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**OFFICE OF THE NON-FORMAL  
AND  
INFORMAL EDUCATION**

**OFFICE OF THE PERMANENT SECRETARY  
MINISTRY OF EDUCATION**

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# Office of the Non-Formal and Informal Education

## Background

The Office of the Non-Formal and Informal Education (ONIE) is an organization that offers educational opportunities to the out-of-school people who have missed and lacked formal schooling, especially the disadvantaged who have difficulties in access to educational services, namely street children, inmates, workforce, the disabled, conscripts, the needy, the elderly, farmers, hill-tribes, remote rural people, Thai Muslims, slum dwellers, etc., as well as general public.

In 1940, which was the first period that education was open to the Thai people, the Cabinet had a policy to establish the Adult Education Division, under the Office of the Permanent Secretary for Education, Ministry of Education, where responsibilities were to promote literacy and provide education both in general and vocational programmes throughout the country.

Later on, there was again the development of education on March 24, 1979. The enactment of the Government Gazette enforced the Ministry of Education to establish the Department of Non-Formal Education (DNFE) to provide non-formal education for the people who lacked educational opportunities.

When Thailand reformed the education system on July 7, 2003, the actual status of the Department of Non-Formal Education was changed to become a division status under the Office of the Permanent Secretary for Education named the Office of the Non-Formal Education Commission or called, in short, ONFEC.

After that the government had envisioned the need to provide the laws necessary to mobilize the education mechanism for providing lifelong education among people.

Thus, the government had officially promulgated, on 4 March 2008, the Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008) after which it resulted in the status change on the Office of the Non-Formal Education Commission to the new status called the Office of the Non-Formal and Informal Education or called in short as ONIE.

## **Functions and Responsibilities**

According to Section 14 of the Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008), the Office of the Non-Formal and Informal Education was given the mandate to act as the central organization in promoting, supporting, and coordinating non-formal and informal education, as well as undertaking the secretarial work of the Coordinating Committee

for Promotion and Support of Non-Formal and Informal Education as follows:

■ To act as the central organization in promoting the support and coordination of non-formal and informal education as well as to undertake the secretarial work of the Coordinating Committee for Promotion and Support of Non-Formal and Informal Education.

■ To make recommendations on non-formal and informal education policies, plans, strategies and standard in order to present to the Committee.

■ To promote the support of quality development in terms of academic matter as well as research, curriculum, innovation, personnel, information system concerned with non-formal and informal education.

■ To promote, support and undertake the transfer of equivalency educational results, knowledge and experience, as well as the equivalency determination of educational levels.

■ To promote, support and collaborate among individuals, families, communities, communal societies, local administration organizations, private bodies, professional bodies, religious institutions, business operators and other bodies so as to build up network parties for promoting the strength in the implementation of non-formal and informal education.

- To prepare recommendations regarding the beneficial uses of information communication technology networks, educational radio and television stations, local radios, science centres, public libraries, museums, community learning centres and other learning resources in order to promote learning and improve quality of life of the people continuously.
- To undertake the monitor, inspection and evaluation of the implementation outcomes of non-formal and informal education.
- To undertake other missions under this Act or other laws that have been enacted as the functions of the Office or as assigned by the Minister of Education.

## **Administrative Structure of ONIE**

With the change of status, the organization structure, the roles, the missions and the administration have been all adjusted in order to improve the non-formal and informal education to be more effective at all levels.

## At central office

- ◆ The Coordinating Committee for Promotion and Support of Non-Formal and Informal Education shall be responsible for setting up policies and plans, action guidelines for the government and private sectors, state enterprises, as well as monitoring, inspecting and evaluating the implementation results.
- ◆ A Sub-Committee on Network Parties shall be the focal point for coordinating with network parties from both government and private sectors.
- ◆ The Office of the Non-Formal and Informal Education shall act as a focal point for developing policies and mobilizing all policies into practices as well as undertaking the monitoring, inspection and evaluation of the operational outcomes of NFE and IFE activities/programmes.

