



THAILAND

PISA 2015



SCORES OVER TIME

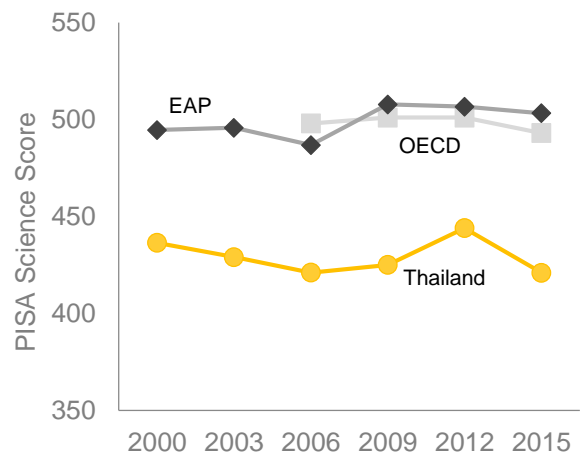
SCIENCE READING MATHEMATICS



2000	436	431	432
2003	429	420	417
2006	421	417	417
2009	425	421	419
2012	444	441	427
2015	421	409	415
Change since 2012	-23	-32	-12
Change since first focal assessment in subject	0	-22	-2

Bold = significant change

SCIENCE TRENDS



Note: In 2015, the OECD introduced several improvements to the design, administration, and scaling of PISA. For the most part, these changes did not affect the comparability of the 2015 results with those for previous assessments. For further information and implications for analyses of PISA data, please consult the PISA 2015 international report.

Source: OECD, 2016. *PISA 2015 Results (Volume 1): Excellence and Equity in Education*. Paris: OECD.

TAKEAWAYS

Scores in Science and Reading have declined significantly since 2012. Scores in Mathematics have deteriorated slightly since the last round.

- Thailand is performing below the level expected given its level of income. The performance of students in each subject continues to lag behind the regional and the OECD averages – 2.5 years in Science and Math and 3 years in Reading when compared to the OECD.
- About 50% of the students are below basic proficiency level in Science, Reading and Math. This has been relatively stable over time.
- In Science, the difference between students in the top and bottom socioeconomic quintile equates to 2.2 years of schooling, which is lower than the same gap among OECD countries (3.1 years).
- The difference between urban and rural students in Science is equivalent to 1.1 years of schooling. However, the rural-urban gap, especially in reading proficiency, has widened significantly from the last round.

Girls continue to perform better than boys in Science.

In Science students with Early Childhood Development (ECD) experience score 1 year ahead of those with no ECD. The deterioration in proficiencies has occurred despite a massive increase in annual per student spending of 48% (in constant PPP\$) from 2010 to 2013 (143% from 2001 to 2013).

POLICY ACTION: Design effective mechanisms for parents and communities to hold schools and teachers accountable for results. Despite poor student performance, average teacher salary has increased by 34% in real terms since 2010.

- POLICY ACTION:** Address the rapidly growing network of small schools which is a major cost driver. Resources are being spread thinly and inequitably across the system, with small rural schools being disproportionately disadvantaged.
- POLICY ACTION:** Provide stronger incentives to attract quality teachers to the most challenging areas of the country.

WB EDUCATION
ENGAGEMENT

FINANCING:

- None

ANALYTICAL:

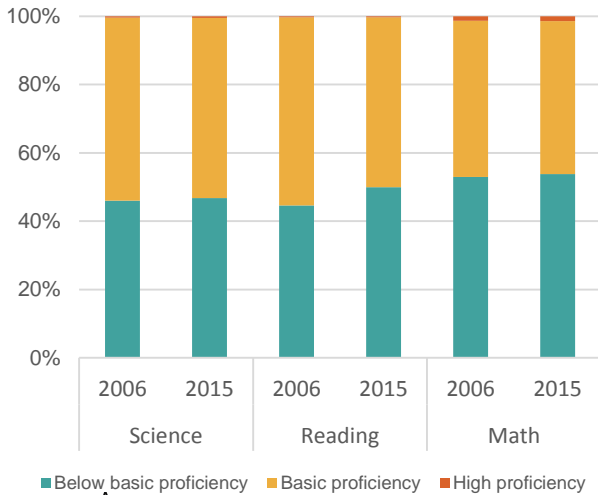
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SABER:

