

# Decentralization of education management in local government organizations

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## Abstract

Decentralization of education management in local government organizations is an important policy that will help improve the quality of education and meet local needs. It is important to build readiness for local governments in areas such as personnel, budget, and management. Information, example Raising public understanding and awareness of the benefits of decentralizing education management will help the public truly participate in education management. Benefits from education management and guidelines for participation in education management Improving relevant laws and regulations will facilitate the decentralization of education management and require effective supervision and monitoring mechanisms. Improve relevant laws and regulations to be clear, comprehensive, and consistent with reality. Monitoring and evaluating the performance of decentralized education management will help identify problems and obstacles that arise. This will lead to improvement and remediation to ensure efficient operation. To provide a higher-quality and more efficient education that truly meets the needs of the people.

**Keywords:** decentralization; education management; local government.

## The local government concepts

Local government (local government) It is considered one of the forms that is fundamental to national development and democratic governance and is important for public governance and administration, especially in local communities with different social, cultural, and living conditions and natural resources. The central government, as a whole, is unable to respond to the needs, solve problems comprehensively, and meet the needs of the people in each area, including the long-standing demands of local people who want to participate in local governance and development. As a result, governments in many countries have undergone centralized governance changes from central power (centralization) to decentralized governance (decentralization) to give communities the right to decide to carry out local missions and to be considered an institution of practice in participatory democracy.

1. *Definition of local government.*



Sady, Emil J. (1967, p. 574). It is defined as "local government, which is a unit of political government at the lowest level." Down It comes from a nation or state at the state level (where a country is a federation or a unitary state), which is formed by law and has sufficient authority to carry out local activities by itself, including the power to collect taxes or provide labor to achieve its intended objectives. "The functions of such bodies may be elected or local appropriation."

Wit, Daniel (1967, pp. 101–103). The definition of local government means government in which the central government gives or decentralizes power to local government units to allow local people to have all or part of the collective power to administer local administration based on the principle that if the power of government comes from the local people, then the local government is a government of the people, by the people, and for the people.

### 2. *localities in their jurisdiction.*

Mongtagu, Harris G. (1984, p. 574). Define local government as "a government by means by which a unit of local government has elected a functionary; in short, local government means local government as central or central government decentralizes power to local government units in which the people participate in the operation and self-government in accordance with the spirit of democratic governance. Local government, as a legal entity, may consist of elected officials to carry out the work for a specified period of time with its own budget.

In conclusion, local government means a form of government in which local people have the right to elect their representatives to administer localities independently of the central or provincial government, within the scope of authority prescribed by law. Local government plays an important role in decentralizing power to localities. It allows citizens to participate in local government. Solve problems and respond to people's needs on the spot. Reduce inequalities between localities and strengthen local democracy.

## Forms of decentralization

There are many levels and forms of decentralization. We should define decentralization as "the changes that occur within a particular political system." (Manor, 1999, pp. 4–12.) From such conditions. Therefore, the scope or form of decentralization may be enumerated here. There are 5 characteristics:

1. Necessary or implicit decentralization (decentralization by default) Decentralization in this way This is due to the situation where government institutions or organizations fail to carry out their activities, are unable to exercise power or influence in the territory they govern, and the state where people at the grassroots level have distrust in the government. These are voluntary organizations, or NGOs. They need to step up and carry out activities for their communities on their own that the government did not intend to happen, such as the establishment of schools, the organization of cooperatives or community banks, and the establishment of various forms of development projects.

2. Privatization of public-sector enterprises (Privatization) Privatization of state affairs, i.e., transfer (handover): Some businesses that were previously provided by government agencies go to the private sector instead, such as mass transit. This means that public enterprises that used to be owned by the state have been turned into goods or services that the private sector can compete for. This form of decentralization stems from the notion that certain ventures in the private sector can be prepared more efficiently and provide better services to society as a whole than those



provided by the public sector. It works by providing market mechanisms rather than being monopolized by the state, which often contributes to inefficiencies and poor-quality services.

