

**Perceptions of European Higher Education in  
third countries**

A study carried out by the Academic Cooperation Association

**Country Report Thailand**

## **Executive Summary**

<b>Chapter 1. Country Information</b> .....	<b>4</b>
1.1 General Information	
1.2 Population	
1.3 Economy	
1.4 Government and Administrative Structure	
1.5 Thailand's Education System	
1.6 Higher Education	
1.7 Internationalisation of Higher Education	
Education Promotion representatives of other countries in Thailand	
• British Council	
• EduFrance	
• DAAD	
• EducationUSA	
• IDP Education Australia	
<b>Chapter 2. Implementation of the Survey</b> .....	<b>20</b>
2.1 Project Work plan	
2.2 Target Institutions' Profile	
2.3 Sample Selection	
2.4 Promotion tool of the online survey	
2.5 Problems of conducting the survey	
<b>Chapter 3. Interview Results</b> .....	<b>30</b>
<b>Interview Process</b>	
3.1 Representatives of public/private organisations	
3.2 Rectors/Vice-rectors/Directors of international relations	
3.3 Parents	
<b>Chapter 4. Conclusions and Recommendation</b> .....	<b>47</b>
4.1 Conclusion	
4.2 Recommendations	
<b>Appendix</b> .....	<b>48</b>
1. List of Thailand institutes of higher education.	
2. Total enrolment classified by types of institution and levels of education for an academic year.	

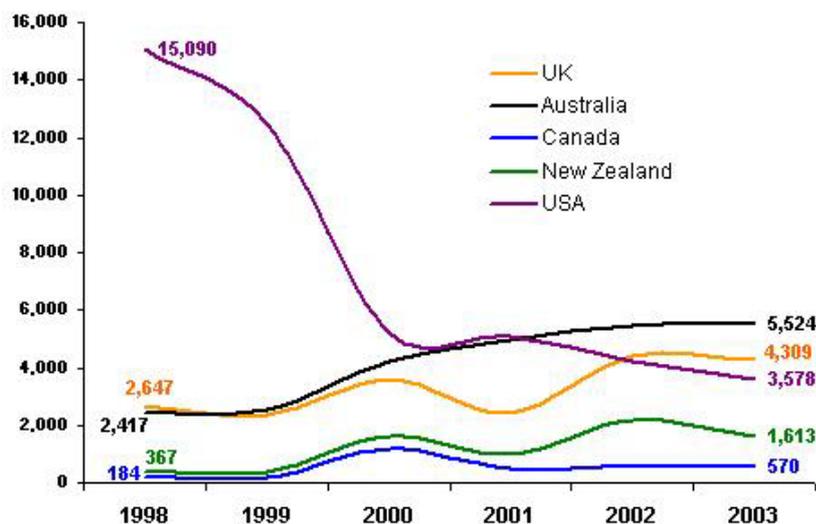
## I Executive Summary

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The importance of education has been increasingly recognised in Thailand as one of the key areas which is supported by both Thai government and private sectors, in order to develop Thailand's competitiveness. Thai education includes two major levels: basic education and higher education. Higher education is divided into two levels: diploma and degree level.

The number of Thai students in higher education has increased every year, as has the demand for studying abroad in further education. The main destinations for Thai students are all English-speaking countries among which Australia remains the leader<sup>1</sup>, followed by the UK, USA, New Zealand, and Canada. Educational agents are one of the most influential factors in the decision-making process of Thai students.

### Country comparison of student visas issued to Thais, 1998-2003



This survey was conducted in five leading schools and ten leading universities in different locations as follows: Triam Udom Suksa School, Saint Joseph Convent, Yothinburana School, Patumwan Demonstration School, Harrow International School, Chulalongkorn University, Thammasat University, Kasetsart University, Silpakorn University, King Mongkut's Institute of Technology (Thonburi), Bangkok University, Assumption University, Khon Kaen University, Chiang Mai University, and Prince of Songkla University. An on-line version of the survey was also promoted to Thai students in general by postcard, mail, and educational websites.

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<sup>1</sup> According to the latest visa statistics at the end of 2003, students visa issued information are as follow; **Australia : 5,542/ UK : 4,309 / USA : 3,578 / New Zealand : 1,613 / Canada : 570**

Interviews were carried out with three key parties in the Thai higher education system: representatives of public and private organizations, Rectors/ Vice-rectors/Directors of International Relations and parents. They all agree that higher education abroad can benefit individuals and Thailand at the same time. However, lack of support tools such as scholarship and information, are the most problematic issues.

Countries in mainland Europe are not popular choices for Thai students who want to study abroad, mainly because of the diversity of European languages. Advanced knowledge is perceived as a strong point of the European Union, but people also believe that each member state specialises in different areas and has a different quality of education. However, the importance of European Countries as destinations for further study will rise due to problems in one of the current major players, the USA.

The survey's findings indicate that European countries should improve their marketing strategies by providing more information to students and presenting a clear unity of image for the European Union, and lowering the language barrier. These measures could encourage more Thai students to participate in European higher education.

## Chapter 1. Country Information

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### 1.1 General Information

**Location:** Covers an area of 514,000 square kilometres, situated at the heart of south-east Asia

**Land Boundaries:** Bordered by Myanmar to the west and north, Laos to the north and northeast, Cambodia to the east and Malaysia to the south.

**Topography:** Divided into four distinct regions; central, north-eastern, northern, and southern.

**Climate:** Tropical climate broadly divided into three seasons; dry, cool season (November to February); hot season (March to June); rainy, cloudy season (July to October).

**Currency:** the Baht (THB)

**Exchange Rate:** Baht per US Dollar = 40.222 (2004)

### 1.2 Population

**Total population:** About 80% of the country's 60 million citizens are Thai made up of four regional groupings: central, north-eastern, northern and southern. Central Thais form 40 per cent of the total population and North-Eastern Thais are the second-largest ethnic group in Thailand, whereas northern and southern Thais grouped together account for about 16 percent. Including migrant and transient population, some 17% of the total population live in the capital city of Bangkok, where the average annual per capita income is 2.5 times the national average.

Table 1.1 shows the important indicators of Thailand's population from 1999-2002, since the official detailed figures of 2003-2004 are unavailable. From 1999 to 2002, the total population rose in every age group except those aged 0-14. This was mainly because the birth rate dropped from 17.1 per thousand in 1999 to 14.0 in 2002. Moreover, the projected Thai population in Table 1.2 confirms a lower number of people aged under 14.

Table 1.1. Thailand Population (1999-2002)

Indicators	1999	2000	2001	2002
<b>1. Total Population ('000 Persons)</b>	61,806.0	62,408.0	62,914.0	63,430.0
0-14 years	16,084.0	15,960.0	15,862.0	15,765.0
15-59 years	40,223.0	40,715.0	41,207.0	41,675.0
60 years and over	5,499.0	5,733.0	5,845.0	5,990.0
Source: Population Projection for Thailand 1990-2020				
<b>2. Age Dependency Ratio (%)</b>				
Total	-	51.2	-	-
0-14 years	-	36.8	-	-
60 years and over	-	14.4	-	-
<b>3. Mean Age at First Marriage (SMAM) (Years)</b>				
Male	-	27.2	-	-
Female	-	24.0	-	-
<b>4. Religion (%)</b>				
Buddhist	-	94.2	-	-
Muslim	-	4.6	-	-
Source: The 2000 Population and Housing Census				
<b>5. Population Rates</b>				
Birth Rate (Per thousand)	17.1	16.3	14.0	14.0
Death Rate (Per thousand)	7.1	5.9	6.0	6.0
Total Fertility Rate (Average children per woman)	1.98	1.9	1.8	1.8
Infant Mortality Rate (Per 1,000 live births)	24.6	22.0	21.5	20.0
<b>6. Life Expectancy at Birth (Years)</b>				
Male	69.9	69.9	69.9	69.9
Female	74.9	74.9	74.9	74.9
Source : Institute of Population and Social Research				
<b>7. Migration</b>				
Internal Migration Within 5 Years	-	6.2	-	12.0
Source: The 2000 Population and Housing Census, and The 2002 Migration Survey				

**Source:** [http://www.nso.go.th/eng/indicators/key\\_soc\\_e.htm](http://www.nso.go.th/eng/indicators/key_soc_e.htm)

Table 1.2. Population projections (1 July) by age group and sex 2003-2006 (in thousands)

	2003		2004		2005		2006	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Total</b>	<b>31,308</b>	<b>32,347</b>	<b>31,557</b>	<b>32,640</b>	<b>31,818</b>	<b>32,945</b>	<b>32,029</b>	<b>33,204</b>
0 - 4	2,409	2,289	2,430	2,322	2,460	2,367	2,480	2,395
5 - 9	2,575	2,448	2,516	2,387	2,466	2,339	2,435	2,312
10 - 14	2,699	2,575	2,697	2,575	2,679	2,557	2,646	2,524
15 - 19	2,692	2,583	2,684	2,569	2,680	2,562	2,680	2,561
20 - 24	2,715	2,643	2,711	2,635	2,706	2,625	2,698	2,611
25 - 29	2,704	2,732	2,702	2,696	2,700	2,669	2,697	2,648
30 - 34	2,697	2,871	2,686	2,844	2,679	2,813	2,674	2,778
35 - 39	2,641	2,839	2,647	2,859	2,649	2,867	2,648	2,865
40 - 44	2,451	2,615	2,482	2,659	2,508	2,701	2,529	2,738
45 - 49	2,083	2,231	2,162	2,322	2,231	2,403	2,287	2,471
50 - 54	1,595	1,718	1,672	1,808	1,752	1,901	1,832	1,995
55 - 59	1,216	1,323	1,263	1,377	1,318	1,440	1,374	1,508
60 - 64	976	1,103	994	1,124	1,019	1,152	1,043	1,182
65 - 69	774	920	797	948	818	974	827	989
70 - 74	529	669	548	698	571	729	587	753
75 - 79	316	418	330	442	345	468	345	478
80 and over	235	372	236	375	238	379	247	396

Source: Office of the National Economic and Social Development Board, Office of the Prime Minister,

<http://www.nso.go.th/eng/pub/keystat/key03/Chapter1.xls>

### 1.3 Economy

According to Thailand Economic Monitor (World Bank, 2004), Thailand is considered to have a well developed infrastructure, a free-trade economy, and it welcomes foreign investment. Between 1999 and 2003 (as shown in Table 1.3), the official growth rate of GDP rose from 4.4 to 6.9. However, in 2004 Thailand's unofficial GDP growth is expected to be 6.1 percent It also was projected that GDP growth in 2005 would further slow to 5.2 percent. This is mainly because of the tsunami, increasing oil prices, the increasing unrest in the south, and the recent drought, which has affected household and business confidence, output, and consumption. Tables 1.4 and Table 1.5 illustrate the main indicators of balance of payments and banking.