## At provincial level

Provincial Committees for Promotion of Non-Formal and Informal Education in every province shall take charge of giving advice, supporting network parties and monitoring the implementation of educational establishments and organizations concerned. Provincial Offices of the Non-Formal and Informal Education, called in short as “Provincial ONIE” shall perform the duties



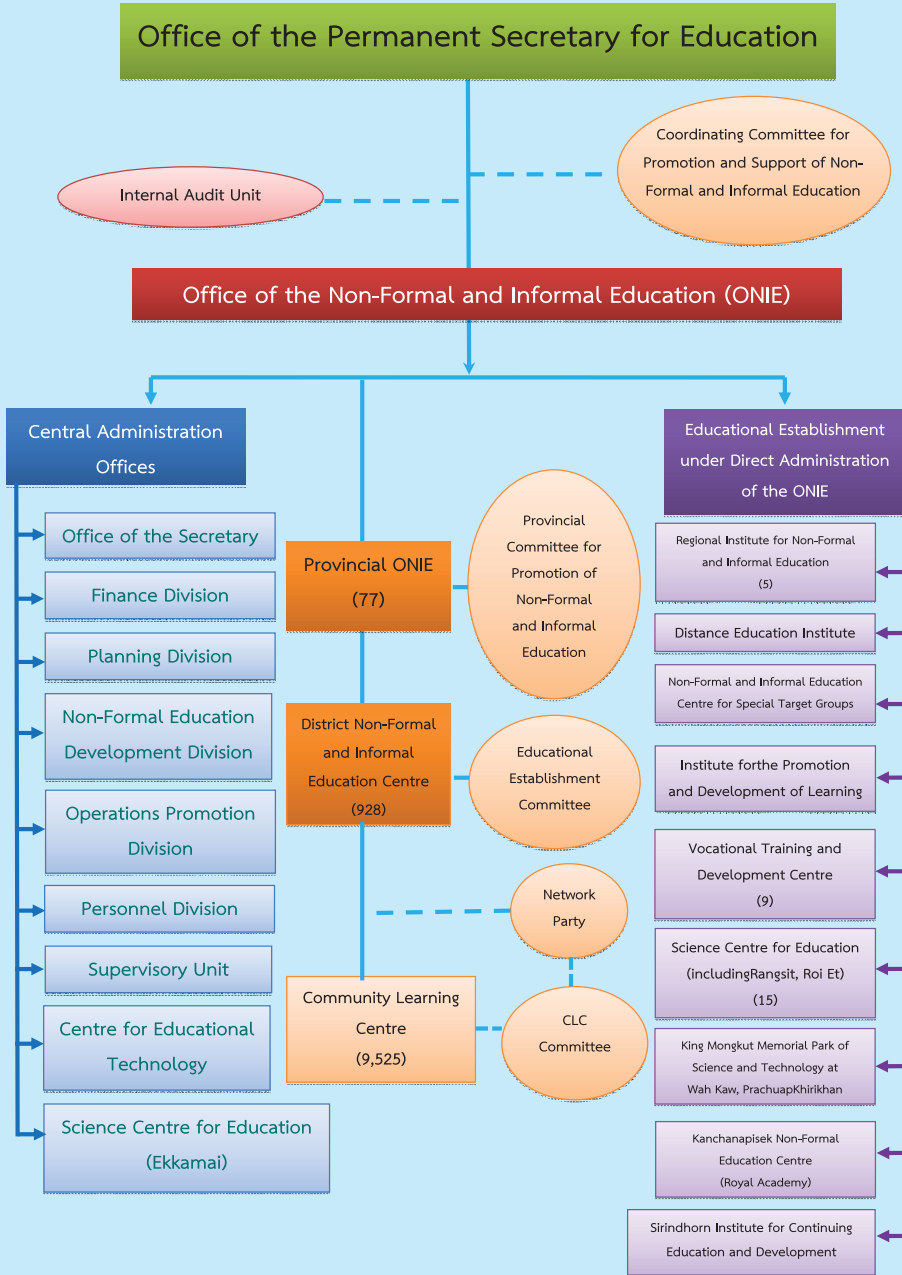
of a secretariat to the Provincial Committees for Promotion of Non-Formal and Informal Education and shall be in charge of the administration of non-formal and informal education.

### **At educational establishment level**

① Educational establishments of District Non-Formal and Informal Education Centres shall perform duties of promoting, supporting, coordinating and providing non-formal and informal education in collaboration with network parties. In this regard, those establishments may provide community learning centres as their units organizing learning activities and process for communities.

① Each educational establishment shall set an educational establishment committee.

# ONIE Structure



Updated as of 10/03/2014

## Vision

All Thai people have inclusive and equal access to quality lifelong education and job-oriented vocational education, anywhere and anytime - creating a knowledge-based society, employment opportunity and a sustainable competitive advantage in ASEAN Community.

