The National Policy on Educational Provision for Disadvantaged Children (2005) ensures that this policy applies equally to Thai and non-Thai children. The Ministry of Education, Thailand, has implemented a 15-year free basic education programme since 2003. This initiative helps provide the basics, including knowledge, skills, development, and socialization, for pre-primary and primary education in public schools. In the 2017 academic year, the government allocated a total budget of 38.63 million US dollars, approximately 1.36 trillion Thai Baht, to provide 15-year free basic education to approximately 7 million students taken care of by the Office of the Basic Education Commission.

In the 2017 academic year, the government allocated a total budget of 39,234,150,800 baht (approximately 1,174 billion US Dollars) to provide education for the benefit of disadvantaged children. These school are mostly boarding schools, which are currently studying in welfare schools, which are headed to take care of disadvantaged children. These schools are mostly equipped with boarding facilities.

Almost 40,000 disadvantaged children, including orphans, are currently studying in welfare schools, which are headed to take care of disadvantaged children. These schools are mostly equipped with boarding facilities.

Looking ahead
Taking a more positive stance towards an aging population challenge
According to a case study conducted by Pramote Prasartkul, the Institute for Population and Social Research, Mahidol University, Thailand first became an "aged society" in 2005 with over 7 percent of its population aged over 65. This phenomenon to be expected for Thailand, wherein fertility and mortality rates have been decreasing and elderly population has been increasing accordingly over the past decades.

As this phenomenon is inevitable, we should take a more positive stance towards it, and act upon its implications with regard to education. With a decreasing birth number of young students, the need for education in general may well be adjusted in a more necessary way. Take an average community with the rate being more manageable for teachers. As such, relevant agencies should work closely and collaboratively to raise student achievements as class sizes drop.

The aging population segment of society's population each advanced age group does not necessarily mean that its skills pool will steadily decrease overnight. Elderly people have a wealth of experience and talent to be shared and utilized for the common good. As a matter of fact, encouraging the elderly to participate in the economy of the country can help the education sector.

Education as a Spearhead to Break through the Middle-Income Trap
Within Thailand has considerably enjoyed a series of commendable achievements in terms, there is still room for improvement, especially in enhancing cognitive skills, which enables students to learn, solve problems, and create new bodies of knowledge. These skills are essential in learning mathematics and science. A study by the Asian Development Bank (ADB) affirms that education can promote growth effectively only if it enhances cognitive skills. The ADB has pointed out that efficiency in education expenditure is needed to expand cognitive skills among students. A study by the Organisation for Economic Co-operation and Development (OECD) has predicted that Thailand, if it can enhance the quality of education, can break through the middle-income trap.

For Education as a Spearhead to Break through the Middle-Income Trap

Education in Brief

In 2015, 2016, and 2017, the Office of Welfare Commission for Teachers and Educational Personnel has urged the Ministry of Education, Thailand, to assign a larger budget to improve the quality of the learning environment and the learning process. The Ministry of Education, and other agencies, are continuously taking steps to improve the quality of education to ensure social advancement and equality.
The Ministry of Education of Thailand has been established to enhance security and peace. It has particular importance in promoting morality, ethical principles and governance in schools, providing special support to provision of education in 5 Southernmost provinces, ensuring equal educational opportunities to all, and developing educational laws; evaluating educational provision, conducting research and providing special support to provision of education in 5 Southernmost provinces.

Various projects have been implemented to promote Equal educational opportunities have been provided for all.

As for the development of human resources, a special emphasis has been accorded to the nurturing of our people, including the development of teachers, students, and private education; evaluating educational provision, conducting research and providing special support to provision of education in 5 Southernmost provinces.

The Thai education system is divided into two levels: basic and higher education. Basic education in Thailand refers to six years of primary education (G1-G6), three years of lower secondary (G7-G9) and three years of upper secondary education (G10-G12).

The educational administration and management system in regions, provinces, and educational service areas consists of 18 Regional Education Officers, 17 Provincial Education Officers, 145 Primary Education Service Area Officers and 12 Secondary Education Service Area Officers.

For 2010-2015 fiscal years.

