

## **Promoting the Participation Role of the Basic Education Commission of Educational Institutions under the Local Administrative Organization, Thailand**

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### **ABSTRACT**

Educational management in educational institutions under the local administrative organization is very important to involve local people in the provision of education. Because, in addition to having to provide education to meet the quality of national education standards also need to provide education to meet the needs of local people as well. The most concrete form of public participation is participation in the capacity of the board of basic education commission with representatives from stakeholders and those involved in education management became the basic education commission acts as a representative of the local people who support, promote, monitor the various missions of the school and as a medium between the educational institution and the local people in the exchange of information between each other. The objective of this academic article is to present the importance of the role and duties in participating in education management of the basic educational committee of educational institutions under the local administrative organization. To offer advice on promoting the participation role of the basic education committees. So that the basic education school board can perform duties according to their roles to the fullest potential. Promoting the participation role of the basic education committees must rely on integrated cooperation from the local administrative organizations, Educational institutions, and local people together to empower and promote the role of participation of the basic educational committee in order to be able to strengthen the participation of the basic educational committee.

### **Keywords:**

Participation, Basic Education Commission, Educational Management, Local Administrative Organization

### **Introduction**

Education is a public service that the state must allocate to people in the country thoroughly, many countries around the world including Thailand give importance to education management as a process for developing human resources in the country to be quality. For Thailand, education is a fundamental right of all Thai people, The Ministry of Education, the main educational policy-making agency, has an important objective to provide education for the people of the country to have access to quality education that is inclusive and equal, along with developing an effective education management system to create quality people to have the capacity to work in line with the needs of the labor market and the direction of national development, allowing people to live happily with others in society, it leads to stability of society and is an important force in developing the country to advance in line with civilized countries and to keep up with the changing of the world in the 21<sup>st</sup> century (Office of the Education Council Secretariat, 2017) The aim is also consistent with the 12<sup>th</sup> National Economic and Social Development Plan (2017-2021), which adheres to the principles of the Sufficiency Economy Philosophy, including the principles of participation in development and promoting Create a mechanism for national development to achieve integrative development between departments based on space, and people-centered. Which aims to provide Thai people of all ages, have skills, knowledge, and abilities, and develop themselves continuously throughout their lives, it also aims to create more decentralization to the local government in order to promote the efficiency of the government in the administration of the country, capable of providing comprehensive and efficient services to the people, verifiable and free from corruption. Therefore, the enhancement of human capital

potential is one of the strategies for the success of the National Economic and Social Development Plan.

The administration of a nation's education to be thorough and qualitative requires two important administrative principles: decentralization and participation of all sectors in the society which has appeared such administrative principles in the Constitution of the Kingdom of Thailand **1997**, Section **289** is important that it can be concluded. that the assignment of a local government organization to have the right to provide education according to local needs as appropriate, and must also give importance to the maintenance of good local arts, culture, traditions as well. In addition to the spirit of the constitution aimed at the participation of the people according to the democratic regime and the importance of decentralization of administrative power to localities. The state must decentralize the local authority to make self-sufficient decisions about local affairs, self-sufficiency, develop the economy, and the public utilities, infrastructure within the locality, all inequality and equality, which appears in Article **78**. Likewise, the Constitution of the Kingdom of Thailand **2007**, Chapter **14**, Local Administration, Section **281-290**, which still maintains the intention to decentralize the local self-government, which is essential in conclusion that states must give autonomy to local governments, self-governing the needs of local people, promote local governments to be the main body in the provision of public services, and to participate in decision-making to resolve their own local problems. Until the Constitution of the Kingdom of Thailand **2017** still attaches importance to the decentralization of the local authorities as shown in Chapter **14** Local Government in Article **250**, which is important in summary that the local government organization should have the power and duty to manage public services. for the people, including promoting, supporting the provision of education for the people to benefit under the principles of sustainable development.

The intent of every such constitution reflects the state's need for local autonomy in self-management, based on the local people as the center because the local people are the recipients of the problem and the needs of the best, which will be able to solve local problems at the point and enable the management of public affairs to meet the needs of the people.