3. Decentralization under the principle of division of powers (reconcentration) This type of decentralization refers to the division of federal power among subordinate organizations that operate outside the center or locality. Under the principle of division of powers, organizations shall have reasonable autonomy to make decisions within the area they oversee, but decision-making and policy-making power remain centralized. This kind of decentralization often occurs within the bureaucracy by dividing tasks and authority among organizations working in local areas to provide services and govern that area in a unified manner under a single organization. This kind of decentralization is sometimes referred to as "administrative decentralization" (Parker, 1995).

3. Decentralization under the delegation principle (delegation) Decentralization under this delegation principle will have a higher degree of decentralization that provides autonomy than division of power. In addition, decentralization emphasizes "missions" rather than "space," as in the division of powers, i.e., delegation of power, which is a decentralization in which the central state may delegate power to local government bodies, semi-autonomous organizations, public organizations, or organizations that provide ad hoc programs established by the government with a clear, specific mission to enable those organizations to independently decide and exercise their authority within their scope. However, under the principle of delegation, the central state still has authority over these organizations by relying on legislative measures as a framework to regulate and direct organizational roles. It includes the power to establish and dissolve an organization based on the principle of delegation.

4. Decentralization is based on the principle of power transfer (devolution). Decentralization, under the concept of transfer of power, can be considered a form of decentralization that reflects the most extensive level of decentralization. This is because this form of decentralization is used to describe a state in which a central state transfers or cedes decision-making power on matters to the representative bodies of the area. The organization receiving this transfer of power will have representatives of the people within that area. They are elected to make their own decisions and policies, including the power to enact laws and regulations to be enforced within their own areas or communities independently, without the central government interfering or interfering with the work of the organization under the principle of transfer of power, or the intervention must be very limited, often only in matters of national security. Therefore, this kind of decentralization is called "decentralization in politics" or "democratically oriented decentralization" (political or democratic decentralization). There are two levels of power transfer:

First Level: Transfer of Administrative Power (Administrative Devolution) This type of transfer of power would be consistent with local government reform in accordance with these principles. "Self-government" (local self-government): in other words, it will be a principle that allows local communities to establish their own local government organizations, for themselves and for themselves, whereby local governments will have a high degree of autonomy to take care of their livelihoods and be able to conduct various activities to respond to the problems and needs within their communities widely. They are also financially and personnel-independent, meaning that they have their own resources to use to conduct affairs independently.

The second level involves the transfer of legislative powers (legislative devolution). This kind of transfer of power can be considered the ultimate form of decentralization that goes under the form



of governance in a single state system (unitary system) until it looks closer to the federal system (federal system) (Heywood, 2002, pp. 167–168). In other words, it transfers power centrally to a particular area or locality, allowing the transferred community to determine its own political destiny (home rule) through the establishment of political institutions in the form of "councils" (assemblies) to make laws and formulate policies to be enforced within their own areas. The council to which this power is transferred is still considered part of the state and does not have the right to exercise sovereignty with the government, as in the federal system.

When we apply the five forms of decentralization to education related to local governance, decentralization is therefore supposed to cover only the third to fifth forms. The first two forms should be classified separately because the first form of decentralization, or necessary or implicit decentralization, is spontaneous in the public sector and not the result of the allocation or sharing of power by the central government. Meanwhile, the privatization of public-sector enterprises represents decentralization. Ultimately, it does not lead to a state of actual decentralization. Because of the lessons that have been learned in different countries. Privatization is merely a "migration" of power and resources that was originally centralized to large private companies, which are also centralized.

Therefore, based on a broad definition and scope, When we narrow our focus on the idea of local governance, it can be seen that local government is a result of the principle of decentralization, but since there are many levels of decentralization as presented, it means that the local government system in a country has different powers and autonomy. For example, in terms of authority, it may be under the principle of transfer of power, but in terms of fiscal resources, it may be under another principle, or in the system of personnel management, which is an important resource of local government organizations, it may be organized in various ways according to different levels or forms of decentralization.

## **Research related to the decentralization of education in local government organizations**

Decentralization of education is a crucial issue in Thailand's education policy, aiming to transfer authority and responsibility for managing education from the Ministry of Education to local government organizations (LGOs) (Ministry of Education, 1999). LGOs play a more active role in formulating policies, administering, and overseeing education in their respective areas (Ministry of the Interior, 2023).

