



Thailand Education Fact Sheets | 2019

Analyses for learning and equity
using MICS data



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for every child

Acknowledgements

The 2019 MICS-EAGLE Thailand Education Fact Sheets were jointly developed by: Sakshi Mishra and Diogo Amaro, with inputs from the UNICEF Thailand Country Office; Aarti Saihjee and Rubkwan Tharmmapornphilas in the Education team; Nataliya Borodchuk and Chayanit Wangdee in the Social Policy team; and Suguru Mizunoya of the Education Unit in the Data and Analytics Section, Division of Data, Analytics, Planning and Monitoring in NYHQ, with support from many helping hands.

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

MICS6 in Thailand was implemented in 2019. It includes all new modules except child functioning (child disability - SDG4.5.1). The statistics on education for children with disabilities in this fact sheets were derived from the National Disability Survey 2017.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing upper secondary education will show what the main characteristics of children in the key population group for this indicator are. Upper secondary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of upper secondary school, which is 17 year old in Thailand, so the target population will be children aged 20-22 years who have not completed upper secondary education. In Thailand, 58 per cent of children in the target population are male, therefore 42 per cent have to be female. In turn, 46 per cent of children in the target population live in urban areas, therefore 54 per cent live in rural areas.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The nine topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):



Access and Completion



Skills

(learning outcomes, ICT skills and literacy rate)



Early Learning



Out-of-School Children



Repetition and Dropouts

(internal efficiency)



Child Protection

(child labour and child marriage)



Inclusive Education

(with a focus on disability)



Remote Learning



Pathway Analysis

Topic 1

Completion Rates

Guiding questions

1. For which level of education is the completion rate the lowest?
2. What regions have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

FIGURE 1 Overview of completion rates

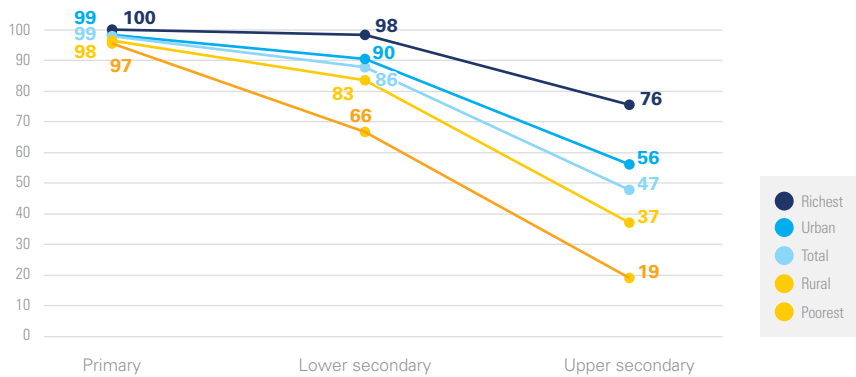


FIGURE 2 Primary completion rate

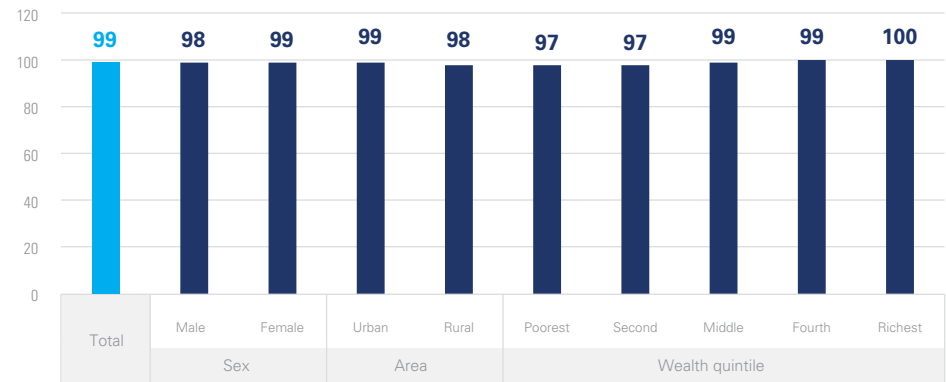


FIGURE 3 Lower secondary completion rates

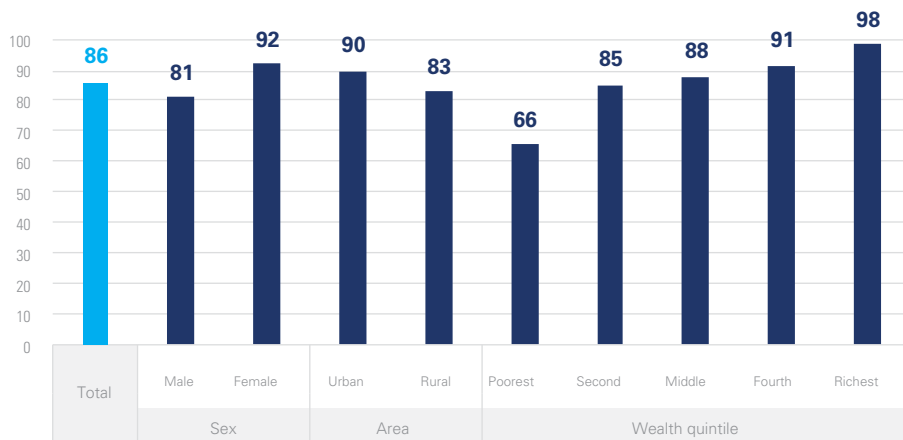
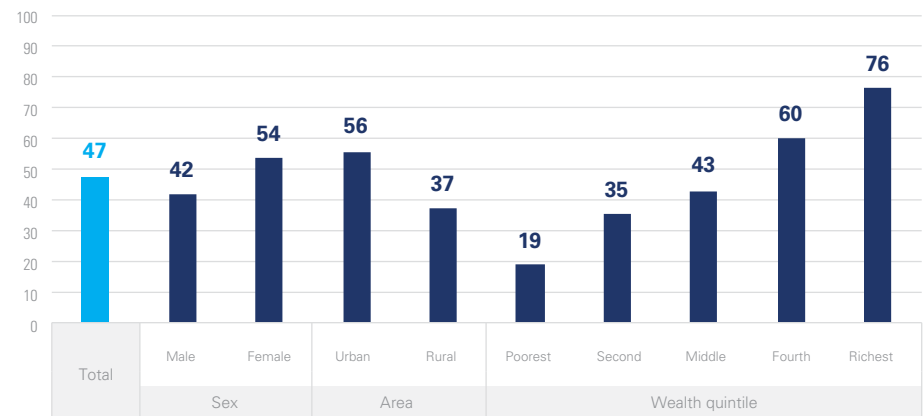


FIGURE 4 Upper secondary completion rates



Map of Thailand Regions

Findings

- Thailand has achieved near universal primary completion rate at 99 percent. Although, children from the poorest quintile have primary completion rate of 97 percent compared to 100 percent of children from the wealthiest quintile.
- However, completion rates decline steeply for lower and upper secondary education, with 86 per cent completing lower secondary and 47 per cent completing upper secondary.
- At all levels, rural and poor children have completion rates below the national average, whereas urban and richer children have completion rates above the national average. In particular, children belonging to the poorest quintile have much lower completion rates than other groups.
- The gap between the completion rates of children from the richest and poorest wealth quintiles widens starkly as they progress through the education system. While 76 per cent of children from the richest quintile complete upper secondary education, only 19 per cent of children from the poorest quintile do so.
- Expressed as ratios 4 times more children from the richest quintile complete upper secondary education compared to children from the poorest quintile.



Regional disaggregation – Completion rates

FIGURE 5 Primary completion rates

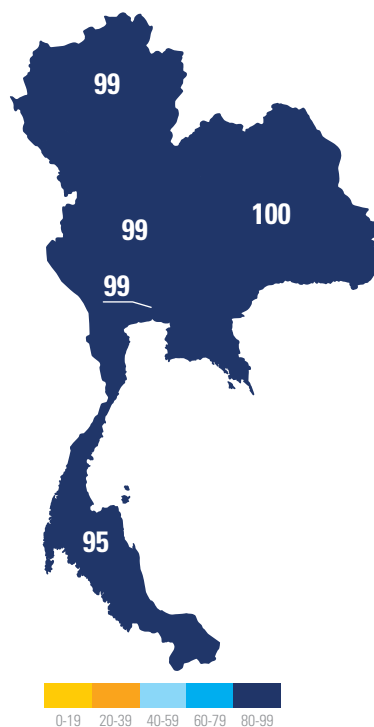


FIGURE 6 Lower secondary completion rates

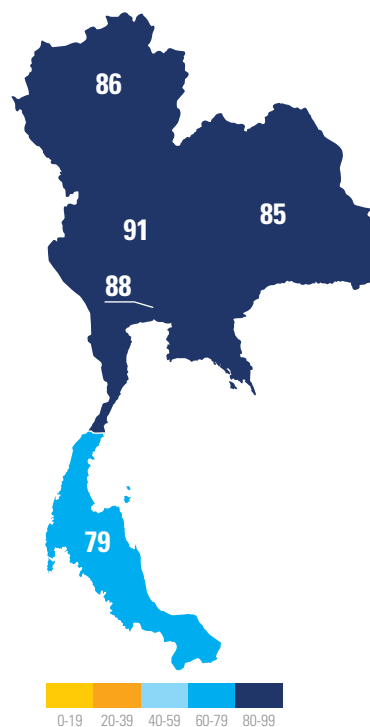
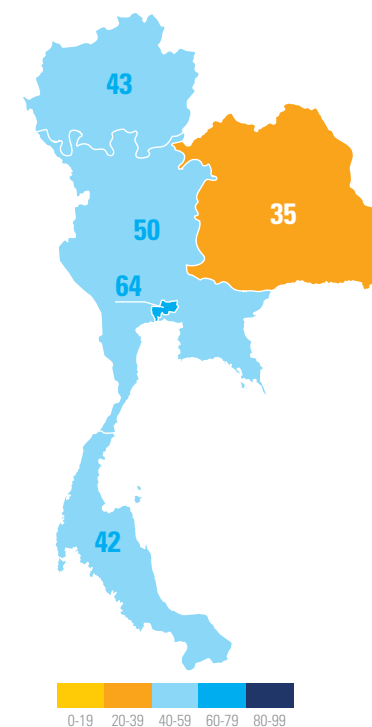


FIGURE 7 Upper secondary completion rates



Findings

- At primary level, all regions except south have near universal completion rate. Although not universal, the southern region completion rate is 95 percent.
- Regional disparity increases with each level of education, with the southern region lagging at primary and lower secondary levels.
- At the lower secondary level the Central region has the highest completion rate at 91 percent, followed by Bangkok, North and North-east region.
- At the upper secondary level, for all regions the decline in completion rate is dramatic, except for Bangkok. It is important to interpret this data with caution due to migration. Completion age looks at the age bracket which is 3 to 5 years older than the age for upper secondary level, and therefore, if individuals moved regions after attending upper secondary, they may be captured in the region they are currently residing and not where they may have completed upper secondary.



Profiles of children who do not complete school

These profiles are based on the share of children not completing each level of education in Thailand, where 14 per cent do not complete lower secondary and 53 per cent do not complete upper secondary.

FIGURE 8 Profile of children who do not complete school, by sex

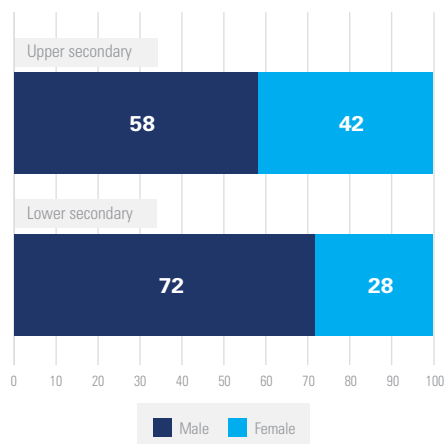


FIGURE 9 Profile of children who do not complete school, by area

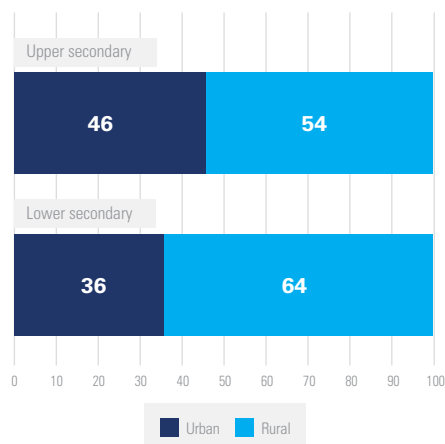


FIGURE 10 Profile of children who do not complete school, by wealth quintile

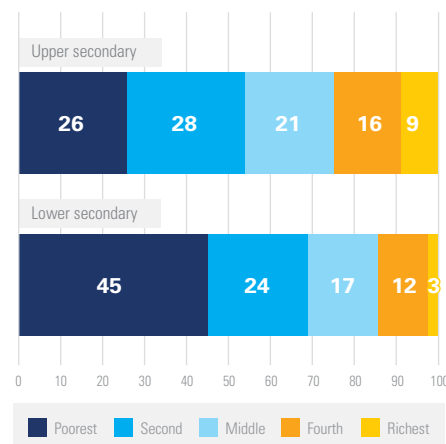
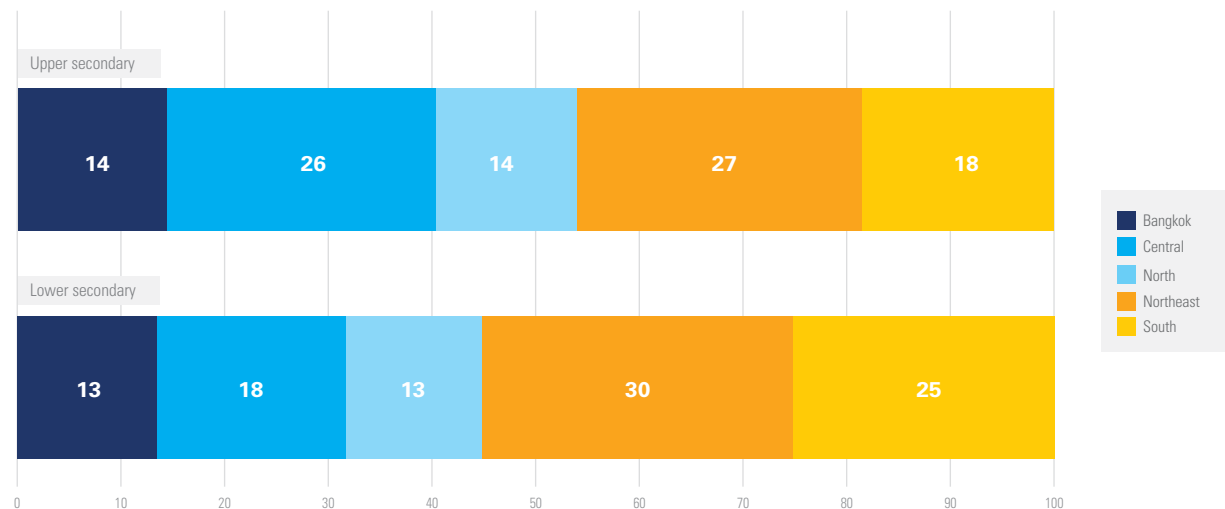


FIGURE 11

Profile of children who do not complete school, by region



Findings

- Among children who do not complete lower and upper secondary, a higher share are boys.
- The higher percentage of children who do not complete their education live in rural areas.
- Children from the poorest wealth quintiles make up around half of those who do not complete lower secondary even though they belong to 20 percent of the population.
- Among children not completing, the Northeast and South region form the majority at the lower secondary level.



TABLE 1: Completion – Rates & headcounts by various socioeconomic characteristics

		Completion rates (%)			Headcount of children who did not complete		
		Primary	Lower Secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		99	86	47	34,300	380,700	1,530,400
Sex	Male	98	81	42	19,300	275,500	892,200
	Female	99	92	54	15,000	105,300	638,200
Area	Urban	99	90	56	6,800	134,900	708,200
	Rural	98	83	37	27,500	245,900	822,200
Wealth quintile	Poorest	97	66	19	12,500	171,500	392,000
	Second	97	85	35	13,100	90,700	430,900
	Middle	99	88	43	3,700	61,900	326,800
	Fourth	99	91	60	2,800	46,800	243,000
	Richest	100	98	76	2,100	9,900	137,700
Region	Bangkok	99	88	64	2,300	51,300	221,200
	Central	99	91	50	5,800	69,300	394,600
	North	99	86	43	6,100	50,900	209,900
	Northeast	100	85	35	3,000	115,700	419,800
	South	95	79	42	17,100	93,600	285,000

Completion – Rates & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the completion rates for each group (indicated on the y-axis).

FIGURE 12 Completion rates and headcounts of children who do not complete primary school

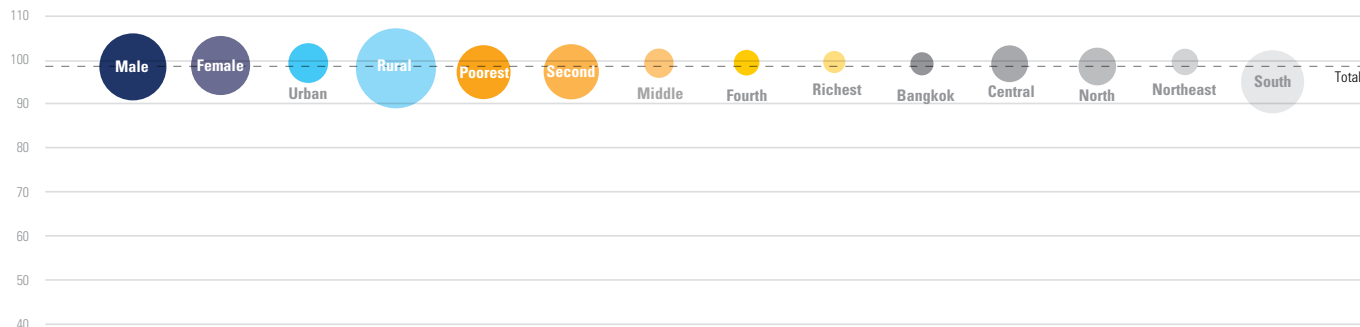


FIGURE 13 Completion rates and headcounts of children who do not complete lower secondary school

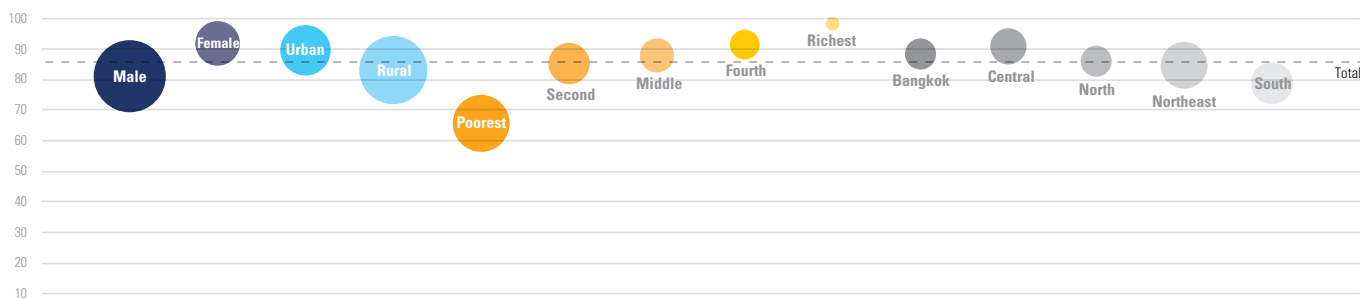
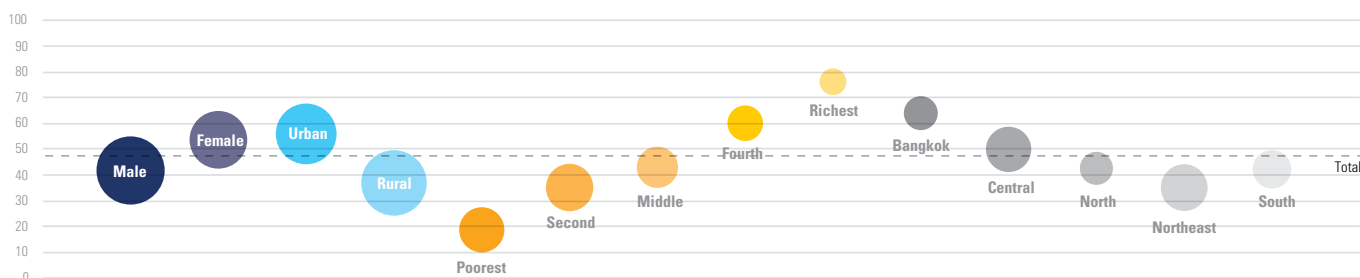


FIGURE 14 Completion rates and headcounts of children who do not complete upper secondary school



Findings

- At the primary level, all groups have high completion rates, though children from the poorest quintile and children living in the southern region have completion rates lower than the national average.
- At the lower secondary level, among regions, Central region has the highest completion rate and the smallest headcount of children not completing. Northeast region has slightly lower completion rate than the Central region but a much larger headcount of children not completing the level.
- At the upper secondary level, inequities are most visible. Completion rate among rural children is 18 percentage points lower than urban children. The differences are larger by wealth quintile. Completion rate for the richest quintile is 4 times higher than children belonging to the poorest wealth quintile. Among region, the Northeast region has a completion rate of 35 percent whereas Bangkok has a completion rate of 64 percent.

