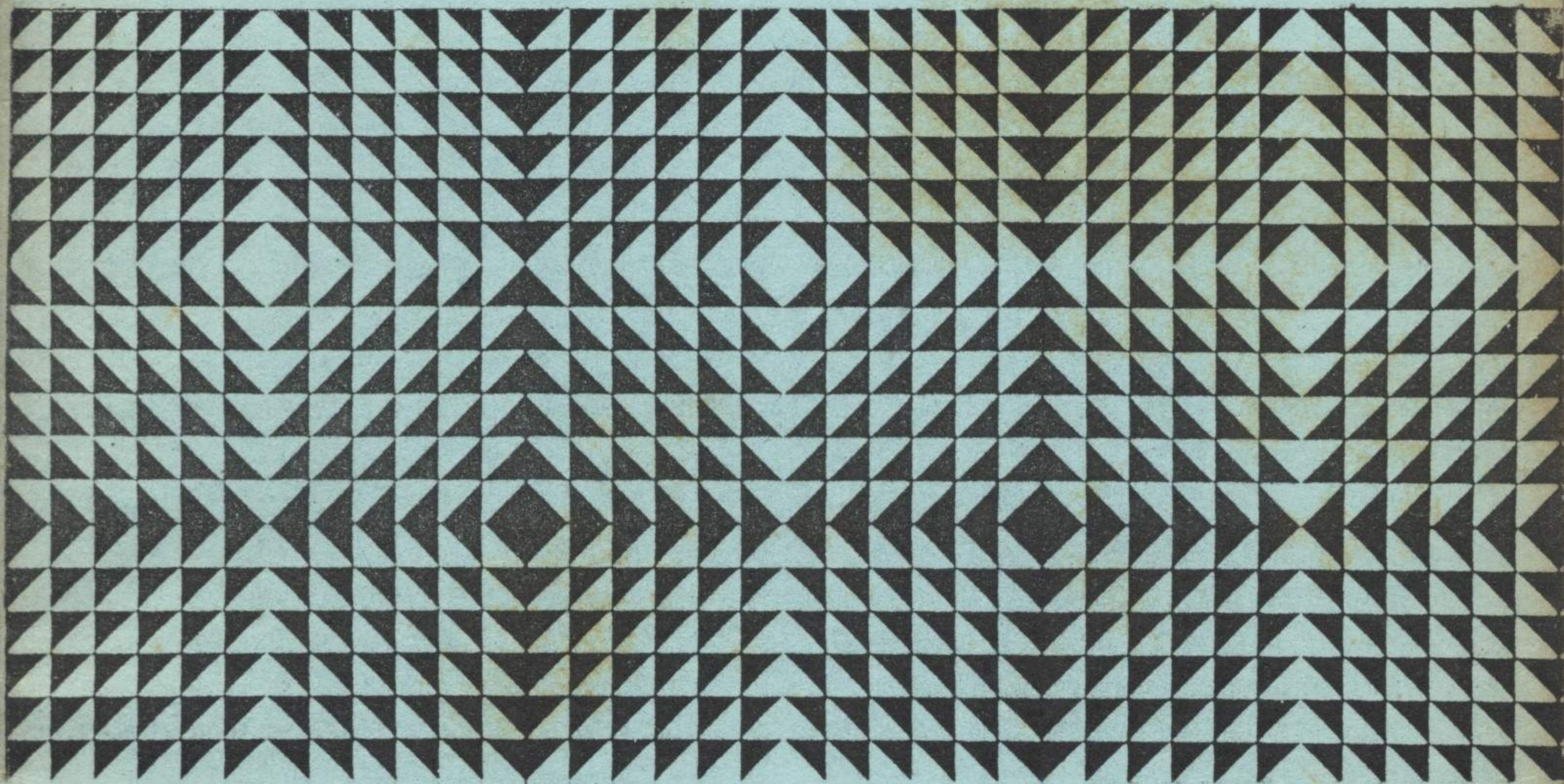


EDUCATIONAL DEVELOPMENT IN THAILAND (1981-1983)



**Report to the 39th Session of the International
Conference on Education Geneva, October 1984**



**Ministry of Education
Bangkok, Thailand
1984**

Corrigenda

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Development of Education : 1981-1983

I. Organization and Structure of the Education System

(1) Principles, aims, and objectives of education

Under the National Education Scheme, 1977, education is conceived as a continuing life-long process which promotes the quality of the citizen, enabling him to live a useful life in society. A number of principles is thus laid down as follows :-

- The organization of education is the sole responsibility of the State.

