency of educational central administration was also criticized. And in the 1999 National Education Act, decentralization of central administration was promoted and 175 local Education Service Areas (ESAs) were established. Thai schools can decide 30% of their curriculum, though the schools and teachers are required to undertake strict evaluation. Many schools have a school management committee, the members of which are composed of community, parent, and teacher representatives. Such committees can help secure funds and facilities for schools and also may evaluate school management.

As rural schools usually have low quality, so area-based education (ABE) is proposed which is more responsive to local contents, needs, and the distinctive demands of each area. At the same time, there is a proposed multiplayer system to promote participation from all parties concerned, especially those from private industry sectors and local administrative bodies to help realize the new concept of “Learning for Life and Career” in schools (Chaps. 4, 6 and 27).

Fourth, teacher education is discussed as an extremely crucial problem and issue.

Teachers college became Rajabhat Institutes in 1995 as comprehensive higher education institutes. Then they were upgraded to Rajabhat Universities in 2004. There are 176 teacher education programs in 113 universities/colleges/institutes. As required by the new law “Teacher and Educational Personnel Council Act 2003,” all teachers must have a teacher license. To obtain the license, the students must receive 5 years of training and earn a bachelor’s degree in education (Chap. 18).

In terms of teacher education, three main problems are identified. The first is a disparity between teacher supply and demand. The second is the lack of teachers in core subjects such as mathematics, science, and English resulting in the practice of

out-of-field teaching. The third is a critical need to redesign teacher education programs (both preservice and in-service training) (Chap. 18).

Essentially the following problems are identified:

- Teaching method is still a teacher-centered approach, not a student-centered one.
- Many small and remote schools lack qualified teachers and those schools are of low quality.
- The teachers are busy in nonacademic, administrative tasks and cannot concentrate on teaching students.
- The teachers do not know authentic formative assessment methods.

In Thailand, school teachers usually do not move to other schools but stay in one school for a long time. On the other hand, in Japan, the teachers of public schools transfer to other schools every 3–6 years. By this type of transfer and rotation system, good qualified teachers go to small and remote schools. The new and remaining teachers can stimulate each other and learn how to teach and manage classrooms and schools.

As Dr. Pruet mentions in Chap. 18, “The Open Approach: Lesson Study” has been introduced to Thailand by Dr. Maitree Inprasitha, dean of the Faculty of Education, Khon Kaen University, since 2002. The lesson study is very popular in Japan. The teachers of many schools come together to a school on a lesson study day. They observe model teaching in a classroom. After that, they exchange opinions about the model teaching and study how to teach in a better way by themselves.

Fifth, education reforms were discussed both historically and with a future-oriented perspective. Thus far major education reforms were implemented three times in Thailand (Chap. 21).

The first was for the establishment of the modern education system initiated by King Rama V (King Chulalongkorn the Great). Its main aim was to prepare capable persons to serve as civil servants in the country’s new bureaucratic system and to transform the education system from a religious to a secular one.

Dr. Wuthichai introduced the rare fact in his book that King Rama V made a new draft of a Siam Imperial Rescript, being modeled on the Japanese one. King Rama V wanted to implement it in Siam to bring about national integration and development. But regrettably he passed in 1911 just 1 year after completion of the draft and, thus, the Siam Imperial Rescript was never put into practice.

The second major attempt at education reform occurred after the dramatic student uprising in October 1973. The proposal for education reform, *Education for Life and Society*, was regarded as an attempt to create Thai society for a new era in which importance was placed on equality, equity, freedom, nationality, social awareness, and desirable social values. The educational system changed from a 4-3-3-2 to a 6-3-3 system. The curriculum was revised with an emphasis on the cultivation of thinking, problem-solving ability, and intellectual openness and diversity. The administration of primary education was transferred from the Ministry of Interior back to the Ministry of Education, an important structural change with implications for expanding opportunities for lower secondary education in remote rural areas.

The current education reform is considered the third major reform based on the enactment of the progressive constitution of 1997 and the mandated promulgation of the 1999 National Education Act. The ultimate goal of education reform was to form a learning society, to widen the scope of education from the formal education within schools to lifelong education with diverse learning components and providers. The main purposes of the education reform have been as follows:

To establish a 9-year compulsory education and 12 years of basic education free for all.

To promote lifelong education, student-centered learning, and a quality assurance system.

To establish juristic schools, autonomous universities, and 5-year teacher education.

To implement per head budgeting in schools.

However, Dr. Waraiporn in Chap. 21 notes that those reforms were rather difficult to realize for the following reasons: The first is the resistance to change by government officials. The second is the political instability and the frequent changes of government (see Appendix I). The third is a lack of nonpartisan, strong leadership, and independent organizations advocating for education reform (Chap. 21).

Thai Educational Paradoxes

It is also valuable that in this book major educational paradoxes are identified. Thailand has a well-educated teacher workforce with most holding a bachelor's degree. The salaries of teachers have increased, and the Thai government has invested a high percentage of its national budget in education. There have been many prominent talented Thai educators who contributed to the development of education reforms such as the 1999 NEA (see Appendix II). Yet, test results both internationally and domestically are far from satisfactory (Chaps. 6, 24 and 27). Even though the achievement results of tests are not good and quality of education is not high, the students feel happy about their schooling and teachers (Chaps. 3 and 27), still another puzzling paradox.

Some Particularly Noteworthy Aspects of Thai Education

I am pleased to see that the important role of scouting in Thai education (Chap. 6) is noted as an important vision of King Rama VI, how it is a formal part of the school curriculum and its current relevance with an emphasis on character development, moral education, and national integration.

Also in Chap. 11 on the internationalization of Thai education, it is noted that such initiatives are not limited to elite institutions in Bangkok but also are occurring in more remote regional areas such as Khon Kaen, Mahasarakham, and Udon in the northeast.

In the chapter on higher education (Chap. 9), I was pleased to see mention of how all Thai graduates of public universities receive their degrees personally from a member of the Royal Family. Also in the valuable synthesis chapter (Chap. 27), there is mention of the Royal Family's special contributions to Thai education with the late King being known as the "Teacher of the Land" and HRH Princess Maha Chakri Sirindhorn being described as the "academic princess."

Additional Important Initiatives

I want to mention several more important initiatives which I experienced directly and was highly impressed with in Thailand. Several of these are not mentioned in the volume or given inadequate attention.

The Buddhist Sunday Schools

In 1958, a Buddhist Sunday school was established in the Mahathat Temple, Bangkok, by the monks being modeled on those in Sri Lanka and Myanmar. In the 1970s, the Sunday schools spread to local places all over the country. In 1988 the Ministry of Education changed the name to the Buddhist Sunday Center. The ministry controlled those centers making regulations for establishment conditions, curriculum, and education levels.

When I visited some Sunday centers after 1992, I noticed that the Sunday centers had taught children not only Buddhist matters (history, principles, morals, meditation, etc.) but also English, computer skills, football for boys, and Thai dance for girls. After learning Buddhism, the children enjoy learning English and computer skills taught by the monks and also other contents. In 2004, I observed classes taught in Buddhist Sunday schools in Sri Lanka. Not monks but community citizens taught only Buddhist matters and did not teach other contents. Being aware of the different styles of teaching in the Sunday schools between two countries, I recognize that Thai people have made new initiatives and created new content and methods considering children's and community people's needs and demands.

A Peace Center in the Deep South

A peace center was established by the Suk-Kaew Kaewdang Foundation in Yala City in the southern part of Thailand in 2002. The foundation was organized by Dr. Rung Kaewdang, the former deputy minister of education (see Appendix II). In the deep southern part of Thailand, a huge Malay Muslim population lives together with Thai Buddhists. Many racial conflicts have occurred including terrorist attacks

by radical Muslims in recent years. That is the reason behind the peace center which is expected to bring peace in those areas (Murata 2016).

In the beginning, the center was called “A Peace College” where Muslim and Buddhist leaders in the area came together and tried to deepen mutual understanding through dialogue. Unfortunately, the dialogue was inclined to be superficial in understanding their cultural differences and personalities. Then Muslim and Buddhist people have begun to raise goats since 2007 and cattle since 2011. Through these types of joint projects, they deepened understanding of their cultures by having closer relationships of mutual trust. There have been valuable experiences for Muslim and Buddhist people to have worked together making new feed, grazing animals, and producing cow milk. In September of 2015, I actually visited the peace center and confirmed the real cattle raising conducted by villagers. As Dr. Rung asked me to give a name to a new calf, I named him “Rokko” originated from a mountain in Kobe, Japan. He has grown up to be a healthy cow, thanks to the elaborate joint work. This kind of challenging effort in cooperation is expected to facilitate the Muslim and Buddhist people reconciling and their communities becoming more peaceful.

Education for Becoming ASEAN Citizens

Currently, education for ASEAN citizens is becoming popular in Thai schools. In 2014 and 2016, I visited some primary and secondary schools in Chiang Mai and observed some classes in which students were being taught about the cultures and societies of ASEAN countries. In primary schools, the attributes of ASEAN countries such as the national flag, national flowers, national costumes, currency, national leaders, and greeting phrases were being taught. In upper secondary schools, the differences of culture, economic, and political problems in ASEAN countries were discussed in the classes. Some schools held an ASEAN day when the students introduced national flags, songs, and dances of those countries.

It is particularly remarkable in Thai education to stress the identity acknowledgment as ASEAN citizens, as well as Thai citizens, through learning about the cultures and societies of various ASEAN countries (Murata 2016).

The Bright Sides of Thai Education and the Necessity of Creative Synthesis

Contributors to this volume note some positive points about Thai education despite recognizing many problems. Thai students were ranked among the highest in the world in being happy. This might be influenced by traditional Buddhism in Thailand. As explained by Dr. Gerald Fry in Chap. 3, Buddhism has many factors that can contribute to a good education. For example, there are cosmopolitan ethics

influenced by karma, metta, uppekha, and humility by mindfulness (*sati*). Buddhist epistemology calls for us to be critical and skeptical about various knowledge claims. It stresses to base our thinking on direct experience and empirical evidence. All this is consistent with student-centered learning and evidence-based decision-making.

In Chap. 1, HRH Princess Maha Chakri Sirindhorn emphasizes the importance of traditional holistic education which is related to Buddhism. She also introduces various teaching and learning styles suited to the needs of students with different backgrounds which were practiced by monks. In Chap. 12, she shares the tradition that Thai people have an attitude of leaving their homes to seek knowledge and teachers, mostly old monks or hermits. There may also be value in studying far away from home so that one can be independent and take care of oneself. These values are reflected in the current popularity of study abroad among Thais.

In *Education in Thailand: Some Thai Perspectives* (1973), Phra Maha Chai Abhakro stated that our society has been modernizing more and more to become an “intellectual colony” of the West. In the general information of the same book, Louis J. Setti added that “The goal is, in the current Thai context, syntheses – a society that grows technologically and economically and at the same time, maintains the sociocultural strengths of its heritage... It is also necessary to perceive how the Thai view the non-Thai influences and their own tradition and history, and to understand and respect their projected views of the ideal synthesis.” In Chap. 24, the authors commented that for Thailand to achieve its long-term potential as a vibrant dynamic economy/society and AEC leader, it is imperative to rethink education in highly creative ways.

Without becoming an intellectual colony, how will Thai education realize the synthesis in creative ways between a modern education with the purpose of technological and economic development and a traditional education drawing on indigenous culture? To consider this crucial tension in Thai education, this volume is particularly useful because it notes the good points reinforced by important historical traditions as well as future-oriented issues anticipating the emergence of the AEC era and the continued expansion of globalization.

Some Distinctive Features of the Book

In closing, I would like to note some rather distinctive and unusual features of the book. First, the 31 contributors represent rather remarkable diversity and talent ranging from HRH Princess Maha Chakri Sirindhorn to an educator from remote Isan. The Thai contributors come from diverse organizations such as leading universities (e.g., Chulalongkorn, Mahidol, and Thammasat), influential research-related offices (NSTDA, STI, TDRI, and OEC), and international organizations (UNESCO, World Bank). There is an excellent balance between female and male authors. Among Thai scholars, there are senior well-known figures and young rising stars. While most contributors are appropriately Thais, there are also contributors from China, Canada, France, and the USA.

Second, the chapters draw on diverse research sources, including many Thai language materials and important gray literature. Numerous chapters include important Thai language constructs related to education, which when introduced also are presented in the Thai script. Third, the book includes a valuable appendix with the biographies of a large number of prominent Thai educators, past and present, most mentioned in the book. Fourth, the book is extremely current, for example, mentioning the visit of HRH Princess Maha Chakri to a remote Isan school in Bueng Kan on May 25, 2017, and including numerous 2017 references. Fifth, and most importantly, I am really pleased with the book's balance. Most writing on Thailand tends to be overly negative or positive. Professor Fry, as editor, has made every effort to be as balanced as possible in presenting this comprehensive credible analysis of Thai education, past, present, and future.

Final Words of Appreciation

Lastly, I very much appreciate the wonderful overall efforts by Dr. Gerald W. Fry as an editor and contributor to this volume. He has sharply analyzed the characteristics of Thai education with acute insights, based on his research on Thailand during the past six decades. I was impressed with his broad perspectives to clarify major problems, challenges, paradoxes, tensions, and policy changes in Thai education taking into consideration in a balanced way both its bright and dark sides. He also developed an appropriate research design for the book drawing on comprehensive, empirical, comparative, and future-oriented methods. Owing to the dedicated and detailed analysis of Thai education by diverse and talented contributors, this volume is extremely rich in content and highly informative, insightful, and interesting.