## Missions

- ◆ Providing and supporting the provision of quality non-formal and informal education
- ◆ Promoting the local and global network party participation in providing non-formal and informal education
- ◆ Encouraging the community to develop lifelong learning process for sustainable development
- ◆ Developing and promoting the application of science and technology for education, as well as information communication technology into providing lifelong learning with more efficiency
- ◆ Developing the administration and management system for implementing non-formal and informal education work with more efficiency and effectiveness

## Goals

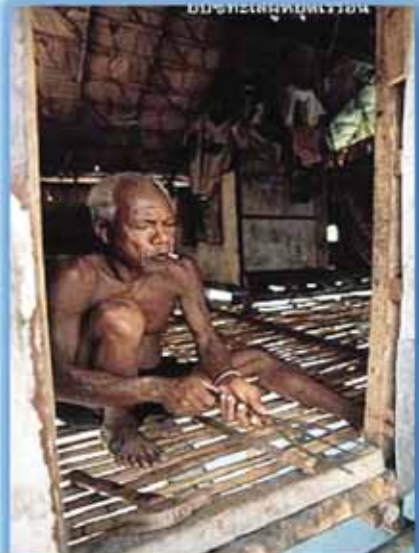
- ✦ Thai people have access to educational opportunities in the forms of quality, inclusive and equal non-formal and informal education.
- ✦ The working-age population have higher level of education and life quality as well as obtain employment to generate sustainable income for themselves and families on the underlying basis of Sufficiency Economy Philosophy and Creative Economy.
- ✦ Communities benefit from a broad and diverse range of careers to be further developed into a community enterprise with a competitive edge. The communities also have systematic connectivity, economic stability and community strength.
- ✦ The general public develop a positive attitude towards science, and the capability to adapt suitable technology in learning, solving problems and positively improving the quality of life and society.
- ✦ The public acquire language knowledge and skills in English, Chinese, and ASEAN languages, as well as the understandings of ASEAN members and community.

- ✦ Domestic and international partners, especially in ASEAN member countries, become extensively and continuously engaged as network parties in the provision of non-formal and informal education.
- ✦ Relevant agencies and educational establishments develop quality educational media and technology to be used in organizing learning activities for target groups and the general public.
- ✦ Relevant agencies and educational establishment employ quality information and communication technology in improving the effort to efficiently provide non-formal and informal education.
- ✦ Communities receive support in learning process and activities to solve problems and develop communities through non-formal and informal education, with sub-district non-formal and informal education centres and CLCs as a key mechanism for facilitating learning.
- ✦ Relevant agencies and educational establishments have efficient system for managing non-formal and informal education.

## Target Groups

- ★ Group of inmates
- ★ Group of the workforce (aged 15-59)
- ★ Group of the disabled
- ★ Group of farmers (Agriculturists)
- ★ Group of the elderly
- ★ Group of slum dwellers
- ★ Group of the Thai Hilltribes
- ★ Group of local leaders
- ★ Group of overseas Thais
- ★ Group of disadvantaged or underprivileged children
- ★ Group of Conscripts
- ★ Group of Thai-Muslims in southern border provinces ( Pattani, Yala, Narathiwat, Satun and some districts in Songkhla : Chana, Thepha, Na Thawi and Saba Yoi)
- ★ Group of “Chao Le” or The Moken (Sea People)

ect.







## Priority Policies

- ★ Promote reading and raise Thai literacy rate
- ★ Extend the reach of educational opportunities to every target group, especially the educationally disadvantaged, with the use of quality ICT
- ★ Raise the quality of non-formal education with result-oriented approach
- ★ Improve vocational training and “Community Vocational Training Centre” to create the workforce with a competitive advantage in response to the free trade in AEC
- ★ Establish ASEAN Study Centres in Sub-district Non-Formal and Informal Education Centres

## In-progress Policies

### 1. Non-formal education

- 🌟 Provide and promote non-formal education from early childhood to completion of basic education
- 🌟 Raise the education level of the people to the highest level of basic education

🌟 Open up the international perspectives on non-formal education in preparation for the ASEAN Community through the English-language basic non-formal education programme (at least one classroom in one province)