Research on the decentralization of education in LGOs encompasses a wide range of topics, including:

Studies examine the policies and approaches to decentralization of education in Thailand, analyzing LGO roles and responsibilities, governance mechanisms, and challenges faced (Chanita Rakcivic, 2015).

Research evaluates the impact of decentralization on education quality, student learning outcomes, management efficiency, and stakeholder satisfaction (Somsak Jiemsiri & Somchai Jitrungham, 2018).

Factors influencing the success of decentralization of education: Research investigates factors contributing to the success of decentralization of education, such as LGO readiness,



stakeholder participation mechanisms, government support, and social context (M. Caroline Sahlins, 2014).

Research findings indicate that decentralization of education can positively impact education quality, stimulate innovation, and effectively respond to local needs (Paul Collier & Jennifer O'Connell, 2002). However, the success of decentralization in education depends on a variety of factors. LGO capacity development, stakeholder participation mechanisms, and continuous government support are essential (Warapohn Aryawong, 2013).

Key considerations for promoting decentralization of education in LGOs include:

**LGO capacity development:** In terms of personnel, budget, and management systems, LGOs must be adequately prepared (Nongluk Sombun, 2011).

**Stakeholder participation mechanisms:** Opportunities should be provided for all stakeholders to participate in policy formulation, management, and monitoring of implementation (Suri Sri-sawang & Suwit Phongsakdi, 2009).

**Government support:** The government should provide support in terms of policies, funding, and technical expertise (Manor, James. (1999). *The Political Economy of Democratic Decentralization*. Washington, D.C.: The World Bank).

**Monitoring and evaluation:** A continuous monitoring and evaluation system should be in place to improve and develop decentralization of education effectively (Heywood, A. (2002). *Politics*. (2nd ed.). New York: Palgrave Macmillan.).

Decentralization of education serves as a critical mechanism for developing education in Thailand. Collaboration among all stakeholders is essential to driving decentralization of education towards achieving its goals, leading to quality education, meeting student needs, and national development.

Decentralization of education (Decentralization of Education) is the process of delegating decision-making and management authority from the central government to local governments. Decentralization of education policies has become increasingly popular in many countries around the world because it is believed to enable educational institutions to better meet the needs of local students, promote efficient management, and increase community participation in the educational process.

However, the models of decentralization of education vary from country to country, depending on various factors such as history, culture, political structure, and economy. This article aims to compare the models of decentralization in education in different countries, including the United Kingdom, France, Germany, and Thailand.

## **Models of decentralization of education in different countries**

**1. In 1982, the United Kingdom began decentralizing education by empowering schools to have school boards, which consist of parents, teachers, and community representatives.** School boards have the authority to make decisions about curriculum, instruction, assessment, and school management. The central government continues to play a role in setting overall education policy, such as education standards, national assessments, and allocating funding to schools.

**2. France has a centralized educational system.** The central government has ultimate authority over decisions about curriculum, instruction, assessment, and school management.



However, in recent years, France has begun to decentralize education more towards local governments, giving schools more freedom to make decisions about curriculum, instruction, and assessment.

3. **Germany:** Germany has a federal education system. Authority over education is distributed between the central government, states, and local governments.

The central government is responsible for setting overall education policy, such as education standards, national assessments, and allocating funding to states.

States are responsible for setting education policy within their states, including curriculum, instruction, and assessment. Local governments are responsible for managing schools.

4. **Thailand: In 1997, Thailand began decentralizing education by empowering local governments to have Education Committees (Education Committees), which consist of parents, teachers, and community representatives.** Education committees have the authority to make decisions about the curriculum, instruction, assessment, and management of schools in their localities. The Ministry of Education continues to play a role in setting overall education policy, such as education standards, national assessments, and allocating funding to local governments.

## Benefits and drawbacks of education decentralization

### **Benefits: Schools can better meet local students' needs.**

- Decision-making is more efficient.
- Communities are more interested in their children's education.

### **Drawbacks:**

- Can lead to educational inequities.
- Local schools in poor areas may lack resources.

Therefore, the decentralization of education is a process with both advantages and disadvantages. It is necessary to have close monitoring and evaluation mechanisms to ensure that decentralization of education achieves its objectives and reduces educational inequalities.