Table 1.3. National Account Indicators (1999-2003)

	1999	2002	2003
<a href="#">GNI, Atlas method (current US\$)</a>	120.5 billion	123.2 billion	135.9 billion
<a href="#">GNI per capita, Atlas method (current US\$)</a>	2,000.0	2,000.0	2,190.0
<a href="#">GDP (current \$)</a>	122.3 billion	126.8 billion	143.0 billion
<a href="#">GDP growth (annual %)</a>	4.4	5.3	6.9
<a href="#">GDP implicit price deflator (annual % growth)</a>	-4.0	0.7	2.0
<a href="#">Value added in agriculture (% of GDP)</a>	9.4	9.4	9.8
<a href="#">Value added in industry (% of GDP)</a>	40.9	42.7	44.0
<a href="#">Value added in services (% of GDP)</a>	49.7	48.0	46.3
<a href="#">Exports of goods and services (% of GDP)</a>	58.3	64.7	65.6
<a href="#">Imports of goods and services (% of GDP)</a>	45.7	57.5	58.9
<a href="#">Gross capital formation (% of GDP)</a>	20.5	23.9	25.2
<a href="#">Revenue, excluding grants (% of GDP)</a>	..	..	19.5
<a href="#">Cash surplus/deficit (% of GDP)</a>	..	..	2.0
<a href="#">Fixed lines and mobile telephones (per 1,000 people)</a>	126.0	365.5	499.1
<a href="#">Telephone average cost of local call (US\$ per three minutes)</a>	0.1	0.1	0.1
<a href="#">Personal computers (per 1,000 people)</a>	23.0	39.8	..
<a href="#">Internet users (per 1,000 people)</a>	21.7	77.6	110.5
<a href="#">Paved roads (% of total)</a>	97.5	..	..
<a href="#">Aircraft departures</a>	95,400.0	97,800.0	93,600.0
<a href="#">Trade in goods as a share of GDP (%)</a>	88.9	105.3	109.4
<a href="#">Trade in goods as a share of goods GDP (%)</a>	176.7	203.1	204.2
<a href="#">High-technology exports (% of manufactured exports)</a>	32.3	..	30.2
<a href="#">Net barter terms of trade (1995=100)</a>	107.0	90.0	..
<a href="#">Foreign direct investment, net inflows in reporting country (current US\$)</a>	6.1 billion	953.4 million	1.9 billion
<a href="#">Present value of debt (current US\$)</a>	..	58.2 billion	51.2 billion
<a href="#">Total debt service (% of exports of goods and services)</a>	21.8	23.2	15.6
<a href="#">Short-term debt outstanding (current US\$)</a>	23.4 billion	11.9 billion	10.9 billion
<a href="#">Aid per capita (current US\$)</a>	16.8	4.8	-15.6

Source: World Development Indicators database, April 2005,

<http://devdata.worldbank.org/external/CPProfile.asp?SelectedCountry=THA&CCODE=THA&CNAME=Thailand&PTYPE=CP>

Table 1.4. Balance of Payments Indicators (1998-2003)

Indicators	1998	1999	2000	2001	2002	2003(Jul-Sept)
1 Current account as % of GDP	12.8	10.1	7.6	5.4	6.0 <sup>P</sup>	5.2
2 Balance of payments as % of GDP	1.2	3.7	-1.2	1.1	3.3 <sup>P</sup>	2.0
3 International reserves (Billion baht)	1,083.4	1,303.3	1,413.2	1,461.5	1,679.6	1,607.5
4 International reserves expressed as number of months of imports (Month)	7.3	8.2	6.8	6.4	7.3	7.0
5 Debt service ratio (%)	21.4	19.4	15.4	20.8	18.0	16.3

Source: Bank of Thailand, <http://www.nso.go.th/eng/indicators/eco/economy.htm>

Table 1.5. Money-Banking Indicators (1998-2003)

Indicators	1998	1999	2000	2001	2002	2003(Oct.)
1 M2a (Billion baht)	5,118.1	5,182.5	5,296.9	5,538.4	5,530.2	5,726.2
2 Bills, loans and overdrafts of commercial banks as % of commercial banks deposits	97.4	95.1	80.2	71.5	74.3	...
3 Non- performing loan (NPL) (Billion baht)	2,674.5	2,094.4	863.7	477.4	470.2 (Nov) <sup>P</sup>	...
4 Non- performing loan as % of GDP	57.8	45.2	17.6	9.3	...	...
5 Rate of exchange (Baht : 1 Unit of foreign currency)						
- US Dollar	41.3	37.8	40.1	44.4	43.0	39.9
- Euro	46.2	40.3	37.0	39.8	40.6	46.4
- Yen (100 Yen)	31.6	33.4	37.2	36.6	34.3	36.2
- Singapore Dollar	24.7	22.3	23.3	24.8	24.0	22.9

Source: Bank of Thailand, <http://www.nso.go.th/eng/indicators/eco/economy.htm>

As shown in Table 1.6, the average monthly income of Thai people increased from 12,492 baht in 1998 to 13,418 baht in 2002, which reflects the improvement of Thai Economy after the financial crisis in 1997. However, the figure of average expenditure and debt show a positive relationship with the increasing income. The rising debt per household is partly because of the government policy to stimulate the economy by launching several loan schemes for the middle classes.

Table 1.6. Household Income, Expenditure and Debt Indicators (1998-2003)

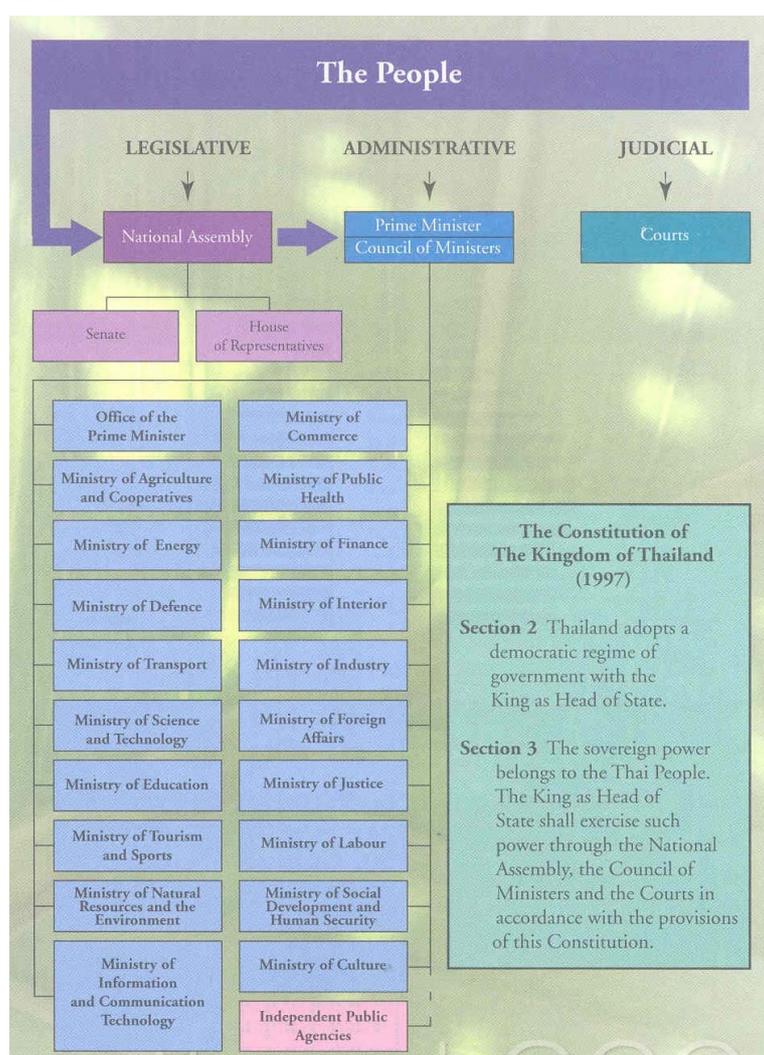
Indicators	1998	1999	2000	2001	2002	2003
1 Average monthly total income per household (Baht)	12,492	12,729	12,150	12,185	13,418 <sup>P</sup>	...
2 Average monthly total expenditure per household (Baht)	10,389	10,238	9,848	10,025	10,908 <sup>P</sup>	...
3 Average debt per household (Baht)	69,674	71,713	68,405	68,279	83,314 <sup>P</sup>	...

Source: Office of the National Statistical Office, Ministry of Information and Communication Technology, <http://www.nso.go.th/eng/indicators/eco/economy.htm>

#### 1.4 Government and Administrative Structure

Government type: Constitutional monarchy (as shown in Figure 1.1). Administrative divisions: 76 provinces. Bangkok Metropolis is administered by an elected governor, while the other 75 provinces are governed by an appointed governor. Legal system: Based on civil law system.

Figure 1.1. Organisation of the Royal Thai Government



Source: Education in Thailand 2004, Office of the Education Council

## 1.5 Thailand's Education System

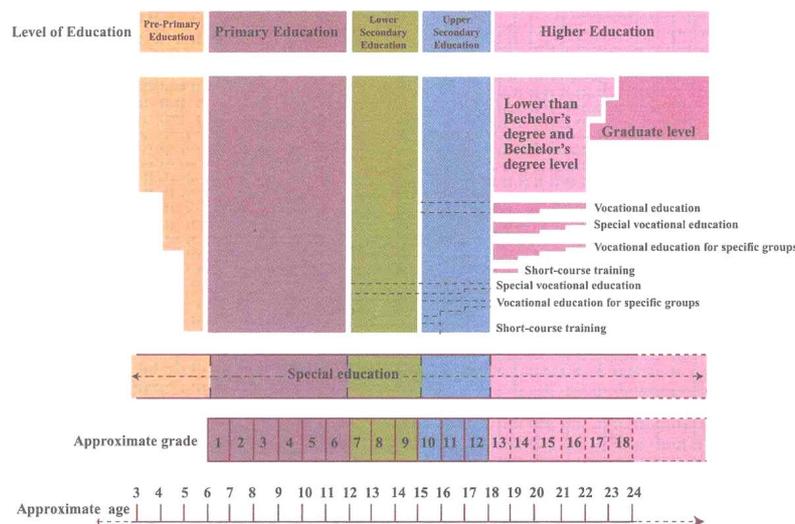
According to Education in Thailand 2004, Thailand's education system can be divided into two levels: Basic and Higher. The level of education, approximate grade and approximate age are demonstrated in figure 1.2 (Organisation of the Present School System).

1. Basic Education covers pre-school education, six years of primary education, three years of lower secondary education, and three years of upper secondary education.
2. Higher education is provided in universities, institutions, colleges, and other institutions. It is divided into two levels;
  - a. Associate degrees or diploma levels requiring two years of study are mainly offered by colleges and institutions i.e. Rajabhat University, Rajamangala Institute of Technology, state and private vocational colleges, and colleges of physical education, dramatic arts and fine arts.
  - b. Degree Level.

For a student who has completed a diploma courses, first degrees require two years of study, and four-six years for those finishing upper secondary education or equivalent courses. A bachelor's degree is gained after four years' of study. In the fields of architecture, painting, sculpture, graphic arts, and pharmacy, five years of study are required, and in the fields of medicine, dentistry, and veterinary science six years of study are required.

Master's degrees are awarded after graduating with a bachelor's degree and two further years of advanced studies combined with a thesis. A doctorate is awarded in some fields and requires at least three years of additional study following a master's degree.

Figure 1.2. Organisation of the Present School System



Source: Education in Thailand 2004

As shown in Table 1.7, the transition rate between upper secondary and university level increased significantly according to the educational policy from the central level. The central

set the clear objective of improving the quality of Thai education and increasing the number of higher education institutions. Students are also encouraged to gain higher education qualifications; for example, increasing educational loans from the university and educational loans from financial institutions.

Table 1.7. Education indicators (1999-2002)

Indicators	1999	2000	2001	2002
1. Average Years of Schooling	-	7.2	-	-
2. Literacy Rate of Population 6 Years and Over (%)	-	90.8	-	-
Source: The 2000 Population and Housing Census				
3. Transition Rate (%)				
Lower Secondary Level	88.1	88.0	88.0	-
Upper Secondary Level	78.5	79.8	83.0	-
University	88.5	89.0	92.6	-

Source: Office of the Education Commission,

<http://www.nso.go.th/eng/indicators/eco/economy.htm>

The detailed figures of children and youths aged 3-24 years in 2002 are classified according to level of education, area, and region in table 1.8.