- All education management comes under the supervision of the State.

- The State shall make compulsory education universal. State and local educational institutes shall provide education free of charge of this level.

- Educational institutes shall enrol students in all fairness and with due regard to their abilities.

- As to non-compulsory education the State shall lay down appropriate measures to guarantee a fair and democratic access to education within the framework of relevant legislations and taking into account the individual's ability.

- The State shall link up non-formal education with formal education. It shall also provide appropriate practical education for each level and each kind of education.

- The State shall make education accessible to the poor, physically, mentally and socially handicapped as well as the educationally disadvantaged.

- The State shall accelerate and promote pre-school education. The responsibility will lie mainly on local districts and private sectors. At this level of education, the State will attempt to establish kinder-gartens as an experimental model.

- The State shall organize and promote secondary education in accordance with the country's economic and social needs.

- The State shall organize higher education such that the institutes of higher learning can exercise their administrative and academic freedom within the limit of law and the State's policy.

- The State is responsible for organizing all levels of teacher-training.

- The State shall promote extensively vocational education in harmony with the economic and social conditions of the country.

- The State shall welcome private sectors to share the responsibility of education provision within limits. In this regard, the State will see to it that private institutes, of every kind and at every level, function in harmony with the education policy, workplan and programme of the country.

The objectives of education, as laid down in the National Education Scheme of 1977, are outlined as follows:-

- To promote respect for one's own and other's rights and duties, discipline, respect for the law, religion, and moral principles.

- To promote understanding of and arouse enthusiasm in having a part in the governing of the country under democratic constitutional monarchy, with unfailing allegiance to the nation, religion, and monarch.

- To inculcate a sense of responsibility for the nation, the community, the family, and oneself.

- To realize the collective sense of being Thai, and being a part of humanity : to have national pride : to bear in mind national security: and to have a say in the protection of the country.

- To uphold equality, integrity and justice.

- To develop good personality, good health and hygiene, both mental and physical.

- To encourage diligence, professional abilities, economy as well as legitimate co-generation in all enterprises.

- To develop a sense of communication, mutual understanding and cooperation, search for truth, creativeness, ability to solve problems and conflicts by intelligence, national and peaceful means.

- To promote knowledge, understanding and appreciation of sciences, art culture, natural environment and resources of the nation.

(2) System of Administration and Management

Four government agencies, i.e., Office at the Prime Minister, Office of University Affairs, Ministry of Education and Ministry of Interior are responsible for the administration of education as follows :-

2.1 The Office of the Prime Minister

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

Service Commission are responsible for financial and personnel support respectively.

(2.2) The Ministry of Education

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

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

(2.3) The Office of University Affairs

The Office of University Affairs is responsible for the administration and management of higher education in government universities. It also supervises the management of higher education in private colleges.

(2.4) The Ministry of Interior

The Office for Local Education is responsible for the management of primary education in the municipality of each province whereas the Bangkok Metropolitan Administration is responsible for the management of primary education

in the Bangkok Metropolitan Area with financial support from and under the supervision of the Ministry of Interior.

Besides, other government agencies are also responsible for the management of education in particular fields, both in the formal and non-formal systems. The Ministry of Defense is responsible for the management of military education. The Police Department, Ministry of Interior, is responsible for the management of police education. The Ministry of Health is responsible for the management of health education. The Local Administration Department, Ministry of Interior is responsible for the management of education in professional skills. The Bangkok Metropolitan Administration is responsible for organising training in entrepreneurial skills etc.

(3) Financing of Education

In Thailand, the fiscal year begins on the first of October and ends on the 30th of September of the following year. For the 1981, 1982 and 1983 fiscal years, the budget for education stood at 27,932.5, 32,364.6 and 37,142.9 million baht revealing the increasing rates of about 23.83, 15.87 and 14.76 percent respectively.

The budget allocated for education as percentage of the entire national budget in 1981, 1982 and 1983 was 20.0, 20.1 and 21.0 respectively. About 56.64 percent of the education budget in 1983 was distributed to primary education while 16.59 percent was

distributed to secondary education, 6.59 percent to vocational education and 20.18 percent to other sectors of education.