Professor Emeritus of Comparative Education
University of Tsukuba
Kyoto-shi, Japan

Yokuo Murata
ymurata@mvd.biglobe.ne.jp

References

- Amnuay Tapingkae, and Louis J. Setti. 1973. *Education in Thailand: Some Thai perspectives*. Washington, DC: U.S. Department of Health, Education and Welfare, Office of Education, Institute of International Studies.
- Bray, Mark. 2017. *Schooling and its supplements: Changing global patterns and implications for comparative education*, Presidential Address, annual meeting of the Comparative and International Education Society, Atlanta, Georgia, March 8.
- Cummings, William K. 1980. *Education and equality in Japan*. Princeton: Princeton University Press.
- Ekavidya Nathalang, ed. 1970. *Education in Thailand: A century of experience: A revised version of the third academic conference report, 1969*. Bangkok: Department of Elementary and Adult Education, Ministry of Education.

- Murata, Yokuo. 2007. *Tai ni okeru kyōiku hatten: Kokumin tōgō bunka kyōiku kyōryoku* [Educational development in Thailand: National unity, culture, and educational cooperation]. Tokyo: Toshindo.
- Murata, Yokuo, ed. 2016. *Tabunka shakai ni kotaeru chikyū shimin kyōiku: Nihon hokubei Asean iyū no kēsu* [The education for global citizens in response to multicultural society: The cases of Japan, North America, ASEAN, and EU]. Kyoto: Mineruva-shobo.
- OECD, and UNESCO. 2016. *Education in Thailand: An OECD-UNESCO perspective*. Paris: OECD Publishing.
- Research Group of the Institute for International Cooperation (IFIC) and Japan International Cooperation Agency (JICA). 2004. *The history of Japan's educational development—What implications can be drawn for developing countries today?* Tokyo: Research Group of the Institute for International Cooperation (IFIC) and Japan International Cooperation Agency (JICA).
- Watson, Keith. 1982. *Educational development in Thailand*. Hong Kong: Heinemann Asia.
- Wutichai Moonshin. 2011. *Kanpathirup Kansueksa nai Rachakan thi 5* [The educational reform in the reign of Rama V]. 4th ed. Bangkok: Phim Kham Publishers. originally published in 1973.
- Wyatt, David K. 1969. *The politics of reform in Thailand: Education in the reign of King Chulalongkorn*. New Haven: Yale University Press.

Preface

This introduction is comprised of four parts: (1) my positionality, (2) the contributors, (3) content and coverage of the book, and (4) technical matters such as how to cite Thai authors.

My Positionality

Scholars such as the late Nobel Prize winner Gunnar Myrdal (1969) and Ruth Behar (1996) emphasize that it is important for researchers to share and be explicit about their basic value premises. Myrdal argues that “objective” social science is a myth. Our value premises influence the questions we ask, how we interpret our findings, and certainly our normative policy suggestions derived from our research. My basic value premises are as follows:

- Ever since assisting Herman P. Miller (1964) with his book, *Rich Man, Poor Man*, way back in 1962, I have been committed to working toward greater equity in society and improved opportunities for the most disadvantaged.
- Now starting my sixth decade of work of doing research on Thailand, I have developed a real fondness for Thai society and culture and want the country to prosper and do well and want to see its education system reach the highest quality possible, so that all Thais will have the chance to realize their intellectual potential and capability.
- I have a strong belief in the value of cultural democracy and the importance of preserving cultural and linguistic diversity (Ramírez and Casteñeda 1974).
- I strongly believe in giving extremely high priority to education/human resource development and hope that many countries can realize a “peace dividend.” Peace and nonviolence are two of my most important values, rooted in my Amish and Buddhist backgrounds (Martin 2017).

Thus, it is impossible for a volume such as this to be totally “objective.” There are obviously subjective elements that influence both research methods and results.

Nevertheless, I have tried in every way to make the book as balanced as possible, presenting multiple and diverse perspectives on various issues and involving diverse contributors. For example, Achan Prapapat Niyom (the author of Chap. 26) is not trained as an educator and has been a leader in Thailand's alternative school movement having served as the vice-president of the Association of Thai Alternative Education since 2011. Thus, as expected she is largely positive in her assessment of the alternative school movement in Thailand.

The Contributors to This Volume

Two major criteria for selecting contributors were talent and diversity. I feel good about having achieved this goal. The collective contributors to this volume represent an impressive collective pool of expertise and knowledge of Thai education. There are roughly an equal number of female and male authors representing gender balance. While the vast majority of contributors are appropriately Thai, there are also authors from Canada, China, France, and the USA. Among contributors, there are senior scholars such as Dr. Yongyuth Yuthawong, Dr. Sumontra Promboon, and Dr. Sirilaksana Khoman, but also numerous younger scholars who are rising stars such as Dr. Dilaka Lathapipat, Dr. Rattana Lao, and Dr. Wanwisa Suebnusorn. There are contributors from diverse Thai universities such as Chulalongkorn, Mahidol, Srinakharinwirot, Sukothaithammathirat, and Thammasat as well as various Thai organizations such as the Office of the Education Council (OEC), the National Science and Technology Development Agency (NSTDA), the Thailand Development Research Institute (TDRI), the National Institute for Educational Testing Service (NIETS), and the National Science Technology and Innovation Policy Office (STI).

Content and Coverage of the Volume

Hopefully, this volume will help fill a major gap in the literature. The last books in English looking at the Thai education system as a whole were published in the beginning of the 1970s, namely, two volumes:

1. Ekavidya Nathalang's edited book, *Education in Thailand: A Century of Experience* (1970), published by the Thai Ministry of Education
2. Amnuay Tapingkae and Lou Setti's edited book, *Education in Thailand: Some Thai Perspectives* (1973), published by the US Department of Education

There have been other volumes written about Thai education in subsequent years, but these works specialize on a particular aspect of Thai education such as Wyatt's

excellent volume on the education reforms of King Rama V the Great (1969) or Keith Watson's valuable history of Thai education (1980). More recently (2015), Rattana Lao published a valuable study of university autonomy as part of higher education reform. In the past, ONEC and then OEC used to publish annual colorful attractive volumes on Thai education, but these were largely descriptive and statistical, not analytical. The last volume in this series was published in 2008 (OEC). Also various international agencies such as the World Bank and the UNDP have published country volumes on Thai education and/or human resource development. The most recent study of this type is a valuable one completed by OECD-UNESCO (2016). However, it focuses on just four key topics, namely, (1) curriculum, (2) assessment, (3) teachers and leaders, and (4) information and communication technologies in education.

Thus, this volume is intended to be comprehensive covering all aspects of Thai education including nonformal, informal, and alternative education as well as all levels of education from preschool to higher education. In the volume, there is also an attempt to be non-tempocentric. Unfortunately, much contemporary social science and educational research is myopic and ahistorical. In the first chapter of the book, HRH Princess Maha Chakri Sirindhorn has provided a valuable historical overview of Thai education. The last two chapters as well as a number of others include a serious look at future-oriented issues and policies.

Chapter 12, "Education of the Disadvantaged in Thailand," represents a new thrust in books on education. To my knowledge, no other scholar has identified the most disadvantaged groups in their society. The last group HRH describes, the extremely intelligent and gifted, may come as a surprise to many readers. While HRH is well aware that many in this group are actually advantaged, others are in fact disadvantaged and can become very frustrated and encounter serious problems. That is why she includes them. As a sad example in this regard and reflecting her insight on the seriousness of this issue, the second most gifted student in my own large high school class sadly committed suicide after graduating from Harvard.

A major gap in the book is a lack of explicit content on external and international influences on Thai education. This important element actually cuts across nearly all chapters but would certainly merit a whole book on its own, with perhaps chapters devoted to diverse donor agencies such as the World Bank, JICA, the Ford Foundation, and the Rockefeller Foundation.

In research of this type, member checking is important, since I am not Thai, but very much aware of the "crisis of representation." I wanted to make every effort to ensure that the volume neither misrepresents nor distorts Thailand or its realities. Toward this end, Khunying Dr. Kasama Varavan, a highly respected Thai educator (see Appendix II), kindly reviewed each chapter carefully for both quality control and identification of any distortions or misrepresentations. Nevertheless, I take full responsibility for any mistakes, errors, or misrepresentations that may remain.

Technical Matters

Since this is a volume about Thailand and since most of the authors are Thai, there are naturally many citations of Thai scholars and their works, both in Thai and English. Following the guidelines now recognized by major style systems (Chicago, APA, Harvard, MLA, Turabian, and the Library of Congress), all Thai authors are cited by their first, not last, names, since in Thailand first names function as last names in the West and East Asia. Also related to the bibliography, some contributors have included items in their reference list that were not directly cited in their chapters. Their hope is that these citations may be useful for those wishing to read more about the topics of their chapters.

For works cited that are in Thai, their titles are given in romanized Thai consistently following the system developed by the Royal Society of Thailand (formerly the Royal Institute). Also Thai words in the text, except for proper nouns, are transliterated using the same Royal Society system. The names of Thai provinces are spelled in accord with the system used officially by the Thai government through its National Statistical Office (NSO). Also all words from Thai or other languages are italicized.

Double quote marks are used to indicate direct quotations. Single quote marks are used to direct attention to a specific concept or word, or to indicate irony, for example.

Minneapolis, MN, USA

Gerald W. Fry

References

- Amnuay Tapingkae, and Louis J. Setti. 1973. *Education in Thailand: Some Thai perspectives*. Washington, DC: U.S. Department of Health, Education and Welfare, Office of Education, Institute of International Studies.
- Behar, Ruth. 1996. *The vulnerable observer: Anthropology that breaks your heart*. Boston: Beacon Press.
- Ekavidya Nathalang, ed. 1970. *Education in Thailand: A century of experience*. Bangkok: Department of Elementary and Adult Education, Ministry of Education.
- Martin, Sabrina. 2017. New UN Secretary-General's 2017 resolution: "Let's make peace our priority". January 2, PANAMPOST. <https://panampost.com/sabrina-martin/2017/01/02/new-un-secretary-generals-2017-resolution-lets-make-peace-our-priority/>
- Miller, Herman P. 1964. *Rich man, poor man*. New York: Crowell.
- Myrdal, Gunnar. 1969. *Objectivity in social research*. New York: Pantheon Books.
- OECD. 2008. *Education in Thailand 2007*. Bangkok: Office of the Education Council.
- OECD, and UNESCO. 2016. *Education in Thailand: An OECD-UNESCO perspective*. Paris: OECD Publishing.
- Ramirez, Manuel, and Alfredo Castañeda. 1974. *Cultural democracy, bicognitive development, and education*. New York: Academic Press.
- Rattana Lao. 2015. *A critical study of Thailand's higher education reforms: The culture of borrowing*. New York: Routledge.
- Watson, Keith. 1982. *Educational development in Thailand*. Hong Kong: Heinemann Asia.
- Wyatt, David K. 1969. *The politics of reform in Thailand: Education in the reign of King Chulalongkorn*. New Haven: Yale University Press.

Acknowledgments

This book would not have been possible without the strong support of my family, my wife, Tasanee; my late father, Enos; and my son, Terry. They have always been fully supportive of my aspiring to be a lifelong student and learner. Tasanee was always there if I had a Thai language or culture question.

I would also like to thank my talented editors at Springer, Lawrence Liu and Lay Peng Ang. I have had many able editors during my career, but these two individuals are certainly among the best, in terms of responding to my queries in a timely, responsive way and showing openness and flexibility to new ways of doing things.

I would like to express my sincere thanks to the 31 contributors to this volume. Without their active participation and collaboration, this book would have been impossible. I deeply appreciate their sincere and dedicated efforts to make their chapters the best they could be.

I owe a great debt of gratitude to Dr. Kasama Varavan, former permanent secretary of education and former secretary-general of OBEC, whose dedicated help has contributed enormously to whatever success this book may have. She provided valuable advice about potential contributors to chapters and assisted me in connecting with them. We had numerous discussions about the content of the book where she provided me valuable insights in trying to understand Thai education more deeply and reduce my related ignorance. She also kindly critically reviewed all chapters for total quality control and any misrepresentations or distortions.

Also I would like to express my deepest thanks to Dr. Sumonta Promboon for all her tireless efforts to facilitate the participation of HRH Princess Maha Chakri Sirindhorn in this book project. She as well contributed an excellent chapter on STEM to the book.

Many thanks also go to Dr. Yongyuth Yuthawong, who kindly accepted the invitation to contribute a chapter while being extremely busy as a deputy prime minister of Thailand. He also came up with the creative metaphor subtitle for the book.

Among contributors, Dr. Waraiporn Sangnapaboworn was particularly helpful in agreeing “late in the game” to take on an additional chapter, that on policy and planning. She also kindly assisted by doing several of the important biographies of influential educators included in Appendix II. Also late in the process, Dr. Pruet

Siribanpitak of Chulalongkorn University kindly agreed to take on the important chapter related to redesigning teacher education.

Suchart Wongsuwan, former director of the Bureau for Curriculum, OBEC, provided excellent assistance related to the writing of the curriculum section of the chapter on secondary education. I would like also to thank Dr. Krissanapong Kirtikara, former deputy minister of education, for granting me an interview related to rethinking Thai education. He shared many valuable insights which influenced my thinking about what changes are critically needed in Thai education.

I am particularly grateful to Dr. Rosarin Apahung (educator in remote Seka, Bueng Kan, in Isan) for arranging a visit to her area in November 2015 to hear the voices in remote Isan about rethinking Thai education. She has really helped me to understand basic education issues in remote areas such as Bueng Kan and provided much sustained support during the long journey of doing this book. She has always been there to answer my often rather naïve questions. As a coauthor, she also made valuable contributions to the chapter on regional disparities.