Table 1.8. Number of children and youths aged 3-24 years attending school, level of education attending school, area and region: 2002

	Whole Kingdom			Bangkok	Central Region	Northern Region	Northeastern Region	Southern Region
	Total	Municipal area	Non-municipal area					
<b>Total</b>	<b>24,065,875</b>	<b>7,465,368</b>	<b>16,600,507</b>	<b>2,637,509</b>	<b>5,085,280</b>	<b>3,991,247</b>	<b>8,762,547</b>	<b>3,589,292</b>
Attend School	16,070,539	5,163,693	10,906,846	1,763,268	3,349,118	2,689,179	5,753,043	2,515,931
Pre-Elementary	2,468,124	739,898	1,728,226	200,408	544,035	384,986	894,460	444,235
Elementary Education	6,628,292	1,897,457	4,730,834	575,690	1,337,702	1,106,547	2,476,647	1,131,705
Lower Secondary Education	2,894,208	864,596	2,029,612	291,048	584,718	496,447	1,117,219	404,777
Upper Secondary Education	2,545,772	828,785	1,716,986	295,275	501,653	443,514	916,731	388,599
Higher Education	1,530,242	829,054	701,187	400,847	377,765	257,685	347,987	145,959
Other education	657	657	-	-	-	-	-	657
Unknown	3,245	3,245	-	-	3,245	-	-	-
Non attend school	7,995,336	2,301,675	5,693,660	874,241	1,736,162	1,302,068	3,009,504	1,073,361

Note: Preliminary

Source: National Statistical Office, Ministry of Information and Communication Technology, <http://www.nso.go.th/eng/pub/keystat/key03/Chapter1.xls>

## 1.6 Higher Education

The total number of institutions in the higher education sector can be categorised as shown in Table 1.9. There are now 120 institutions (*please see Appendix 1 for a full list of Thai Institutes of Higher education*). The Commission of Higher Education, under the Ministry of Education is the main body to set educational standards and to approve curricula. The official ranking of Thai higher education institutes is in the process of revision. However, the following is a list of highly selective public universities in Thailand, which mostly offer Bachelor's, Master's and Doctoral degrees: Chulalongkorn University, Thammasat University, Mahidol University, Kasetsart University, Silpakorn University, King Mongkut Institute of Technology, Chiang Mai University, Khon Kaen University, the National Institute of Development Administration, Prince of Songkla University, Srinakharinwirot University.

The number of private institutions at university and college levels is constantly growing in order to respond to the increasing demand of students. But students have to pay higher tuition fees compared to those who attend public universities. Private universities come under the authority of the Private Higher Education Institutions Division of the Commission of Higher Education.

Table 1.9. Number of Universities/Institutes classified by type of institution in the academic year 2003

Type of Institution	Number
<b>Grand Total</b>	<b>120</b>
<b>1. Public institute</b>	<b>66</b>
- limited admission university	60
- open university	2
- autonomous university	4
<b>2. Private institute</b>	<b>54</b>
- university	26
- college	28

Source: <http://www.mua.go.th/info.php>

Table 1.10 shows the total number of students in higher education. In 2003, approximately 1,667,736 students were enrolled in higher education institutions. 91 percent of total enrolled students were studying at bachelor's degree level (*please see Appendix 2 for a full list of the total enrolment figures classified by type of institution and levels of education in the academic year*). According to the Education in Thailand 2004 booklet, it was claimed that the number of Thai student enrolments in higher education rose constantly. However, these figures do not show the whole picture of Thai higher education, since the detailed figure of previous academic years cannot be obtained.

Table 1.10. Total enrolment classified by types of institution and levels of education in the academic year 2003

Type of Institution	Total	Lower than Bachelor	Bachelor's	Diploma	Master's	Ph.D.
1. Public institutes	1,025,187	11,542	903,915	3,197	98,730	7,803
1.1 Limited admission universities	348,207	1,976	225,620	3,197	81,105	6,498
1.2 Open universities	652,564	9,566	629,078	63	13,037	820
1.3 Autonomous universities	24,431	0	19,217	141	4,588	485
2. Private institutes	253,605	0	242,052	0	11,450	103

Source: <http://www.mua.go.th/doc/hiedinfo.htm>

### **Development of a Quality Assurance System**

In 2003, the Ministry of Education announced two relevant ministerial regulations comprising criteria and methods for internal quality assurance of basic education institutions and higher education institutions. Both sets of ministerial regulations were approved by the Council of Ministers in June, 2003 and are now under the consideration of the Council of States.

External quality assessment of all educational institutions will be conducted at least once every five years. The assessment outcomes will be duly submitted to the agencies concerned and made available to the general public. The Office for National Education Standards and Quality Assessment (ONESQA) was established as a public organisation in November 2000 to take charge of external quality assessment.

### **Thai education quality at international level**

There are no specific educational agencies directly responsible for this issue. However, in overall terms, if Thailand is benchmarked against neighbouring (ASEAN) countries such as Burma, Vietnam or Laos Republic, quality of Thai education at all levels is much better. The number of government-supported students coming to get qualifications in Thailand from these countries is increasing, particularly in higher education. However, if compared to other countries in Asia, such as Singapore, Malaysia or Hong Kong, Thai education is considerably behind. Possible reasons for this are:

- these countries have good and enough infrastructure to facilitate their people access to education such as budgets from government to support their tuition fees, IT system etc., while Thailand is still developing these features.
- these countries adopt education system and culture from western countries, so any developments made would be according to western development.

### **English in the Thai education system**

In the past, provision of English language teaching would only start from upper secondary education. Now all schools have introduced English language at all levels of study, even in the kindergarten or nursery. Some other optional languages are also being taught in upper secondary and higher education levels, such as Chinese, Japanese, French, German, but these courses are more an option for students. Many parents prefer to send their children to learn English or other languages in private language schools. Meanwhile, Chinese and Japanese are becoming more popular now in Thailand, relating to the increasing demand of labour market from private sectors.

There is no formal system to assess English and other language teaching in Thailand. The assessment of language teaching in formal education is included in overall annual assessment (at national level, which stated in the quality assessment described above) as well as the quality of teaching staff. There is also no assessment scheme applicable to private language schools. However, after a government reshuffle in August 2005, a new minister of education has made the introduction of a new system of English language teaching and assessment a top priority.

Apart from the lack of finances, language is one of the major obstacles for students who want to study abroad. This is due to the fact that there is no standard of English language teaching both in formal education and in private sectors.

### **Bilingual schools**

Focusing on using English in communication, there will be two types of bilingual schools comprising English Programme (EP) schools and Mini-English Programme (MEP) schools. The “Educational Innovation Development Committee” under the supervision of the *Office of the Basic Education Commission (OBEC)* will assess schools wishing to be bilingual schools in terms of curricular substance, the teaching-learning process and knowledge/ qualifications of teachers.

In 2004, there are around 198 schools wishing to be bilingual schools. Among these, 99 schools meet the initial requirements for bilingual schools set up by the OBEC. At a later stage, the OBEC has to assure that these schools will be able to strictly follow its requirements before giving approval to them.

*Source : Ministry of Education*

### **1.7 Internationalisation of Higher Education**

The demand from Thai students for an overseas education is increasing each year. For instance, the demand for a UK education among Thai students and professionals has been strong for many years and has been predominantly postgraduate. Ninety percent of student

visas to the UK are issued to students in the Bangkok area and of this figure; more than 50% are for either postgraduate study or stand-alone English language programmes. The overall student numbers going to the UK has been increasing year on year for the last three years and the year to date figures, as of June 2004, had seen a 42% increase in student visas issued compared with the same period in 2003. The trend continues to grow and led to the issue of more than 5,000 student visas in 2004. This indicates that over 2,500 visas will be issued to students pursuing a postgraduate education in the UK.

Australia has aggressive marketing and promotion. There are regular promotional events throughout the year. Quick and responsive to market demand- e.g., English language courses. Good networking with agents and together with strong customer orientation of universities has resulted in strong perception of good customer services. The key to success has been full support and subsequent engagement of agents who are members of the Thai International Education Consultants Association (TIECA). The one downside for Australia has been that this "professionalism" has led to them being perceived as too commercial and possibly not the choice of the more status-conscious learners and professionals.

The USA has strong alumni network and alliances (especially the Office of Civil Service Commission) which is a result of its previous scholarships investment, passive promotion, good database, coherent services to attract students, i.e. employment, funds for research assistantship and good connections with the media. Better image in youngster's view but losing student numbers, particularly self-funded students because of security and political concerns.

However, the number of Thai students going to Europe is negligible although there are now concerted efforts being made by the French, German and Dutch to promote themselves as cheap English Language destinations.

Government policy has focused on building research capacity and expertise within Thailand's higher education sector. It has begun to release significant funds for PhD and Master's Scholarships, which it is believed, could rise to over 1000 a year within the next two years. This has presented growing opportunities for funded PhD studentships in several fields covering Biological Sciences, Engineering, Food Sciences, Pharmacy and other science based subjects. To date, these scholarships have been promoted by the Ministry of Education and Ministry of Science and Technology, with a growing involvement of the Office of Civil Service Commission in the overseas placement of scholars.

Australia remains the leading study destination for Thais amongst the five English-speaking countries<sup>2</sup> (USA, Canada, New Zealand, Australia and the UK). However, as a result of changes in exchange rates in 2003 and early in 2004, growth slowed down with the impact of

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<sup>2</sup> According to the latest visa statistics at the end of 2003, students visa issued information are as follow; **Australia : 5,542/ UK : 4,309 / USA : 3,578 / New Zealand : 1,613 / Canada : 570**

the changes particularly felt by New Zealand where numbers fell by 50%. This has begun to erode some of the competitive advantage Australia and New Zealand have in cost over the other competitors.

Educational agents play a very important role in counselling students to study overseas and have been a key driver for the growth in UK student numbers over the last 2 years. The members of the agents' local association, the Thai International Education Consultant Association (TIECA), are increasingly interested in representing UK educational providers.

### **Education Promotion representatives of other countries in Thailand**

The UK, France and Germany have organisations represented to actively promote and develop a network with Thai counterparts.

#### **The British Council**

The British Council, Thailand aims to support works across the range of education sectors in Thailand to promote the development of mutually beneficial partnerships between Thailand and the UK. These activities and partnerships are celebrated and showcased annually in the Thai-UK Education Festival each January as well as through an ongoing programme of real and virtual activities in Thailand and the UK.

#### **EduFrance**

EduFrance Thailand is a part of the Cultural Co-operations department of the French Embassy in Thailand. EduFrance provides information to help students who want to go to study in France and other relevant information such as education system and living in France. Apart from providing information, EduFrance also offers services on student applications, accommodation, airport representatives and provides consultancy to students while they are in France.

Supported by the French Embassy Thailand, EduFrance has been organising France education exhibition every year. Educational institutions from France will participate and provide information about courses available as well as the educational co-operation between European educational agencies such as the DAAD Information Centre (Germany), to encourage students to study in their country.

#### **The DAAD Information Centre (Germany)**

The DAAD Information Centre (IC), Bangkok is a service centre for Thai students and scholars set up by the German Academic Exchange Service (DAAD) in cooperation with the Goethe Institute of Bangkok.

The DAAD is a joint organisation of the German higher education institutions and student bodies. The DAAD sponsors academic cooperation worldwide, especially through the exchange of students, scholars, academics and scientists. The requisite funding largely comes from the federal government budget.

In Thailand, the DAAD has been working for more than 40 years, providing annual fellowships and short-term research grants, supporting guest professorships and helping to establish university collaborations. Currently, Thailand is one of the target countries in a joint initiative to invite highly qualified international students and researchers to Germany.

The DAAD Information Centre of Bangkok also provides free and comprehensive counselling on all matters related to study and research in Germany such as graduate and postgraduate courses, admission requirements, application procedures, scholarships etc.