Topic 2 Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grades 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills (based on contents for Grades 2 and 3) among children who are aged 7 to 14 years

FIGURE 16 Share of children with foundational skills by grade

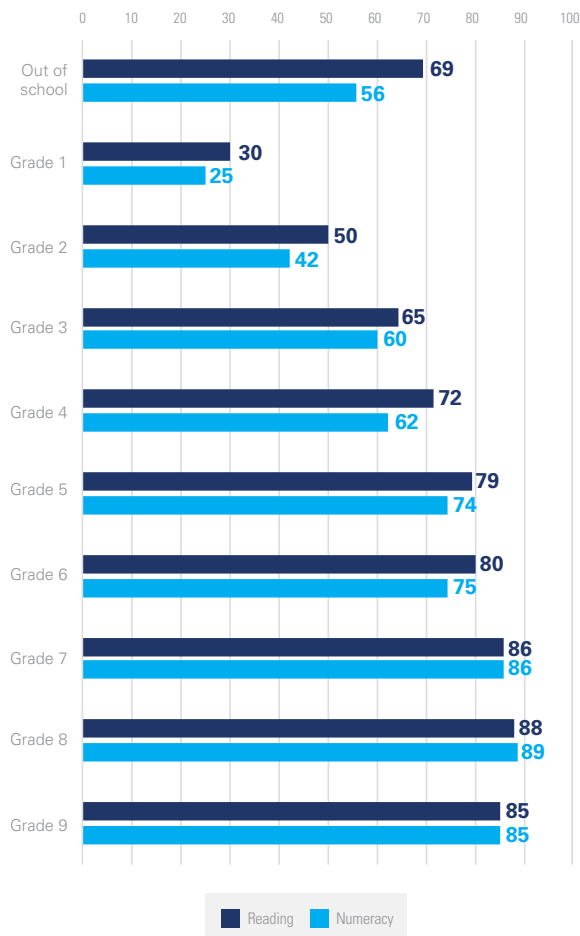


FIGURE 17 Share of children with foundational reading skills

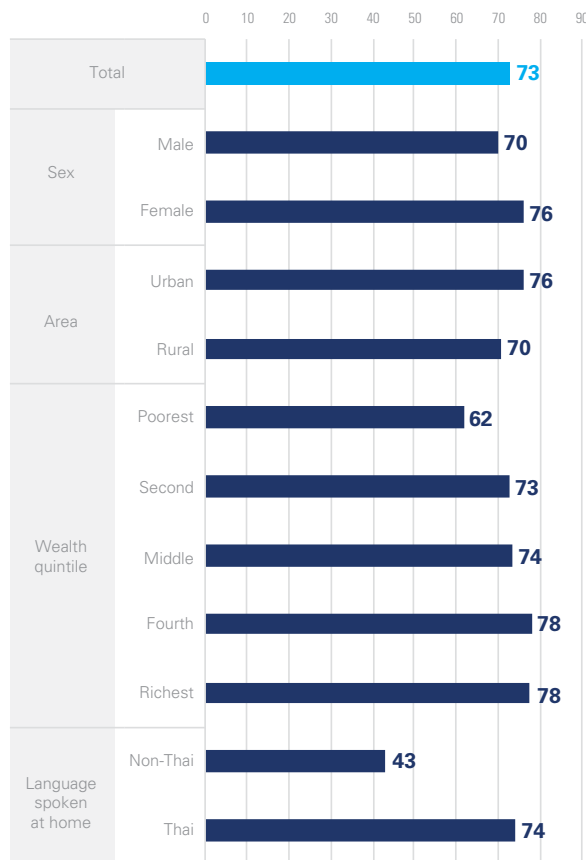
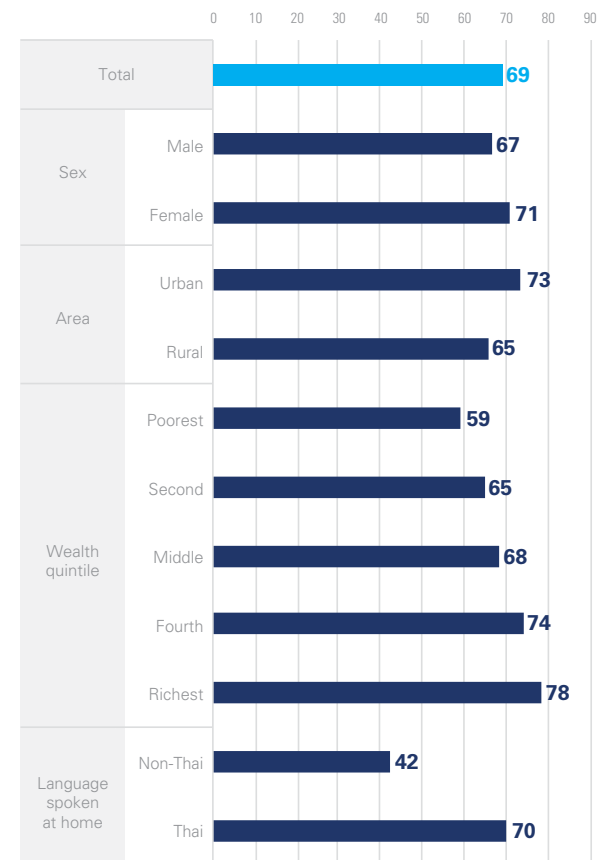


FIGURE 18 Share of children with foundational numeracy skills



Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. 65 per cent of children in Grade 3 have the expected reading skills for that grade, while 60 per cent of children have the expected numeracy skills.
- Data indicates that children learn by staying in school, although a larger share of students acquire foundational reading skills than numeracy skills until grade 6 after which the shares are similar between reading and numeracy. The share of children with Grade 2/3 level reading skills increases from 65 per cent in Grade 3 to 85 per cent in Grade 9, whereas the share of children with numeracy skills at the Grade 2/3 level increases from 60 per cent in Grade 3 to 85 per cent in Grade 9.
- In Thailand, most students have some level of education, and very few have never attended school. It is important to interpret this as most out of school children in Thailand would have some level of schooling. 69 percent of out of school children have foundational reading skills and 56 percent have foundational numeracy skill.
- Learning gaps along socioeconomic lines can be seen in Thailand, where a higher share of urban children have foundational reading and numeracy skills.
- The learning gap is associated with household wealth: the share of children from the richest quintile with foundational reading skills is 16 percentage points higher than the share of share of children from the poorest wealth quintile. This gap is even wider in foundational numeracy skills, where the percentage of children from the richest quintile who have foundational numeracy skills is 78 compared to 59 percent children from poorest wealth quintile.
- The largest learning gap is associated with language spoken at home: the share of children who speak Thai with foundational reading skills is 21 percentage points higher than the share of share of children from non-Thai speaking household. Similar gap is found in foundational numeracy skills, where the percentage of children from Thai speaking household who have foundational numeracy skills is 70 compared to 42 percent children from non-Thai speaking household.



Foundational reading and numeracy skills (based on contents for Grades 2 and 3) among children who are aged 7 to 14 years

FIGURE 19 Share of children aged 7 to 14 years with foundational reading skills

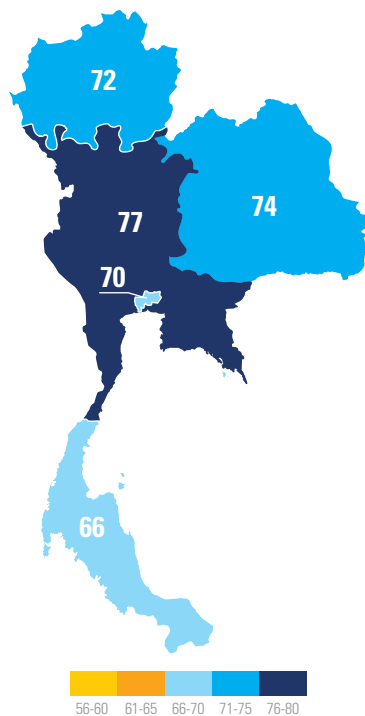
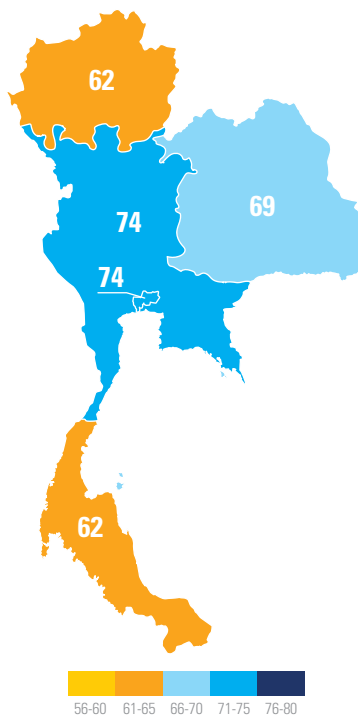


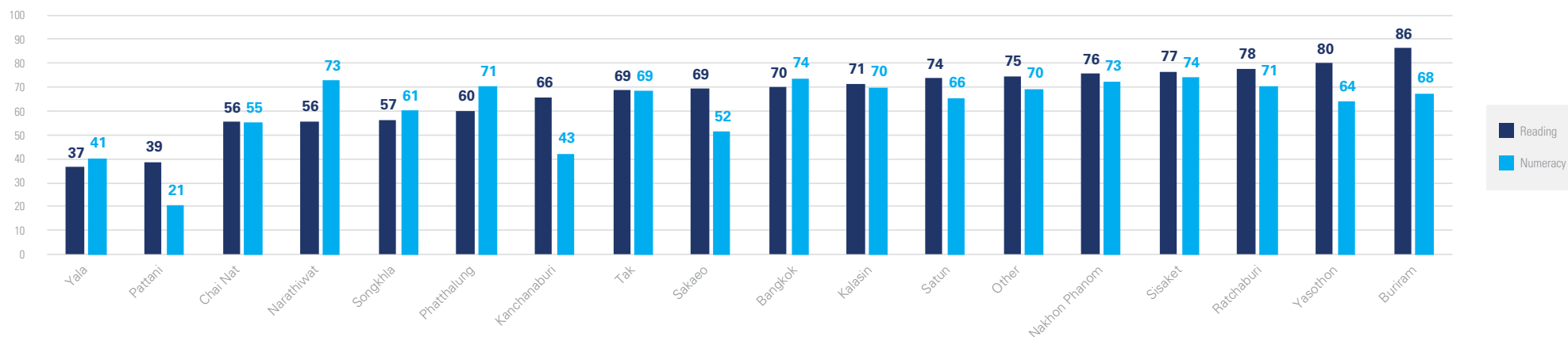
FIGURE 20 Share of children aged 7 to 14 years with foundational numeracy skills



Findings

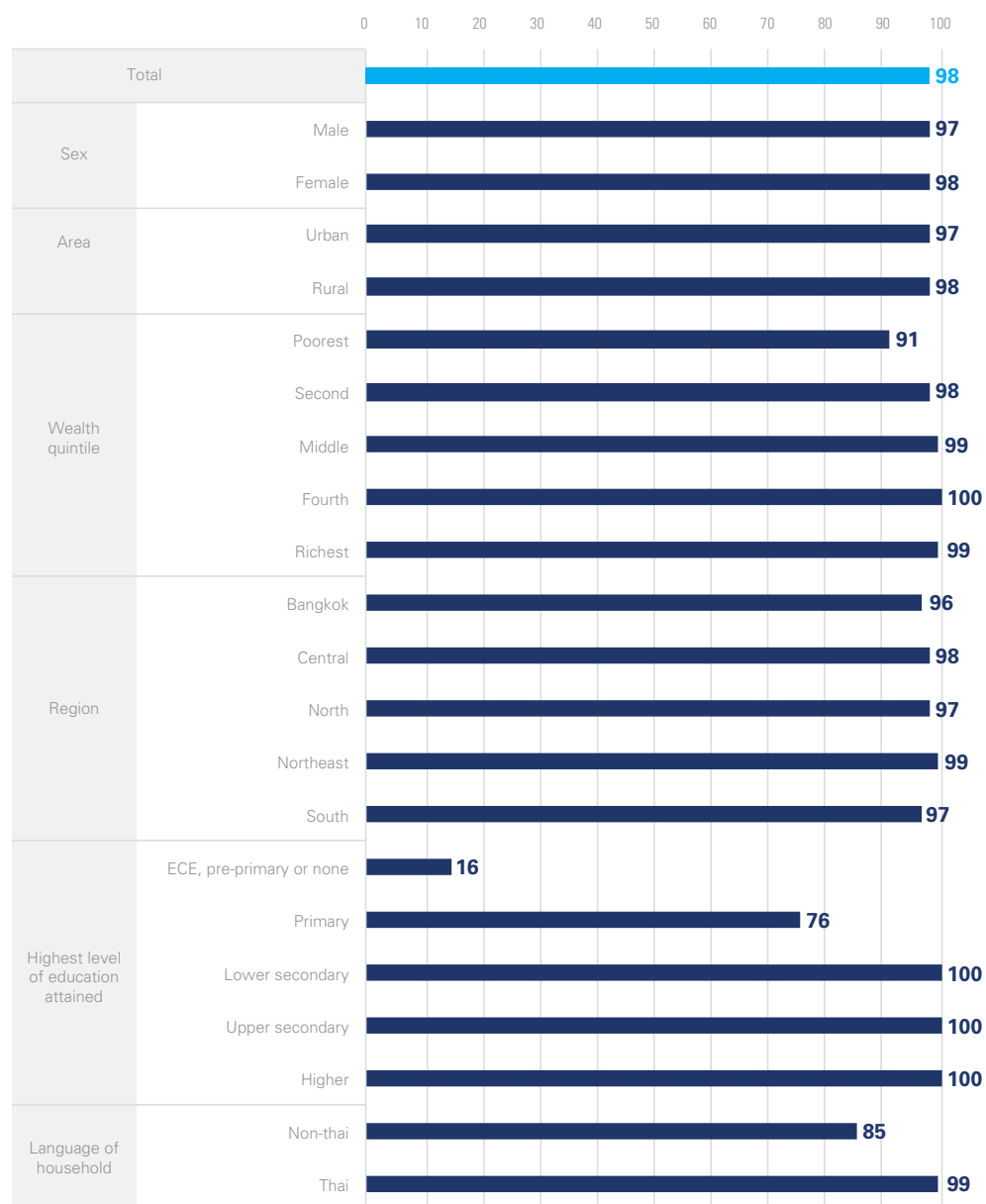
- Learning gaps vary considerably by region. The Central region has the highest shares of children with foundational reading and numeracy skills, whereas the Southern region has the lowest shares of children with these skills.
- Among all regions, the gap in the Northern region between the share of children with foundational reading skills and foundational numeracy skill is the highest at 10 percentage points. Other regions have smaller gaps between the share of children with foundational reading and numeracy skills.
- The differences are higher among priority provinces: the share of children with foundational reading skills in Buriram is two times more than the share of children with these skill in Yala province.
- Pattani province has the lowest share of children with foundational numeracy skill at 21 percent. It also has the second lowest share of children with foundational reading skills.

FIGURE 21 Share of 7 to 14 year olds with foundational skills by priority province



Literacy rate among youth aged 15 to 24 years

FIGURE 22 Literacy rate among youth aged 15 to 24 years



Findings

- 98 percent of 15 to 24 year olds in Thailand are literate.
- In MICS, literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance i.e. those who attended lower secondary or higher are counted as literate
- However, those who did not attend school or only attended ECE or pre-primary have extremely low literacy rate in Thailand
- Only 16 percent of those whose highest level of education is ECE or pre-primary were able to read a short simple statement.
- This share increases to 76 percent among those 15 to 24 year olds whose highest level of education is primary.
- There are significant differences in literacy rate among youth by language spoken by household head. Almost all youth belonging to households where the head speaks Thai is literate compared to 85 percent of youth being literate in households where the head speaks non-thai languages.



Profiles of children aged 7 to 14 years who do not have foundational skills

These profiles are based on the 27 per cent of children in Thailand aged 7 to 14 years who do not have foundational reading skills and the 31 per cent who do not have foundational numeracy skills.