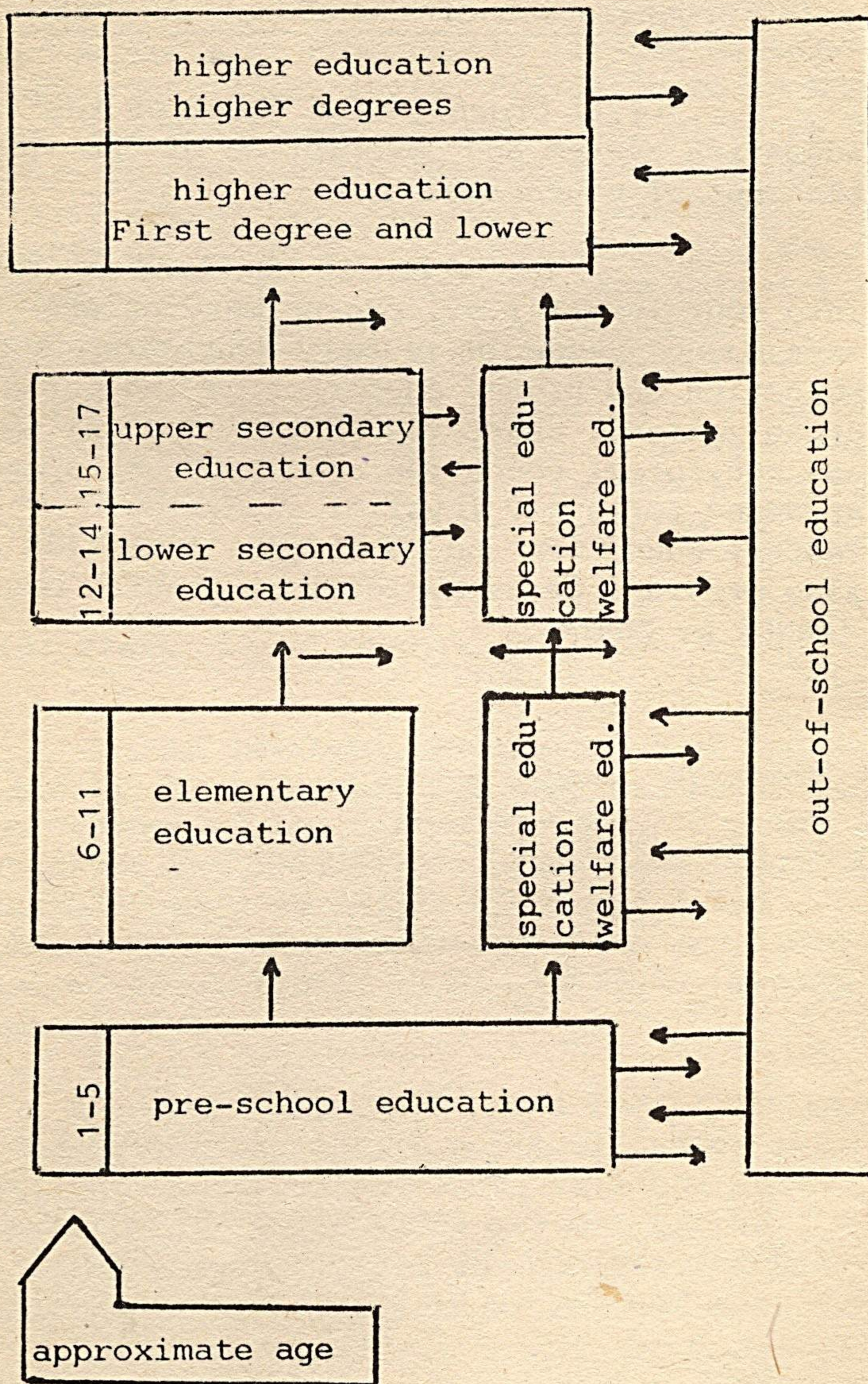
(4) Organization of the education system

(4.1) Organization chart of the education system and description of the various branches of education.

Education in Thailand is divided into four levels i.e., pre-primary or pre-compulsory education, primary education, secondary education and higher education as indicated in the organizational chart (ANNEX A). Special education and non-formal education are also correspondingly arranged for every level of education. Teacher education and vocational education are also provided at every level of general education (ANNEX A, Chart).

