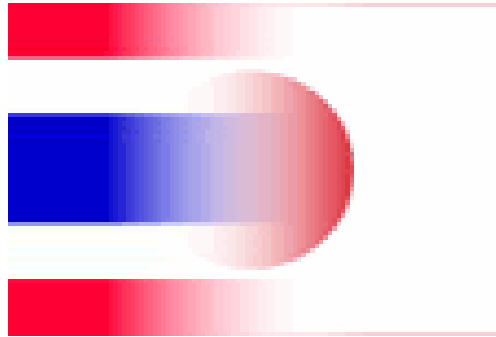


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ANTH 630 Japanese Culture and Society

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ประเทศไทย

チヨソシイハ

Comparison Japanese and Thai Education

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Master of Education

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Chapter I

Introduction

In my research of “Comparison Japanese and Thai Education”, I used secondary resources. Most of my information came from the Internet, but some of information, I researched from regular and reference books. I reviewed all of the information and made sure that the information was correct or up-to-date. According to my objective, I would like to explore concerning “How different in term of education between Japan and Thailand?” As the economic crisis at this time, “What are the effects of education?” The last point that I would like to mention is “What are the problems of Japanese and Thai education in the last century?”

Education

Education is the largest single activity in the world, involving over 700 million students and 31 million teachers at all levels. Its importance stems not merely from its size but also from its role as institutionalized knowledge-the principal repository, producer, disseminator, and transmission belt of all forms of knowledge. [6]

The feature of education is proper in this sense to speak of a global village school. Education is functioning as a major promoter of the migration of ideas across borders. It is possible now for student from Thailand to go to Japan or United State and student from Japan to go to Thailand or United State.

The other significant feature of global education is that it is becoming the cause as well as the result of a growing egalitarianism and democratization in all countries that you will see from history of education.

In almost all countries, education is designed to fulfill three well-defined functions: [6]

1. *As a basic human need.* People require education not only for the structured information in the core subjects of the curricula but also as a tool for gaining attitudes, values and skills on which they can build later.
2. *As a means of meeting other basic needs.* Education influences and is in turn influenced by other basic needs, and it also serves as a catalyst in creating needs where none existed before.
3. *As an activity that sustains and accelerates economic development.* Education prepares and trains skilled workers at all levels to manage capital, technology, services and administration in every sector of economy.

Brief of the history of relations between Thailand and Japan

Historical records attest to the existence of relations between Ryukyu (Okinawa) and Ayudhaya as far back as the 15th century. Trade between the two countries became active during the 17th century, at which time the Japanese community in Ayudhaya flourished. But after Japan adopted the policy of Sakoku, a policy of closing the country to the outside world, in 1639, the community began to decline. Centuries later, a new chapter of the relations in modern history began with the Declaration of Amity and Commerce between Japan and Siam in 1887. At that time, Japanese experts on law, education, sericulture and so forth were dispatched to Thailand to contribute to the modernization of the country. At the time of World War II, Thailand, allied with Japan, declared war against the United States of America and the United Kingdom, but made the said declaration null after the War. [11]

Symbolized by the close relationship between the Imperial Family of Japan and the Royal Family of Thailand, the two countries now engage in many forms of personnel exchange, carried out in various fields, such as educations and economics, among others.

After their mutual cooperation with each other in their efforts to solve the problem of Cambodia, Thailand and Japan have been building a relationship that exceeds the bounds of their bilateral relationship through close dialogues and cooperation in their combined efforts to solve the problems of the Southeast Asian region and the Asia-Pacific region.

All direct investment in Thailand is coming from Japan (based on the 1997 figure approved by the Board of Investment), a total amount which is larger than that of any other country's. In the field of trade, Japan has been Thailand's largest trading partner for a long time, although recently, partly because of the current economic crisis, this trade volume has dropped to the second largest after the United States in March 1998. (Japan is the second largest importer and the largest exporter for Thailand.)

Japan also has been providing financial and technical support concerning economic and education to Thailand, totaling more than 12.6 billion US dollars. In addition, Japan's support measures include an emergency grant aid of 950,000 US dollars for Thai students studying in Japan.

Chapter II

Contemporary and Development of Japanese Education



A. National Background [13]



While retaining its time-honored culture, Japan rapidly absorbed Western technology during the late 19th and early 20th centuries. After defeat in World War II, Japan recovered to become a staunch ally of the US and the second most powerful economy in the world. While the emperor retains his throne as a symbol of national unity, actual power rests in networks of powerful politicians, bureaucrats, and business executives. The economy experienced a major slowdown in the 1990s following three decades of unprecedented growth.