After the Act on decentralization plan and procedures for the decentralization of the local government organization was announced in **1999**, the local government organization has more role in providing education for local people than in the past. The local government organization has the duty to recruit and collect educational resources to allocate to the educational institutions under supervision, especially in the budget that the local government organization has to allocate to the educational institutes in order to support the education. Efficiency and quality as required by the national educational standards, including the establishment and development of educational institutions to be local learning centers for local people to use. In addition, local government organizations have a duty to develop professional skills for local people, both youth and the general public.

In addition, the local government organization has another important duty, which is to support and promote local people to have the opportunity to participate in the provision of education, to this end, the main goal is to provide education with efficiency, quality, and consistency in accordance with the guidelines set forth in the national education policy, and at the same time, it must be able to provide education that meets the needs of local people. Therefore, it is imperative that the state decentralizes the education management authority, the local government organization, and the educational institution in order to be able to determine the guideline for the provision of education freely according to the potential and context of the educational institution, and the needs of the local people (Department of Local Administration,

**2017)** which can be considered as the hallmark of education management by the local government organization.

From the important roles, duties, and goals of the education management of the local government organization mentioned above. This reflects that the ability to provide education to achieve its goals cannot be achieved through management from a local government organization or an educational institution only, but requires the participation of local residents as well, because local citizens are considered recipients and direct stakeholders in the provision of education, both as learner and guardian, students who are aware of the problem, best perceive local educational needs, therefore, should be the one who has to play an important role in engaging in educational management with the educational institution of the local government in providing information, suggesting, giving advice to educational institutions to be able to set guidelines for educational management appropriately, according to the local context with quality.

A concrete pattern of participation by local people in the educational administration of educational institutions under the local government organization is participation through representation in the basic educational institution committees according to the National Education Act **1999** The amendment (**2<sup>nd</sup>** edition) **2002**, and amendment (**3<sup>rd</sup>** edition) **2010** contains the essential elements of the involvement of the basic education institution committees, as depicted in Section **8**, which states that provide government agencies to provide education for the people as a life-long education and provide opportunities for society to participate in the provision of education in order to develop content and a continuous learning process. In addition, Section **9 (6)** addresses the participation of individuals, families, communities, community organizations, local government organizations, private individuals, non-governmental organizations, professional organizations, religious institutions, establishments, and other social institutions, and Article **40** also establishes the basic educational institution committee in each educational institution to act to promote and support the operation of the educational institution, consisting of representatives of stakeholders in the provision of education.

Due to the written legislation of public participation in the provision of education, the participation of local residents has become more concrete. This can be considered as opening up areas and creating opportunities for people to become more involved in education management through being a committee of basic schools. However, the participation of the people as an effective basic school board requires support from local government organizations, administrators, teachers, and educational personnel in educational institutions, including local people to strengthen the performance of duties for the basic education institution committee.

Therefore, this article aims to present the essence of the basic education committee, including the role in the participation of the basic education school committee, which is to strengthen the board of primary education. This will benefit the development of public participation in the provision of better local education.

## **Literature Reviews**

Educational institutions under the local government organization are considered to play an important role in the provision of education for the people and the quality of the local people is reflected from the quality management of the educational institutions. However, as an educational institution affiliated with a local government organization, it is necessary to provide education in accordance with the needs of the local people and take into account the traditions, cultures, and wisdom of each locality, it is imperative that the participation of local residents is required for the people to reflect on the problem and to share their educational needs to

educational establishments in order for them to be used as Information to determine appropriate educational management guidelines. National Education Act 1999 Amendment (2nd edition) 2002, and amendment (3rd edition) 2010 has determined that each educational institution has the management of a group of people or in the form of a committee to participate in the educational administration of an educational institution, which indicates that the school board is essential and essential to the provision of education, can reflect local problems and needs very well because they are local residents. In addition, the basic education school committee is also a representative of the local people who are linking and communicating needs between local government organizations, educational institutions, and localities (PichetWongkiatkajorn. 2009).