Mark Bray, chair professor of comparative education, Comparative Education Research Centre, University of Hong Kong, and president of the Comparative and International Education Society, provided valuable assistance identifying an appropriate scholar to do the chapter on shadow education and then later reviewing carefully the chapter on that topic.

The authors of the chapter on STEM education are grateful to Professor Pornpun Waitayangkoon, the president of IPST, and Dr. Raksapol Thananuwong, IPST senior researcher, for their valuable comments and suggestions related to their chapter.

My research assistant at the University of Minnesota, Haelim Chun, provided excellent and consistent research help as needed, showing incredible patience and diligence. I would also like to thank the following individuals (institutions in parentheses) for their valuable help in doing this book: Achariya Kohtbantau (World Bank, Laos and Cambodia), Benjamart Tiangtongdee (Benchamaracharungsarit 2 School (Ben 2 School)), Benjawan Poomsan Terlecky (Paiboon Publishing), Chuachan Chongsatityoo (OEC, TRF), Fred Finley (University of Minnesota), Jazno Franceour (DigiPen Institute of Technology), Tom Hanson (University of Minnesota), Takehito Kamata (University of Minnesota), Kamolpun Payukasemsopon (Ben 2 School), Kwanpirom Sombat (Banmatkanokthachumbun School), Jutima Boonseng (Again Peace) (Got Grafik), Nanlawattha Sribenrat (NIETS), Napaporn Armstrong (OHED), Nuttaporn Lawthong (Chulalongkorn University), Pattama Kampari (OEC), Pavinee Pornsalnuwat Tanariyakul (Thammasat University), Pimsiri Aroonsri (University of Minnesota), Pranee Yunyung (Ben 2 School), Penpa Chomdech (Wat Muang School), Isadore Reaud (PDA), Sali Kasemrat (Rajanagarindra Rajabhat University), Silaporn Buasai (Thailand Research Fund), Siriporn Pittayasophon (NSTDA), Supakorn Buasai (Quality Learning Foundation), Suwanlee Binsalay (Ben 2 School), Thanyaporn Prempre (Arson Silp Institute of the Arts), Trithep Ausakul (Vajiravudh College), Vichit Lorchorchoonkul (NIDA), Wannaporn Tansatit (University of Minnesota), Wanwisa Fon Somsiri (Jim Thompson), and Jon Wendt (Century College).

I would also like to thank various institutions that facilitated research for this book including the Benchamaracharungsarit 2 School, the Office of the Education Council (OEC), the Office for Promoting Learning Society and Youth Life Quality (So So Ko), the National Institute for Educational Test Services (NIETS), the National Institute for Development Administration (NIDA), the Quality Learning Foundation (QLF), and the Thailand Information Center at Chulalongkorn University.

The authors of the chapter on vocational-technical education would like to express their deep gratitude to research funding provided by (i) the Office of the Education Council, Ministry of Education, Thailand; (ii) the Office of Industrial Economics, Ministry of Industry, Thailand; (iii) the Overseas Vocational Training Association, Japan; and (iv) the Results for Development Institute, the USA. They would also like to express their thanks to colleagues at the Labor Development Division of Thailand Development Research Institute (TDRI) who are part of the research team for those projects. They would like to give special thanks to Jakrit Jirarajvaro, Nirath Ingpornprasit, Khanittha Hongprayoon, Achareeya Anantatas, and Ratre Prasomsap. Further thanks also go to former TDRI researchers, Songwut Promjene and Raphaella Prugsamatz, who left the authors with valuable reports on Thailand Human Resource Development Monitor 2008 and 2009, which contributed indirectly to the content of their chapter.

Finally and most importantly, I must thank my many wonderful former mentors and teachers who provided me the *interdisciplinary* and scholarly training that made this effort possible: the late Buddadāsa Bhikku (Buddhism), James Billington (comparative history), the late Lee Cronbach (educational measurement and evaluation), Martin Carnoy (economics of education), Hank Levin (economics of education), the late Sir Arthur Lewis (Nobel laureate in development economics), James March (leadership), Olarn Chaiprawat (Thai language and culture), Glenn Paige (Asian politics), the late G. William Skinner (Thai bibliographic studies), the late Sippanondha Ketudat (Thai education and development), the late M.C. Subhadradis Diskul (Thai royalty, history, and aesthetics), the late Robert B. Textor (Thai and future studies), Hans Weiler (politics of education), and Doris Wibunsin (Thai language and culture). Finally, I would like to thank Professor Peter Kunstadter for encouraging me to go and discover Thailand and Professor Leith Mullings for inspiring my initial interest in Buddhism.

Series Editors' Introduction

This cutting-edge book edited by Gerald W. Fry, on *Education in Thailand: An Old Elephant in Search of a New Mahout*, is the latest volume to be published in the long-standing Springer book series Education in the Asia-Pacific Region: Issues, Concerns and Prospects. The first book in this Springer series was published in 2002, with the volume by Gerald Fry being the 42nd volume published to date.

Gerald Fry's substantial, 27-chapter book is the most comprehensive publication to date about education in Thailand. It successfully brings together international and local experts on Thai education. The substantial involvement of Thai education experts, which is usually lacking in international publications, assures that this book, while discussing broader issues in education and schooling such as quality, access, and equity, also touches on contextualized issues in education relevant to Thailand. From the history and development of Thai education to a discussion of issues surrounding the contemporary Thai education system, such as dimensions of inequality, quality reforms, policy directions, and alternative forms of education, the inclusive nature of this book makes it unparalleled in the existing literature. It also provides readers with noteworthy specific information such as a list of the many Thai education ministers since 2000, and notes on prominent education scholars and experts in Thailand.

The discussion commences with a history of the country's education system, this being contextualizing within a broader Thai setting by highlighting the important role of religion and education in the country. Different levels and sectors from primary to higher education, formal and nonformal, and technical-vocational training provide an across-the-board discussion while underlining issues relating to each of these areas. Other prominent issues in the education system dealing with broadly defined quality, leadership- and policy-related concerns, and the future direction of the Thai education system are also critically and carefully examined. While drawing attention to the distinctive features of the Thai education system, the book also locates these within a wider framework of educational issues similarly faced by others, such as teacher education, education testing and assessment, internationalization, research and development, and STEM. Given its coverage, this volume is the most wide-ranging reference available to anyone interested in education in Thailand.

Various topics examined in this Springer book series are wide ranging and varied in coverage, with an emphasis on cutting-edge developments, best practices, and education innovations for development. Topics examined include environmental education and education for sustainable development; the reform of primary, secondary, and teacher education; innovative approaches to education assessment; alternative education; most effective ways to achieve quality and highly relevant education for all; active aging through active learning; case studies of education and schooling systems in various countries in the region; cross-country and cross-cultural studies of education and schooling; and the sociology of teachers as an occupational group, to mention just a few. More information about this series is available at <http://www.springer.com/series/5888>.

All volumes in the book series aim to meet the interests and priorities of a diverse education audience including researchers, policy makers, and practitioners; tertiary students; teachers at all levels within education systems; and members of the public who are interested in better understanding cutting-edge developments in education and schooling in Asia-Pacific.

This book series has been devoted exclusively to examining various aspects of education and schooling in the Asia-Pacific region because this is a particularly challenging region which is renowned for its size, diversity, and complexity, whether it be geographical, socioeconomic, cultural, political, or developmental. Education and schooling in countries throughout the region impact on every aspect of people's lives, including employment, labor force considerations, education and training, cultural orientation, and attitudes and values. Asia and the Pacific is home to some 63% of the world's population of 7 billion. Countries with the largest populations (China, 1.4 billion; India, 1.3 billion) and the most rapidly growing megacities are to be found in the region, as are countries with relatively small populations (Bhutan, 755,000; the island of Niue, 1600).

Levels of economic and sociopolitical development vary widely, with some of the richest countries (such as Japan) and some of the poorest countries on Earth (such as Bangladesh). Asia contains the largest number of poor of any region in the world, the incidence of those living below the poverty line remaining as high as 40% in some countries in Asia. At the same time, many countries in Asia are experiencing a period of great economic growth and social development. However, inclusive growth remains elusive, as does growth that is sustainable and does not destroy the quality of the environment. The growing prominence of Asian economies and corporations, together with globalization and technological innovation, leads to long-term changes in trade, business, and labor markets, to the sociology of populations within (and between) countries. There is a rebalancing of power, centered on Asia and the Pacific region, with the Asian Development Bank in Manila declaring that the twenty-first century will be "the century of Asia-Pacific."

This book series makes an important and unique contribution to knowledge sharing about education and schooling in Asia-Pacific. Any readers of this or other volumes in the series who have an idea for writing (or editing) their own book on any aspect of education and/or schooling, which is relevant to the region, are enthusiastically encouraged to approach the series editors either directly or through Springer

to explore the possibility of publishing their own volume in the series, since we are always willing to assist perspective authors shape their manuscripts in ways that make them suitable for publication in this series.

Office of Applied Research and Innovation
College of the North Atlantic-Qatar, Doha, Qatar

Rupert Maclean

College of Education
Zhejiang University
Hangzhou Shi, China
August, 2018

Lorraine Symaco

Photo

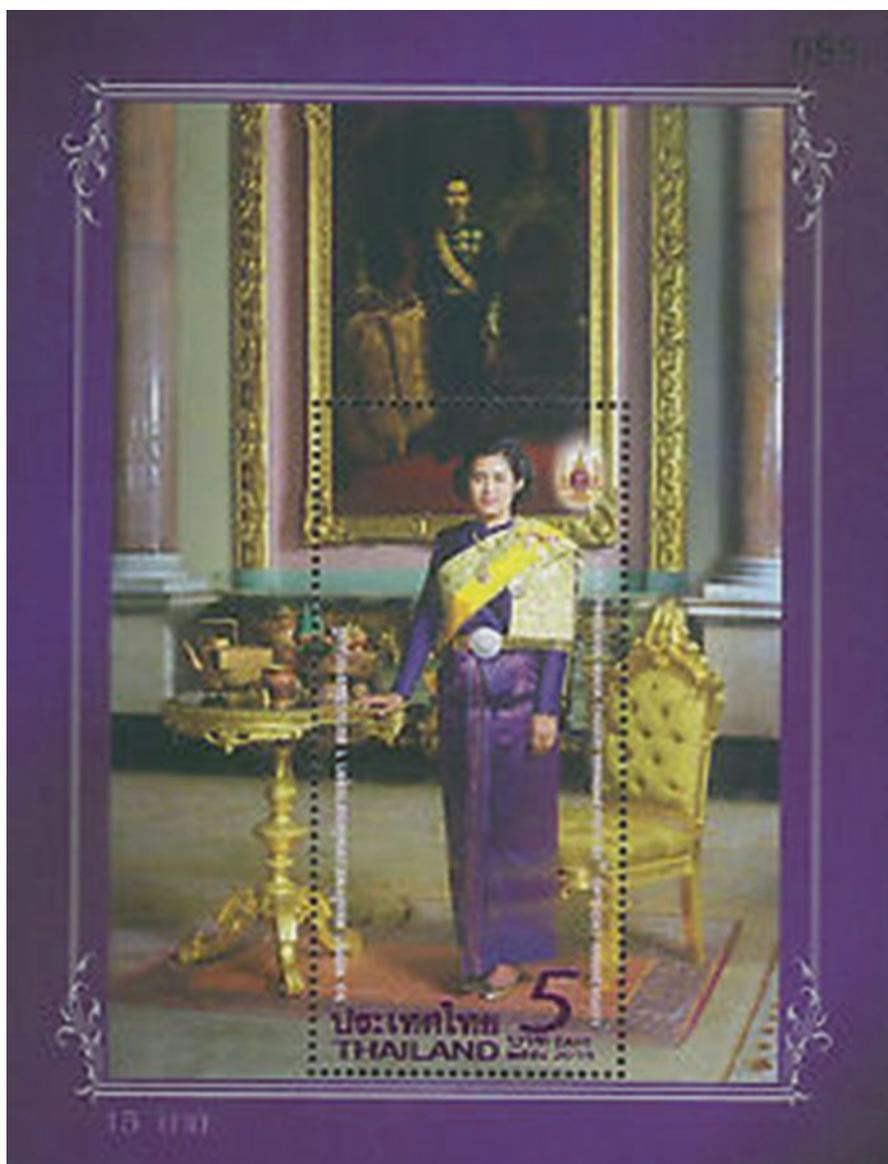


Photo of the “Academic Princess,” HRH Princess Maha Chakri Sirindhorn, with King Chulalongkorn the Great (orchestrated Thailand’s first major education reform) in the background

Map of Thailand



Contents

Part I Background: The Thai Context

- 1 History and Development of Thai Education** 3
Her Royal Highness Princess Maha Chakri Sirindhorn
- 2 The Thai Context: Historical, Cultural, Demographic,
Geographic, Economic, and Political** 33
Gerald W. Fry
- 3 Religion and Educational Development in Thailand** 57
Gerald W. Fry

Part II The Contemporary Thai Educational System

- 4 The Structure of Thai Education**..... 79
Cuttariya Jangdecha and Panthep Larpkesorn
- 5 Preschool and Primary Education: Thailand's
Progress in Achieving Education for All**..... 93
Sheldon Shaeffer
- 6 Rethinking Thai Secondary Education** 125
Amornwich Nakornthap
- 7 Vocational Education in Thailand: Its Evolution,
Strengths, Limitations, and Blueprint for the Future** 163
Yongyuth Chalamwong and Wanwisa Suebnusorn
- 8 Nonformal and Informal Education in Thailand** 189
Sumalee Sungsi
- 9 Thai Higher Education: Privatization and Massification** 223
Oliver S. Crocco