Capital city - Tokyo

Location - Eastern Asia, island chain between the North Pacific Ocean and the Sea of Japan, east of the Korean Peninsula

Area - total: 377,835 sq km (*water:* 3,091 sq km, *land:* 374,744 sq km)

Area comparative - Slightly smaller than California

Land boundaries - 0 km

Coastline – 29,751 km

Climate - Varies from tropical in south to cool temperate in north

Elevation - *Lowest point:* Hachiro-gata -4 m
Highest point: Fujiyama 3,776 m

Natural resources - Negligible mineral resources, fish

Land use - *arable land:* 12%
permanent crops: 1%
other: 87% (1998 est.)

Irrigated land – 26,790 sq km (1998 est.)

Population – 126,974,628 (July 2002 est.)

Age structure - *0-14 years:* 14.5% (male 9,465,282; female 8,999,888)
15-64 years: 67.5% (male 43,027,320; female 42,586,112)
65 years and over: 18% (male 9,664,112; female 13,231,914)

Population growth rate – 0.15% (2002 est.)

Birth rate - 10.03 births/1,000 population (2002 est.)

Death rate - 8.53 deaths/1,000 population (2002 est.)

Sex ratio - *At birth:* 1.05 male(s)/female
Under 15 years: 1.05 male(s)/female
15-64 years: 1.01 male(s)/female
65 years and over: 0.73 male(s)/female
Total population: 0.96 male(s)/female (2002 est.)

Life expectancy at birth - *Total:* 80.91 years (*female:* 84.25 and *male:* 77.73)

Ethnic groups - Japanese 99%, others 1% (Korean 51,126, Chinese 24,424, Brazilian 18,223, Filipino 8,995, other 23,792) (2000)

Religions - Observe both Shinto and Buddhist 84%, other 16% (including Christian 0.7%)

Languages – Japanese

Literacy - *Definition:* age 15 and over can read and write *total population:* 99% (1970 est.)

Suffrage – 20 years of age; universal

Economy overview - Government-industry cooperation, a strong work ethic, mastery of high technology, and a comparatively small defense allocation (1% of GDP) have helped Japan advance with extraordinary rapidity to the rank of second most technologically powerful economy in the world after the US and third largest economy in the world after the US and China. One notable characteristic of the economy is the working together of manufacturers, suppliers, and distributors in closely-knit groups called keiretsu. A second basic feature has been the guarantee of lifetime employment for a substantial portion of the urban labor force. Both features are now eroding. Industry, the most important sector of the economy, is heavily dependent on imported raw materials and fuels.

Industries - Among world's largest and technologically advanced producers of motor vehicles, electronic equipment, machine tools, steel and nonferrous metals, ships, chemicals; textiles, processed foods.

Export partners – US 29.7%, Taiwan 7.5%, South Korea 6.4%, China 6.3%, Hong Kong 5.7% (2000 est.)

Import partners – US 19%, China 14.5%, South Korea 5.4%, Taiwan 4.7%, Indonesia 4.3%, Australia 3.9% (2000 est.)

Currency – Yen (JPY)

B. Development of Education

Early Development - Japan has had relations with other cultures since the dawn of its history. Foreign civilizations have often provided new ideas for the development of Japan's own culture. Chinese teachings and ideas, for example, flowed into Japan from the sixth to the ninth century. Along with the introduction of Buddhism came the Chinese system of writing and its literary tradition, and Confucianism.

By the ninth century, the imperial capital, had five institutions of higher learning, and during the remainder of the Heian period, other schools were established by the nobility and the imperial court. During 1185-1600, Zen Buddhist monasteries were especially important centers of learning, and the Ashikaga School (Ashikaga Gakko) flourished in the fifteenth century as a center of higher learning.

In the sixteenth and early seventeenth centuries, Japan experienced intense contact with the major European powers. Japanese students thus began to study Latin and Western music, as well as their own language. During Edo era (1600- 1867) Japan had been reunified by the Tokugawa regime, and that time foreigners had been ordered out of Japan, Christianity banned, and virtually all foreign contact prohibited. During Edo era, Samurai curricula stressed morality and included both military and literary studies. Confucian classics were

memorized, and reading and reciting them were common methods of study. Arithmetic and calligraphy were also studied.

Modern Development - By the time of the Meiji Restoration of 1868, new leadership set Japan on a rapid course of modernization. Realizing from the outset that education was fundamental to nation building and modernization, the Meiji leaders established a public education system to help Japan catch up with the West. Missions were sent abroad to study the education systems of leading Western countries. After some trial and error, a new national education system emerged. As an indication of its success, elementary school enrollments climbed from about 40 or 50 percent of the school-age population in the 1870s to more than 90 percent by 1900.

In the early twentieth century, education at the primary level was egalitarian and virtually universal, but at higher levels it was multi-tracked, highly selective, and elitist. College education was largely limited to the few national universities, where German influences were strong. Several of the private universities received official status and were granted government recognition for programs they had conducted, in many cases, since the 1880s. By 1945 the Japanese education system had been devastated, and with the defeat came the discredit of much prewar thought. A new wave of foreign ideas was introduced during the postwar period of military occupation.

