

## Vision

By the year 2005,  
ONEC will be a leading organization  
in education reform, fully equipped  
to meet the objectives of  
the 1999 National Education Act.  
Furthermore, it will be the centre  
of excellence in relation to  
educational policy, planning, research,  
and evaluation to ensure the highest  
standards of Thai education  
which will help all Thai people  
achieve in a knowledge-based society  
and enhance their competitiveness  
in the international arena.

## Background

The Office of the National Education Commission (ONEC) was established in 1959 as an agency under the Office of the Prime Minister. It is currently supervised by a commission called the *National Education Commission* composed of 27 members as follows :

- **Prime Minister or Deputy PM designated by the PM**
- **Minister of the PM's Office designated by the PM**
- **Minister of Education**
- **Minister of University Affairs**
- **Permanent Secretary, Office of the Prime Minister**
- **Permanent Secretary for Defence**
- **Permanent Secretary for Interior**
- **Permanent Secretary for Science, Technology and Environment**
- **Permanent Secretary for Education**
- **Permanent Secretary for Public Health**
- **Permanent Secretary for University Affairs**
- **Director of the Budget Bureau**
- **Secretary-General of the National Economic and Social Development Board**
- **12 Qualified members appointed by the Council of Ministers (at least 5 from private organizations)**
- **Secretary-General of NEC**
- **Deputy Secretary-General designated by the Secretary-General of NEC**

*Chairman*

*Vice- Chairman*

*Secretary*

*Assistant Secretary*

## Mission

Under the present National Education Commission Act of 1992, ONEC is responsible for policy making and planning for education at all levels and of all types. Its major task is to consider and propose to the Cabinet, the National Education Scheme and the National Education Development Plan, the policy guidelines and recommendations for educational development. It is also responsible for monitoring and the evaluation of the implementation of educational development plans in accordance with the National Education Scheme, the National Education Development Plan as well as government policies.



## Significant Roles of ONEC

Given the responsibility for national education policy and planning, ONEC has made every effort to bring about effective educational reform. Based on documentary research on successful experiences in different countries, essential legal provisions for education were prepared by ONEC for the consideration of the Constitution Drafting Council. As a result, the 1997 Constitution has had the privilege of having unprecedented provisions on education, particularly Section 81 which stipulates that “...**there shall be a national education law...**”

In accord with Section 81 of the Constitution, the National Education Bill was drafted by ONEC, in cooperation with scholars, academics and those responsible for education. The first National Education Act, which was promulgated in August 1999, is currently the fundamental law for the administration and provision of education and training, incorporating guidelines for the comprehensive reform of education in Thailand.



## Key Functions

By 20 August 2002, the Ministry of Education, Religion and Culture will be established by merging the ONEC, Ministry of Education (MOE) and Ministry of University Affairs (MUA) as provided by the 1999 National Education Act. ONEC will thus act as the *Office of the National Council for Education, Religion and Culture*.

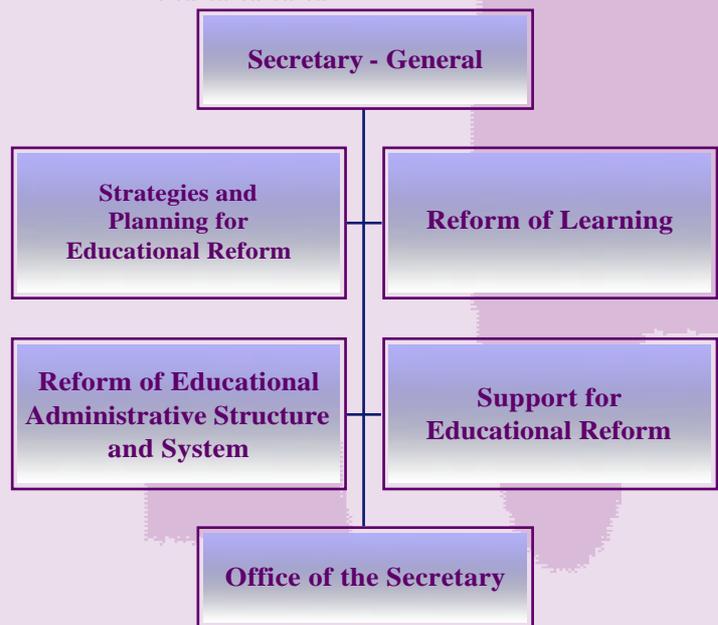
Meanwhile, ONEC has performed the tasks assigned to the Office of the National Council for Education, Religion and Culture as follows :

- proposing national education policy, plans and standards;
- proposing policies and plans for religious, artistic and cultural affairs;
- mobilization of necessary resources;
- evaluation of provision of education;
- assessment of management of religious, artistic and cultural affairs; and
- scrutinizing various laws and ministerial regulations as stipulated in the Act.