## Education management policy in local government organizations

1. **Local government bodies Under the National Education Act B.E. 2542 (1999), education management plays a role.**

The National Education Act B.E. 2542 (1999) came into force on Friday, August 20, 1999, with nine substantive sections and 78 provisional chapters relating to the provision of education by local government bodies.

Section 8: Education shall be based on the following principles:

- (1) For the people, it is a lifelong education.
- (2) Involve society in the education management process.
- (3) continuous development of the subject matter and learning process.

Section 9: The systematization, structure, and process of education shall be based on the following principles:

- (1) There is unity in policy and diversity in practice.
- (2) decentralization of power to school districts, educational institutions, and local government organizations.



(3) Mobilize resources from a variety of sources for educational management.

(4) Involvement of individuals, families, communities, and community organizations. Local government organizations, private organizations, professional organizations, religious institutions, establishments, and other social institutions.

Article 15: There are three forms of education: formal education, non-formal education, and informal education.

(1) Formal education is education that defines the purpose. Study methodology, course, duration, measurement, and evaluation This is a prerequisite for achieving absolute graduation.

(2) A non-formal education is one that has flexibility in determining the goals, styles, and methods of education management. Duration of study, measurement, and evaluation, which is an important condition of graduation, the content and curriculum must be appropriate in accordance with the conditions, problems, and needs of each group of individuals.

(3) Informal education is an education that allows learners to learn independently, according to their interests and potential. Readiness and opportunities can be gained by studying people, experiences, society, and the environment. Educational institutions may provide education in one or all three forms of education to allow the transfer of the academic results accumulated by the learners between the same or different formats, whether or not they are from the same educational institution or not, including from informal learning at their own pace. Vocational training or work experience

Article 18: Early childhood education and basic education shall be provided in the following educational institutions:

(1) Early childhood development centers, including early childhood centers, child development centers, early childhood development centers of religious institutions, and early support centers for children with disabilities.

Special needs or early childhood development facilities, as they are referred to by other names.

(2) Schools, including public schools. Schools that are private and affiliated with Buddhist or other religious institutions

(3) Learning centers are places of study that are provided by educational agencies outside the school, individuals, or families. Communities Community organizations Local government organizations Private organizations Professional organizations Religious institutions and establishments hospital Organizations include medical institutions, welfare institutions, and other social institutions.

Article 24: Arrangement of the learning process for educational institutions and related agencies to carry out as follows

(1) Ensure that learning is accessible at all times and from any location. There is cooperation with parents. Parents and community members from all parties should work together to develop learners according to their potential.

Section 29 provides for educational institutions to cooperate with individuals, families, communities, and community organizations. Local government organizations, private organizations, professional organizations, religious institutions, establishments, and other social institutions promote the strength of the community by organizing learning processes within the community so that the community can organize education and training, seek knowledge,



information, and news, and know how to select wisdom and science to develop the community in accordance with the conditions and needs, as well as find ways to support the exchange of development experiences among communities.

Section 38 In each school district, there will be a board and an education office. The school district has the authority to supervise basic and tertiary institutions below the degree level, as well as consider the establishment, dissolution, or dissolution of educational institutions. Coordinate, promote, and support private educational institutions in the educational area; coordinate and promote local government organizations to be able to provide education in accordance with educational policies and standards; promote and support the educational management of individuals, families, community organizations, private organizations, professional organizations, religious institutions, establishments, and other social institutions that provide education in a variety of forms. Arts and Culture in Education Areas

## **2. Administration and education management in local government organizations**

Article 41 Local government bodies have the right to provide education at one or all levels according to their availability. Local suitability and needs

Section 42: The Ministry shall establish criteria and methods for assessing the readiness of local government organizations to provide education and shall be responsible for coordinating and promoting local government organizations to provide education in accordance with policies and educational standards, including recommending the allocation of budgets for the education management of local government organizations.

Article 58 provides for resource mobilization and budgetary investment. finance and property, both from the state. Local government organizations, individuals, families, communities, community organizations, private organizations, professional organizations, religious institutions, and establishments. Other social institutions and foreign countries are used to organize education. as follows

(1) The state and local governments shall mobilize resources for education by levying taxes on education as appropriate. This shall be in accordance with the law.