The DAAD Information Centre of Bangkok provides students with all the information necessary to reach a decision to continue their studies at a German university. Especially, for PhD candidates, IC offers help to find German professors interested in doing PhD work with Thai students as well as information about DAAD scholarships.

## **Education USA**

Education USA is a global network of more than 450 advising and information centres in 170 countries supported by the Bureau of Educational and Cultural Affairs at the U.S. Department of State. These centres actively promote United States higher education around the world by offering accurate, comprehensive, objective information about educational opportunities in the United States and guidance to qualified individuals on how best to access those opportunities.

EducationUSA advisers provide a wealth of information and services for international students at all stages of the college search, free of charge. They provide information on differences among the many types of colleges and universities in the USA and can provide information on how to identify the institution that best meets a student's educational and professional needs as well as information about the admissions process. Advisers can make suggestions on issues such as testing, essay writing, and letters of reference; and can often assist in identifying financial aid opportunities as well.

Since EducationUSA advisers receive constant updates about United States immigration law and security requirements, they can also provide guidance on the student visa application process and the interview. Many EducationUSA centres provide specialized services such as essay and resume writing workshops, pre-departure preparation, and translation and document verification.

### **IDP Education Australia Limited**

IDP Education Australia Limited (IDP) is a global organisation with 62 offices in 27 countries. Its network provides worldwide access to Australia's education and development services, expertise and intellectual capabilities.

Owned by 38 prestigious universities in Australia and representing all education sectors, IDP is an independent not-for-profit organisation. For students interested in studying in Australia, IDP provides information on more than 1,000 Australian institutions, including universities, vocational education and training institutes, English language colleges and schools.

IDP helps enrol international students in Australian educational institutions, supports the use of Australian education expertise internationally and assists education systems abroad. IDP also manages a portfolio of projects in partnership with education institutions, corporations, governments and agencies such as AusAID, the World Bank and the Asian Development Bank.

#### **IDP's free student services include:**

- Student counselling;
- Application processing, including an online application service (IDP Global Apply Online);
- Visa application processing;
- Student publications and web sites in various languages;
- Australian education exhibitions and promotions; and
- Fellowships and scholarships administration

#### **The role of private educational agencies**

In the past, the role of private agencies, in terms of generating demand and encouraging people to study abroad, was reactive. The decision on the destination still depends upon parents and they mostly rely on information received from their relatives or friends. Currently, however, the role of these agencies is changing radically. They are more pro-active and do a lot of promotional activities in order to generate demand to study abroad. Some major agencies have started to provide extra services to students such as English language courses and IELTS examination preparation.

## Chapter 2. Implementation of the survey

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### 2.1 Project Work plan

The major activities of the work plan are summarised into three phases as follows (*please see detailed work plan in Table 2.1*).

#### **Phase I: Preparation and Organisation (February-April)**

This mostly involved organising related parties, arranging working groups and preparing for the next step. For example, work in this phase included organising exploratory workshops, translating the questionnaire and interview guide, recruiting school/university coordinators and planning the promotion of an on-line survey.

#### **Phase II: Interview and collecting data (April-June)**

This focused on identifying information needs, contacting school/university/public and private organisations involved in higher education, and collecting data from interviews and surveys. At this stage, we collaborated closely with several academic and administrative departments within both the school/university and public/private organisational structures. The main activities for this stage were interviewing, promoting the on-line survey, distributing and collecting questionnaires and preparing questionnaires for submission.

In this report we have reproduced a selection of quotations from the respondents who are named in each section.

#### **Phase III: Analysis and Conclusion (July)**

After collecting data from the interview process, the major findings and conclusions were drawn. These were integrated with other related information and suggestions into a final country report.

Table 2.1. Work Plan

Programme	Feb	Mar				Apr				May				June				July					
		w k 4	W k 1	w k 2	W k 3	w k 4																	
1) Exploratory workshop																							
2) Translation of the student/staff questionnaire, interview guide																							
3) Carry out Interviews with 20-30 parents at TIECA fair																							
4) Recruit School/University Student Coordinators																							
5) Carry out interviews to Representative from public and private organisation																							
6) Place link on website																							
7) First Briefing Student Coordinators and distribute questionnaire																							
8) Carry out interview to Rectors/Vice Rectors																							
9) Create Postcard in Thai version																							
10) Distribute postcard/promote on-line survey																							
11) Second Briefing Student Coordinators and distribute questionnaire/postcard																							
12) 1st Collecting questionnaire (School)																							
13) Edit/ Photocopy completed questionnaire of 1st collecting																							
14) 1st Post completed questionnaire to Kassel																							
15) 2nd Collecting questionnaire(University)																							
16) Edit/Photocopy completed questionnaire of 2nd collecting																							
17) 2nd Post completed questionnaire to Kassel																							
18) Final collecting questionnaire(University)																							
19) Edit/Photocopy completed questionnaire of final collection																							
20) Final post completed questionnaire to Kassel																							
21) Produce short report from interview/ write down major points																							
22) Produce final country report																							

## **2.2 Profile of Target institutions**

Five schools and 10 universities were selected. These institutions were the leading schools and universities in many different areas. A brief introduction to each institution is given as follows:

### **SCHOOLS**

#### **1. Triam Udom Suksa School**

##### **General Information:**

Number of teachers: 211

Total number of students: 4,889

##### **Brief Introduction:**

Triam Udom Suksa School was established in 1938 by Chulalongkorn University with the aim of preparing high school students for higher education. It is located in the heart of Bangkok. The school has a good reputation its quality of teaching and experienced teachers, and is regarded as one of the most successful schools in preparing students for higher education. It provides a variety of courses that includes science, art, maths, social studies and languages.

#### **2. Saint Joseph's Convent**

##### **General Information:**

Number of teachers: 159

Total number of students: 1,926

##### **Brief Introduction:**

Saint Joseph's Convent is an all-girl private Catholic school based on the British system and comprises three departments - English, French and Thai. At present, the school accepts students from Kindergarten 3 to the final year of secondary school. Students in secondary school learn three languages - English, French, and Thai - while those in primary school study only two languages - English and Thai. The school is well known for the high quality of its teaching.

#### **3. Yothinburana School**

##### **General Information:**

Number of teachers: 153

Total number of students: 3,806

##### **Brief Introduction:**

Yothinburana School was founded in 1917, initially as an all-boys school, but has since expanded to become a co-educational state school. The school provides courses from Primary School to High School. A wide range of subjects is offered including art, science, maths and languages. It is considered one of the most reputable state schools in Bangkok. In 1998, the English programme was initiated with the aim of preparing students for the international environment.

#### **4. Patumwan Demonstration School**

##### **General Information:**

Number of teachers: 108

Total number of students: 1,510

##### **Brief Introduction:**

Patumwan Demonstration School, as part of Srinakarinwirot University, was founded in 1953. Thai and English programmes are offered in both primary and high school sections of the school, with the objective of offering education for talented students. The school's strength lays in the quality education and teaching, which is supported by the Faculty of Education, Srinakarinwirot University, one of the country's leading universities.

#### **5. Harrow International School**

##### **General Information:**

Number of teachers: not given

Total number of students: 800

##### **Brief Introduction:**

Harrow International School was established and gained its licence to operate in Thailand in 1998. In association with Harrow School (London, UK), Harrow International School follows the British system of education and comprises Early Years, Primary and Secondary schools. Students study the core subjects of English, mathematics, science, and physical education and, in addition, modern languages, Thai Language and Culture.

### **UNIVERSITIES**

#### **1. Chulalongkorn University**

##### **General Information:**

Number of lecturers: 2,813

Total Enrolment: 28,202

Number of students at undergraduate level: 18,005

Number of students at graduate level: 10,197

##### **Brief Introduction:**

Chulalongkorn University, the oldest university in Thailand, was founded in 1917. This is one of the premier academic institutions in Thailand, with a high reputation for teaching and research. It offers courses in a wide range of disciplines that cover pharmaceutical science, social science, political science, arts, humanities, education, engineering, architecture, and nursing. Chulalongkorn University also aims for international recognition. More than 80 collaborative research links and approximately 100 staff and student exchange programmes are carried out each year.

## **2. Thammasat University**

### **General Information:**

Number of lecturers: 1,157

Total Enrolment: 30,871

Number of students at undergraduate level: 22,259

Number of students at graduate level: 8,612

### **Brief Introduction:**

Thammasat University, the second oldest university in Thailand, was established in 1933 with the objective of encouraging study of law and politics. Having started out as a law school, Thammasat University has gradually expanded to offer courses in Social Sciences, Humanities and Sciences with the aim of providing higher education in the fields that are pertinent to social needs and to promote research and Thai culture. The university now has a high reputation in several subject areas, including law, commerce and accountancy, political science, economics, journalism and mass communication and liberal arts.

## **3. Kasetsart University**

### **General Information:**

Number of lecturers: 1,893

Total Enrolment: 37,525

Number of students at undergraduate level: 28,714

Number of students at graduate level: 8,811

### **Brief Introduction:**

Kasetsart University was established in 1943 with the aim of promoting subjects related to agricultural sciences. However, at present, Kasetsart University is not only a specialised university in agricultural sciences but also offers other subject areas that cover sciences, arts, social science, humanities, education, engineering and architecture. Kasetsart University has established seven campuses evenly distributed to cover all regions of Thailand.

## **4. Silpakorn University**

### **General Information:**

Number of lecturers: 687

Total Enrolment: 11,437

Number of students at undergraduate level: 9,208

Number of students at graduate level: 2,229

### **Brief Introduction:**

Silpakorn University was originally established as the School of Fine Arts under the Fine Arts Department. The university is considered a leading art and design higher education institution of Thailand. At present, Silpakorn offers degree programmes at both undergraduate and postgraduate levels in all major fields of art and design, science and technology, health science, social sciences, humanities and music.

## **5. King Mongkut's Institute of Technology Thonburi**

### **General Information:**

Number of lecturers: 476

Total Enrolment: 11,877

Number of students at undergraduate level: 8,128

Number of students at graduate level: 3,749

### **Brief Introduction:**

King Mongkut's Institute of Technology, Ladkrabang, was established in 1940 with the aims of providing education to train technicians, technical instructors, and technologists as well as promoting research and development in science and technology for the industrial and economic development of Thailand. At present, the institute teaches a wide range of subjects, with an emphasis on engineering, agricultural technology, science and information technology.

## **6. Bangkok University**

### **General Information:**

Number of lecturers: 1,120

Total Enrolment: 26,522

Number of students at undergraduate level: 25,742

Number of students at graduate level: 780

### **Brief Introduction:**

Bangkok University is one of the first and largest private universities in Thailand. It offers courses both in English and Thai. The university offers a wide range of degree courses across the arts, sciences and management including Business Administration, Accounting, Economics, Communication Arts, Humanities, Laws, Science (majoring in Computer Science), Fine and Applied Arts and Engineering.

## **7. Assumption University**

### **General Information:**

Number of lecturers: 1,190

Total Enrolment: 19,362

Number of students at undergraduate level: 17,349

Number of students at graduate level: 2,013

### **Brief Introduction:**

Assumption University originated from Assumption Commercial College in 1969 as a private higher education institution under the name of Assumption School of Business. English is the officially approved medium of instruction at the University. Assumption University offers a large number of courses including Business Administration, Architecture, Arts, Engineering, Law, and Biotechnology.

## **8. Khon Kaen University**

### **General Information:**

Number of lecturers: 1,860

Total Enrolment: 18,860

Number of students at undergraduate level: 15,272

Number of students at graduate level: 3,588

### **Brief Introduction:**

Khon Kaen University is the leading educational and learning centre of the north eastern region of Thailand. Since its establishment in 1964 as one of the four regional universities, Khon Kaen University has grown to 16 faculties, including the faculties of Dentistry, Public Health, Agriculture, Medicine, Engineering, Pharmaceutical Sciences, Management Science, and a Graduate School. In addition, Khon Kaen University is host to thirteen research centres, including the Mekong Institute, the E-Saan Software Park, and the North-eastern Sciences and Technology Park.