10	Quality and Autonomous Universities: Policy Promises and the Paradox of Leadership	257
	Rattana Lao	
11	The Internationalization of Thai Higher Education over the Decades: Formidable Challenges Remain!	271
	Porntip Kanjananiyot and Chotima Chaitiamwong	
Part III Major Educational Issues: Inequalities and Disparities		
12	Education of the Disadvantaged	325
	Her Royal Highness Princess Maha Chakri Sirindhorn	
13	Inequalities in Educational Attainment	345
	Dilaka Lathapipat	
14	Regional Educational Disparities in Thailand	373
	Gerald W. Fry, Hui Bi, and Rosarin Apahung	
15	Education in Thailand’s Ethnic Languages: Reflections on a Decade of Mother Tongue-Based Multilingual Education Policy and Practice	393
	Suwilai Premsrirat and Kirk R. Person	
Part IV Educational Issues: Quality		
16	Interaction of Education with Research and Development	411
	Yongyuth Yuthavong	
17	The Evolution and Current Status of STEM Education in Thailand: Policy Directions and Recommendations	423
	Sumonta Promboon, Fred N. Finley, and Kittisak Kaweeekijmanee	
18	Redesigning Teacher Education	461
	Pruet Siribanpitak	
19	Quality Issues of Education in Thailand	477
	Alain Mounier and Phasina Tangchuang	
Part V Planning, Policy, Reforms, Leadership, and Accountability		
20	The Evolution of Educational Policy and Planning in Thailand: From NEC to ONEC and OEC	503
	Gerald W. Fry and Waraiporn Sangnapaboworn	
21	The Evolution of Education Reform in Thailand	517
	Waraiporn Sangnapaboworn	
22	Thailand’s Challenge of Systemic Education Reform: Where Are the Leaders with the “Right Stuff”?	555
	Philip Hallinger	

23	The Financing of Thai Education	579
	Sirilaksana Khoman	
24	Educational Testing, Assessment, and Quality Assurance	597
	Somwung Pitiyanuwat, Samphan Phanphruk, and Tan Pitiyanuwat	
Part VI Alternative Educational Paths and Future Directions		
25	Shadow Education in Thailand: Thai and International Perspectives	627
	Nantarat Charoenkul	
26	Thai Alternative Education	651
	Prapapat Niyom	
27	Synthesis, Rethinking Thai Education: Paradoxes, Trends, Challenges, and Opportunities	677
	Gerald W. Fry	
	Appendices	711
	Index	737

Contributors

Honorary Contributor

Her Royal Highness Princess Maha Chakri Sirindhorn is a daughter of their Majesties the late King Bhumibol Adulyadej and Queen Sirikit of Thailand. Her Royal Highness (HRH) received her BA (first class honors) in history from Chulalongkorn University. She has an MA in Oriental epigraphy from Silpakorn University and an MA in Pali-Sanskrit from Chulalongkorn University. She holds a doctorate in international development education from Srinakharinwirot University. To extend her cultural horizons, she has studied many languages, including English, French, German, Chinese, Khmer, Pali, Sanskrit, and Latin, and she travels widely. Her over 35 years of work in education development is well recognized both nationally and internationally. Princess Maha Chakri Sirindhorn holds leadership positions in numerous important philanthropic organizations and foundations such as the Thai Red Cross Society and the Chaipattana Foundation (in charge of His Majesty King Bhumibol Adulyadej's development and environmental preservation projects). Her Royal Highness began her teaching career in 1979, when she started teaching general education at Chulalongkorn University. A year later, she joined the Department of Law and Social Sciences of the Chulachomklao Royal Military Academy, where she was director of the Department of History for many years. She has published extensively in the areas of education, literature, linguistics, archaeology, history, and religion, including numerous highly popular travel books. HRH is an accomplished classical Thai musician, artist, and poet. She has received international awards such as the Magsaysay Award for Public Service in 1991 and Indira Gandhi Award for Peace, Disarmament and Development in 2004. In 2005 she was appointed special ambassador of the World Food Programme (Food for Schools) and goodwill ambassador of UNESCO (Education of Ethnic Children). Recent international recognitions include the Creative Excellence Award from the World Intellectual Property Organization (WIPO) in 2016 for her having been the author of some 350 creative works of poetry, writing, and art/illustrations; UN FAO Ambassador for Zero Hunger from FAO in 2016; and the World Sanskrit Award

from the Indian Council on Cultural Relations in 2016. On January 27, 2017, on the occasion of the 68th Republic Day of India, HRH received the Padma Bhushan, one of that nation's highest civilian awards for her distinguished service of a high order to the fields of literature and education. She is a true Renaissance woman dedicated to lifelong learning who is described by the National Research Council of Thailand as the "academic princess." Among her many book publications, was her elegant 2017 bilingual book titled *Poetry of Light [Kavyaprabha]*, which reflects her exceptional photographic talent and her intercultural, cosmopolitan outlook on life.

Editor

Gerald W. Fry is a distinguished international professor in the Department of Organizational Leadership, Policy, and Development, College of Education and Human Development, University of Minnesota. He received his BA from Stanford University, an MPA from the Woodrow Wilson School at Princeton, and his PhD from Stanford University. Previously, Dr. Fry was a professor of political science and international studies at the University of Oregon where he also directed the International Studies Program and the Center for Asian and Pacific Studies. He was the team leader for major Asian development projects in Laos and Thailand related to education reform. He has previously taught at Stanford and various universities in Thailand, Laos, and Vietnam. In 1991–1992, he was a Pew fellow in international affairs at the Kennedy School at Harvard. Among his many publications are the books *Pacific Basin and Oceania*, *The International Education of Development Consultants: Communicating with Peasants and Princes*, *International Development Dictionary*, *Association of Southeast Asian Nations*, and *Historical Dictionary of Thailand*.

Contributors

Amornwich Nakornthap received his BEd (Hons) from Chulalongkorn University, his MS in higher education from Florida State University, and his PhD in education research and evaluation from the Ohio State University. He started his work at the Ministry of University Affairs in 1988 and moved to the Faculty of Education, Chulalongkorn University, in 1996 to pursue his teaching and research career ever since. He currently serves as lecturer in development education, Department of Education Policy, Management and Leadership, and director of the Center for Policy Research in Education, Faculty of Education, Chulalongkorn University. His significant past experiences and appointments included being a member of the Education Reform Commission, National Reform Council, an assistant secretary to the minister of education, and a member of the board of the National Education

Commission. He is the founder of Ramajitti Institute, a research and development institute focusing on the area of education and child development.

Chotima Chaitiamwong is an outreach officer at the Thailand-United States Educational Foundation (TUSEF/Fulbright Thailand) handling knowledge sharing and networking activities. She received her BA in English with honors from the Faculty of Arts, Chulalongkorn University, a master's in modern international studies from the University of Leeds, UK, and a master's in public administration from the University of Hawai'i under an East-West Center fellowship. Before joining the foundation, she was a senior program officer and assistant to the executive director of the ASEAN University Network Secretariat (AUNS) responsible for, among other activities, ASEAN Studies Program, Educational Forum, ASEAN-EU, and quality assurance. She also has had experiences in different types of organizations including news agencies, telecommunication, research institutions, and education advising agencies. Her main interests are in the education and development area particularly related to internationalization and cross-cultural exchanges.

Cuttariya Jangdecha graduated with a BA from the Faculty of Arts at Chulalongkorn University. She did an MA in French studies at Thammasat University and an MA in communicative English from Ramkhamhaeng University. Prior to joining the Office of the Education Council (OEC), she worked at the Ministry of University Affairs. At the OEC, she was a major contributor to the study *Education in Thailand, Thailand Education for All Monitoring Report 2013*. Currently, Cuttariya is an educator (professional level) at the OEC, Ministry of Education.

Dilaka Lathapipat is a human development economist for education global practice at the World Bank Office, Bangkok. He holds a bachelor's degree in mechanical engineering from University College London, a master's degree in economics (English Program) from Thammasat University, and a PhD in economics from the Australian National University. His work has focused primarily on education (school-based management, education financing, and education inequality), the labor market, and program impact evaluation. Before joining the World Bank in August 2012, Dilaka had been a research fellow (Sectoral Economic Program) at the Thailand Development Research Institute Foundation and a visiting research scholar at the Center for Labor Economics, Department of Economics, University of California, Berkeley.

Hui Bi received in 2018 her doctorate in Comparative and International Development Education (CIDE) from the University of Minnesota. Prior to attending the University of Minnesota, she obtained her first master's degree in linguistics and applied linguistics from Central-South University in China and her second master's degree in cross-cultural and international education from Bowling Green State University in Ohio. Using both quantitative and qualitative approaches, her current research focuses on the fields of education policies, educational equity, and history

and critical issues of international education. She has delivered nine scholarly presentations at conferences including four papers presented at the Comparative and International Education Society (CIES). In addition, she has published six academic journal articles in English or Chinese. For the past 3 years, she has been teaching at St. Olaf College.

Oliver S. Crocco is an assistant professor in the School of Leadership and Human Resource Development at Louisiana State University. He completed his doctorate in human and organizational learning at George Washington University (GWU) in 2018. Before going to GWU, he completed his EdM in human development and psychology from Harvard University and worked at Payap University in Chiang Mai, Thailand, for 4 years. At Payap, Oliver was a lecturer in the International College and the head of International Campus Life. His research interests include Thai higher education, global competence, cross-cultural ethics, and human resource development. Upon completion of his doctoral degree, he plans on pursuing a career in academia and returning to Thailand.

Fred N. Finley received his PhD in science education from Michigan State University in 1977. He is an associate professor of the STEM Education Center at the University of Minnesota where he has been since 1986. He has worked with numerous universities and government agencies in Thailand during the past 25 years. His work, study, and research in Thailand have been about STEM education, student-centered teaching and learning, practical classroom-based research, curriculum design, STEM teacher education, environmental and Earth systems science education, and assessment. His more recent activities have been related to community-based and context-based STEM teaching. The primary grounding of his teaching and research is based on social constructivism and the history and philosophy of science.

Philip Hallinger holds the TSDF Chair Professor of Leadership at Mahidol University and directs their new interdisciplinary Ph.D. program in sustainable leadership. He is also a distinguished visiting professor at the Faculty of Education in the University of Johannesburg (South Africa). He holds a doctorate in education from Stanford University. In 2014 he received the *Excellence in Research on Educational Leadership Award* from the American Educational Research Association and the *Roald F. Campbell Award for Lifetime Achievement* from the University Council for Educational Administration. His research focuses on principal instructional leadership, problem-based leadership development, and international studies in educational leadership and management. Professor Hallinger is chief coeditor of the *Journal of Educational Administration*.

Kittisak Kaweevijmanee is currently a policy researcher at the National Science Technology and Innovation Policy Office, Thailand. He has been a part of several initiatives aimed at promoting STEM education and workforce development in Thailand. His research interests cover the areas of science, technology, and

innovation policy in Asian countries, education policy, and human capital development. He obtained a master's degree in chemistry from the University of Oxford, UK. He also holds a master's degree in public policy from the Lee Kuan Yew School of Public Policy, National University of Singapore (NUS).

Alain Mounier is a French economist and sociologist specializing in economic and social development, labor, and education. He was director of research at the French Institute for Development (IRD) and has managed research projects and teams. He has conducted research and taught and served as an adviser to several governments and UNDP programs in Europe, Africa, Asia, and Latin America. He is the author of the recent (2016) volume *Critique de l'économie politique du développement et de la croissance*, Paris, Bréal, and earlier coauthored with Dr. Phasina Tangchuang the book *Education and Knowledge in Thailand: The Quality Controversy* (2010).

Nantarat Charoenkul PhD, is an assistant professor in the Division of Educational Administration at the Faculty of Education, Chulalongkorn University. Dr. Nantarat Charoenkul received her bachelor of arts degree from Chulalongkorn University, Bangkok, Thailand; master of arts in European studies; and PhD in educational policy from the University of Newcastle upon Tyne, England. She started her scholarly journey as a research assistant to explore the private sector's role in an educational management and development project (Asian cases) under the E.G. West Research Centre, England. Dr. Nantarat has been working full-time at Chulalongkorn University since 2007. Her research focus has been on educational policy and management. Her research projects include A Study of the Administration of Schools Transferred to the Local Administration Organizations in the Northeast of Thailand (2007–2010); A Study of the Administrator's Roles in Schools and Community Relationship Building of Large Private Vocational Schools in Bangkok (2007–2008); The Development of an Administrative Model for a Performance-Based Budgeting System in Higher Education: A Case Study of Thailand (2008–2011); and A Study of Instructional Leadership in Asia: The Case of Thailand (in progress).

Panthep Larpkesorn graduated with a EdD (education management) from the University of Melbourne. He has a BA in political science from Thammasat University and an MA in public policy from American University. His previous works and publications focused on ICT policy in Thailand including One Tablet per Child and mobile learning. He is an educator (specialist level) at the Office of the Education Council, Ministry of Education.

Kirk R. Person received his PhD from the University of Texas, Arlington, and came to Thailand in 1988 as a volunteer English teacher. He currently works with SIL International, a global organization focused on minority language issues. He has served at Yonok, Payap, Mahidol, and Suan Sunandha Universities. He has conducted linguistic fieldwork in Thailand, Myanmar, and China (PRC), served as an

advisor to the Patani Malay-Thai Multilingual Education Project, and represented SIL International in the Education for All and Multilingual Education Working Groups (both based at UNESCO Bangkok). He has served on the Royal Institute of Thailand's National Language Policy Committee since 2006.

Phasina Tangchuang is a professor of adult/nonformal education, Faculty of Education, Chiang Mai University, Thailand. He completed his PhD in adult education from Florida State University in 1984. He has done several research projects funded by TRF, NRCT, CMU, and many private organizations. He is now a guest lecturer at Mahamakut Buddhist University. He also written many book chapters published in the USA, UK, Japan, and Thailand in volumes such as *Financing Higher Education in a Global Market* and *Productivity, Investment in Human Capital and the Challenge of Youth Employment*.

