

AREA – BASED EDUCATION STRATEGIES FOR PRIMARY SCHOOLS IN NONG KHAI PROVINCE

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Abstract

The movement and educational reform to unlock the various restrictions from Thai government and the concept of providing opportunities for various sectors to participate in educational management, thus resulting in this research with the purposes; 1) to study the needs of area-based education, 2) to construct area-based education strategies and 3) to evaluate the area-based education strategies of primary schools in Nong Khai Province. The mixed-method research design was used in this study consisting of 4 phases: Phase 1: studying the area-based education from the document, textbooks and theories as well as semi-structured interviews with 5 experts, Phase 2: studying the current states, desirable states and needs of area-based education by 159 principals using a questionnaire and prioritizing with PNI modified technique, Phase 3: constructing the area-based education strategies using TOWS Matrix technique and focus group discussion by 9 experts and Phase 4: evaluating the appropriateness, feasibility, utility and accuracy of area-based education strategies by connoisseurs 13 experts.

The results of this research were as follows:

1. The current states of area-based education of primary schools in Nong Khai Province were at the high level and the desirable states of area-based education of primary schools were at the highest level. The needs of area-based education of primary schools overall index of demand, is 0.22. The sequences were: 1) collaboration and participation, 2) area desirable learning management, 3) enhancing potential and competency of personal education, 4) producing effective system of evaluation and assessment, 5) decentralization and autonomy in educational management, and 6) information database and educational innovation development.

2. The area-based education strategies of primary schools consist of 6 main strategies, 30 sub-main strategies, 95 guidelines and 65 indicators. The main strategies were: 1)

enhance collaboration and participation, 2) promote desirable area corresponding with learning management, 3) enhance potential and competency of educational personnel, 4) produce effective system of evaluation and assessment, 5) promote decentralization and autonomy in educational management and 6) develop information database and educational innovation.

3. Strategic evaluation of 6 strategies in 4 aspects: appropriateness, propriety, feasibility, utility and accuracy were at the highest level in all aspects.

Keywords: Area-based education, educational management.

1. Introduction

1.1. Background and Significance of the Study

“Education is the most powerful weapon which you can use to change the world” (Mandela, 2017, p. 123). It is also considered as an important tool to construct human, society, as well as nation, and plays significant roles in developing competitiveness of a nation in the world of change in the 21st century. Several countries worldwide pay attention in and dedicate their resources to improving education for human development so that their citizens are updated with economical and societal advancement (ONEC, 2017a). The importance of this agenda was ascertained by the UN who gave their assent to the forum ‘Transforming Our world: The 2030 Agenda for Sustainable Development’ in the 70th United Nations General Assembly, New York, USA by setting sustainable development goals for quality education by declaring the concept of education for all and the support of life-long learning (United Nations, 2015, p. 19).

In Thailand, the ministry of education took action on this agenda by producing the national education plan (2017-2036) which aims to provide all Thais equal opportunities to gain access to good education, enhance the educational management system to be more effective, equip human resources with the functional skills to serve the need of labor market, and advance national development. This plan indicates five main goals of educational development in this twenty years forth that education should be accessible, equity, quality, efficient, and relevant accompanied by six strategic plans to provide education in order to 1) strengthen societal and national security, 2) enhance human resource development as well as research and innovation for national competition, 3) potentiate all citizens and construct learning community, 4) provide learning opportunity, equity and equality, 5) provide environmentally friendly education for wellbeing, and 6) make the educational management system more effective (Office of Basic Educational Commission, Ministry of Education, 2021, p. 5).

Regardless of the application of the policy in both the national education plan and Ministry of Education's development plan for several years, the operation in various departments has not yet reached the precursory expectations because of the centralized nature of the power in Thai educational administration, the lack of cooperation of different sections, and the periodical term of Minister of Education which may lead to the temporary and abrupt changes in educational policy. Nonetheless, the educational institutions in a deprived environment may encounter difficulty when trying to put the educational policy into practice. These impracticalities could be instigated by the educational crisis in Thailand as the findings of a study illustrated that education in Thailand was not only low in quality, inequality and irrelevant to socio-cultural, religious and local contexts, but also inefficient in term of educational management system that is centralized and ceremonious in nature. (Fry & Bi, 2013, p. 297-310).