Thailand attaches great importance to education. As shown below, a sizable proportion of the national budget was allocated consecutively during the 2011-2015 fiscal years.
In a bid to enhance security and peace, the Ministry accords particular importance to promoting morality, as for the development of human resources, a special emphasis has been accorded to the nurturing of our various projects have been implemented to promote

The mentioned act provides that compulsory education shall be extended from six to seven years, covering six years of primary education and one year of pre-primary education. As stipulated in the 1999 National Education Act, the Ministry of Education (MOE) is the main agency responsible for promoting and overseeing education is divided into two levels: basic and higher education. Basic education in Thailand refers to six years of primary education (G1-G6), three years of lower secondary (G7-G9), and three years of upper secondary education (G10-G12).

The MOE’s Organizational Structure

The Office of the Basic Education Commission under the Ministry of Education supervises over 30,000 basic education institutions. According to the statistics presented in Figure 3, the number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Table 1: Enrollment Ratio in Basic Education Institutions (Academic Years 2011-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>Children Aged 3-17</th>
<th>Number of Students</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>10,793,135</td>
<td>12,469,766</td>
<td>95.2</td>
</tr>
<tr>
<td>2014</td>
<td>10,793,135</td>
<td>12,436,848</td>
<td>95.9</td>
</tr>
<tr>
<td>2013</td>
<td>10,793,135</td>
<td>12,607,577</td>
<td>96.4</td>
</tr>
<tr>
<td>2012</td>
<td>10,793,135</td>
<td>13,087,007</td>
<td>96.7</td>
</tr>
<tr>
<td>2011</td>
<td>10,793,135</td>
<td>13,046,203</td>
<td>96.1</td>
</tr>
</tbody>
</table>

The Office of the Basic Education Commission under the Ministry of Education supervises over 30,000 basic education institutions. According to the statistics presented in Figure 3, the number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Table 2: Number of Students in Basic Education Institutions (Academic Years 2011-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>12,469,766</td>
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<td>13,087,007</td>
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<tr>
<td>2011</td>
<td>13,046,203</td>
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</tbody>
</table>

In Figure 6, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 7: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 8, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 8: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 9, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 9: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 10, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 10: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 11, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 11: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 12, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 12: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 13, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 13: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 14, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 14: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 15, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 15: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 16, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 16: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 17, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 17: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 18, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 18: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 19, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 19: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 20, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 20: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 21, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 21: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)

In Figure 22, the number of teachers in basic education institutions is shown, and the data are provided by the Office of the Basic Education Commission. The number of teachers in basic education institutions is under its supervision while the rest are under other agencies.

Figure 22: Number of Teachers in Basic Education Institutions (Academic Years 2011-2015)
As an integral part of the 1999 National Education Act, the Ministry of Education (MOE) is the main agency responsible for promoting and overseeing the provision of education at all levels, including basic and higher education, and of all types, including formal, non-formal, and informal education. Fiscal autonomy has allowed the MOE to allocate more funds to basic and higher education. Basic education is regulated by the Basic Education Act whereas higher education is regulated by the Act on Higher Education Institutions (2000). The MOE is the main body responsible for the development of human resources, the promotion of research, and the administration and management of the Thai education system.

In a bid to enhance security and peace, the Ministry accords particular importance to promoting morality, as shown in the following:

- The Office of the Permanent Secretary for Education oversee the formulation of policies and guidelines and coordination of administrative and management system at the central level.
- The Office of the Deputy Minister for Higher Education oversees the planning and implementation of higher education policies.
- The Office of the Deputy Minister for Basic Education oversees the planning and implementation of basic education policies.
- The Office of the Deputy Minister for Vocational Education oversees the planning and implementation of vocational education policies.
- The Office of the Deputy Minister for成人 education oversees the planning and implementation of adult education policies.
- The Office of the Deputy Minister for Special Education oversees the planning and implementation of special education policies.
- The Office of the Deputy Minister for Higher Education oversees the planning and implementation of higher education policies.
- The Office of the Deputy Minister for Basic Education oversees the planning and implementation of basic education policies.
- The Office of the Deputy Minister for Vocational Education oversees the planning and implementation of vocational education policies.
- The Office of the Deputy Minister forSpecial Education oversees the planning and implementation of special education policies.
- The Office of the Deputy Minister forAdult Education oversees the planning and implementation of adult education policies.
- The Office of the Deputy Minister forHigher Education oversees the planning and implementation of higher education policies.
- The Office of the Deputy Minister forBasic Education oversees the planning and implementation of basic education policies.
- The Office of the Deputy Minister forVocational Education oversees the planning and implementation of vocational education policies.
- The Office of the Deputy Minister forSpecial Education oversees the planning and implementation of special education policies.
- The Office of the Deputy Minister forAdult Education oversees the planning and implementation of adult education policies.
- The Office of the Deputy Minister forHigher Education oversees the planning and implementation of higher education policies.
- The Office of the Deputy Minister forBasic Education oversees the planning and implementation of basic education policies.
- The Office of the Deputy Minister forVocational Education oversees the planning and implementation of vocational education policies.
- The Office of the Deputy Minister forSpecial Education oversees the planning and implementation of special education policies.
- The Office of the Deputy Minister forAdult Education oversees the planning and implementation of adult education policies.

