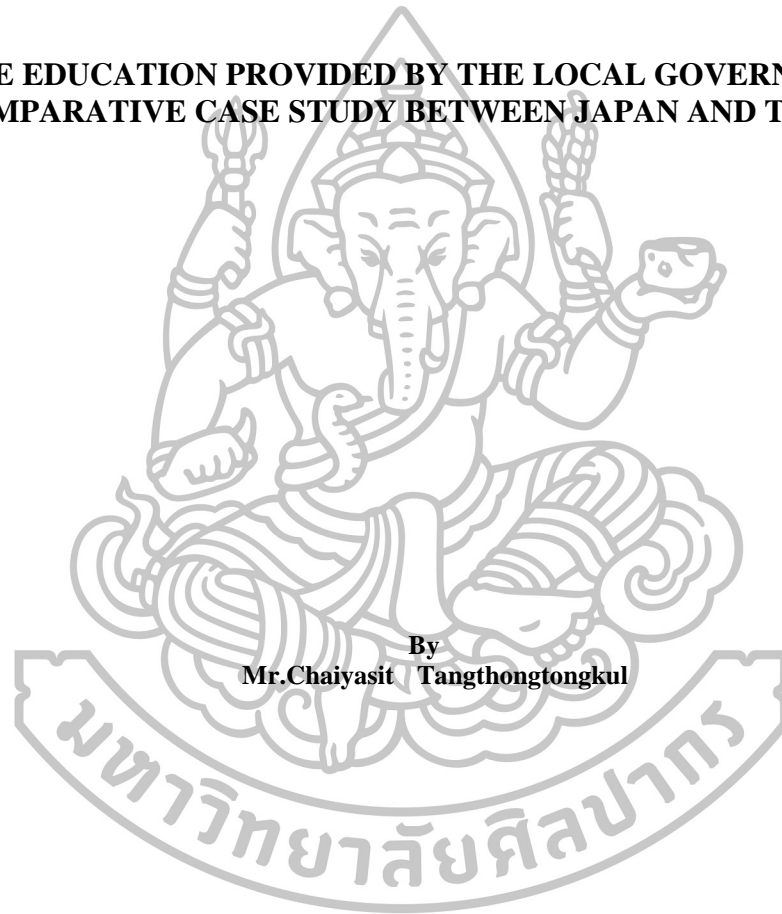




**THE EDUCATION PROVIDED BY THE LOCAL GOVERNMENT:
A COMPARATIVE CASE STUDY BETWEEN JAPAN AND THAILAND**



By
Mr.Chaiyasit Tangthongtongkul

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
Department of Educational Administration
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54252802 : สาขาวิชาการบริหารการศึกษา

คำสำคัญ : การจัดการศึกษาโดยองค์กรปกครองส่วนท้องถิ่น / องค์กรปกครองส่วนท้องถิ่น

ชยสิทธิ์ ตั้งธงทองกุล : การศึกษาที่จัดโดยองค์กรปกครองส่วนท้องถิ่น : กรณีศึกษาเปรียบเทียบประเทศญี่ปุ่นและประเทศไทย. อาจารย์ที่ปรึกษาวิทยานิพนธ์ : ผศ. วาที่ พ.ต.ดร.นพดล เจนอักษร และ ผศ.ดร.ประเสริฐ อินทร์รักษ์. 220 หน้า.

การวิจัยเรื่อง การจัดการศึกษาโดยองค์กรปกครองส่วนท้องถิ่น : กรณีศึกษาเปรียบเทียบประเทศญี่ปุ่นและประเทศไทย มีวัตถุประสงค์เพื่อ 1.) ทราบการการจัดการศึกษาที่จัดโดยองค์กรปกครองส่วนท้องถิ่นของประเทศญี่ปุ่นและประเทศไทย 2.) เปรียบเทียบการจัดการศึกษาที่จัดโดยองค์กรปกครองส่วนท้องถิ่นของประเทศญี่ปุ่นและประเทศไทย 3.) การปฏิบัติที่เป็นเลิศการจัดการศึกษาของโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น โดยศึกษาจากโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น จำนวน 7 โรงเรียน ในประเทศไทยและประเทศญี่ปุ่น ผู้ให้ข้อมูลคือคุณครู กรรมการบริหารโรงเรียน หัวหน้างานสำนักงานของโรงเรียนและนักเรียน โดยวิธีวิจัยเชิงคุณภาพด้วยการศึกษาและเก็บรวบรวมข้อมูลจากเอกสาร หลักฐานต่างๆ การสังเกตแบบมีส่วนร่วมและการสัมภาษณ์เชิงลึก มีเครื่องมือและเทคนิคที่หลากหลายในการเก็บข้อมูล เช่นแบบบันทึกและศึกษาเอกสาร แบบการสังเกต แบบสัมภาษณ์ ฯลฯ ผู้วิจัยใช้ เทคนิคการตรวจสอบแบบสามเส้า (typological) เพื่อตรวจสอบ วิเคราะห์และจัดกระทำข้อมูล สร้างเป็นข้อสรุปแบบอุปนัยแล้วจึงอภิปรายปรากฏการณ์ ความสัมพันธ์และประการสำคัญเพื่อตอบคำถามในการวิจัย โดยข้อค้นพบในการวิจัยสามารถกล่าวได้โดยสรุปดังต่อไปนี้

1. ในประเทศญี่ปุ่นหน่วยงานที่รับผิดชอบในการจัดการศึกษาของประเทศคือ กระทรวงศึกษาธิการ วัฒนธรรม กีฬา วิทยาศาสตร์และเทคโนโลยี หรือ (MEXT) โดยมีการแบ่งการปกครองส่วนท้องถิ่นเป็น 2 ระดับคือ ระดับจังหวัด (prefectures) และเทศบาล (Municipalities) ได้แก่ เขตปกครองพิเศษ (Ward) , เมืองและหมู่บ้าน โดยมีคณะกรรมการการศึกษา (Board of Education) ในการดำเนินการทั้งสองระดับการปกครอง คือ (Board of Education of Prefecture) คณะกรรมการการศึกษาประจำเมือง (Board of Education of Municipalities) มีหน้าที่ในการเป็นตัวแทนในแต่ละระดับของประชาชนในท้องถิ่นเพื่อจัดการเรื่องการศึกษา ส่วนในประเทศไทยนั้นกระทรวงมหาดไทย (MOI) จะรับผิดชอบในการจัดและบริหารการศึกษาภายใต้นโยบายของกระทรวงศึกษาธิการ ในส่วนของการจัดการศึกษาให้ท้องถิ่น สามารถแบ่งออกได้เป็น 3 ระดับและมี 5 หน่วยงานหลักในการจัดการศึกษาให้กับท้องถิ่น เช่น เทศบาล, ตำบล, องค์การบริหารส่วนจังหวัด หน่วยงานกรุงเทพมหานคร และเมืองพัทยา โดยทั้ง 5 หน่วยงานนี้จะมีหน้าที่และความรับผิดชอบในการบริหารจัดการการศึกษาในระดับท้องถิ่น

2. การเปรียบเทียบความเหมือนและความแตกต่างผู้วิจัยพบว่าความแตกต่างที่สำคัญในด้านของโครงสร้างของหน่วยงานและโครงสร้างการของการบริหารการศึกษาที่จัดโดยองค์กรปกครองส่วนท้องถิ่นในประเทศญี่ปุ่นมีลักษณะเป็นรัฐเดี่ยว แบ่งเป็น 2 ระดับคือ ส่วนกลาง (รัฐบาล) และส่วนท้องถิ่น แต่ประเทศไทยเป็นชนิดของรัฐเดี่ยวมี 3 ระดับของส่วนกลางส่วนภูมิภาคและส่วนท้องถิ่น หน่วยงานที่รับผิดชอบในการบริหารการศึกษาคือ กระทรวงมหาดไทย (MOI) เป็นผู้จัดและดำเนินการศึกษา แต่ในประเทศญี่ปุ่นคือกระทรวงศึกษาธิการ วัฒนธรรม กีฬา วิทยาศาสตร์และเทคโนโลยี (MEXT)

3. การปฏิบัติที่เป็นเลิศ (Best practice) เกิดจากการที่ผู้วิจัยได้วิเคราะห์ สังเคราะห์ เปรียบเทียบ วิเคราะห์เนื้อหา และสร้างข้อสรุปแบบอุปนัย จากนั้นจึงนำผลลัพธ์ที่ได้จากข้อค้นพบในข้อที่ 1 และข้อที่ 2 มาออกแบบการปฏิบัติที่เป็นเลิศ (Best practice) เพื่อตอบคำถามในการวิจัยข้อที่ 3 การปฏิบัติที่เป็นเลิศ (Best practice) ที่เหมาะสมสำหรับการใช้เป็นแนวปฏิบัติในการจัดการศึกษาโดยองค์กรปกครองส่วนท้องถิ่นที่เหมาะสมภายใต้บริบทไทย

ภาควิชาการบริหารการศึกษา

ลายมือชื่อนักศึกษา..... 

ลายมือชื่ออาจารย์ที่ปรึกษาวิทยานิพนธ์ 1.....

บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร

ปีการศึกษา 2558

2..... 

54252802 : MAJOR : EDUCATIONAL ADMINISTRATION

KEY WORD: LOCAL GOVERNMENT/EDUCATION PROVIDED BY LOCAL GOVERNMENT

CHAIYASIT TANGTHONGTONGKUL: THE EDUCATION PROVIDED BY THE LOCAL GOVERNMENT: A COMPARATIVE CASE STUDY BETWEEN JAPAN AND THAILAND THESIS ADVISORS: ASST. PROF. MAJ. NOPADOL CHENAKSARA, RTAR. Ph.D. AND ASST. PROF. PRASERT INTARAK, Ed.D., 220 pp.

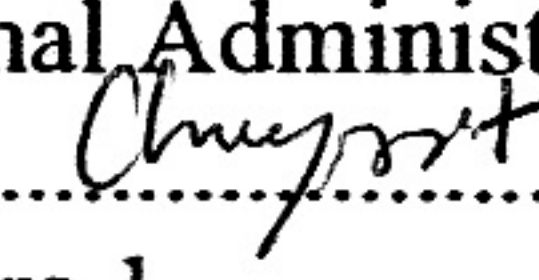
Research on "The Education Provided by the Local Government: A Comparative Case Study between Japan and Thailand" has set the following objectives. (1) To realize how education is organized by the local governments in Japan and Thailand. (2) To realize the results of the comparison of education organized by the local governments in Japan and Thailand. (3) To realize the best practice about the administration in education provided by the local government that is appropriate in Thai context. The data was collected from 20 school staff namely, school directors, the heads of the school office of secretary divisions, instructors and some students from the three kinds of schools as the key informants. The data was collected through commonly available documents, evidence, participatory observations and interviews. This research applied the research methodology entitled "qualitative research". In addition, the research instruments employed in this study included multi-techniques for studying such as observation forms, interviewing forms. The data collection and analysis were conducted as follows: triangulation technique, analytic induction technique, and typological analysis technique. The findings were as follows:

1. In Japan, the bodies that bear responsibility for educational administration were at central government level, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and at local government level, prefectures and municipalities (cities, wards, towns and villages) as well as boards of education, which perform a leading role and are established as representative councils within each local public body to deal with educational matters. those are boards of education. By contrast, in Thailand the bodies that bear responsibility for educational administration and implementing are the Ministry of Interior, (MOI) and at the local body there are *Thesaban*, sanitary districts (*Tambol*), Provincial Administrative Organizations (PAOs) in rural areas, Bangkok Metropolitan Administration (BMA) and City of Pattaya.

2. The similarities and differences of providing the education by the local governments in Japan and Thailand - we found there were no major differences about the overall of education systems in Japan and Thailand. There were some main differences in terms of the structures of the administrations and the school organization. Japan is kind of a single state with 2 levels of local government, but Thailand is a kind of single state with 3 levels of local government. Moreover, the bodies that bear responsibility for educational administration in Japan are Ministry of Education, Culture, Sports, Science and Technology (MEXT), but in Thailand it is the Ministry of Interior, (MOI), the host of providing and implementing.

3. The proposed best practice was constructed by the information and research findings both No.1 and No. 2 as mentioned. The proposed best practice which was constructed was quite appropriate, accurate, possible, useful and in accordance with the research conceptual framework under Thai-context.

Department of Educational Administration

Student's signature 

Thesis Advisors' signature 1.

Graduate School, Silpakorn University

Academic Year 2015

2. 

Chapter I

Introduction

Education is an important fundamental and that shall develop the human life quality and country to be civilized, so promoting thing and emphasizing the education should be done in the first priority. According to H.M.King Bhumibol Adulyadej's royal speech given to graduation ceremony at Srinakrinviroj University on the 12th December, 1967; excerpted that.

“..Dealing with education is one of the most important of our country because of progression or the mal-progression is depended on the education significantly. In fact, as we know well that nowadays, the birth rate in our country are increasing rapidly, and there is a signal is shown some of population's ethical is decreases both physical and mind. According to this crisis seem to be worried, if it has been still like this, may we might not be survived from this phenomenon. Moreover over, this crisis may occur form many causes including the providing the

According to H.M.King Bhumibol Adulyadej's royal speech that is mentioned above is shown that the significant of education as a mechanic can develop our country to be as developing country as equally. In addition, we can apply the education as a tool for developing our citizen to be qualified. As all above of an important of education, we can infer that the education is the most important fact to drive our country up for competition with the nationwide. As similarity, the office of the National Education Commission said that if we provided the quality education for our citizen, the education out put such as all kind of the individual attire that passed the education process might be qualified too.

Statement and significant of the problem

Over the last decades until the present, Thailand has still faced and involved with the world significant changing in many contexts both the global and domestic changing; those can be an opportunity or treat for our nation.

According to the significant changing that has mentioned, the government has to allocate well preparation for the citizen in their own country and also provide the efficiency vaccine to the social system to deal and protect with the world crisis of changing and its impact by prompting the adoption of the Philosophy of sufficiency economy as the life- line of the principle in the 8th till 10th plan, while its practical applications become the significant evident. The significance that can prove the application of practical plan is shown the following. In 1997, Thailand was involved in the Asian crisis. Continuously, form the eight until eleventh National Economy and Social Development Plan, the Philosophy of sufficiency economy has applied extensively in Thailand including other Asian countries. The result is greater resilience in various aspects of Thai society and enables the nation to cope effectively with the impacts of the 2008 global economic crisis. This will lead the country toward sustainable development and “Happy Society”¹

Moreover, the Eleventh National Economy and Social Development Plan (2012 – 2016), Thailand will encounter more complicated domestics and external changes. Thus it is necessary to utilize the current resilience of our national society and also economy, later prepare both individuals and society as a whole to cope with the effects of such changes and pave the way toward well-balanced development under the Philosophy of Sufficiency Economy.² In the similarity, the Education Act of B.E. 2549 (1999) in chapter 1 General Provision, section 6 showed that “Education shall aims at the full development of the Thai people in all aspects: physical and

¹Office of the National Economic and Social Development, **The Eleventh National Economic and Social Development Plan (2012-2016)** (n.p., 2013), introduction ii.

²Ibid, introduction ii.

mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people”³

Nowadays, Education provided by the government can be divided into 3 systems, consisting of formal education, non-formal-education and life-long education. There are many government sectors provided the education in every educational level for example, the Ministry of Education, the ministry of Interior, the Ministry of Defence, the minister of Public Health, the Ministry of Agriculture and Cooperative. These show that the education institute, one of the social institutes, is the organization that takes the important role in developing the social and country continuously.⁴

In the present time, our society is involved to a new fade of the changing as we call “knowledge based Society” and “Knowledge based Economy that we have to apply the innovation as a compulsory principle to develop and produce rather than using capital and man power. To deal with this issue, we need to focus on the knowledge based society construction knowledge management (KM) and Learning organization (LO) to develop a quality of human-force.⁵ As similar to Duke⁶ that expressed that in the continuously changing society, the innovation, production, management and men were also changed from consuming the information society to studying the information by using the information and technology (IT) system as the significant factor. The information and technology system affect to the knowledge as the result is to become the power. The educated people is become a valuable person of the organization. Knowing and unknowing is the importance factor indicate

³Office of the national Education Commission, **National Education Act of B.E.2542 (1999)** (n.p., 1999), 7.

⁴จิตขงค์ ส.นันทนาเนตร, “มหาวิทยาลัย (ในกำกับ) ของรัฐในฐานะองค์การเรียนรู้,” ใน *กรณีศึกษาการบริหารสถาบันอุดมศึกษา รวมบทความกรณีเรื่องจากประสบการณ์ของผู้เข้ารับการศึกษา* (กรุงเทพฯ: ฟ้าปกบรรมหลักสูตรการพัฒนาระดับสูงมหาวิทยาลัย รุ่นที่ 2 (กรุงเทพมหานคร: ทบวงมหาวิทยาลัย, 2543), 46.

⁵Office of the Basic Education Commission, **The National teacher** (Bangkok: office of National Education commission, 1998), 1.

⁶Duke Daniel L., **The Challenges of Educational Change** (Peason Education, 2004), 18.

successfulness in every part. Moreover, every organization also needs to prepare for organization adapting. ⁷The organization adapting aims at increasing the organization effectiveness in every sector so, every organization needs to adapt themselves to become a learning organization (LO)⁸

Anyway, providing education to future need to provide for all Thais (Education for all) and encourage all the social sectors to participate in providing education (All for Education). According to the following statement above, the phrase imply that providing education is not someone's obligation especially such teacher school or the ministry of Education but every social sector has to pay attention and participate this obligation. As a similarity, Prawet Wasri, MD: 1996 mentioned in Chomin, Kingkan. (2006:2)⁹ state that the way how to provide education in the present, the government has to take the significant role in making decision for providing the education for the community and the marginal or lack of chance people to get in touch with school in providing education. Especially, the providing the education for community should be various, serve with the target group's potential, fit to the cause of the problem and need of community and local area. Focusing on leading the local to participate the management with school for example human capital, encouragement, budget, wisdom and experience should be concern as the valueless. The government must encourage the local members such as the leaders of the local, the parents, local members, local wisdom teachers, and stake holders to have responsibility and sharing vision for providing the quality education that should be suitable with each community and also Thai societal context. Moreover, there are many issues that the working group needs to pay attention to for example the changing both domestic and world, e modern information and technology, etc. But all issues should be equilibrium by applying the philosophy of sufficiency economic as the guideline of way of living.

⁷Ibid,123.

⁸Ibid,123.

⁹Chomin, Kingkan, "Community Participation in Basic Educational Schools under the Office of Prachuapkhirikhan Educational Service Area 1" (Master of Education Thesis in Educational Administration, Phetchaburi Rajabhat University, 2006)

The ministry of Education should revolute itself to become a modern flexible and decentralized organization as the developmental mission that was stated. The developmental mission there are 3 missions those are; promoting the education for all citizen, developing the management and education quality, developing the educational standards for empowering the capacity in competition with others country, Defining and preparing the human capital for responding the developmental of our country into the knowledge-base economic system that is expected in the future by 3 of standards as those followings:¹⁰

(1) The expected behavioral of Thais should be full development of all aspects: physical and mental health; intellect; knowledge; morality; integrity; of life and desirable way of life so as to be able to live in harmony with other people.