Although the National Education Act BE 1999 and the Ministry of Education Administrative Protocol Act BE 2003 have proposed to decentralize the control from the ivory tower to the schools by reforming the status of a school to be a legal entity, comparatively a juristic person, the real sense of control is still central to the ministry of education, educational area services as well as the provincial education office. This results in the lack of autonomy, working flow and creativity in term of setting goals, making decision, planning, executing the plan, evaluating the institutional outcomes due to the fact that all the schools in Thailand have to comply with the identical educational policy of the authorities without taking the various educational contexts into consideration (ONEC, 2014, 2018. p. 21; The Independent Regulatory Commission of Thai Educational Reform, 2019, p. 47).

According to the limitation of educational movements and reforms in the national level, many countries worldwide turns their face towards the area-based strategy which is considered the key to unlock such the obstruction. Area in this case may refer to the area of a community neighboring to the school or the bigger area such as provincial and regional area that share some beliefs or values. The area may also share the same educational goals and require a certain style of educational management. These educational goals may include the productivity and the reduction of social gap on the basis of the knowledge management, data base, and the cooperation of different sections in their community (Masatianwong, 2017, p. 1; Phimmas, 2018, p. 34; Nakhontap, 2021). Area-based education in Thailand at present, it is found that the area has awakened and began to participate in education reform in the form of the different groups' name and the needs of the area with the aim of participating in reforming and upgrading the quality of education in their area.

Each province had the different issues depending on the context of the area. The Provinces with area-based education in Thailand, 34 provinces, can be summarized into 4 forms: 1) Provincial Education Assembly, 2) Provincial Education Council, 3) Education Reform Alliance and 4) network partners (Office of the Education Council, 2021: 24). According to Orr (1994, p. 13), education is human preparation for living and working situation to sustain their culture and protect the environment in which they live, this perception of education initiates the concept of area-based education (ABE) which allows several parties to collaborate in educational administration and management to suit the needs of the area. Without excluding the roles of government administration, area-based education constitutes the new form of the relationship between the government and the community to work harmoniously together for educational management (ONEC, 2016b, p. 1).

According to the aforementioned importance of area-based education, this research aimed to investigate the administrative strategy utilized in area-based education in the primary schools in Nong Khai province, the city locates in the northeastern part of Thailand and lies along Mekong riverside. This province is identical in context as it is connected to Laos by the 1st Thai-Lao Friendship, and is regarded as a corridor to Vientiane, the capital of Laos PDR which is rich in religious, cultural and traditional background as well as local heritage. Moreover, Nong Khai is famous for World Naga Fireball Festival, an annually natural phenomenon occurring during the Buddhist lent in the full moon of the 10th lunar month, which attracts thousands of tourists visiting the province yearly (Kalayanamitr, et al., 2015). Furthermore, under the Announcement of Economic Corridor Committee No. 2/2015 on April 24, 2015, 13 sub-districts in 2 districts of Nong Khai province have assigned as the economic corridor area of the 2nd phrase. Therefore, it is crucial to advance the economic competitiveness and enhance the potential of citizen, community and society development to be in line with the economic corridor development plan (Toemsil & Saenphakdee, 2019). This research presumed to contribute to giving general information and methods for educational reform, improving the developmental standard of educational management and transforming educational institution to be a more effective organization within local contexts. Additionally, the findings may provide some fundamental information for relating institutions and departments for further development and research.

2. OBJECTIVES OF THIS STUDY

1. To study the needs of area-based education of primary school in Nong Khai province.

2. To construct strategies of area-based education for primary school in Nong Khai province.

3. To evaluate the strategies of area-based education for primary school in Nong Khai province.

3. METHODS IN THIS STUDY

The study used a mixed methods research design consisting of 4 phases.

Phase 1: Studying the components of area-based education.

Step 1: Studying the document, textbooks, theories and research related to area-based education, then do the content analysis and synthesis to obtain the components of area-based education.

Step 2: Creating a semi-structured Interview and interviewed with 5 experts to confirm the components of area-based education.