## **9. Chiang Mai University**

### **General Information:**

Number of lecturers: 1,972

Total Enrolment: 25,169

Number of students at undergraduate level: 18,202

Number of students at graduate level: 6,967

### **Brief Introduction:**

Chiang Mai University was founded in January 1964. It was the first institute of higher learning in the northern region, and the first provincial university in Thailand. It was established to provide occupational and educational knowledge, to promote academic achievement, and to preserve the national culture. Chiang Mai University offers courses in engineering, nursing, agriculture, dentistry, pharmacy, science, social science and veterinary medicine.

## **10. Prince of Songkhla University**

### **General Information:**

Number of lecturers: 1,544

Total Enrolment: 24,048

Number of students at undergraduate level: 19,820

Number of students at graduate level: 4,228

### **Brief Introduction:**

Prince of Songkhla University was founded in 1967 as a public Thai university. It was planned as a multi-campus institution to respond in a realistic manner to the needs of southern Thailand. The university has five campuses situated in different southern provinces: Hat Yai, Pattani, Phuket, Surat Thani and Trang. Prince of Songkhla University is strong in a number of subjects including medicine, management science, and service industries.

## **2.3 Sample Selection**

The focus of this research is the perception of Thais towards higher education in European countries. Five schools and ten universities were chosen for study. The sample was divided into two groups: students and staff. The size of the quota of respondents was determined by the size of institutions as presented in Table 2.2. The student sample group from five schools and ten universities achieves a balance across different subject areas as follows; 30% for social sciences, 40% for natural sciences, engineering and medicine, and 30% for humanities. The detailed figures of sample size in each selected institution are shown in Table 2.3.

Table 2.2. Sample size

Sample Size	Big Institutes	Small Institutes
<b>Student</b>		
1.School	100	50
2.University	200	100
<b>Lecturer</b>		
1.School	15	10
2.University	30	20
<b>Total</b>		

Source: Task list institutional facilitators

Table 2.3 Detailed sample size in each selected institution

No.	School/ University	Location	No. of lecturers	Student/enrolment	No. of undergrad students	No. of graduate students	Student Sample Size	Lecturer Sample Size
1	Triam Udom Suksa School	Bangkok	211	4,889	-	-	100	15
2	Saint Joseph Convent	Bangkok	159	1,926	-	-	100	15
3	Yothinburana School	Bangkok	153	3,806	-	-	100	15
4	Patumwan Demonstration School	Bangkok	108	1,510	-	-	100	15
5	Harrow International School	Bangkok		800	-	-	100	15
1	Chulalongkorn University	Bangkok	2,813	28,202	18,005	10,197	200	30
2	Thammasat University	Bangkok	1,157	30,871	22,259	8,612	200	30
3	Kasetsart University	Bangkok	1,893	37,525	28,714	8,811	200	30
4	Silpakorn University	Bangkok	687	11,437	9,208	2,229	200	30
5	King Mongkut's Institute of Technology Thonburi	Bangkok	476	11,877	8,128	3,749	200	30
6	Bangkok University	Bangkok	1,120	26,522	25,742	780	200	30
7	Assumption University	Bangkok	1,190	19,362	17,349	2,013	200	30
8	Khon Kaen University	Khon Kaen	1,860	18,860	15,272	3,588	200	30
9	Chiang Mai University	Chiang Mai	1,972	25,169	18,202	6,967	200	30
10	Prince of Songkhla University	Songkhla	1,544	24,048	19,820	4,228	200	30
	<b>Total</b>						<b>2500</b>	<b>375</b>

## 2.4 Promotional Tool of online survey

The following major promotional tools were used to inform and encourage Thai students to participate in the on-line survey of this research:

1. Mailing postcards to British Council contacts (*please see the postcard in Figure 2.1*) from early May.
2. Distribution of postcards in major schools/universities through student coordinators.
3. Distribution of postcards by education agents and educational institutions.
4. Website links to the on-line survey and the display of promotional banners with European organisations such as the British Council, DAAD and EduFrance from early May.
5. Website links to the on-line survey on the following education related websites:

[www.exact.co.th](http://www.exact.co.th)

[www.mbathailand.com](http://www.mbathailand.com)

[www.tuxmba.com](http://www.tuxmba.com)

[www.212cafe.com](http://www.212cafe.com)

[www.grad.chula.ac.th](http://www.grad.chula.ac.th)

[www.grad.mahidol.ac.th](http://www.grad.mahidol.ac.th)

[www.ex-mba.com](http://www.ex-mba.com)

[www.riannok.com](http://www.riannok.com)

[www.adedconsultant.com](http://www.adedconsultant.com)

[www.zenitheducation.com](http://www.zenitheducation.com)

[www.it.chula.ac.th](http://www.it.chula.ac.th)

[www.dek-d.com](http://www.dek-d.com)

[www.uniadvice.co.th](http://www.uniadvice.co.th)

[www.textknowledge.com](http://www.textknowledge.com)

[www.infolearning.co.th](http://www.infolearning.co.th)

[www.eduzones.com](http://www.eduzones.com)

[www.hunsa.com](http://www.hunsa.com)

[www.sanook.com](http://www.sanook.com)

6. Direct promotion to visitors to education promotion events held inside the British Council.

In total, 7,000 postcards were distributed to targeted people in key locations including Bangkok, Chiang Mai and Songkhla, since the leading universities are located in these cities. Nearly half the postcards were mailed to British Council language students, education exhibition visitors, and other British Council audiences.

Figure 2.1 on-line survey postcard (front and back)

**click**  
www.britishcouncil.or.th

ลุ้นรับของรางวัลมากมาย

เพียงร่วมตอบคำถามแสดงความคิดเห็น  
"การเรียนต่อต่างประเทศ" ใน  
www.britishcouncil.or.th  
คลิก EducationUK  
มีสิทธิ์ลุ้นรับของรางวัล

**กล่องดิจิตอล**  
มูลค่า 15,600.-  
จำนวน 10 รางวัล

**ตั๋วเครื่องบิน  
ท่องเที่ยวยุโรป**  
มูลค่า 52,000.-  
จำนวน 1 รางวัล

**iPod Shuffles**  
มูลค่า 5,600.-  
จำนวน 30 รางวัล

แบบสอบถามนี้เป็นส่วนหนึ่งของโครงการ *Perceptions of European Higher Education* ดำเนินการโดย *Academic Cooperation Association (ACA)* ในนามของ *European Commission* เพื่อความเข้าใจที่ดีขึ้นในการตัดสินใจศึกษาต่อต่างประเทศและความคิดเห็นต่อการศึกษาในประเทศสหภาพยุโรป

BRITISH COUNCIL

Education and Culture

ACADEMIC COOPERATION ASSOCIATION

[ ACA เป็นเครือข่ายองค์กรระหว่างประเทศของสหภาพยุโรปที่ไม่หวังผลกำไร มีบทบาทในการประสานสัมพันธ์และสนับสนุนทางด้านความร่วมมือทางการศึกษาและอบรมระหว่างประเทศ ]

หมดเขต 1 กรกฎาคม 2548

## 2.5 Problems of conducting the survey

1. The major problem for this research is the time line. According to Thai term time, the main school break is from March to June, which is different from other countries. During the school break, no activities happen inside schools/universities. As a result, most of the questionnaires were distributed in early June and collected in early July, which gave a very tight window of time.
2. The on-line survey was not very well-received at the beginning among Thai students because of the school break. In addition, the on-line questionnaire is not a usual way of conducting surveys here in Thailand. We, therefore, designed various promotional activities to raise awareness of the on-line survey (*please see point 2.3*).

## Chapter 3. Interview Results

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### Interview Process

The interviews were held over four months from March to June 2005. Seventeen interviewees representing different schools and universities were selected and they were classified into three groups:

- 1) representatives of public and private organisations involving with higher education
- 2) rectors/vice rectors/ directors of International Relations departments of targeted universities
- 3) parents

The selection of interviewees was based on the criteria of balancing representation of each institution and their availability. Letters from the British Council were sent to the interviewees to introduce the project and invite them to participate in the interview. The appointments were made on the basis of convenience to the interviewees. The interview session lasted approximately one hour.

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DISCLAIMER

Please note that the views expressed in the quotations that are cited in subsequent sections of this report are not necessarily those of the British Council.

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### 3.1 Representatives of public and private organisations

The interviewees consisted of six representatives from three organisations:

a) Thai International Education Consultants Association (TIECA) is the local agents' association. Its main objectives are to share their expertise in the field of international education and to help raise standards of practice and services rendered to students and international institutions.

(<http://www.tieca.com>)

b) The Office of the Civil Service Commission is a government agency under the Office of the Prime Minister, headed by the Secretary-General and is directly accountable to the Prime Minister. Its main duties involve making recommendations and advising the Cabinet on personnel administration policy, monitoring public sector personnel administration, serving as the central agency in protecting the merit system, and encouraging result-based performance.

<http://www.ocsc.go.th>

c) The Thailand Research Fund is an organisation which mainly encourages professional researchers and strengthens the research community, supports research that is significant to national development and promotes the dissemination and the use of research findings (<http://www.trf.or.th>).

The interviewees were:

1. Tongchit Lawvinitnun  
President  
**Thai International Education Consultants Association**
2. Annop Kanthatham  
General Secretary  
**Thai International Education Consultants Association**
3. Vatcharaporn Ratanayanont  
Education and Training Abroad Service  
**Office of the Civil Service Commission**
4. Praptee Sajjakulnukit  
Education and Training Abroad Service  
**Office of the Civil Service Commission**
5. Prof.Dr. Prida Wibulswas  
Board of Committee  
**The Thailand Research Fund**
6. Prof.Dr. Piyawat Boon-Long  
Director  
**The Thailand Research Fund**

## **Results**

The interview involved four areas of structured questions that were asked of all representatives, as follows:

- i) General View of Internationalisation.
- ii) Student Mobility and its Role in Education Policy.
- iii) Financial Support Schemes.
- iv) The Role of the EU as a Study Destination and Future Development of Student Mobility (*please see Appendix 3 for an Interview Guide (Representative of public and private organisations.)*) A summary of the findings is provided according to these four areas.

### **General View of Internationalisation, Student Mobility, and its Role in Education Policy**

It was agreed that internationalisation and student mobility are currently two of the important issues in national education policy<sup>3</sup>. Government scholarships, international scholarships, governmental loan schemes, and research funds are the key tools for both government and private organisations to promote and encourage students and other people to further their study overseas. The US, UK, Australia, Canada, Germany and Switzerland are still the main destinations for Thai students and collaborations between institutions. However, the main reason to make is the field of study and source of information.

They felt that study abroad could provide students with more opportunities to learn about the diversity of culture, language and advanced technologies, to develop leadership and social skills, and to be able live independently. These skills are recognised to be beneficial not only to students themselves, but also to the country. On the other hand, a few issues were identified as a drawback of study abroad, such as financial problems, loss of Thai identity, and learning a foreign culture in the wrong way. Language, the high cost of living and tuition fees and culture shock were seen as major obstacles to further study overseas. For Thai students, English is taught here as a foreign language, but not everyone is fluent in English. If they would like to further study in English speaking countries, they are required to attend pre-session English language courses prior to their long-term courses. Moreover, especially in European countries, Thai students have to spend a longer time to learn local languages like Dutch, German or French, even if they might enrol on international courses where English is used as the teaching medium<sup>4</sup>.