(2) Individuals, families, communities, local government organizations, individuals, families, communities, community organizations, private organizations, community organizations, professional organizations, religious institutions, and establishments. Other social institutions mobilize resources for education by organizing and participating in educational management, donating property and other resources to educational institutions, and participating in educational expenses as appropriate and necessary for state and local government organizations. Encourage and incentivize the mobilization of such resources by supporting subsidies and using tax deductions or exemptions as appropriate and necessary. This shall be in accordance with the law.

It is clear that education is provided in accordance with the National Education Act. B.E. 2542 (1999) Amendment (No. 2) B.E. 2545 (2002) encourages all departments in the community to participate in education management, especially local government organizations.

## **3. Education management of local government organizations**

Constitution of the Kingdom of Thailand, B.E. 2560, Section 250 The local government has the duty and authority to oversee and provide public services and public activities for the benefit of local people in accordance with the principles of sustainable development, as well as promote and



support the provision of education for local people as provided by law. (Department of Local Government Promotion, 2023)

Article 54 requires the state to ensure that every child is educated for twelve years. From preschool to the completion of quality compulsory education, free of charge. The state shall ensure that young children are cared for and developed prior to admission to education, in accordance with paragraph one. To develop physically, mentally, disciplined, emotionally, socially, and intellectually appropriate for age by encouraging and encouraging local government organizations and the private sector to participate in the operation. The state must ensure that people receive education according to their needs in various systems, promote lifelong learning, and provide interstate cooperation. Local government organizations and the private sector are involved in education management at all levels. The state has a duty to implement, promote, and support the provision of such education to meet international quality and international standards, in accordance with the National Education Law, which must at least contain provisions regarding the preparation of the National Education Plan and the implementation and monitoring of the implementation of the National Education Plan. They are disciplined, proud of their country, able to learn according to their own abilities, and responsible for their families. Community, society, and nation.

To ensure that young children are cared for and developed in accordance with paragraph two, or that people are educated in accordance with paragraph three, the state shall ensure that the underprivileged receive support for the cost of education according to their aptitude, establish a fund to assist the needy, reduce inequality in education, and strengthen and develop the quality and efficiency of teachers by allocating budgets to the fund or using tax measures or mechanisms, including allowing donors of assets to the fund to benefit from tax deductions. Such laws must at least provide for the fund's independent management and require that funds be expended to achieve such objectives.

Section 258 provides for the implementation of at least some national reforms to achieve the following results:

1. Education

(1) To be able to initiate the care and development of young children prior to admission to education in accordance with Article 54, paragraph 2, so that young children can receive physical, mental, discipline, emotional, social, and intellectual development in accordance with their age free of charge.

(2) The enactment of a law establishing a fund under Article 54, paragraph six, shall be completed within one year from the date of promulgation of this Constitution.

(3) to have manufacturing mechanisms and systems. Screening and development of teacher practitioners and teachers to obtain people with the spirit of being teachers. They are truly knowledgeable and competent, receive remuneration that is appropriate to their ability and efficiency in teaching, and have a mechanism to create a moral system in the personnel management of teacher professionals.

(4) Improve teaching and learning arrangements at all levels so that learners can learn according to their aptitude, and improve the structure of relevant departments to achieve such goals in accordance with both national and local levels.

According to the Kingdom of Thailand's Constitution As mentioned above, it can be seen that the local administration has the authority to promote and support the provision of education for local



people to learn at all ages continuously throughout their lives. Collaborate with the state to provide education at all levels. The state has a duty to promote and support the provision of such education to meet international quality and standards. Therefore, local government organizations must promote, support, and cooperate with the state to provide education in accordance with the National Strategy Framework (2018–2027) to achieve the vision of "a stable, prosperous, sustainable, and developed country with development based on the philosophy of sufficiency economy" that aims to develop happiness for Thai people and respond to the achievement of national interests in order to improve the quality of life. It is a developed country and creates happiness for Thai people. The society is stable, equitable, fair, and competitive in the economy, which has five frameworks for human development and empowerment. As follows

- (1) Develop human potential throughout life.
- (2) improving education and learning so that they are of equal and inclusive quality.
- (3) Cultivate discipline, morality, ethics, and desirable values.
- (4) Promoting people's well-being
- (5) To create Thai families' well-being, achieve Thailand 4.0, and be in line with the 13th

National Economic and Social Development Plan (2023-2027), which is an important mechanism. In order to reflect the development issues that are critical to transforming Thailand into a "progressive society, economy, and sustainable value creation," 13 development milestones have been identified as follows:

Goal 1: Thailand is a leading country in high-value agricultural and processed agricultural products.