FIGURE 23 Profile of children who do not have foundational skills, by sex

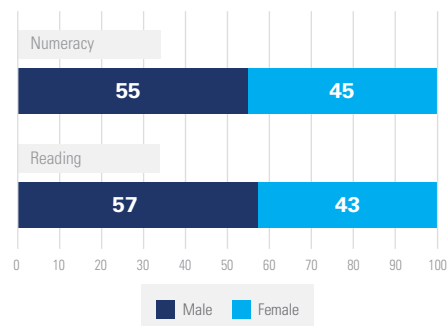


FIGURE 24 Profile of children who do not have foundational skills, by area

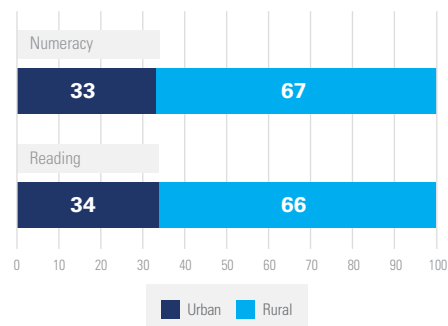


FIGURE 25 Profile of children who do not have foundational skills, by wealth quintile

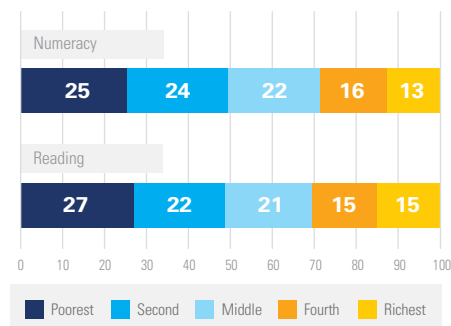


FIGURE 26

Profile of children who do not have foundational skills, by region

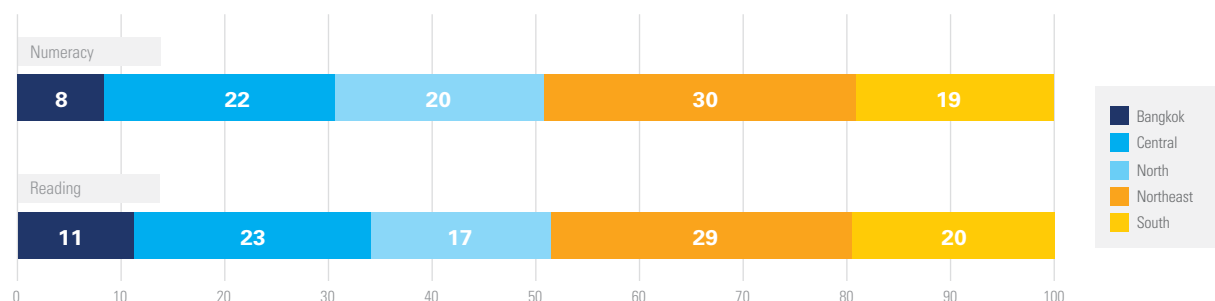


FIGURE 27 Profile of children who do not have foundational skills, by language spoken at home

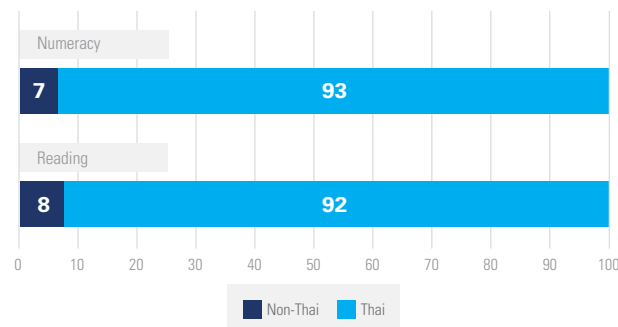
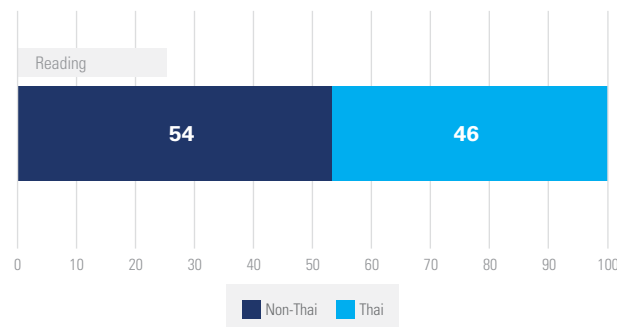


FIGURE 28 Profile of youth who are not literate, by language spoken at home



Findings

- Slightly more boys than girls lack foundational skills in both reading and numeracy.
- Most children who are not learning are in rural area. Poorest are overrepresented among those who lack foundational reading and numeracy skills.
- Children from Bangkok represent the smallest share among those not learning. Whereas Northeast region has the proportional majority of children not learning reading and numeracy.
- Although non-Thai speaking children have higher percentage of lacking foundational skill, when looking at absolute number of those without foundational skills, majority are Thai speakers. This is in line with the population of Thai and non-Thai speaking children.
- However, of the 2 per cent of 15 to 24 year olds who are not literate, 54 percent belong to households where the head speaks Thai and 46 percent belong to those where head speaks non-Thai. Non-Thai youth are over-represented here.

TABLE 2: Foundational skills – Shares & headcounts by various socioeconomic characteristics

		Share of children aged 7 to 14 who are not learning		Headcount of children not learning	
		Reading	Numeracy	Reading	Numeracy
Total		27	31	1,695,000	1,952,000
Sex	Male	30	33	977,000	1,078,000
	Female	24	29	717,000	874,000
Area	Urban	24	27	574,000	648,000
	Rural	30	35	1,121,000	1,305,000
Wealth quintile	Poorest	38	41	455,000	492,000
	Second	27	35	367,000	477,000
	Middle	26	32	350,000	422,000
	Fourth	22	26	266,000	313,000
	Richest	22	22	256,000	249,000
Region	Bangkok	30	26	190,000	165,000
	Central	23	26	384,000	429,000
	North	28	38	295,000	389,000
	Northeast	26	31	490,000	593,000
	South	34	38	336,000	377,000

Foundational skills – Shares & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

FIGURE 29 Shares and headcounts of children who do not have foundational reading skills

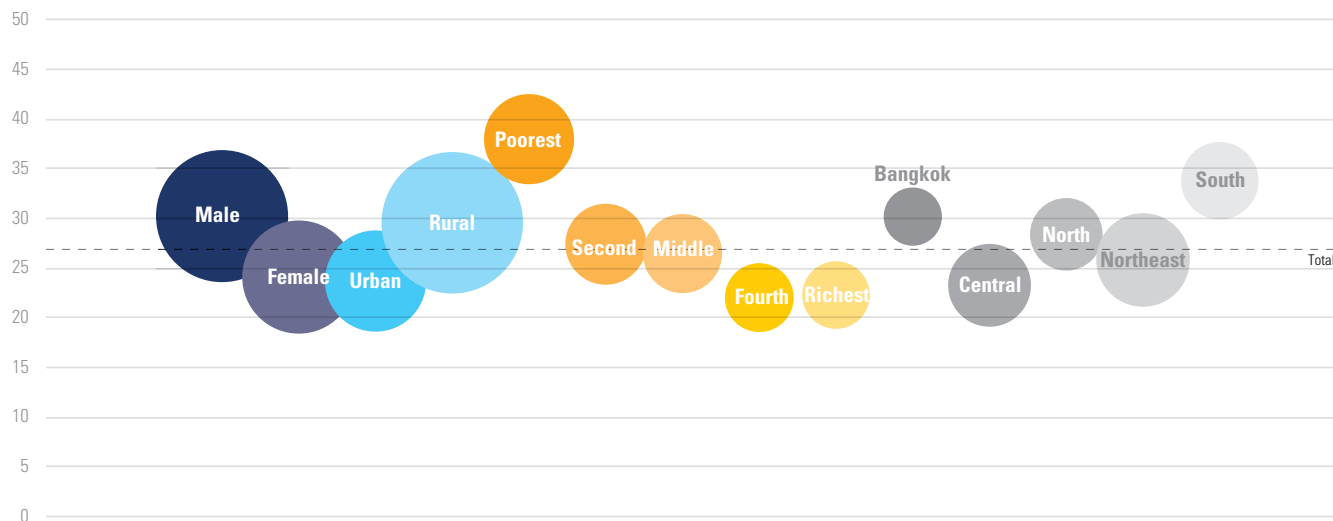
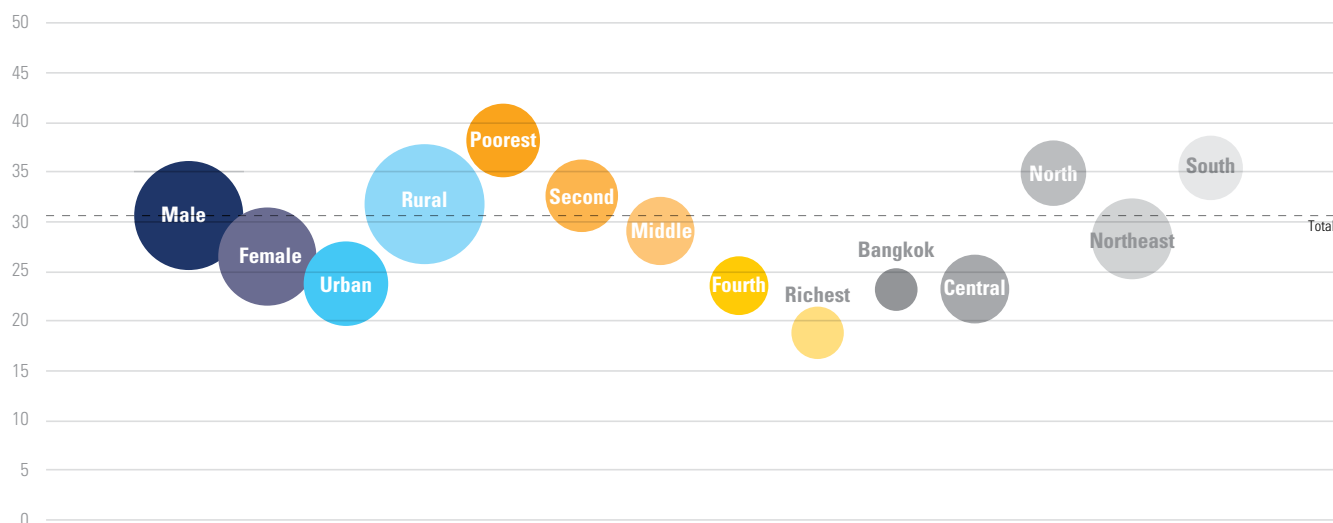


FIGURE 30 Headcounts and shares of children who do not have foundational numeracy skills



Findings

- The number of rural children who do not have foundational skills is relatively large in both reading and numeracy.
- In foundational reading skills, among all wealth quintiles, children from the poorest wealth quintile have the highest share of children not learning, followed by the second and middle wealth quintiles with both having similar shares.
- In foundational numeracy skills, a different pattern emerges among wealth quintiles, with the share of children who do not have foundational numeracy skills decreasing linearly from the poorest to the richest wealth quintile.
- Among regions, in both foundational reading and numeracy, South has the highest share of children not learning whereas Northeast has the highest headcount.

Topic 3

Out-of-School Children

Guiding questions

1. Which level of education has the highest rate of out-of-school children?

2. How many children are out of school?

3. Which regions have the highest out-of-school rates?

4. Where do most out-of-school children live and what is their background?

Overview

FIGURE 31

Overview of out-of-school rates

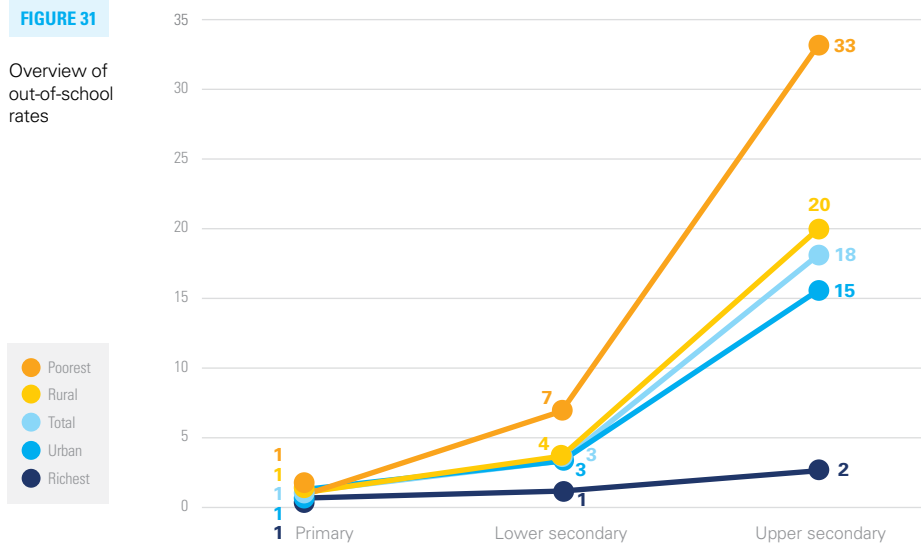
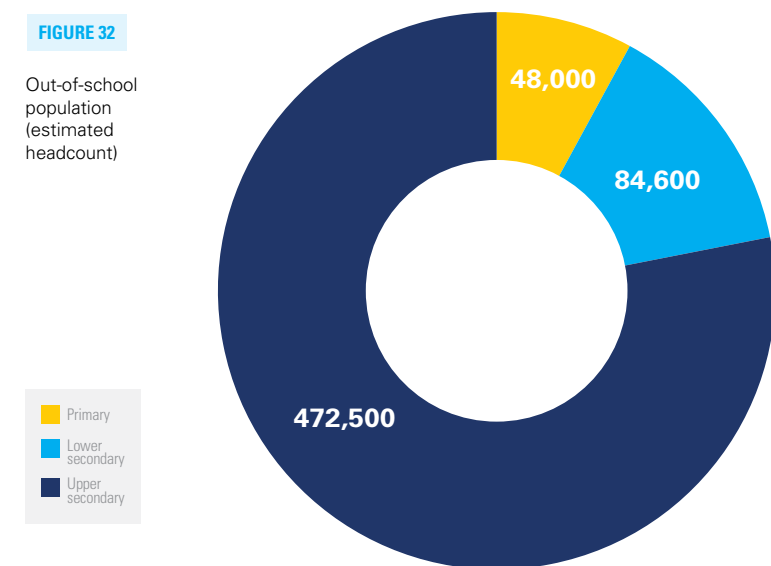


FIGURE 32

Out-of-school population (estimated headcount)



Findings

- Nationally, only 1 per cent of primary school age children are out of school. At the lower secondary level, 3 per cent of children are out of school and at the upper secondary level 18 per cent of out of school.
- At the lower secondary and upper secondary level, poorest children have out-of school rates higher than the national average. The gap in out of school rates is extremely high between children from the poorest and richest wealth quintile, at the lower secondary level the difference is of 6 percentage points and at upper secondary it is a 31 percentage point difference.
- Out-of-school rates for rural children are also slightly higher than the national average, while the rates for urban children are slightly lower.
- In total, 48,000 primary school-age children and 84,600 lower secondary school-age children were out of school. At the upper secondary level the number of out-of-school children increases dramatically to 472,500.

Out-of-school children by level of education

FIGURE 33 Primary out-of-school rates

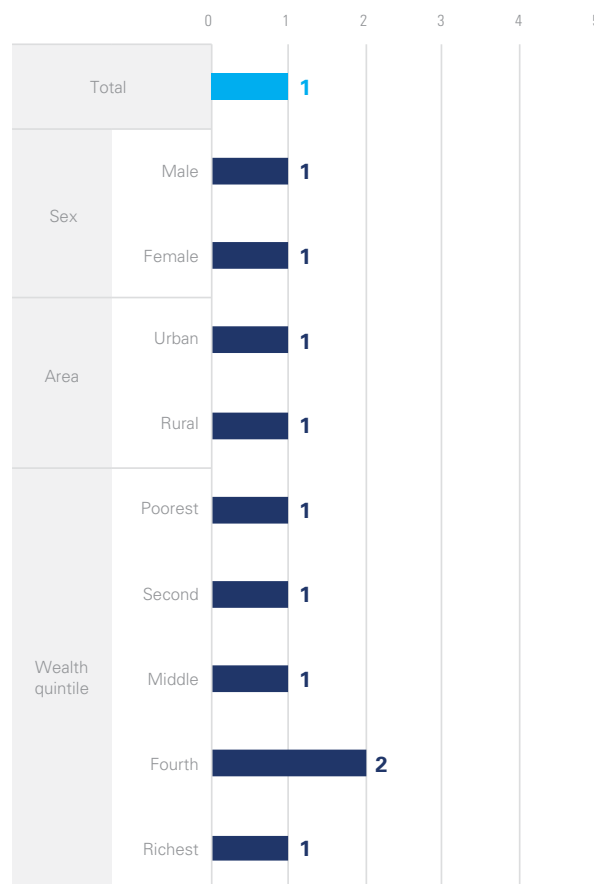


FIGURE 34 Lower secondary out-of-school rates

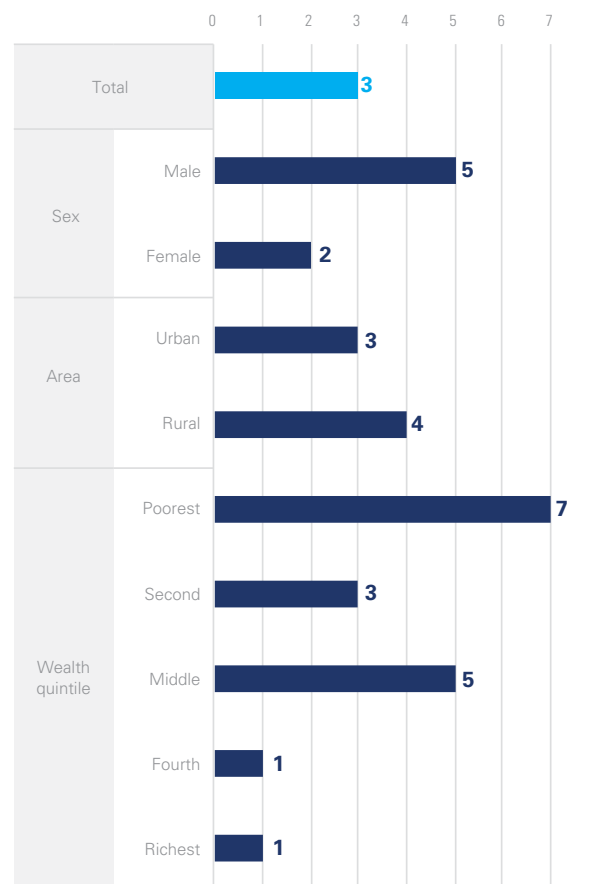
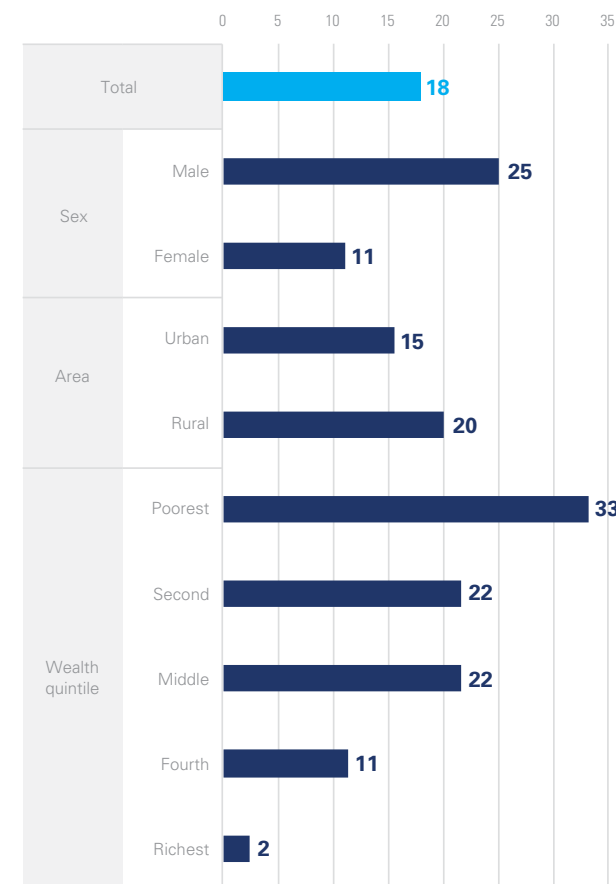


FIGURE 35 Upper secondary out-of-school rates



Findings

- At the primary level, 1 per cent of children are out of school. This means that the majority of primary aged school children are in school in Thailand.
- At the lower secondary level, the national out-of-school rate is 3 per cent. Gender differences are large in out of school. More than twice more share of boys are

out of school at the lower secondary level than girls. Small differences can be observed between urban and rural locations as well. However, the largest differences are by wealth. The poorest 60 percent of the population have out of school rates ranging between 3 to 7 percent whereas the richest 40 percent have 1 percent out of school rate.