🌟 Improve access to continuing education through vocational education for sustainable employment with the aims to help all target groups develop their life skills with various forms of educational activities, to develop the society and communities in line with Sufficiency Economy Philosophy, and to develop the standardized and user-friendly database of continuing education curriculum to support the provision of continuing education by educational establishments and network parties

### **Improve the quality of learning and teaching by**

🟡 Improving the quality of learners to meet the desired qualities set by the objectives and standard of the curriculum

🟡 Building the capacity of teachers and persons concerned in organizing learning activities with quality

🟡 Developing diverse and updated local curricula and learning activities that respond to local needs, contexts and conditions

🟡 Developing textbooks, electronic media and other educational media that contribute to the learning and teaching process

- Developing learning and teaching process to support lifelong education in its various forms

### **Undertake the quality assurance of non-formal and informal education by**

- ✚ Instructing educational establishments to develop internal quality assurance system to reach the standard with self-evaluation approach


- ✚ Instructing provincial ONIE to conduct internal quality evaluation of at least 50% of its educational establishments


- ✚ Encouraging the educational establishments certified by Office for National Education Standards and Quality Assessment (ONESQA) to maintain their quality assurance system

### **Provide education in special development zones of southern border provinces by**

- ◇ Organizing and developing the curricula and learning activities that respond to the problems and needs of target groups, as well as the local identity and its multi-cultural nature
- ◇ Promoting the transfer of knowledge/experience and the equivalency determination of educational levels


## Improve access to distance learning programme by


 Developing the distance learning programme (services, instruction, assessment and evaluation) for basic non-formal education curriculum and continuing education programme, with the integration of technology for education in various forms


 Encouraging distance learning among Thai workers living overseas, especially in ASEAN member countries

## 2 Informal education


Encourage reading habits by

 Improving the reading ability of all target groups to be able to read/write fluently and analytically

 Widening access to reading sources and equipping them with reading materials

 Establishing “Smart Book House” in local villages/communities as a mechanism for continuous and wide-scope reading promotion

## Establish and develop public libraries

 Establishing 100 Chalermpajakumari public libraries within 2015 to honor Her Royal Highness Princess Maha Chakri Sirindhorn on her 60th birthday anniversary

- ✧ Focusing on the development of every public library as the centre for lifelong learning in its respective locality
- ✧ Organizing a diverse range of learning activities both inside and outside libraries
- ✧ Providing for a mobile unit stocked with a variety of reading and learning materials to constantly reach out to people in coverage of remote areas

### **Provide the knowledge of science for education through**

- ✧ Organizing mobile science exhibition expo and skill-building activities to inculcate positive attitudes towards science
- ✧ Establishing and developing the science centres for education as an academic hub, career inspiration source and local attractions with cooperation from local and international network parties in the public and private sectors
- ✧ Promoting the research and development of learning media and science-related activities

### **3 Community learning promotion**

- ◆ Develop sub-district NIE centres as a hub of educational opportunities for the locals
- ◆ Establish one community vocational training centre in

each province as a venue for showcasing and distributing modern goods/services produced by the community, and offer one career training course in each district as a model for employment-oriented vocational training to create sustainable employment opportunities for learners to generate income both during and after the course

### **Develop Smart Book House and promote reading habits by**

- Instructing sub-district NIE centres to procure books and printed materials that cater to the needs of target groups
- Organising activities and coordinating with network parties in organizing the reading promotion activities among the target groups
- Undertaking an awareness-raising campaign on the importance of reading for the target groups

### **Involve every sector in the networks for lifelong education and employment-oriented vocational education at all locations and levels**

- ✧ Developing, updating and linking the database of network parties at all levels for enhanced efficiency

✧ Building the capacity of network parties' personnel in organizing lifelong education and employment-oriented vocational education with quality

### **NFE volunteers**

✦ Encouraging public-spirited persons, informants/gurus and persons with local wisdom and retired government officials to join NFE volunteers in working with NFE teachers in organizing learning activities and promoting non-formal and informal education, as well as sustainable quality lifelong learning

### **Community learning promotion**

◆ Using sub-district NIE centres to build the learning network with other community organisations

◆ Designing community blueprints, and organizing local forums, study visits as well as training to solve community problems

◆ Taking into account careers, employment and the transfer of knowledge and experience

◆ Encouraging the expansion and development of community learning sources









## Sub-district Non-Formal and Informal Education A Lifelong Learning Hub for the 21st Century

The ancient philosophy of learning throughout life is one of the key principles and still modern for the 21st Century. Societies today all over the world have put the emphasis on the need to learn from the cradle to the grave.