In the Thai job market, degrees from abroad are valued differently depending on the nature of the business and the field of work. Normally, students with overseas qualifications are preferred in profit organisations. They mostly obtain higher pay and better chances for promotion to higher positions because the employers expect better language skills, wider vision, and stronger leadership skills. However, in governmental organisations, they do not gain extra advantages in term of salary or promotion since the salary paid for civil servants is based on the level of education.

### **Financial Support Schemes**

The most important tool for governmental and institutional organisations to encourage Thai students to study overseas is scholarships, either full or partial. Financial support greatly influences the students' decision making, since the high cost of living and tuition fees are the main issues. The scholarship schemes which are only available for Thai students mainly focus on postgraduate and PhD level, and mostly in science and technology subjects. This is

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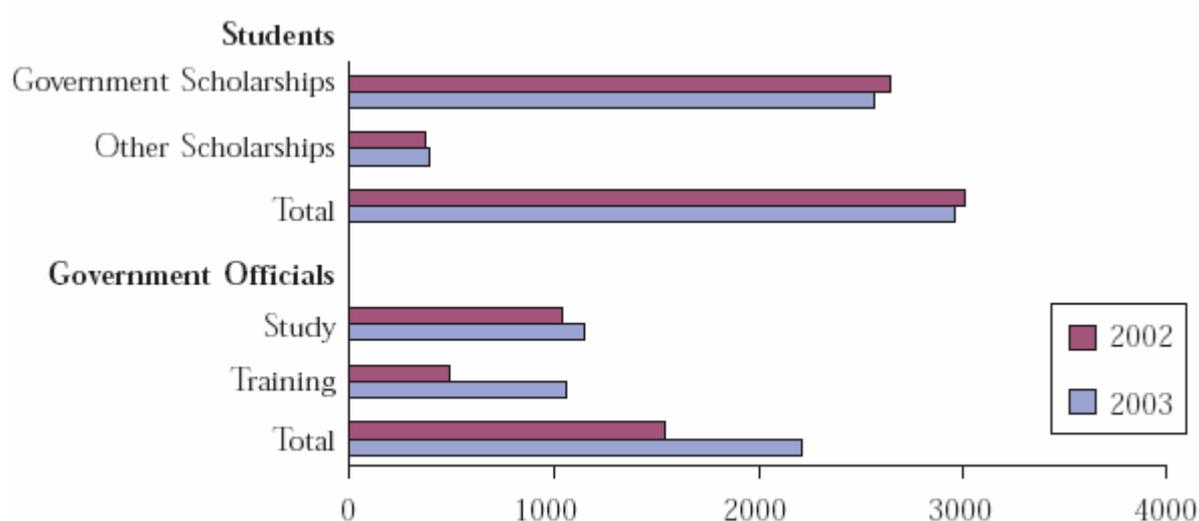
<sup>3</sup> More information about scholarships and Political Priorities are mentioned in the **Financial Support Scheme** topic.

<sup>4</sup> Please find more detail about **English in Thai education** in Chapter1.

partly due to the shorter study period compared to undergraduate level. Nevertheless, the Office of the Civil Service Commission still offers full scholarships for undergraduate study in high demand area such as science and technology, economics, linguistics and agriculture.

In 2003, the number of students going to study and train overseas under the supervision of the Office of the Civil Service Commission increased slightly from 2002 but was lower than 2001. As a whole, the total number of government officials going overseas to study and train in 2003 was higher than the two previous years.

**The Number of Students under the Office of the Civil Service Commission and Government Officials Studying Abroad (as of 31 July 2002 and 29 February 2003)**



Source : Ministry of Education

As of 31 December 2003, there were 2,568 government scholarship students studying abroad, among whom 61.50 percent were in doctorate degree programmes, 16.86 percent were in master degree programmes, 20.17 percent were in undergraduate programmes, and 1.44 percent were studying in other programmes such as Advanced Certificate and American Board. The top ten fields of study are: engineering, biology, computer science, chemistry, law, economics, linguistics, mathematics, medicine and physics.

For the first time, the Office of the Civil Service Commission (OCSC) has initiated a scholarship scheme exclusively for Thai students with physical disabilities such as hearing problems, visual impairment and mobility problems. Intended to motivate the physically disabled to realise their full potential, this scholarship scheme will award five scholarships to those wishing to study overseas from undergraduate to doctoral level. After graduation, the recipients of the scholarships are expected to take a leading role in helping other physically disabled students in Thailand.

## The Role of the EU as a Study Destination

*“I think it will increase. The countries have started to be interested in each other more than ever. Some factors, like relationships or commercial status among countries help convince them to get to know and to learn about each other more than ever.”*

*“I think it’s increasing, as some students who graduated from those countries might tell the others to go there.”*

In their view, the European Union is not a key player for Thai students because of the variety of education systems, different local languages with English not used as the mother tongue, security issues and the high cost of living. Conversely, they also pointed out the strengths of each member of the European Union, such as advanced technology, a wide range of cultures, relatively low tuition fees, less complicated entry requirements for further study and a shorter period of study for postgraduate level.

In the interviewees’ opinion, each member of the European Union is significantly different in terms of the quality of higher education, cost of living and living standards. The UK, France, and Germany are highly acceptable in different specialised areas. The UK, the most well-known country has a strong reputation for the quality of higher education in general, while France is highly recognised in creative and design study. Also, among Thais, Germany is famous for the engineering field and lower cost of study due government support. However, other members of the European Union are not recognised in any specific way and interviewees had no idea about their higher education system.

With regard to co-operation with the European Union, they felt that this would be increasing in the future to respond to globalisation. Both Thai and European institutions have started to realise the importance of partnerships to create and expand the network, and to develop a good relationship. The UK, France and Germany have organisations represented to actively promote and develop a network with Thai counterparts.<sup>5</sup> Nevertheless, the role of the European Union in higher education is still not clear to Thai students and local institutions. The lack of information on higher education in the European Union is a major problem that makes it difficult for Thai institutions to reach impartial decisions about each EU country.

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<sup>5</sup> Please find more detail about *Education promotion representatives of other countries in Thailand* in Chapter1.

### **Future Development of Student Mobility**

Thai student mobility mainly depends on the Thai economy. At the moment, everyone expects an increase in the number of students studying overseas, especially to the major destinations like the US, UK, Australia, Canada and New Zealand, since they are English-speaking countries.

### **3.2 Rectors/ Vice-rectors/Directors of International Relations**

The eleven interviewees were selected from the targeted institutions. They consisted of rectors, vice-rectors, and directors of international relations.

The interviewees were:

1. Asst.Prof Dusdeporn Chumnirokasant  
Director of International Affairs  
**Chulalongkorn University**
2. Assoc. Prof. Thanwa Jitsanguan  
Vice-President for International Affairs  
**Kasetsart University**
3. Dr. Krissanapong Kirtikara  
President  
**King Monkut's Institue of Technology, Thonburi**
4. Asst.Prof.Dr. Pornapit Darasawang  
Associate Dean for Academic and Foreigh Affairs  
**King Monkut's Institute of Technology, Thonburi**
5. Dr. Thanu Kulachol  
President  
**Bangkok University**
6. Dr. Mathana Santiwat  
Vice President for Academic Affairs  
**Bangkok University**
7. Rev. Bancha Saenghiran  
President  
**Assumption University**
8. Rev. Visith Srivichairatana  
Vice President for Academic Affairs  
**Assumption University**
9. Assoc.Prof. Dr. Supachok Wiriyaosol  
Vice President for Outreach and International Relations  
**Prince of Songkla University**
10. Assoc. Prof. Dr. Kulthida Tuamsuk  
Vice-President for Academic and International Affairs  
**Khonkaen University**
11. Patcharin Piyapan  
Head of English Department  
**Triam Udom Suksa School**

## **Result**

The interview contained five areas of structured questions, as follows:

- i) Internationalisation Strategy, Student Mobility.
- ii) Support Structures and Patterns.
- iii) Views on Student Mobility.
- iv) The Role of the EU as a study destination, and information about higher education in the European Union. (*Please see Appendix 4 for an Interview Guide - Rectors/Vice-Rectors/Directors of International Relations*). The results of the interviews are summarised according to these five areas.

### **Internationalisation Strategy**

International co-operation and the internationalisation of the institutions are the essential policies. The main objectives are to build networks for exchange to learn from each other, to increase international reputation, and to acquire new methods and approaches. Each targeted university in Thailand generally has close links with overseas universities, mainly with the US, UK, Australia and some universities around Asia. The majority of the collaborations are in the form of exchange programmes and international programmes at undergraduate, postgraduate, and even PhD level. Also, they offer double degree or twinning degree programmes, which students study both in Thailand and in a partner university, and obtain a degree from both universities. The budget allocated to the internationalisation policy inside universities is not a huge amount compared to other major policies, such as improving the quality of education. However, there will be a chance to increase the budget allocation for internationalisation in the coming year.

Generally, the process of initiating international collaboration is different between public and private universities. In private universities, the International Relations department is the first gateway to relationship building, while in the public universities, the collaboration usually begins from informal relationships and networks between professors and lecturers. Then, if a formal agreement is to be created, it will be handed over to the central International Relations department.

The provision of English language is included in the normal course for every student. The universities do not provide any extra language support, even English language, to prepare students who will attend double degree or twinning programmes. It is assumed that those students already possess good English proficiency (e.g. IELTS 6.5) before joining these programmes<sup>6</sup>.

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<sup>6</sup> European languages such as German, French are included in the curriculum of higher education level. However, the curriculum itself allows student to learn these European languages only in foundation level and these subjects are optional. For students who want to pursue their study on this type of course, only few higher education institutions can offer the courses. There are increasing in demand of Japanese and Chinese language but they are not included in the formal education system and they are being taught in private language schools.

### **Student Mobility: Support Structures and Patterns**

Every institution has a specific unit to support internationalisation and student mobility. However, its role mainly focuses on providing educational information and advice to students and staff. They do not keep records of the numbers of students who actually study overseas, since they do not have dedicated alumni units to continue the relationships with students after they have graduated.

With regard to the exchange programmes, researchers and students usually select the US, UK, Australia, China, France and Japan for their study destinations. The current number of outward Thai students and researchers is higher compared to inward foreign students. This is due to the fact that most Thai universities do not provide advanced facilities and technology. However, they are trying to balance the number between incoming and outgoing students by improving the facilities and initiating more development plans to respond to the increasing number of collaborations.

### **Views on Student Mobility**

In general, the view of those who work for public and private organisations about the advantages, disadvantages, and obstacles of studying abroad are quite similar. Improving language skills, learning to live independently and experiencing different cultures are considered as the advantages of studying abroad. Equally, the high cost of living and tuition, being misled by inappropriate foreign cultures, and brain drain are the major disadvantages. Financial matters and language are the key areas of concern for students making the decision to study abroad.

All the interviewees agreed that postgraduate level is the most appropriate level for Thai students to study abroad since they are mature enough to live independently. In Thailand, high school and undergraduate level is the time for students to build their friendship networks, which are important to their future career.

## **The Role of the EU as a Study Destination**

*“It is unlike studying in English-speaking countries, as the European countries have their own languages. The opportunity to choose which European country depends on which language students have learnt or the language that they are interested in.”*

*“It depends on any scholarships available from European institutions.”*

*“European countries are interesting in terms of historical study and the visa issue is not difficult like the USA.”*

*“The member states of the EU would be more interesting for students if they provided English programmes and kept the cost down.”*

Nowadays, most students who study in the EU countries, except the UK, are sponsored by various scholarship schemes<sup>7</sup>. However, the number is still far less than major players like the US, UK, and Australia. The main reason is language, as mentioned earlier in the Representative sections. Other reasons for not choosing the EU countries are: too diverse cultures, different educational systems among members of EU countries and higher cost of living. Advanced technology and knowledge, safety, and the quality of higher education are considered as strengths of the European countries.