Key Informants Interview

Key Informant Interviews were 5 experts who had a long experiences and expertise in area-based education and educational management.

Instrument

The instrument used for data collection was the semi-structured interview which was examined the content validity and use of language (Wording) by the thesis advisory committee.

Data collection

The topics and issues were prepared and sent to 5 experts one week before the interview based on a clear questions and flexible in conversation.

Data analysis

The data was analyzed by content analysis.

Phase 2: Studying the current states, desirable states and needs of area-based education of primary school in Nong Khai province.

Step 1: Studying the current states and desirable states of area-based education of primary schools in Nong Khai province.

Step 2: Prioritizing needs using the Priority Needs Index (PNI_{modified}) technique from the current states and desirable states of area-based education of primary schools in Nong Khai province using the PNI_{modified} formula (Suwimol Wongwanit, 2019: 279).

Populations

The research samples were 159 principals of primary schools under the office of the basic education commission in Nong Khai province.

Instrument

The instrument used for data collection was a questionnaire consisting of 3 parts with 5 rating scale.

Data collection

The questionnaires were put in a stamped envelope and sent to the sampling group, so it was convenient to return by mail.

Data analysis

The data were analyzed by using software program.

Statistics used in data analysis

1. The general data of the respondents from Part 1 were analyzed by statistical distribution of frequency and percentage.
2. The current and desirable states of area-based education of primary schools from Part 2 were analyzed by mean and standard deviation.
3. The data in part 3 was analyzed by content analysis.

Phase 3: Constructing the area-based education strategies using TOWS Matrix technique and focus group discussion by 9 experts.

Step 1: The needs were grouped and analyzed the strengths, weaknesses, opportunities and threats of area-based education for primary schools in Nong Khai province using Matrix Analysis to shows the relationship between the practical level and expected level (Suwimol Wongwanit, 2019: 275-279). The strengths, weaknesses, opportunities, and threats were analyzed by TOWS Matrix in order to formulate the area-based education strategies of primary schools in Nong Khai Province.

Step 2: The researcher drafted the area-based education strategies of primary schools in Nong Khai Province consisting of main strategies, sub-main strategies, guidelines/activities and key performance indicator, then proved by thesis advisers and do the Focus Group Discussion with 9 experts, respectively.

Key Informants

The key informants were 9 experts who expertise in area-based education, educational management and strategy selected by purposive sampling.

Instruments

The meeting record and meeting summary form were used for data collection.

Data analysis

The content analysis was used in data analysis.

Phase 4: Evaluating the area-based education strategies for primary schools in Nong Khai province.

Step 1: The area-based education strategies for primary schools in Nong Khai province was evaluated the propriety, feasibility, utility and accuracy by connoisseurship 13 experts.

Key Informants

The key informants were 13 experts who expertise in area-based education, educational management and strategy selected by purposive sampling.

Instrument

The propriety, feasibility, utility and accuracy assessment form was used to evaluate area-based education strategies for primary schools in Nong Khai province

Data collection

The instruments were sent to all experts by mail.

Data analysis

The data were analyzed by software program.

Statistics

Mean and standard deviation were used in data analysis

Step 2: The comments and suggestions from all experts were used to improve the area-based education strategies for primary schools in Nong Khai province again by researcher and thesis advisors.

4. Conclusions

The area-based education strategies for primary schools in Nong Khai province consisted of 6 main components; 1) collaboration and participation 2) information database and educational innovation development 3) enhancing potential and competency of personal education 4) decentralization and autonomy in educational management 5) area desirable learning management and 6) producing effective system of evaluation and assessment.

4.1 The results of the study of the needs of area-based education of primary schools in Nong Khai province.

Table 1 The results of the current states, desirable states and needs of area-based education of primary schools in Nong Khai province

The components of area-based education of primary schools in Nong Khai province			current states		interpretation	desirable states		interpretation	PNI _{modified}	priorities
			$\bar{X}$	S.D.		$\bar{X}$	S.D.			
1.	Collaboration and participation		3.65	0.26	high	4.65	0.38	highest	0.27	1
2.	Information database and educational innovation development		4.01	0.38	high	4.68	0.40	highest	0.17	6
3.	Enhancing potential and competency of personal education		3.79	0.30	high	4.69	0.42	highest	0.23	3
4.	Decentralization and autonomy in educational management		3.96	0.29	high	4.72	0.39	highest	0.19	5
5.	Area desirable learning management		3.76	0.27	high	4.68	0.41	highest	0.24	2
6.	Producing effective system of evaluation and assessment		3.86	0.28	high	4.68	0.40	highest	0.21	4
total			3.83		high	4.68		highest	0.22	