The most important thing is how this concept will be put into practice effectively.

For Thailand, since the nation stepped into the Second Decade of Education Reform (AD. 2009-2018), the Thai Government has placed its focus on lifting educational standard and quality, widening educational and learning opportunities and encouraging participation from every section so as to ensure public access to quality lifelong learning at all levels and in all its forms : formal, non-formal and informal education under the vision “Thai people enjoy equal access to quality lifelong learning”.

Given all reasons as mentioned above, the Ministry of Education through the Office of the Non-Formal and Informal Education, therefore, established sub-district NIE centres as a sophisticated community lifelong learning centre, with various activities rang-

ing from reading promotion to basic education, early childhood education, vocational education and training, skills training, etc.

## **Fundamental Principle**

A sub-district NIE centre incorporates the community based approach into its operations and learning management, making full use of community capital (such as buildings and locations, technical resources, local wisdom, cultures and traditions). It also coordinates with the network of community members to organise learning activities by encouraging participation of network parties from every sector in the community/society. Both service providers and recipients share ownership and responsibilities of thinking, doing, solving problems, designing, integrating the learning process and providing learning experiences that are consistent with the community's way of life. To this end, a sub-district NIE committee is formed from members of the community to support, monitor and evaluate the performance of its respective sub-district NIE centres.

## **Objectives**



To serve as a hub for learning and providing non-formal and informal education activities to ensure public access to inclusive and quality lifelong education



To form and expand the network of partners in organizing non-formal and informal education activities in a community



To promote and support non-formal and informal education activities performed by network parties



To coordinate and link with other agencies in the public, private and civil sectors in the provision of education

## Key Activities of Sub-district NIE Centre

### 1. Community Information Centre



Develop an accurate, up-to-date and comprehensive database and IT system for the community



Prepare a development plan for a sub-district NIE centre and its annual action plan



Present accurate and updated ICT of the community

### 2. Opportunity Centre




Initiate and maintain horizontal cooperation with network parties




Link services offered by network agencies with sub-district NIE centre

 Develop ICT system

### 3. Learning Centre

 Design educational activities/programmes suitable for target groups Organize non-formal and informal education activities to target population in the community (for example, literacy promotion, basic non-formal education, continuing education for life skills, career and social/community development, and informal education (including promoting reading habit and procuring learning materials))

### 4. Community Centre

 The role of sub-district NIEcentre is extended to that of a centre for various community activities (spanning from local forums for dialogue, sharing ideas and casual coffee-house gatherings to job fairs as well as religious, cultural, democratic and sports events).






### **Roles of Sub-district NIE Centre and Relevant Agencies**

A sub-district NIE centre plays a key role in providing and promoting lifelong learning among the general public, and creating a learning society. In this respect, the Sub-district NIE teacher as the Head is the principal mechanism for moving the centre towards its goal, with the help of other related agencies.




## Roles and Duties of Sub-district NIE Teacher

### Planning





-  Develop a community database
-  Prepare a development plan for the sub-district NIE centre
-  Prepare an annual action plan

### Providing and promoting non-formal and informal education

#### Non-formal education









-  Literacy promotion
-  Basic non-formal education
-  Continuing education

#### Informal education

-  Reading promotion
-  Providing and developing learning sources
-  News, information and media
-  Local libraries



## Offering community learning services in conjunction with network parties, such as :

-  Fix It Centre (in conjunction with the Office of the Vocational Education Commission)
-  Consumer Protection Club (in conjunction with the Office of the Consumer Protection Board)
-  Community ICT Learning Centre (in conjunction with the Ministry of Information and Communication Technology)
-  Science for Life Corner (in conjunction with the Institute for the Promotion of Teaching Science and Technology)
-  Mobile Medical Corps (in conjunction with hospitals and local health centres)
-  Mobile Banks
-  Disaster Prevention and Mitigation (in conjunction with the Department of Disaster Prevention and Mitigation)
-  Mobile District Offices (in conjunction with district offices)

Forming and strengthening community learning network with the collaboration from community organizations, informant/ gurus and local wisdom as, for instance, local volunteers and Reading Promotion Volunteers

Publicizing projects/activities and achievements of sub-district NIE centre in various forms

### Reporting on the performance



Relevant data in the forms and periods prescribed



Annual performance of sub-district NIEcentre

### The Roles of Sub-district NIE Teacher

Sub-district NIE teacher is a government employee working as the Head of Sub-district NIE Centres. Their responsibilities are to plan, organize and facilitate the non-formal and Informal education, to provide educational services in coordination with network parties, and to build and expand the network in their respective sub-districts.