The Basic Education Committee consists of representatives from various groups: representatives of parents, teachers, community organizations, local government organizations, representatives of alumni of educational institutions, qualified persons who are administrators of educational institutes as members and ex officio secretaries, however, the positions of chairman and vice president are chosen by the basic education institution committee (Office of the Basic Education Commission, 2003). It can be seen that the participants as the basic education committee are diverse and there are representatives from various parties who are involved and stakeholders in education management to ensure quality in education provision. Therefore, it is necessary to rely on knowledge, abilities, and experience in various fields of each representative, in which individuals are selected to the basic school board in each position, are important to local education management (Office of Basic Education Management Monitoring and Evaluation, 2019).

1. Parental representative is one who can reflect the problems and needs of educational quality, and the student characteristics that parents want, both in the expected part, and reflecting the reality that arises, including collaborating with teachers in schools, parents, and communities in organizing learning activities.

2. Teacher representative Can be regarded as a professional teacher, able to provide information on teaching and learning processes, and report on educational management results, including the problems and needs of support from the community and related agencies.

3. Representatives of community organizations It is a position of a person who can reflect the problems and needs of the learner's development, which is considered a local people and can be a representative to cooperate with educational institutions in both local wisdom and learning resources within the community.

4. The representative of the local government organization is a person who helps reflect the problems and needs that span across the service area of the school, and also plays an important role in supporting the institution in terms of budget. Educational management resources, and help link the education development plan and the local development plan to be consistent in the same direction.

5. Alumni representatives Play an important role in showing the local people the love, faith, pride in the educational institution they have studied, it helps to create value for educational institutions to the next generation of students and motivate them to succeed in education as well.

6. Representatives for Buddhist monks and/or representatives of local religious organizations play an important role in providing knowledge of the moral and ethical principles of religion, which is an important part of organizing learning to provide learners with desirable attributes as being a good person of society.

7. School Administrators Has a position as both a committee member and secretary in the basic education committee, is considered a person who is important to the image

of an educational institution, is an assistant, mentoring, motivating the work of the personnel in the educational institution, being a supporter for representatives of various parties Had the opportunity to play the role. It is also responsible for organizing meetings, memorizing, and reporting the results of the meetings, and conducting suggestions, opinions of the basic school committees for implementation.

As for the number of the basic school board, according to the law, if it is a small educational institution with a number of not more than **300** students, there shall be **9** basic school board members. For large educational institutions with a number of students from **300** or more, there shall be a basic school board of **15** persons. The term of Chairman of the Board and committee for a term of **4** years and maybe re-appointed but not more than **2** consecutive terms. In addition to the basic education committee who will vacate office upon the expiration of the term, they can also vacate office in **5** cases as follows: **1)** died, **2)** resigned, **3)** impaired function that resulted in the deterioration of the school or the ability to be a committee less, **4)** disqualification or being under any of the prohibitions for a representative of that type of director. For example; the committee as a parental representative has specific properties: being a registered guardian of the student studying at that educational institution and must not be a teacher, staff, or employee of the educational institution or consultant, or be a specialist at the place of study. A specialist committee having specific qualifications i.e., must not be a teacher, officer, or employee of an educational institution or advisor, or have an employment contract to be a specialist of that institution, and must not be a director of more than **3** educational institutions in the educational service area at the same time. **5).** Freeing from being a monk for a committee who represents a monk.

### **Research Methodology**

This research is to analyze documents and research work related to the role of the institutional committee. The researcher has compiled various relevant documents related to the laws relating to the school board, as well as the academic achievements mentioned. The data obtained from the study of the document are analyzed by content analysis method and the descriptive research results are presented.

### **Research results**

#### **Roles and duties of the basic educational institution committee**

The Basic Education School Committee is a body of persons working with educational institutions in order to enable educational establishments to manage their own education in accordance with the legal framework. The diversity of the people joining the committee is therefore essential to improving the quality of education in an educational institution that will require knowledge, competence, and experience in a variety of areas. The Basic Education Commission is responsible for supporting, promoting, and supervising the educational administration missions of educational institutions in accordance with the National Education Act **1999**, and as amended, Section **40**. In addition to the Ministry of Education Act **2003**, and the amendment to Section **38**, there are four roles and duties of the basic educational institution committees. **(1)** To supervise the operations of educational institutions to be in accordance with the rules, regulations according to the policies of the Ministry of Education, Office of the Basic Education Commission, the Office of the Educational Service Area, including directing educational institutions to provide educational management in accordance with the needs of the community and local. **(2)** Promoting and supporting the implementation of various missions of the educational institution. **(3)** Perform duties in relation to the personnel administration of

government teachers and education personnel in educational institutions as prescribed by the regulations of the teacher civil service and educational personnel. **(4)** The performance of duties as required by laws, regulations, and announcements is the duty of the basic education institution committee.