Reform Development - Postwar period, occupation policy makers and the United States Education Mission, set up in 1946, made a number of changes aimed at democratizing Japanese education: instituting the six-three-three grade structure (six years of elementary school, three of lower- secondary school, and three of upper-secondary school) and extending compulsory schooling to nine years. They replaced the prewar system of higher-secondary schools with comprehensive upper- secondary schools (high schools). Curricula and textbooks were revised, the nationalistic morals course was abolished and replaced with social studies, locally elected school boards were introduced, and teachers unions established. The 1960s was a time of great turbulence in higher education because economic growth brought new demands to expand higher education.

The government responded with the University Control Law in 1969 and, in the early 1970s, with further education reforms. New laws governed the founding of new universities and teachers' compensation, and public school curricula were revised. Private education institutions began to receive public aid, and a nationwide standardized university entrance examination was added for the national universities. Also during this period, strong disagreement developed between the government and teachers groups. Japanese education remains in adapting foreign ideas and methods to Japanese traditions and in improving the system generally.

C. Organization of Education

Ministry of Education, Culture, Sport, Science and Technology (MEXT)

< <http://www.mext.go.jp/english/index.htm> >

For further development of Japan in the 21st century, it is necessary to reform the systems aiming at realizing the nation where abundant human resource, a variety of education and culture are available and where the science and technology infrastructure is securely established.

Education Reform Plan for the 21st Century (the seven priority strategies) [10]

1. Improve students' basic scholastic proficiency 'in easy to understand classes'
2. Foster youth into becoming open and warm-hearted Japanese through participating in community services and various programs
3. Improve learning environment to one which is enjoyable and free of worries
4. Make schools that can be trusted by parents and communities
5. Train teachers as real "professionals" of education
6. Promote the establishment of universities of International standard
7. Establish an educational philosophy suitable for the new century and improve the provision for education

Departments/Offices under the Ministry of Education [10]

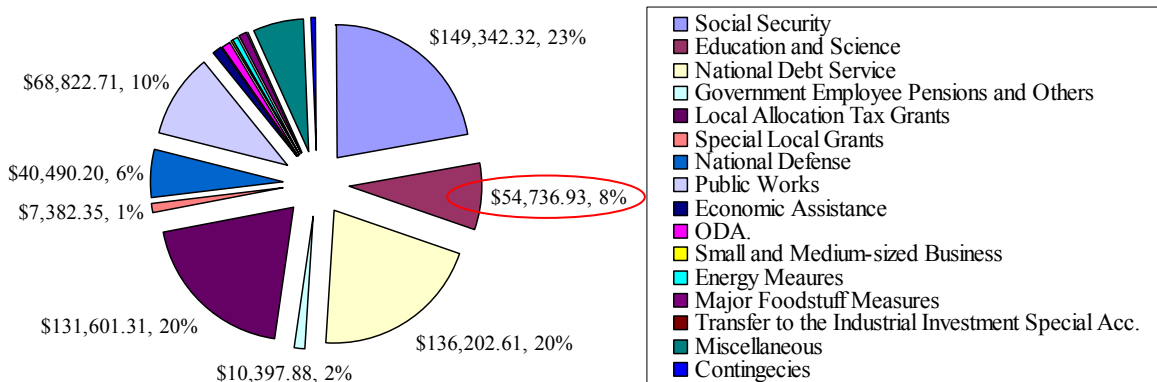
- Minister's Secretariat
- Lifelong Learning Policy Bureau
- Elementary and Secondary Education Bureau
- Higher Education Bureau
- Sports and Youth Bureau
- Agency for Cultural Affairs
- Science and Technology Policy Bureau
- Research Promotion Bureau
- Research and Development Bureau

FY 2002 Budget of Japan

Sector	Y 2002		
	JPY (billion)	\$* (million)	%
Social Security	JPY 18,279.50	\$149,342.32	22.25%
Education and Science	JPY 6,699.80	\$54,736.93	8.16%
National Debt Service	JPY 16,671.20	\$136,202.61	20.30%
Government Employee Pensions and Others	JPY 1,272.70	\$10,397.88	1.55%
Local Allocation Tax Grants	JPY 16,108.00	\$131,601.31	19.61%
Special Local Grants	JPY 903.60	\$7,382.35	1.10%
National Defense	JPY 4,956.00	\$40,490.20	6.03%
Public Works	JPY 8,423.90	\$68,822.71	10.26%
Economic Assistance	JPY 856.60	\$6,998.37	1.04%
ODA.	JPY 910.60	\$7,439.54	1.11%
Small and Medium-sized Business	JPY 186.10	\$1,520.42	0.23%
Energy Measures	JPY 569.40	\$4,651.96	0.69%
Major Foodstuff Measures	JPY 729.70	\$5,961.60	0.89%
Transfer to the Industrial Investment Special Acc.	JPY 145.50	\$1,188.73	0.18%
Miscellaneous	JPY 5,078.10	\$41,487.75	6.18%
Contingencies	JPY 350.00	\$2,859.48	0.43%
Total	JPY 82,140.70	\$671,084.15	100.00%