Goal 2: Thailand is a destination for quality and sustainable tourism.

Pin 3: Thailand is the most important production base for electric vehicles. Important to the world

Pin 4: Thailand is a high-value medical and health center.

Goal 5: Thailand is an important gateway for trade, investment, and logistics strategy. The region's important aspects

Pin 6: Thailand is a hub for smart electronics and digital industries.  
ASEAN's

Goal 7: Thailand has strong small and medium-sized enterprises with high potential and can Competitive

Goal 8: Thailand has a livable, safe, and sustainable smart city area.

Pin 9: Thailand has reduced intergenerational poverty and provided adequate social protection.

Goal 10: Thailand has a circular economy and a low-carbon society.

Pin 11: Thailand can reduce the risks and impacts of natural disasters and climate change.

Pin 12: Thailand has a high-performance workforce with a focus on continuous learning. Meet the development of the future.

Pin 13 Thailand has a modern, efficient, and responsive public sector.

The 13th National Economic and Social Development Plan (2023–2027) discusses the country's development context in terms of social and human resources. As a result, the quantitative expansion of educational institutions is reduced, which is an opportunity to enhance education's quality, equity, and efficiency. If technology, such as remote learning, can be used to effectively



manage educational resources and promote lifelong learning, Lifelong learning that supports an individual's potential to play an important role in responding to rapidly changing labor market demands. In addition, the National Education Plan 2017–2036 talks about supporting and promoting human development throughout the life cycle and has various measures to ensure that children and people of all ages have access to more opportunities for quality education. To elevate Thai people's education so that it can be an important force in the country's economic and social development. The vision is that "all Thai people receive quality education and lifelong learning, and live happily in line with the philosophy of the Sufficiency Economy and the changes of the 21<sup>st</sup> century."

Strategy 1: Education for social and national stability Goal 1: People of all ages have a love for the nation's main institutions and adhere to democratic rule with the King as the head of state. Goal 2: People of all ages in the Special Development Zones of the Southern Border Provinces and Special Areas receive high-quality education and learning. Goal 3: People of all ages receive education and learn. Care and protection from new life threats

Strategy 2: Producing and developing manpower, research, and innovation to increase the competitiveness of Goal 1 countries. The job market and the country's socioeconomic development. Goal 2: Educational institutions and educational agencies produce graduates with expertise and excellence in specific areas. Goal 3: Research and development to create knowledge and innovation that increase productivity and add economic value.

Strategy 3: Developing people of all ages' potential and creating a learning society. Goal 1: Learners have the basic skills and characteristics of Thai citizens and the skills and characteristics necessary in the 21st century. Goal 2: People of all ages have skills, knowledge, abilities, and competencies according to educational and professional standards, and they develop their quality of life according to their potential. Goal 3: Educational institutions at all levels of education can organize learning activities and processes according to the curriculum in terms of quality and standards. Goal 4: Learning resources, textbooks, innovations, and learning materials are of quality and standard, and the public can access them without limitation of time or place. Goal 5: Measurement systems and mechanisms Effective monitoring and evaluation Goal 6: Teacher production system Teachers and educational personnel meet international standards. Goal 7: Teachers and educational personnel develop competencies according to the standards.

Strategy 4: Creating opportunity, equity, and equality in education Goal 1: All learners have equal opportunities and access to quality education. Goal 2: Increasing educational opportunities through digital technology for education For people of all ages Goal 3: A comprehensive, accurate, and up-to-date system of individual and educational information for planning, educational management, monitoring, evaluation, and reporting.