ANNEX A

Chart of Educational System of Thailand



(4.2) Functioning of the education system : length of compulsory schooling, methods governing admission and assessment at every level.

Compulsory schooling begins at grade I primary level, and lasts until grade VI. Pre-primary and secondary education are not compulsory.

Those who finish their compulsory education at grade VI, may go on to the secondary education by taking entrance examination at the school of their choice. In Bangkok Metropolitan area where there is school-zoning, the students must choose the school within their residential area.

There are different methods of assessment at different levels. At the primary level, there are two methods. The examination method is administered at the end of grade II, IV and VI. But between grade I and II, III and IV, and V and VI, there is no screening examination. Teachers assess their pupils by keeping the records of their performance according to a set of behavioral objectives. At grade VI, the district authority would set examination for all primary schools within their area of authority.

At the secondary level, where the credit system is in operation, the school sets examination for every course taken. Students accumulate grade points, and by the end of their terminal grade, if they accumulate enough credit points, with an average grade point of 1, they are considered as "pass". There is no national assessment for the final grades at secondary III or VI. The school authority sets its own standard.

However, for internal control, schools are grouped into clusters for purposes of examination-standard setting.

To gain access to institutions of higher learning beyond secondary level, students must take entrance examination in every case.

(4.3) Curriculum

The new curricula at both primary and secondary levels were launched in 1978. According to the implementation plan, these new curricula were implemented grade by grade, beginning with primary grade I, and secondary grade I in 1978. The new curricula are based on the new schooling system which is the so-called 6-3-3, that is, 6 grades for the primary level, 3 grades for the lower secondary and 3 grades for the upper secondary levels.

Certain parts of curriculum development activities are decentralized to regional levels, such as the materials development in vocational subjects at the secondary level, and in life-experience area at the primary level. The rationale behind this is that these two subject areas should be in accord with local needs.

(4.4) The system of teacher education

Teacher education is given at three levels, e.g., diploma, first degree and post-graduate levels. At the diploma and first degree levels, two categories of training are organized. One category is for those who will

become primary school teachers and another is for those who will become secondary school teachers.

The Department of Teacher Education, Ministry of Education, is directly responsible for teacher education. There are 36 colleges under its jurisdiction.

Moreover, the faculties of education in several universities also offer courses in teacher education at the first degree level. The semi-open university-Ramkhamhaeng, and the open university-Sukothaithamathiraj, also offer courses in teacher education.

II. Development of Education (1981 - 1984)

(1) New Policy Orientation

During this period, The 5th National Social and Economic Development Plan was launched in 1982. The National Education Development Plan, as an integral part of the National Social and Economic Development Plan, aims at speeding up the quantitative and qualitative development of education in line with the economic and social needs of the country. The plan also laid down the specific objectives for each level of education, for example :-

At the pre-primary and primary levels, the government would extend the primary education to all pupils of the age-group, and would improve the quality of education with the view to reducing regional disparities.

At the secondary level, the government would promote equal opportunity for all to gain access to education. The emphasis is also placed on the moral, civic and physical education, in accordance with the principles of democratic government with monarchical head. The teaching learning process would also focus on the inculcation of work-habit and problem-solving ability.

At the vocational level, the aim is to give training for labour market, as well as for self-employment.

The non-formal education would be extended to serve the needs of population according to the principle of life-long education.

The present cabinet, established after the general election in 1983, specifies fourteen educational objectives in the policy before Parliament. These objectives are in general in keeping with the general and specific aims of the Fifth Five Year-Plan, mentioned above. In addition, an emphasis is placed on the improvement of the administrative structure of education, and of the co-ordinating process of education at every level with the view to raising efficiency and effectiveness. The evaluation and supervisory systems would also be improved to raise the standard of education at every level.

In term of priorities, the present Ministry laid down six areas for immediate action.

1. The qualitative improvement of compulsory education.

2. The extension of the pre-primary education.

3. The extension of the lower secondary school in the poor, rural areas.

4. The extension of the non-formal education, with the aim to reducing the illiteracy rate from 14.5% in 1981 to 10.5% in 1986.

5. The emphasis on education for work, through counselling, apprenticeship in the private sector, and placement services in the school.