* \$1 = JPY 122.4 (Nov. 19, 2002)

Resource: Ministry of Finance Japan (<http://www.mof.go.jp>)



(Million \$, \$1 = THB 44.5)

D. Education System

Japan ranks among the top nations in the world in educational attainment. Schooling generally begins before grade one in preschool and is free and compulsory for elementary and junior high school (grades 1 through 9). Most students who finish junior high school continue on to senior high school (grades 10 through 12). The senior high school graduates then continue on for higher education. Most high schools and universities admit students on the basis of difficult entrance examinations. Competition to get into the best high schools and universities is fierce because Japan's most prestigious jobs typically go to graduates of elite universities. [8]

Moreover, their regular schooling, some students-particularly students at the junior high school level-enroll in specialized private schools called "*juku*" and "*yobiko*" that were translated into English as "*cram schools*," "*juku*" offers for tutoring to improve scores on senior high schools entrance examination but "*yobiko*" offers for college entrance examination. In this subject, I could separate Japanese education system to 3 patterns. These are formal, non-formal, and shadow education.

1. Formal Education

Japanese education system is organized along the lines of the common US 6-3-3 model. The total structure includes the following types or levels of institutions:

- ✓ Pre-Elementary School Education
- ✓ Elementary School Education (6 years)
- ✓ Junior High School Education (3 years)
- ✓ Senior High School Education (3 years)
- ✓ Higher Education

Pre-Elementary School Education – As essential as the professional teaching corps is, the Japanese child's first teachers and most important supporters are the parents, primarily the mother. The educational role of home and family, both before the child enters school and throughout the school years, is as fundamental a determinant of Japanese success in education as any factor could be.

Elementary School Education - The elementary school curriculum is divided into three major categories: regular subjects, moral education, and special activities. The nine regular subjects are Japanese, social studies, arithmetic, science, life and environmental studies, music, arts and handicrafts, homemaking, and physical education. The curriculum in elementary school provides ample time for music, arts, and physical recreation. Special activities play a major role in the overall curriculum and consist of such activities as clubs, school-wide festivals, or competitions, student associations, and other student-run activities.

Junior High School Education - After 6 years of elementary school education, students make the transition to the elementary school. Student life in Japanese junior high schools is more regimented than in elementary schools and classes are divided by subject. For most subjects, students stay in their classrooms and teachers rotate from class to class. Teachers are organized according to grade (i.e., first year, second year, and third year) as well as by the various committees they serve on and by academic subject. The grade divisions are the most salient and give students and teachers a strong sense of belonging to their homeroom class and grade. As junior high school marks the end of compulsory education, the third year of junior high school sees students preparing for the what the Japanese media has labeled the "exam hell" (*shiken jigoku*), during which time the students prepare to take the high school entrance exam.

Senior High School Education - Public education at the high school (*ko to kyo iku*) level is neither compulsory nor free. However, each prefecture or municipal district maintains publicly funded high schools that offer relatively low-cost education. The vast majority of the Japanese public and private high schools are 3-year institutions. In addition, there are also "night schools," correspondence courses, and nationally funded 5-year high schools, but these constitute a relatively small percentage (less than 5 percent) of overall enrollment. In 1992 about 75 percent of students were enrolled in academic courses and 25 percent in vocational courses (Monbusho, 1993). Although there is no restriction on vocational school graduates applying to college, few make the attempt. Vocational courses do not offer the rigorous preparation necessary for the college entrance exam.

Higher Education – Japan has a large proportion of students in higher education. Economic development plus a strong drive for higher social status has made this possible. In 1980, 37.4% of the high school graduates entered various forms of higher education, including junior colleges and universities; 42.4% found jobs; and the remainder were either unemployed or attended non-formal schools such as *yobiko*. Entry to certain key universities is very competitive. The most desirable universities-many are national and some are private-boast a high rate of success in having their graduates obtain important business and government positions. For examples are held by graduates of the national Tokyo University. Moreover, Japan also has "miscellaneous schools" (*kakushu*) that provide training in various fields, from home economics to arts to engineering at a level equivalent to a junior college.

2. Non-Formal Education

What is ordinarily called adult education is partly encompassed, in Japan, by the more general term "social education" (*shakai kyoiku*), which includes education outside the formal system for both adults and children. It is under the jurisdiction of the Ministry of Education, which directly operates national facilities and also provides financial and other support to local governments and private groups that operate social education facilities. Facilities include citizens' public halls (*kominkan*), which provide communities with cultural and educational activities such as lectures, meetings on cultural topics, facilities for hobbyists and physical education and recreation sessions.