(2) The way of providing the education for all should be child-centered based and the dedicational administration should be school based management (SBM) as baseline

(3) To set up the social as a knowledge-based by empowering the learning pedagogy and lifelong learning centers strengthenly.

Applying the educational policy into the implementation, the Ministry of education has already made a curriculum for developing the population that effect the organization development of every all kind of school and at all educational level to become a “Learning Organization” as a usual. In addition, all the members have to consume the information then adapt all the information to use on their own job suitably correctly and on-time with their context. Moreover, the Ministry of Education has to promote and develop the knowledge, potential, vision setting and suitable attitude to the people for being the qualified member and becoming co-operation learning.

As the similarity to the National Education Act of B.E. 2542(1999) revised (2) B.E. 2545 article No. 39 stated that

¹⁰Office of secretary educational council, **National education standard** (Bangkok: Sky publisher co.Ltd., 2005), 3.

“The ministry of Education shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the committees and offices for Education, Religion and culture of the educational service areas and the educational institutions in the areas.”¹¹

Japan is one of the country in Asian that is a democratic country as same as Thailand. Japan’s political system is one of constitutional democracy. The Emperor, King, is the symbol of the States and unity of the population. The emperor appoints the prime minister and chief judge of the Supreme Court as designated by the Diet, and performs “Only such acts in matters of States”¹² Both the political system and educational system adopted the American model during the U.S. Occupation after World War II.¹³ The United States revolted every systems such as economical system, political system, and also Japanese’s system of governmence by focused on the decentralized the power in educational regarding to the local government as autonomous relevant to the principal of Democracy.¹⁴ Local government in Japan established after the World War II in May 1947by the USA. In the Constitution of Japan, promulgated in 1947, the first constitution, that stated that the local government was that decentralized, Local Autonomy, in Article92 to 95.

In addition, not only the constitution that decentralized the local government for the central, there is another law that is “Local Autonomy Law”. This law defined the new structure of local government and decentralized the power from the center, government to the local area. Moreover, the Local Autonomy law was distributed

¹¹Office of the national Education Commission, **National Education Act of B.E.2542 (1999)** (n.P.1999), 15.

¹²**Web of Japan**, accessed May 1,2012, available from <http://222web-japan.org>

¹³Jackie Cooke, **a comparison of Japanese and American Education systems, The Oregon Mathematics Teacher** (2February 2005), 14.

¹⁴Chanya Apiapankul,**A model of developing school principal for educational reform in school SINTPAE model**, simplified version (Bangkok: the organization economic co-operation and development OEC, 2002), 1.

many duties of the center to the local government, the one of important issue was local fiscal and the relationship between center and local was concerned.¹⁵

If we consider about the government of the country which has been ruled a "single state" like Japan, France, Sweden and Italy, countries, although these will be detailed on organized government are different. The Swedish government is organized into three levels: central government (Central level) management area (Counties) and municipalities (Municipalities). In Italy the administration of the country is located outside the capital and management administration that is divided into three levels, namely (Region) Region (Province) and municipality (Commune). France, too, the level of local government is divided in three level; those consists of region (Region.) municipality (Commune) provincial administration organization (Department). Considering the role and responsibilities of the various governments, you will find that the dividing of the roles and duties of public service and director of each country especially, Japan, Sweden and France, those are clear about the duty and mission in each level role in the operation of power and how to implement clearly. For instance, the local government of Japan in terms of authority mission and the authority to serve the public at large scale and the Overall responsibility for the implementation of the hospital, Social security, education and large infrastructure such as water supply electricity. In addition, the management of local government, this can be divided into two levels; the province (top layer) and municipality (the floor). The upper-structure, including the province is responsible for the mission's scope covers a large area, to the same pattern and requires complex technology. While the ground floor, including a municipality to act as direct service providers in public services such as primary and junior schools, registration for the preparation of solid waste disposal, fire and sewage and water supply systems etc.¹⁶

Research problems

National Education Act B.E. 2542, Section 41, stated that the local government has the right to education in any grade level and all levels appropriately

¹⁵Ibid, 1.

¹⁶ Woottisan Tan chai, **A destibutetion of mission to local area in new era**, accessed May 1, 2012, available from <http://www.local.moi.go.th/webst/botfam1.htm>

and in accordance with local requirements must be in accordance with the rules and procedures set by the Ministry and assessment. In addition, from section 42 requires that the education provided by the local governments will be assessed and defined the rules, procedures and responsibility by the ministry. The ministry will coordinate and promote the local government about providing the education that relevant to the policies and become standardized education.¹⁷ One is importance role is including the proposed budget of the local government education subsidies.

The local educational school is a place that will provide the education in before elementary education level and basic education which is a consistent with the National Education Act that delegate authority to arrange basic education to the local administrative educational sector for twelve years and should be quality and standards by under directing of the Bureau Local Education Administration.

On the other hand, the Office of the Education Council (Office of the National Education Commission) and Dr. Pichit Ritjaroon, the head of research project conducted the research about evaluation of Educational provided by the local government , the result reported that the education that provided by the local governments ;overall in the administrators and teachers aspect were the excellent ranking, but in the learners aspect was still as bad as school under other division¹⁸ . In deepen of evaluation, the school that transfers to division of local Government, Overall, in teachers aspects is good, but if we focused on in-depth -detail, we also found a lot of problems.

The results of a sample survey of education in the system of Local Authority (LA) , Provincial Administration Organization (PAO) Tambon Administrative Organization (TAO) (including Bangkok metropolitan Administrative and Pattaya City) totally about 779 found that the students the quality is not satisfactory as other

¹⁷ The Office of education reform, **The administration and management of education in the area of education and educational institutions** (Bangkok: Office of education reform, 2545), 98.

¹⁸ Pichit and others, **Research showed that School under the local governments are poor quality; teachers speak the local area assigned others overload work to students frequently**, accessed May 1, 2012, available from <http://www.manager.co.th/qol/viewnews.aspx?newsid=9530000117910>

schools. According to the analysis of the evaluation was done by the Office for national Education Standards and Quality Assessment (ONESQA) during the 2549-2553 showed that the school under the government by LA, some of these schools both primary and the secondary can be passed the quality assurance in compulsory standardize level in every aspect. Hence, if we emphasized deeply into the details almost every aspect, we found that the quality of the students in the major aspect were moderate to low.

Moreover, the schools under PAO about 60-70 percent that there were the students were able to be capable of the synthesis of critical thinking, creative thinking, and the vision. While the school under TAO about 29 percent and Only 20 percent of Pattaya city , the children were able to be capabilities. In addition, the schools under the LA about 50 percent of the students were able to get the knowledge with their own pursuits. On the aspects of the students can be develop the knowledge and skills required by the curriculum were found that the schools under the Ministry of Education, Bangkok Metropolises, including approximately 60 percent of children are able to develop such skills, While municipal schools under 46 percent , Pattaya city about 30 percent and PAO about 27 percent in the quality of teachers, administrators and education process aspect , it was found that 73.3 to 100 percent of the teachers with qualifications / knowledge and responsibility hence there were enough a ration of teachers in each school.

According to reports on performance in education by local government organizations, research on education organized by the local administration, many researchers have studied on the performance of education by local government organizations such as Jaroonsak Yu Tong -sangautai¹⁹, Pannams Prompila²⁰ and from

¹⁹ Jaroonsak Yu Tong –sangautai, **The root of the problem;Transferring the providing education to local government**, accessed July 13, 2012, available from <http://www.nidambe11.net/ekonomiz/2005q4/article2005dec08p1.htm>

²⁰พรณมาศ พรมพิลา และประเสริฐ อินทรรัักษ์, “ปัจจัยด้านกระบวนการที่ส่งผลต่อการนิเทศการสอนในโรงเรียน สังกัดองค์กรปกครองส่วนท้องถิ่น” (วิทยานิพนธ์ปริญญาปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษามหาวิทยาลัยศิลปากร, 2553), บทคัดย่อ.

various agencies such as the National Board of Education²¹, they were found about Problems in education organized by the local administration which can be summarized as follows.

Firstly, the Governments were weak due to the dominance of the central government and the provinces. The centralization of central reduces the power of local communities and to the default.

Secondly, they got an authority, but the local government has no authentic authority in local areas such as policy development, managing in Personnel management, finance, traffic etc.

Thirdly, Governments were poor due to financial freedom and there were unfairness in tax collection and allocation of their own.

Next, Governments were ruled by dividing and arranging the several forms of government, such as Bangkok Metropolitan, Pattaya city, Provincial Administration Organization (PAO) and Tambon (TAO) administrative organizations and municipalities to create confusion in the complex structure. Areas of authority and responsibility were created such a rift or difficult to perform in accordance with the local needs timely and effectively with the spirit of true local governance.

Then, the local governments, around more than a century, that were commanded by the central Government and the provincial Government rather than allocated the supervision and support as they should be. Because of the disparities in the system, the relationship between the federal bureaucracy to local governments by the central and provincial governments, which were a follower or subordinate of a central government and regional government as assistant District Governor Officer, Commissioner concerned, Secretary of the Interior and the Minister. Deputy Prime Minister.

²¹ Office of the National Economic and Social Development, **The Eleventh National Economic and Social Development Plan (2012-2016)** (n.p., 2013), introduction ii.

Finally, Individuals or people in those areas were not involved to participate and lack understanding about local government. As a result of the above issues and any other condition those became many restrictions on the political culture of Thailand.

Moreover, if we considered to the issue of educational providing of the under local administration schools that were transferred from the decentralization from the National Education Act B.E. 2542 about decentralization the authority in providing and managing education to local area and school articles No.39 from, we need to set up the educational system and structure various in practice such as academic, budget ,personnel management, general management to achieve agility and feel free in managing the efficient and effective. If we can do that as statement above, the local education will get the achievement and outcome in creating strong educational foundation and will be able to provide training and quality standards can be improved continuously.²²

The Japanese educational system is a very strong instrument for their national politics and cultural constant. Academic achievements of their students are higher and fitting to the international standards. Consequently, many countries are interested in the education system of Japan. According to these philosophies' learning and study are the main tools of personal and social improvement, consequently had respect and honor in the Japanese society. Therefore, academic achievements of Japanese students influence their social and economic status very much.²³

The culture of education in Japan is based on the Shinto, Buddhism and Confucianism philosophy. Buddhism was introduced to Japan during the sixth century, at the same century Japanese had been introduced with Chinese writing and literature. Chinese philosophy and literature had influenced history of Japan²⁴. According to these philosophies' learning and study are the main tools of personal and social improvement, consequently had respect and honor in the Japanese society.

²² Ministry of Education, **Guide the management of basic education for autonomous school** (Bangkok: Express Transportation Organization, 2003), 9.

²³ Mehmet Turgut, **Japon Mucizesi ve Turkiye** (Istanbul, 2001), 9.

²⁴ Editor. Ramazan Ozen, **Japon Egitim Sistemi** (Istanbul, 1996), 6.

Therefore, academic achievements of Japanese students influence their social and economic status very much²⁵. Those Japanese politics, Japanese educational philosophy, Japanese educational history and Japanese culture contents those were mentioned above show that Japan and Thailand educational background are similar. Hence, there some significant factors are influenced and caused both Japan and Thailand present educational condition are different.

Three big reforms in education system have been done at the end of the 19th - 20th century. The first was done in 1872 as the big tuning point of Japanese education; the first educational law in the modern period, France was taken as the model for organization, in term of central government structure the ministry of MEXT was established in 1871 as the central government body in charge of educational administration.²⁶ The second reform was done after World War II in 1947 under the control of Allied Forces, demilitarization; democratization and the rebuilding of the nation were all taken forward. The overall concept of educational reform in post war was changed by the General Headquarters of the Allied forces (GHQ).²⁷ The main philosophy was to build a democratic and egalitarian society based on the human rights. In addition, the key words were mentioned followed: (1) a single room system from kindergarten to university; (2) co-education; (3) social study; and (4) relative independence of educational administration from politics in the other word, local government education.²⁸ Finally, the third educational reform was done after 1987. The purposes of the reform in 1987 were to pay maximum attention to individuality of every student, to make long life education, to internationalize education, to create modern education, computerization of schools and spread of English learning.²⁹ There were new education reforms in 2002. The ministry of MEXT announced the “The Education Reform Plan for the 21st century”, based on the final report submitted by

²⁵ Japon Egitim Sistemi, 1.

²⁶ Institute for international cooperation, **The history of Japan's Educational Development Research group IFIC and JICA** (Japan, 2004), 56.

²⁷ Ibid, 56.

²⁸ Ota Naoko, “Education Reform in contemporary Japan: Policy Borrowing?” (Tokyo Metropolitan University, Institutional Repository, department bulletin paper 2001), 11 .

²⁹ Institute for international cooperation, **The history of Japan's Educational Development, Research group IFIC and JICA** (Japan, 2004), 55-66.

the national Commission on Education reform. The new plan is called “The rainbow Plan” because seven priority strategies are suggested.³⁰They contributed to individuality and personal work of students, continuity and internationalization of education³¹. Equal opportunity in education is one of the modern education philosophy principles of Japan³².Goal of education is to try to make real Japanese ideal, which would harmonize individual happiness with work for government and society³³.

According to all of the problems above in providing education by local government above which from various sources of information for example an annual report of the implementation by the local administration, the education research on education by the local administration academic article, academic research papers, textbooks, and others showed that the educational education provided by the local administration, it is important for educational administration and it is an urgent issue that all sectors or stakeholder must accelerate the problem due to a important factor in the study to be driven to the management of the local government to be able to run it effectively and must be the most tangible concrete. The researcher is interested in studying on education provided by the local government for being a guideline in the educational administration of the local administration. As well as to develop a best practice for local government agencies, schools those are under local administration organizations to get the various practicing in providing education for local sector, autonomously , decentralizing with enormous efficiency and effectiveness. Moreover, it is also constructed Strengthen foundation for the school that can get quality management services Standards in education the future.

³⁰Tao Numano,yoshiuki Nagata and Maiko Icimi Abumiya, **Education research for Policy and Pracice in Jaoaneducational research for Policy and Pracetice 1** (Nathland: Kulwer Acadmic Publishers, n.d.), 46-48.

³¹Ibid, 46-48.

³²Institute for international cooperation,**The histoy of Jaoan`s Educational DevelopmntResearch grop IFICand JICA** (Japan, 2004), 55-66.

³³Ibid, 55-66.

Objectives of the research

According to the conditions in providing education by local government and the problems from the research paper conducted by many researchers mentioned above, researcher can determine the purpose of the research as follows.

1. To realize how education is organized by the local governments in Japan and Thailand.
2. To compare the results of the education provided by the local government between Japan and Thailand.
3. To design the Best practice in educational administration organized by the local administration which appropriate in Thailand.

Research questions

To be consistent with the purposes of research and as a guide-lined for finding out the answers in research, the formulations of research questions in this study are the following.

1. What are the education those are provided by local governments both in Japan and Thailand?
2. Are the education those are provided by local governments both in Japan and Thailand different or not?
3. What is a suitably best practice was used in providing education by local government in Thailand?

Research hypothesis

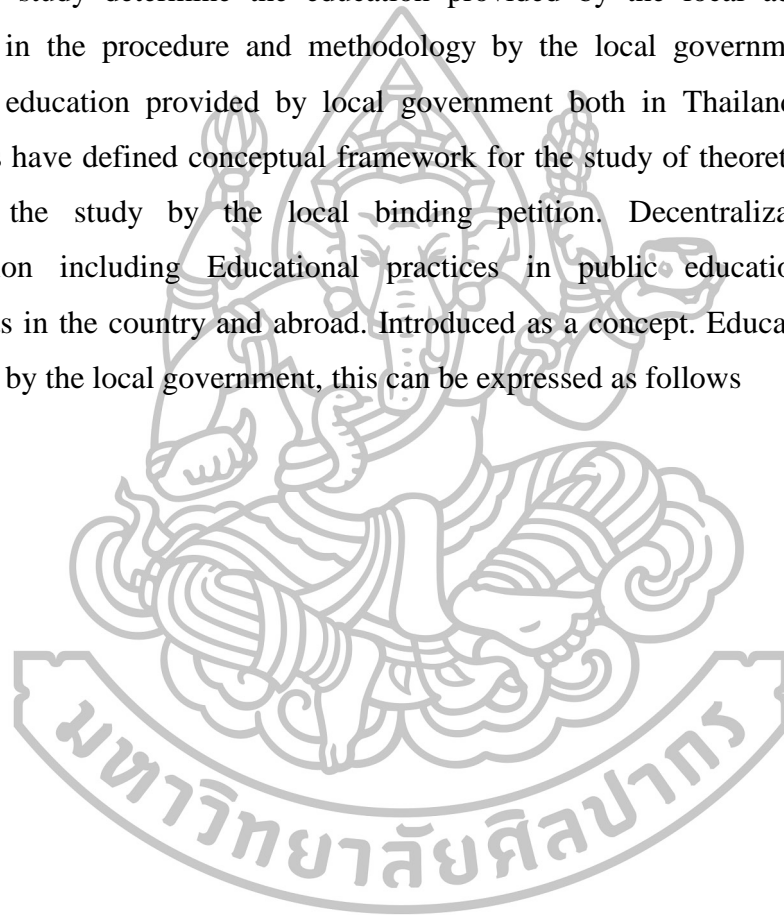
To use as a guide-lined in handle the research and data analyzed, the research hypotheses of this research are as follows.

1. The Education that is provided by local government in Japan and Thailand are clarified systematically.
2. The Education that is provided by local government in Japan and Thailand are different.