Figure 1: The Basic Education System

Figure 2: The Ministry of Education

The Thai education system comprises pre-primary education to postgraduate education. Pre-primary education includes nursery school and pre-primary education. Primary education includes grades 1 to 6. Lower secondary education includes grades 7 to 9. Upper secondary education includes grades 10 to 12. Higher education includes both public and private universities. Adult education includes vocational education, technical education, and continuing education. Special education includes education for children with disabilities. Basic education is provided by government schools and private institutions. Higher education is provided by public and private tertiary institutions.

Table 1: Enrollment Rates in Basic Education Institutions (Academic Years 2011-2015)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Primary Education</th>
<th>Secondary Education</th>
<th>Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>8,797,565</td>
<td>1,091,469</td>
<td>620,570</td>
</tr>
<tr>
<td>2012</td>
<td>8,735,358</td>
<td>1,035,887</td>
<td>602,802</td>
</tr>
<tr>
<td>2013</td>
<td>8,701,762</td>
<td>1,001,861</td>
<td>594,359</td>
</tr>
<tr>
<td>2014</td>
<td>8,675,644</td>
<td>968,757</td>
<td>586,711</td>
</tr>
<tr>
<td>2015</td>
<td>8,657,672</td>
<td>989,062</td>
<td>579,541</td>
</tr>
</tbody>
</table>

Table 2: Number of Students in the Vocational Track, Classified by Level of Education (Academic Years 2011-2015)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Certificate Level</th>
<th>Diploma Level</th>
<th>Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>350,269</td>
<td>308,116</td>
<td>299,547</td>
</tr>
<tr>
<td>2012</td>
<td>301,566</td>
<td>309,547</td>
<td>299,547</td>
</tr>
<tr>
<td>2013</td>
<td>301,566</td>
<td>309,547</td>
<td>299,547</td>
</tr>
<tr>
<td>2014</td>
<td>331,713</td>
<td>309,547</td>
<td>299,547</td>
</tr>
<tr>
<td>2015</td>
<td>331,713</td>
<td>309,547</td>
<td>299,547</td>
</tr>
</tbody>
</table>

Table 3: Enrolment Rates in Higher Education Institutions (Academic Years 2011-2015)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1,091,469</td>
<td>11,874,205</td>
</tr>
<tr>
<td>2012</td>
<td>1,035,638</td>
<td>11,925,070</td>
</tr>
<tr>
<td>2013</td>
<td>1,001,861</td>
<td>12,514,491</td>
</tr>
<tr>
<td>2014</td>
<td>968,757</td>
<td>12,436,848</td>
</tr>
<tr>
<td>2015</td>
<td>989,892</td>
<td>12,469,766</td>
</tr>
</tbody>
</table>

Figure 3: Locations of 18 Regional Education Offices

Figure 4: Number of Teachers in Basic Education Institutions

As shown above, the Thai education system has undergone significant changes in recent years, reflecting the Ministry’s efforts to improve the quality of education and meet the needs of students and society. The Thai government continues to prioritize education as a key component of national development, and the Ministry of Education is committed to ensuring that all students have access to high-quality education, regardless of their background or location. The Thai education system continues to evolve and adapt to meet the challenges of the 21st century, with a focus on promoting creativity, critical thinking, and lifelong learning. The Thai government remains committed to investing in education and providing students with the skills and knowledge they need to succeed in a rapidly changing world.
The Office of the Basic Education Commission provides basic education to approximately 7 million students through the 15-year free basic education programme. The Ministry of Education has implemented this programme since 2009 to help provide the tuition fees for these students. In the 2017 academic year, the government allocated a total budget of 39,234,150,800 baht (approximately 1,174 billion US Dollars) to provide education for disadvantaged children.