Adult education, in terms of education provided for working adults returning to school, is a recent phenomenon for several Japanese universities.

Mass communication media provides nonformal education programs which are quite wide in content and high in quality. The private sector also provides good opportunities for nonformal education. Lecture series and workshops provided by cultural centers, and correspondence courses for skill training are typical examples. Extension services are provided by universities, junior colleges, and upper-secondary schools. [4]

3.Shadow Education

Japan supports a wide-range of academic institutions outside of the school system. This dense network consists of home-tutors, correspondence courses, juku, and exam prep schools (yobiko) (Rohlen, 1980; Stevenson & Baker, 1992). These extra-school forms of education have been described as "shadow education" because their curriculum tends to shadow the curriculum offered in the public schools. Most of these forms of education are collectively referred to as juku by Japanese parents and students.

In a survey of over 60,000 students conducted by the Ministry of Education (Monbusho, 1996), the percentage of students attending juku is surprisingly high. Enrollment in individual enrichment courses tends to decrease over time while enrollment in advancement courses increases.

Chapter III

Contemporary and Development of Thai Education



A. National Background [13]



A unified Thai kingdom was established in the mid-14th century. Known as Siam until 1939, Thailand is the only Southeast Asian country never to have been taken over by a European power. A bloodless revolution in 1932 led to a constitutional monarchy. In alliance with Japan during World War II, Thailand became a US ally following the conflict.

Capital city - Bangkok

Location - Southeastern Asia, bordering the Andaman Sea and the Gulf of Thailand, southeast of Burma

Area - Total: 514,000 sq km (*water:* 2,230 sq km, *land:* 511,770 sq km)

Area comparative - Slightly more than twice the size of Wyoming

Land boundaries - Total: 4,863 km (*border countries:* Burma 1,800 km, Cambodia 803 km, Laos 1,754 km, Malaysia 506 km)

Coastline – 3,219 km

Climate - Tropical; rainy, warm, cloudy southwest monsoon (mid-May to September); dry, cool northeast monsoon (November to mid-March); southern isthmus always hot and humid

Elevation - *Lowest point:* Gulf of Thailand 0 m, *highest point:* Doi Inthanon 2,576 m

Natural resources - Tin, rubber, natural gas, tungsten, tantalum, timber, lead, fish, gypsum, lignite, fluorite, arable land

Land use - *arable land:* 33%
permanent crops: 7%
other: 60% (1998 est.)

Irrigated land – 47,490 sq km (1998 est.)

Population – 62,354,402 (July 2002 est.)

Age structure - *0-14 years:* 23.3% (male 7,404,227; female 7,121,083)
15-64 years: 69.9% (male 21,469,186; female 22,090,520)
65 years and over: 6.8% (male 1,868,632; female 2,400,754)

Population growth rate – 0.88% (2002 est.)

Birth rate – 16.39 births/1,000 population (2002 est.)

Death rate – 7.55 deaths/1,000 population (2002 est.)

Sex ratio - *At birth:* 1.05 male(s)/female
Under 15 years: 1.05 male(s)/female
15-64 years: 0.97 male(s)/female
65 years and over: 0.78 male(s)/female
Total population: 0.97 male(s)/female (2002 est.)

Life expectancy at birth - *Total:* 69.18 years (*female:* 72.51 and *male:* 66)

Ethnic groups - Thai 75%, Chinese 14%, other 11%

Religions - Buddhism 95%, Muslim 3.8%, Christianity 0.5%, Hinduism 0.1%, other 0.6%

Languages – Thai

Literacy - *Definition:* age 15 and over can read and write *total population:* 93.8% (1995 est.)

Suffrage – 18 years of age; universal and compulsory

Economy overview - After enjoying the world's highest growth rate from 1985 to 1995 - averaging almost 9% annually - increased speculative pressure on Thailand's currency in 1997 led to a crisis that uncovered financial sector weaknesses and forced the government to float the baht. Long pegged at 25 to the dollar, the baht reached its lowest point of 56 to the dollar in January 1998 and the economy contracted by 10.2% that same year.

Industries - Tourism; textiles and garments, agricultural processing, beverages, tobacco, cement, light manufacturing, such as jewelry; electric appliances and components, computers and parts, integrated circuits, furniture, plastics; world's second-largest tungsten producer and third-largest tin producer.