The table shows the current states of area-based education of primary school in Nong Khai province in 6 components overall was at the high level ($\bar{X} = 3.83$). The components with the highest average were information database and educational innovation development ($\bar{X} = 4.01$) followed by decentralization and autonomy in educational management ($\bar{X} = 3.96$) and the lowest average was collaboration and participation ($\bar{X} = 3.65$).

The desirable states of area-based education of primary school in Nong Khai province overall was at the highest level ($\bar{X} = 4.68$). The components with the highest average were decentralization and autonomy in educational management ($\bar{X} = 4.72$) followed by enhancing potential and competency of personal education ($\bar{X} = 4.69$), information database and educational innovation development ($\bar{X} = 4.68$), area desirable learning management ($\bar{X} = 4.68$), producing effective system of evaluation and assessment and the lowest was collaboration and participation ($\bar{X} = 4.65$).

personal education, 4) producing effective system of evaluation and assessment, 5) decentralization and autonomy in educational management and 6) information database and educational innovation development.

Table 2 The analyzing and prioritizing conclusion of PNI_{modified} of area-based education of primary school in Nong Khai province

Prioritizing	Components	PNI _{modified}
1	Collaboration and participation	0.27
2	Area desirable learning management	0.24
3	Enhancing potential and competency of personal education	0.23
4	Producing effective system of evaluation and assessment	0.21
5	Decentralization and autonomy in educational management	0.19
6	Information database and educational innovation development	0.17
Total		0.22

Table 2 shows the needs of area-based education of primary schools in Nong Khai province prioritizing with PNI_{modified} technique were as followed: 1) collaboration and participation, 2) area desirable learning management, 3) enhancing potential and competency of personal education, 4) producing effective system of evaluation and assessment, 5) decentralization and autonomy in educational management and 6) information database and educational innovation development.

4.2 The results of constructing the area-based education strategies for primary schools in Nong Khai province consists of 6 main strategies, 30 sub-main strategies, 95 guidelines and 65 indicators.

Vision

Developing the quality of area-based education management to be the sustainable excellence.

Missions

1. Promote the decentralization of educational administration and enhancing the participation of stakeholders in all sectors.
2. Develop the potential of learners to have competency according to the curriculum and desired attributes relevance to the context of area.
3. Promote variety of learning management emphasis on developing students' professional skills to improve the quality of life and increase competitiveness both now and in the future.
4. Develop teachers and educational personnel to have the abilities in teaching

and learning management, professional communication and digital technology.

5. Strengthen the platforms of educational innovation and evaluation using quality and efficiency digital technology.

Goals

1. The school has autonomy in management and network of partnership

to develop the quality of education with participation from all sectors.

2. The learners receive standardized quality education with competencies,

attributes and skills relevance to curriculum and area contexts.

3. The learners have knowledge, abilities, lifelong learning skills and the necessary career skills for the future.

4. The teachers and educational personnel are learning person with skills, knowledge, abilities and expertise in teaching and learning with professional standards.

5. The school have technology to supervise, monitor, evaluate and have the effective information and innovation systems.

Strategies

1. Enhance collaboration and participation

2. Promote desirable area corresponding with learning management

3. Enhance potential and competency of educational personnel

4. Produce effective system of evaluation and assessment

5. Promote decentralization and education management independence

6. Develop information database and educational innovation

4.3 The results of evaluating area-based education strategies for primary schools in Nong Khai province.

The strategic evaluation of 6 strategies in 4 aspects: appropriateness propriety, feasibility, utility and accuracy were at the highest level in all aspects.