The National Policy on Educational Provision for Disadvantaged Children (2005) ensures that this policy applies equally to Thai and non-Thai citizens, including orphans, stateless children, and children of migrants and ethnic minorities who lack relevant registration documents for citizenship verification. The National Policy on Educational Provision for Disadvantaged Children (2005) also ensures that this policy applies equally to Thai and non-Thai citizens, including orphans, stateless children, and children of migrants and ethnic minorities who lack relevant registration documents for citizenship verification.

How many international schools providing basic education have consistently exhibited an upward trend indicating the remarkable level of popularity enjoyed by these schools across the country.

The number of international schools providing basic education has consistently exhibited an upward trend, indicating the remarkable level of popularity enjoyed by these schools across the country. These schools are mostly equipped with boarding facilities.

The table below shows the number of foreign students in higher education institutions by levels of study from the academic years 2009 to 2013.

Table 4: Number of Foreign Students in Higher Education Institutions by Levels of Study (Academic Years 2009-2013)

<table>
<thead>
<tr>
<th>Levels of Study</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate diplomas</td>
<td>192</td>
<td>56</td>
<td>12</td>
<td>196</td>
<td>99</td>
</tr>
<tr>
<td>Doctoral degrees</td>
<td>459</td>
<td>656</td>
<td>667</td>
<td>721</td>
<td>985</td>
</tr>
<tr>
<td>Master's degrees</td>
<td>3,141</td>
<td>3,371</td>
<td>4,031</td>
<td>3,830</td>
<td>4,327</td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>12,465</td>
<td>13,138</td>
<td>13,397</td>
<td>10,384</td>
<td>11,785</td>
</tr>
<tr>
<td>Certificates</td>
<td>2,613</td>
<td>2,078</td>
<td>1,722</td>
<td>1,488</td>
<td>1,218</td>
</tr>
</tbody>
</table>

Source: Office of the Higher Education Commission

The number of international schools providing basic education has consistently exhibited an upward trend, indicating the remarkable level of popularity enjoyed by these schools across the country. These schools are mostly equipped with boarding facilities.

Almost 40,000 disadvantaged children, including orphans, are currently studying in welfare schools, which are located in the areas of disadvantaged areas. These schools are mostly equipped with boarding facilities.

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Education as a Spearhead to Break through the Middle-Income Trap

Within Thailand has considerably enjoyed a series of commendable achievements in terms, there is still room for improvement, especially in enhancing cognitive skills. According to a case study conducted by Pramote Prasartkul, a keynote lecture presented at the RGJ-PhD Congress, 5th April 2013, the total number of foreign students in Thai higher education institutions is relatively consistent. The majority of foreign students are studying at the bachelor's degree level.

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Provision of Education for the Benefit of Disadvantaged Children

15-year free basic education to approximately 7 million students taken care of by the Office of the Basic Education Commission.

In the 2017 academic year, the government allocated a total budget of 39,234,150,800 baht (approximately 1,174 billion US Dollars) to provide uniforms, textbooks, learning materials, and extra-curricular activities free of charge, for pre-primary, primary and secondary pupils in public schools.

The Ministry of Education has implemented the 15-year free basic education programme since 2009. This initiative helps provide the tuition fees, increasing total number of young students, the teacher/student ratio may well be adjusted to a more proportionately class size on average, culminating in the class being more manageable for teachers. As such, relevant agencies should work closely and collectively to raise student achievements as class sizes drop.

While Thailand has consistently enjoyed a series of commendable achievements in terms of education as a spearhead to break through the middle-income trap, there is still room for improvement, especially in enhancing cognitive skills, which enable individuals to learn, solve problems, and create new bodies of knowledge. These skills are essential in learning mathematics and science. A study by the Asian Development Bank (ADB) affirms that education can promote growth effectively only if it enhances cognitive skills. The ADB has presented a study showing that in order to slash poverty, education must be an effective channel to equip the elderly with essential skills, ranging from basic healthcare to computer literacy.

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