- At the upper secondary level, the out-of-school rate increases for all groups, gender differences are somewhat similar to lower secondary level. The gap between urban and rural location widens at this level with higher share of rural children out of school. The divide is steepest by wealth quintile.

Regional disaggregation – Out-of-school rates

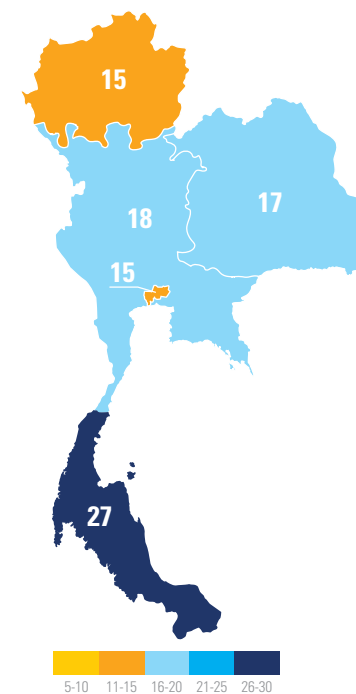
FIGURE 36 Primary out-of-school rates



FIGURE 37 Lower secondary out-of-school rates



FIGURE 38 Upper secondary out-of-school rates



Findings

- There is little variation in out of school children at the primary level. All regions have 1 percent primary aged children who are out of school.
- At the lower secondary level, Bangkok has the lowest out of school rate at 1 percent and South has the highest at 7 percent.
- At the upper secondary region, both Bangkok and North have low out of school rates compared to other regions. In the South region the out of school rate increases to 27 percent.
- Between all regions, the South region has much higher out of school rate in both lower secondary and upper secondary levels



Profiles of out-of-school children

These profiles are based on the share of children who are out of school in Thailand, where 1 per cent of children are out of school in primary, 3 per cent in lower secondary and 18 per cent in upper secondary.

FIGURE 39 Profile of out-of-school children, by sex

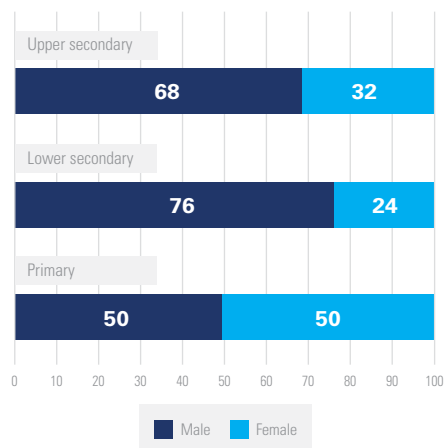


FIGURE 40 Profile of out-of-school children, by area

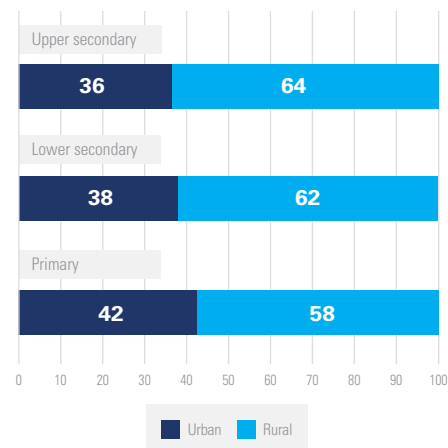


FIGURE 41 Profile of out-of-school children, by wealth quintile

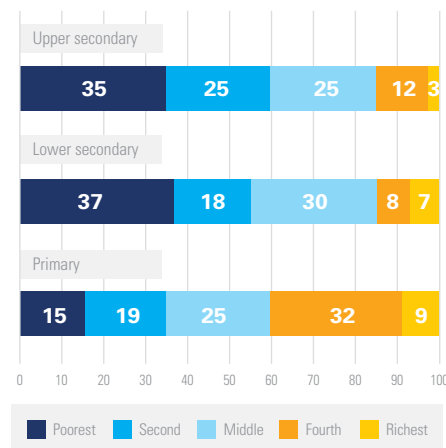
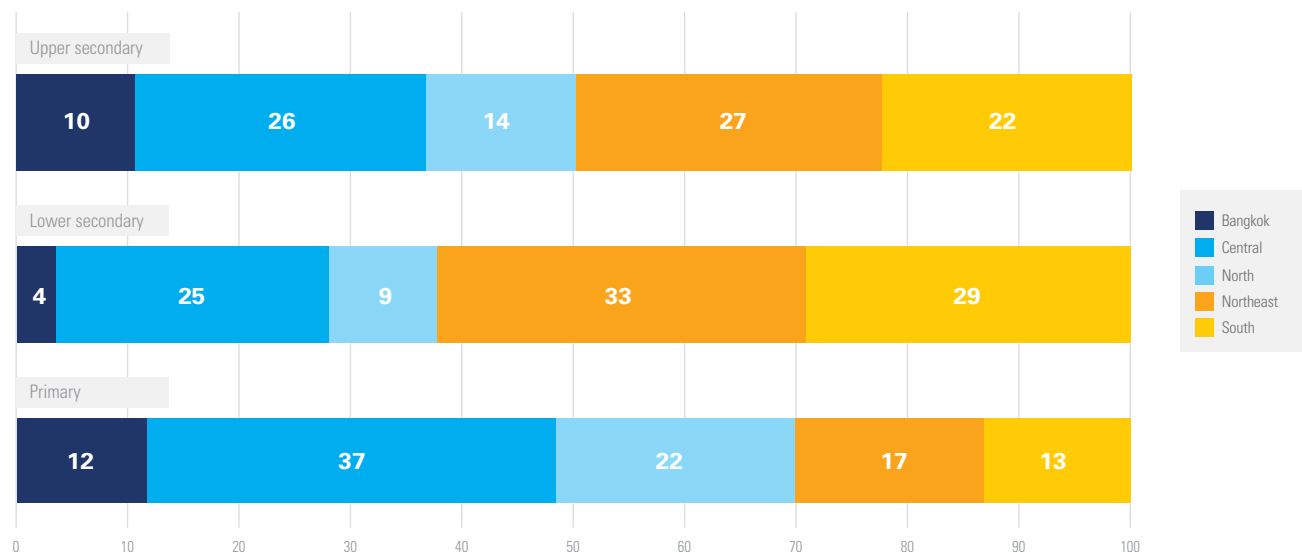


FIGURE 42

Profile of out-of-school children, by region



Findings

- At the lower and upper secondary levels, the majority of out-of-school children are boys. However, at the primary level, there is an even split.
- At all levels, there are more out-of-school children in rural areas. Among children who are out of school, the share of rural children also increases with each level of education.
- Children from the poorest two quintile comprise 40 per cent of the population but are the majority of those who are out of school at both the upper and lower secondary levels.
- At the primary level, of the children who are out of school, 37 per cent are in the Central region. At the lower secondary level, among children who are out of school, the majority are in Northeast and South region. At the upper secondary level, most out of school children are in Northeast and Central region.

TABLE 3: Out-of-school – Rates & headcounts by various socioeconomic characteristics

		Out of school rates (%)			Headcount of children out of school		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		1	3	18	48,000	87,000	479,000
Sex	Male	1	5	25	24,000	67,000	327,000
	Female	1	2	11	24,000	20,000	152,000
Area	Urban	1	3	15	20,000	32,000	176,000
	Rural	1	4	20	28,000	55,000	303,000
Wealth quintile	Poorest	1	7	33	8,000	34,000	167,000
	Second	1	3	22	9,000	16,000	117,000
	Middle	1	5	22	12,000	25,000	122,000
	Fourth	2	1	11	15,000	7,000	59,000
	Richest	1	1	2	4,000	6,000	13,000
Region	Bangkok	1	1	15	6,000	3,000	51,000
	Central	1	3	18	18,000	21,000	123,000
	North	1	2	15	10,000	8,000	66,000
	Northeast	1	3	17	8,000	30,000	130,000
	South	1	7	27	6,000	25,000	107,000

Out-of-school – Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 43 Primary out-of-school rates and headcounts

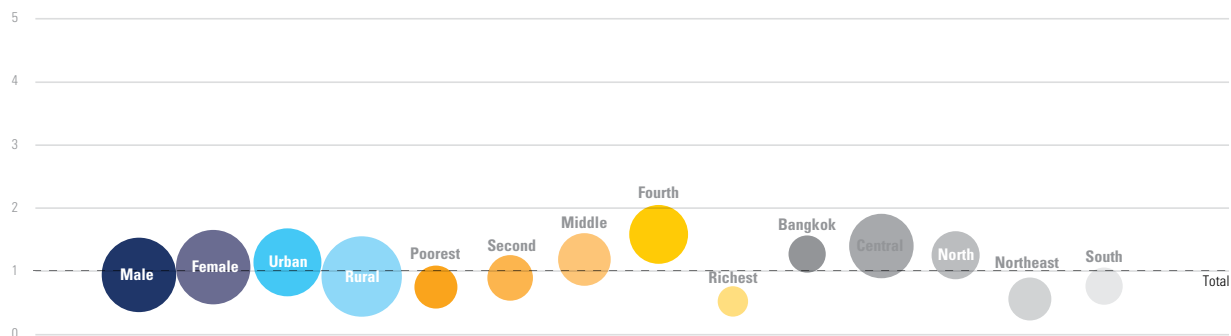


FIGURE 44 Lower secondary out-of-school rates and headcounts

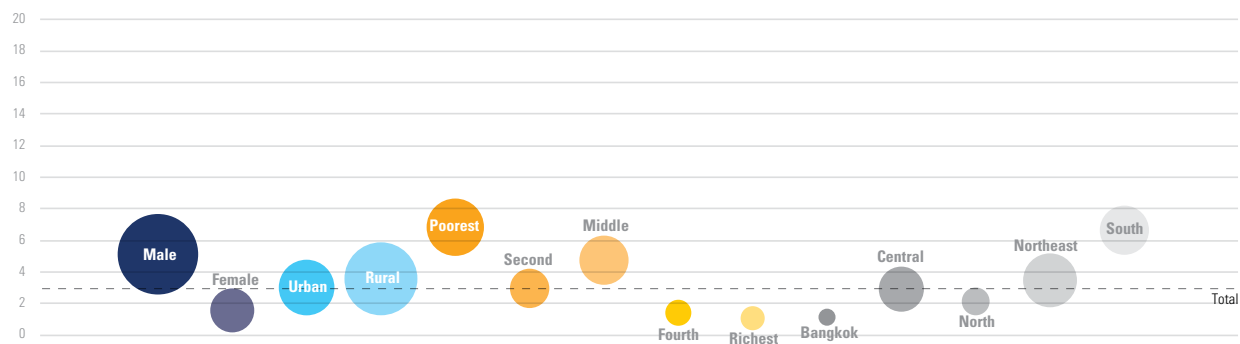
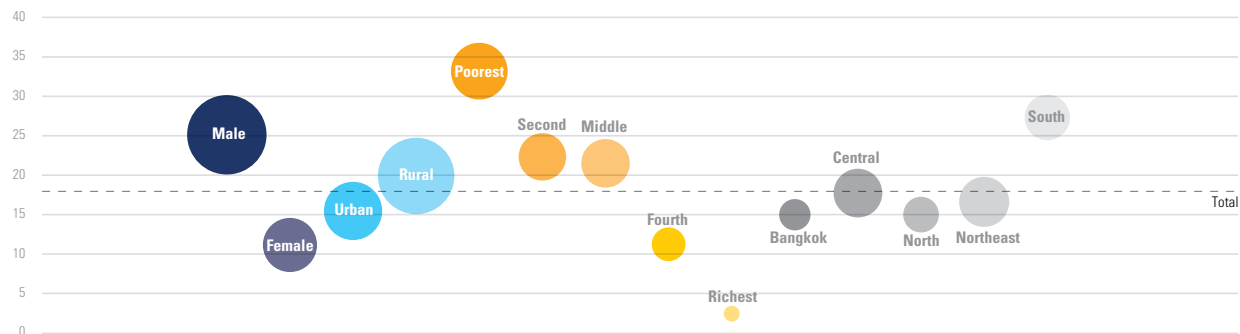


FIGURE 45 Upper secondary out-of-school rates and headcounts



Findings

Primary level

- At the primary level, among the different socioeconomic and demographic groups, children belonging to the richest wealth quintile have the lowest out of school rates and headcount. On the contrary, children from the Central region have the largest headcount though they have out of school rates similar to Bangkok and Northern region.

Lower secondary level

- At the lower secondary level, boys have higher out of school rates and headcount than girls. The number of rural children who are out of school is much higher than urban areas. Among regions, southern region has the highest out of school rate but the central region has the highest headcount.

Upper secondary level

- At the upper secondary level, the share and headcount of boys and rural children is higher than girls and urban children. Out of school rates and the number of children who are out of school is extremely high for children from the poorest wealth quintile. Southern region has the highest out of school rates among all regions but Northeast and Central region have a higher headcount of children who are out of school than the southern region.

Topic 4 Early Childhood Development and Education

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

FIGURE 46 Share of children aged 3 to 4 years who are developmentally on track, as measured by the Early Childhood Development Index (ECDI)

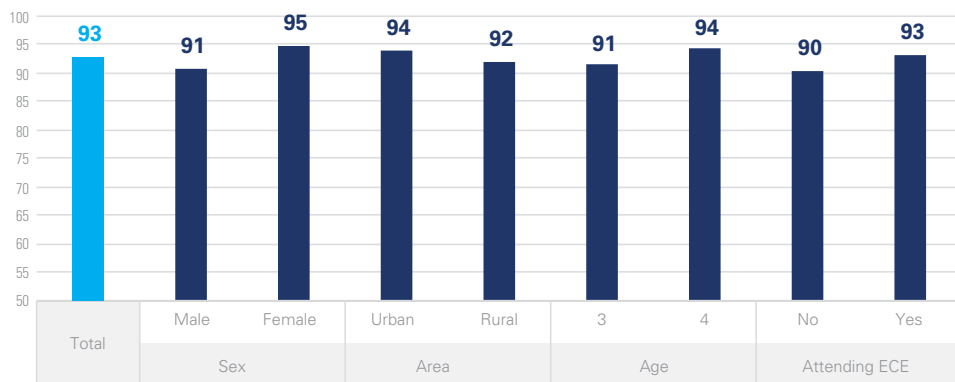


FIGURE 47 Level of education attended by age

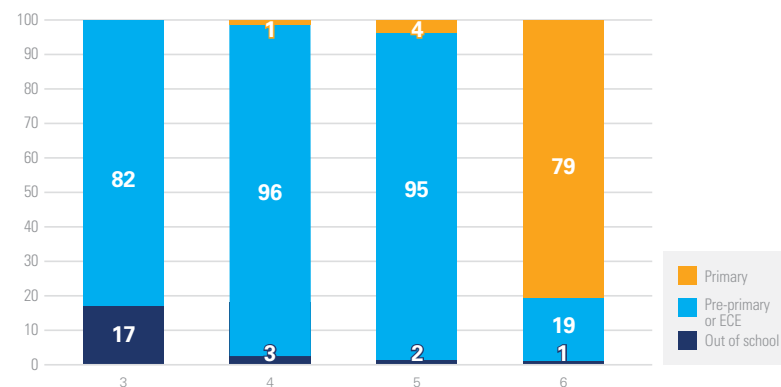


FIGURE 48 Share of children aged 3 to 4 years attending ECE

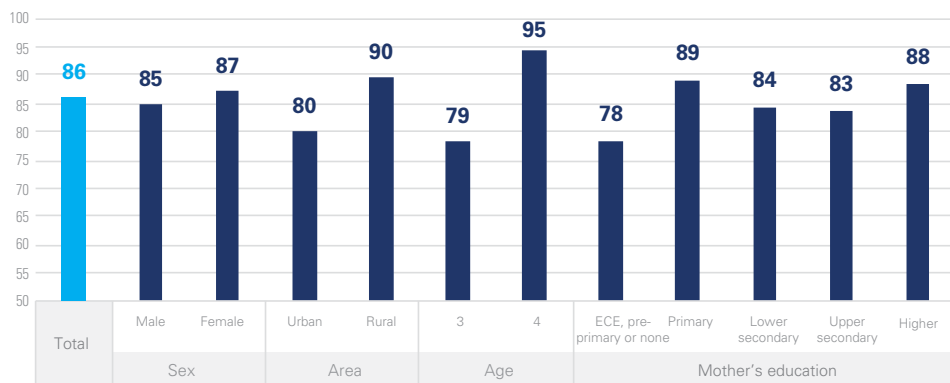
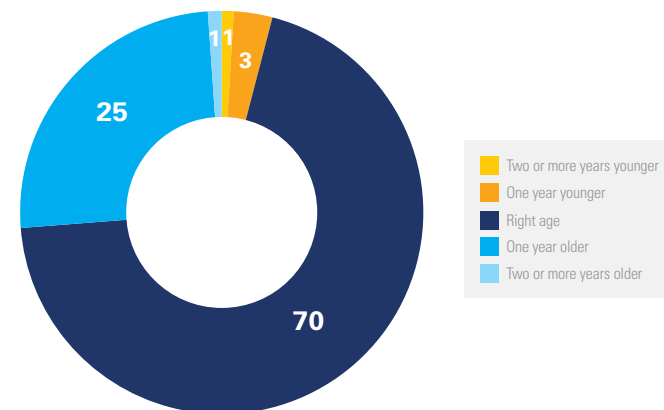


FIGURE 49 Age distribution at Grade 1 of primary education (%)



Findings

- Around 93 per cent of Thai 3 to 4 year olds are developmentally on track as measured by the ECDI.
- Higher shares of girls and urban children are developmentally on track as measured by the ECDI.
- Nationally, around 86 per cent of children aged 3 to 4 years attend ECE. Moreover, ECE attendance increases with age: 79 per cent of 3-year olds and 95 per cent of 4-year olds attend ECE.
- Importantly, the share of children attending ECE who are developmentally on track is 3 percentage points higher than that of children not attending ECE.
- ECE attendance is comparatively low for children whose mothers have no education or only ECE or pre-primary education.
- Among 6 year olds, which is the official primary beginning age in Thailand, 80 percent are in primary education. The majority of 4 and 5 year olds attend ECE or pre-primary education.
- In grade 1, 70 percent of children are the right age, but 26 percent are one or more years older. A very small share is younger than the official starting age.