Pornpip Kanjananiyot currently serves as a special advisor of SEAMEO Regional Center for Higher Education and Development, handling training on internationalization, exchanges, and cross-culture. Before then, she worked as executive director of Thailand-United States Educational Foundation from October 2003 to October 2014. Earlier on, she was director of the International Cooperation Strategy Bureau and Higher Education Standards Bureau, Commission on Higher Education (formerly known as Ministry of University Affairs). Throughout her career, she has worked in several ministries, including Education, the Prime Minister's Office (Office of the National Education Commission), and University Affairs. She has volunteered to be an assessor, since the inception of Thailand Quality Award in 2002 (modeled after the Malcolm Baldrige National Quality Award of the USA), and was an external assessor for higher education institutions of the Office of the National Education Standards and Quality Assessment for two 5-year cycles. In addition, she serves as member of committees relating to education, international cooperation, and language. She received her bachelor's degree with honors in education from Chulalongkorn University and holds two master's degrees from Columbia University (New York), one in international education development and one in educational administration.

Prapapat Niyom is president of Arsom Silp Institute of the Arts, Bangkok, Thailand. She received her bachelor's degree in architecture from Chulalongkorn University and an MA in architecture from the University of Pennsylvania. She was the founder of both Roong Aroon School (1997) and the Arsom Silp Institute of the Arts (2006). In 1995, she was the deputy dean of the Faculty of Architecture at Chulalongkorn University. From 1996 to 1998, she was the deputy governor of Bangkok. More recently, from 2014 to the present, she has been a member of the National Reform Council and an advisor to the minister of education. In the past, she has also served as president of the Thai Association of Alternative Schools. Her specialties are holistic education and a Buddhist approach to education and schooling and learning skills for innovation and the twenty-first century. She has published numerous articles in these areas.

Pruet Siribanpitak is a professor in education at the Faculty of Education at Chulalongkorn University. Currently, he is the chairman of the doctoral program in educational management. He served as the dean of the Faculty of Education for 8 years. He was the leader of the taskforce for setting up Thailand's Council of Deans of Education. His publications have focused on education for sustainable development, critical thinking, and strategic management for a small planet. He now serves as a specialist in the national committee for driving national reform in education. Recently, he has served as the chairman of the operation taskforce for teacher education.

Rattana Lao is a senior consultant at the Kenan Institute Asia. Previously she was head of the Thai Studies International Program, Pridi Banomyong International College, Thammasat University. She received a PhD in comparative and international education (political science) from Teachers College, Columbia University, and was a recipient of the prestigious Anandamahidol Scholarship. In 2015, Routledge published her book, *A Critical Study of Thailand's Higher Education Reforms: The Culture of Borrowing*. Prior to joining Thammasat, she was a visiting scholar at the University of London's Institute of Education and a postdoctoral fellow at the University of Hong Kong.

Rosarin Apahung teaches mathematics at Chumchon Bansang School in Seka District, Bueng Kan Province, in the remote northeast. She received undergraduate degrees in both elementary education and law from Sukhothai Thammathirat Open University (STOU) and an MA in curriculum and instruction from Udon Rajabhat University. She received a doctorate in strategies for the management of curricular design from Rajabhat Udon University in 2015. She has won many outstanding teacher awards. She is also academic head of Sang Nongthum School Cluster and head of the Academic Administration of Chumchon Bangsan School in Bueng Kan Province. She has served as a consultant to ISTP in STEM curriculum development. In the fall of 2016, she was an invited visiting scholar in the Department of Organizational Leadership, Policy, and Development, University of Minnesota. On January 21, 2017, she received a national award from the National Research Council of Thailand for being an outstanding researcher-teacher. Her current research focuses on strategies for using mathematics and statistics to promote ASEAN literacy and the cultural correlates of happiness education.

Samphan Phanphruk is director of the National Institute of Educational Testing Service. He received his BEd in mathematics-chemistry from Khon Kaen University, his MEd in education statistics from Chulalongkorn University, and his PhD in educational measurement and evaluation from Chulalongkorn University. He was past dean of the Faculty of Education at Khon Kaen University, past president of the Thailand Social Science Association, past president of the Thailand Education Deans' Council, and vice-president of the Buri Ram Rajabhat University Council. He has received many awards for his outstanding accomplishments in education, including a major royal decoration.

Sheldon Shaeffer was director of UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok for over 7 years, retiring at the end of 2008. A citizen of Canada, he was educated in history (BA), anthropology (MA), and comparative international education (PhD) at Stanford University. Although he has worked in every developing region of the world, his professional focus for over 25 years has been on education systems and reforms in Southeast Asia, particularly in Indonesia, beginning as a university lecturer in Ambon and continuing through PhD research in East Java and evaluations, pilot projects on decentralization, capacity development programs, the development of policy briefs, and the analysis of teacher development and school management processes with the Ford Foundation, UNESCO, UNICEF, AusAID/DFAT, and the World Bank. Much of this work focused specifically on issues of education system reform, including pilot projects on decentralization; policy briefs in areas such as operational costs, multigrade teaching, and school-based management; and situation analyses and evaluations related to major reforms in teacher development and school management. His other current interests include early childhood development, language policy in education, inclusive education (both in regard to disabilities and more broadly defined), child-friendly education, and HIV and AIDS and education. Currently Dr. Shaeffer is an associate of the Institute for Reconstruction and Security through Education (The RISE Institute).

Sirilaksana Khoman is chair of Economic Sector Corruption Prevention at Thailand's National Anti-Corruption Commission (NACC). Before joining the NACC, she was dean of the Faculty of Economics, Thammasat University. She received her bachelor's and master's degrees in economics from the Australian National University, her PhD in economics from the University of Hawai'i, and a Certificate in International Trade Regulation from the Harvard Law School. She has taught at the Australian National University, the United Nations University in Tokyo, and the University of Oregon, USA, as a Fulbright scholar. She has done extensive work for several international organizations including the World Bank, UN ESCAP, WHO, UNCTAD, UNESCO, and the Asian Development Bank. Her areas of research are international trade, health economics, the economics of education, public policy, and currently the economics of corruption. She is currently serving her second term on the Global Agenda Council on Anti-Corruption and Transparency, World Economic Forum.

Somwung Pitiyanuwat received his BEd (Hons), MEd, and PhD in educational psychology (University of Minnesota, USA). He is currently professor emeritus of Chulalongkorn University and a Royal Fellow, appointed by the King of Thailand, of the Royal Council of Thailand, Academy of Moral and Political Sciences. He is the chairman of the Rajabhat Chaiyaphum University Council, a distinguished member of the Higher Education Commission, and a distinguished member of the Institute for Promotion of Teaching Science and Technology. Previously, he was the chairman of the Executive Board for the National Institute of Educational Testing Service, the chairman of Rajabhat Rajanagarindra University Council, the director

of the Office of National Education Standards and Quality Assessment, the dean of the Faculty of Education, and the vice-president for Research Affairs of Chulalongkorn University. Recently Dr. Somwung received a 2018 national educator award for his extraordinary contributions to Thai education. He is an acclaimed expert in quality assurance, educational assessment, citizenship education, and teacher education and development.

Sumalee Sungri is a professor at the School of Educational Studies, Sukhothai Thammathirat Open University, Thailand. She received a BEd (Hons) from Srinakharinwirot University and MEd from Chulalongkorn University, Thailand, and finished her PhD from Monash University, Australia. She worked at the Department of Non-formal Education, Ministry of Education, as an adult educator for about 10 years before becoming a lecturer at the Non-formal Education Division, Sukhothai Thammathirat Open University. At the university, apart from her academic work, she had important administrative work such as assistant to the president and the director of the Office of Educational Services. At present, she is responsible for bachelor's degree, master's degree, and doctoral degree programs in nonformal and informal education and also a doctoral degree program in distance education. She has published a number of books, textbooks, and papers in the field of nonformal and informal education, lifelong education, and distance education. She also has conducted considerable research in the field of nonformal and informal education and lifelong education for various target groups such as young adults, those in the labor force, elderly people, women, and individuals in rural areas.

Khunying Sumonta Promboon received her BA in zoology and MS in genetics from the University of Wisconsin, Madison. She received her PhD in genetics from the University of Hawai'i. She is currently a member of the National Legislative Assembly; chair of the board of the Higher Education Commission, MOE; and a member of the boards of numerous universities such as King Mongkut's University of Technology Thonburi. She is also on the board of the Princess Maha Chakri Sirindhorn Foundation and that of the Institute for the Promotion of Teaching Science and Technology (IPST). From 1997 to 2003, she was president of Srinakharinwirot University. From 2004 to 2007, she was president of the Science Society of Thailand. Her research specialties are biology, biotechnology, science and technology education, and education for gifted children. In 2013 she was named Outstanding Thai Woman by the National Women's Council of Thailand.

Suwilai Premsrirat (PhD, Monash University) is the founding director of the Resource Center for Documentation, Revitalization and Maintenance of Endangered Languages and Cultures, Research Institute for Languages and Cultures of Asia (RILCA), Mahidol University, Thailand. She has researched ethnic minority languages in Thailand and its neighbors since 1975. Under her direction, Mahidol University staff have facilitated language revitalization and multilingual education programs in 23 ethnic languages. She is a recipient of the Mahidol Award for Outstanding Research (2001), the National Research Council of Thailand

Outstanding Researcher Award (2006), and the *Comite' International Permanent des Linguist* Award for Endangered Language Research (2008). Since 2006, she has cochaired the Royal Institute of Thailand's National Language Policy Committee. In 2016, RILCA was awarded the UNESCO King Sejong Literacy Prize for its program "Patani Malay-Thai Bi-/Multilingual Education Project (PMT-MLE)" which Dr. Suwilai directs.

Tan Pitianuwat completed a bachelor's degree of architecture in industrial design from King Mongkut's Institute of Technology Ladkrabang and a master of arts in industrial design from the Central Saint Martin's College of Art and Design of the University of the Arts London, England. He is currently a lecturer and head of Product Design Department School of Fine and Applied Arts, Bangkok University. Previously, he was a deputy dean for quality assurance of the Kasem Bundit University Faculty of Architecture and a product designer at Volksmobil Co, Ltd. (furniture export company). His research interests include sustainability in furniture design, furniture design in mass production, quality assurance in higher education, and alternative assessment using teaching and learning portfolios.

Wanwisa Suebnusorn is a lecturer (full-time, permanent) for the master's degree program in educational management and administration leadership of the Panyapiwat Institute of Management and a researcher at the Human Resource and Social Development Program of the Thailand Development Research Institute (TDRI), where she has served as a consultant for the Royal Thai Government and international organizations through various research and strategic planning projects. Her areas of specialization are education for employability and entrepreneurship, skills development, higher education, and vocational education. Wanwisa was a summa cum laude BEd graduate from the Faculty of Education, Chulalongkorn University, Bangkok, Thailand, and later obtained an MS degree in international and comparative education from Stockholm University, Sweden. She received her doctorate in educational policy and leadership (comparative education) in 2016 at Beijing Normal University, China.

Waraiporn Sangnapaboworn was previously the director of the International Education Development Center, Office of the Education Council, Ministry of Education, Thailand. She graduated and obtained a BEd in secondary education from Srinakharinwirot University, MS in education administration from the University of Wisconsin – Madison, and PhD in the fundamentals of education from the University of Tsukuba. Her study in Japan during the period of education reform movement was very useful for her work after returning to home and joining ONEC in driving a comprehensive education reform in Thailand. In the process of the reform plan implementation, she served as a project director of a pilot study on school-based management, which was a part of the ministry's effort to decentralize the power of education administration to local authorities, communities, and schools. In 2004–2005, she joined the Graduate School of International Development, Nagoya University, as a visiting research fellow and wrote a research monograph,

Education Reform in Thailand during 1999–2004: Success, Failure and Political Economy of the Implementation. At present, she serves as a senior researcher for the Suk-Kaew Kaewdang Foundation, an NPO working for peace and harmony in the deep south of Thailand.

Yongyuth Chalamwong is a research director at the Human Resources and Social Development Program, Thailand Development Research Institute (TDRI), Thailand. His research interests are on economic modeling, labor economics, international migration, regional development, natural resources management, economic demography, labor market, and policies. In 1989, he was a recipient of the award for professional excellence of the American Agricultural Economics Association in recognition of his superior achievement in agricultural economics as exemplified by his *Quality of Research Discovery* with other coauthors. He has been a project director of many research projects including the Economic Impact of Migration on Thailand; Managing International Labor Migration in ASEAN; Labor Mobility among Areas, Industries, and Occupations; Empowering Migrant Workers in Labor and Social Protection; Project on the Establishment of Manpower Demand and Supply to Support the Development of the Industrial Sector (Phase II); Research on the Management of Seasonal Migrant Worker (Case Studies); Project on the Establishment of Manpower Demand and Supply to Support Industrial Development Plan (Phases 1–3); Awareness Raising Workshop on “Migrant Welfare and Obligation” for Government Officials; Employers, Migrants, and Host Communities in Thailand, Study of an Effective Demand for Alien Workers from Three Neighboring Countries; Project on a Policy Study on the Management of Undocumented Migrant Workers in Thailand; Economic Forecast for Thailand, B.E. 2545–2559; and a Sustainable Solution to the Displaced People Situation Along the Thai-Myanmar Border. During the past decade, he has been involved with several projects on regional development in Thailand. In addition, he was invited to present papers related to migration and labor market issues as well as to be a keynote speaker for both internal and international conferences. Also, he has served as an advisor for government sectors such as the Ministry of Labor and the Office of the Vocational Education Commission, Ministry of Education.