In addition, the basic education institution committee has roles and duties according to the four areas of work: Academic, Budget, Personnel, and General Management, with details in each area of workload as follows (ThanakornNakwan, AnothaiPrasan and TeeraphongSomkhaoya. **2019**).

**1.** Academic management: The basic education institution committee is responsible for providing information to promote and support the organization of the internal quality assurance system and external assessment. This includes giving approval to academic planning, the development of the school curriculum, and the development of the internal quality assurance system and educational standards, they can also express their opinions or approve additional improvements to the school curriculum that are consistent with the core curriculum of basic education.

**2.** Budgeting management: The duty of the basic school board is to give approval on the following matters: **1).** Preparation of budget plans and budgeting requests for submission to the Secretary-General of the Basic Education Commission. **2).** Establishing an action plan for spending money as the educational institution has allocated budgets from the agency. **3).** Transfer requests and budget changes. **4).** Mobilization of resources and investing in education. **5).** Procurement of benefits from the property.

**3.** Personnel management: Its role is to supervise, supervise the personnel administration in educational institutions in accordance with the policies, rules, regulations, criteria, and procedures as specified by the Provincial Board of Education. Including proposing needs and approving the manpower planning of government teachers and education personnel in educational institutions for submission to the agency for consideration, and can also comment on School Administrators regarding the personnel administration of civil servants, educational personnel. And duties as prescribed by the Teacher Civil Service Administration and Educational Personnel Administration Act **2547**, or as assigned by the Provincial Education Commission and in the general administration. The basic school board is responsible for approving the planning of educational administration, student admissions, as well as giving approval, giving opinions on the establishment, dissolution, or cancellation of educational institutions, and mobilizing educational resources

**4.** General management: **(1)** Giving approval, suggestion and advice on the formulation of educational development policies and plans of educational institutions in accordance with the policies and plans of the Ministry of Education, Educational Service Area Office, Secondary Education Area Office, including Needs of the community and local. **(2)** Acknowledge, give comments, and suggestions for improving and developing the quality of education and school affairs, etc. **(3)** Giving approval, suggestion, coordination, promotion, and support regarding resource mobilization for education, etc. **(4)** Give opinions, suggestions, and give advice on issuing regulations, regulations, announcements, and guidelines, etc. **(5)** Giving approval, suggestion, and counseling to strengthen the community and build relationships with other community and local institutions. And **(6)** To perform other duties in connection with the school activities as required by laws, regulations, notifications, etc.

## Discussions

When considering the roles and duties of the basic educational institution committee as required by law, it can be seen that the roles and duties of the four educational administration workloads are essential that requires considerable knowledge and experience in educational administration, in addition to that, the Basic Education Commission is considered a representative of the local people, acting on behalf of the community and parents of students, therefore, it is important to focus on the education that the educational institutions will provide to learners who are the children of local people.

From a literature review on the participation of the basic education institution committee, it was found that the basic school board and the teachers in the educational institution have a good relationship with each other, making the basic school board play a huge role in the education administration of the school, which has been involved in setting policy of the school. study Make school plans and projects, help monitor student behavior, help plan improvements in buildings and landscape around the school grounds, promote communities as a learning center and drive local wisdom to be included in the curriculum, and as a lecturer to educate students in the local occupation for students, as well as being a medium between communities and schools in coordinating and informing of educational information and participating in various activities organized by educational institutions (PanathadSanwisad, 2012: 265) The Basic School Board is also concerned with promoting the education of children, and also performs its duties and fully cooperates with educational institutions, the focus is on budget spending monitoring and human resource management, who are close to students, and play an important role in educating students who are local descendants of quality (ThiemjitKongarun and SupapornTungdamnernsawad, 2018). It also gives importance to participation in academic administration as it wants their children who are studying in educational institutions to develop their knowledge in various sciences until they are able to develop that knowledge in the future, as well as a desire for educational institutions to strive for academic development in order to progress to the specified standards (PraphonKrasaephan, 2011: 79-80).