Strategy 5: Education management to promote an environmentally friendly quality of life Goal 1: People of all ages have the ability to practice environmental consciousness, morality, ethics, and concepts based on the philosophy of the Sufficiency Economy. Goal 2. Curriculum, learning resources, and learning materials that promote an environmentally friendly quality of life. Morality, ethics, and the integration of the philosophy of sufficiency economy into the practice of Goal 3: Research to develop knowledge and innovation for promoting an environmentally friendly quality of life.



Strategy 6: Improving the efficiency of the study management system Goal 1: Structure: Education management's role and system are streamlined, clear, and verifiable. Goal 2: The education management system is efficient and effective. Goal 3: All sectors of society are involved in providing education that meets the needs of the people and the area. Goal 4 laws and educational resource management models accommodate different characteristics of learners. The target countries' educational institutions and labor force requirements 5 Teacher personnel management system Teachers and educational personnel are fair, build morale, and encourage them to perform their work to their full potential.

Therefore, the preparation of the Local Education Development Plan (2023-2027) must create consistency and linkage between the National Strategy (2018-2037), the 13th National Economic and Social Development Plan (2023-2027), the National Education Plan 2017-2036, and the Thailand 4.0 Economic Development Policy. Improving the quality and standard of education, as well as education for employment and job creation, drives innovation and creativity to focus on development. With a learning society, Thailand will be able to move beyond the trap of middle-income countries and into developed countries.

## **Decentralization of education management in local government organizations**

Decentralization of education management is an important policy aimed at involving local government organizations in the management of education by transferring the authority, duties, and responsibilities of education administration and management from the Ministry of Education to local government organizations. According to the rules and procedures prescribed under the National Education Act B.E. 2542 (1999) and as amended (No. 2) B.E. 2545 (2002), local government bodies have the right to provide education at one or all levels, depending on their availability. By establishing criteria for assessing the readiness of local government organizations and coordinating the promotion of local government organizations, including allowing local government organizations to mobilize resources for education, decentralization of education management in local government organizations has its main objective. as follows 1) Truly involve the public in education management. 2) Encourage education to respond to local needs. 3) Increase efficiency and effectiveness in education management.

Decentralization of education management in local government organizations has its advantages and disadvantages. as follows

### **advantage**

1. The public is genuinely involved in education management.
2. Encourage education in response to local needs.
3. Increase efficiency and effectiveness in education management.
4. Decentralization and accountability in education management
5. Strengthen local government organizations.

### **weakness**

1. There may be a shortage of personnel and budget.
2. There may be a disparity in educational arrangements between well-prepared and not-ready localities.
3. Local politics may interfere with education provision.



Decentralization of education management in local government organizations is an important policy that affects the overall education management of the country. It can promote higher quality and efficiency in education. However, good and effective management is needed to reduce potential problems and obstacles.

### **Guidelines for driving the decentralization of education management in local government organizations**

1. Capacity Development of Local Government Organizations
2. Creating public understanding and awareness of the benefits of decentralizing education management.
3. To facilitate the decentralization of education management.
4. Monitoring and evaluating the performance of decentralization in education management

It is important to develop the capacity of local government organizations in order for local government organizations to be ready to provide education. Information technology, for example. Raising public understanding and awareness of the benefits of decentralizing education management will help the public truly participate in education management. Benefits from education management and guidelines for participation in education management Improving relevant laws and regulations to facilitate the decentralization of education management will help to effectively decentralize education management. Relevant laws and regulations should be updated to be clear, comprehensive, and consistent with reality. Monitoring and evaluating the performance of decentralized education management will help identify problems and obstacles that arise. This will lead to improvement and remediation to ensure efficient operations. Decentralization of education management in local government organizations is an important policy that must be implemented carefully and continuously. To provide a higher-quality and more efficient education that truly meets the needs of the people.

### **Forms and guidelines for appropriate educational arrangements for local government organizations in Thailand**

Chanita Rakcivic (2558) [9] has proposed. Local government organizations' forms of cooperation suitable for educational management Local government organizations' forms of cooperation in education management can be classified as follows:

1. Forms of cooperation according to the juristic person's nature Local government organizations cooperate to establish juristic persons in the form of both independent public organizations and general organizations. The most popular forms of establishment are the United Government, the Special Zone Community, and the Cooperation Organization between local government organizations, which are independent organizations administered in the form of joint committees (Joint Board). The findings showed that cooperation in the form of cooperatives, community education, and special districts has not been implemented. But it is worth considering the form of cooperation between local government organizations (joint authorities). At the municipal level, as is the case in Finland with black cooperation, perform specific tasks, such as education, as a full-time job with no time limit.