Export partners – US 23%, Japan 14%, Singapore 8%, China 6%, Hong Kong 5%, Malaysia 4% (2000)

Import partners – Japan 24%, US 11%, Singapore 10%, Malaysia 6%, China 4%, Taiwan 4% (2000)

Currency – Baht (THB)

B. Development of Education

Early Development - Education in Thailand can be said to have begun in the 13th century when Sukhothai was Thailand's capital. In 1283, one of Sukhothai's kings, Ramkamhaeng the Great created the first Thai alphabet, using as its basis the Mon and Khmer scripts which had, in turn, been derived from a South Indian script. He employed for the first time the new alphabet in his stone inscription of 1292 at Sukhothai. [9] Although undergone extensive changes, parts of the original alphabet are still in use. The Sukhothai stone inscriptions recorded aspects of education in moral, intellectual and cultural terms. Throughout the Kingdom of Sukhothai, two levels of education are provided by the Royal Institution of Instruction (Rajabundit) to princes and sons of nobles and by the Buddhist monks to commoners. However, it should also be noted that such education was of an academic type as it did not provide for occupational training which was generally handed down within the family or acquired through an apprenticeship.

Modern Development - King Rama I (1782-1809), the first King of the present Chakri Dynasty, he made an impact on the development of public education by reforming the Buddhist Church. Modern technology in the form of the printing press entered Thailand with the coming of Western missionaries and merchants. At that time, printed books were available in the Thai language. During the early Bangkok period, a number of treaties were concluded with foreign powers. Since English became the lingua franca of the Far East, King Rama IV realized to command the old measures be taken to modernize the education of the country and a good knowledge of English would form a part of the new educational

requirements. In 1887, King Rama V established the Department of Education to oversee the Kingdom's education and religious affairs.

Reform Development – During this time was called the emergence of the Ministry of Education. The Department of Education became a full-fledged Ministry of Education in 1892, as a result of King Rama V's experimental measures in administrative and political reform with a view to establishing 13 ministries. By virtue of the declaration, the control of private schools, in their rudimentary form, was introduced. A development in this respect reflected that the private sector had come in to share the educational responsibilities with the Government.

In 1898, the first Education Plan was launched. It was divided into 2 parts: the first concerned with education in the Bangkok area while the second with education in the provinces. In 1977, Thailand's educational system was changed from a 4-3-3-2 structure to a 6-3-3 system wherein six years of compulsory primary education is followed by three years of lower secondary school and by another three years of upper secondary schooling, which is still in use nowadays.

C. Organization of Education

Ministry of Education (MOE)

< <http://www.moe.go.th/moe.htm> >

The scope of responsibility of the Ministry of Education covers a wide array of work which deals with educational, religious and cultural affairs. At present, approximately 15.7 million children, youths and adults are receiving educational services, within either the formal or non-formal systems. About 34,036 religious buildings (29,977 temples, 2,841 mosques and 1,218 churches) are being administered by the Ministry of Education. Its supervision also encompasses approximately 7,100 cultural centers and foundations.

Educational provision shall be based on the following principles: [9]

1. Lifelong education for all.
2. All segments of society participating in the provision of education.
3. Continuous development of the bodies of knowledge and learning processes.
4. Unity in policy and diversity in implementation.
5. Decentralization of authority to educational service areas, educational institutions and local administration organizations.
6. Setting of educational standards and implementing system of quality assurance for all levels and all types of education.
7. Raising the professional standards of teachers, faculty staff and educational personnel, who shall be developed on a continuous basis
8. Mobilization of resources from different sources for provision of education

Departments/Offices under the Ministry of Education [9]

- Office of the Permanent Secretary (OPS)
- Office of the National Primary Education Commission (ONPEC)
- Department of Non-Formal Education (ENFE)
- Department of General Education (DGE)
- Department of Vocational Education (DOVE)
- Department of Physical Education (DPE)
- Office of the Private Education Commission (OPEC)
- Rajamangala Institute of Technology (RIT)
- Office of Rajabhat Institutes Council (ORIC)
- Fine Arts Department (FAD)
- Department of Religious Affairs (DRA)
- Office of the National Culture Commission (ONCC)
- Department of Curriculum and Instruction Development (DCID)
- Office of the Teacher Civil Service Commission (OTCSC)
- Royal Institute
- Mahachulalongkorn Rajavidyalaya University and Mahamakut Buddhist University
- Institute for the Promotion of Teaching Science and Technology (IPST)
- Kurusapa Teachers' Council of Thailand (TCT)