5. DISCUSSION

5.1 The needs of area-based education strategies for primary schools in Nong Khai province.

The results of needs of area-based education strategies for primary schools in Nong Khai province overall index of demand is 0.22. The highest average were collaboration and participation due to the stakeholders, local authorities and the community have a greater role in education. Moreover, in educational administration, there were differences in terms of policies and practices. Therefore, the scope of collaboration was needed for working together in order to support, promote and develop the quality of education effectively. As Gilbert (2017: 4-10) points out the challenges of the successful area-based education, it should be a scope of working and cooperation for improving and developing the quality of education in order to create a clear roles to work appropriately and efficiency. Farrell & Waatainen (2020: 13) indicated that the important thing in designing of area-based education was building relationship and trust, then opened up opportunities for exploration and time for reflection. Facer (2009: 24-26), too, emphasis that the development of partnerships between local schools and public services is essential because the local authorities play an important role in supporting educational institutions. Moreover, partnership working between institutions needs to be understood as dynamic, with different forms of collaboration emerging over time. There is no 'one size fits all' approach to building partnerships in different places. As Manokan (2561: 11-13) suggested the guidelines for educational reform by opening area to join and develop education and finding the ways to get people more involved in managing and taking responsibility in education (All for Education) by mobilizing people, budgets, knowledge, learning resources, etc. from all sectors, including individuals, government, local organizations, the private sector, and communities to participate in educational reform. The power of participation is the strengthening of all sectors and institutions in the community to have potential and to be ready to participate strongly and continually.

5.2 Area-based education strategies for primary schools in Nong Khai province consists of 6 main strategies and 30 sub-main strategies prioritizing by PNI modified..

Strategies 1: Enhance collaboration and participation

The participation in educational management in Thailand started from the concept of the National Education Act of 1999 which had the intention to make all sectors participated in educational management. The concept appears in section 8 (2), educational management is based on the principle of social participation in educational management. The national strategy (2018-2037) has identified its participation in strategy 3, development and strengthening of human resource potential. The key strategic issues are: 1) reforming the learning process to response all changes in the

21st century in order to increase the efficiency of the educational management system at all levels and all types by promoting private sectors to participate in educational management and 2) promoting the participation of the public sectors, the private sectors, local organizations, family and community in human resources development (Office of the National Strategy Council, 2018: 36). Singsuree (2018:23) indicated that the participation was an opportunity and encouragement for individuals, people, communities, groups of people or organizations to participate directly or indirectly in the form of mutual awareness, think together, participated in activities which affected oneself and the community. As Facer (2009: 24) mentioned that the development of partnerships between local schools and public services are key elements due to the local authorities play an important role in supporting educational institutions. Manokan (2561: 11-13), too, emphasis that opening area to join and develop education and finding the ways to get people more involved in managing and taking responsibility in education by mobilizing people, budgets, knowledge, learning resources, etc. from all sectors to participated in education of their area. Promoting the partnerships and network alliances at the local to create the participation in educational management in the form of co-thinking, co-planning, co-execution and participate in monitoring and evaluation as well as promoting the participation of the public sectors, the private sectors, local organizations, families and communities in human resources development to create good norms in society (Office of the Education Council, 2021: 116) and the relevant personnel including communities and civil society are able to provide or support effective educational management in which learners can receive the quality learning outcomes.

Strategies 2: 2.

Thailand has set strategies and goals for the direction of educational management for sustainable development and reduce social inequality by providing educational services spread across geographical areas throughout the country aim to create opportunities for everyone to access education, especially the basic education in appropriate to context and area conditions. Facer (2009: 25) mentioned that parents have an important role to play in developing an area-based education, not only in the role that they play as co-educators with teachers of children, but also as sources of alternative pedagogies, as partners in curriculum design and as informants about the resources of local communities. As well as, (Office of the Education Council, 2020a: 13) indicated that the main factor that makes educational management successful is the decentralization. The local can make decisions based on local conditions and the citizens can take responsible to their responsibilities are key factors in driving various activities in area. As

Gilbert (2017: 9-10) observed that nowadays the local organizations play a greater role in education, there are also differences in policies and practices aim to improving the quality of local education.

