Areas of Discussion

- Basic sector data
- Current practices: the linkage of funding and decentralization
- Weaknesses
- Current educational priorities and concerns
- Crucial projects
- Changes
Basic Data

- Basic education = primary and secondary education
- Gross Enrolment Ratio: (2009)
  - Kindergarten 73.8%
  - Primary 99%
  - Lower Secondary 94.5%
  - Upper Secondary 67%
- Pupil-Teacher Ratio:
  - Primary schools 19:1
  - Secondary schools 25:1
Basic Data

• 12 mil. of students
  - Public schools 66 %
  - Private schools 34 %

• Public Expenditure on Basic Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>22.7%</td>
</tr>
<tr>
<td>2008</td>
<td>22.0%</td>
</tr>
<tr>
<td>2009</td>
<td>21.7%</td>
</tr>
<tr>
<td>2010</td>
<td>23.7%</td>
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</tbody>
</table>
Basic Data

• Budget categories
  - Salaries  70.4 %
  - Subsidies  17.3 %
    per head, additional budget for the disadvantaged students (30% of all students) allocated directly to schools
  - Capital  4.9 %
    school constructions / renovations
  - Operation  6.6%
    training, material
  - Others  0.6%

• Line item, incremental budgeting
Current Practices

• **Subsidies - Per Head Budget (17.3%)**

  The budget allocated directly to schools is on the basis of per head of students and levels of education:
  
  - Kindergarten
  - Primary
  - Lower secondary
  - Upper secondary / Vocational Ed

  *(from 57 – 400 USD/head/yr)*
Weaknesses in Current System

• Little practice of decentralization and accountability
• Salaries are quite high share of the budget
• 44 % of all schools are small schools (less than 120 students); STR 12:1
• Low learning achievement
Achievements: Yr 8
Math & Science (TIMSS, 2007)

Thailand
Achievements: 15 yrs of age
Math, Science, Reading (PISA, 2006)

China (Taiwan)    S. Korea    Japan    HK    Malaysia    Thailand    Indonesia
Current Priorities and Concerns

- **Achievements**
  - the quality of learning for critical thinking/ project based learning
- **New Generation of Teachers**
  - quality and quantity
- **Schools**
  - well equipped with instructional materials and facilities
- **Educational Management**
  - decentralized system
  - accountability
  - community involvement
Crucial Projects

- Small School Project
- 15 - Year Free Education Project
Crucial Project

Small School Project
Crucial Projects

• **Small schools:**
  - Schools with less than 120 students.
  - Student-Teacher ratio: **12:1**
  - There are **13,915** small schools (44 %)
  - There are **12 %** of students attending in those small schools.
Quality:

Low achievement is critical: two reasons

1) smaller amount of budget they receive (per head and top up)

2) students from affluent families likely to go to schools in cities
Crucial Project: Small schools

Efficiency:

• Low rate of student-teacher ratio
• ‘There are too many, and they are too small’. Furthermore, the number has been increasing over time.
• There are only 12% of all students attending in those small schools of 44 %.
Goals:
• Raise the bar of learning achievement
• Raise the student-teacher ratio
Crucial Project: Small schools

• **Multi-grade Teaching**: besides intimate and personalized learning environment, it raises the student-teacher ratio.
• **School Network**: work, help and learn together
• **Instructional Media**: educational TV and ICT
• **Closing down and bussing**
Results

• Higher learning achievement than the medium-sized schools (National Test, 2010)
• No significant difference in student-teacher ratio
Crucial Project:

15 Years Free Education
Crucial Project:
15 Years Free Education

• Every child could access to basic education:
  - Higher enrolment
  - Less drop-out
  - Ready to learn
Crucial Project: 15 Years Free Education

- Budget allocation directly to schools and students for:
  - tuition fee
  - textbooks 7-26 USD/head/year
  - stationary 7-12 USD/head/year
  - uniform 10-35 USD/head/year
  - school excursions 7-13 USD/head/year
Results

- 98% of Thai people were satisfied and encourage the government to continue the project.
- There is no report on the assessment that the project could promote enrollment or lessen drop-out rate.
Changing to…

• Change the way the budget is made:
  - Move away from line item budgeting
  - Give more predictability and stability to schools and LEA’s

• Change the way the budget is distributed:
  - Make allocation in bigger ‘blocks’

• Change the way performance is judged:
  - More focus on results

• Change the way manager manage:
  - Accountable for results
Thank you...