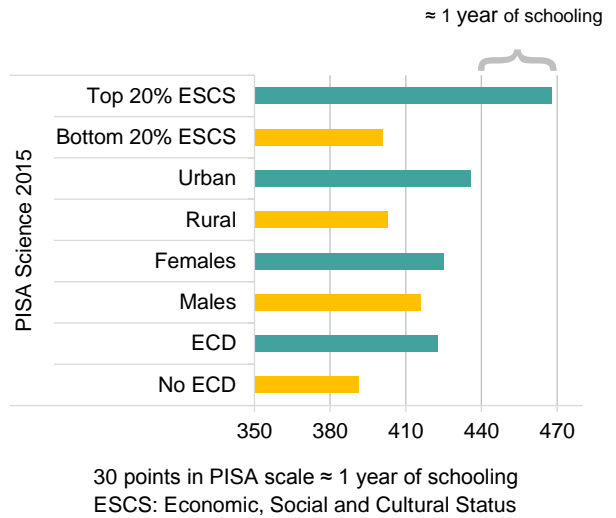
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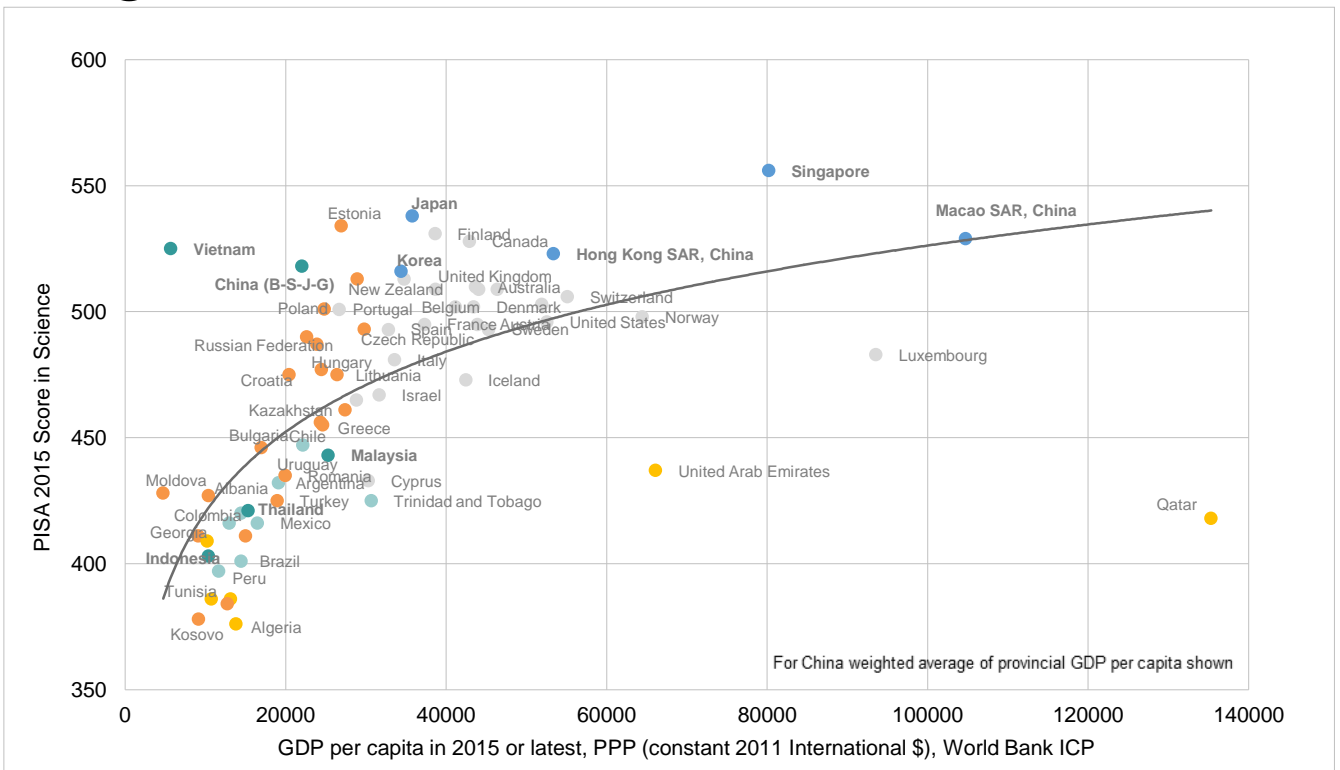
STUDENT PERFORMANCE



EQUITY PROFILE



PISA PERFORMANCE AND GDP PER CAPITA



ABOUT PISA: PISA is the OECD's benchmarking tool to assess achievement and application of key knowledge and skills of 15 year-olds. Launched in 2000, PISA is conducted every three years and tests proficiency in mathematics, reading, science, and problem-solving. In 2015, 540,000 students completed the assessment, representing 29 million 15-year-olds in the schools of the 72 participating countries and economies.