6. The establishment of the sporting and recreation centres, and libraries at the district level.

(2) New legislation on education

During this period, there was one legislative measure which affects the management and control of private institutions. This is the Act on Private Colleges, passed on the 19th August, 1982, One of its aims is to delegate authority to the provincial office of education in matter concerning the request for setting up private colleges in the provinces. Hitherto, the Office of Private Education Commission had the sole authority in granting license. The new Act invests the provincial office with such authority.

(3) Development of the system

(a) Changes and development

Thailand has made serious efforts to expand nation-wide education both quantitatively and qualitatively. The total population, as of 1983, was 49.23 million, out of which the school-age population (4 - 24 years old), was 24.6 million. The number of students receiving formal education was 10.26 million, while that of out-of-school enrolment was 0.52 million. Since 1977, education in Thailand has undergone major development with the promulgation of National Educational Scheme of 1977 and the implementation of the Fifth National Economic and Social Development Plan (1982 - 1986). The present education development has derived mainly from the Education Reform Proposals particularly the structural changes and the broadened curriculum contents. Important changes in education since 1981 onwards can be summed up as follows :-

Quantitative Changes

Table 1 Number of enrolled students in 1981 and 1983

| level | 1981 | 1983 | % increase or decrease |
|------------------|-----------|-----------|---------------------------|
| Pre-primary | 379,400 | 470,688 | 24.06 |
| Primary | 7,449,219 | 7,267,740 | -2.43 |
| Lower Secondary | 1,106,791 | 1,224,140 | 1.06 |
| Upper Secondary | 884,075 | 967,566 | 9.44 |
| Higher Education | 235,094 | 327,505 | 39.31 |

From table 1, it may be observed that, the enrollment at the pre-primary level has increased 24.06% during the period (1981 - 1983). The enrollment figure for 1983 is about 14.04% of the age-group (4 - 6 years old).

At the primary level, the figure for 1983 is about 102.08% of the age-group (7 - 12 years old), but, the total number of 7,267,740 constitutes a decrease from 1981 by about 2.43%. This probably reflects the demographic trend with a reduced growth-rate from 3.2 in 1957 to 2.5% in 1976, and about 2% in 1981.

At the lower secondary level, the increased enrollment is only 1.06%. However, compared with the age-group, the figure for 1983 is about 32.62% of the age-group, whereas in 1981, the enrollment figure is about 30% of the age-group. This reflects a rather static trend.

At the upper secondary level, the enrollment figure constitutes an increase of 9.44% during the period 1981 - 1983. Compared with the age-group, the figure for 1983 is about 26.30% of the 16 - 18 years old.

At the higher level, the enrollment figure for 1983 constitutes 35.31% increase from 1981. This is a very high growth rate. However, compared with the age-group the enrollment figure is only 4.9% of the age-group.

Qualitative Changes

Problems of quality are also very important. In terms of qualitative improvement, the problem is twofold. First is the problem of equity-how to equalize standards and quality for every school in Thailand, no matter where they are. Second is the problem of quality in general, especially in the quality of teaching-learning process in pre-vocational and vocational subjects at the primary, and secondary level according to the new curricula.

The problem of equity is still intractable. Regional disparities in terms of students' performances, and enrollment

figure still remain with us. Small schools in rural areas are not of the same quality as the big schools in township or metropolitan areas. In the deprived areas of the North-East, the students' performance remain poor, compared with those in other regions.

At the primary level, the period (1981-1983) has seen an attempt at working out a project to improve the quality of teaching in work-experienced subjects. The project proposed construction of workshop for primary schools, with a financial loan from the world Bank. However, the financial situation of the country, and the mounting debt-deficits prohibited this option. The project has now to rely on the internal resources.

Qualitative changes at the secondary level

As reported in the previous paper for ICE (1978 - 1981) the new curricula at the lower secondary level implemented in 1978, and at the upper secondary level, implemented in 1981, aim at diversification of the curriculum in which pre-vocational, and vocational subjects are an integral part of the teaching-learning process. Hence, projects for qualitative improvement have been conceived in accordance with the new orientations.

1. At the lower secondary level.

The period has seen a continuation of the rural community school project. It is estimated that

480 rural schools would have been added to the list by the end of the Fifth Five Years Plan in 1987. The emphasis of the teaching-learning process in the rural community school is on practical training in agriculture, home economic and industrial arts, and the service to the rural community.