3. The best practice in education administration by the local administration is appropriate in Thai context.

Framework

This study determine the education provided by the local administration, differences in the procedure and methodology by the local government and best practice in education provided by local government both in Thailand and Japan. Researchers have defined conceptual framework for the study of theoretical concepts related to the study by the local binding petition. Decentralization of the administration including Educational practices in public education by local governments in the country and abroad. Introduced as a concept. Education methods in the study by the local government, this can be expressed as follows



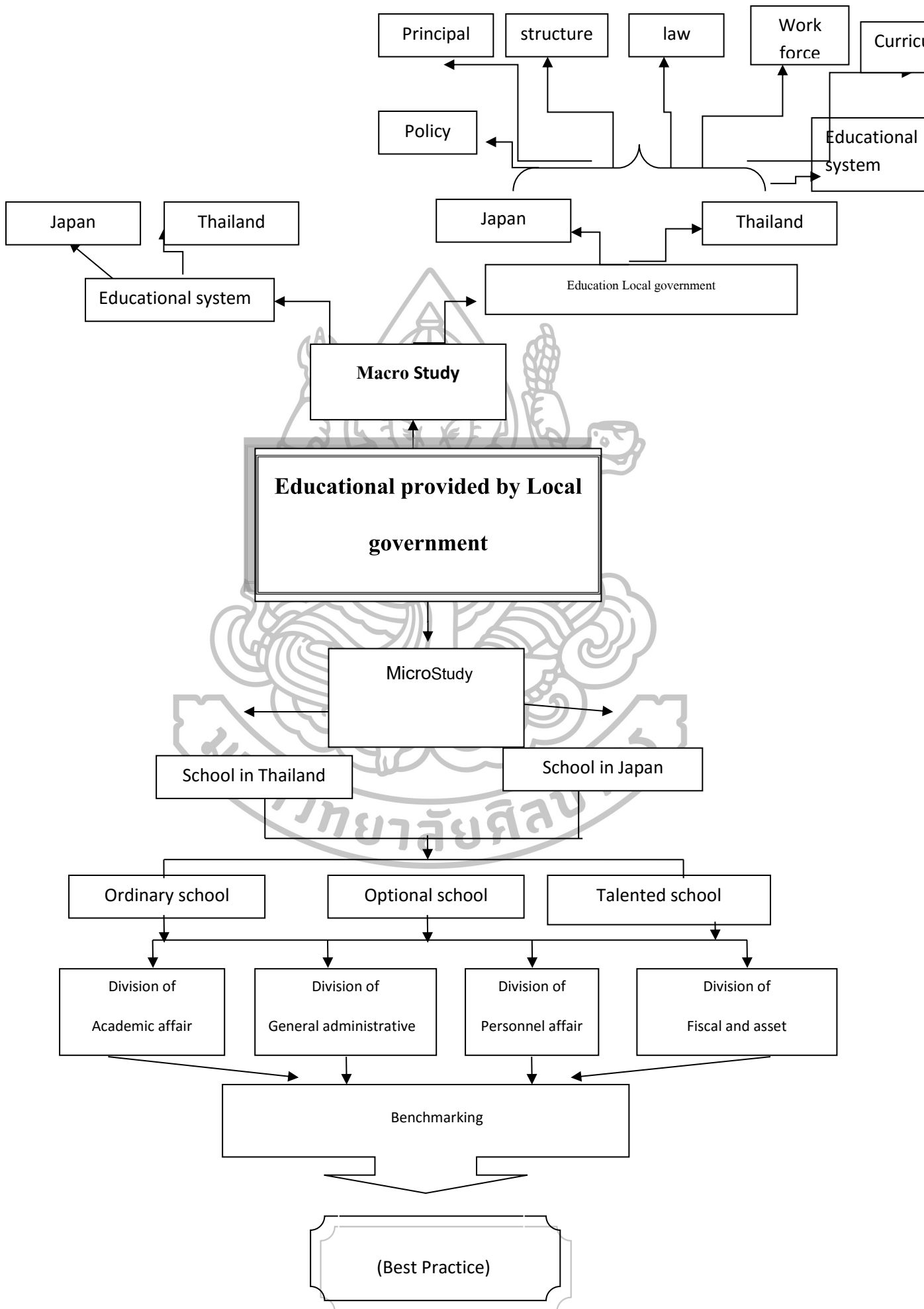


Figure 1. Framework

From: Ministry of Education, Basic education management as autonomous school (Bangkok: Express Transportation Organization of Thailand (E.T.O.), 2003), 33-38.

:ฉันทนา จันทร์บรรจง, สำนักงานคณะกรรมการการศึกษาแห่งชาติสำนักนายกรัฐมนตรี :
รายงานการวิจัยเรื่องการศึกษาแนวทางการบริหารและจัดการศึกษาขององค์กรปกครองส่วนท้องถิ่น
ในประเทศไทยญี่ปุ่น. กรุงเทพมหานคร.ป.ท. : ม.ป.พ., 2542

Definition of Terms

In the study “Education provided by local government: a case study in Japan and Thailand”, the researcher define terminology for making sense and understanding the following match.

1. Education refers to the education in schools organized by the local administration in accordance with the performance standards of education in both Thailand and Japan.
2. Schools under the authority and established by local governments teaching and learning in early childhood Senior Secondary School (Expansion), upper secondary vocational schools those are in charge of local administration organizations under the local government in Thailand and Japan, which may have some form of education or the same or not the same features, was in the two countries.

Chapter II

Related Literature Review

Educational decentralization seems to be a global trend in the past decades. Astiz *et al* observed that “over the past several decades, there has been a preoccupation with decentralization in the policy discourse about education, particularly among the developing nations of Latin America, South Asia, and Eastern Europe and among international development agencies”¹, and Hanson found that “virtually every country in North, Central, and South America has some type of educational decentralization reform underway currently”.²

The East Asian economies also seem to have caught up with this global trend. As can be seen from the rest of this paper, all the East Asian economies discussed are introducing some form of educational decentralization. What are the motives behind the decentralization measures of these East Asian economies? Have such measures been successful so far? If they are not successful, what are the reasons behind? How do the successful or unsuccessful experiences differ from those in the Western countries? And how can we explain the differences? These are some of the questions that will be dealt with in this paper.

What is decentralization?

Hanson stated that decentralization may be defined as “the transfer of decision-making authority, responsibility, and tasks from higher to lower

¹Astiz, M.F., Wiseman, A.W. and Baker, D.P., “Slouching towards Decentralization: Consequences of Globalization for Curricular Control in National Education Systems,” **Comparative Education Review** 1, 1 (2002): 66-86.

² Hanson, E.M., “Educational Decentralization Around the Pacific Rim,” **Journal of Educational Administration** 38, 5 (October 2000): 1.

organizational levels or between organizations”³. There are at least three types of decentralization: deconcentrating, devolution, and delegation. According to Paqueo and Lammert⁴, “deconcentrating involves shifting management responsibilities from the central to regional or other lower levels so that the center retains control”. “Delegation occurs when central authorities lend authorities to lower levels of government, or even to semiautonomous organizations, with the understanding that the authority can be withdrawn”. Devolution, on the other hand, is “the transfer of authority over financial, administrative, or pedagogical matters” on a permanent basis, and the transfer “cannot be revoked on a whim”⁵. Furthermore, when a loss of control is perceived as a result of decentralization, the measures may turn out to be regaining of the authority devolved. This is a process that is sometimes named re-centralization. In the following sections of the paper, some reform measures in some East Asian economies will be analyzed with this framework of decentralization.

A Basic concept of Japanese Local Administration

The mechanisms or the local body and administration of local autonomy vary case by case depended on each country. The large degree all local government systems can be explained in terms of the same set of major elements. The following headings refer to these elements, and will be used to explain the general outline of Japan’s system of local government as followed:- A. Legal Status B. Number of Tiers C. Character D. Uniformity E. Classifications F. Organization G. Duties H. Local Government Legislative Authority I. Local Government Finances J. Local Public Service Personnel System

³ Hanson, E.M., “Strategies of Educational Decentralization: Key questions and core issues,” **Journal of Educational Administration** 36, 2, (1998): 111-128

⁴Paqueo V. and Lammert J., **Decentralization & School-Based Management Resource Kit**, (World Bank, 2000), 6-7.

⁵Ibid, 6-7.

Division of Powers

The Japanese Constitution, which went into effect on May 3, 1947, is based on three core principles: sovereignty of the people, respect for fundamental human rights and pacifism. To control governmental power effectively through checks and balances, governmental power is separated into three independent branches: legislative, executive and judicial, and each contains a separate set of agencies and personnel as mentioned on figure 1.⁶

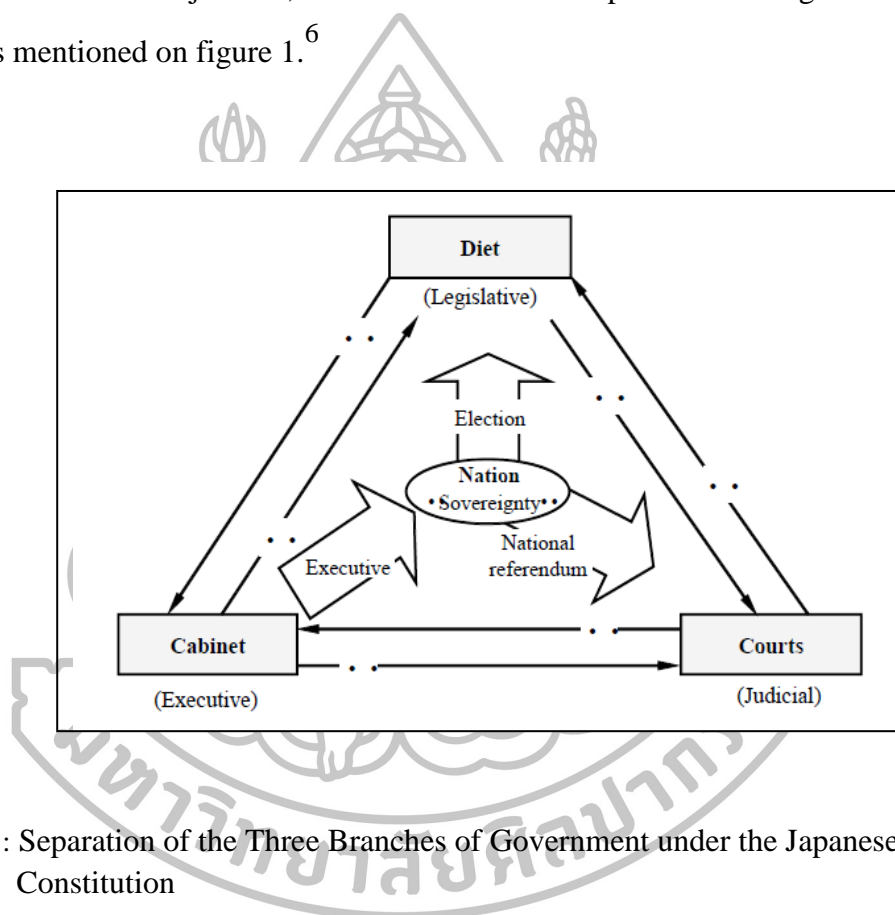


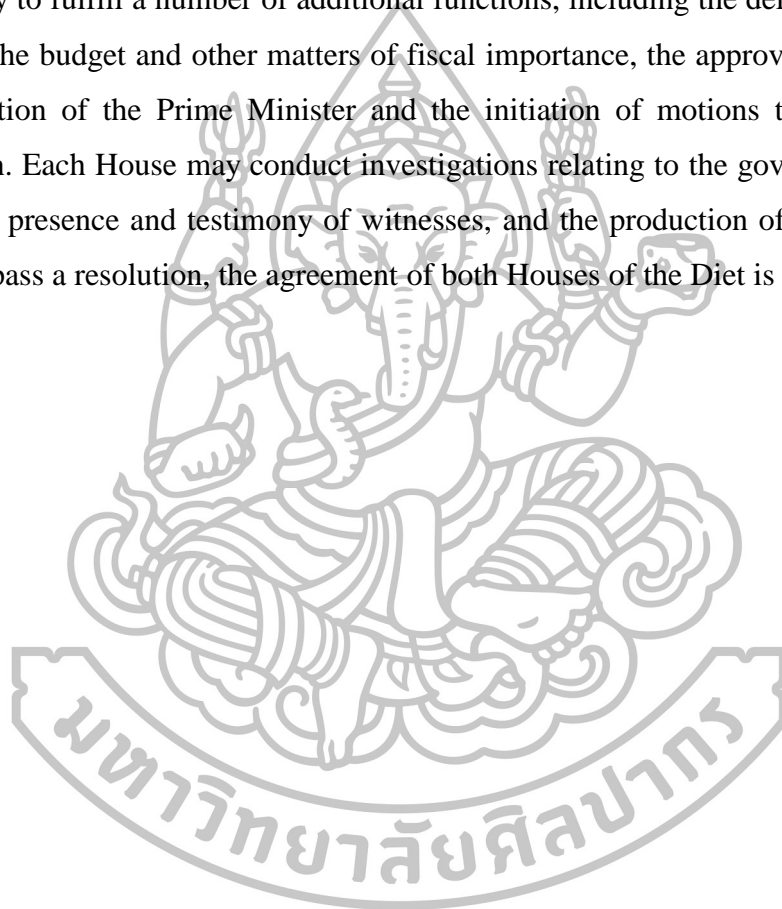
Figure No. 1 : Separation of the Three Branches of Government under the Japanese Constitution

Source: Prime Minister's Official Residence, **Statistical Handbook of Japan 2012** by Statistics Bureau (Japan): 191.

⁶ Prime Minister's Official Residence, **Statistical Handbook of Japan 2012** by Statistics Bureau (Japan): 191.

The Legislative Branch

The Diet is the highest organ of state power, and is the sole law-making organ of the State. The Diet consists of the House of Representatives and the House of Councilors. Both Houses consist of elected members, representative of all the people. The most important responsibility of the Diet is to enact legislation. The Diet also has the authority to fulfill a number of additional functions, including the deliberation and passage of the budget and other matters of fiscal importance, the approval of treaties, the designation of the Prime Minister and the initiation of motions to amend the Constitution. Each House may conduct investigations relating to the government, and demand the presence and testimony of witnesses, and the production of records. For the Diet to pass a resolution, the agreement of both Houses of the Diet is necessary.



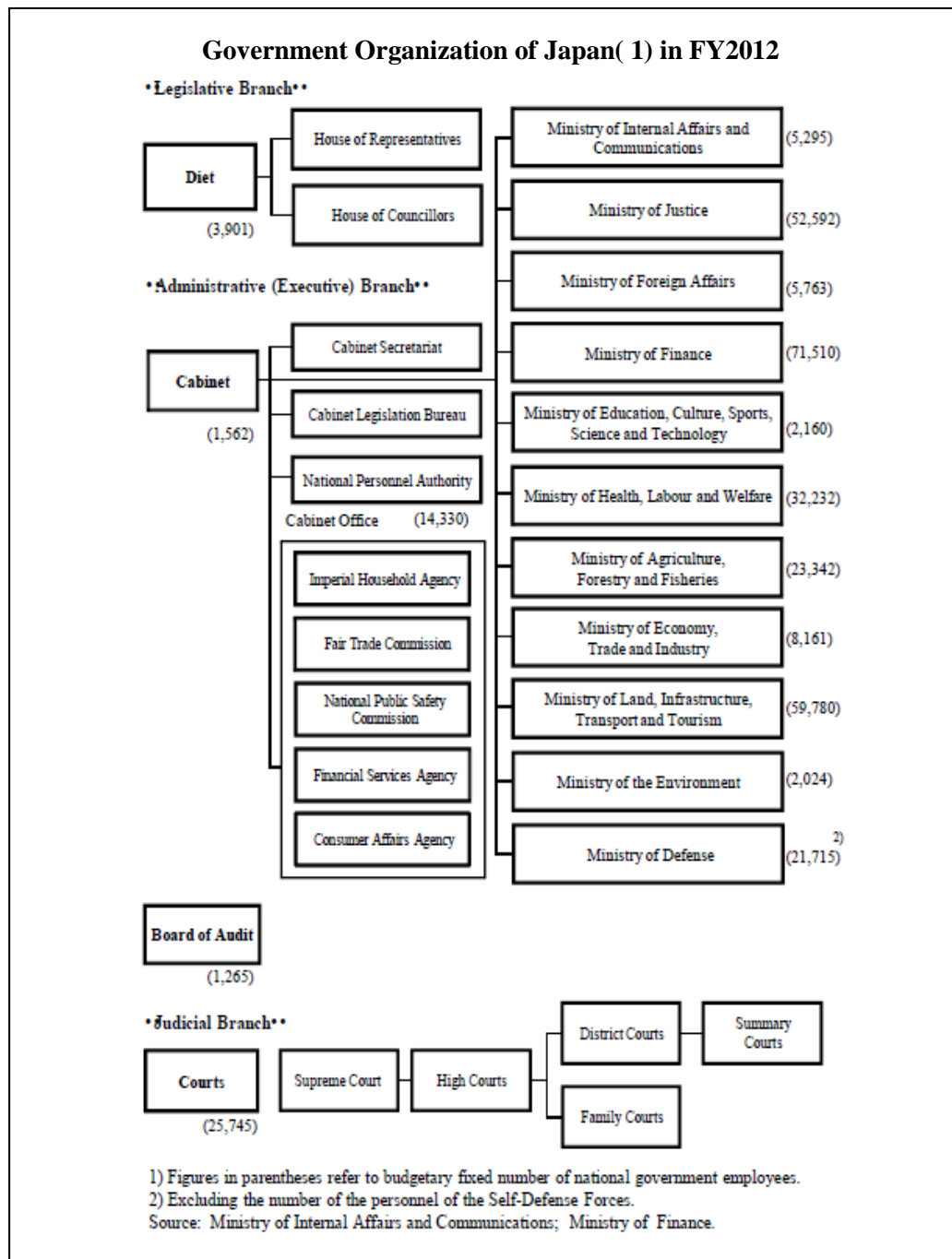


Figure No. 2 :Government Organization of Japan(1) in FY2012

Source: Prime Minister's Official Residence, **Statistical Handbook of Japan 2012** by Statistics Bureau (Japan): 191.

Japanese Local Governments

The affairs of local governments are conducted on two levels in Japan: by the prefectures and by the municipalities within each prefecture. As of April 1, 2012, Japan has 47 prefectures, within which there are 1,719 municipalities, plus the 23 wards (ku) in metropolitan Tokyo.⁷ In order to strengthen the administrative and fiscal foundation of the municipalities, municipal mergers were promoted by law. As a result, the number of municipalities was reduced to 1,719 in April 2012, from 3,232 at the end of March 1999. Municipalities that satisfy certain population criteria (i.e., 500,000 people or more) are eligible for designation as "Cabinet Order designated cities." This designation gives them administrative and fiscal authority equivalent to those of prefectures. With the addition of three cities (Okayama-shi in April 2009, Sagami-hara-shi in April 2010, and Kumamoto-shi in April 2012), there are presently 20 cities that have earned this designation as we showed by followed table

Type of Services	Number
Total	2,788,989
Education	1,055,313
General administrative services	552,569
Social welfare and public hygiene	373,680
Police	282,023
Fire service	158,062
Public enterprise account sector	367,342
Hospitals	201,711
Water and sewerage	77,106
Transportation	26,922

Table 3 : Local Government Employees by Type of Administrative Services
Source: Ministry of Internal Affairs and Communications. (As of April 1, 2011)

⁷Ibid, 192.

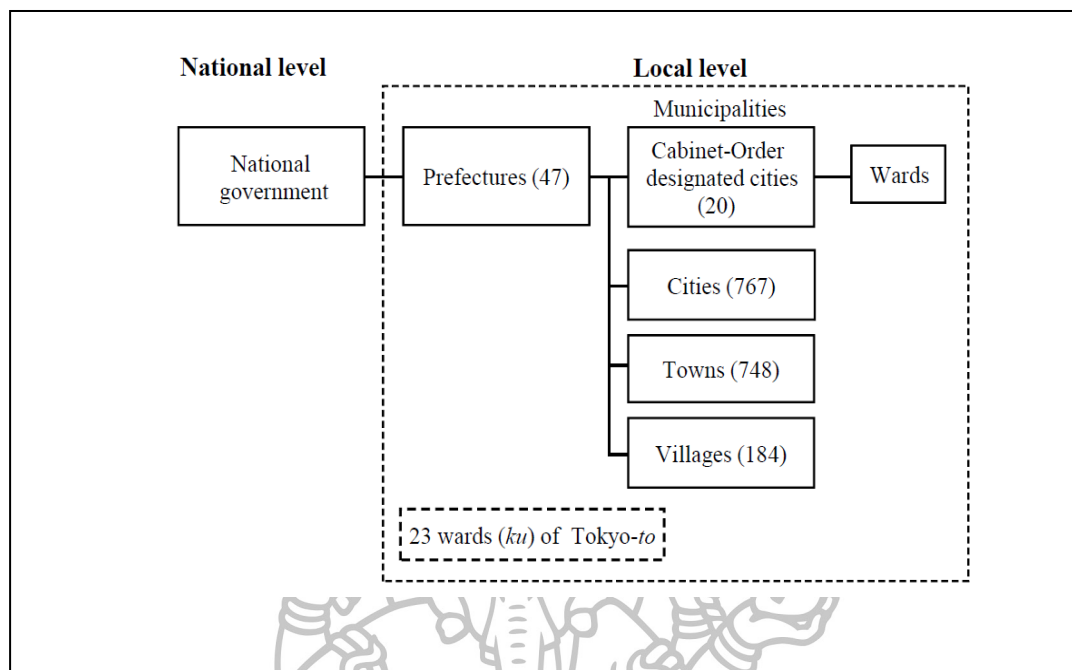


Figure 17.3 : Government System by Level 1) (As of April 1, 2012)

Source: Prime Minister's Official Residence, **Statistical Handbook of Japan 2012 by Statistics Bureau** (Japan): 191.⁸

Classifications

Under the current Local Autonomy Law, local governments are classified into two types: ordinary local public entities and special local public entities. Prefectures and municipalities are ordinary local public entities. Special local public bodies comprise four types: special wards, local public cooperatives, property wards, and local development corporations.