## Organizational Structure

The internal organization of ONEC is based on its mission and key functions in educational reform in line with the 1999 National Education Act. The Office is divided into groups/centres/institutes to perform different tasks which can be classified into 5 areas as shown on the organizational chart below.



## Core Strategies

In order to achieve the reform goals in line with the 1999 National Education Act, ONEC has adopted the following core strategies for the implementation of its action plans.

**1. Knowledge Building** ONEC has conducted a large amount of research as the basis for policy making, planning, and drafting relevant laws on education. Currently, ONEC places emphasis on action research to ensure effective implementation of educational reform. Most of the research works have been published and disseminated to all agencies concerned, politicians, educators, teachers, parents as well as the general public, and are also accessible through ONEC's web sites. The body of knowledge created by ONEC plays an important role in changing people's attitudes, deepening their understanding of particular areas of educational reform, and motivating them to participate in the reform process.



**2. Consultation** Every piece of research and the policy papers of ONEC are achieved through consultation with leading scholars, specialists, practitioners and the general public. They can be carried out by various means, ranging from personal discussions to seminars and public hearings. The consultation strategy not only ensures the reliability of

ONEC's research outcomes and policy papers, but also encourages participation in the process of educational reform.

**3. Agents of Change** In order to stimulate the implementation of educational reform, ONEC has encouraged those with best practices to be the agents of change through selection of National Teachers, Master Teachers, Model Principals, Model Schools, Model School Boards and Model Local Administration Organizations.

**4. Public Relations and Advertising** ONEC has gratifyingly succeeded in public relations for educational reform by communicating the reform message to the public through various types of media, e.g. newspaper, radio and television.

**5. Education Reform Network** People from all walks of life are invited to be members of the Education Reform Network. They will be provided with the ONEC newsletter reporting the progress of educational reform. Active members will be selected to attend ONEC's seminars or granted financial support for organizing a workshop/seminar concerning educational reform.

**6. Evaluation** The outcomes and progress of educational reform are regularly evaluated and reported to the public. The reform strategies used will also be constantly reviewed in order to maintain alignments between reform goals and changing conditions and situations.



## Salient Achievements

As the national policy and planning body for education, ONEC has played a leading role in the implementation of educational reform as provided by the 1999 National Education Act. Based on cooperation among all agencies concerned, particularly the Office of Education Reform, the Ministry of Education (MOE), the Ministry of University Affairs (MUA) and ONEC, significant achievements have been made in the following areas :

### ๑) Ensuring Access to Basic Education for All

- The Action Plan for the Provision of 12-Year Basic Education, formulated by ONEC and the MOE, was approved by the National Education



Commission and the Educational Reform Committee of the MOE.

- The ministerial regulations on the ways to provide basic education by individuals, families, community organizations, professional bodies, and various institutions, has been drafted by the MOE, in cooperation with ONEC.



- ✦ The ministerial regulations on the provision of education for the disabled have been prepared and the criteria and indicators for special education for the disabled have also been developed by the MOE.
- ✦ Research and development on the provision of education for the gifted at primary level has been conducted as a pilot project by ONEC.
- ✦ The Primary Education Act 1980 is being amended in line with the 1999 National Education Act.
- ✦ The ministerial regulations on criteria and methods for calculating children's age for compulsory education are being revised.

#### **⌚ Reform of Educational System**

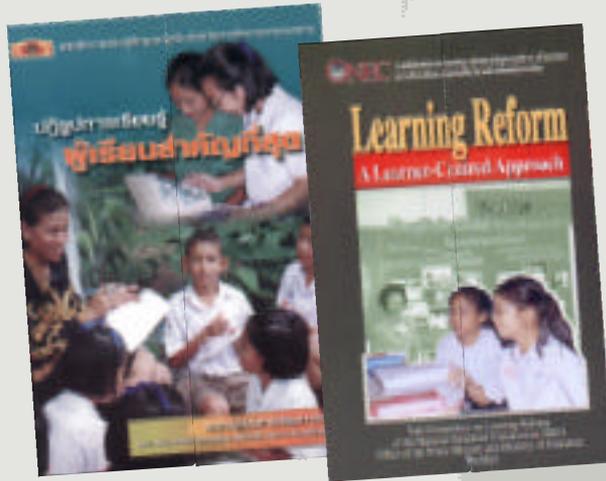
- ✦ Ministerial regulations on differentiation of levels and types of basic education as well as differentiation of levels or equivalency of non-formal or informal education have been announced by the MOE.