The perception of different standards of education in each member of the EU is noted among the interviewees. They believed that each member of the EU had its own distinct specialised knowledge. Even in one country, different universities might have different qualities of education. Future co-operation between Thai institutions and foreign partners, especially EU members, is expected to increase. However, in their view, they did not see the collaborations happening with all members of the EU because it depends on their mutual interest, and the willingness of both parties. This is probably because most Thai institutions did not see the European countries as potential destinations for their students. Most European institutions were only recognised for their expertise in specific subjects - such as arts, hotel and tourism, engineering - and may not be able to offer the most popular subjects among Thai students such as management, MBA, information technology and marketing.

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<sup>7</sup> If there are either any collaborations or agreements are made in the form of student exchange program, students mostly go to Europe as free movers.

### **Information about higher education in the European Union**

Currently, most of the information on higher education in EU agencies is provided by existing collaborative universities, embassies, educational agencies, and alumni. All interviewees agreed that the European Union should proactively provide more information on both general and educational information to institutions. The European Union can thus build a profile and a reputation in the higher education sector in Thailand. The EU should have representative offices to undertake more active promotion in Thailand.

### **3.3 Parents**

Twenty-three parents were interviewed during the last weekend of March 2005 at the International Education Fair 2005 held by the Thai International Education Consultants Association (TIECA). There were approximately 4,000 visitors including parents and students who were interested in studying abroad. *(Please see Appendix 5 for an Interview Guide for Parents).*

#### **Results**

##### **Background Information**

The majority of parents have one or two children, which is the normal family size of the modern Thai family in Bangkok. 95% of parents have either direct or indirect experience with studying and living abroad. The idea of studying abroad mostly comes from the children and is approved or supported by parents. The fields of study in which they are interested are varied: graphic design, music, biology and technology, sociology, medical, engineering, business, tourism, pharmacy, law, veterinary science and linguistics, all principally at postgraduate level. There were a few parents looking for courses in high schools, degree, and PhD level. Conversely, three respondents of twenty-three parents had not made their minds up yet about the level and area of study. They attended the exhibition to observe and gather information for their future decision. Parents were the key financial sponsors for the student, though nearly half of them are looking for scholarships from various agencies.

##### **Advantages and Disadvantages of Study Abroad**

*“They will gain new experiences and a better future. They will be more confident about themselves. And they will be trained in dealing with real-life situations.”*

*“The certificate will be recognized worldwide. It is international. And in the future they will have more workplaces to choose from.”*

*“It’s a great opportunity to learn about a new culture and language. Also, Thai people respect anyone who graduated overseas.”*

*“The kid will get a chance to learn new culture and new language. The kid will gain more knowledge about what she is doing and what she has learnt will be applicable to her job.”*

The parents’ opinions about the advantages and disadvantages of studying abroad are in line with the representatives of public and private organisations and Rector/Vice rectors. The similarity in the opinion can be explained as the general Thai perceptions towards studying abroad. Improving English skills, getting a good quality of education, getting a better career in the future, developing a broader horizon, diverse culture, and enhancing social skills are believed to be the most important benefits from studying abroad. Nevertheless, there are some concerns raised regarding distance from home, lack of supervision, homesickness, and

loss of Thai identity. The major obstacles to studying overseas are language and the relevant language test, e.g., English proficiency tests such as TOEFL, IELTS or GMAT.

### **Choosing a host Country and host University**

*“This is because this country has good sociological institutions. And I also think that foreign students can be accepted in the society. The cost of living has some effect, if it is too high, I can’t afford to live there. Living in a multicultural society and staying away from home has no effect on the decision at all. But safety, living standards and language skills are important criteria for decision making.”*

*“It should be a country where Thai people believe that there is an elite, aristocratic group. The quality of higher education depends upon each university, not the country where it is located. The only thing that concerns me is the scholarship. We are in a developing country while they are a developed country; we won’t be able to pay for everything because their currency is twice as high as ours.”*

*“If you go to England, you will get the accent. Australia is not too far away from home. And Switzerland is good at the Hotel & Tourism field.”*

*“You would choose the UK because there is a good education system. While, in the case of Germany, it is because they are good at technology. However, the acceptance of the degree from both countries will depend on the field of study. For example, if you want your engineering degree to be recognised, graduating from Germany would be preferable. The criteria about cost of living, financial support or culture is not important for us in making a decision because our kid can take her own responsibility.”*

The popular first choice destinations of study are mostly English speaking countries, such as the US, UK, Australia, New Zealand, and Canada. A few non-English speaking countries like Switzerland and Germany are also possible targets, though only for specific fields of study such as hotel management and engineering. The key criteria for choosing study destinations are country environment, safety, cost of living and studying, quality of education, reputation of institution, availability of course, and acceptance among Thai society. Meanwhile, the key factors for selecting a university are reputation, ranking, safety of the university area and accommodation, and the recognition by the Thai Office of the Civil Service Commission.

Parents who do not mention members of the EU (excluding UK) as destination countries, state reasons of high cost of living and studying, climate, local language, availability of scholarships, recognition among Thai people, lack of information, discrimination against Asians, and safety.

### **Information about higher education in the European Union**

*"There are a lot of difficulties such as lacking promotion and a bad PR system."*

*"I want to know about what kind of courses, study or education they have and whether they're best in those fields of study."*

*"I think they are way ahead of us."*

*"I want someone who really knows about the university to come and give us advice."*

*"I don't know anything about it."*

*"I want more information about the EU to help me decide."*

*"About England, at first I didn't know much but right now I have started to talk to her about it, to search for information about it."*

*"I have information about Germany and the UK."*

Parents' knowledge about higher education in the EU is very limited. Only some EU members are recognised in term of higher education, such as the UK, France, Germany and Italy. Only the UK is accepted for its overall quality of higher education, while France and Italy are well-recognised in the arts and design areas.

*"I looked on the internet and asked the teacher who is giving my son music lessons."*

*"From the person who graduated from that country."*

They cited that the British Council, friends, lecturers, alumni, internet, educational agents, the British Embassy, TV and relatives are the main sources of information for studying in the UK, whereas parents do not have any idea about agents or organisations which represent study in EU. Their knowledge about the EU in general came mostly from the public media, alumni, friends and the internet, and mostly concerned mostly travel and tourism. However, they still have an interest in many aspects of the EU, for the example general information on countries under the EU, scholarships, education systems, and cultural environment.

## Comparison of EU higher education with Other Destination Countries

The strengths of EU higher education are listed as follows:

1. High profile alumni.  
*"There are EU alumni in Thailand, so they can exchange their ideas and help each other."*  
*"There are education promotion offices like the British Council and EduFrance which help their countries to promote the universities. Another strength is that the members of the EU are trying to act as a union."*
2. High standard of education (with some doubt on consistency across all nations)  
*"The education system in EU countries is high and accepted all over the world."*  
*"I am not quite sure since there is no enough information to judge."*  
*"The education system is good and well – organized."*  
*"The study system focuses on coursework and the period of study that takes only one year."*  
*"There are many well -known universities."*  
*"Graduating from the EU can be accepted as high class in the society."*
3. Better facilities.  
*"There are better facilities."*  
*"It is a civilized country, which is more developed so you would get better experience from there."*  
*"They have advanced technology, a variety of cultures and ideas, and scholarships."*
4. Historical cities.  
*"They are countries with history and you would learn a great deal from their history."*  
*"There is a beautiful culture"*
5. Safer than other countries, especially the US.  
*"It is safer than the US and has less discrimination than Australia."*  
*"They are safer to live in, interestingly multicultural and different from the US."*
6. Disciplined people.  
*"People are more disciplined."*
7. Variety of courses.  
*"I am not focusing on the country or the continent of the university but the subjects and the faculty."*  
*"There are fields which are not available in Thailand, so I can learn more than just staying here."*  
*"There is a variety of education systems. For example, France is different from the UK. Each country is different."*

The major weaknesses mentioned are:

1. Insufficient promotion and distribution of information.

*“The basic information is not enough to make a decision about which country is suitable to study in.”*

*“I am not quite sure since there is no enough information to judge.”*

2. High living and studying costs.

*“It is too expensive to study there. It is worthless to spend the extra money.”*

*“The cost of living is so expensive”*

3. Distance from home / cold weather.

4. Diverse culture and local language.

*“The culture of spending a large amount of money for luxurious goods , too much extravagance.”*

*“Their languages could not be used worthwhile. European people are strict, disciplined, fussy and bossy. The quality of education is the same as the US. There is no great difference among the European countries. Fame and acceptance by society- the graduate from European countries are as welcomed as those who graduate from elsewhere. This feel the same for students who graduate from foreign countries, whether it is the US or European countries”*

*“Language might be a problem for some students who have never studied languages other than English.*

*“Even though they speak English in class, the students still have to learn native language that is used in everyday life. But we always let our scholarship students take native language course for a year first. And the culture would not be a problem.”*

### **The role of Parents in the Decision Process**

The role of parents in the decision making process can be explained as leader and supervisor. Mostly, students will choose what and where they want to study and parents act as supervisors. It is generally viewed that parents play a role to screen and advise their children as much as they can. Parents mostly respect and accept the ideas and opinions of their children. On the other hand, there are a few parents who believe that they know more and have experienced more, so they can make a better decision than their children. They will gather data and make a decision on their children's behalf, based on their opinion.

In their view, agents can be a good reference and source of basic information, but not as good as alumni, lecturers and relatives, who have direct experience of education overseas. Some parents had the perception that agents have a purely commercial intent. However, this has gradually changed over time since the establishment of TIECA to assure the quality of agents inside the association.

## Chapter 4. Conclusion and Recommendations

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### 4.1 Conclusion

Study abroad is one of the growing areas of the education sector in developing countries like Thailand. The demand for overseas study is increasing since people are more focused on improving their competitiveness, such as in the areas of English language skills development and higher qualifications obtained from well recognised overseas institutions. In addition, the government has a policy to develop human resources inside governmental organisations through various scholarships and funding it now offers. The US, UK, and Australia are the three key players in the Thai market for overseas study.

Representatives from public and private organisations, Rectors/Vice Rectors/Directors of International Relations and parents who participated in the interview process, indicated that they had positive attitudes and perceptions of EU higher education in general. However, their knowledge regarding higher education in EU countries (except the UK) is still limited to specific countries like Germany or France. It is mainly due to the lack of active promotion and information provision. The other key finding of this survey is that people in Thailand have begun to prefer studying in the EU countries owing to the unsafe situation in the US. However, it is clear that the identity and unity of the European Union have not been recognised by Thai people. They have different perceptions about the quality of each member country. In addition, local language is perceived to be a barrier to study in EU countries.

To summarise, there are a lot of opportunities for the EU to grow in the Thai educational market. Opportunities in Thailand can be listed as followed: the recovering economy, continuously growing demand for studying abroad, Thai Government and International Organisation policies to support mobility of students and researchers, and a growing trend in internationalisation.

### 4.2 Recommendations

From the summary of the findings from the interviews to representatives in Chapter 3, the lack of information provision on education in EU countries is the major concern shared among the three groups. It is, therefore, recommended that the increase in information provision on education in the EU countries is crucial to raise people's awareness and to assure them in terms of quality across countries inside the EU. In order to achieve this, printed media or other tools, such as websites, play an important role in communicating with people. Also, the communications message should focus on "EU identity" and aim to educate people and increase people's awareness of an EU single brand. In addition, more active marketing and promotional activities such as visits and presentations should be implemented to reach various target audiences, e.g. institutions, parents and students. This should encourage engagement with target audiences and build some direct understanding with them.