Ordinary local public entities

Ordinary local public entities are so named because their organizational structure, affairs, powers, etc. are of a general nature and exist everywhere, and therefore they can be said to be typical local governments. Prefectures and municipalities fall into this category. They are protected by the constitutional

⁸Ibid, 192.

guarantee of local autonomy. Under the current local autonomy system the entire country of Japan is divided into prefectures, and each prefecture is divided into municipalities, producing a dual-layer structure. Besides ordinary cities, at the municipal level, there are designated cities, core cities, and special cities, with all three having enhanced powers.

Prefectures

The Japanese terms Do, Fu and Ken are all rendered as “prefecture” in English. In Japan there are currently 46 of these wide-area local governments encompassing municipalities (47 including Tokyo). The term To is only applied to the Tokyo Metropolitan Government, although it technically designates a prefecture. Tokyo-to is the capital of Japan and differs from Do, Fu, or Ken in having things like special wards. As befits its standing as a prefecture, Tokyo Metropolitan Government is headed by a governor rather than a mayor. Hokkaido is also the only prefecture designated as Do. Kyoto and Osaka are designated as Fu and all others are designated as Ken. A prefecture’s designation as Do, Fu or Ken is based on historical background and does not signify any systemic difference.

Municipalities

Municipalities constitute the basic level of government handling issues closet to the lives of residents. Japan had 1,788 municipalities (783 cities, 812 towns and 193 villages) as of April 1, 2008. In order for a municipality to be considered a city there are certain requirements that need to be satisfied, such as having a population of 30,000 or greater (the requirement was 50,000 or greater before the Great Heisei Consolidation) and an urban appearance. Towns and villages usually belong to a county. However, ‘county’ simply designates a geographical area and does not entail any administrative functions. Comparing towns with villages, towns have a more urban appearance and more people engaged in urban-type work such as commerce and industry. However, there is no difference in the duties handled by their governing bodies.

The relationship between prefectures and municipalities

Prefectures and municipalities are mutually independent local government entities, with no hierarchical relationships between them in terms of their administrative systems. However, their different natures give rise to different functions. While prefectures are wide-area local governments encompassing municipalities, municipalities are basic local governments closely connected to residents' daily lives. Prefectures to give guidance and advice to municipalities from their more regional perspectives on a variety of issues, and they perform various licensing and permit functions.

Local government Assembly

The two Houses differ in their resolutions regarding legislative bills, draft budgets, the approval of treaties or the designation of the Prime Minister, under the terms of the Constitution, decision of the House of Representatives overrides that of the House of Councilors. The term of office for Diet members is set by the Constitution. Members of the House of Representatives serve a four-year term, while members of the House of Councilors, six years. Elections for the latter are held every three years, so that one half of the seats are contested in each election. The House of Representatives has 480 members.⁹ Of these, 300 are elected under a single-representative constituency system, while 180 are elected under a proportional representation system in which the nation is divided into 11 regions. The last general election was held in August 2009. The House of Councilors has 242 members, of whom 96 are elected through proportional representation, and 146 are elected as representatives from the nation's 47 electoral districts, i.e. prefectures¹⁰. The last regular election was held in July 2010. All Japanese citizens, both men and women, aged 20 years or older, have the right to vote in elections for both Houses of the Diet. Furthermore, both men and women above the qualifying age are eligible to run in elections. The qualifying age for members of the House of Representatives is 25

⁹Ibid, 193.

¹⁰Ibid, 193.

years¹¹ or older, while the qualifying age for members of the House of Councilors is 30 years or older.¹²

Duties

1. National and local government division of responsibilities

The Local Autonomy Law was extensively amended by the “Law for the Improvement of Relevant Laws for the Promotion of Decentralization” enacted in July 1999 (the Omnibus Local Autonomy Law), which made clear the division of responsibilities between the national and local governments. Under the amended law, local governments bear broad responsibility for performing administrative functions in their regions, independently and comprehensively. On the other hand, the national government was made responsible for: (1) Affairs relating to Japan as a nation in the international community; (2) Affairs relating to various activities of the people that should be handled in a uniform, nation-wide manner; (3) Executing policies and projects that must be performed from a nationwide viewpoint or on a nationwide scale. This considers the role of the state restrictively, and entrusts to local governments, as much as possible, administration of matters closest to the lives of residents.

2. Abolition of the system of delegated functions

Further, the system of delegated functions was abolished by the Omnibus Local Autonomy Law. In this system, the chief executive of the local government implemented and managed affairs legally under the jurisdiction of central government ministries and agencies, in effect acting as a local branch of the national government. It has been said that this formed the core of Japan’s centralized administrative system. However, it had long been pointed out that not only did this make it unclear exactly who was responsible for dealing with these matters, but also that it treated local governments as subordinate administrative agencies of the central government. After the Omnibus Local Autonomy Law amendment to the Local Autonomy Law abolished the system of delegated functions, local governments were given actual

¹¹Ibid, 194.

¹²Ibid, 194.

responsibility for all the affairs being handled by them, including the formerly delegated functions.

3. Local autonomy functions and statutory entrusted functions

The functions (tasks) of local governments are divided into two types, “local autonomy functions” and “statutory entrusted functions”. Among the functions entrusted to local governments through laws or ordinances, statutory entrusted functions are those that were originally the responsibility of the central government and for which the central government retains responsibility for ensuring their proper implementation. Specific examples include issuance of passports, management of national roads, and affairs relating to designated statistics for the national government. All other functions performed by local governments are local autonomy functions. The difference between statutory entrusted functions and local autonomy functions is that stronger central government involvement is permitted in the former compared to the latter.

Uniformity

Although prefecture and municipal governments in Japan have various populations and sizes, basically they are all given the same powers and deal with the same affairs. Moreover, part of the reason for this is a strong feeling that administrative services provided by local governments should, like those provided by the national government, be uniform in their contents and standards in every region of the country. In order to provide the same standard of administrative services based on a uniform system across local governments when population size and financial resources are substantially different among them, it becomes necessary as a matter of course to make adjustments to their finances.

Organization

There are basically two main branches of local government (ordinary local public entities). One is the legislative branch. This branch makes decisions on the budget and local ordinances. Prefecture assemblies and municipal councils fall under this heading. The other is the executive branch, which carries out the policies decided

upon by the legislative branch. Governors of prefectures, the heads of municipalities and various other administrative committees fall under this heading.

Educational decentralize in Japan

Before World War II, the education system in Japan was a typical East Asian one, with the central government making all decisions in the area of education: its goals, the curriculum, the textbooks, and the status of teachers and students etc. After World War II during the American occupation period, measures were introduced to decentralize the Japanese education system according to the American model. These measures however failed bitterly as they were seen to be not compatible with the Japanese culture. And at the end of the American occupation when the Board of Education law was revised in 1956, although much of the decentralized structure remained, the Japanese education system reverted back to a centralized mode. For example, the National Courses of Study were strictly followed as a standard throughout the country¹³. Central and local educational agencies were theoretically parallel institutions with one not subordinating to the other, but in practice, the “advices” from the central agencies were taken as orders by the local agencies. The result is a superficially decentralized structure with a highly centralized spirit¹⁴

The next wave of reforms came in the 1980s as a product of globalization. Many Japanese, the commercial sector in particular, were critical of the traditional education system and called for change. In 1984, the government set up a National Council on Educational Reform to study the situation and make suggestions for changes, and the Council submitted its report to the Prime Minister in 1987¹⁵. The

¹³Muta, H., “Deregulation and Decentralization of Education in Japan,” **Journal of Educational Administration** 38, 5 (October 2000): 455-567.

¹⁴Wakai, Y., “Decentralization of Educational Administration,” **Bulletin of the Japan Educational Administration Society** 22(1996): 31-44.

¹⁵NIER (National Institute for Education Research), **The Recommendations of the National Council on Education reform: A Summary** (Tokyo: NIER Office of Overall Planning and Cooperation, 1988), 11-12.

major recommendations were a deregulation of administrative processes, and the liberalization of education.

A series of reports in moving the liberalization forward followed. New courses of study for kindergartens, elementary and lower secondary schools were introduced in 1998, and those for senior secondary schools were introduced in 1999. In contrast to the old curriculum, the new courses of study allow a certain percentage of the curriculum to be flexibly designed by the school, thus delegating the school with more control over the curriculum.

Schools however do not seem to be ready to take over such control yet. For example, a major component of the new curriculum is a new subject entitled “integrated study” which is totally school-based with no prescribed content by the Ministry of Education, Science, Sports and Culture (known as *Monbusho* in Japan). It is hoped that schools will take this opportunity to introduce new content with creative teaching methods that suit the needs of their students. However, numerous requests were sent by schools to the *Monbusho* for guidelines and examples on this new subject. Eventually, the *Monbusho* succumbed to such requests and issued a publication of guidelines and examples. As can be expected, such a publication immediately became the course book for the subject and defeated the very purpose of introduction of this new subject.

An even more paradoxical phenomenon is how this decentralization process is taking place. Schools and local boards of education are so used to following orders in a centralized environment that they are relying on the orders from the hierarchy above to carry out the decentralization measures. On the other hand, in order to safeguard the successful implementation of the decentralization policies, the government imposes sanctions on schools that fail to follow the guidelines set by the government (Kubota, 1994). As Muta observes, “it is odd that deregulation and decentralization, which call for initiative at the grass root level, have been implemented in a uniform manner from the top by conveying orders to educators at

lower levels”.¹⁶ And as education administrators are afraid to stand out and be different from the rest, “it is possible that the Japanese system of education faces the paradox of becoming uniform more than ever as the control by the national government decreases”.

A Basic concept of Administration and management of the education system in Japan

The central educational authority in Japan is the Ministry of Education, Culture, Sports, Science and Technology (MEXT), formerly the Ministry of Education, Science, Sports and Culture (MONBUSHO). The mission of the MEXT consists in: fostering creative people with warm-hearted human nature specifically by advancing education and promoting lifelong learning; encouraging academic, sport and cultural activities as well as comprehensive progress in scientific technologies; and carrying out properly religious administrative affairs. Under the Elementary and Secondary Education Bureau of the MEXT there were nine divisions in 2006, including the Early Childhood Education Division, the Textbook Division, and the School Curriculum Division. Other Bureaus included: lifelong learning policy; higher education (including the department of private education institutions); science and technology policy; research promotion; research and development; and sports and youth.

Schools as well as national universities, junior colleges, and colleges of technology as well as social educational facilities and cultural facilities such as youth houses, museums and art museums have gradually come to be operated as independent administrative institutions since April 2001.¹⁷ With regard to its relation

¹⁶Muta, H., “Deregulation and Decentralization of Education in Japan,” **Journal of Educational Administration** 38, 5 (October 2000): 455-567.

¹⁷Ministry of Education, Culture, Sports, Science and Technology, “Development of education in Japan 1997-2001” (Presented at the 46th session of the International Conference on Education, Geneva, 2001), 11-12.

with local governments, the Ministry has the power to provide guidance, advice or assistance to local educational authorities (i.e. administrative heads of prefectural and municipal governments, and prefectural and municipal boards of education), and to require them to submit such reports as are deemed necessary relating to educational activities under their jurisdiction. The Ministry may also instruct local educational authorities to correct or improve their policies or measures, when it considers that such policies or measures violate the provisions of laws and regulations or impede the primary objectives of education.

In Japan there are 47 prefectures (To-Do-Fu-Ken), further divided into a number of municipalities. In every prefecture there is a Prefectural Board of Education which serves as the central authority in the prefecture. The board is responsible for the administration and management of government services relating to education, science and culture.¹⁸

The Prefectural Board of Education is composed of five members appointed by the governor with the consent of the prefectural assembly (both the governor and the members of the prefectural assembly are elected directly by the people). The members hold office for four years. The Prefectural Board of Education appoints a **Prefectural Superintendent of Education**, who serves as its chief executive officer responsible to the board for the execution of the policies and measures determined by the board. The appointment of the superintendent has to be approved by the Minister of Education. The Prefectural Board has the following main functions: administer and manage prefectural educational establishments (upper secondary schools, special schools for the disabled, museums, public libraries, lifelong education promotion centers, centers for educational research and training, etc.) other than universities and junior colleges; conduct and promote activities for social education, physical education and sports; promote cultural activities, and contribute to the protection of cultural properties; approve the establishment and abolition of municipal kindergartens, unified secondary schools and upper secondary schools, special

¹⁸Ministry of Education, “Culture, Sports, Science and Technology,” **Japan’s Education at a Glance 2005**, (MEXT: Tokyo, 2005), 18.

schools for the disabled, special training schools and miscellaneous schools; and issue certificates for teachers.¹⁹

The **prefectural governor** also has some powers and responsibilities on education. His/her main functions concerning education include the following: administer and manage prefectural universities and junior colleges; approve the establishment of private kindergartens, elementary schools, lower and upper secondary schools, unified secondary schools, special schools, special training schools and miscellaneous schools, and provide general supervision, advice and assistance to these schools (private higher education institutions are under the general supervision of the MEXT).

In each municipality (*Shi-Cho-Son*) there is a **Municipal Board of Education**, which serves as the authority responsible for government services relating to education, science and culture in the municipality. The municipal board of education primarily consists of five members (a board of three members is allowed in the case of towns and villages) appointed by the mayor with the consent of the municipal assembly (both the mayor and the members of the municipal assembly are elected directly by the people). Members hold office for four years.

The municipal board appoints a **Municipal Superintendent of Education**, who serves as its chief executive officer, from among the board members with the approval of the prefectural board of education. The municipal board has the following main functions: administer and manage municipal educational establishments (mainly, elementary and lower secondary schools, citizens' public halls, public libraries, centers for educational research and training, etc.); conduct and promote activities for social education, physical education and sports; and adopt textbooks to be used in municipal elementary and lower secondary schools. The **municipal mayor** also has some powers and responsibilities in the area of education e.g. administer and manage municipal universities and junior colleges; and administer

¹⁹Ministry of Education, "Culture, Sports, Science and Technology," **The Development of education in Japan 2002-2004**, (Presented at the 47th session of the International Conference on Education, Geneva, 2004).

budgets on matters under the jurisdiction of the municipal Board of Education, and also to acquire and dispose of municipal educational properties. There are several advisory bodies supporting the Minister of Education. From 1984 to 1987, the **National Council on Educational Reform** deliberated wide ranging issues in the whole fields of education, science and sports, while focusing on strategies for thorough educational reform. Other relevant bodies include the **Central Council of Education** (created in January 2001), the **University Council** (set up in 1987) and the **Lifelong Learning Council** (set up in 1990).

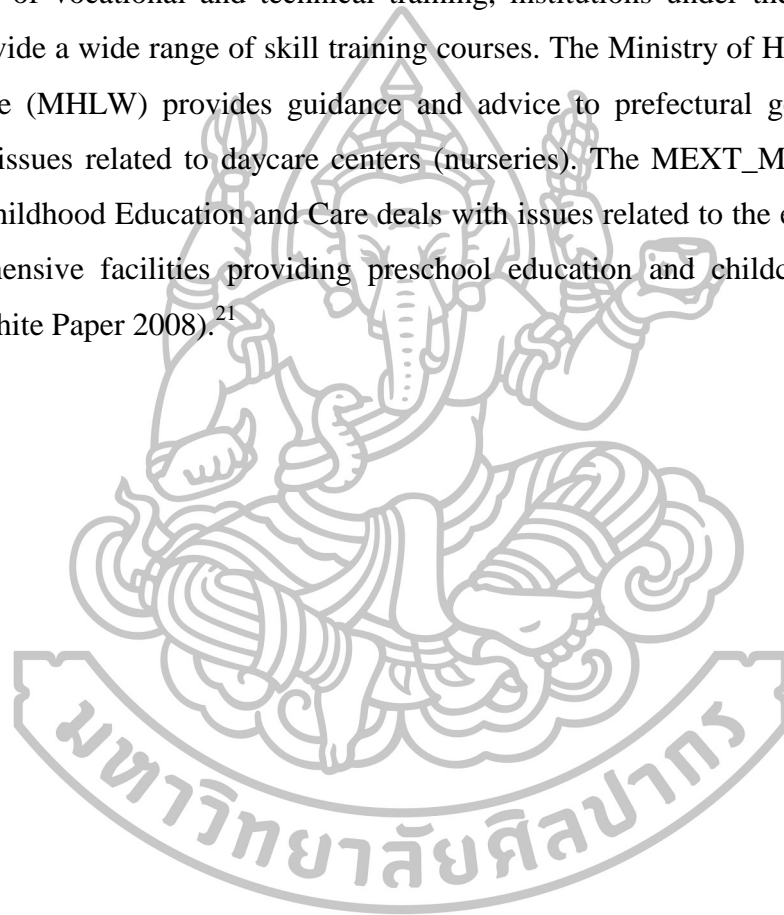
There are also other important advisory organs, such as the **Textbook Authorization and Research Council**, the **Educational Personnel Training Council**, the **Curriculum Council**, and the **Science Education and Vocational Education Council**. The **Japan Scholarship Foundation** was founded in 1944 with the aim of providing scholarships (loans) for students who perform well but find it difficult to continue their studies for financial reasons, thus contributing to the equalization of educational opportunity and to the development of human resources needed by society. The Foundation is supported by the national, prefectural and municipal governments, as well as non-profit corporations. The government-supported **Japan Private School Promotion Foundation** provides low interest long-term loans for private institutions for the improvement of their facilities and equipment.²⁰

The **National Center for University Entrance Examinations**, under the control of MEXT, is an independent administrative institution in charge of the National Center Test for admissions to university. The **National Institute for Educational Policy Research** (NIER) is a national research body for comprehensive educational policy, responsible for collecting and analyzing academic research data. NIER's structure also includes a Curriculum Research Center. NIER also organizes the participation of Japan in the Program for International Student

²⁰Ministry of Education, Culture, Sports, Science and Technology. White Paper on Education, Culture, Sports, Science and Technology. Tokyo, 2008, 52.