# ONIE Data



**Table 1 :** Comparison of the Budget between the Ministry of Education and the Office of the Non-Formal and Informal Education : FY 2010-2014

Unit : Million Baht

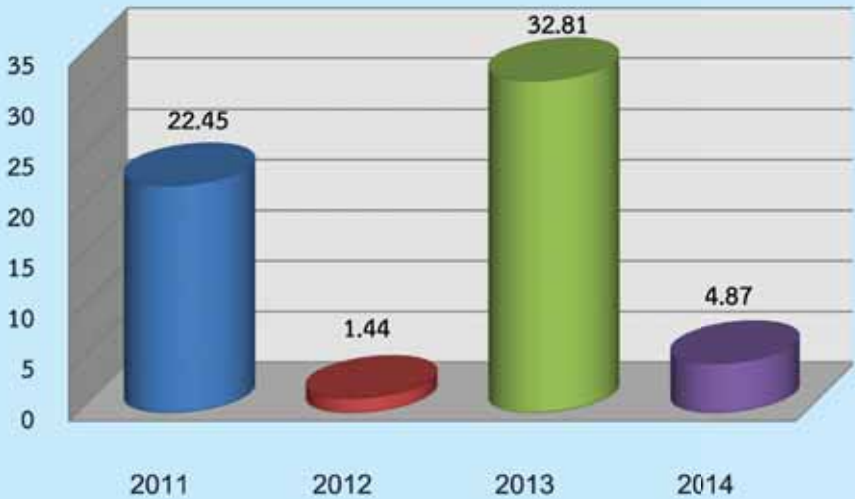
Fiscal year	MOE	ONIE	Percentage ONIE / MOE	Percentage of ONIE Budget Increased/ Decreased from the Former Year
2010	346,713	7,430	2.15	-
2011	392,454	9,098	2.32	22.45
2012	420,490	9,231	2.20	1.44
2013	460,411	12,259	2.67	32.81
2014	481,337	12,855	2.67	4.87

**Chart 1 :** Percentage of the Budget Allocated to the Office of the Non-Formal and Informal Education Compared to That of the Ministry of Education : FY 2010-2014



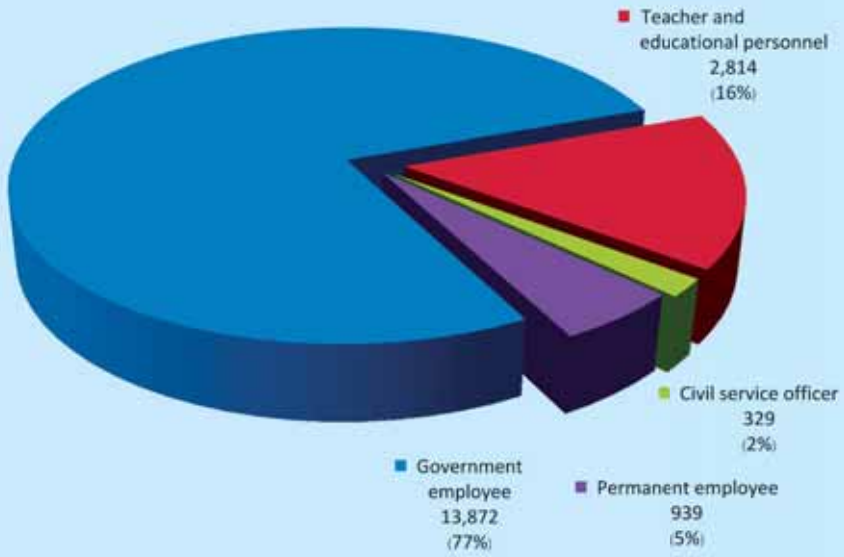
Sources : 1) Bureau of the Budget 2) Budget Section, Planning Division, ONIE

**Chart 2 : Percentage of the Office's Budget Increased/Decreased from the Former Year**



Sources : 1) Bureau of the Budget 2) Budget Section, Planning Division, ONIE

Chart 3 : Number of ONIE Personnel



Sub-district NIE teacher	: 8,445
NFE volunteer teacher	: 5,059
Pondok teacher	: 368