2. At the upper. secondary level.

The period has seen an additional increase of the Area Vocational Centres (AVC) from 5 to 12 centres by 1983. The aim of the AVC project is to serve as training centres in vocational subjects for the secondary school students in the community. Since many schools do not have adequate facilities in workshop for their students, and it would be expensive to build workshop for every school, the AVC would cater for many schools in the areas. It is estimated that 94 schools would be served by these 12 AVC.

(b) Development of Non-formal Education.

The Agency directly responsible is the Department of Non-formal education, Ministry of Education. Originally, the work envisaged was to combat illiteracy and to promote civic understanding of democracy. However, the scope was considerably enlarged. At present, it embraces out-of-school education, formal, non-formal and informal alike. In this way, the clientele includes people at all ages. The same principle is given more prominence in the Forth and Fifth Development Plan. The objective is for the people to learn to think

themselves and act for themselves. They will encourage self-improvement and betterment of society as well as harmony with ever changing environments.

1. Goals in Non-formal education

In term of quantity, the Fifth Plan aims at the following targets :-

- to provide continuing education at levels 3-4-5 (grade 6 through 12) to 427,420 persons.

- to provide functional literacy to about 125,050 persons.

- to provide vocational training to 715,300 persons.

In 1981, the enrollment figure is as follows :-

- continuing education,
208,242 persons

- vocational, and interest
group, 255,096 persons

- Functional literacy,
52,606 persons

In total, the Department serviced 515,944 persons in 1983.

2. Current out-of-school programmes

2.1 Regional out-of-school centres and public education centres. These centres have been set up with the view to promoting rural public welfare and people's ability to solve problems in work and everyday life.

These centres are to undertake study researches, experiments and to assist the **Ministry** of Education in the effective carrying out of adult and out-of-school education at the local level to better meet the needs of the rural people and society,

Regional out-of-school centres. Up to the present time 4 such centres have been established by priority of geographical distribution, with the following objectives :-

1. to act as a centre for research development of curricula, textbooks and other educational materials suitable for geographical and social situations as well as the Occupations of the people in the region;

2. to undertake experiments and demonstrate new techniques and technology;

3. to provide training and information to out-of-school education workers in that region.

Public education centres. These centres have been set up in almost every province throughout the kingdom under the jurisdiction of provincial authorities, having as chief of centre a director responsible for the effective carrying out of work for the management of out-of-school education in different forms within the province, the centre also serves as the central service centre for dissemination of education to the people in the rural sections of the province.

2.2 Functional literacy Programme. Functional Literacy Programme serves the purpose of strengthening individual capabilities and enhancing self-knowledge and self-reliance, ability to solve problem realistically, and ability to seek additional information to support one's own judgements.

This programme has been launched in 1970. Up to 1983 enrolment under this programme is 52,606 which is relatively small due to many short-comings and limitations.

2.3 Programme for experimentation of functional literacy development, stages 2 - 4. As it has been found that curricula currently used for adult education stages 2 - 4 do not answer the real need of the situations and occupations of people, it has been revised, and the new curriculum is called "Functional Literacy Stages 3 - 4". This new curriculum is more flexible, enabling people to choose subjects according to their interests and skills and giving vocational subjects as electives in place of academic subjects. This has helped people in their occupations and in their home environment improvement. Accordingly,

the subjects are grouped into sub-subjects, again allowing people to choose according to their abilities and interests.

The new curriculum has integrated social science subjects, health education, population education and ecology as well as other useful social science subjects and everyday life subjects into one single subject, entitled "Promotion of life experience acquisition". This has resulted in great flexibility in arranging the contents and activities of the subject. Requirement subjects according to this curriculum are Thai language, life experiences, Maths, Sciences, English, with vocational subjects as electives.

2.4 Vocational Adult Education

This programme has been arranged to promote the well-being of the people regarding occupation; the types of curricula are planned for school courses in accordance with the need of the people in the area, namely mobile vocational adult scheme, and mobile vocational training school. The subjects taught are industrial subjects, home economics, business administration and agriculture, with future emphasis on agricultural subjects.