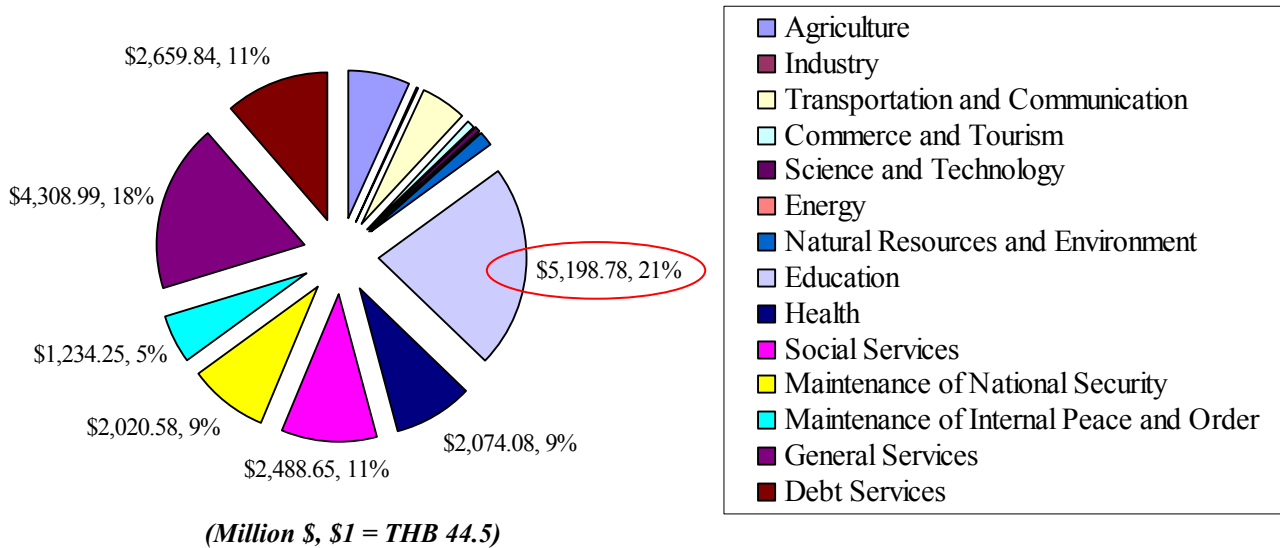
FY 2002 Budget of Thailand

(Million)

Sector	Y 2002		
	THB	\$*	%
Agriculture	THB 69,364.20	\$1,594.58	6.78%
Industry	THB 2,871.80	\$66.02	0.28%
Transportation and Communication	THB 48,795.00	\$1,121.72	4.77%
Commerce and Tourism	THB 9,158.90	\$210.55	0.90%
Science and Technology	THB 5,447.70	\$125.23	0.53%
Energy	THB 990.00	\$22.76	0.10%
Natural Resources and Environment	THB 17,017.90	\$391.22	1.66%
Education	THB 226,146.90	\$5,198.78	22.11%
Health	THB 90,222.30	\$2,074.08	8.82%
Social Services	THB 108,256.10	\$2,488.65	10.58%
Maintenance of National Security	THB 87,895.30	\$2,020.58	8.59%
Maintenance of Internal Peace and Order	THB 53,689.90	\$1,234.25	5.25%
General Services	THB 187,441.00	\$4,308.99	18.32%
Debt Services	THB 115,703.00	\$2,659.84	11.31%
Total	THB 1,023,000.00	\$23,517.24	100.00%

* \$1 = THB 43.5 (Nov. 19, 2002)

Resource: Ministry of Education Thailand (<http://www.mog.go.th>)



D. Education System

The country has a comprehensive educational system that extends from kindergarten to university and adult education. Education is free and compulsory for 6 years beginning at age. About 88.3 percent of students continue to secondary education, which normally finishes at age 17. The country has a wide range of private schools, from international schools to palace and experimental schools.

Thailand has a growing university sector, and 30.1 percent of Thais of university age are enrolled. Universities include the prestigious Chulalongkorn University, Mahidol University (a medical school), Kasetsart University (for agriculture, forestry, and fisheries), Thammasat University (for the social sciences), Silpakorn University (for fine arts), and the Asian Institute of Technology, all located in Bangkok, and Chiang Mai University, in the north. The country also has a number of teacher-training colleges. Many Thai students choose to study abroad, especially in North America, Europe, Australia, and Japan. [8]

4. Formal Education

Formal education has four major sequential levels: preprimary, primary, secondary, and higher education. With the implementation of the 1977 National Education Scheme the Thai educational system was changed from 4:3:3:2:4 to 6:3:3:4. A six-year primary schooling is compulsory, followed by lower- and upper-secondary schooling of three years each and four years or more for university undergraduate degrees.

Pre-School Education – Pre-schools are provided for 3-5year old children. It aims to encourage the harmonious physical, intellectual, emotional and social development of the children prior to formal education. The pre-school education can be provided in many ways

such as child care canters, nursery schools and kindergartens. The Ministry of Education has established a kindergarten in every provincial capital to serve as a model for the private ones. Most pre-schools are private and located in Bangkok

Primary Education – This emphasizes literacy, numeracy, communication skills, and abilities relevant to future occupational roles. Primary school curriculum is an integrated curriculum comprising five areas of learning experiences, namely: basic skills development, life experience, character development, works oriented education, and special experiences. The last area is provided for children in grade 5 and 6 which are the last two grades at the primary level.