Yongyuth Yuthavong is a senior consultant to the National Center for Genetic Engineering and Biotechnology (BIOTEC), National Science and Technology Development Agency (NSTDA). Professor Dr. Yongyuth Yuthavong is an outstanding Thai scientist with a particular interest in the broad issues of public policies, especially those concerning the application of science and technology for development – as well as human development in general. After completing his schooling in Thailand, Dr. Yongyuth was awarded a Thai Government Scholarship to study in the UK, graduating from the University of London in 1966, with a first class honors degree in chemistry. He followed this by obtaining a doctoral degree in organic chemistry from the University of Oxford in 1969. Dr. Yongyuth then spent a long career at Mahidol University, conducting research and teaching. He was appointed professor of biochemistry in 1983 and was honored with the “Outstanding Scientist

of Thailand” Award in 1984, from the Foundation for the Promotion of Science and Technology. During the same period, he was chosen as the director of the National Centre for Genetic Engineering and Biotechnology (BIOTECH) from 1985 to 1989. Dr. Yongyuth became the first president of Thailand’s National Science and Technology Development Agency (NSTDA) from 1992 to 1998. In 2004 he received the Nikkei Asia Prize for Science, Technology and Innovation from the *Nihon Keizai Shimbun*, Japan, for his outstanding work on antimalarial drug targets, as well as the prestigious “Person of the Year” Award from Thailand’s National Identity Board. Dr. Yongyuth served as the minister of science and technology from 2006 to 2008, when *The Nation* newspaper named him one of “the 35 most influential Thais over the past 35 years.” From 2014 to 2015, he served as Thailand’s deputy prime minister. In May 2016, Dr. Yongyuth was named by *Asian Scientist* as one of the top 100 scientists in Asia. Only two Thais were so honored. Among his many publications are *Science and Technology in Thailand: Lessons from a Developing Economy*, published by NSTDA and UNESCO.

Abbreviations

ABAC	Assumption Business Administration College
ABE	Area-Based Education
ADB	Asian Development Bank
AEC	ASEAN Economic Community
AIMS	ASEAN International Mobility for Students
AIT	Asian Institute of Technology
APEC	Asia-Pacific Economic Cooperation forum
ASAIHL	Association of Southeast Asian Institutions of Higher Learning
ASEA-UNINET	ASEAN European Academic University Network
ASEAN	Association of Southeast Asian Nations
ASEM	Asia–Europe Meeting
ASEMME	Asia–Europe Meeting of Ministers for Education
ASHE	The Association for the Study of Higher Education
AUN	ASEAN University Network
BICS	Basic Interpersonal Communications Skills
BICS	Bureau of International Cooperation Strategy, Office of Higher Education Commission (OHEC)
BISP	British International School, Phuket
BMA	Bangkok Metropolitan Administration
B-NET	Buddhist National Educational Test
BPS	Bangkok Patana School
BTS	Bangkok Skytrain
CALP	Cognitive Academic Language Proficiency
CAS	Center for ASEAN Studies
CBLM	Control-Based Learning Model
CBT	Cognitive Behavioral Therapy
CDC	Constitution Drafting Committee
CELS	Centre for Education and Labour Studies, CMU
CERN	European Organization for Nuclear Research
CET	Center for Educational Technology

CLC	Community Learning Center
CLMV	Cambodia, Laos, Myanmar, Vietnam
CMA	Capital Market Academy
CMU	Chiang Mai University
CP	Charoen Pokphand business conglomerate
CP All Pcl.	7-Eleven Thailand
CSR	Corporate Social Responsibility
CUAS	Central University Admissions System
CUPT	Council of University Presidents of Thailand
CUSRI	Chulalongkorn University Social Science Research Institute
DAISY	Digital Accessible Information System
DEPISA	Developing Educational Professionals in Southeast Asia
DESY	The Deutsches Elektronen-Synchrotron (English <i>German</i> Electron Synchrotron)
DLF	Distance Learning Foundation
DNFE	Department of Non-Formal Education (past)
DNIE	Department of the Non-formal and Informal Education
DOLA	Department of Local Administration
DPST	Development of Sciences and Mathematics Talented Project
DTA	Department of Trade Negotiations
DTEC	Department of Technical and Economic Cooperation
EAON	Educating All of One Nation
ECCD	Early Childhood Care and Development
ECTS	European Credit Transfer System
EdIF	Education Internationalization Forum
EdPEX	Educational Criteria for Performance Excellence
EEC	Eastern Economic Corridor project
EQA	External Quality Assurance
EQI	Educational Quality Index
ESA	Educational Service Area
ESAO	Education Service Area Offices
ESCS	Economic, Social, and Cultural Status
FAL	Foundation for Applied Linguistics
FIF	Fulbright Internationalization Forum
FIT	Future Innovative Thailand
FLA	Foundation for Applied Linguistics
GAT	General Aptitude Test
GER	Gross Enrollment Ratio
GERD	Gross Domestic Expenditures on Research and Development
GIS	Geographic Information System
GMS	Greater Mekong Subregion
GTDEE	German-Thai Dual Excellence Education Program
HRM	Human Resource Management
IaH	Internationalization at Home
IAU	International Association of Universities

IBC	International Buddhist College
ICER	Independent Committee for Education Reform
ICILS	International Computer and Information Literacy Study
ICT	Information and Communications Technology
ICU	Intensive Care Unit schools
IDEA	Institution for Development of Education Administration
IDRC	International Development Research Centre
IEA	International Association for the Evaluation of Educational Achievement
IFE	Informal Education
IGIL	Institute for Gifted and Innovative Learning
IIDEA	The International Institute for Development of Educational Administration
IIEP	International Institute for Educational Planning (Paris)
IMD	International Institute for Management Development
INEB	International Network of Engaged Buddhists
I-NET	Islamic National Educational Test
IPST	Institute for the Promotion of Teaching Science and Technology
IQA	Internal Quality Assurance
IRASEC	Institut de Recherche sur l'Asie du Sud Est Contemporaine
IRO	International Relations Office
ISAT	International Schools Association of Thailand
ISB	International School Bangkok
ISCED	International Standard Classification of Education
ITD	Institute for Trade and Development
JEAI	Journal of East Asian Economic Integration
KEI	Knowledge Economy Index
KMUTT	King Mongkut's University of Technology Thonburi
KPI	King Prajadhipok Institute
KVIS	Kamnoetvidya Science Academy
LAO	Local Administrative Organization
LLEN	Local Learning Enrichment Network
LPMP	Lampaimat Pattana School (Buri Ram)
LSH	Little Scientists' House
MICE	Meetings, Incentives, Conferences, Exhibitions
MICS	Multiple Indicator Cluster Survey
MICS4	Multiple Indicator Cluster Surveys-Round 4
MOE	Ministry of Education
MOI	Ministry of the Interior
MOST	Ministry of Science and Technology
MoST	Ministry of Science and Technology
MRAs	Mutual Recognition Arrangements
MRT	Bangkok subway system
MTB-MLE	Mother Tongue-Based Multilingual Education

MUA	Ministry of University Affairs
MUIC	Mahidol University International College
MWIT	Mahidol Wittayanusorn School
NASA	National Aeronautics and Space Administration
NCPD	National Council for Peace and Development
NCPO	National Council for Peace and Order
NCSL	National College for School Leadership
NCWA	National Commission on Women's Affairs
NEA	National Education Act
NEB	National Economic Board
NEC	National Educational Council
NEDB	National Economic Development Board, became NESDB in 1972
NEIS	National Education Information System
NER	Net Enrollment Ratio
NERI	National Education Resource Institute (proposed)
NESDB	National Economic and Social Development Board
NFE	Non-Formal Education
NIDA	National Institute of Development Administration
NIDTEP	National Institute for the Development of Teachers, Faculty Staff and Educational Personnel
NIETS	National Institute of Educational Testing Service
NIPT	Network of Indigenous Peoples in Thailand
NIST	New International School of Thailand
NLP	National Language Policy
NLPC	Committee to Draft the National Language Policy
N-NET	National Non-formal Education Test
NOB	National Office of Buddhism
NQF	National Qualifications Framework
NRC	National Reconciliation Commission
NRC	National Reform Council
NRCT	National Research Council of Thailand
NSM	National Science Museum
NSTDA	National Science and Technology Development Agency
NSTIPO	National Science, Technology and Innovation Policy Office
NUC	National University Council
NUS	National University of Singapore
OBEC	Office of the Basic Education Commission
ODOS	One District, One Scholarship
OEC	Office of the Education Council
OER	Office of Education Reform, 2000–2002
OERC	Office of Education, Religion, and Culture
OHEC	Office of Higher Education Commission
ONEC	Office of the National Education Commission

ONESQA	Office of National Education Standards and Quality Assessment
O-NET	Ordinary National Educational Test
ONFE	Office of the Non-Formal and Informal Education (current)
ONFEC	Office of the Non-Formal Education Commission (current)
ONIE	Office of the Non-formal and Informal Education
ONPEC	Office of the National Primary Education Commission
ONRC	Office of the National Research Council
OPDC	Office of the Public Sector Development Commission
OPEC	Office of the Private Education Commission
OPP	Office of Welfare Promotion, Protection and Empowerment of Vulnerable Groups
OPS	Office of the Permanent Secretary
OTPC	One Tablet Per Child
OTC	Office of the Teachers' Commission
OTEPC	Office of the Teacher Civil Service and Educational Personnel Commission
OVEC	Office of the Vocational Education Commission
PAD	People's Alliance for Democracy
PAT	Professional and Academic Aptitude Test
PBL	Project-based learning
PCC	Phuket Community College
PDA	Population and Community Development Association
PDSF	Thailand-EU Policy Dialogues Support Facility (PDSF)
PEC	Provincial Education Committee
PIM	Panyapiwat Institute of Management
PISA	Programme for International Student Assessment
PMT-MLF	Patani Malay-Thai Bi-/Multilingual Education Project
PPP	Purchasing Power Parity
PPP	People's Power Party
PSED	Public Service Executive Development Program
PTT	Petroleum Authority of Thailand
QA	Quality Assurance
QLF	Quality Learning Foundation
QSCCS	Questioning, Searching, Constructing, Communicating, Serving
RAIST	Rayong Advanced Institute of Science and Technology
RBL	Research-Based Learning
RDS	Research and Development Statistics
RILCA	Research Institute for Languages and Cultures of Asia (Mahidol University)
RIS	Ruamrudee International School
RRI	Research and Researchers for Industry
RSA	Rayong Science Academy
RUN	Research University Network

SCiUS	Science Classrooms in University-Affiliated Schools
SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO-RIHED	SEAMEO Regional Centre for Higher Education and Development
SEAMEO-TVET	SEAMEO Technical and Vocational Education Training
SICED	Sirindhorn Institute for Continuing Education and Development
SID	Siam Innovation District
SIL	Summer Institute of Linguistics (former name), now SIL International
SLF	Student Loan Fund
SME	Small- and medium-sized enterprises
SOTUS	Seniority, Order, Tradition, Unity, and Spirit
STEM	Science, Technology, Engineering, and Mathematics
STI	National Science and Technology and Innovation Policy Office
STOU	Sukhothai Thammathirat Open University
SWU	Srinakharinwirot University
TAO	Tambon Administrative Organization
TCAS	Thai University Central Admission System
TCT	Teachers' Council of Thailand
TDRI	Thailand Development Research Institute
TEPCoT	Top Executive Program in Commerce and Trade
TERO	Teacher Education Reform Office
TFF	Thailand Future Foundation
THB	Thai Baht
TICA	Thailand International Cooperation Agency
TICAL	Thailand Income Contingent and Allowance Loan
TILPAD	Thailand Institute for the Literacy Promotion and Development
TIMSS	Trends in International Mathematics and Science Study
TIPP	Thai International Postgraduate Program
TLA	Thailand Library Association
TPQI	Thailand Professional Qualification Institute
TQA	Thailand Quality Award
TQF	Thailand Qualifications Framework
TRI	Tribal Research Institute
TRIS	Thai Rating and Information Services
TRT	Thai Rak Thai (political party)
TSDF	Thailand Sustainable Development Foundation
TUF	Thai Union Frozen Products
TUFEC	Thailand UNESCO Foundation Education Center
TURTEP	Thai-UNESCO Rural Teacher Education Project
TUSEF	Thailand-United States Educational Foundation
TVQ	Thailand Vocational Qualifications
UBI	University Bus Incubator

UCTS	UMAP Credit Transfer Scheme
UDD	United Front for Democracy Against Dictatorship
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Education Fund
U-NET	University National Educational Test
UniNet	The Thailand Education and Research Network
VEC	Vocational Educational Commission
VET	Vocational Education and Training
VISTEC	Vidyasirimedhi Institute of Science and Technology (formerly RAIST)
V-NET	Vocational National Educational Test
WBU	World Buddhist University
WIL	Work-Integrated Learning
WIPO	World Intellectual Property Organization
YRU	Yala Rajabhat University

Glossaries

Glossary of Thai Language Terms 1: Concepts and Terms

Thai Term

Chariyasueksa (จริยศึกษา)

Chup dua (ชุบตัว)

Hathasueksa (หัตถศึกษา)

Isan (อีสาน)

Kalayanamit (กัลยาณมิตร)

Kamnan (กำนัน)

Kanpramuenbaebkalaynamit (การประเมินแบบกัลยาณมิตร)

Kansueksa (การศึกษา)

Kansueksapiset (การศึกษาพิเศษ)

Khana Kammakan Sathansueksa (คณะกรรมการสถานศึกษา)

Khit-pen (คิดเป็น)