Assessment(PISA), and in the Trends in International Mathematics and Science Study (TIMSS).

The **National Institution for Academic Degrees and University Evaluation** is responsible for the evaluation and accreditation of degree-awarding programs and of universities, junior colleges, colleges of technology and law schools. In the field of vocational and technical training, institutions under the Ministry of Labour provide a wide range of skill training courses. The Ministry of Health, Labour and Welfare (MHLW) provides guidance and advice to prefectural governors and mayors on issues related to daycare centers (nurseries). The MEXT_MHLW Centre for Early Childhood Education and Care deals with issues related to the establishment of comprehensive facilities providing preschool education and childcare services. (MEXT, White Paper 2008).²¹



²¹Ministry of Education, Culture, Sports, Science and Technology, FY2004 White Paper on Education, Culture, Sports, Science and Technology. MEXT, Tokyo, 2005, 7-8.

A Basic concept of Structure and organization of the Japanese education system

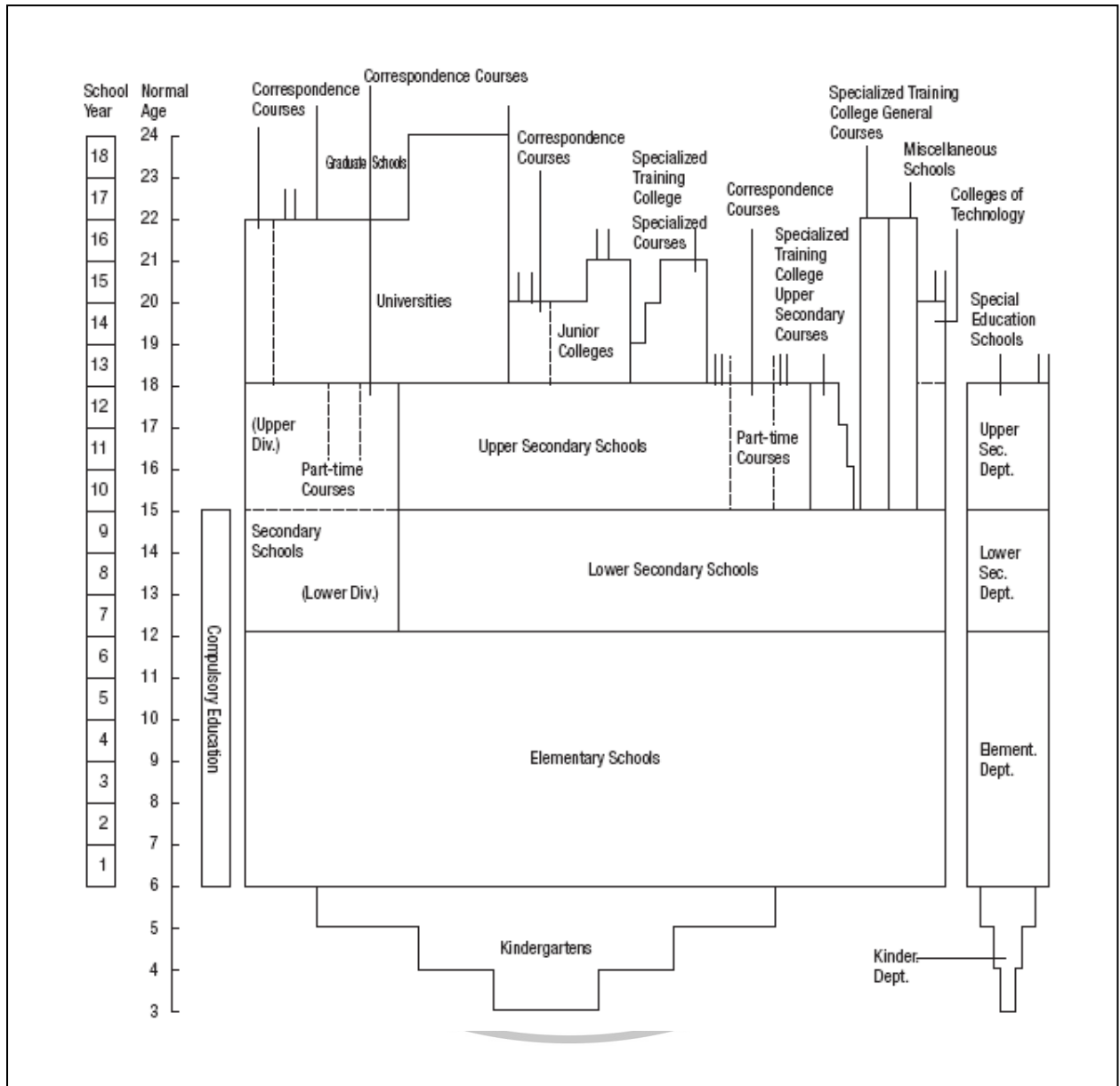


Figure 1. Japan: structure of the education system

Source: Ministry of Education, Culture, Sports, Science and Technology. The development to education in Japan 2005-2008. National report of Japan. Presented at the 48th session of the International Conference on Education, Geneva, 2008, 2.

Pre-school education

Kindergarten education is for children aged 3-5 years. Preschool education is not compulsory and is mainly provided by private institutions. Kindergartens may administer preschool children who have reached the age of 3 and have not attained the compulsory school age of 6. Nurseries (day-care facilities) also accept children below the age of 3 in need of daytime childcare for specific reasons (for example, both parents are working). Nurseries are welfare facilities established according to the Child Welfare Law and are operated under the authority of the Ministry of Health, Labor and Welfare.²²

Primary education

Elementary education is the first stage of compulsory schooling and all children between the ages of 6 and 12 are required to attend elementary school for six years. Almost all children are enrolled in public schools supported by local governments.²³

Secondary education

Lower secondary education is the final stage of compulsory schooling and caters to pupils between 12 and 15 years. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate. All students having completed the three-year lower secondary program are entitled to apply to upper secondary schools (through the high school entrance examinations) or colleges of technology. Upper secondary education is not compulsory. There are three types of upper secondary school programs: full-time (lasting three years), part-time and correspondence courses. Part-time courses are mainly offered in the evenings. In terms of the content of teaching, upper secondary school programs can be broadly classified into three categories: general specialized and integrated. General education

²²Ministry of Education, Culture, Sports, Science and Technology. Japan's Educational a Glance 2005. MEXT, Tokyo, 2005, 3-4.

²³Ibid, 3.

programs emphasize academic subjects, while specialized programs are designed to provide vocational and technical education for those students who have chosen a particular vocational area as their future career. These programs are further classified into several categories, such as agriculture, industry, business, fishery, home economics, nursing, science and mathematics, etc. Integrated programs offer general and specialized education. In addition to the three-year lower or upper secondary school education that has prevailed until now, a unified lower and upper secondary school education became a part of the education system in April 1999, allowing students to enroll in a comprehensive secondary school offering six-year program. Upon successful completion of upper secondary education students receive the high school certificate of graduation.²⁴

Higher education

Higher education institutions in Japan include universities (*Daigaku*), junior colleges (*Tanki-daigaku*) and colleges of technology (*Koto-senmongakko*). In addition, there are special training schools and miscellaneous schools offering advanced programs. Admission to universities and junior colleges depends on the results of the entrance examinations. Junior colleges offer programs lasting two or three years, mainly in the fields of humanities, home sciences, education and social sciences. A university may set up a graduate school aiming to give graduate students opportunities to pursue in-depth study and research concerning academic theories and their application.²⁵ A graduate school offers master's degree programs (usually taking two years to complete) and doctoral degree programs normally lasting three years except for medicine, dentistry and veterinary medicine, which last four years. Five-year doctoral degree programs can be combined into two phases, the first one being considered as a two-year master's degree course. While universities and junior

²⁴Ministry of Education, Culture, Sports, Science and Technology, "The development of education in Japan 2005-2008. National report of Japan," Presented at the 48th session of the International Conference on Education, Geneva, 2008, 7-8.

²⁵Ministry of Education, Culture, Sports, Science and Technology, White Paper on Education, Culture, Sports, Science and Technology, Tokyo, 2008, 4-6.

colleges require for admission the completion of upper secondary schooling, colleges of technology, established in 1962, offer programs to lower secondary school graduates.²⁶

A college of technology usually offers several programs in engineering and mercantile marine studies. A variety of program are offered in different fields, including those in mechanical engineering, electric engineering, electronic control, information technology, civil engineering, mercantile marine, and management information. The duration of programs is normally five years (five and a half years for mercantile marine programs, including one year of on-the-ship training). Special training schools are a new type of educational institution created in 1976. These schools are required to maintain an enrolment of at least forty students and to offer instruction for 800 hours or more per year for each program. The programs may be classified into three categories: upper secondary programs admitting lower secondary school graduates; advanced programs admitting upper secondary school graduates; and other programs. Those special training schools offering upper secondary programs are called upper secondary special training schools, while those offering advanced programs are referred to as special training colleges. Miscellaneous schools are intended to give adults and young people a wide range of educational opportunities similar to the formal education offered in secondary schools or institutions of higher education. They provide learners of varied ages with knowledge and skills required for their vocational and daily life.²⁷

The school year begins on 1 April and ends on 31 March of the following year, corresponding with the fiscal year of the country. At the elementary and lower secondary levels the school year is usually divided into three terms: April-July,

²⁶NUFFIC (Netherlands organization for international cooperation in higher education). Country module: Japan. Evaluation of foreign degrees and qualifications in the Netherlands. Second edition, International Recognition Department, The Hague, January 2011.

²⁷NUFFIC (Netherlands organization for international cooperation in higher education). Country module: Japan. Evaluation of foreign degrees and qualifications in the Netherlands. Second edition, International Recognition Department, The Hague, January 2011.

September-December and January-March. It consists of thirty-five working weeks (thirty-four weeks in the first grade of elementary education). While the majority of upper secondary schools adopt a three-term school year, some of them adopt semester system (usually, the first semester ranges from April to September, and the second from October to March). Higher education institutions usually adopt a whole semester academic year. At all school levels, vacations are granted in summer (from around the end of July through August), in winter (from the end of December to early January) and in spring (at the end of the school year). The beginning and ending dates of these vacations are determined by respective boards of education and schools according to each locality and the circumstances of schools.

In general, educational institutions in Japan are closed on Sundays and on national holidays. Furthermore, a five-day school week was introduced in a phased manner by implementing such a week once a month from September 1992 and twice a month from April 1995. The system has been implemented in a full-fledged manner since April 2002, making every Saturday a no-school day.

A Basic concept of curriculum

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) lays down the educational contents and the minimum number of school days per year for kindergartens, and the subjects to be offered in elementary, lower secondary and upper secondary schools, as well as the standard number of yearly school hours for each subject. MEXT also specifies the objectives and standard content of each subject or each area of school activity in the Courses of Study, which presents national curriculum guidelines for each of the four school levels: kindergarten, elementary school, lower and upper secondary school. The content of the courses of study for the respective schools is prescribed and announced by the Minister of Education based on a report by his/her advisory organ, the Central Council for Education. Each school organizes and implements its own curriculum in accordance with the provisions of the relevant statutes and the course of study, taking into account the actual circumstances of the locality in which it operates, as well as

the characteristics of children enrolled and the stage of their mental and physical development.

In March 1989, the Ministry started the process of revision of the national course of study for each of the four school levels. The basic objective of this revision was “to contribute to developing citizens who are rich in heart and are capable of coping with the changes in society. “Under the comprehensive five-day school week, the Ministry put the revised courses of study into effect since April 2002 for elementary and lower secondary schools, and from 2003 for the freshmen of upper secondary schools. The basic aim was to provide education in a worry-free environment adapted to each school, allowing children to acquire the basic and fundamental content included in the courses of study without fail, and nurturing a ‘zest for living’ (*ikiruchikara*) such as the ability to learn and think on their own based on such content. The courses of study were intended to promote a teaching approach that puts the focus on individuals through tutorials and group study, and teaching according to the degree of understanding, expanding the range of elective courses and enabling children to learn advanced content according to their interests.

Deliberations were carried out from April 2005 regarding the whole revision of the curriculum. In order to realize the philosophy of fostering ‘zest for living’, in January 2008 the report *Improving Courses of Study of Kindergartens, Elementary Schools, Lower and Upper Secondary Schools, and Schools for Special Needs Education* was delivered, stating the direction to revise the Courses of Study to establish concrete steps to realize the above principle. The new Courses of Study specify that each school is required to formulate its curriculum in compliance with the goals defined in the Basic Act on Education, the School Education Act, as well as the provisions of other laws.²⁸

²⁸Ministry of Education, Culture, Sports, Science and Technology, White Paper on Education, Culture, Sports, Science and Technology, Tokyo, 2008, 69-70.

The objectives of compulsory education, as stipulated under the revised School Education Law, are the following:²⁹

-Social activities are promoted both inside and outside the school in order to nurture in students voluntary, independent and cooperative attitudes, respect for rules and models, the ability to make sound judgments and a sense of public spiritedness that will help them to become productive members of society.

-Activities for experiencing nature are promoted both inside and outside the school in order to nurture in students a spirit of respecting nature and life and a desire to contribute to environmental preservation.

-Students are to be given proper guidance in the history and current situation of Japan and their hometown, teaching them to respect traditions and culture, and nurture them with an attitude of loving their country and hometown. Then, through an understanding of foreign cultures, students should be instilled with respect of other countries and a sense of contributing to the development and peace of the global community.

-Students are to be nurtured with a basic understanding and abilities related to the roles of the family and home, and about food, clothing, shelter, information, production, and other items necessary for daily living.

· Students are to be nurtured with a love for reading, a proper understanding of and basic skills for using the language they will need in their daily lives.

· Students are to be nurtured with basic skills to properly process and understand quantitative relations they will need in their daily lives.

-Students are to be nurtured with basic skills for scientifically understanding

²⁹ Ministry of Education, Culture, Sports, Science and Technology. The development of education in Japan 2005-2008. National report of Japan. Presented at the 48th session of the International Conference on Education, Geneva, 2008, 67-69.

and processing, through observations and experiments, natural phenomena the tare part of their lives.

-Efforts are to be made to instill in students the proper habits needed to live safe, healthy and happy lives, to build up body strength through physical activities, and to harmoniously develop their bodies and minds.

-Students are to be nurtured with basic understanding and skills needed for music, art, literature, and other fine arts in order to brighten and enrich their lives.

-Students are to be nurtured with basic skills and knowledge needed for their careers, an attitude of respecting work, and the ability to choose their career-path that matches their own individual aptitude.

Pre-primary education

As mentioned, kindergartens cater to children between the ages of 3 and 5 years. Preschool education is not compulsory and is mainly provided by private institutions. Kindergartens may admit preschool children who have reached the age of 3 and have not attained the compulsory school age of 6. Nurseries (day-care facilities) also accept children below the age of 3 in need of daytime childcare for specific reasons (for example, both parents are working). Nurseries are welfare facilities established according to the Child Welfare Law and are operated under the authority of the Ministry of Health, Labour and Welfare. Nurseries are normally open for eleven hours a day. There are also home childcare services, e.g. a day-care service provided at home by child-careers accredited by the local government. Eligible children are under 3 years of age. Application procedures and fees may vary according to each city, town or village. In 2008 there were 22,898 day nurseries providing services to some 2, 138,000 infants; the total number of staff was 444,727.

Kindergarten education is intended to help infants develop their minds and bodies by providing them with an appropriate educative environment. The Course of Study for Kindergarten was put into effect in 1990 and recently revised in 2008. It sets forth the specific aims of kindergarten education, as well as the specific content

to be taught to achieve each aim. It is also specified that the standard number of daily hours should be four (kindergartens normally start at 9 a.m.) and that the number of school weeks per year should be not less than thirty-nine except under special circumstances. Kindergartens usually offer programs for 4-5-year-olds (two-year programs) and for 3-5-year-olds (three-year programs).

According to the revised course of study for kindergarten (2008), kindergarten education integrates all aspects of each child's development: health (physical and mental health); human relationships (the relationship between the child and other people); environment (children's surroundings, and relationship to them); language (the process of language acquisition); and expression (feelings and expression). All objectives and related content are to be achieved through the play-based learning.

The basic principles of kindergarten education are the following:³⁰

- Encouraging children to undertake voluntary activities and allowing them to lead a life appropriate to early childhood, based on the idea that young children utilize experiences essential to their development through fully demonstrating their abilities in an emotionally stable manner.
- Comprehensively achieving the aims of kindergarten education through play center destruction, and based on the idea that play (a child's voluntary activity) is an important aspect of learning which cultivates a foundation for the balanced physical and mental development.
- Aiming to carry out developmental tasks while responding to the individual characteristics of each child, based on the idea that early childhood development is achieved through diverse processes and interactions between various aspects of the physical and mental, and that the life experiences of each child are diverse.

³⁰Ministry of Education, Culture, Sports, Science and Technology. The development of education in Japan 2005-2008. National report of Japan. Presented at the 48th session of the International Conference on Education, Geneva, 2008.p.8

Concerning children with disabilities, the contents and instruction methods should be devised systematically and organizationally in accordance with the needs of individual children and should encourage children to fully develop their lives within their peer group. This should be achieved by seeking advice and assistance from school for special need education, for example, and formulating individual instruction plans and assistance plans in cooperation with families and relevant medical institutions, welfare services, etc.

In recent years the number of children per family has rapidly declined and the environment of the family and the community has changed. To meet the diversified needs of kindergartens and daycare centers flexibly and adequately, the Centre for Early Childhood Education and Care System started operating in October 2006.

According to the system, early childhood education will be provided in combined kindergarten and daycare facilities. In April 2008, there were 229 accredited early childhood and care centers all over Japan, including 104 combined kindergarten daycare centers, 76 kindergartens, 35 daycare centers (under the Ministry of Health, Labor and Welfare–MHLW), and 14 local centers. According to national data, in 2009 there were 13,516 kindergartens (of which 8,261 private) with 1,630,336 children enrolled and 110,692 teachers (of whom 103,487 females).³¹

Primary education

The elementary school provides children with elementary general education suited to the relevant stages of their mental and physical development. All parents are required by law to have their children attend an elementary school for six years from the beginning of the school year after the children have attained the age of 6 until the end of the school year in which they reach the age of 12.

³¹Statistics Bureau.Ministry of Internal Affairs and Communications.Japan Statistical Yearbook 2011. Tokyo, 2011, 8.

The (revised) School Education Law defines the goals of elementary education

as follows:

- To develop a spirit of understanding, cooperation, independence and autonomy concerning human relationships based on social and life experiences in and out of school.

- To encourage students to understand and appreciate local history, as well as present national conditions and traditions, and to promote a spirit of international cooperation.

- To develop basic understandings and skills regarding food and nutrition, clothing, shelter and industry as useful and required for daily life.

- To foster the ability to understand and to use correct Japanese as needed in daily life.

- To foster the ability to understand, handle and participate in quality relationships as necessary in daily life.

- To foster the scientific ability to observe and manage natural phenomena in daily life.

- To develop habits necessary for a healthy, safe and happy life, and to attempt

to improve the development of individual minds and bodies.

- To develop basic understanding of and skills in music, art and literature that can help to make life happy and enriched.