Strategies 3: Enhance potential and competency of educational personnel

One of the key mechanisms to making change in children and youth must be rely on teachers who teach and take care of the target group directly. Therefore, the training and recruitment of teachers and educational personnel must meet international standards. The main indicator is that teachers, lecturers, and education officers at all educational levels have received training as required by professional standards and are able to work effectively to serve the needs and visions of the institutions (Office of the Education Council, 2017: K). As well as Equitable Education Fund (2018: 73) indicated that teachers and educational personnel development should be supported using school-based learning to empower teachers to create variety of learning depending on student differences. Latthaphiphat (2011: 19) mentioned that a successful area-based education must be focus on the person in the structure or an important agency on various issues including increasing the competency, incentives, dedication and sacrifice of educational personnel, in this case, the agency and structure must work together. Increasing the competency of teachers to take the better responsibilities (Capacity for accountability) can occur by increasing human capital, social capital and decision capital for educational personnel. Manokan (2018: 13), too, emphasis that the development of administrators, teachers and educational personnel created a proactive working culture to practicality. Teacher development system must be created to support the professional learning community. However as Armstrong & Armstrong (2011: 33) point out, in addition to concepts and knowledge, teachers need to be able to use innovative versatility and flexibility for students in different needs.

Strategies 4: Produce effective system of evaluation and assessment

Giving freedom without responsibility and no performance assessment make the user misuse their roles and aimlessly. Responsibility requires effective assessment. The interaction between accountability and Assessment for Accountability not only helps us know how school take responsible to the state and the community but also contributes various stakeholders in the community to participate in education at the same time (Office of the Education Council, 2016b: F). Sattayakun (2011: 119) mentioned that the transparency checking, balancing, monitoring and evaluating were the operation to provide quality and standards education. Equitable Education Fund (2022: 45) indicated that the development

of an evaluation system can tell how many projects have made a positive impact on target groups and society or can it be extended? To make sure that high-quality policy proposals can be proposed to the country, including the implementation of the development evaluation system to various projects to be effective and receive more appropriate results.

Strategies 5: Promote decentralization and autonomy in educational management

According to the concept of the National Policy of 1999, which had the intention to make all sectors participate in educational management. The concept appears in Section 9 the structure and educational management process is based on the principle of decentralization to educational areas, institutes and local organizations. As well as, mobilizing resources from various sources to use in educational management (Office of the Education Council, 2021: 13). Sattayakun (2011: 119) mentioned that decentralization to educational institutions was increasing decision making power of schools (self-managing) and reducing central control. Office of the Education Council (2016: F) indicated that the first step in area-based education is the distribution or giving autonomy to social units in the area. Manokan (2518: 11), too, points out the Ministry of Education must decentralize education by changing from commanding policies to facilitating, promoting, regulating to meet the standards and quality assurance in positive development direction. Masatianwong (2021: online) emphasis that the keys success in educational management was “unlocking” work, creating flexibility and having autonomy in management. As same as Gilbert (2017: 4-10) mentioned that schools themselves take on responsibility, and even accountability, for ensuring that every school has the support it needs to improve and achieve well. Partnership working and collaboration across schools are key elements of this system because area cooperation can produce local powers that generate professional capital to support learning to success.

Strategies 6: Develop information database and educational innovation

The information and communication technology development was progressing rapidly resulting the change to the information, era that drives to the society of knowledge. The developing quality people, enhancing the capacity of learning and adjusting to the changes in the 21st century is the key leading to the prosperous of the country in all dimensions, including politics, economy and society (Hunphayon, 2017: 49). Masatianwong (2017: 241) mentioned that linking data from different sectors will provide the province or area with information for analyzing the strengths and weaknesses of the area which lead to "Using situational information based for setting

the goals and issues for development" and "Developing information mechanisms and information systems" for monitoring, evaluating and developing projects to support the development or solving education problems in area and province. Phimmas (2018:

27) suggested that data and information systems should be reformed in order to manage personnel in large areas efficiently. In the long term, if there was a good regulatory system, the state would diversify role in personnel management to the regional and school respectively because they were closer to schools and understand the needs of the area rather than the nation sector.

