Education and Care for Early Childhood in Thailand: an overview and the observation of six kindergartens

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The Historical & Cultural Background

- Early period (1930-1948)
- Kindergarten education during World War II
- Model kindergartens for provincial areas

The Case Studies

- A: a preparatory kindergarten for elite primary schools
- B: a kindergarten in BKK with the intensive English program
- C: an English language focus kindergarten in an industrialized province
- D: a model kindergarten in a lower-northern province
- E: a demonstration kindergarten for teacher education
- F: a private kindergarten in a lower-northern province
Kindergartens in the Early Period

- 1892-3: Kindergartens in royal palaces for princes and princesses
- Before 1939, a kindergarten established by a Catholic church school, and by the girl school in a royal palace
- 1939-1945: Beginning of kindergarten education by the Department of Education
  - The Committee for Development of K. Ed.
  - The Committee’s decisions
  - K. ed. teacher training in Japan
  - La-or Utis Kindergarten, the first public kindergarten (1940)
  - K. ed. teacher training center at La-or Utis Kindergarten (1941)
  - Expansion of K ed. to provincial areas (1943)
1871 – establishment of the first palace school
1874 – establishment of the first palace school for girls
1884 – establishment of Royal Page School & the first temple school for common people
1892 /3 – kindergartens for princes & princesses
1921 – compulsory primary ed. ordinance
1932 – Constitutional Monarchy
1939 – Beginning of K. Ed. development

La-or Utis Kindergarten & Teacher Training Center in the past

Forerunners of kindergarten ed. in Thailand
Traditional Education

Page School in the Royal Palace

elite private schools established by catholic churches & American missionary
Expansion of Kindergarten Education after WW II

Symbol of Public Kindergartens

1946 – Kindergarten of Phitsanulok Province established

Anubal Rochanawit Kindergarten, Phitsanulok, a private kindergarten established in 1958

2012 – model-kindergartens for provincial areas = 81
The Current States of ECCE in Thailand

There are three types of pre-primary education depending on the local conditions:

- preschool classes, kindergartens and childcare centers

Private schools usually offer a three-year kindergarten programme. Two-year kindergarten and one-year pre-school classes are available at public primary schools in rural areas

(IBE 2011)

Pre-school education is not compulsory and it is free from 2009 after introduction of 15-year free education policy which recognized the importance of pre-school education

(UNESCO 2011)
### Physical health and good health habits appropriate to the 3-5 year age group

<table>
<thead>
<tr>
<th>Attributes &amp; Skills</th>
<th>Domains of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical health</td>
<td>• Weight &amp; height that meet the standards</td>
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<td>and good health habits</td>
<td>• Taking care of one’s own sanitation</td>
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<td>appropriate to the 3-5 year age group</td>
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# Attributes & Skills vs. Domains of Development

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<thead>
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<th>Attributes &amp; Skills</th>
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<tr>
<td>Good spirits</td>
<td>Emotional &amp; spiritual domain</td>
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<td></td>
<td>- Public-mindedness</td>
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<td></td>
<td>- Cheerfulness</td>
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<td>Domains of Development</td>
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<tr>
<td>Thai-ness</td>
<td>Thai manners</td>
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<td></td>
<td>- bright smile &amp; Wai</td>
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<td>Responsible</td>
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<tr>
<td>Attributes &amp; Skills</td>
<td>Domains of Development</td>
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<tr>
<td>Love to learn and appropriate thinking skills</td>
<td>Basic thinking skills for sciences, math &amp; language learning</td>
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<td>Reading habit</td>
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Desirable Characteristics of K.1-3

- Physical growth according to the developmental stage
- Strong muscles, and ability to use them effectively
- Mental health & happiness
- Moral & ethical behaviors
- Appreciation of and ability to perform arts, music, movement, and physical exercises
- Ability to help oneself
- Love for nature, environment, culture & Thai-ness
- Ability to live harmoniously with others
- Ability to use appropriate language
- Ability to think and to solve problems
- Imaginative and creative
- Positive attitudes towards learning, with inquiry skill
Cultural Background

From extended family to nuclear family

Increase in number of street-side children & children of illegal migrants
Challenges