- ✦ Guidelines for equivalency of levels and transfer of learning outcomes at higher education level have been studied by the MUA.
- ✦ Ministerial Regulations on Home School have been prepared by the MOE and ONEC.
- ✦ The Vocational Education Bill, drafted by ONEC in cooperation with the Department of Vocational Education of MOE, has been submitted to the Cabinet.
- ✦ The status of specialized education was reviewed and presented in a seminar as a basis for drawing up guidelines for future provision.

#### ✦ Reform of Learning

- ✦ A policy and plan for early childhood education (0-5 years old) has been prepared for submission to the Cabinet by ONEC in cooperation with the MOE.





- ✦ Over 100,000 copies of a teachers' manual, *Learning Reform : A Learner-Centred Approach*, have been published and disseminated by ONEC to teachers throughout the country.
- ✦ Research and development on *Learning Model: A Learner - Centred Approach* has been conducted by ONEC in 30 model schools for pre - school children.
- ✦ Change agents for learning reform have been selected and promoted by ONEC and the MOE i.e. National Teachers, Master Teachers, Model Administrators, and Model Schools or Leading Schools for Learning Reform. They are required to provide their best practices to their networks.
- ✦ ONEC, in cooperation with the MOE, community organizations and the private sector, has undertaken research and development on policy for the provision of education in learning sources.

- ✦ National core curriculum for basic education has been drafted and revised by the MOE based on comments from the seminars.
- ✦ The policy and models for the assessment of learners have been developed by ONEC through research on the assessment of learner-centred learning.
- ✦ The policy on the promotion of Thai wisdom has been developed by ONEC, with the selection and rewarding of “Thai wisdom teachers”. Research has also been conducted as a basis for the establishment of Thai wisdom learning centres.

### **(c) Reorganization of Administrative Structure**

- ✦ Following the establishment of the Ministry of Education, Religion and Culture in August 2002, education in Thailand will be administered and managed at two levels: national and local levels. So far, related legislations have been drafted by the Office of Education Reform as follows :
  - Ministerial and Departmental Improvement Act.
  - The Act on Bureaucratic Practice of the Ministry of Education, Religion, and Culture
  - Ministerial regulations on the organizational structure of the Office of the National Council for Education, Religion and Culture; Office of the Commission for Basic Education ; Office of the Commission for Higher Education; Office of the Commission on Religion and

Culture; and Office of the Permanent Secretary for the Ministry of Education, Religion and Culture.

- ✦ A pilot project was conducted in 12 areas by the Office of Education Reform to provide a basis for the delineation of educational service areas.
- ✦ An analysis has been made to stipulate guidelines for coordination, promotion and support of private education.
- ✦ The new Private School Act has been drafted by the MOE.

### **Ⓞ Reform of Teachers, Faculty Staff and Educational Personnel**

- ✦ Policies related to educational personnel management have been developed by ONEC and the essences of related legislations have been proposed :
  - The production and development of teachers and educational personnel;
  - Professional licenses for teachers and educational institution administrators;



- Rewarding of outstanding teachers;
- Salaries, Remuneration, Welfare and Benefit for Teachers and Educational Personnel;
- The Fund for Development of Teachers, Faculty Staff, and Educational Personnel; and
- The Fund for the Promotion and Development of Teachers, Faculty Staff, and Educational Personnel.

➤ The Office of Education Reform has drafted related laws on professional organizations for teachers and administrators. Salary scales of teachers, educational supervisors, educational institution administrators and directors of educational service areas have been prepared.

### ○ Educational Standards and Quality Assurance

- National standards for external evaluation prepared by ONEC were approved in principle by the Cabinet in January 2000.
- ONEC has conducted research and development on internal evaluation for quality assurance in educational institutions.



Research and development has also been conducted for the formulation of an external evaluation framework. In addition guidebooks for school inspection and training curricula for external

evaluators have already been prepared.

- ✦ Ministerial regulations on the system, criteria and approaches for internal quality assurance have been drafted by MOE.
- ✦ The Office of the National Education Standards was established on November 4, 2000.