Secondary Education - This is divided into two parts, i.e., lower secondary and upper secondary education.

- *Lower Secondary Education* aims to promote learners' morality, knowledge, ability and skills beyond the primary level; to enable them to identify their needs and interests and to be aware of their aptitude both in general and vocational education; and to develop their ability for work and occupational practices relevant to their age.
- *Upper Secondary Education* aims to enable learners to progress according to their aptitude and interests and acquire the basis either for furthering to higher education or for working and pursuing a career suitable for their aptitude both as entrepreneurs and paid workers; to promote their morality, ethics, and social skills necessary for working pursuing, a career and leading peaceful social lives.

Higher Education - aims at the full development of human intellectuality, and the advancement of knowledge and technology. This level may be organized in the forms of colleges, universities, or institutions for specialized studies.

5. Non-Formal Education

For the past 40 years non-formal education has focused on both literacy and vocational training, and its programs have been carried out by a number of ministries and departments. Among the most important are the Departments of Non-formal Education and Vocational Education of the Ministry of Education, the Departments of Labor and Community Development of the Ministry of Interior and the Ministry of Agriculture and Cooperatives and the Ministry of Health. In March 1979 the Department of Non-formal Education was created within the Ministry of Education to formulate non-formal educational policy, to coordinate the programs of other agencies and to offer expanded programs for adults and out-of-school youth. [6]

The main programs of non-formal education to supplement the formal school system and to promote lifelong learning opportunities are as follows:

- Adult functional literacy.
- Training in life experiences and vocational skills.
- Access to current news and information, through community or village libraries, reading centers, educational/technical information broadcasting, and so on.

Chapter IV

Conclusion

From the contents, you would see that Japanese education and Thai education are same system. However, when you explore inside both countries in education aspect, there are some details that are different. According to a review of eleven East Asian countries, Thailand was ahead only of Indonesia and Vietnam in terms of education standards. Japan was way ahead of Thailand many rank.

One part that I would like to mention is related regarding the knowledge skill. For decades, Thailand's rich natural resources and cheap labor were the main attraction for foreign investors and key to the country's economic growth and success. So, the Thais have been quite content with their lot and basic skills. However, with the rapid globalization of world's economy, Thailand is being edged out of the race. The country needs a knowledge-based economy to compete with high-tech and value added products from its neighbors, especially Japan.

In Japan, the governors invest more money concerning education and R&D. Concerning the budget of education, Japanese education budget is more than Thai around 10 times. The reason might come from the difference of economic growth between both countries. Along with the economic problem in Thailand since 1998, it affects every aspect in the country even education.

The most important thing that supports Japan's economics is the concept of education in economic growth. Japanese concept of education was based on the theory of economics that scientific creativity, skills and other qualitative factors of the labor force will contribute to the economic growth no less than reproducible physical capital and labor force, that are called 'human abilities'. An approach to education from its investment aspect is based on an understanding that the general development of the 'human abilities', which is essential to the economic growth in the future, depends upon both quantitative and qualitative developments in education. This event begins after WWII; Japan had undergone industrialization and urbanization processes characterized by remarkable economic growth and education expansion.

Along with learning consideration, Japanese learning should be a good example for Thai students. Japanese learning consideration help students progress much more. The Japanese always seem to feel that they should be learning something from others. Not only personal contacts, but participation in meetings, conferences, and the like is often expected to have some educational significance; particularly with conferences within an organization, attendance is considered a valuable opportunity to learn about the organization as it is at present, or to study how the organization or system is run.

Finally, the effect of educational difference between two countries begins after WW II. Japan was occupied by US and can gain many concepts from US. Although, Thailand also could adapt the education systems from US, Thailand cannot develop to be better than Japan do. At that time, it was necessary for Japan to work hard in every aspect for trying to recover their country from ground. In addition, Japanese have more abilities to adapt concepts of each other and adjust these things to be appropriate for them.

Major Problems at the Last Century

Japan

- School education is also expected to cope with problems arising from family and social changes such as the increase of working mothers, the move to a five-day working-week system, and other changes.
- The teaching of emerging global issues such as environmental problems, population issues, poverty and North-South issues will be another basic task that the Japanese education system will have to undertake for the twenty-first century.
- How to cope with the increasing demand for new knowledge will continue to be a problem.
- Increasing demand for the provision of public education for children of non-Japanese residents poses quite a new problem for Japanese education.

Thailand

- The educational system will be faced with rising demands for an efficient and ethical labor force from both the bureaucracy itself, and the business and industrial sectors.
- The Thai bureaucracy, which is a major distributor of educational provision, will undergo structural and legal reform.
- Urgent problems that need to be resolved are those concerning labor force development as it is a crucial foundation or springboard for national development and self-reliance.

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