From extended family to nuclear family

Increase in number of street-side children & children of illegal migrants
Challenges
Case Study A
– preparatory Kindergarten for elite primary schools
Case Study B
– Kindergarten with intensive English program
Some Other Kindergartens in Bangkok
Some Other Kindergartens in Bangkok
### Some Other Kindergartens in Bangkok

<table>
<thead>
<tr>
<th>A.</th>
<th>จำนวนเงิน</th>
<th>ราคาสิ้นสุด</th>
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<tbody>
<tr>
<td>1.</td>
<td>24,400</td>
<td>24,400</td>
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<tr>
<td>รวม</td>
<td></td>
<td>24,400</td>
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</tbody>
</table>

- การเรียนภาษาอังกฤษ โดยสถาบัน Fun Language
- การเรียนดนตรีพื้นฐาน
- อาหารกลางวัน อาหารกลางวัน
- อุปกรณ์ / สื่อการจัดกิจกรรม
- ประกันสุขภาพเด็ก 24 ชั่วโมง

<table>
<thead>
<tr>
<th>B.</th>
<th>จำนวนเงิน</th>
<th>ราคาสิ้นสุด</th>
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<tr>
<td>2.</td>
<td>5,500</td>
<td>29,900</td>
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<td>รวม</td>
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<td>29,900</td>
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- อาหารเด็ก 3 ชุด อาหารเด็ก 1 ชุด อาหารเด็ก 2 ชิ้น
- เครื่องนอน กระป๋องน้ำมัน
- ของใช้ส่วนตัว เช่น แปรง สู่ แปรงสีฟัน
- ยาสีฟัน แก้วน้ำ

หมายเหตุ: ทั้งหมดเป็นจำนวนเงินรวม สำหรับนักเรียนที่ 1 ในปีการศึกษาต่อไป เมื่อนน...
Some Other Kindergartens in Bangkok
Some Other Kindergartens in Bangkok
Case Study C
an English language focused kindergarten
in an industrialized province
Case Study D

a model kindergarten in a lower-northern province
Case Study E

a demonstrative kindergarten for teacher education
Case Study F
a private kindergarten in a lower-northern province

Activities of children below 3 years old – in the nursery
Activities of children in the kindergarten: K 1-3
LAOs’ childcare centers
The government’s policy on pre-school education has clear direction to expand and improve the provision of pre-school education in state schools in rural areas on a nationwide scale in order to give better education opportunities for economically disadvantaged children in rural areas

(IBE 2011).
The access to pre-primary education in Thailand is moderately high. The gross enrollment ratio in 2010 is about 95% (UIS n.d.). This is an outcome of free education policy especially implemented in rural areas.

Still a significant proportion of children from lower socio-economic background and/or from remote rural areas has no access to pre-primary education. As part of the decentralization process and according to the statistics of the Department of Local Administration, the number of child development centers established by LAOs increased from 1,782 in 2006 to 2,774 in 2007 (UNESCO 2011).
An assessment of the quality of pre-school education indicated that only 40% of 3 to 5 year old children received adequate preparation for readiness in learning before attending primary school.

Although Thailand has a very high percentage of young children attending child development centers, the massive transfer of child development centers under the authority of LAOs could impose potential issues. If such centers are not supported properly through strengthening capacity and management, the quality of early childhood development and young children’s preparation for primary schooling can be seriously affected (UNESCO 2011, IBE 2011).
National Policies and Priorities

The 10-Year Plan and Policy for Early Childhood Development (2006-2015) provides a blueprint for achieving universal early childhood education for all Thai children. The 10-Year Plan and Policy gives priority to three main strategies:

(1) to support early childhood development;
(2) to support parents and other stakeholders; and
(3) to promote an environment that facilitates early childhood development.
It is expected that this 10-Year Plan and Policy will provide all children under five years of age with the opportunity for balanced development, strengthen cooperation among responsible agencies, and increase stakeholders participation.

Adequacy of funds to deliver quality pre-primary education services and access of disadvantaged groups are the key issues for the development of this sub-sector (UNESCO 2011).
Thank You