Regional disaggregation

FIGURE 50 Per centage of children age 3 to 4 attending early childhood education

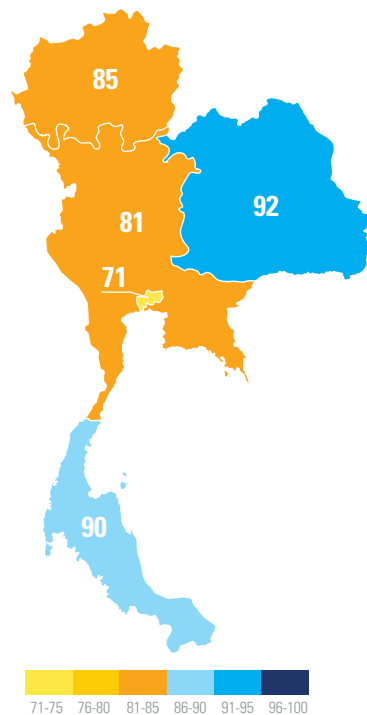
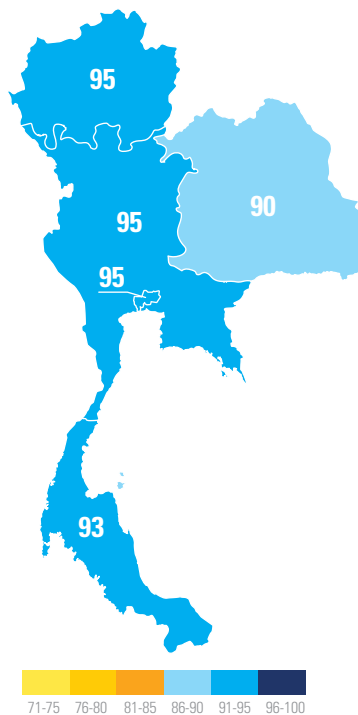


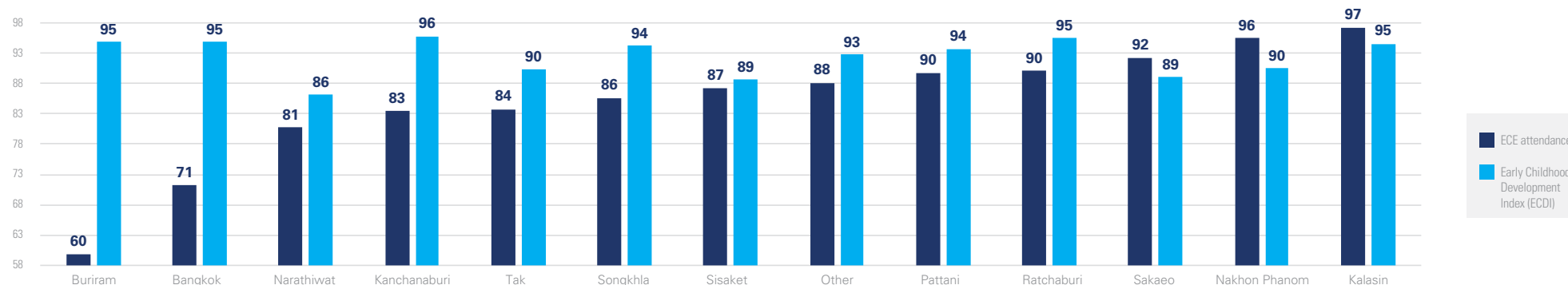
FIGURE 51 Early Childhood Development Index (ECDI) for children age 3 to 4



Findings

- ECE attendance is over 80 percent in all regions except Bangkok. Interestingly, the Southern region has high ECE attendance at 90 percent.
- In all regions, the share of 3 to 4 year olds who are developmentally on track is over 90 percent.
- Priority province:
- All priority provinces except for Buriram and Bangkok have ECE attendance among 3 to 4 year olds higher than 80 percent.
- ECE attendance is particularly high in Kalasin and Nakhon Phanom provinces where it is over 95 percent.
- At least 85 percent of children are developmentally on track across all provinces.
- However, some provinces have higher shares than others. For example, Ratchaburi and Kanchanaburi, Buriram and Bangkok province have over 95 percent 3 to 4 year olds who are developmentally on track.
- In Buriram and Bangkok, there is a large gap between ECE attendance and children who are developmentally on track as measured by ECDI, with the latter being higher.

FIGURE 52 Share of 3 to 4 year olds attending ECE or developmentally on track by priority province



Profiles of children aged 3 to 4 years not attending ECE or not developmentally on track

These profiles are based on 3 to 4 year olds who are not attending ECE or are not developmentally on track as measured by ECDI. 14 percent of Thai 3 to 4 year olds are not attending ECE and 7 percent are not developmentally on track as measured by ECDI.

FIGURE 53 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by sex

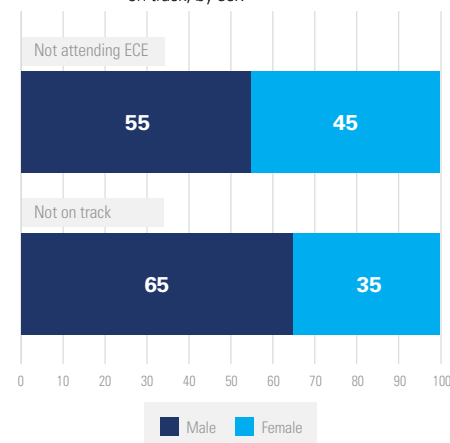


FIGURE 54 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by area

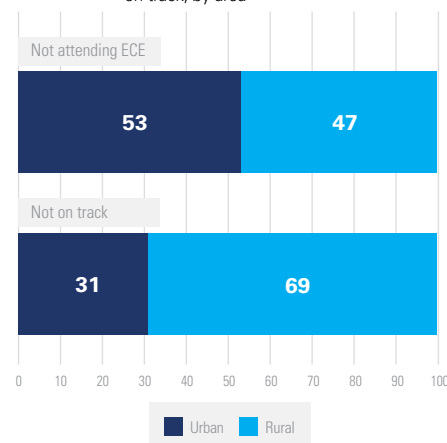


FIGURE 55 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by wealth quintile

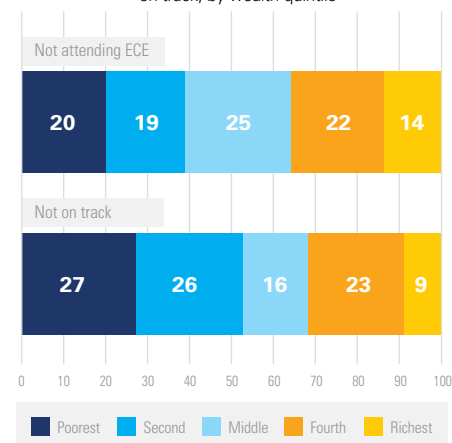
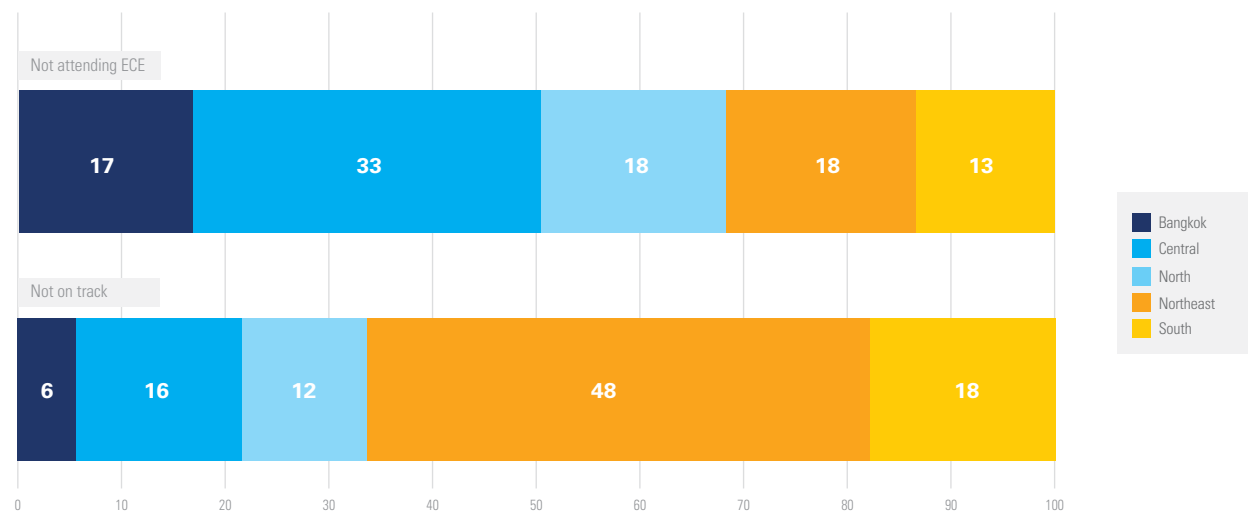


FIGURE 56

Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by district



Findings

- More boys than girls are not attending ECE and are not developmentally on track as measured by the ECDI.
- Rural areas are home to about two-thirds of children who are not developmentally on track as measured by the ECDI. Among 3 to 4 year olds not attending ECE, the majority are in urban areas.
- Socio-economic background impacts ECDI. Children from the poorest wealth quintile belong to 2/5th of the population but make 52 percent of children who are not developmentally on track as measured by ECDI.
- Of the children who are not developmentally on track, 48 percent are in Northeast region. Among children not attending ECE, the majority are in the Central region.

TABLE 4: Early childhood development and education

		Share (%) of children (age 3-4)		Headcount of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		7	14	105,000	200,000
Sex	Male	9	15	68,000	109,000
	Female	5	13	37,000	91,000
Area	Urban	6	20	33,000	107,000
	Rural	8	10	73,000	93,000
Wealth quintile	Poorest	10	15	29,000	41,000
	Second	8	11	27,000	38,000
	Middle	5	15	17,000	50,000
	Fourth	8	16	24,000	44,000
	Richest	4	12	9,000	27,000
Region	Bangkok	5	29	6,000	35,000
	Central	5	19	16,000	67,000
	North	5	15	13,000	35,000
	Northeast	10	8	51,000	37,000
	South	7	10	19,000	26,000

Early childhood development and education - Share and headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not attending ECE (top) and not on track in terms of the ECDI (bottom).

FIGURE 57 Shares and headcounts of children who are not attending ECE

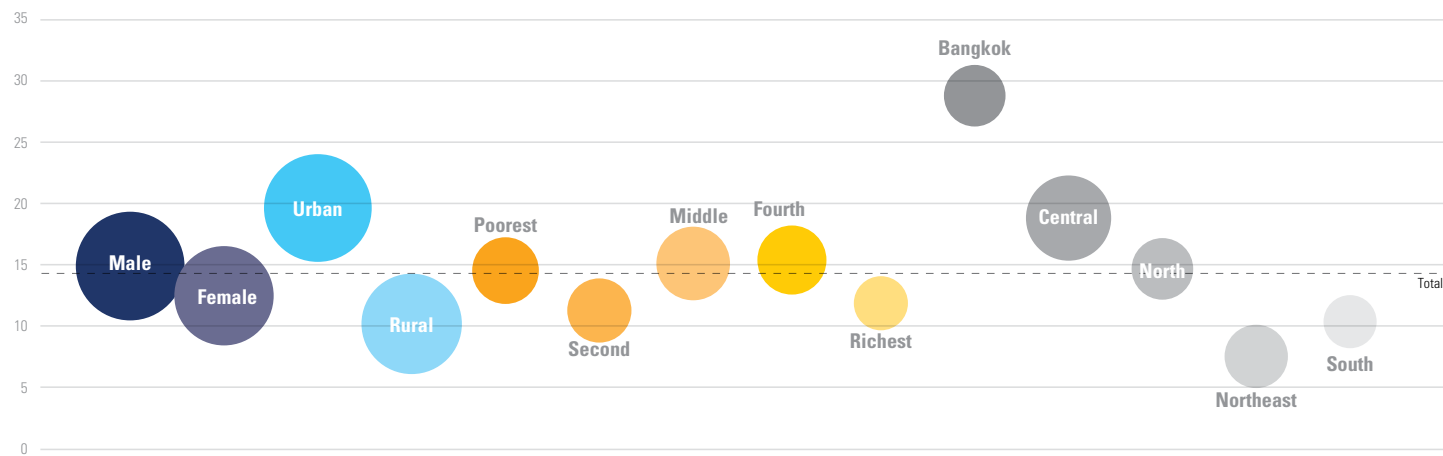
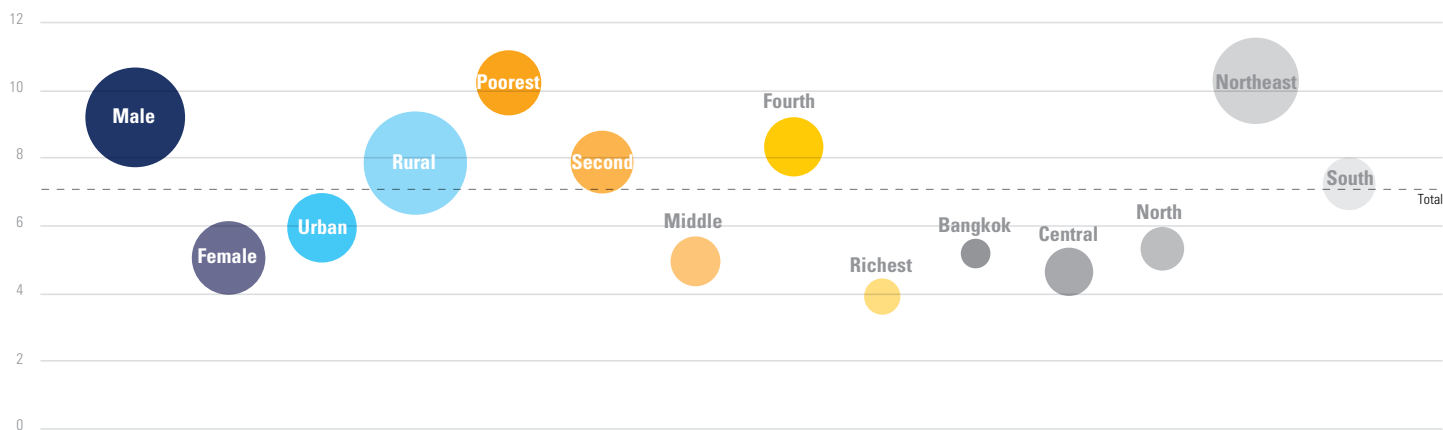


FIGURE 58 Shares and headcounts of children who are not developmentally on track, as measured by the ECDI



Findings

- Nationally, 7 percent of 3 to 4 year olds are not developmentally on track as measured by ECDI and 14 percent of 3 to 4 year olds are not attending ECE.
- Northeast region has the highest share and headcount of children who are developmentally not on track as measured by ECDI.
- Bangkok has the highest share of children not attending ECE but Central region has the largest headcount.



Topic 5 Repetition, dropouts and non-transitions

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts and non-transitions?

2. What is the profile of children who repeat a grade?

3. What is the profile of children who drop out of school?

4. What is the profile of children who do not transition to the next level of education?

Overview

FIGURE 59 Dropout rates by grade

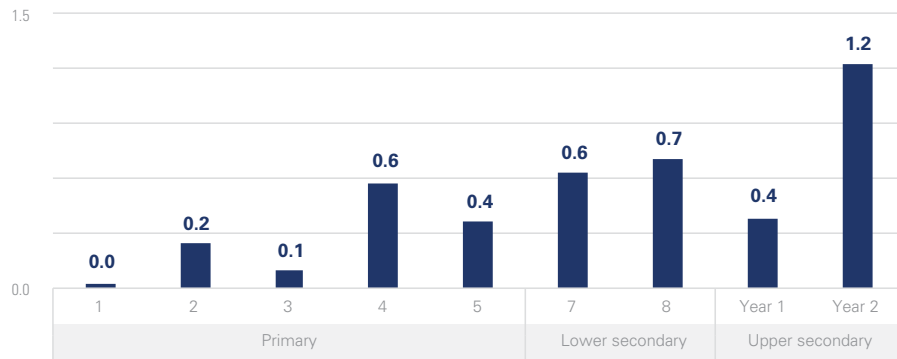


FIGURE 60 Rates of non-transition from the last grade of one level to the next level

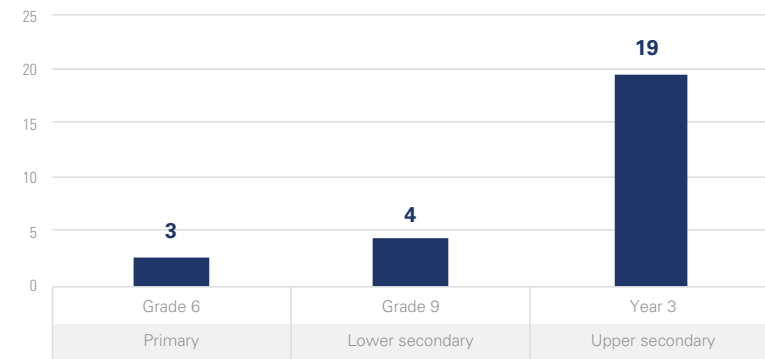
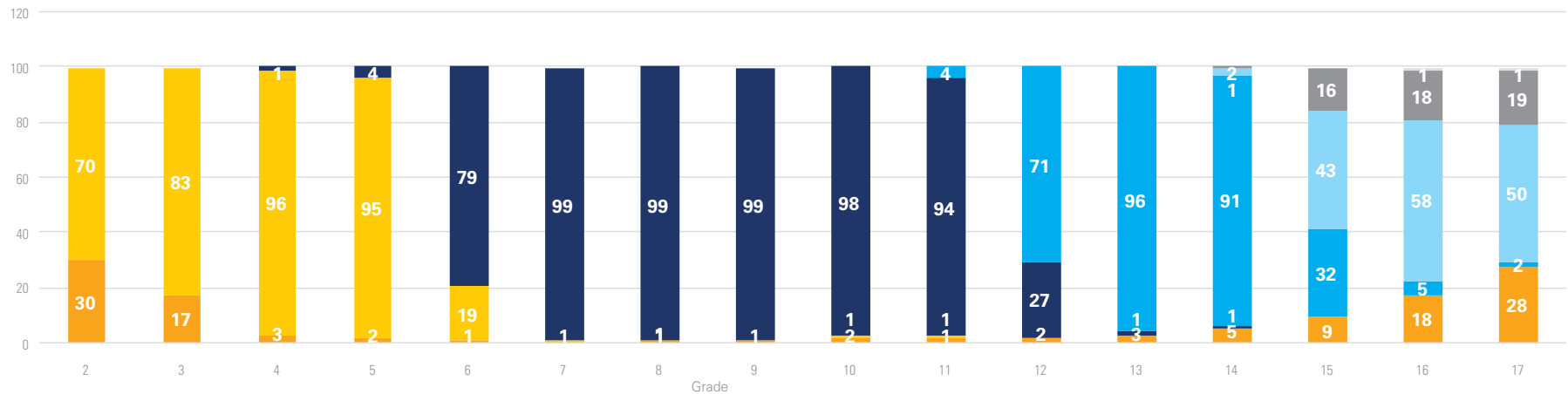
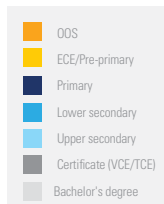


FIGURE 61

Education attendance by age



Findings

- Dropout rates are low in Thailand but vary by grade.
- For all primary, lower secondary and upper secondary grades except for Year 2 in upper secondary, dropout rates are lower than 1 percent .
- Dropout rate drastically increases in upper secondary from 0.4 percent in year 1 to 1.2 percent in year 2.
- Non-transitioners are students who attended the last grade of a level but did not continue to the next level. Non-transition rates in upper secondary are extremely high at 19 per cent. This means that 19 per cent of children who attended the last grade of upper secondary did not continue to higher education.
- In primary, the non-transition rate is 3 percent. This means that these children attended the last grade of primary but did not continue to lower secondary.
- Education attendance by age shows the majority of children aged 2 to 5 years in ECE/pre-primary.
- The primary age bracket in Thailand is 6 to 11, the lower secondary age bracket is 12 to 14 and upper secondary is 15 to 17.
- Most children of primary school age attend primary level. However, at the lower and upper secondary levels, out-of-school rates increase, and by age 17, 28 per cent of children are out of school (OOS).