It can be seen that the expression of roles and duties of the basic educational institution committee is consistent with the concept of participation of Cohen and Uphoff (1980:8) In the form of participation in decision making; a decision-making initiative to formulate a policy based on demand such as the participation of the basic education institution committee in setting the curriculum, setting the budget expenditures with educational institutions, etc. And participation in activities (Implementation) is a form of participation in the project, providing administrative support, collaboration, implementation, support of other resources for example the participation in various activities organized by educational institutions, coordination between educational institutes and communities, etc.

Therefore, participatory management is the principle that will help the basic education committee to perform better. This is because participation is a factor that helps education management to meet the needs of learners and those involved, it is also an impetus for educational institutions to have the potential for creative development until all parties have a sense of belonging and mutual benefit, as well as helping to connect all sectors related to education management until they have the opportunity to work together until the exchange of knowledge with each other (Faculty of Education, Chulalongkorn University, 2010: 79-80). And for the more effective role-play of the basic school board, it should be promoted and supported in developing the capacity of the basic school board from both local government organizations Administrators, teachers, and educational personnel, including local residents to make the

performance of duties and participation in education management to be more efficient, which will benefit the quality of education management of the school as well.

### **Conclusion**

The key principles of education management by local government organizations are to provide quality management according to national educational standards and be able to meet the needs of local people. Therefore, the participation of local people in the provision of education is essential for government agencies to support, create opportunities and channels for public participation. For example, there is a clear law requiring educational institutions to have a basic educational institution committed to allowing local residents to formally participate, the composition of the basic school board must have representatives from various groups who are involved and stakeholders in the provision of education. The important role and duties of the basic education institution committee are to attend meetings to approve the educational action plan, the implementation of educational programs, including recommendations on the preparation of teaching and learning courses for educational institutions in order to plan the education management in accordance with the needs of the people and appropriate to the context of each locality.

Therefore, the participation of the basic educational institution committees to realize the real value and benefits to the provision of education must be encouraged and supported by government agencies, local government organizations, administrators, and teachers in educational institutions to educate about the administration of educational institutions. Create an understanding of roles and duties until the local people realize the value and importance of participation in education management, disseminating information about the operation of educational institutions to the basic educational institution committees at all times. Create a channel and provide opportunities for the basic education institution committees to communicate, monitor, monitor the performance of the educational institution conveniently. Build good relations between educational institutions and local communities, provide assistance and dependence on each other, cooperate in solving problems and develop local education to ensure the quality of education institutions as a learning center. Developing the potential of youth and local people to be qualified people, including having the skills and knowledge to make a career. And live happily in society, which will be an important force of the nation in developing the country to progress further.

### **Recommendation**

The Department of Local Administration, which is an affiliate agency of the local government organization, has established a policy to promote the quality of education management in the locality by implementing the administrative policy using the concept of School-based Management for Local Development: SBMLD. Which has an important goal that needs to develop educational institutions to be able to provide education according to the national educational goals by using the school as a base for local development in order to provide educational institutions under the local government organization and use it as a guideline for the administration and evaluation of educational institutions for continuous development (Department of Local Administration. 2018).

This policy gives importance to the strengthening of the basic education institution committees. Which has been established as the principal key of school-based administration for local development, and aims to give the basic education committee a role in helping to solve problems and to promote educational institutions to be able to provide education to truly meet



local needs. Has set indicators for the basic school board assessment so that the educational institution can lead to a concrete guideline such as the school has a written order to appoint the basic educational institution committee, has the number of basic educational institution committees in accordance with the relevant regulatory elements, arrange for at least two basic school board meetings per semester, this includes organizing seminars, training sessions, preparing documents to educate the basic educational institution committees and having to report the results of the basic school board meetings to their respective agencies. In addition, there are indicators to measure the degree of success in relation to the roles and duties of the basic school board in terms of setting up the school policy and development plan, the approval of the educational development plan and the curriculum of the school, including the duties of supervising and monitoring the implementation of the educational institution development plan, enhancing relations between educational institutions and communities, etc. Therefore, the preparation of this manual will help educational institutions to use it as a framework for planning the development of the roles and duties of the Basic Education Commission.