In September 1992, a five-day school week began to be introduced once every month, and in April 1996, the five-day week began to be implemented twice every month. The five-day school week is intended to contribute to an overall review

of the educational functions of the school, the home and the community. It is also aimed at bringing about the sound character formation of children. The comprehensive five-day school week is implemented throughout the country since 2002. The report prepared by the Central Council for Education in January 2008 recommended maintaining the five-day school week system.

The following tables show the subjects to be taught in elementary schools, as well as the standard number of teaching periods per year to be devoted to each subject, as specified in the 2008 course of study as well as in the new course to be implemented in 2012. Each school is expected to develop its activities for teaching respective subjects with due regard to the provisions of the new course of study.

Japan. Elementary education: yearly lesson timetable (2008)						
Subject	Number of yearly periods in each grade					
	1	2	3	4	5	6
Japanese language	272	280	235	235	180	175
Social studies	–	–	70	85	90	100
Mathematics	114	155	150	150	150	150
Science	–	–	70	90	95	95
Life environment studies	102	105	–	–	–	–
Music	68	70	60	60	50	50
Art (drawing and handicrafts)	68	70	60	60	50	50
Home economics	–	–	–	–	60	55
Physical education	90	90	90	90	90	90
Moral education	34	35	35	35	35	35
Special activities	34	35	35	35	35	35
Periods for integrated study	–	–	105	105	110	110
Total periods per year	782	840	910	945	945	945
Average number of periods per week	23	24	26	27	27	27

Figure 2. Japan. Elementary education: yearly lesson timetable 2008.

Source: [MEXT, 2008](#).

Each teaching period lasts 45 minutes. Special activities include class activities, pupils' councils, club activities and 'school events'. The number of periods for special activities includes periods for class activities only. Periods for integrated study can include combinations of several topics that students have learned in different subjects or applications of basic contents in some subject areas, for example

the use of computers or foreign language conversation. Life environment studies combine science and social studies.

Japan. Elementary education: yearly lesson timetable (to be implemented in2012)

Subject	Number of yearly periods in each grade					
	1	2	3	4	5	6
Japanese language	306	315	245	245	175	175
Social studies	–	–	70	90	100	105
Mathematics	136	175	175	175	175	175
Science	–	–	90	105	105	105
Life environment studies	102	105	–	–	–	–
Music	68	70	60	60	50	50
Art (drawing and handicrafts)	68	70	60	60	50	50
Home economics	–	–	–	–	60	55
Physical education	105	105	105	105	90	90
Moral education	34	35	35	35	35	35
Special activities	34	35	35	35	35	35
Periods for integrated study	–	–	70	70	70	70
Foreign language activities	–	–	–	–	35	35
Total periods per year	853	910	945	980	980	980
Average number of periods per week	25	26	27	28	28	28

Figure 3. Japan. Elementary education: yearly lesson timetable 2012.

Source: [MEXT, 2008](#).

Pupils in grade 4 and above participate in club activities during school hours as part of ‘special activities’. There are comic illustration, model-craft, computer, badminton, table tennis, basketball, cooking/sewing, games, softball, science, and dance clubs as well as many others, which meet about once a month. There are also schools that hold activities in participation with the community or region. Many schools provide after-school lessons in hobbies and skills that, if they are taught in school at all, do not account for much class time. Many pupils take after-school lessons in swimming, musical instruments, English conversation, calligraphy, soccer and baseball. Most children attend lessons once or twice a week for about two hours each time, but some children do both, or take several kinds of lessons, in order to

satisfy all their interests. School lunches are provided in public elementary schools. Students take their lunch in the homeroom with classmates and the home room teacher. Part of the cost is borne by the pupils' parents. There are different types of school events' (an average of twelve events per year), such as the entrance ceremony, the anniversary of the founding of the school, field days, field trips, concerts, performing art shows, exhibits, and the closing ceremony.

According to national data, in 2009 there were 22,258 primary schools (of which 210 private and 74 national) with 7,063,606 pupils enrolled (of whom 3,448,943 girls) and 419,518 teachers, of whom 263,469 were females. There were also 1,030 special needs education schools with a total enrolment of 117,035 students (of whom 41,051 girls) and 70,518 teachers, of whom 41,725 were females.³² (Statistics Bureau, 2011).

Secondary education

The lower secondary school aims to provide pupils aged 12-15 with general secondary education suited to the level of their mental and physical development, building on the basic education provided in the elementary school. It is obligatory for all parents to have their children attend a lower secondary school for three years from the beginning of the school year after the children have completed the elementary school course until the end of the school year in which they reach the age of 15. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate. All students who have completed lower secondary schooling (compulsory education) are entitled to apply for upper secondary schools (through the high school entrance examinations) or colleges of technology.

The (revised) School Education Law defines the goals of lower secondary education as follows: (i) to continue the educational goals of elementary school adapted for lower secondary schools and to foster qualities that are necessary for individuals as members of the Japanese nation and society; (ii) to develop the ability

³²Statistics Bureau, Ministry of Internal Affairs and Communications, Japan Statistical Yearbook 2011, Tokyo, 2011, 17-18.

to select a future career based on adequate knowledge regarding jobs and the qualifications needed in society, and to inculcate attitudes that value labour and character; (iii) to promote social activities in and out of school and to develop the ability to make fair judgments and to control feelings.

The following tables show the subjects to be taught in lower secondary schools, as well as the standard number of teaching periods per year to be devoted to each subject, as specified in the 2008 course of study as well as in the new course to be implemented in 2012.

Japan. Lower secondary education: yearly lesson timetable (2008)

Subject	Number of yearly periods in each grade		
	7	8	9
Japanese language	140	105	105
Social studies	105	105	85
Mathematics	105	105	105
Science	105	105	80
Music	45	35	35
Fine arts	45	35	35
Health and physical education	90	90	90
Industrial arts and home economics	70	70	35
Moral education	35	35	35
Special activities	35	35	35
Elective subjects	0–30	50–85	105–165
Periods for integrated learning	70–100	70–105	70–130
Foreign language	105	105	105
Total periods per year	980	980	980
Average number of periods per week	28	28	28

Figure 4. : Japan. Lower secondary education: yearly lesson timetable (2008)

Source: Ministry of Education, Culture, Sports, Science and Technology. White Paper on Education, Culture, Sports, Science and Technology. Tokyo, 2008, 20-22.

Each teaching period lasts 50 minutes. Special activities include class activities, students' councils, and 'school events'. In the table above, the number of periods for special activities includes periods for class activities only.

Japan. Lower secondary education: yearly lesson timetable (to be implemented in 2012)

Subject	Number of yearly periods in each grade		
	7	8	9
Japanese language	140	140	105
Social studies	105	105	140
Mathematics	140	105	140
Science	105	140	140
Music	45	35	35
Fine arts	45	35	35
Health and physical education	105	105	105
Industrial arts and home economics	70	70	35
Moral education	35	35	35
Special activities	35	35	35
Periods for integrated learning	50	70	70
Foreign language	140	140	140
Total periods per year	1,015	1,015	1,015
Average number of periods per week	29	29	29

Figure 5.: Lower secondary education: yearly lesson timetable (to be implemented in 2012)

Source: Ministry of Education, Culture, Sports, Science and Technology. White Paper on Education, Culture, Sports, Science and Technology. Tokyo, 2008, 20-22.

At the lower secondary level, students' performance is assessed by teachers and students usually proceed automatically to the next grade every year. At the end of lower secondary education most students opt to take high school entrance exams. "In terms of prefectural/municipal high school examinations, the contents of this exam are carried out by the prefectural/municipal Board of Education where a public upper secondary school is located. In terms of private school examinations, each school decides examination methods or other tasks to determine student selection such as asking for junior high school academic records. Students take examinations in five subjects: Japanese, mathematics, social studies, science and English. The higher their final score, the better the chance they have of being admitted to a good upper

secondary school and subsequently being admitted to a good university.”³³ According to national data, in 2009 there were 10,864 lower secondary schools (of which 745 private and 75 national) with 3,600,323 students enrolled (of whom 1,761,184 girls) and 250,771 teachers, of whom 104,676 were females.(Statistics Bureau, 2011). In 2007, 97.7% of lower secondary graduates entered either upper secondary schools or colleges of technology.³⁴

Local public upper secondary schools select students on the basis of: the scholastic achievement test given by the Board of Education of the prefecture or municipality running the school; and the records on each applicant presented in the student credentials or other documents submitted by the lower secondary schools. Then the school principal approves the admission of the selected students. Upper secondary schools are intended to give lower secondary school graduates general and specialized secondary education suited to their level of mental and physical development, on the basis of the education given in lower secondary schools. Upper secondary schools may offer a number of elective subjects at their discretion, so that the curriculum in each school may be adapted to the aim of the courses offered in the school and to the differing abilities, aptitudes and future prospects of individuals and so that students may choose appropriate subjects suited to their own abilities, aptitudes and future prospects.

The new Courses of Study for upper secondary schools have been implemented for the new entrants in 2003. Upper secondary school subjects include general education courses (ordinary courses) and specialized subject courses(specialized courses) such as agriculture, industry, business, fisheries, home economics, nursing, information, welfare, science-mathematics and English language. However, as a part of the reforms of upper secondary education since April 1994, a

³³NUFFIC (Netherlands organization for international cooperation in higher education).Country module: Japan. Evaluation of foreign degrees and qualifications in the Netherlands. Second edition, International Recognition Department, The Hague,January 2011, c.

³⁴Ministry of Education, Culture, Sports, Science and Technology.White Paper on Education, Culture, Sports, Science and Technology. Tokyo, 2008, 20-22.

newly established integrated course program went into effect, which provides general and specialized education on an elective basis to students. In 2007, 72.3% of upper secondary school students were enrolled in general academic courses, and the rest in specialized (mainly industrial, 8.2%, and commercial, 6.9%, courses) or integrated courses (4.5%). (MEXT, 2008). The course of study specifies the subjects both in general education and in specialized education, as well as the objectives and the standard content of teaching in each subject. The table below shows the standard number of credits to be acquired for most of the general education subjects.

Japan. Upper secondary education: general education subjects and standard number of credits (2008)

Subject Area	Subject	Std. No. of credits	Compulsory Subjects for all students
Japanese Language	Japanese Language Expression I	2	
	Japanese Language Expression II	2	
	Integrated Japanese Language	4	
	Contemporary Japanese Language	4	
	Classics	4	
Geography and History	Appreciation of Classics	4	
	World History A	2	
	World History B	4	
	Japanese History A	2	
	Japanese History B	4	
	Geography A	2	
Civics	Geography B	4	Either "contemporary society" or "ethics" + "politics and economy"
	Contemporary Society	2	
	Ethics	2	
Mathematics	Politics and Economy	2	
	Basic Mathematics	2	
	Mathematics I	3	
	Mathematics II	4	
	Mathematics III	3	
	Mathematics A	2	
	Mathematics B	2	
Mathematics C	2		
Science	Mathematics B	2	Two subjects (including at least one of "Basic Science," "Integrated Science A," or "Integrated Science B")
	Basic Science	2	
	Integrated Science A	2	
	Integrated Science B	2	
	Physics I	3	
	Physics II	3	
	Chemistry I	3	
	Chemistry II	3	
	Biology I	3	
	Biology II	3	
	Earth Science I	3	
Earth Science II	3		
Health and Physical Education	Physical Education	2	
Health	2		
Art	Music I	2	
	Music II	2	
	Music III	2	
	Fine Art I	2	
	Fine Art II	2	
	Fine Art III	2	
	Crafts Production I	2	
	Crafts Production II	2	
	Crafts Production III	2	
	Calligraphy I	2	
	Calligraphy II	2	
	Calligraphy III	2	
	Foreign Language	Oral Communication I	
Oral Communication II		2	
English I		3	
English II		4	
Reading		4	
Writing		4	
Home Economics	Basic Home Economics	2	
	Integrated Home Economics	4	
	Home Life Techniques	4	
Information	Information A	2	
	Information B	2	
	Information C	2	

Figure 6. : Upper secondary education: general education subjects and standard number of credits (2008)

Source: Ministry of Education, Culture, Sports, Science and Technology, The development of education in Japan 2005-2008, National report of Japan, Presented at the 48th session of the International Conference on Education, Geneva, 2008, 22.

Schools may offer subjects that are not included in the table above. Thirty-five lesson periods per school year are counted as one credit. The number of credits to be earned by the time of graduation is 74 or more. Special activities include homeroom activities, students' councils, and school events. Each school will allocate an appropriate number of periods to special activities other than homeroom activities (35 periods or more per year should be devoted to homeroom activities). In addition, there are 105-210 periods of integrated study (by the time of graduation), for which three to six credits can be granted. Each school may decide on the subjects to be taught for specialized secondary education and the number of credits granted for them, based on the subjects indicated in the Courses of Study for upper secondary schools and the standard number of credits specified by the owner of the school.³⁵ Upon successful completion of upper secondary education students receive the high school certificate of graduation

In 2004, there were 5,429 upper secondary schools with 3,719,048 students enrolled and 255,605 teachers. The average student-teacher ratio was 14.5:1. In the same year, 50% of the age group enrolled in upper secondary schools entered universities and junior colleges.

According to national data, in 2009 there were 5,183 upper secondary schools (of which 1,321 private and 16 national) with 3,347,311 students enrolled (of whom 1,652,340 girls) and 239,342 teachers, of whom 69,198 were females. There

³⁵Ministry of Education, Culture, Sports, Science and Technology, The development of education in Japan 2005-2008, National report of Japan, Presented at the 48th session of the International Conference on Education, Geneva, 2008, 22.

were also 42 comprehensive (lower and upper) secondary schools with a total enrolment of 20,544 students and 1,576 teachers.³⁶

A Basic concept of Thai Local Administration

The Introduction of the Decentralization Policy in Thailand

The history of local autonomy in Thailand dates back to 1932, when the Constitutional Revolution abolished absolute monarchy and introduced democracy. Pridi Bhanomyong, who was an ideological leader of the 1932 revolution and the Minister of Interior, established the Thesaban Act (Municipal Administration Act) of 1933. This resulted in the establishment of Thesaban in 35 of urban areas across the country as a basic local authority in 1935. It is said that Pridi intended to establish Thesaban also in Tambon, a rural administrative.³⁷

As stipulated in the State Administration Act of 1991, Thailand had five types of local authorities before the full-fledged decentralization process started during the 1990s. The first type was *Thesaban*, the basic unit of local authority in urban areas. The second type was sanitary districts (*Sukhaphiban*) in semi-urban areas. The third type was Provincial Administrative Organizations (PAOs) in rural areas. These three types were, as it were, ordinary local authorities distributed throughout the country. The fourth type was the Bangkok Metropolitan Administration (BMA) for Bangkok, the capital and the most urbanized city in Thailand. The fifth type was the City of Pattaya, an internationally known tourist destination. Sanitary districts and PAOs were established during the 1950s while BMA and the City of Pattaya were instituted during the 1970s. The 1950s and the mid-1970s were characterized by progress in the democratization process, implying a

³⁶ Statistics Bureau. Ministry of Internal Affairs and Communications. Japan Statistical Yearbook 2011, Tokyo, 2011, 22.

³⁷ JICA IFIC, ed. Government Decentralization Reforms in Developing Countries. 2001; and Sakumoto, Naoyuki, and Shinya Imaizumi, ed. *AjiaShokoku no Minshuka Katei to Ho* [democratization process and law in Asia]. Chiba: IDE-JETRO, 2003.

close affinity between local autonomy or decentralization and democratization in Thailand.³⁸

After the local authority organizational reform achieved major success, the Thai government embarked on the development of the Decentralization Plan. This move was based on Section 285 of the 1997 Constitution and the Decentralization Plan and Process Act of 1999 (the Decentralization Act of 1999), which had been established in accordance with this section. Under this act, the National Decentralization Committee (NDC), formally known as the Decentralization to Local Government Organization Committee, was convened at the beginning of 2000. NDC played the leading role in drafting the Decentralization Plan. The Plan was made up of the Master plan and the Action Plan, which were approved by the Cabinet in October 2000 and November 2001, respectively.⁶ The Decentralization Act of 1999 set the fiscal decentralization target of increasing the percentage of local authority expenditures to at least 20% by 2001, and further to at least 35% by 2006. This meant that not only the intergovernmental transfer of services but also fiscal decentralization was an important legal mandate.³⁹

Thai Local Administration

The Thai state administrative structure is made up of three systems: central administration, local administration, and local autonomy (under the State Administration Act of 1991). The central administration system is comprised of ministries and departments. Ministries are headed by ministers, who supervise full-time officials, including permanent secretaries and department director-general. The local administration system is composed of provinces and districts. Central ministries, notably the Ministry of Interior (MOI), the Ministry of Agriculture and Cooperatives, the Ministry of Education (MOE), and the Ministry of Public Health, have their branch offices at provincial halls and district offices and dispatch their officials to

³⁸Minshuka no Kyojo to Jitsuzo: Tai Gendai Seiji Hendo no Mekanizumu [the myths and realities of the democratization process: the dynamic mechanism of modern Thai politics]. Kyoto: Kyoto University Press, 2003, 159.

³⁹Minshuka no Kyojo to Jitsuzo: Tai Gendai Seiji Hendo no Mekanizumu [the myths and realities of the democratization process: the dynamic mechanism of modern Thai politics]. Kyoto: Kyoto University Press, 2003, 140-144.

these units. Even the departments of some of these ministries have their branch offices there. Hence local administration in Thailand is nothing but an aggregation of the branch offices of central ministries and departments. What is unique to Thailand is that these units are individual entities; provinces even have the status of a juristic entity. Provincial governors and district officers, who are dispatched by the MOI, have the statutory authority to direct and supervise government officials from these central ministries and departments at the provincial and district levels. Administrative sectionalism is evident even at the provincial and district levels. In other words, the vertical relationship between ministries and departments outweighs horizontal coordination among central government offices at these levels. The local autonomy system is distinct from the systems of central administration and local administration. It is made up of some 7,800 local authorities nationwide (as of March 1, 2006), which are classified into five types (Table 1-1). These local authorities were placed under the control and supervision of provincial governors and district officers, who, along with the Minister of Interior, have the authority to approve their annual budget plans and local regulations, dissolve local councils, and dismiss local councilors as followed table No. 1 .⁴⁰



⁴⁰JICA, **Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) 2006**, accessed February 13, 2012, available from <http://www.thailocaladmin.go.th>

The Local Authorities by Type

Type	Number	Remarks
PAOs	75	One PAO in every province except Bangkok Metropolitan Administration (BMA)
<i>The saban</i> (municipalities)	1,162	A city municipality needs to have a provincial hall or have a population of at least 50,000 for qualification. Other municipalities where a district office is located all have the status of a town municipality. All the sanitary districts were upgraded to subdistrict municipalities in May 1999 except for one sanitary district that had been abolished.
<i>The saban Nakhon</i> (city municipalities)	22	
<i>The saban Mueang</i> (town municipalities)	120	
<i>The saban Tambon</i> (subdistrict municipalities)	1,020	
TAOs	6,616	As a result of the revision of the relevant act at the end of 2003, <i>Tambon</i> Councils were abolished when they were absorbed into their neighboring basic local authorities within the same district, except for a few exceptions.
Special municipalities	2	The special municipalities are under the direct control of the Interior Minister.
Bangkok Metropolitan Administration (BMA)	1	
City of Pattaya	1	
Total	7,855	

Table 1-1 Number of Local Authorities by Type (as of March 1, 2006)

Source: JICA, **Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) 2006**, accessed February 13, 2012, available from <http://www.thailocaladmin.go.th>

The local autonomy system itself seems similar to its Japanese counterpart. Yet a major difference is the existence of the local administration system. In Thailand, the central government delegates many of its services to its branch offices, which constitute the local administration system.⁴¹ In the provincial level, for example, MOI officials coexist with local authority employees. Decentralization in Thailand represents none other than transferring authority and financial and human resources from the local administration system to the local autonomy system. The following paragraphs examine the relationship between the two systems.