Profiles of repeaters, dropouts and non-transitioners

These findings are based on Thai children who dropped out from primary to upper secondary or those who did not transition. 0.5 per cent of Thai students dropout overall and 1 per cent do not transition.

FIGURE 62 Profile of repeaters, dropouts and non-transitioners, by sex

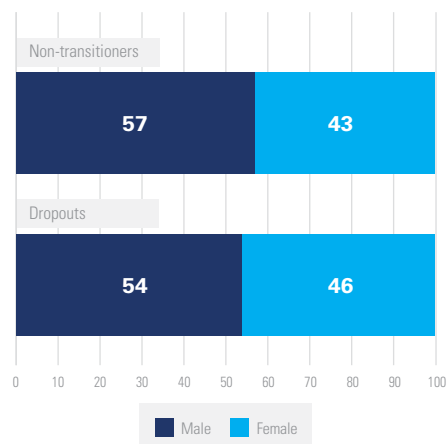


FIGURE 63 Profile of repeaters, dropouts and non-transitioners by area

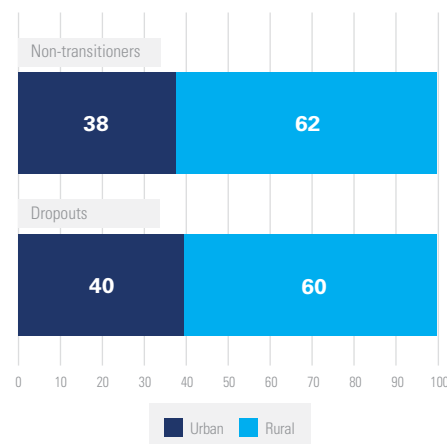


FIGURE 64 Profile of repeaters, dropouts and non-transitioners, by wealth quintile

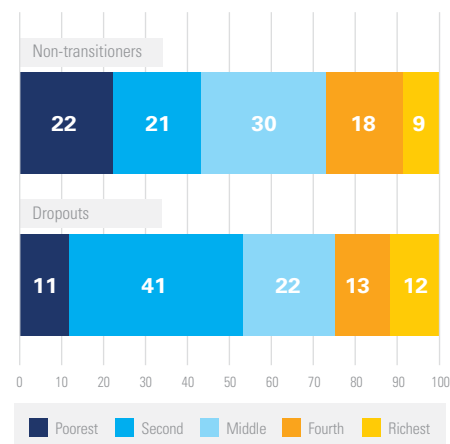
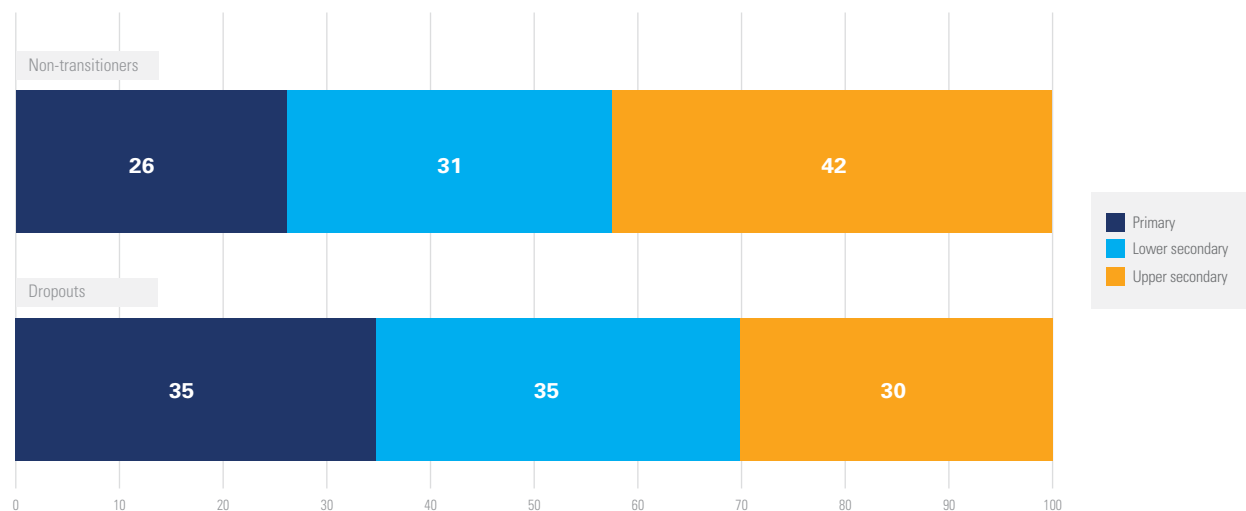


FIGURE 65

Profile of repeaters, dropouts and non-transitioners, by grade



Findings

- More boys than girls dropout or are non-transitioners.
- Among children who dropout or are non-transitioners, rural children form the majority.
- Of the children who drop out, the proportional majority are children from the second poorest wealth quintile.
- Among both dropout and non-transitioners, the share of children from the richest wealth quintile is comparatively small.
- Dropouts are somewhat evenly split between the three levels of education but most non-transitioners are at the upper secondary level.



TABLE 5: Repetition, dropouts and non-transitions – Rates & headcounts by various socioeconomic characteristics

		Share (%)			Headcount of children		
		Repetition	Dropouts	Non-transitions	Repetition	Dropouts	Non-transitions
Total		No repetition from primary to upper secondary	0.5	1	No repetition from primary to upper secondary	52,000	109,000
Sex	Male		0.5	1		21,000	63,000
	Female		0.4	1		31,000	46,000
Area	Urban		0.5	1		25,000	42,000
	Rural		0.5	1		27,000	67,000
Wealth quintile	Poorest		0.3	1		8,000	24,000
	Second		0.9	1		21,000	25,000
	Middle		0.5	1		8,000	31,000
	Fourth		0.3	1		9,000	18,000
	Richest		0.3	0		6,000	10,000
Region	Bangkok		0.3	1		9,000	8,000
	Central		0.3	2		11,000	41,000
	North		0.5	1		9,000	18,000
	Northeast		0.5	1		15,000	29,000
	South		0.8	1		8,000	12,000

Repetition, dropouts and non-transitions – Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

FIGURE 66 Dropout rates and headcounts

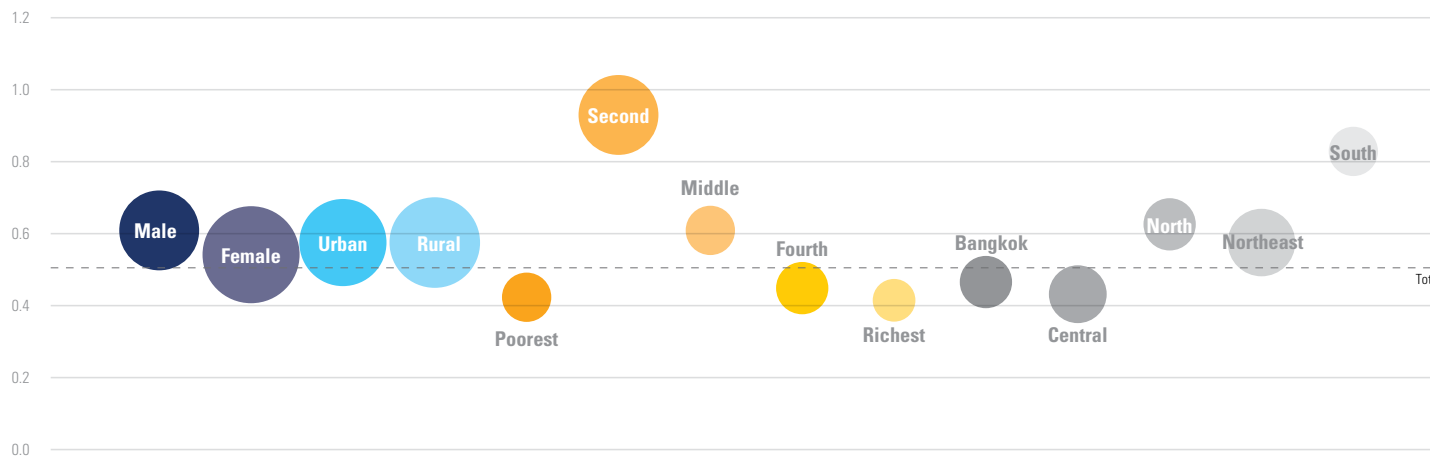
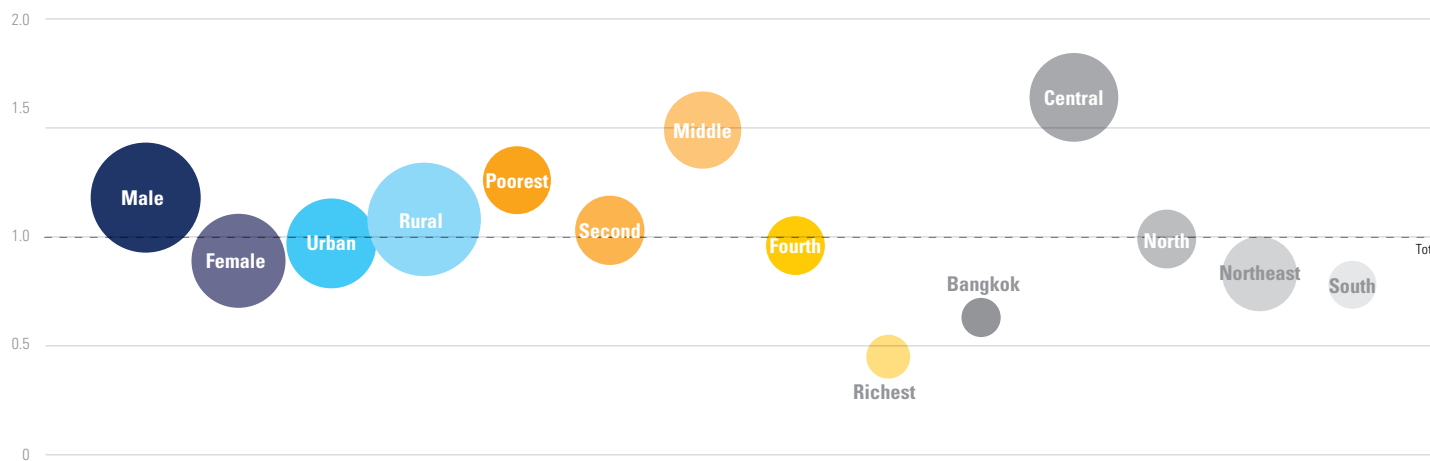


FIGURE 67 Non-transition rates and headcounts



Findings

- Dropout rates are high for children from the second poorest wealth quintile, and children living in Northeast, North and South regions. In terms of headcount, Northeast has the highest number of children who dropped out.
- Non-transition rates are high for children in the middle wealth quintile and children living in Central region.



Topic 6 Child Protection

Guiding questions

1. Which group have higher rates of early marriage?

2. How does early marriage impact literacy?

3. How does child marriage explain the profile of children who are out of school or not learning in school?

Overview of child marriage and education

FIGURE 68 Prevalence of child marriage among youth aged 20 to 24 years

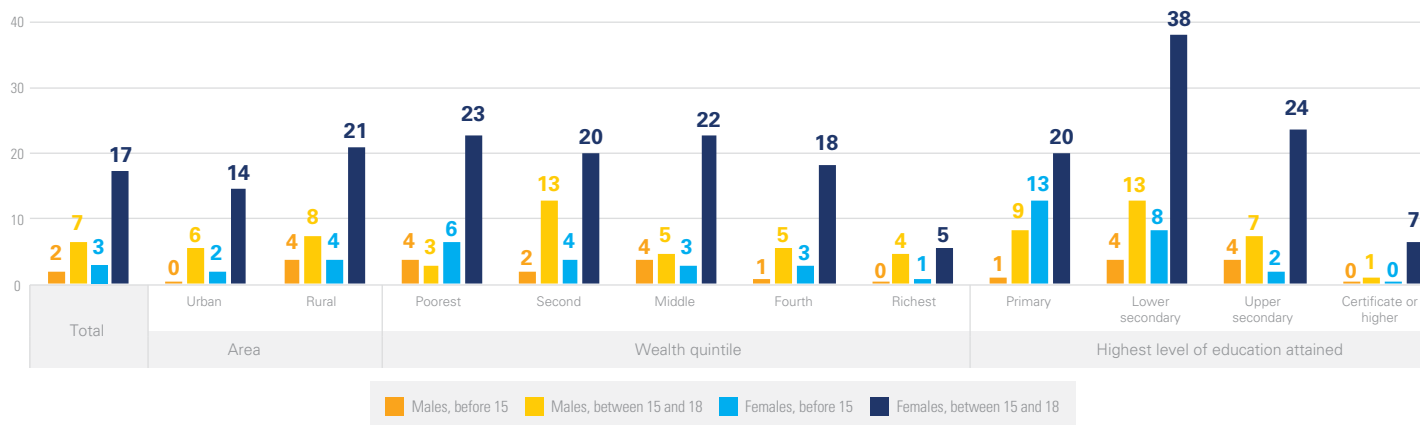


FIGURE 69 Literacy rate of youth age 20 to 24 year olds by marriage status

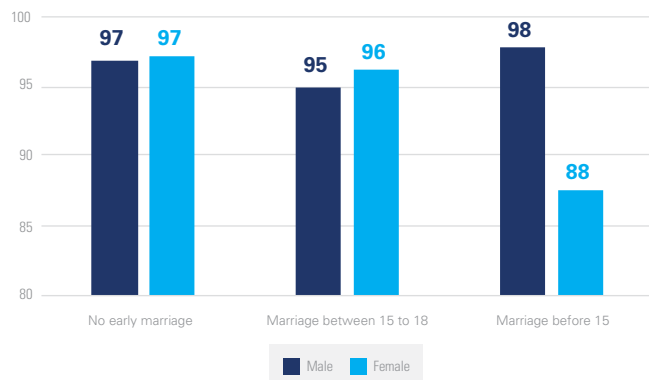
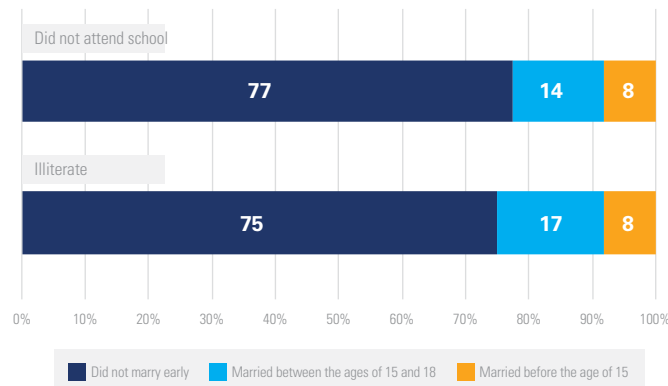


FIGURE 70 Profile of illiterate or youth that did not attend school by early marriage status



Findings

- The prevalence of child marriage is higher for girls than for boys. While 7 percent men aged 20 to 24 years were married between 15 and 18 years, 17 percent of women aged 20 to 24 years were married between their 15th and 18th birthday. The prevalence of child marriage in rural areas is twice that of urban areas for women.
- There is a strong negative correlation between early marriage and education. Among male and females who attended certificate or higher education, no one aged 20 to 24 years reported entering a union or marriage before age 15.
- Youth literacy rates are high in Thailand except for females who married before age 15.
- Of the youth that is illiterate among 20 to 24 year olds, 75 percent did not marry early, 17 percent married between ages 15 to 18 and 8 percent married before the age of 15.
- Similar proportional distribution is observed among children who did not attend school.

Topic 7 Education for Children with Disabilities

Guiding questions

1. What is the proportion of children with disabilities in the country?

2. What are the most common functional difficulties among children?

3. How is functional difficulty linked to school attendance and learning?

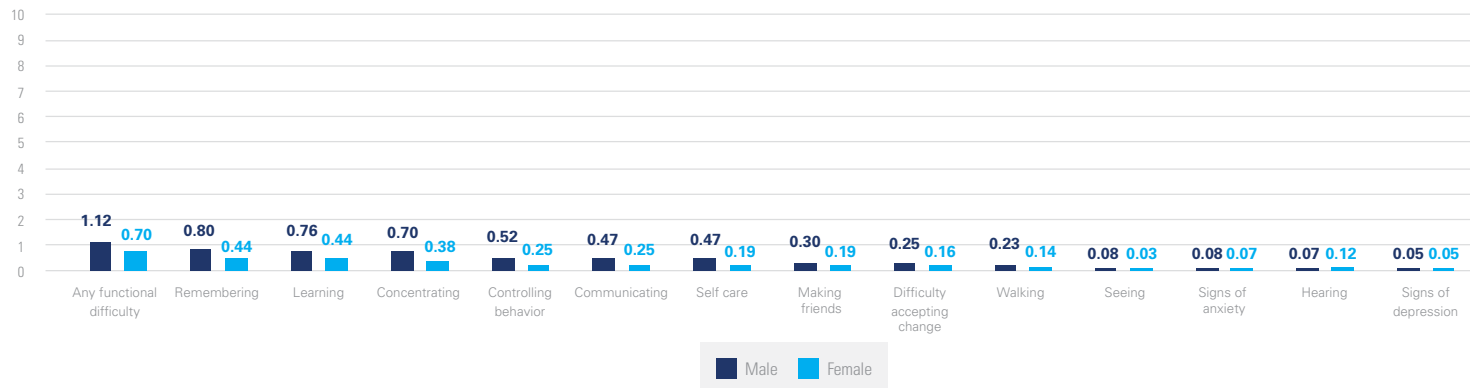
4. What are the reasons why children with functional difficulties do not attend school?

Overview

FIGURE 71 Share of 5 to 17 year olds with functional difficulties



FIGURE 72 Share of children 5 to 17 with functional difficulties by functional domains and sex



Findings

- Overall, about 1 percent of children aged 5 to 17 have a functional difficulty. There is little variation in the prevalence of children with at least one functional difficulty by gender or socio-economic groups.
- Nine per cent of 5 to 17 year olds with a functional difficulty are not attending school. This indicates that children with functional difficulties may be unable to access schools and pursue education.
- By domains, functional difficulties related to remembering, learning and concentrating are most common among both boys and girls, although the prevalence of these functional difficulties is slightly higher among boys.