There are many forms of non-juristic cooperation, such as formal and informal cooperation that does not have an organization, such as delegating tasks to other local government bodies to act on



their behalf in accordance with the powers prescribed in the law. The establishment of a separate joint committee to prepare a cooperation agreement or memorandum of understanding (MOU) can be done between the same and different forms of local government organizations that are already in operation in Thailand.

2. The service area-based cooperation model is a mutual agreement to provide education to people in the service area. According to this model, local government organizations must cooperate from the policy-making stage until implementation. The results show that this kind of collaborative model is feasible to implement now that it is being implemented. There are some public services of this nature, but there is no education.

3. Networks or collaborative partnerships Local government organizations of the same or different forms cooperate in providing education without need. It must have adjacent areas with a common purpose. The implementation may use a network/cooperative model by local government organizations that have the readiness and potential to be "hosts." The examples of cooperation that have already been implemented abroad are mainly distance education networks or learning networks.

4. Labor Cooperation Model According to this model, local government organizations can divide work according to the principle of ability to organize cooperative education by dividing labor by level or type of education. There is an agreement to divide the work of education management at a specific level or in a specific type according to the form of local government organizations. The Primary Education Child Development Center Age The municipality provides primary and junior secondary education. For example, in Japan, the prefecture takes care of high school education and special education, the municipality takes care of primary and junior high education, and France has the prefecture take care of junior high school education. The municipality administers primary schools in cooperation with the division of labor according to the tasks of educational administration. The local administration may agree to divide the work to be carried out in accordance with the principles of educational administration into four areas: academic administration, budget and finance, personnel work, and general administration. MOU) For example, the SAO does not have a budget but has a place, agrees to invest in the field of premises to establish a municipal cooperation center, does not have an area, but has a budget to help with money. The PAO is academically prepared and agrees to provide academic assistance and training for teachers' professional development.

5. Cooperation model according to potential level: Local government organizations jointly organize education by defining the roles and responsibilities of each place that cooperates according to the level of potential. It is divided into equal cooperation ("equal parties"). Local government organizations have equal roles and responsibilities because they are similar in readiness. A joint committee must be formed with representatives from all local government organizations. Require that resources be allocated for cooperation missions in equal proportions, cooperating according to readiness. Local governments have varying readiness levels and, as a result, agree to allocate resources for cooperation missions in different proportions. It may be assigned to a well-equipped local government organization to carry out the mission on its behalf or to act as a mentor or adviser to other local government organizations that cooperate with each other.



## Conclusion

Decentralization of education management in local government organizations is very important for local development and promoting education at the local level in a reliable direction. Decentralization helps build resilience to operate and adapt to the environment and needs of communities in that area. The main reasons why decentralization, local development, and quality education are important include: 1) decentralization; building local accountability Decentralization of local education provides accountability for the development of education at the local level. This allows local administrators to make decisions and adopt educational policies that are appropriate to the needs and special conditions of that area. Higher accountability will result in education planning and implementation that aligns with the community's goals and needs. 2) Promoting protection and accessibility Locally distributed powers promote protection and access to education, with local administrators able to monitor and address education-related issues at the same time. It can also develop policies that support access to education, both legally and practically. 3) Building a Learning Community Decentralizing local education helps build strong learning communities. Granting decision-making rights at the local level encourages collaboration between local government bodies and educational institutions. It encourages the creative sharing of knowledge and experience. 4) Decentralization for strategic planning Proper education and strategic planning must recognize local needs and capabilities. A higher level of decentralization in planning allows for the presentation of plans and strategies that are aligned with local realities. It also encourages the use of data and analytics to aid in concise decision-making. 5) Supporting creativity and innovation, decentralizing local education management, and encouraging creativity and innovation in education. Giving decision-making rights creates opportunities to experiment and present new ideas that can be adapted locally.

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