2.5 Group Interests Programme

This is another type of out-of-school education started in 1973 with due consideration to the different individual needs, interests and environments. Education of this type therefore aims at promoting life and society, assisting members of the group to be able to utilize individual abilities and skills

learned for the benefit of themselves and society as best as possible under the given circumstances. This programme therefore emphasized greater flexibility to respond to individual needs within short duration.

2.6 Village Newspaper Reading

Centres. From researches undertaken on illiteracy, School leavers in rural areas after completion of Prathom 4 (grade 4) rarely have any chance to read, and soon relapse once again into complete illiteracy. One way of combatting illiteracy therefore is to provide the people in the rural areas with a newspaper reading centre in the village. This programme was started in 1971 and aims at assisting the villagers to be able to follow up-to-date technical development and current news, and at the same time preventing them from falling back into illiteracy, the village newspaper reading centre therefore provides another type of out-of-school education. Up to 1982 there are 8,116 such centres.

2.7 Education through radio and correspondence.

At present, radio being so inexpensive plays a very influential role in the educational process of the people. A survey in 1974 reveals that of the 6,688,501 households in the entire country, 4,743,668 own a radio set which amounts to 70.9%.

The Educational radio programme was started in 1977, with emphasis on agriculture, health and hygiene, social sciences, culture and recreation.

In 1982, the Educational Technology Centre, broadcasted 24,642 items for out-of-school education.

(c) Education innovation or reforms

During the last three years, there has not been any major reform in the education system. There has been ideas of administrative reforms. One such proposal originated from the National Education Commission. It proposed to reorganize the Ministry of Education. The proposal is at present under the study of the Committee on Administrative Structure.

However, there are projects for the improvement of the planning process and for the reorganization of the information system in the Ministry of Education. The so-called P and M (Planning and Management Project), financed by the World Bank, is one such project aiming at the improvement of the planning capabilities of the provincial offices, and the better co-ordination among planning agencies of the departments of the Ministry. The project would be terminated in 1987.

(4) Educational Research

4.1 Research projects which have been completed

- The project on education and work.

- The project on curriculum evaluation.

- The project on the efficiency of the education system.

- The project on the factors which affect the students' achievement.

- The project on sports, health, and physical ability.

- Experimental project on agriculture and, agro-industries.

- The project on ethics and culture.

- The project on non-formal education.

4.2 Research projects to be undertaken in the future

- The project on vocational education and labour market.

- The project on curriculum evaluation.

- The project on teacher training and utilization of teachers.

- The project on the role of teacher training colleges.

(5) International relations and follow-up
to ICE recommendations

(a) International co-operation within
the framework of international, regional and
sub-regional organizations in the field of
education.

The period covers the implementation of the second medium-term plan of UNESCO during which there developed a crisis of international relations. A certain major issues in the communication programme, and in the field of peace and disarmament, served to split some of the developed, industrialized countries, from the majority of opinion in the UNESCO forum. The period ended with the notice of withdrawal of the U.S. government from membership of UNESCO, which would be put into operation by the beginning of 1985, if no major reforms have been made in the management and the programme of UNESCO.

As far as Thailand is concerned, the period has seen an increasing interest of the Thai government in the affairs of UNESCO. The mission of Thai permanent delegation at UNESCO in Paris has been strengthened by the establishment of the office of permanent delegation, with additional staff, thereby enhancing the role of the Thai mission at UNESCO.

At the regional level, Bangkok as the metropolitan centre of the Asian region has played the host to many important conferences, chief among which was the regional conference on the convention on the recognition of studies, diploma and degrees at the higher level. The Thai government also welcomed the decentralization process in which a reorganization of functions at the regional headquarter would be finally affected.

At the sub-regional, the ASEAN organization and the Southeast Asian Ministers of Education Organization (SEAMEO) have gained an additional membership from Brunei which serves to enhance the prestige to these sub-regional organization, as well as to confirm the viability of such collective efforts in the field of education, science and culture at the sub-regional level.

(b) Follow-up of recommendations of the

ICE

1. The changing role of the teacher.

Since the new curricula at the primary and secondary levels demand that teachers particularly at the primary level, do serve many roles at the school, a certain modification of the curriculum of the teacher training is being considered. The aim of the new curriculum would be to produce teachers who can teach all the subjects at the primary level. There is also a need for teachers to serve as councillor particularly at the secondary level. For the rural

community school, the role of the teacher may include the function as community leader or change-agent.