Disability-inclusive education

FIGURE 73 Current school attendance children 5 to 17 by functional difficulty status

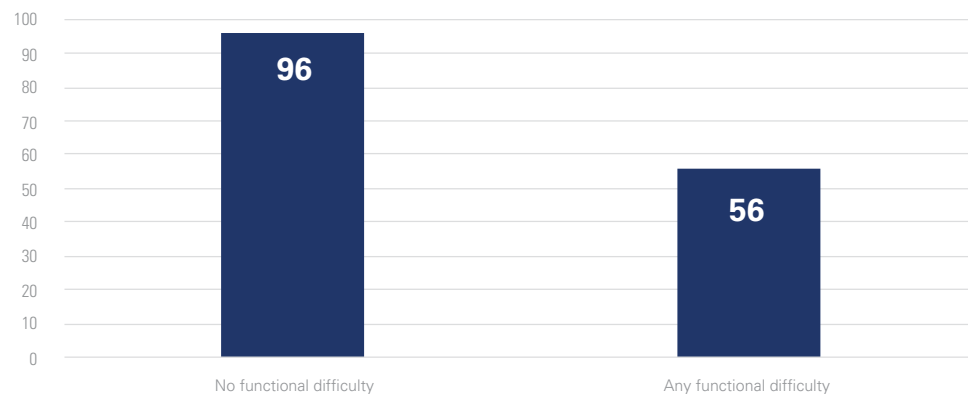


FIGURE 74 Type of school attended by children with functional difficulties 5 to 17

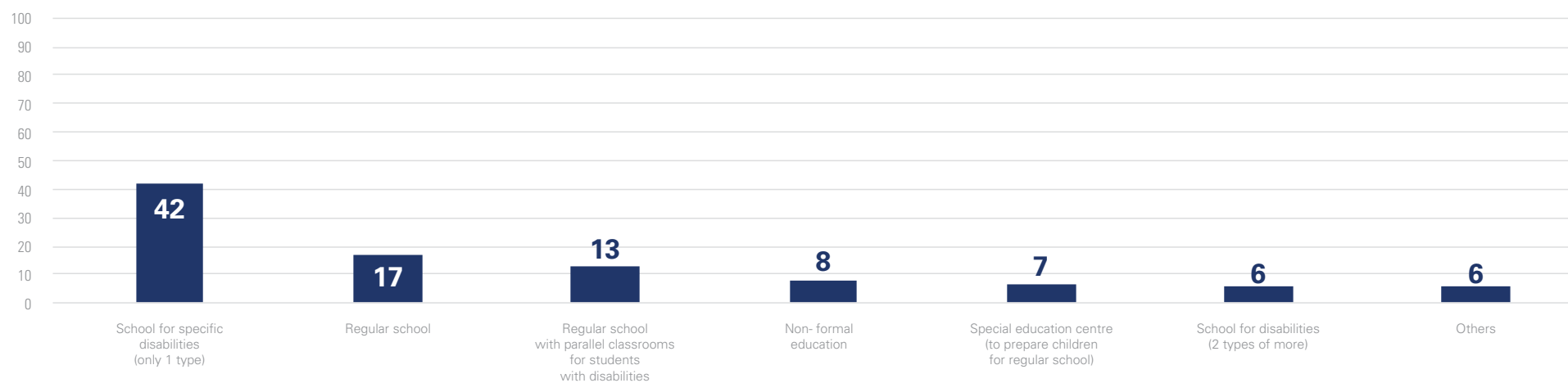


FIGURE 75 Share of children not attending school who cited severe disability as a reason to unable to attend school by functional domains

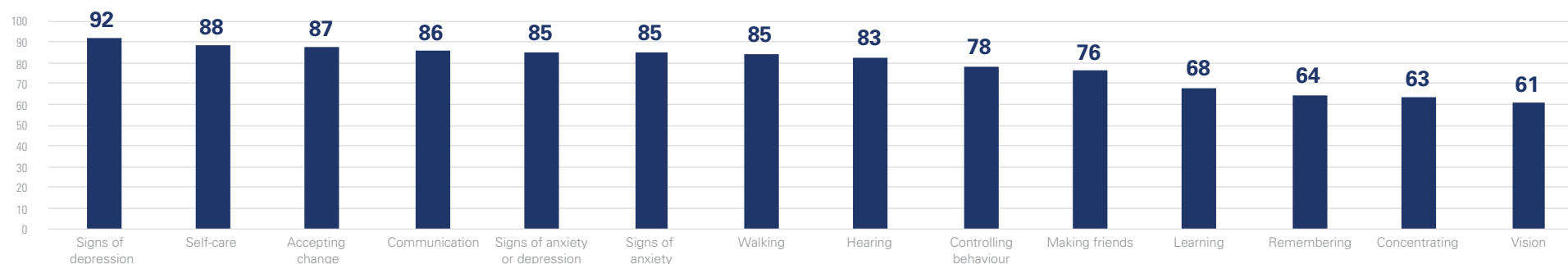
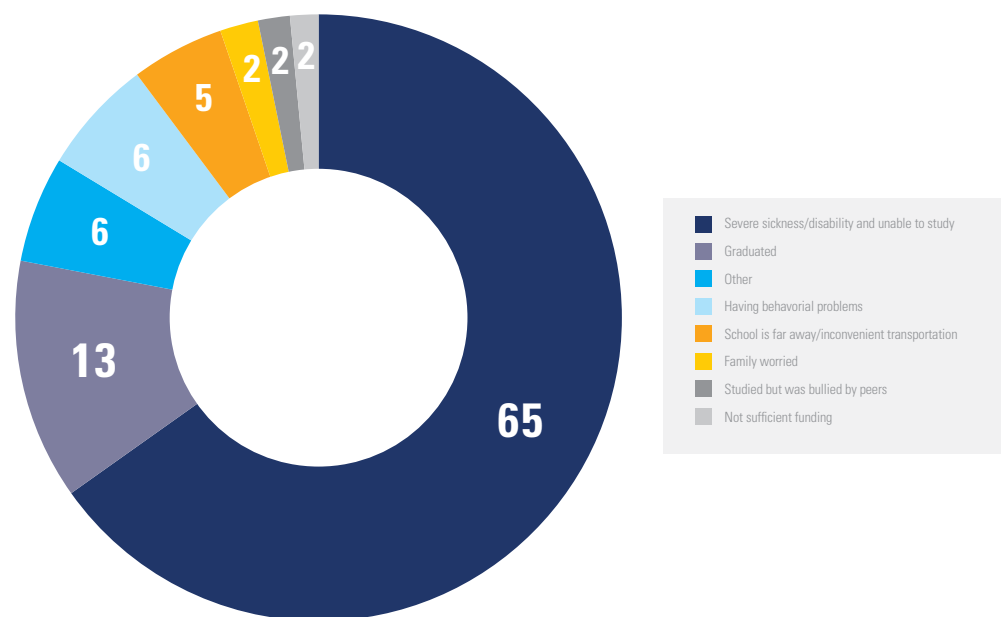


FIGURE 76 Reasons for children with functional difficulties aged 5 to 17 not attending school



Findings

- There is a big difference in school attendance by functional difficulty status. While 96 percent of children aged 5 to 17 with no functional difficulty attend school, only 56 percent of children with functional difficulties do so.
- If children with functional difficulties do attend school, they tend to be schools specially geared for children with disabilities.
- The most prevalent type of school attended by children with functional difficulties are schools for specific disabilities, followed by regular schools
- Severe sickness disability and unable to study is the primary reasons why children aged 5 to 17 with functional difficulties are not attending school.
- Across all functional domains, among children not attending school, the majority cited 'severe sickness/disability and unable to study' as the reason. However, variation by functional domains is evident. 92 percent of children with signs of depression who are not attending school cited 'severe sickness and unable to study' as a reason compared to 61 percent of children with vision difficulty who are not attending school.

Topic 8 Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tools?

2. How is remote learning associated with foundational learning?

3. What are the profiles of children who do not have access to remote learning tools?

Overview

FIGURE 77 Share of students aged 3 to 24 years with access to remote learning tools

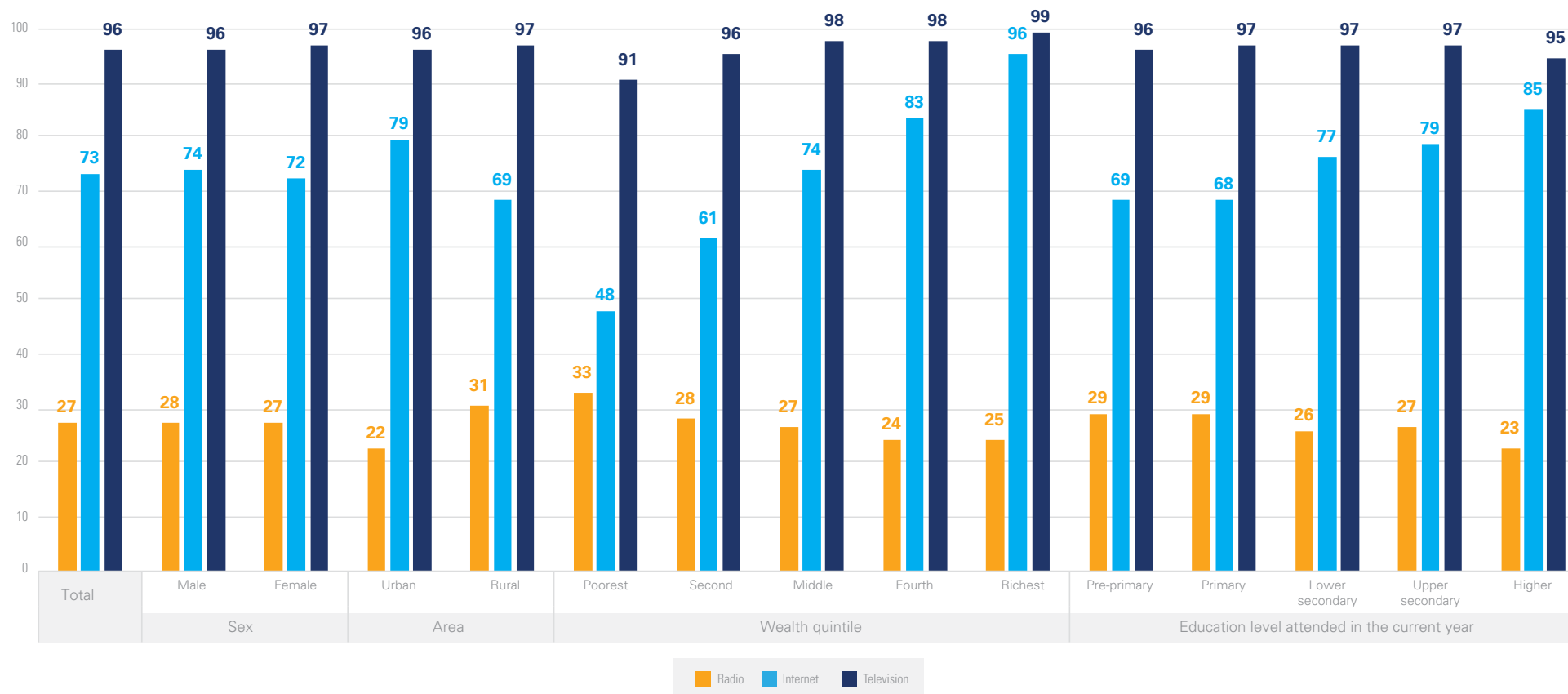


FIGURE 78

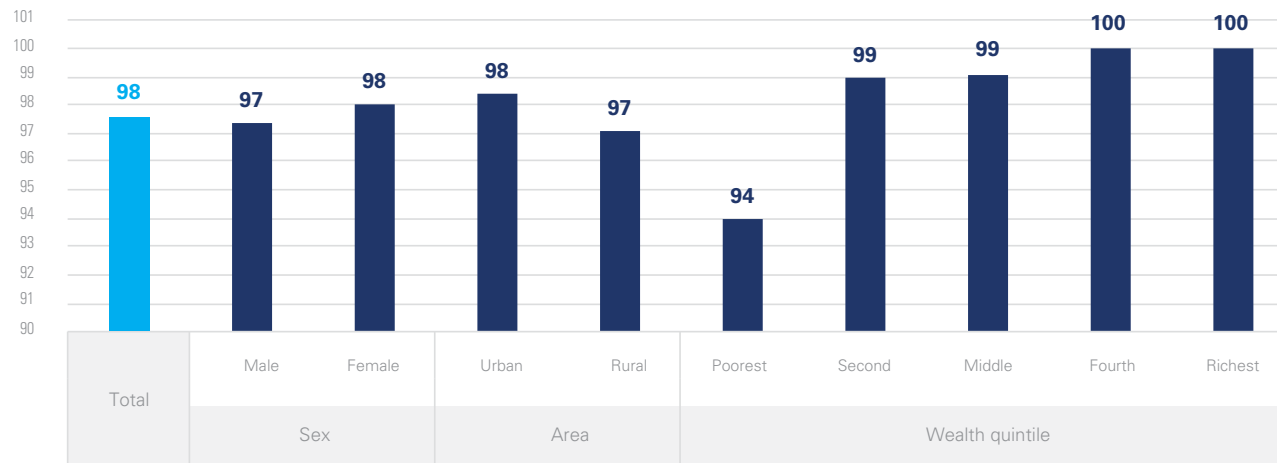
Share of students aged 3 to 24 years without access to a radio or television



FIGURE 79

Out-of-school children aged 3 to 17 years with access to remote learning tools

Internet or TV

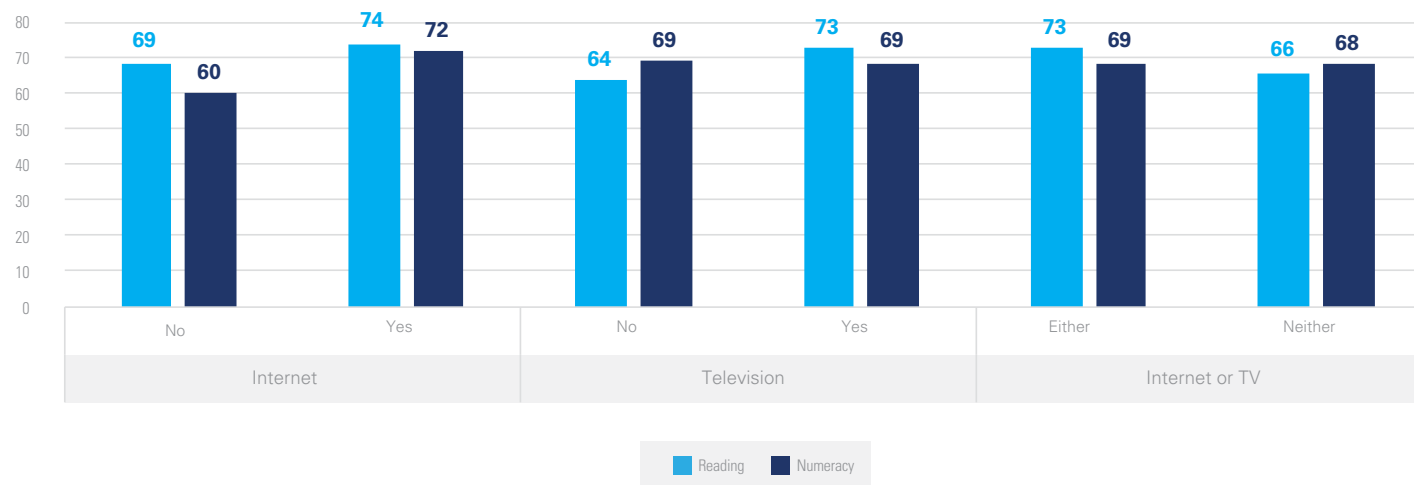


Findings

- Nationally, 73 per cent of children between the ages of 3 to 24 who are in school live in households with internet connectivity. During school closures resulting from the COVID-19 pandemic, Thailand opted to deliver remote learning via internet and television, but MICS6 data show that 1 per cent of students do not have access to television or internet.
- Television is the best remote learning tool to reach children in Thailand.
- However, less than half of the poorest children have connectivity to internet at home.
- 4 per cent of children from poorest quintile do not have access to TV or internet. This means these children did not have the tools for remote learning and may have been potentially unreachable during school closures.
- Thailand has achieved 100 percent electrification.
- Even in non-pandemic times, children who are out of school may benefit from remote learning programs. 98 per cent of children who are out of school have internet or TV at home.

Foundational skills among children aged 7 to 14 years, by access to remote learning tools

FIGURE 80 Foundational Learning Skills by access to remote learning tools deployed in Thailand



Findings

- Access to remote learning tools is associated with higher shares of children with reading and numeracy skills.
- The biggest gaps in foundation reading and numeracy skills are associated with internet access.



Profiles of children aged 5 to 17 years with no access to remote learning tools

*These profiles are based on 1 percent of students who do not have access to internet or television at home.

FIGURE 81 Profile of students with no access to remote learning tools, by sex

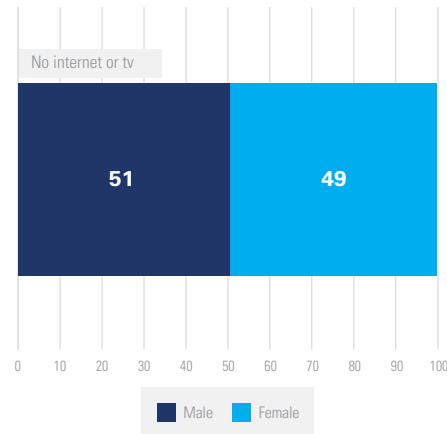


FIGURE 82 Profile of students with no access to remote learning tools, by area

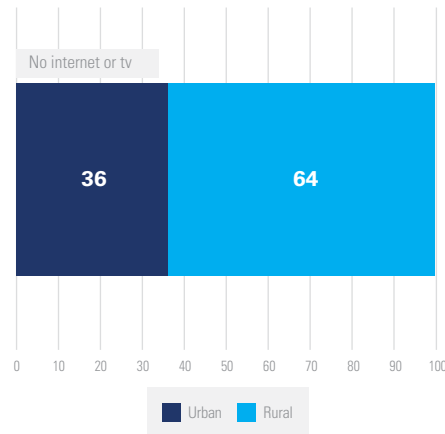


FIGURE 83 Profile of students with no access to remote learning tools, by wealth quintile

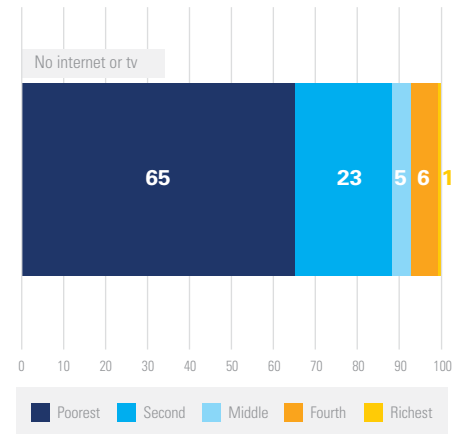


FIGURE 84 Profile of students with no access to remote learning tools, by region

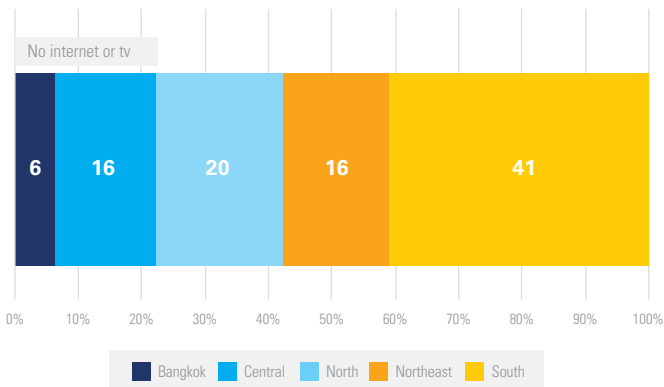
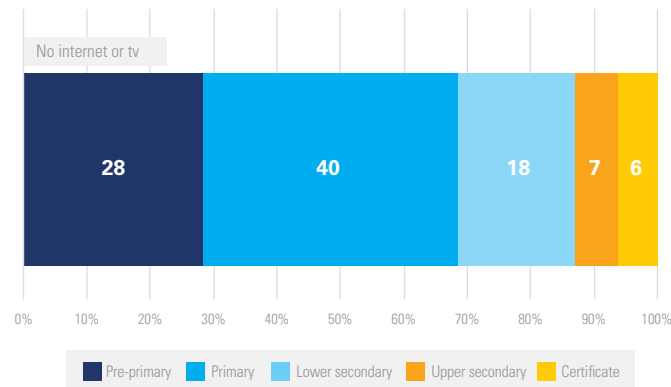


FIGURE 85 Profile of students with no access to remote learning tools, by current level of education attended



Findings

- Among students who do not have access to TV or internet, there are slightly more boys than girls
- Rural areas are over-represented in having no access to remote learning tools.
- Among those lacking access to both television and internet, the poorest quintile forms the majority.
- The Southern region has the largest share of children who lack access to remote learning tools, while Bangkok has the smallest shares of children who lack access.
- The majority of children who do not have access to remote learning tools are at the Primary level.