### Ⓞ Educational Finance Reform

- ✦ ONEC has conducted research and development on guidelines for utilization of tax incentive measures for mobilization of resources for education.
- ✦ The MOE works closely with ONEC in the estimation of expenditure for basic education.



- ✦ The Office of Education Reform is looking for models and approaches for allocation of per head expenditure for basic education.
- ✦ ONEC has set out guidelines and approaches for allocation of subsidies for compulsory education, basic education, non-formal education, and education for those with special needs.

- ✦ The MUA has set out guidelines/approaches for allocation of general subsidies for public higher educational institutions which are legal entities and autonomous.
- ✦ The models and approaches for management of the Student Loans Fund have been studied by ONEC and the Office of Education Reform.
- ✦ The management approaches of educational resources through the voucher system have been studied by ONEC.

#### **(c) Utilization of Technologies for Education**

- ✦ ONEC, in cooperation with the MOE, has conducted research on policies, models and a system for the production and development of textbooks as well as teaching and learning media.
- ✦ Research was conducted by ONEC for development of policies and strategies for information technology for education in Thailand.
- ✦ A master plan of information technology for education, religion and culture has been formulated by ONEC.
- ✦ ONEC has worked closely with the MUA for the establishment of the National Institute of Technologies for Education based on a research report prepared by ONEC.
- ✦ The policies and strategies for lifelong learning have been formulated by ONEC based on recommendations from a research report approved by the National Education Commission.

## Future Perspectives

To assume the full responsibilities of the Office of the National Council for Education, Religion and Culture in 2002, ONEC is moving towards the reform of education as provided by the 1999 National Education Act as follows :

### ○ Strategies and Planning for Educational Reform

- ✦ Formulating as well as planning the implementation of the National Scheme of Education, Religion, Art and Culture (2002-2016).
- ✦ Formulating a national policy on culture and arts.
- ✦ Formulating a national policy and plan for religion and religious education.
- ✦ Supporting the creation of networks of change agents for educational reform.
- ✦ Strengthening public relations and advertising of educational reform through various types of media.



- ✦ Developing the electronic information system and the research database on education, religion, art, culture and sports.
- ✦ Developing the research capabilities of teachers, administrators and educational personnel.

#### (c) Reform of Learning

- ✦ Building and disseminating the body of knowledge on learning reform.
- ✦ Developing policies and a master plan for the production of new teachers and in-service teachers, including the development of teacher production institutions.
- ✦ Developing national policies on lifelong learning as well as formulating a master plan for technologies for education, religion and culture.
- ✦ Conducting an R&D for the creation of content and models of information technology for learning in schools.





- ✦ Conducting R&D projects for learning reform at all levels of education, i.e. the learner - centred learning at early childhood education and basic education levels; the curriculum and teaching-learning methods for the gifted and the talented; the provision of basic education in learning centres; the system of vocational education standards; the models of learning centres for arts, culture and Thai wisdom, etc.
- ✦ Developing a national policy and conducting a research project for the preparation of policy guidelines and plan for science education.
- ✦ Developing the body of knowledge on brain development and learning for new models of teaching and learning.
- ✦ Developing plans and activities for the promotion of arts, culture and Thai wisdom in educational provision.
- ✦ Studying on guidelines for policy formulation of curriculum development for education on religion and resource mobilization for education of religious institutions.



- ✦ Supporting R&D projects conducted by change agents for learning reform.
- ✦ Conducting continuous evaluation of educational reform.

### ○ Reform of Administrative Structure and System of Education

- ✦ Conducting R&D projects for educational administration and management at all levels and in various types of institutions.
- ✦ Promoting internal quality assurance and developing an external evaluation system.
- ✦ Conducting a project on model school boards at basic education level.
- ✦ Conducting R&D projects for administration and management of educational resources.
- ✦ Conducting an R&D on a rating system of Thai higher education institutions.
- ✦ Drafting ministerial regulations for management of specialized education.
- ✦ Developing a loan policy for educational reform.

### () Support for Educational Reform

- ✦ Developing a statistical information database on education, religion, art and culture in order to provide up-to-date services.
- ✦ Preparing relevant statistical reports for policy making and planning of educational reform.
- ✦ Disseminating the body of knowledge for educational reform through documentary research reports and seminars.
- ✦ Strengthening academic cooperation with foreign countries and international organizations through exchange of experts, overseas studies, and international conferences.
- ✦ Providing media services for educational reform i.e. VDO tapes, cassettes, CD-ROM, etc.
- ✦ Providing information on education reform both in Thailand and other countries through ONEC web sites.