⁴¹JICA, **Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) 2006**, accessed February 13, 2012, available from <http://www.thailocaladmin.go.th>

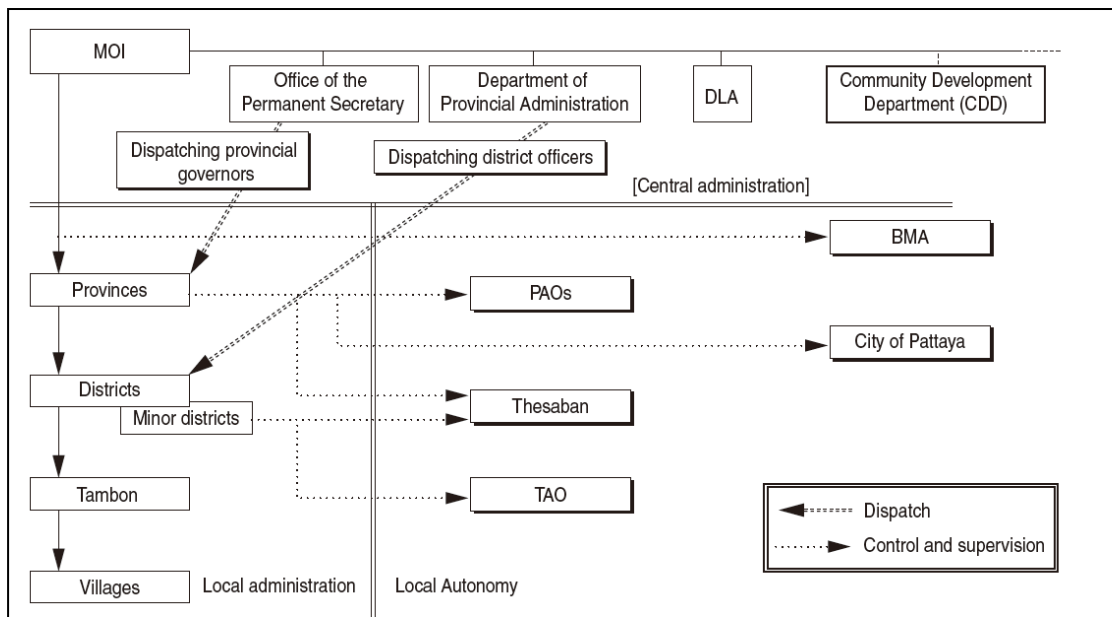


Figure 1-1 A Diagram of Control of Local Authorities by MOI

Source : Access from <http://www.thailocaladmin.go.th>

According to the studying how the local government administration and decentralizing education form the various sources such as textbook, research and from the journal about local government and implementing and practicing of the local body, the researcher can summarize the differences and the characteristic of the local government body both Japan and Thailand are followed;

A comparison of the local government system between Japan and Thailand

1.) A state model

No.	Topic to compare	country		Remark
		Japan ⁴²	Thailand ⁴³	
1.	A structure of public administration	2 level	3 level	different
2.	A status of local government unit law	Approved by constitution	Approved by constitution	
3.	An organizing of local government	2 tier	2 tier	
4.	A total number of local government unit	3,265	7,853 ⁴⁴ (data update on July 2013)	different
5.	-Basic unit -Immediate unit - regional unit	3,218 47	7,777 ⁴⁵ 76 (data update on July 2013)	different
6.	A scope of authority	A principal of general competence	Limited by law	different
7.	A division of local executive	Directed by mayor	mix	different
8.	A local income	Local tax (on their own)	A fiscal supported by the state	different
9.	A ratio of expenditure (%) compare with a state expenditure	60.4 %	(20 % of income compare with the state)	different

⁴² Matsumoto, Hideaki (2007). Chikujou.Chihoujichi-hou [Dai 4-ji kaitei-ban].Commentary on the Local Autonomy Law.Revised 4th edition.GakuyoShobo Co., Ltd., 1-4.

⁴³JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) 2006, 5-11.

⁴⁴<http://www.dla.go.th/work/abt/index.jsp> กรมส่งเสริมการปกครองส่วนท้องถิ่นรวบรวมโดย : ส่วนวิจัยและพัฒนากระบวนการแบบและ โครงสร้างสำนักพัฒนากระบวนการแบบและ โครงสร้างกรมส่งเสริมการปกครองท้องถิ่น

⁴⁵<http://www.dla.go.th/work/abt/index.jsp> กรมส่งเสริมการปกครองส่วนท้องถิ่นรวบรวมโดย : ส่วนวิจัยและพัฒนากระบวนการแบบและ โครงสร้างสำนักพัฒนากระบวนการแบบและ โครงสร้างกรมส่งเสริมการปกครองท้องถิ่น

A comparison of the local government system between Japan and Thailand

A state model(Cont.)

No.	Topic to compare	country		Remark
		Japan ⁴⁶	Thailand ⁴⁷	
10.	A man power force in the local	A local government officer	A government servant	different
11.	An authority of personnel administration	local	Center (state)	different

2.) A structure of executive administration (public administration)

In this topic, we (emphasized) concerned about level of public administrative. We find that japan is kind of a single state with 2 level of public administration, but Thailand is a kind of single state with 3 level of public administrative. A structure of public administrative is an important topic that can define the status of local government system in each country, because this kind of the structure may reflect the decentralize authority to administrative of public administration that appeared in which local body. In addition, this topic significant appeared in the country which is the single state with 3 levels of public administration, because the administration structure in the middle-level or the administration in (regional) provincial level show that the central can be implement outdoor the central part. This signal can be implied that the implementation of the local level can be faced with limitation of autonomous in implementing. The causes are from the implementing of regional level that compete with implementing o local level or control the implement of local level.

⁴⁶ Matsumoto, Hideaki (2007). Chikujou.Chihoujichi-hou [Dai 4-ji kaitei-ban].Commentary on the Local Autonomy Law.Revised 4th edition.GakuyoShobo Co., Ltd., 1-4.

⁴⁷JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) 2006, 5-11.

3.) A legal status of local government body

A legal status is a significant topic that showed the historical fighting in centralizes and decentralizes in each state. Some evidence can be found that the almost country which is the single state; they faced with his kind of centralized experience intensively longtime ago. The establishing of the provision of local government in the constitution on their own country is the effort for establishing the principal of decentralizes in local government sector.

4.) The organizing of local government body or the level of local government body.

In general, we can find that almost the local governments in the countries which are the single state prefer 2 tiers system, there are some countries are favors 3 tiers system such as France. Moreover, there some prefer mix-system; both one tier and two tier system, those are UK and the country those are United States model countries.

In addition, we find that the local government bodies those are lower tier are the body those are developed from community, so the harmonizing between local government body and community are much more the other body. On the other hands, he upper tier body are the body that established form the reason of the development of economy and social policy, so his kind of tier are artificial community; not the local body that harmonize with the local government body or empowering the potential in macro-administration.

5. A number of the local government body

In general, we find that almost the country those we study in this research there are less of the number of the local government and also downsizing continuously by amalgamation. In contrast, Thailand is the country that there are

much number of the local government body.⁴⁸ In deepen, the totally number of the local government body in Thailand is more than a number of local government body in Japan, UK, South Korea and Australia. The causes of increasing of the number of local government body are from many factors such as; a totally number of population, the size of each county, and the culture or he regulation of establishing the local government in each country, need to be concerned.

Nowadays, in each country all above try to amalgamated their local government body continuously.

6. The administration in internal structure of the local government.

We find that there are many techniques are implement those followed; one standard whole country and mix method were found.

In Japan, a whole county as one standard is found as the same as France, South Korea and Australia. On the other hands, Thailand prefers Mix methods technique in implementing as U.K., U.S.A, and Germany.

In Thailand find mix methods can describe as followed; an election of the chairman of the local in-direct way and election of chairman of the local government in direct way.⁴⁹

⁴⁸<http://www.dla.go.th/work/abt/index.jsp> กรมส่งเสริมการปกครองส่วนท้องถิ่น รวบรวมโดย : ส่วนวิจัยและพัฒนาระบบรูปแบบและโครงสร้างสำนักพัฒนาระบบรูปแบบและโครงสร้างกรมส่งเสริมการปกครองท้องถิ่น.

⁴⁹JICA, Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) 2006, 13-17.

7. A scope of local government authority.

In this topic, we find that an authority of the local government body can be divided into 2 techniques those are; limited by Law and by the principal of general competence.

The appearance of limited by law system is the state <both central and regional> are legislate the law about scope of authority and duty of local government body and the he local implemented Ultra Vires. In contrary, the appearance of implemented by the principal of general competence is the authority and the duty of the local government body is vary by the income of the local government body and the creation of the local rather than the legislate limitation intensively.

8. The local government body`s income.

In this topic we find that the significant income of the local government body is from the local tax those are almost imposes the local tax by the local government itself except France and U.S.A. the local tax impose by the agency from the central body.

In Thailand, the significant local government`s income is from the fiscal subsidiary from the central body or the State and the quota of local tax<sharing tax> those imposed by the central government body. In deepen the significant local government income in Thailand almost from the fiscal subsidiary income.

9. The local government officer and personnel administration in local government body.

We can divide the system of personnel administration in local government body in 3 types those followed;

9.1) The local government body are autonomous in personnel administration

9.2) The local government officers are also the officers of the local government body, but need to be implemented by the central (State) and the other corporate confederation.

9.3) The local government officers are the national servant, all of the local government officers are the national servant under the same organization and the personnel administration can be implemented by the canal (State) or the local government body.

A Basic concept of Administration and management of the education system in Thailand

Educational Administration and Management and Participation in Educational Provision Carried out in accordance with the 1999 National Education Act and the 2002 Bureaucratic Reform Bill, the major reform of educational administration and management has been the merging of 3 agencies, consisting of the Ministry of Education, the Ministry of University Affairs and the Office of the National Education Commission, into a single Ministry of Education. The Ministry of Education is responsible for promoting and overseeing all levels and types of education under the administration of the state. However, local education administration is under the supervision of the Ministry of Interior. In addition, other ministries undertake management of education in specialized fields or for specific purposes.⁵⁰ Conducted by the state, local administration organizations, and the private sector, educational administration and management in Thailand is thus classified into 3 categories:

⁵⁰UNESCO, **Secondary education regional information base: country profile – Thailand** (Bangkok: Bangkok, 2008), 6.

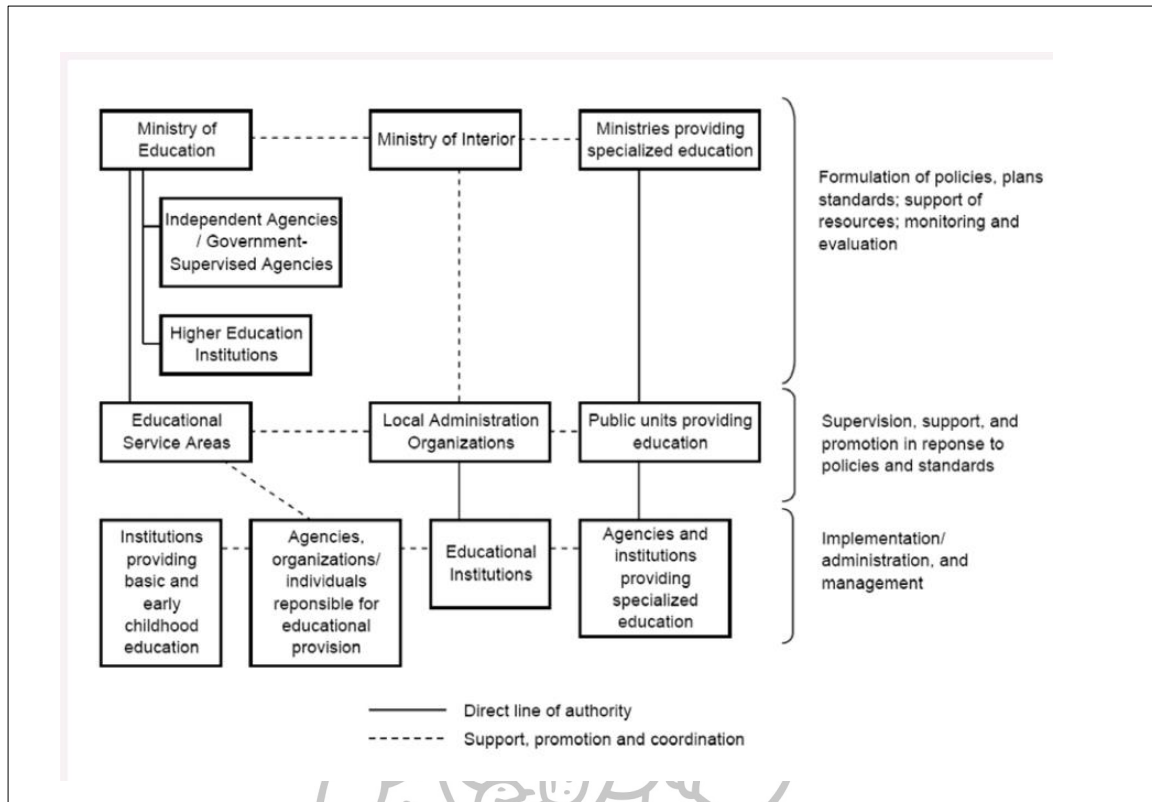


Figure 1. Educational Administration and Management Structure

Source: UNESCO, **Secondary education regional information base: country profile – Thailand** (Bangkok: Bangkok, 2008), 6.

3.1 Administration and Management of Education by the State

Education in Thailand is administered and managed by the government through central agencies, through educational service areas, and by educational institutions.

3.1.1 Administration at the Central Level In accordance with the amendments of the National Education Act, the Ministry of Education is responsible for: promoting and overseeing all levels and types of education; formulating policies, plans and standards; mobilizing resources for education; promoting and coordinating

religious affairs, arts, culture, and sports relating to education; and monitoring, inspecting and evaluating educational provision.⁵¹

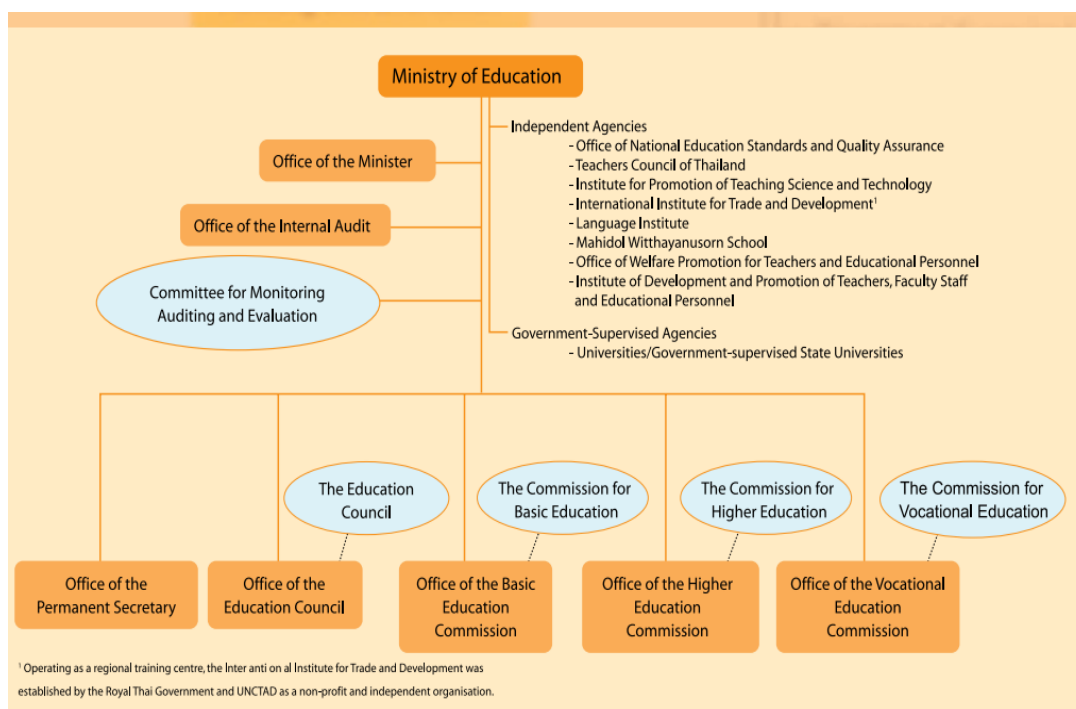


Figure 1. **Thailand : structure of the education system**

Source: Office of the Education Council O 32 E Education in Thailand 2007, (Bangkok : Amarin Printing and Publishing , 2008), 33-34.

The educational administration and management system at the central level is under the responsibility of five main bodies: 1) the Office of the Permanent Secretary (OPS); 2) the Office of the Education Council (OEC); 3) the Office of the Basic Education Commission (OBEC); 4) the Office of the Vocational Education Commission (OVEC); and 5) the Office of the Higher Education Commission

⁵¹ ตระกูล มีชัย, รายงานฉบับสมบูรณ์, การศึกษารวบรวมข้อมูลด้านการเมืองการปกครองไทยเรื่อง “การเมืองการปกครองท้องถิ่นไทย” ส่วนที่ 5 เอกสารงานวิชาการและงานวิจัย, เสนอต่อสถาบันพระปกเกล้า, 2546, 62.

(OHEC). At the moment, the administrative structure at the central level is organized as presented in Figure 3.2.

3.2 Administration and Management of Education by Local Administration

Organizations in accordance with the National Education Act, local administration organizations can provide education services at any or all levels commensurate with their readiness, suitability, and the requirements of the local area. The Ministry of Education prescribes criteria and procedures for assessing readiness to provide education services, and assists in enhancing their capability in line with the policies and required standards. Additionally, the Ministry advises on the budgetary allocations provided by local administration organizations. The local administration organizations in Thailand can be divided into 4 main types. As of 30 September 2007, there were 7,853 local administration organizations. Details regarding the types and number of these organizations are shown in the following table⁵²

A Responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Office of the Basic Education Commission (OBEC), MOE
TVE at secondary level	Office of the Vocational Education Commission (OVEC), MOE
Private education	Office of the Private Education Commission (OPEC), MOE
Personnel management	Commission for Teachers and Educational Personnel, MOE; Teachers' Council of Thailand; Office of the Welfare Promotion Commission for Teachers and Educational Personnel
Personnel development	National Institute for Development of Teachers and Educational Personnel (NIDTEP), MOE
Learning assessment/examination	Office for National Education Standards and Quality Assessment
Curriculum development and research	Office of the Education Council (OEC), MOE; Office of the Basic Education Commission (OBEC), MOE
Textbooks, learning & teaching materials	Bureau of Technology for Teaching and Learning, OBEC, MOE; Bureau of Innovative Development in Education, OBEC, MOE
Planning	National Economic and Social Development Board (NESDB); Office of Education Commission (OEC), MOE
Budgeting	The Bureau of the Budget, Office of the Prime Minister; Ministry of Finance; Bureau of Policy and Planning, OBEC, MOE
EMIS	Office of Permanent Secretary, MOE; Office of the Education Council, MOE

⁵² UNESCO, **Secondary education regional information base: country profile – Thailand**(Bangkok: Bangkok, 2008), 6.