## Appendix 1. List of Thailand Institutes of Higher education

### 1. Public Institute

#### 1.1 Limited Admission Universities

- 1) Chulalongkorn University
- 2) Kasetsart University
- 3) Khon Kaen University
- 4) Chiang Mai University
- 5) Thammasat University
- 6) Naresuan University
- 7) Burapha University
- 8) Mahasarakham University
- 9) Mahidol University
- 10) Srinakharinwirot University
- 11) Silpakorn University
- 12) Prince of Songkla University
- 13) Ubon Ratchathani University
- 14) King Mongkut's Institute of Technology,  
Ladkrabang
- 15) King Mongkut's Institute of Technology,  
North Bangkok
- 16) Maejo University
- 17) The National Institute of Development  
Administration
- 18) Thaksin University
- 19) Rajabhat University, Chiang Rai
- 20) Rajabhat University, Chiang Mai
- 21) Rajabhat University, Lampang
- 22) Rajabhat University, Uttaradit
- 23) Rajabhat University, Kamphaeng Phet
- 24) Rajabhat University, Nakhon Sawan
- 25) Rajabhat University, Pibulsongkram
- 26) Rajabhat University, Phetchabun
- 27) Rajabhat University, Maha Sarakham
- 28) Rajabhat University, Loei
- 29) Rajabhat University, Sakon Nakhon
- 30) Rajabhat University, Udon Thani
- 31) Rajabhat University, Nakhon Ratchasima
- 32) Rajabhat University, Buri Ram
- 33) Rajabhat University, Surin
- 34) Rajabhat University, Ubon Ratchathani
- 35) Rajabhat University, Rajanagarindra
- 36) Rajabhat University, Thepsatri
- 37) Rajabhat University, Phranakhon Si  
Ayutthaya
- 38) Rajabhat University, Valayalongkorn
- 39) Rajabhat University, Rambhaibarni
- 40) Rajabhat University, Kanchanaburi
- 41) Rajabhat University, Nakhon Pathom
- 42) Rajabhat University, Phetchaburi
- 43) Rajabhat University, Muban Chom Bung
- 44) Rajabhat University, Nakhon Si Thammarat
- 45) Rajabhat University, Phuket
- 46) Rajabhat University, Yala
- 47) Rajabhat University, Songkhla
- 48) Rajabhat University, Surat Thani
- 49) Rajabhat University, Chandrakasem
- 50) Rajabhat University, Dhonburi
- 51) Rajabhat University, Bansomdejchaopraya
- 52) Rajabhat University, Phranakhon
- 53) Rajabhat University, Suan Dusit
- 54) Rajabhat University, Suan Sunandha
- 55) Rajabhat University, Kalasin
- 56) Rajabhat University, Nakhon Phanom
- 57) Rajabhat University, Chaiyaphum
- 58) Rajabhat University, Sisaket
- 59) Rajabhat University, Roiet
- 60) Rajamangala Institute Of Technology

## 1.2 Open Universities

- 61) Sukhothai Thammathirat Open University
- 62) Ramkhamhaeng University

## 1.3 Autonomous Universities

- 63) King Mongkut's University of Technology, Thonburi
- 64) Suranaree University of Technology
- 65) Walailuk University
- 66) Mae Fah Luang University

## 2. Private Institutes

### 2.1 Universities

- |  |  |
|--|--|
| 1) Bangkok University                              | 15) Chaopraya University                       |
| 2) Kasem Bundit University                         | 16) Nivadhana University                       |
| 3) Kirk University                                 | 17) Webster University (Thailand)              |
| 4) Saint John's University                         | 18) Shinnawatra University                     |
| 5) Mahanakorn University of Technology             | 19) Christain University                       |
| 6) Dhurakijpundit University                       | 20) Payap University                           |
| 7) Rangsit University                              | 21) Vongchavalitkul University                 |
| 8) Sripatum University                             | 22) North-Eastern University                   |
| 9) Siam University                                 | 23) Asian University of Science and Technology |
| 10) The University of the Thai Chamber of Commerce | 24) Phakklang University                       |
| 11) Huachiew Chalermprakiet University             | 25) Schiller-Stamford International University |
| 12) Assumption University                          | 26) Ratchathani University                     |
| 13) South-east Asia University                     | 27) Hatyai City University                     |
| 14) Eastern Asia University                        |  |

## 2.2 Colleges

28) Dusit Thani College

29) Thongsook College

30) St. Louis College

31) Mission College

32) Rajapark College

33) Saengtham College

34) Rattana Bundit College

35) Thonburi College of Technology

36) Southeast Bangkok College

37) Patumthani College

38) North Bangkok College

39) Santapol College

40) Ratchathani Udon College of

Technology

41) College of Bundit Asia

42) North Eastern Polytechnic College

43) Bundit Boriharnthurnkit College

44) Srisophon College

45) Bangkok Thonburi College

46) Yala Islamic College

47) Tapee College

48) Southern College of Thechnology

49) St. Tharasa-Inti College

50) Yonok College

51) Lumnamping College

52) North Chiang-Mai College

53) Far Eastern College

54) Phisanulok College

## Appendix 2. Total enrolment classified by types of institution and levels of education in academic year 2003

Type of Institution	Total	Lower than Bachelor	Bachelor's	Graduate Diploma	Master's	Ph.D.
<b>Total enrolment (Grand Total)</b>	<b>1,667,736</b>	<b>21,108</b>	<b>1,532,993</b>	<b>3,245</b>	<b>111,767</b>	<b>8,623</b>
<b>1. Public Institute</b>	<b>1,025,187</b>	<b>11,542</b>	<b>903,915</b>	<b>3,197</b>	<b>98,730</b>	<b>7,803</b>
<b>1.1 Limited Admission Universities</b>	<b>348,207</b>	<b>1,976</b>	<b>225,620</b>	<b>3,197</b>	<b>81,105</b>	<b>6,498</b>
Chulalongkorn University	28,202	0	18,005	252	8,803	1,142
Kasetsart University	37,525	0	28,714	24	8,096	691
Khon Kaen University	18,860	0	15,272	103	3,176	309
Chiang Mai University	25,169	0	18,202	168	6,405	394
Thammasat University	30,871	0	22,259	565	7,799	248
Naresuan University	20,574	20	13,274	18	7,133	129
Burapha University	16,184	0	11,177	9	4,838	160
Maharakham University	19,879	0	13,418	1,163	5,268	30
Mahidol University	20,397	854	11,398	463	5,584	2,098
Srinakharinwirot University	16,001	97	9,787	82	5,734	301
Silpakorn University	11,437	0	9,208	4	2,150	75
Prince of Songkla University	24,048	0	19,820	8	3,982	238
Ubon Ratchathani University	4,754	0	4,499	0	240	15
King Mongkut's Institute of Technology Ladkrabang	17,356	0	14,056	0	3,182	118
King Mongkut's Institute of Technology North Bangkok	17,728	1,005	14,091	0	2,576	56
Maejo University	8,809	0	8,148	0	652	9
The National Institute of Development Administration	12,184	0	0	49	11,845	290
Thaksin University	5,982	610	5,075	8	899	0
<b>1.2 Open Universities</b>	<b>652,564</b>	<b>9,566</b>	<b>629,078</b>	<b>63</b>	<b>13,037</b>	<b>820</b>
Sukhothai Thammathirat	181,387	9,566	168,347	19	3,455	0

Open University						
Ramkhamhaeng University	471,177	0	460,731	44	9,582	820
<b>1.3 Autonomous Universities</b>	<b>24,431</b>	<b>0</b>	<b>19,217</b>	<b>141</b>	<b>4,588</b>	<b>485</b>
King Mongkut's University of Technology Thonburi	11,877	0	8,128	58	3,449	242
Suranaree University of Technology	5,833	0	5,309	0	302	222
Walailuk University	4,388	0	3,556	83	728	21
Mae Fah Luang University	2,333	0	2,224	0	109	0
<b>2. Private Institutes</b>	<b>253,605</b>	<b>0</b>	<b>242,052</b>	<b>0</b>	<b>11,450</b>	<b>103</b>
Bangkok University	26,522	0	25,742	0	760	20
Kasem Bundit University	11,880	0	11,619	0	261	0
Mahanakorn University of Technology	8,130	0	7,553	0	557	20
Dhurakijpundit University	20,890	0	19,197	0	1,693	0
Payap University	7,811	0	7,504	0	307	0
Rangsit University	13,430	0	12,570	0	856	4
Vongchavalitkul University	4,241	0	4,130	0	111	0
Sripatum University	20,789	0	20,183	0	606	0
Siam University	14,017	0	13,642	0	375	0
The University of the Thai Chamber of Commerce	21,009	0	19,898	0	1,111	0
Huachiew Chalermprakiet University	7,475	0	7,308	0	167	0
Assumption University	19,362	0	17,349	0	1,974	39
South-East Asia University	4,526	0	4,295	0	231	0
Kirk University	1,858	0	1,858	0	0	0
Saint John 's University	3,439	0	3,209	0	210	20
Chaopraya University	1,302	0	1,291	0	11	0
Eastern Asia University	4,090	0	3,647	0	443	0
North-Eastern University	8,378	0	8,066	0	312	0
Nivadhana University	1,654	0	1,458	0	196	0
Asian University of Science and Technology	227	0	178	0	49	0
Webster University(Thailand	176	0	140	0	36	0
Shinawatra University	111	0	60	0	51	0

Christian University	<b>1,554</b>	0	1,466	0	88	0
Ratchathani University	<b>2,530</b>	0	2,200	0	330	0
Saint Louis College	<b>564</b>	0	552	0	12	0
Phakklang University	<b>1,638</b>	0	1,583	0	55	0
Mission College	<b>665</b>	0	665	0	0	0
Yonok College	<b>666</b>	0	536	0	130	0
Srisophon College	<b>1,436</b>	0	1,436	0	0	0
Saengtham College	<b>276</b>	0	276	0	0	0
Tongsuk College	<b>1,010</b>	0	1,010	0	0	0
Dusitthani College	<b>1,584</b>	0	1,584	0	0	0
Schiller-Stamford International college	<b>243</b>	0	243	0	0	0
Rajapak College	<b>477</b>	0	477	0	0	0
Hatyai City College	<b>4,171</b>	0	4,092	0	79	0
Lumnamping College	<b>223</b>	0	223	0	0	0
Rattana Bundit College	<b>15,816</b>	0	15,697	0	119	0
Thonburi College of Technology	<b>1,268</b>	0	1,268	0	0	0
Santapol College	<b>568</b>	0	568	0	0	0
Yala Islamic College	<b>664</b>	0	664	0	0	0
Ratchathani Udon College of Technology	<b>1,172</b>	0	1,032	0	140	0
College of Bhandit Asia	<b>757</b>	0	757	0	0	0
North-Eastern Polytechnic College	<b>2,212</b>	0	2,212	0	0	0
Tapee College	<b>1,011</b>	0	1,011	0	0	0
Sounth-East Bangkok College	<b>1,080</b>	0	1,080	0	0	0
North-Chiangmai College	<b>978</b>	0	893	0	85	0
Southern College of Technology	<b>1,775</b>	0	1,775	0	0	0
Pathumthani College	<b>1,560</b>	0	1,560	0	0	0
Fareastern College	<b>1,858</b>	0	1,858	0	0	0
North Bangkok College	<b>1,875</b>	0	1,818	0	57	0
St. Tharasa-Inti College	<b>42</b>	0	42	0	0	0
Bundit Boriharnthurnkit College	<b>1,537</b>	0	1,499	0	38	0
Bangkok Thonburi College	<b>1,078</b>	0	1,078	0	0	0

Source: <http://www.mua.go.th/doc/hiedinfo.htm>