Khurusapha (คุรุสภา)

Khon-klap khuen-thin (คนกลับคืนถิ่น)

Khru bannok (ครูบ้านนอก)

Khru mai krop chan (ครูไม่ครบชั้น)

Khropkhrua waeng klang (ครอบครัวแห้วกลาง)

English Translation

Moral education

Acquire prestige through training or study abroad

Practical learning involving developing skills with one's hands, e.g., carpentry

Northeast Thailand

True friend

Head of a subdistrict

Amicable assessment

Education

Special education

Local School Board

To be able to think

Teachers' Council of Thailand

The return of the brave ones to resettle as farmers

Rural school teacher

Not enough teachers to cover every class

Families where children are taken care of by their grandparents (because their parents move away to work)

Khuruthayat (คุรุทายาท)	Teachers' successors
Lakhon ling (ละครลิง)	Monkey play
Long khaek (ลงแขก)	Helping each other without financial compensation
Mahawithayalai mi chue (มหาวิทยาลัยมีชื่อ)	University with a name (prestige university)
Naklaeng (นักร้อง)	Village gangster
Pae chia (แป๊ะเจี๊ยะ)	Tea money, "donations" to facilitate admission to prestigious schools
Phalasueksa (พลศึกษา)	Physical education
Phasa mae (ภาษาแม่)	Mother tongue
Phuthisueksa (พุทธศึกษา)	Theoretical knowledge
Ratthaniyom (รัฐธรรมนูญ)	Cultural mandates (12 of them) policy of Prime Minister Pibul
Rian pen chao khon nai khon (เรียนเป็นเจ้าของคน)	Learn so as to be the boss of others
Kansueksa thi ban (การศึกษาที่บ้าน)	Homeschooling
Rongrian farang (โรงเรียนฝรั่ง)	Western school (often originally a missionary school)
Rongrian kuat wicha (โรงเรียนกวัดวิชา)	Coaching, cram schools
Rongrian mi chue (โรงเรียนมีชื่อ)	School with a name (prestige school)
Rongrian prachaban (โรงเรียนประชาบาล)	Rural primary school
Rongrian cayai ogat (โรงเรียนขยายโอกาส)	Extended primary school
Rongrian khunatham (โรงเรียนคุณธรรม)	Schools that emphasize moral and character education
Rongrian pracham changwat (โรงเรียนประจำจังหวัด)	The major school in a province
Rongrian sathit (โรงเรียนสาธิต)	Demonstration school
Rongrian wat (โรงเรียนวัด)	Temple school
Rongrian withiput (โรงเรียนวิถีพุทธ)	Buddhist-oriented school
Samansueksa (สามัญศึกษา)	Formal schooling
Sataban achiwasueksa (สถาบันอาชีวศึกษา)	Vocational education institutes
Settakit phophiang (เศรษฐกิจพอเพียง)	Sufficiency economy being promoted by the late HM King Bhumibol
Sobentran (สอบเอ็นทรานซ์)	Entrance examination
Sueksa (ศึกษา)	To study (to want to be capable)

Thansamai (หันสมัย)	Being modern
Tom yam kung crisis (วิกฤตต้มยำกุ้ง)	Literally, “lemongrass shrimp soup crisis,” i.e., the Asian economic crisis of 1997–1998
Traisikkha (ไตรสิกขา)	Threefold moral training
Triamudomsueksa (เตรียมอุดมศึกษา)	College preparatory school
Wisamansueksa (วิสามัญศึกษา)	Special education

Glossary of Thai Language Terms 2: Acronyms

Ko Kho So	(กคศ. = คณะกรรมการบริหารงานบุคคลของข้าราชการครูและบุคลากรทางการศึกษา) School board
Ko Kho So	(ก.ค.ศ. = สำนักงานคณะกรรมการข้าราชการครูและบุคลากรทางการศึกษา) The Teachers and Educational Personnel Council (OTEPC)
Ko Pho Ro	(กพร. = สำนักงานคณะกรรมการพัฒนาระบบราชการ) Office of the Committee for the Development of the Civil Service System
Ko O So	(กอส. = สำนักงานคณะกรรมการการอาชีวศึกษา) Commission on Vocational Education
Ko So Cho	(กศจ. = คณะกรรมการการศึกษาธิการจังหวัด) Provincial Education Committee
Ko So No	(กสน. = สำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย) Office of the Non-formal and Informal Education (OFIE)
O Ko Kho So	(อ.ก.ค.ศ. = คณะอนุกรรมการข้าราชการครูและบุคลากรทางการศึกษาประจำเขตพื้นที่การศึกษา) Sub-Committee on Educational Civil Service Teachers and Personnel (TCEPC)
Pho Ro Bo PIM	(พรบ. = พระราชบัญญัติการศึกษาแห่งชาติ) National Education Act (1999) (PIM= สถาบันการจัดการปัญญาภิวัฒน์) Panyapiwat Institute of Technology
So Ko O	(สกอ. = สำนักงานคณะกรรมการการอุดมศึกษา) Office of the Higher Education (OHEC)
So O So	(สอศ.= สำนักงานคณะกรรมการการอาชีวศึกษา) Office of the Vocational Education Commission (VEC)

So Cho	(สช. = สำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน) Office of the Private Education Commission (OPEC)
So Kho Bo So	(สคส. = สถาบันพัฒนาครู คณาจารย์ และบุคลากรทางการศึกษา) Institute for the Development of Teachers, Faculty, Staffs and Educational Personnels (NIDTEP)
So Ko So	(สคส. = สำนักงานเลขาธิการสภาการศึกษา) Office of the Education Council (OEC)
So Mo So	(สมส. = สำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา (องค์กรมหาชน)) Office of National Education Standards and Quality Assurance (ONESQA) (Public organization)
So No	(ศน. = ศึกษาธิการ) Educational supervisor
So No Ko	(สนก. = สำนักพัฒนานวัตกรรมจัดการศึกษา) Bureau of Educational Innovation Development
So O So	(สอศ. = สำนักงานคณะกรรมการการอาชีวศึกษา) Office of the Vocational Education Commission (OVEC)
So Pho Cho	(สปช. = สำนักงานคณะกรรมการการประถมศึกษาแห่งชาติ) Office of the Primary Education Commission
So Pho Mo	(สพม. = สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา) Office of the Secondary School Education Service Area
So Pho Po	(สพป. = สำนักงานเขตพื้นที่การศึกษาประถมศึกษา) Office of the Primary School Education Service Area
So Pho Ro	(สพร. = สถาบันพัฒนานวัตกรรมการเรียนรู้) Institute for the Development of Innovative Learning
So Po So	(สปศ. = สำนักงานการปฏิรูปการศึกษา) Office of Education Reform (OER), 2000–2002
So Pho Tho	(สพท. = สำนักงานเขตพื้นที่การศึกษา) Office of the Education Service Area
So Pho Tho	(สพฐ. = สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน) Office of the Basic Education Commission (OBEC)
So So Cho	(สศจ. = ศึกษาธิการจังหวัด) Provincial Education Officer
So So Kho	(สสค. = สำนักงานส่งเสริมสังคมแห่งการเรียนรู้และคุณภาพเยาวชน) The Office for Promoting Learning Society and Youth Quality
So Tho	(ศธ. = กระทรวงศึกษาธิการ) Ministry of Education (MOE)
So Tho Cho	(ศจง. = ศึกษาธิการจังหวัด) Provincial Education Officer
So Tho Pho	(ศทก. = ศึกษาธิการภาค) Regional Education Officer
So Tho So	(สทศ. = สถาบันทดสอบทางการศึกษาแห่งชาติ) National Institute for Educational Testing Service (Public organization)
So So Ko	(สสค. = สำนักงานส่งเสริมสังคมแห่งการเรียนรู้และคุณภาพเยาวชน) The Office for Promoting Learning Society and Youth Life Quality

So So Wo Tho	(สสวท. = สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี) The Institute for the Promotion of Teaching Science and Technology (IPST)
So Wo Tho Cho	(สวทช. = สำนักงานพัฒนาวิทยาศาสตร์และเทคโนโลยีแห่งชาติ) National Science and Technology Development Agency (NSTDA)
Tho Po O	(ทปอ. = ที่ประชุมอธิการบดีแห่งประเทศไทย) The Council of University Presidents of Thailand (CUPT)
Wo Cho	(วช. = สำนักงานคณะกรรมการวิจัยแห่งชาติ) National Research Council of Thailand (NRCT)
Wo Ko	(วค. = วิทยาลัยครู) (Teachers colleges)
Wo Po O	(วปอ. = วิทยาลัยป้องกันราชอาณาจักร) National Defense Academy

Chronology

- 1283 King Ram Khamhaeng the Great introduced the Thai alphabet.
- 1835 Dr. Dan Beach Bradley arrived in Thailand.
- 1848 The Lang Wang School palace school was established by Presbyterian missionaries.
- 1852 Bangkok Christian College was established.
- 1868 The 1868 Education Plan was issued.
- 1871 The first formal school to train civil servants was built, the beginning of Thai formal education.
- 1879 The Suan Anand School was established in the old Nantha-Utthayan Palace.
- 1880 King Chulalongkorn the Great established Sunanthalai School, a girls' school.
- 1884 The first formal school for general public was established on the grounds of Maharanbaram Temple.
- 1887 The Department of Education was established by King Chulalongkorn the Great.
- 1887 Mahachulalongkornrajavidyalaya was established (later to become Thailand's leading Buddhist university).
- 1887 The Chulachomklao Royal Military Academy was established.
- 1888 The Thailand Theological Seminary was founded, later to become part of Payap University.
- 1888 Siriraj Hospital was established which included the School of Medical Practitioners, later to become Mahidol University.
- 1891 The Department of Science Service was established.
- 1892 The Ministry of Thammakarn (for education) was established.
- 1892 The first teacher training school (rongrian fuekhat achan) was established.
- 1893 Mahamakut Buddhist University was established.
- 1895 The National Library was founded.
- 1897 The Ministry of Justice Law School was established.
- 1897 King Chulalongkorn the Great embarked on his first trip to Europe.

- 1898 The first National Education Plan was released (also known as the First National Scheme for Education).
- 1899 King Chulalongkorn the Great promulgated the “Decree on the Organization of Provincial Education.”
- 1899 The School of Civil Service Training was established (later to become the Faculty of Political Science at Chulalongkorn University).
- 1901 The Police Cadet Academy was established.
- 1902 The National Education Plan was issued.
- 1903 A second teacher training school was opened.
- 1904 The Royal Siam Society was established.
- 1905 The National Library was established.
- 1907 King Chulalongkorn the Great embarked on his second trip to Europe.
- 1910 The Commercial Schools at Wat Maha Phruttharam and Wat Ratchaburana were established as the first vocational schools in the country.
- 1911 Birth of the national scouting movement.
- 1913 The first teacher training school for women was founded at Benjamarachalai School.
- 1917 Chulalongkorn University, Thailand’s first, was established by King Rama VI.
- 1918 Training school for primary-level teachers in farming was established (later to become Kasetsart College and now Kasetsart University).
- 1919 The Ministry of Thammakarn became the Ministry of Education responsible for all types of schools.
- 1921 Compulsory Primary Education Act was promulgated (6 years of primary school).
- 1923 The McCormick Hospital School of Nursing was established to later become part of Payap University.
- 1926 The Royal Society of Thailand was established.
- 1932 The first formal comprehensive education plan introduced after change to a constitutional monarchy.
- 1933 The Royal Society of Thailand was renamed the Royal Institute of Thailand.
- 1934 Thammasat University established by Dr. Pridi Banomyong originally known as the University of Moral and Political Sciences.
- 1934 The first BA in teacher education offered at Chulalongkorn University.
- 1934 Suan Dusit Teacher’s College was established.
- 1936 Educational system refined with 4 years (instead of 6) becoming the norm for primary education.
- 1937 The first National Census was conducted.

- 1939 Bangkok School for the Blind was established.
- 1940 The Adult Education Division was established as part of the MOE.
- 1941 The Department of Vocational Education was established.
- 1941 Restructuring of Government Agencies Act B.E. 2484 (1941) became law.
- 1943 The University of Medical Sciences was established, later to become Mahidol University.
- 1943 Kasetsart University (agriculturally oriented) was established.
- 1943 Silpakorn University (of fine arts) was established by the Italian-born art professor Corrado Feroci, who took the Thai name Silpa Bhirasri.
- 1943 The first Department of Teacher Education was established at Chulalongkorn University.
- 1943 Passing of Prince Damrong Rajanubhab.
- 1945 The Teachers Act was passed, establishing the Council of Teachers (Khurusapha).
- 1946 The Faculty of Political Science was established at Chulalongkorn University.
- 1947 The Faculty of Medicine was established at Chulalongkorn University.
- 1948 The Science Society of Thailand was established.
- 1949 Advanced School for Teacher Training (Prasarnmit) was initiated.
- 1949 The Department of Political Science at Thammasat University was established.
- 1951 International School of Bangkok (ISB) was established.
- 1951 The National Education Plan was issued.
- 1952 The University of Moral and Political Sciences became Thammasat University.
- 1953 College of Education (Prasarnmit) was established.
- 1954 TUFEC established in cooperation with UNESCO for providing training related to adult education.
- 1955 The King's second daughter was born (now HRH Princess Maha Chakri Sirindhorn and known as the "Education Princess").
- 1955 The National Defense College was established by the military.
- 1955 Chitralada School established as a private school in the Dusit Palace.
- 1955 The International Institute for Child Study was established at Prasarnmitr College.
- 1955 National Children's Day launched.
- 1956 Association of Southeast Asian Institution of Higher Learning (ASAIHL) was founded.
- 1956 National University Council (NUC) was established.
- 1957 Ruamrudee International School (RIS) and Bangkok Patana School (BPS) were established.