Home learning environment for children aged 7 to 14 years

FIGURE 86

No child-oriented books in the household

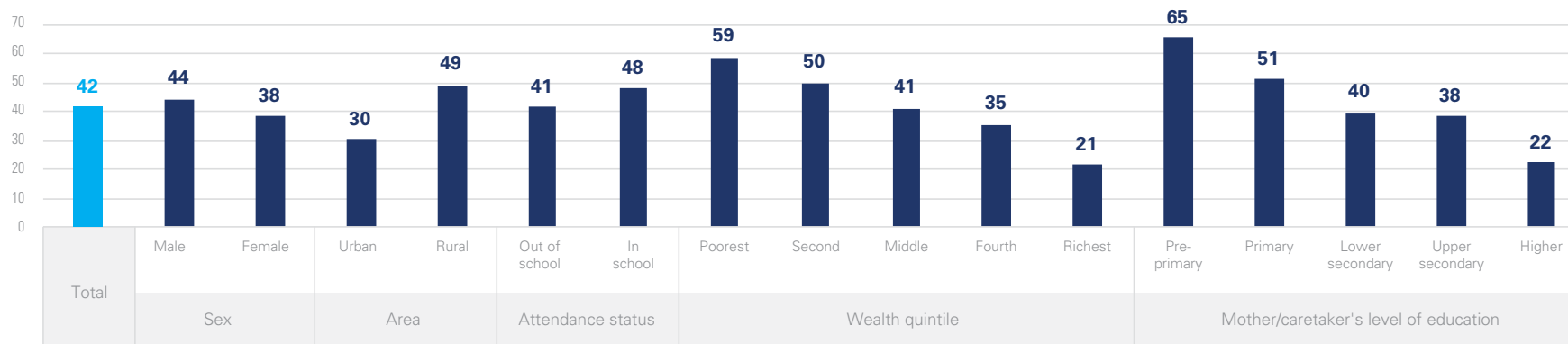
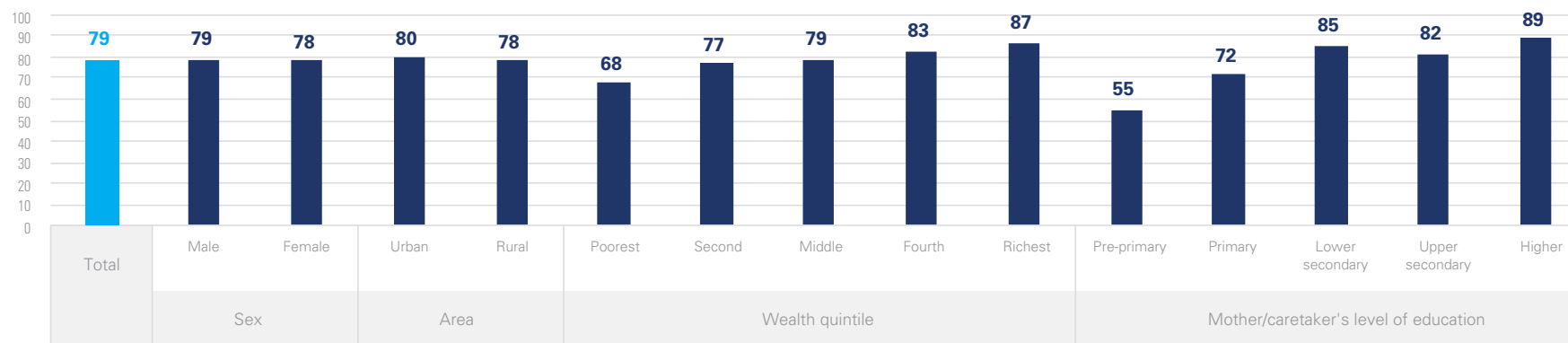


FIGURE 87

Parent or caretaker helped child with homework



Findings

- 42 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by wealth quintile and mother's level of education. Among children in the poorest quintile 59 per cent children do not have access to additional child-oriented books whereas among children from richest quintile, it is 21 percent.
- 22 percent of children whose mother has higher education do not have a child oriented book at home, this share rises to 65 percent among children whose mother attended only pre-primary or has no education.
- Most students aged 7 to 14 years receive help with homework in Thailand. However, a comparatively low share of children whose mother has no education or only pre-primary education helped their child with their homework.

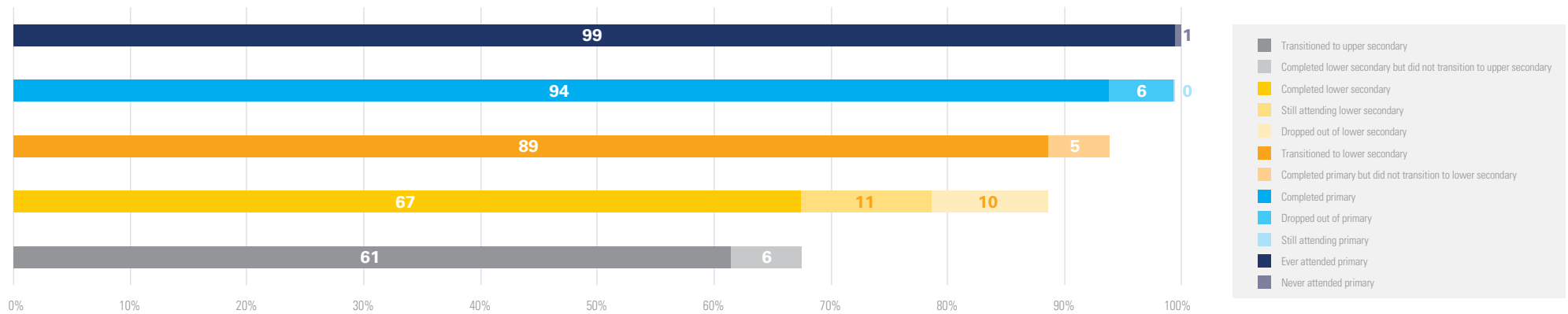
Guiding questions

1. How does the in-school Thai population gradually shrink as children progress through the education system?

2. How does the shrinkage differ by sex, area and wealth?

Overview

FIGURE 88 Pathway Analysis for all 15 to 17 year olds Thai adolescents



Findings

- 99 percent of upper secondary school age Thai children attended primary level. However, only 61 percent transitioned to upper secondary.
- Although some children drop out and some graduate and do not start the next level of education, the biggest group that fails to transition in time are those children still attending lower secondary (11 per cent in the second bar from the bottom) despite being the appropriate age to be in upper secondary school.



Pathway analysis by sex

FIGURE 89 Pathway Analysis for female 15 to 17 year olds Thai adolescents

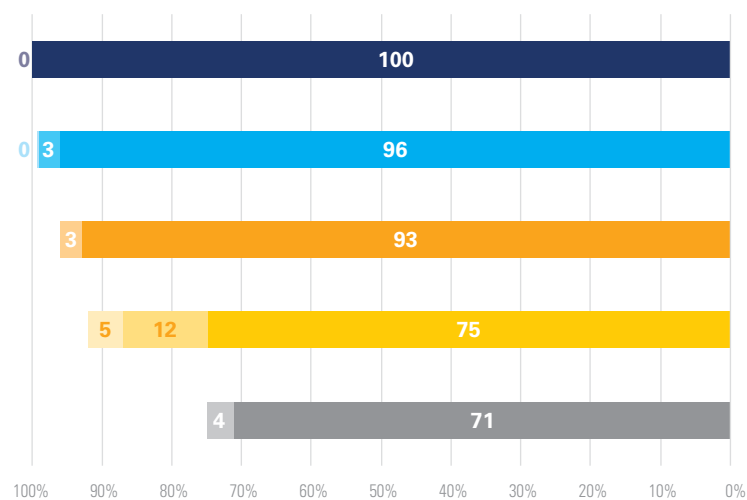
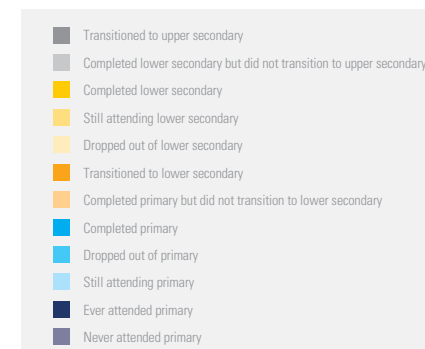
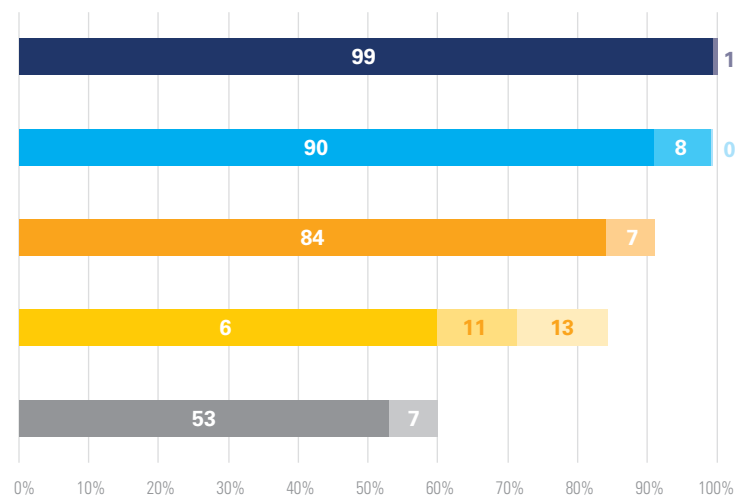


FIGURE 90 Pathway Analysis for male 15 to 17 year olds Thai adolescents



Findings

- The figure above shows how boys and girls aged 15 to 17 in Thailand moved from the beginning of their education to the transition into upper secondary schools.
- Compared to girls, more boys were lost at each transition point.
- In particular, the differences in lower secondary amplify the divide. Upper secondary school age Thai boys are more likely to still be attending lower secondary or drop out at the end of upper secondary.
- 71 percent of 15 to 17 year old girls that entered primary transitioned to upper secondary whereas only 53 percent of boys did.





Pathway analysis by area

FIGURE 91 Pathway Analysis for urban 15 to 17 year olds Thai adolescents

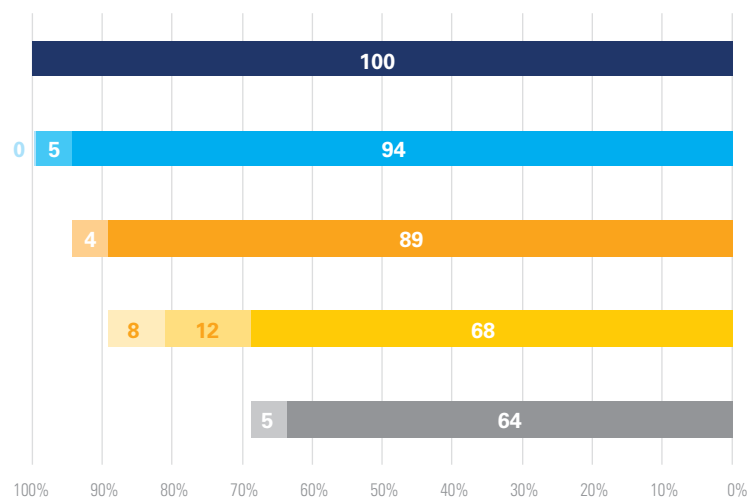
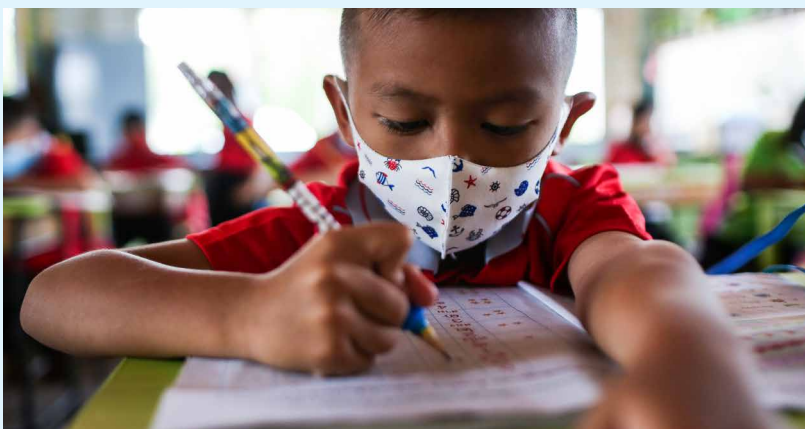
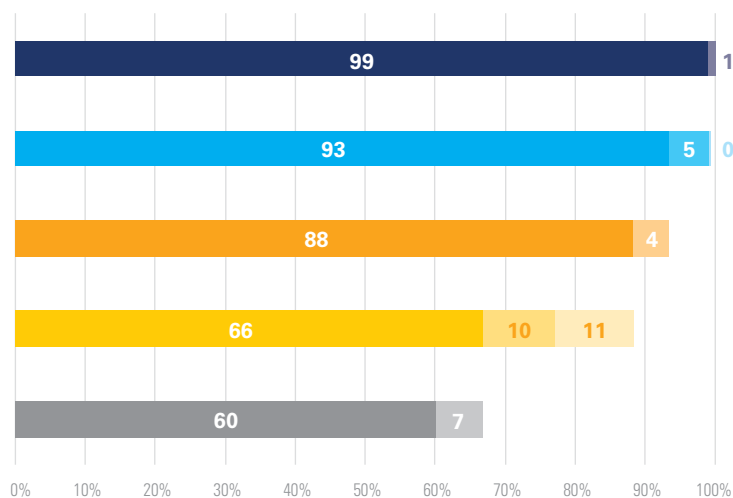


FIGURE 92 Pathway Analysis for rural 15 to 17 year olds Thai adolescents



Findings

- The figure above shows how urban and rural aged 15 to 17 in Thailand moved from the beginning of their education to the transition into upper secondary schools.
- Compared to urban children, more rural children were lost at each transition point.
- In particular, the differences in lower secondary amplify the divide. Upper secondary school age Thai rural children are more likely to still be attending lower secondary or drop out at the end of upper secondary.
- 64 percent of 15 to 17 year old urban children that entered primary transitioned to upper secondary whereas only 60 percent of rural children did.

Pathway analysis by wealth

FIGURE 93 Pathway Analysis for richest 15 to 17 year olds Thai adolescents

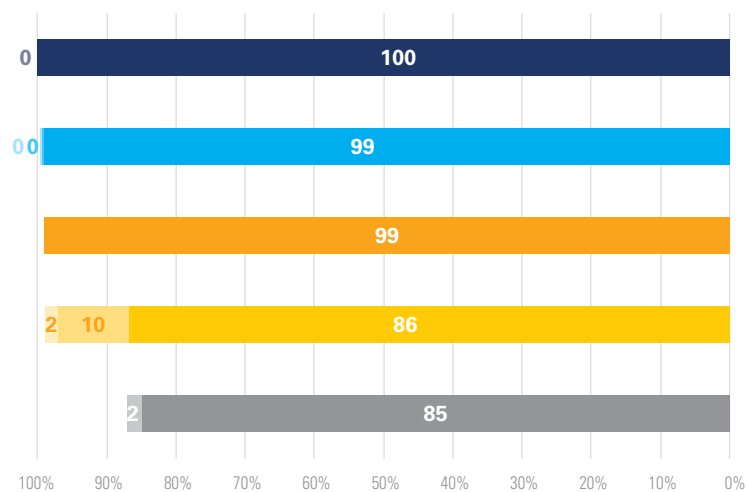
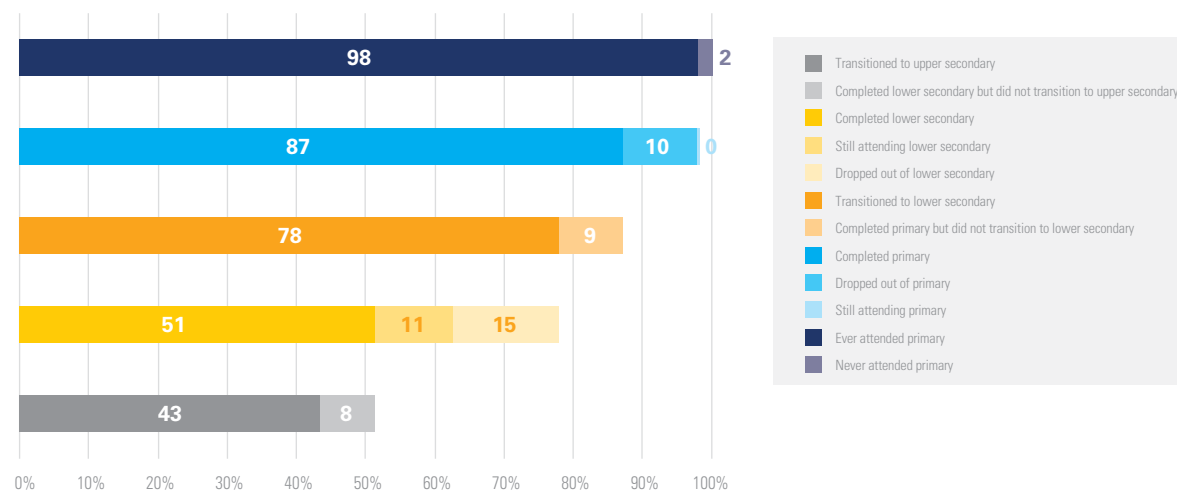


FIGURE 94 Pathway Analysis for poorest 15 to 17 year olds Thai adolescents



Findings

- The figure above shows how children from richest and poorest wealth quintile aged 15 to 17 in Thailand moved from the beginning of their education to the transition into upper secondary schools.
- Compared to children from richest wealth quintile, more children from poorest wealth quintile were lost at each transition point.
- In particular, children from the richest quintile are more likely to complete primary and transition to lower secondary.
- Wealthier children and poorer children are equally likely to enter school, but wealthier children are more likely to remain in school and graduate from school. For richer children, many students remain behind in lower secondary school when they should already be attending upper secondary. Strikingly, the problem in access and retention happens much earlier among the poorest children in Thailand.





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