2. The problem of information at the national and international levels.

With ever-expanding activities of the education system, the problem of information-overload, and synthesis has become acute. To cope with such problem, the Information Centre has been set up at the Office of the National Education Commission, and also one at the Ministry of Education. The network of the Information Centre at the Ministry would include all the focal points from every department, and every provincial education office.

At the international level, an information network is also needed.

3. The improvement of the organization and management of education systems as a means of raising efficiency in order to extend the right to education.

As mentioned above, the Planning and Management Project, financed by the World Bank, aims at improving the Planning systems of the Ministry of Education. It is expected that, by the end of 1987, certain aspects of the planning process would be

delegated to the provincial education office.

It is also envisaged that the provincial education office would serve as the planning, and information centre at the provincial level.

(4) The interaction between education and productive work.

This aspect of learning has already been incorporated into the present class-room teaching at both primary and secondary levels. What should be further recommended is the study of the impact of such innovation in the future.

Table 2 Number of Students by Grade as Percentage of Corresponding School-Age Population, 1983

| Educational Level | Age | Students | School-Age Population | Students as Percentage of School-Age Pop. |
|---------------------------------|-------|------------|-----------------------|---|
| Kindergarten 1 | 4 | 160,075 | 1,183,373 | 13.53 |
| Kindergarten 2 | 5 | 120,079 | 1,079,884 | 11.12 |
| Pre-Primary | 6 | 190,534 | 1,088,699 | 17.50 |
| Kindergarten and Pre-Primary | 4-6 | 470,688 | 3,351,956 | 14.04 |
| Prathom 1 | 7 | 1,329,200 | 1,158,675 | 114.72 |
| Prathom 2 | 8 | 1,191,016 | 1,117,114 | 106.62 |
| Prathom 3 | 9 | 1,180,289 | 1,188,094 | 99.34 |
| Prathom 4 | 10 | 1,175,995 | 1,188,508 | 98.95 |
| Prathom 5 | 11 | 1,195,387 | 1,217,299 | 98.19 |
| Prathom 6 | 12 | 1,195,853 | 1,249,988 | 95.67 |
| Primary | 7-12 | 7,267,740 | 7,119,678 | 102.08 |
| Matayom 1 | 13 | 438,092 | 1,250,632 | 35.03 |
| Matayom 2 | 14 | 403,918 | 1,239,460 | 32.59 |
| Matayom 3 | 15 | 382,130 | 1,262,136 | 30.28 |
| Lower Secondary and Equivalent | 13-15 | 1,224,140 | 3,752,228 | 32.62 |
| Matayom 4 | 16 | 339,205 | 1,271,527 | 26.68 |
| Matayom 5 | 17 | 295,778 | 1,196,606 | 24.72 |
| Matayom 6 | 18 | 332,583 | 1,199,714 | 27.72 |
| Upper Secondary and Equivalent | 16-18 | 967,566 | 3,667,847 | 26.38 |
| Higher Ed. 1st yr. | 19 | 78,819 | 1,225,493 | 6.43 |
| Higher Ed. 2nd yr. | 20 | 123,768 | 1,160,823 | 10.66 |
| Higher Ed. 3rd yr. | 21 | 78,843 | 1,151,634 | 6.85 |
| Higher Ed. 4th yr. | 22 | 39,956 | 1,081,367 | 3.69 |
| Higher Ed. 5th yr. | 23 | 5,245 | 1,017,863 | 0.52 |
| Higher Ed. 6th yr. | 24 | 874 | 1,052,315 | 0.08 |
| Higher Education and Equivalent | 19-24 | 327,505 | 6,689,495 | 4.90 |
| Total: Pre-Primary-Higher Ed. | 4-24 | 10,257,639 | 24,581,204 | 41.78 |

| Educational Level | Age | Students | School-Age Population | Students as Percentage of School-Age Pop |
|-------------------------------|-------|------------|-----------------------|--|
| Specialization | 25 | 542 | | |
| Master's Degree | 26 | 12,541 | | |
| Doctorate's Degree | 27 | 212 | | |
| Higher than Bachelor's Degree | 25-27 | 13,295 | | |
| Total : Higher Education | 19-27 | 340,800 | | |
| Total | 4-27 | 10,270,934 | | |