5.3 The results of the evaluation of area-based education strategies for primary schools in Nong Khai province

The strategic evaluation of 6 strategies in 4 aspects; propriety, feasibility, utility and accuracy by connoisseurship with 13 experts were at the highest level in all aspects and can be used as a guideline for area-based education effectively. The trend of changing world in the 21st century under the rapid developing economic, social system and borderless competition resulting diverse and complex learning. The educational management in the country therefore shifts to area-based education by providing more opportunities for the community and social sectors to participate in order to meet the needs of people, communities and their own societal as direct stakeholders (Office of the Education Council, 2016: B). Gilbert (2017: 10) observed that expanding effective education networks, all networks play an important role in education whether individual, group, community and various organizations who were participating and working together voluntarily under the same target to focus on improving the quality of local education and Thai education. As Office of the Education Council (2019b: 282) mentioned the participation in educational management and area-based education resulted from cooperation of all sectors to work and keep pace with the changes occurring now. Synergizing power of all sectors in the area to co-learning and solving problems lead to the creation of educational innovations from the wisdom of Thai local people that can improve the quality of life of everyone in the area and raise the quality of education in the context of Thailand.

The concept of an area-based education strategies requires the relationship between schools and their local communities. It opens up the possibility of engaging with local communities as a strategy for a significant of educational institutions – from governance arrangements to funding, from curriculum to teaching and learning strategies. Taking the local seriously can offer more opportunities for new educational resources, for collaborative partnership, for new forms of accountability and responsibility, and for the development of expertise that will enhance the educational practices of primary

schools in Nongkhai. However, taking the local seriously might lead to the unintended consequence of schools reducing the quality of educational offering to the level of the expectations for groups living in areas that they see as disadvantaged and disempowered, therefore, the development of an area-based education strategies needs to be a theory of community and a theory of educational change in relation to that community, which is shared through meaningful dialogue and debate between educators and the communities that they serve.

6. SUGGESTIONS

6.1 Suggestions for applying the research results

1. Ministry of Education should be pay special attention to the cooperation between states, local organization and the private sectors in area-based education and take the research results as information to improve the quality of educational management of basic education institutions by setting as a national agenda to concrete results.
2. The implementation of area-based education strategies for primary Schools in Nong Khai Province, the schools that are ready to implement can be adapt the strategies and complement them to achieve a greater success. The schools with limitations and unclear operational guidelines should prioritize the main strategies and sub-main strategies that meet the most needs to implement first.
3. The main strategies 3: the potential development and competency enhancement for teachers and educational personnel and sub-main strategies 4: strengthen the motivation of educational personnel performance must not encourage to be the competition among teachers, especially financial incentives which will affects the cooperation between teachers.
4. The main strategies 4: produce effective system of evaluation and assessment and the main strategies 5: promotion of decentralization and autonomy in educational management consisted of sub-main strategies that are correlated in process that must be done concurrently and continuously. The school must have a communication process to make understanding and to prepare guidelines for those involved to study and practice consistently due to the distribution of educational roles or giving freedom to institutions without assessment tend to worsen school performance and academic achievement.
5. The main strategies 4: produce effective system of evaluation and assessment, those who involved must study and clearly understand

the guidelines for measuring and evaluating, then design the appropriate assessments the school context.

6. The working groups or the provincial organizations should be established to work as a coordinator in applying the research results and collecting data of strategy performance, as well as, take responsibility for linking educational policies to integrate with educational management in the area and also promoting, supporting and creating mechanisms for stakeholders, communities, entrepreneurs and related sectors to participate in area-based education.

6.2 Suggestions for further research

1) The participatory action research (PAR) should be conducted to create a model for cooperation between states, local organizations and the private sectors in area-based education in order to take as a case study for lesson-learned and implementation to improve the quality of education.

2) The Office of the Education Council should be support the study of the development of educational law to create the cooperation in educational development through area-based education using experimental research with the objective of the studying area-based education model to develop quality of education, collecting data from documentary analysis, questionnaires, interviews, focus group discussions, symposium and workshop.

3) The provincial education office and related educational organizations should be study on the development of area-based education model to create the area-based education model to meet the needs of area contexts.

4) The comparison research should be conducted to compare the area-based education between the schools that have different readiness, such as the geography, school size, urban schools and provincial schools in order to create a comprehensive strategy which and can be used in variety of area contexts.

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