Source : 1) Personnel Division 2) Operations Promotion Division (6 Mar. 2014)



**Table 7 : Number of NFE Learning Resources**

Leaning Resource	Number of Leaning Resource
Science Centre for Education	16
Public Library	906
• Provincial Public Library	73
• Chalemrajakumari Public Library	87
• District Public Library	745
• Rachamangkhalabhisek Library	1
Community Learning Centre	9,525
• Sub-district Non-Formal and Informal Education Centre	7,424
• Community Learning Centre	1,340
• Mae Fah Luang Hill Area Community Learning Centre	761

Sources : 1) Planning Division

2) Institute for the Promotion and Development of Learning

3) Operations Promotion Division

( 6 Mar. 2014)

**Table 2 : Number and Percentage of Enrolled Students in the Basic Non-Formal Education Curriculum, Classified by Educational Level : Academic Year 2013**

Educational Level	Number of Enrollments		Percent
	Target	Actual Outcome	
Primary	154,044	150,013	97.38
Lower Secondary	462,055	499,633	108.13
Upper Secondary	613,929	675,364	110.01
Vocational Education Certificate	22,023	36,138	164.09
<b>Total</b>	<b>1,252,051</b>	<b>1,361,148</b>	<b>108.71</b>

**Table 3 : Number and Percentage of Graduates in the Basic Non-Formal Education Curriculum, Classified by Educational Level : Academic Year 2013**

Educational Level	Number of Graduates		Percent
	Target	Actual Outcome	
Primary	79,700	50,163	62.94
Lower Secondary	134,135	157,404	117.34
Upper Secondary	177,855	218,724	122.98
Vocational Education Certificate	5,770	2,059	35.68
<b>Total</b>	<b>397,460</b>	<b>428,35</b>	<b>107.77</b>

Source : Monitoring, Evaluation and Information Section, Planning Division, ONIE

**Table 4 : Number and Percentage of Enrolled Students in the Non-Formal Education Curriculum (Continuing Education), Classified by Activity : Fiscal Year 2013**

Curriculum/ Activity	Number of Enrolments		Percent
	Target	Actual Outcome	
Education for Career Development	840,000	642,121	76.44
Education for Life Skills Development	583,000	964,633	165.46
Education for Social and Community Development	407,140	456,535	112.13
<i>Short Courses</i>	347,140	349,582	100.70
<i>Special Courses for Highland Communities</i>	60,000	106,953	178.26
Literacy Promotion	80,000	267,029	333.79
Training on Sufficiency Economy	100,000	394,176	394.18
<b>Total</b>	<b>2,010,140</b>	<b>2,724,494</b>	<b>135.54</b>

Source : Monitoring, Evaluation and Information Section, Planning Division, ONIE

**Table 5 : Number and Percentage of Graduates in the Non-Formal Education Curriculum(Continuing Education), Classified by Activity : Fiscal Year 2013**

Curriculum/ Activity	Number of Enrolments		Percent
	Target	Actual Outcome	
Education for Career Development	391,270	560,987	143.38
Education for Life Skills Development	524,700	869,531	165.72
Education for Social and Community Development	381,400	339,960	89.13
<i>Short Courses</i>	277,000	314,440	113.52
<i>Special Courses for Highland Communities</i>	60,000	25,520	42.53
Literacy Promotion	64,000	100,513	157.05
Training on Sufficiency Economy	95,000	359,000	377.89
<b>Total</b>	<b>1,456,370</b>	<b>2,229,991</b>	<b>153.12</b>