- 1959 The National Education Council (NEC) was established by Prime Minister Sarit Thanarat.
- 1959 The National Research Council of Thailand (NRCT) was established.
- 1959 The SEATO Graduate School of Engineering was approved. This eventually became the Asian Institute of Technology (AIT).
- 1960 National Education Council (NEC) was established.
- 1961 The National Education Plan (1961–1966).
- 1961 The first National Economic Development Plan (1961–1966) was released.
- 1964 Chiang Mai University (CMU) was founded as the major university in Northern Thailand.
- 1964 Khon Kaen University (KKU) was founded as the major university in Northeast Thailand.
- 1967 Prince of Songkla University (PSU) was founded as the major university in Southern Thailand.
- 1967 The SEATO Graduate School of Engineering became the Asian Institute of Technology independent of SEATO.
- 1967 The National Defense College was opened up to executives of state enterprises.
- 1969 The University of Medical Sciences became Mahidol University named after King Rama VIII, the father of Thai medicine and public health.
- 1969 Royal Proclamation of the Private College Act.
- 1969 The Assumption Commercial College (ACC) was established, also known as the Assumption School of Business.
- 1971 Ramkhamhaeng Open University was established.
- 1972 The first international program, ABAC, bachelor of business administration.
- 1972 The NEC became the Office of the National Education Commission (ONEC).
- 1972 The Ministry of University Affairs was created.
- 1972 The Office of the Private Education was established.
- 1972 The Institute for the Promotion of Teaching Science and Technology (IPST) was established.
- 1972 M.L. Manich Jumsai started the National Book Fair.
- 1972 The seventh National Higher Education Development Plan (1992–1996) was developed.
- 1974 The Committee for Paving the Foundation for Education Reform was appointed.
- 1974 Srinakharinwirot University (SWU) (formerly Prasarnmit Teaching Training College) was established.
- 1974 Payap College in Chiang Mai was established as the first private college outside Bangkok.

- 1975 The Education Reform Committee was appointed.
- 1975 Teacher Training College Act; teacher training schools became teacher's colleges.
- 1975 ACC became the Assumption Business Administration College (ABAC).
- 1975 HM the King initiates Phra Dabot School, an informal vocational school.
- 1977 Thailand's second major education reform was developed.
- 1977 The National Education Plan was approved.
- 1977 Thailand's educational structure was changed from 4-3-3-2 to 6-3-3.
- 1977 The Phuket Community College project was launched.
- 1978 National Commission Education Act, establishing the Office of the National Education Commission (ONEC) to replace the National Education Council (NEC).
- 1978 The National Curriculum was announced.
- 1978 The Thai Encyclopedia for Children and Youth was published.
- 1978 The Duang Prateep Foundation was established.
- 1979 The Adult Education Division was upgraded to the Department of Non-formal Education.
- 1979 The Ministry of Science, Technology and Energy was established.
- 1979 Sukhothai Open University (STOU) was established as Thailand's first open distance university.
- 1979 The first Long-Term Plan for Child and Youth Development was announced.
- 1980 National Primary Education Act. Rural elementary schools were transferred from the Ministry of Interior to the Ministry of Education.
- 1980 The National Curriculum was announced.
- 1982 Thailand's 36 teacher training colleges were transformed into Rajabhat Institutes.
- 1982 National Science Day (August 18) was established to honor King Rama IV.
- 1983–1987 A major adult literacy campaign was carried out under the leadership of Dr. Kasama Varavan.
- 1986 Phuket Community College was formally established as Thailand's first community college, part of PSU.
- 1987 The National Education Plan with an emphasis on lifelong learning was developed.
- 1988 The National Security Academy for Government and Private Sector was established.
- 1988 The Nation Multimedia Group established the "Yonok College" in Lampang Province.
- 1990 At international conference at Jomtien, Thailand, Education for All was announced.

- 1990 The first autonomous university, Suranaree University of Technology (SUT), was established in Korat, in the northeast.
- 1990 The first 15-Year Long-Range Plan for Higher Education (1990–2004) was launched by the Ministry of University Affairs (MUA).
- 1990 Thai announced international schools law.
- 1990 ABAC Mahidol Wittayanusorn School became Assumption University (associated with the Brothers of Mahidol Wittayanusorn School St. Gabriel).
- 1991 Mahidol Wittayanusorn School was established as Thailand's first exclusive science high school.
- 1991 National Seminar of the International Thai Higher Education was held by the Ministry of University Affairs.
- 1991 The National Science and Technology Development Agency (NSTDA) was established.
- 1992 The 1992 National Education Plan was promulgated.
- 1992 The Thailand Research Fund (TRF) was established.
- 1993 The Regional Center for Higher Education and Development (RIHED) was relocated to the Ministry of University Affairs.
- 1993 SUT became fully operational.
- 1994 The School Botanical Gardens Project was started by HRH Princess Maha Chakri Sirindhorn.
- 1994 The International Schools Association of Thailand (ISAT) was established.
- 1994 The College of Music was established at Mahidol University.
- 1995 Teacher's colleges became Rajabhat Institutes.
- 1996 The Centre for Teaching and Learning Development was established to initiate and diffuse educational innovations.
- 1996 As part of the Golden Jubilee Celebration, the Kanchanapisek Web site was created.
- 1996 University Mobility in Asia and the Pacific (UMAP) was established.
- 1996 The Office of the Judiciary launched a Senior Judicial Officer's Course.
- 1996 A new Faculty of Psychology was established at Chulalongkorn University.
- 1997 New constitution (progressive) was promulgated mandating free basic education, major education reform, and decentralization.
- 1997 Mahamakut Buddhist University was chartered as Mahachulalongkornrajavidyalaya University.
- 1997 Roong Aroon School was established.
- 1998 The King Prajadhipok Institute (KPI) was established.
- 1999 The National Education Act was passed as the basis for major education reform.

- 1999 The Council of Engineers of Thailand (COE) was established.
- 2000 The Office of Educational Reform was established.
- 2000 The Office for National Education Standards and Quality Assessment (ONESQA) was established.
- 2000 Thailand's first science school, Mahidol Wittayanusorn, became autonomous in management.
- 2000 The cabinet passed a resolution requiring that Thai style numbers be used in all official documents.
- 2001 The Basic Education Core Curriculum was developed.
- 2001 The International Institute for Trade and Development was established.
- 2001 BMA establishes the Bangkok Children's Discovery Museum.
- 2002 The first ten community colleges were established in ten provinces.
- 2002 The Ministry of Education Act, restructuring the MOE.
- 2002 The Bureaucratic Reform Act.
- 2002 The National Education Act (NEA) was amended.
- 2002 Ten community colleges were established in each of ten provinces.
- 2003 The Ministry of Education Regulatory Act was amended.
- 2003 Reorganization of the Ministry of Education into five basic commissions.
- 2003 Establishment of the Office of the Basic Education Commission (OBEC).
- 2003 ONEC became the Office of the Education Council (OEC) and became part of the Ministry of Education.
- 2003 The Ministry of Universities became the Office of the Higher Education Commission (OHEC) as part of the Ministry of Education.
- 2003 The Office of the Vocational Education Commission (OVEC) was created.
- 2003 Major reform of preservice teacher education.
- 2003 The Teachers and Educational Personnel Council Act, requiring teachers to be licensed.
- 2003 Teachers' Council announces professional standards for teachers.
- 2003 The curriculum for early childhood education was announced.
- 2003 The International College of Payap was established.
- 2003 The National Defense College was opened up to politicians.
- 2003 The program of rongrian withiput (Buddhist-oriented schools) was established.
- 2004 The Rajabhat University Act was announced.
- 2004 Rajabhat Institutes were transformed into Rajabhat Universities.
- 2005 The Rajamangala University of Technology Act was amended.
- 2005 The National Institute for Educational Testing Service (NIETS) was established.
- 2005 The Thai-Nichi Institute of Technology was established.

- 2005 The National Institute for the Development of Teachers and Educational Personnel (NIDTEP) was established.
- 2006 The Arsom Silp Institute of the Arts was established.
- 2006 The ASEM-DUO Secretariat was established.
- 2007 Patani Malay-Thai MTB-MLE Program in the deep south was launched.
- 2007 The Samasikkha Seven Community Schools Network was established.
- 2007 Arsom Silp Institute of the Arts, established as a not-for-profit alternative form of higher education, first such institute of higher education in Thailand.
- 2008 The second 15-Year Long-Run Education Plan (2008–2022) was issued with a focus on quality assurance.
- 2008 The Basic Education Core Curriculum was developed.
- 2008 The National Basic Education Curriculum was announced.
- 2008 The Non-formal and Informal Education Promotion Act was approved.
- 2008 The National Committee on Early Childhood Education was established.
- 2008 Science, Technology and Innovation (STI) was established.
- 2008 The Pridi Banomyong International College (PBIC) was established at Thammasat University.
- 2008 The Stock Exchange of Thailand (SET) created the Capital Market Academy (CMA).
- 2008 The Chamber of Commerce created the Top Executive Program in Commerce and Trade (TEPCoT).
- 2008 The passing of Princess Galyani Vadhana.
- 2009 The Second Round of Proposals for the Second Decade of Education Reform (2009–2018) was announced.
- 2009 National Research Universities Project initiated. Nine such universities named.
- 2009 Free schooling was expanded from 12 to 15 years to include 3 years of preschool.
- 2009 The Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Pilot Project was initiated.
- 2009 The Election Commission created an Institute for the Development of Politics and Elections.
- 2009 The construction of the Southeast Asian Music Museum (SE-AM Museum) began at Mahidol University.
- 2010 The Little Scientists' House project was started by HRH Princess Maha Chakri Sirindhorn in 221 schools.
- 2011 OHEC establishes the Thailand Qualifications Framework (TQF) for 5-year BEd programs.

- 2011 The Thailand Professional Qualifications Institute (Public Organization) was founded to promote a professional qualification system in Thailand.
- 2011 National standards for early childhood centers were established.
- 2011 The Association of Alternative Education Council was established.
- 2012 The National Education Development Plan (2012–2016) was developed.
- 2012 At the sixth Thai-US Education Roundtable hosted by the University of Minnesota, Thai educators were introduced to the STEM concept.
- 2012 Teach for Thailand was founded (in collaboration with the Faculty of Education, Chulalongkorn University).
- 2013 Professional standards for teacher education are revised.
- 2013 An induction program for new teachers was launched.
- 2013 Bangkok was declared Book Capital of the World.
- 2013 The Research and Researcher for Industry (RRI) project was launched.
- 2014 The National Council for Peace and Order (NCPO) was established.
- 2014 IPST established 13 STEM Education Centers in Bangkok and around the nation.
- 2014 The Chitralada Technology College was established.
- 2015 The Rayong Advanced Institute of Science and Technology (RAIST) was inaugurated by HRH Princess Maha Chakri Sirindhorn (subsequently renamed to be the Vidyasirimedhi Institute of Science and Technology, VISTEC) to be part of a Thai “Silicon Valley,” with support of PTT.
- 2015 The Royal Institute of Thailand was renamed the Royal Society of Thailand (its original name).
- 2015 Super Board for educational policy and development was established (to oversee education reform).
- 2015 Rayong Science Academy (RSA) opened with its first group of students (subsequently renamed Kamnoetvidya Science Academy School), supported by PTT.
- 2015 The late Princess Prem Purachatra was named an Eminent Personality of the World by UNESCO.
- 2015 A Community College Act went into effect.
- 2016 The restructuring of educational decentralization was announced with a reduction in the influence of Educational Service Areas (ESAs) with provinces becoming the primary locus of local education management.
- 2016 The 43rd National Book Fair and 13th Bangkok International Book Fair held, organized by the Publishers and Booksellers Association of Thailand.

- 2016 Passing of HM King Bhumibol the Great, “Teacher of the Land,” longest reigning monarch in the world.
- 2016 Passing of Kammaan Khonkhai (Khru Bannok) (the rural school teacher).
- 2016 Dr. Teerakiat was named Minister of Education.
- 2017 The 100th anniversary celebration of Chulalongkorn University.
- 2017 Her Royal Highness Princess Maha Chakri Sirindhorn was conferred with Padma Bhushan, India’s third highest civilian award, by President Pranab Mukherjee at a special function held at Rashtrapati Bhavan in New Delhi.
- 2018 Thai University Central Admission System implemented.
- 2018 Government launches biggest ever career training program (2 billion baht).
- 2018 Thai universities fare poorly in the 2018 World University rankings.
- 2018 Ministry of Education decides that it is up to the schools and their monastic landlords to decide on the dress code for Muslim students.
- 2018 The 2019 budget for human resource development was decreased 2.6%.
- 2018 Thailand opens about 50 independent ‘partnership schools’ across the country.
- 2018 Increased emphasis on the Eastern Economic Corridor as an integral part of Thailand’s 4.0 development scheme.
- 2018 Thailand hosts the 46th National Book Fair and 16th International Book Fair.
- 2018 Thailand hosts the 2018 International Conference on Education and Global Studies.
- 2018 Prime Minister Prayut orders the formation of a new Ministry of Higher Education, Research and Development.
- 2018 After a two-year delay, ONESQA announces a fourth round of school assessments.
- 2018 The Ministry of Education announces it will spend 3 billion baht to hire more administrators so that after October 1 will no longer have to do administrative work.
- 2018 Thailand hosts the 2018 Research Expo, organized by the National Research Council of Thailand (NRCT).
- 2018 Thailand hosts the National Science and Technology Fair organized by the Ministry of Science and Technology.
- 2018 Thailand hosts the World Stamp Exhibition.