Local government organizations are required to use the aforementioned guidelines as a framework for setting policy for educational institutions to be implemented and to provide budget support for development projects to help develop knowledge and participation of the committee always. The administrators of the local government should place great importance on the provision of education in the locality, in particular by the independent decision-making authority of the School Administrators to administer the education and play the role of providing support for administrative resources to educational institutes to be able to provide quality education management. The administrators of the local government organization should be those who interact closely with the local people, build confidence and trust among the people until they are brave enough to speak up about the problems and needs of education management. The management attaches great importance to developing, building network cooperation, coordinating with various networks in the community in order to develop incentives and encourage community cooperation in continuing education management (Loffler, **2005**).

Administrators, teachers, and education personnel in educational institutions are closely related to the local population and are the medium between local people and local government organizations. This helps to present the problems and needs of education of the people to the local government organization for acknowledgment. The administrators and teachers in educational institutions must give importance to and recognize the value of the participation of the basic education school committees, which should be viewed as the basic school board as one of the schools working groups as well. It is not just a person attending the meeting or agreeing to the performance of an educational institution. Administrators, teachers, and educational personnel in educational institutions under the local administration must focus on building good relationships with local people, cooperating and helping communities, for example, giving the public an opportunity to use the buildings, equipment of the educational institutions in organizing various events. This includes sending faculty members or students to participate in various activities organized by the community to create a close relationship with each other, which will enhance the smooth collaboration between the school and the local people. At the same time, when an educational institution organizes an event, local residents should be invited to participate, in order to give people a feeling of closeness, attachment, feeling of ownership of the educational institution, feeling that the educational institution belongs to the people who need to help maintain and develop to progress, until making people more want to play a role and participate in education management as a committee for basic education.

In addition to enhancing the roles and duties of the basic education committee, educational institutions should give importance to providing information about the various activities of the educational institution. There are public relations, disseminating information about the school's operations to the basic education institution committee for them to be updated on a regular basis to provide information to the basic educational institution committee in expressing opinions, giving recommendations to the administration of the school, including the administrators, teachers and education personnel must create an atmosphere of friendly participation with the basic school board until they can communicate and can discuss, exchange ideas or listen to suggestions in an informal manner, which are not limited to communication at meetings. In addition, administrators, teachers, and education personnel are knowledgeable, proficient in managing educational missions in educational institutions. Therefore, it should be the person who is responsible for educating, creating an understanding of the process, as well as the rules and regulations for the basic education committee to know and understand clearly.

The basic school board should try to learn, understand their roles and duties, and study the administration in educational institutions along with monitoring the work of educational institutions in accordance with the annual action plan, as well as being an intermediary between educational institutions and communities in obtaining information between each other in order for both educational institutions and local people to understand the way of educational management of educational institutions in the same direction. The importance of the Basic Education Commission and the role of its representative in the office should be recognized as being able to assist, support educational management of educational institutions and develop educational institutions to become a quality learning center of their local area, it is not a function of the school alone. Nowadays, with the advancement of communication technology more advanced, communication, dissemination of information is more widely, more convenient and faster, Therefore, educational institutions and the basic education institution committee should have skills in using communication technology to communicate and exchange information with each other, such as chatting online or set up a chat group in the line application, or using online conferencing to make communicating with each other more convenient and faster. This will help the committee members who are on the mission unable to travel, attend meetings or attend activities of the educational institution.

As presented above, it can be seen that the strengthening of the role of the Basic Education Commission requires cooperation from local agencies, local government organizations, educational institutes, and communities help to support and promote the work of the basic education school committees at the same time. Including the use of communication technology to be a tool to communicate, exchange information in the management of education to be more efficient in order for educational institutions to quickly recognize problems and needs of the people. In addition, the Basic Education Commission will have a channel to monitor the work of the educational institutes and have more convenient and faster communication channels, and another important aspect of promoting the participation role of the basic educational institution committees is continuing to practice, especially the evaluation and monitoring of the participation of the basic school committees on a regular basis in order to create sustainable participation.

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