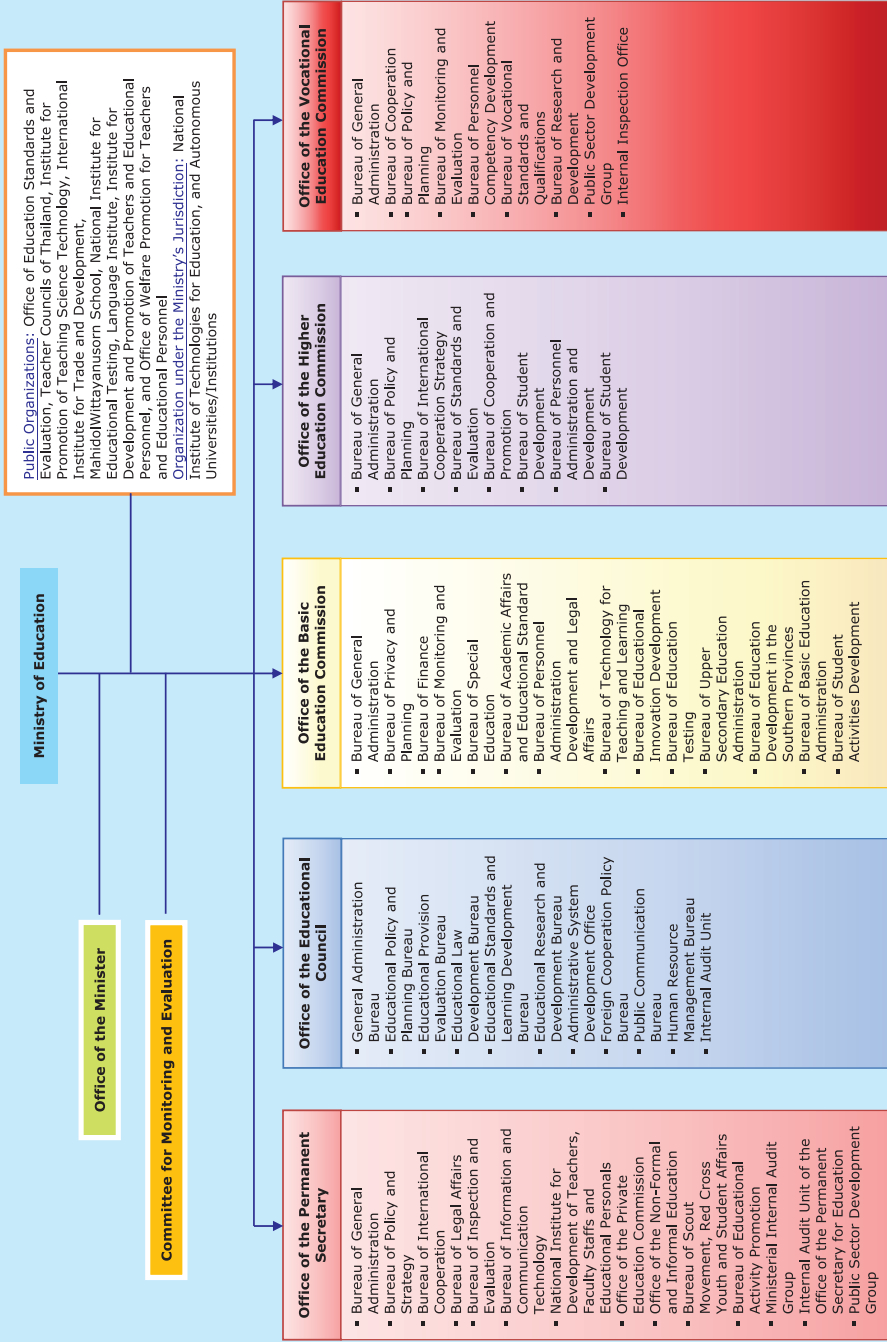
Source : Monitoring, Evaluation and Information Section, Planning Division, ONIE

**Table 6 : Number and Percentage of Informal Education Service Recipients, Classified by Programme/ Activity : Fiscal Year 2013**

Programme / Activity	Number of Participant		Percent
	Target	Actual Outcome	
<b>Educational radio programme</b> (Educational Radio Station at 1161 kilohertz AM system and National Radio Station of Thailand at 92 megahertz FM system to be broadcast for 11 stations)	1,400,000	293,073	20.93
<b>Educational television programme</b> (to be broadcast at National Television Station of Thailand : channel 11 (Public Relations Department) and Educational Television Station (ETV) of the Ministry of Education)	1,400,000	147,424	10.53
<b>Educational Media Service</b>	600,000	554,126	92.35
<b>Science education exhibition</b>	1,600,000	4,670,100	200.78
<b>Science activity for education</b>	1,000,000	8,317,780	522.55
<b>Reading promotion through library</b>	3,000,000	4,530,535	151.02
<b>Total</b>	<b>9,000,000</b>	<b>18,513,038</b>	<b>155.15</b>

Source :Monitoring, Evaluation and Information Section, Planning Division, ONIE

# Organizational Structure of Ministry of Education



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