Figure 1. Responsible for different functions of secondary education management;

Source: UNESCO .Secondary education regional information base: country profile – Thailand. Bangkok: Bangkok, 2008. P.6

A Basic concept of Administration and management of the education system in Thailand

The Basic Education Core Curriculum 2008 thus formulated will provide local communities and schools with a framework and orientation for preparing school curriculums. Teaching-learning activities organized for all Thai children and youths at basic education level are aimed at enhancing learners' quality regarding essential knowledge and skills required for their lives in an ever-changing society. They will thus be empowered to seek further knowledge for continuous lifelong self-development.

Vision

The Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain balanced development in all respects—physical strength, knowledge and morality. They will fully realize their commitment and responsibilities as Thai citizens as well as members of the world community. Adhering to a democratic form of government under constitutional monarchy, they will be endowed with basic knowledge and essential skills and favorable attitude towards further education, livelihood and lifelong learning. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

Principles

Notable principles underlying the Basic Education Core Curriculum are as follow.

1. The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.
2. The curriculum facilitates education for all, who have equal access to education of high quality.

3. The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.

4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.

5. The learner-centered approach is strongly advocated.

6. The curriculum is intended for education of all types—formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

Goals

The Basic Education Core Curriculum is aimed at the full development of learners in all respects—morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and guiding principles of Sufficiency Economy;

2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;

3. Good physical and mental health, hygiene, and preference for physical exercise;

4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under constitutional monarchy; and

5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious co-existence.

Learning Standards

Observance of the principles of development of the brain and multiple intelligence is required to achieve learners' balanced development. The Basic Education Core Curriculum has therefore prescribed the following eight learning areas:

1. Thai Language
2. Mathematics
3. Science
4. Social Studies, Religion and Culture
5. Health and Physical Education 8
6. Arts
7. Occupations and Technology
8. Foreign Languages.

For each learning area, the standards serve as the goals to be achieved in developing learners' quality. These standards prescribe what the learners should know and should be able to perform. They also indicate moral and ethical values as well as desirable characteristics upon completing education at basic level. Besides, the learning standards serve as essential mechanisms in advancing the whole education system, as they inform us of the contents and teaching and evaluation methods. They also serve as instruments for quality assurance and are adopted for both internal quality assurance and external evaluation, practiced at both educational service area and national levels. Monitoring for internal quality assurance is essential, as it indicates the extent of success in achieving the quality as prescribed in the pertinent standards.

Learning Areas

Learning areas comprise bodies of knowledge, skills or learning processes and desirable characteristics, attainment of which is required of all basic education learners. The contents are divided into eight learning areas:

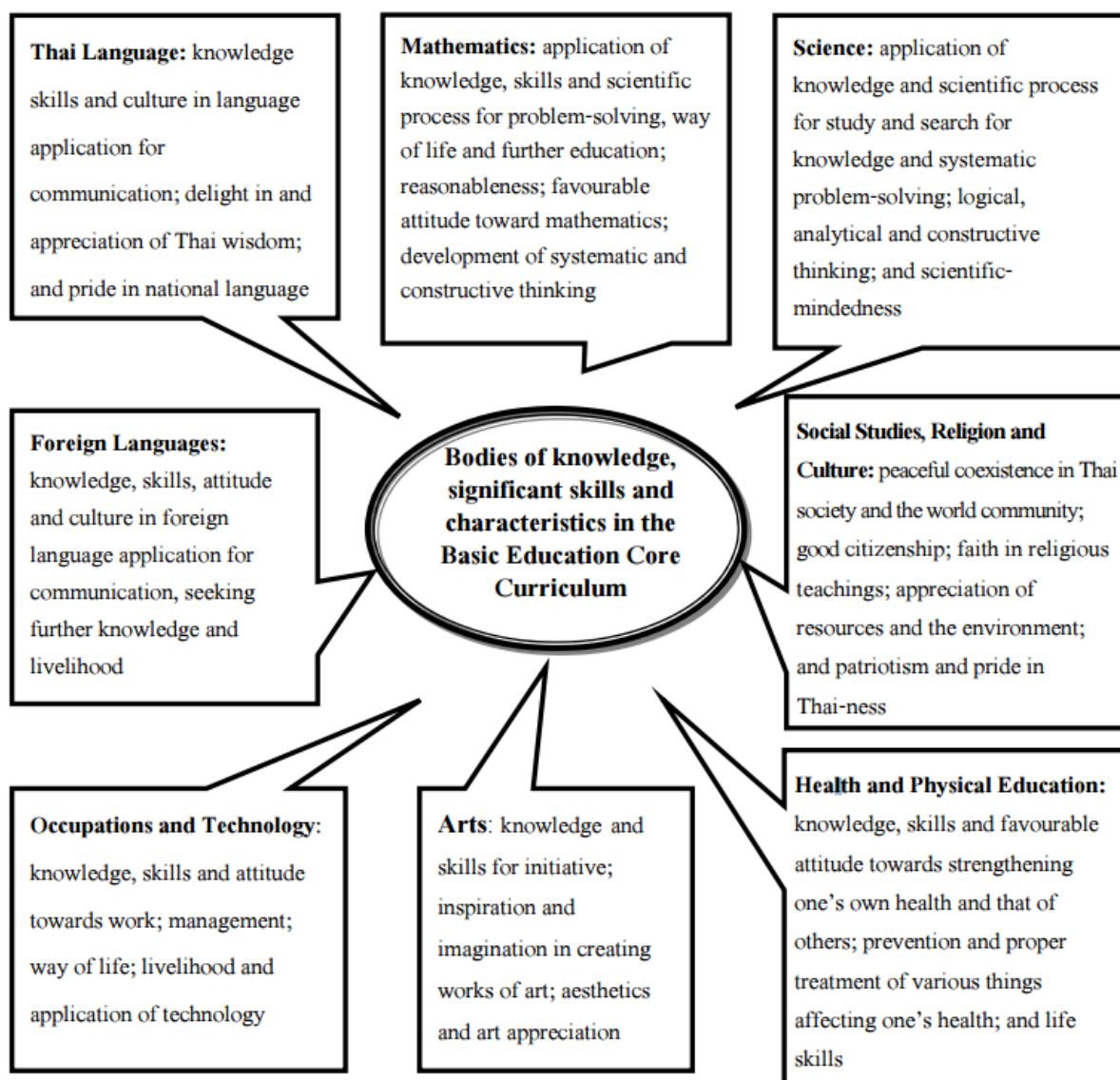


Figure 1. **Thailand Learning Areas**

Source: Ministry of Education, **Basic Education Curriculum 2008** (Bangkok: KurusapaLadprao Publishing, 2008), 10.

Educational Levels

The Basic Education Core Curriculum covers three educational levels as follows.

1. Primary Education Level (Primary education grades 1-6)

This level covers the first stage of compulsory education. It focuses on acquiring various skills--reading, writing, calculation, fundamental thinking, communication, social learning process and fundamentals of human beings—as well as complete and balanced development of quality of life in various respects—

physical, intellectual, emotional, social and cultural—with emphasis on integrated learning management.

2. Lower Secondary Education Level (Lower secondary education grades 1-3, also known as grades 7-9) This level covers the last stage of compulsory education. It focuses on allowing learners to explore their aptitudes and interests, promoting development of individual personality, skills for critical and creative thinking, problem-solving, life skills and skills required to apply technologies as learning tools, social responsibility, proper balance in regard to knowledge, virtue and pride in Thai-ness, which together provide a foundation for future livelihood or further education.

3. Upper Secondary Education Level (Upper secondary education grades 4-6, also known as grades 10-12) This level focuses on increasing specific knowledge and skills in line with capacities, aptitudes and interests of individual learners in regard to academic and technological application, skills for high-level thinking process, ability to apply knowledge for further education and livelihood, and self-development and national progress in accordance with students' respective roles, as well as ability to lead and offer community services in various respects.

Learning Time Allotment

The Basic Education Core Curriculum prescribes a framework for minimal learning time structure for the eight learning areas and learner development activities. Educational institutions can increase the allotment of time, depending on their readiness and priorities, through adjustment to suit their contexts and learners' situations as follows:

1. Primary Education Level (Primary education grades 1-6) Learning time is allotted on annual basis; not exceeding five hours each day.

2. Lower Secondary Education Level (Secondary education grades 1-3 or grades 7-9) Learning time is allotted on semester basis; not exceeding six hours each day; the weight of a course is counted in credits; the criterion is that 40 hours per semester is equivalent to one credit (cr).

3. Upper Secondary Education Level (Upper secondary education grades 4-6 or grades 10-12) Learning time is allotted on semester basis; not less than six hours each day; the weight of a course is counted in credits; the criterion is that 40 hours per semester is equivalent to one credit (cr).

Learning Time Structure ⁵³

The Basic Education Core Curriculum prescribes the framework for learning time as follows.

Learning Areas / Activities	Learning Time (in hours)									
	Primary Education Level					Lower Secondary Education Level			Upper Secondary Education Level	
	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10-12
● Learning Areas										
Thai Language	200	200	200	160	160	160	120 (3 crs)	120 (3 crs)	120 (3 crs)	240 (6 crs)
Mathematics	200	200	200	160	160	160	120 (3 crs)	120 (3 crs)	120 (3 crs)	240 (6 crs)
Science	80	80	80	80	80	80	120 (3 crs)	120 (3 crs)	120 (3 crs)	240 (6 crs)
Social Studies, Religion and Culture - <i>History</i>	120	120	120	120	120	120	160 (4 crs)	160 (4 crs)	160 (4 crs)	320 (8 crs)
- <i>Religion, Morality and Ethics, Civics, Culture and Living in Society, Economic, Geography</i>	40	40	40	40	40	40	40 (1cr)	40 (1cr)	40 (1cr)	80 (2 crs)
	80	80	80	80	80	80	120 (3 crs)	120 (3 crs)	120 (3 crs)	240 (6 crs)
Health and Physical Education	80	80	80	80	80	80	80 (2crs)	80 (2 crs)	80 (2 crs)	120 (3 crs)
Arts	80	80	80	80	80	80	80 (2crs)	80 (2 crs)	80 (2 crs)	120 (3 crs)
Occupations and Technology	40	40	40	80	80	80	80 (2crs)	80 (2 crs)	80 (2 crs)	120 (3 crs)
Foreign Languages	40	40	40	80	80	80	120 (3 crs)	120 (3 crs)	120 (3 crs)	240 (6 crs)
Total Learning Time (Basic Level)	840	840	840	840	840	840	880 (22 crs)	880 (22 crs)	880 (22 crs)	1,640 (41 crs)
● Learner Development Activities	120	120	120	120	120	120	120	120	120	360
● Additional courses/ activities provided by schools, depending on their readiness and priorities	Not more than 40 hours for each year						Not more than 200 hours for each year			Not less than 1,600 hours
Total Learning Time	Not more than 1,000 hours for each year						Not more than 1,200 hours for each year			Not less than 3,600 hours for a total of 3 years

Figure 1. Learning Time Structure

Source: Ministry of Education. (2008). Basic Education Curriculum 2008. Bangkok: KurusapaLadprao Publishing.p.25

⁵³ Ministry of Education, **Basic Education Curriculum 2008** (Bangkok: KurusapaLadprao Publishing, 2008), 24-25.

A Basic Concept of Administration and Management

Leadership Theory

Leader was an important role in the organization. Even though an organization was performing well, if leaders were not good enough, it would result in the failure of the organization. Hence, leaders must have leadership, which is a process of someone influencing subordinates toward the organizational achievement. In the meantime, leaders had to know the world changed for adapting their style and their organization. There were various theories that were suiting well for future organization management even though some of the theories originated quite long time ago.

The concept of transformational leadership was not out of date and was initially introduced by leadership expert, James MacGregor Burns. According to Burns, transformational leadership can be seen when “leaders and followers made each other to advance to a higher level of moral and motivation.”⁵⁴ Through the strength of their vision and personality, transformational leader were able to inspire followers to change expectations, perceptions and motivations to work towards common goals.

Later, Bass expanded upon Burns original ideas to develop what was today referred to as Bass Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it had on followers. Transformational leaders, Bass suggested, garner trust, respect and admiration from their followers. Bass also suggested that there were four different components of transformational leadership.

1. Intellectual Stimulation-Transformational leaders not only challenged the status quo; they also encouraged creativity among followers. The leader encouraged followers to explore new ways of doing things and new opportunities to learn.

2. Individualized Consideration-Transformational leadership also involved offering support and encouragement to individual followers. In order to foster

⁵⁴ James Macgregor Burns, **Leadership** (New York: Harper and Row, 1978), 18.

supportive relationships, transformational leaders kept lines of communication open so that followers felt free to share ideas and so that leaders could offer direct recognition of each follower's unique contributions.

3. Inspirational Motivation-Transformational leaders had a clear vision that they were able to be articulate to followers. These leaders were also able to help followers experience the same passion and motivation to fulfill these goals.

4. Idealized Influence-The transformational leaders served as a role model for followers. Because followers trusted and respected the leader, they emulated the leader and internalized his or her ideals.

In addition, the situational leadership theory had still been useful for the organization. This theory initiated by Hersey and Blanchard suggested that successful leaders did adjust their styles. The key issue in making these adjustments was follower maturity, as indicated by their readiness to perform in a given situation. "Readiness," in this sense, was largely based on two major factors-follower ability and follower confidence. There were four leadership styles in the Hersey-Blanchard Model

Delegating Style-allowing the group to take responsibility for task decision; this is a low-task, low-relationship style.

Participating Style-emphasizing shared ideas and participative decisions on task directions; this is a low-task, high-relationship style.

Selling Style-explaining task directions in a supportive and persuasive way; this is a high-task, high-relationship style.

Telling Style-giving specific task directions and closely supervising work; this is a high-task, low relationship style.

Managers using the situational leadership model must be able to implement alternative leadership styles as needed. To do this, they had to understand the maturity

⁵⁵ Bernard M Bass, **Leadership and Performance beyond Expectations** (New York: Free Press, 1985), 15-27.

of followers in term of readiness for task performance and then use the style that best fits. In terms of the appropriate style-situation match ups, the situational leadership model suggested the following:-

When follower maturity was high, the situational leadership model called for a delegating style which might be described as offering minimal leadership intervention. The style was one of turning over decisions to followers who had high task readiness based on abilities, willingness and confidence about task accomplishment. When follower maturity was low, by contrast, the model called for the telling style with its emphasis on task directed behaviors. The telling style worked best in this situation of low readiness, by giving instructions and bringing structure to a situation where followers lacked capability and were unwilling or insecure about their tasks.

The participating style was recommended for low-to-moderate readiness situations. Here, followers were capable but also unwilling or insecure about the tasks. As you might expect, this participation style with its emphasis on relationship was supposed to help followers share ideas and thus draw forth understanding and task confidence. The selling style was recommended for moderate to high-readiness situations. Here, followers lacked capability but were willing of confident about the task. In this case, the selling style and its emphasis on task guidance was designed to facilitate performance through persuasive explanation.⁵⁶

Moreover, Collins (2001) identified that the school directors must professionally develop themselves in term of administration. He proposed the level 5 leader: highly capable. Individual, contributing team member, competent manager, effective leader and executive.⁵⁷

In contrast, Greenleaf (2003) said that the leader should have characteristics as a servant, so he extracted the characteristics as follows

⁵⁶ Paul Hersey and Kenneth H. Blanchard, **Management and Organization Behavioral**, 8th ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 2000), 171-180.

⁵⁷ Jim Collin, **Good to Great** (New York: Harper Collin Publishers Inc,2001), 17-25.

Listening: Traditionally, managers should have communication skills as well as the competence to make decisions. A servant leader had the motivation to listen actively to subordinates and support them in decision identification. The servant leader particularly needed to pay attention to what remains unspoken in the management setting.

Empathy: A servant leader attempted to understand and empathized with others. Workers may be not only as employees, but also as people who need respect and appreciation for their personal development. As a result, leadership was seen as a special type of human work, which ultimately generated a competitive advantage.

Healing: A great strength of a Servant Leader was the ability for healing one's self and others. A servant leader tried to help people solve their problems and conflicts in relationships.

Awareness: A servant leader needed to gain general awareness and especially self-awareness. As a result, he got a better understanding about ethics and values.

Persuasion: A Servant Leader did not take advantage of their power by coercing compliance; they rather tried to convince those they manage.

Conceptualization: A servant leader had the ability to see beyond the limits of the operating business and also focused on long term operating goals.

Foresight: Foresight was the ability to foresee the likely outcome of a situation. It enabled the servant leader to learn about the past and to achieve a better understanding about the current reality. It also enabled the servant leader to identify consequences about the future, This characteristic was closely related to conceptualization.

Stewardship: A servant leadership was seen as an obligation to help and serve others.

Commitment to the growth of people: A servant leader was convinced that people had an inborn value beyond their contributions as workers, Therefore, she should nature the personal, professional and spiritual growth of employees.

Building community: A servant leader identified means to build a strong businesses and institutions.⁵⁸

Concept of Knowledge Management

Knowledge Management (KM) had emerged over the last decades as a result of many intellectual, societal, and business forces. Globalization played an important role in the organization. Whereas KM had become a valuable management tool, its complexity was often vexing, and as a field, would still be under development for a long time. Significant changes in the workplace had already taken place, but changes to come are expected to be greater. As for other management directions, it was expected that KM would be integrated into the basket of effective management tools, and hence disappear as a separate effort. In addition, KM was the mean leading to the learning organization and encourage people in the organization become the lifelong learning people. Marquardt called his model the 'systems learning organization' model. The five subsystems were composed of the following (1) learning, (2) organization, (3) people, (4) knowledge and (5) technology. He insisted that the five subsystems should support, strengthen, and rejuvenate one another for power to thrive within the system.

Types of Knowledge

The vast majority of the KM literature accepts that there were two main types of knowledge: tacit and explicit. Defining these terms, though, had not always been easy. While some literature kept the definitions extremely simple, others offer various levels of complexity.

Serban and Luan explicit information was easily coded, stored, transferred, and expressed or shared. Explicit information can be found in policy and procedures, process manuals, documents, databases and reports. In addition, the organization's explicit knowledge had its infrastructure within organizational processes, which,

⁵⁸ Robert K. Greenleaf, **The Servant-leader within : A transformative path** (New York: Paulist Press, 2003), 16-20.

when effectively and efficiently organized and utilized, could create social capital within the organizational culture. Oakes and Rengarajan offered a 5-step framework for the management of explicit knowledge: (a) organization (people must easily know where to go to find the knowledge they need), (b) effective searching ability, (c) content repository (must be able to organize and hold all necessary information), (d) publishing (being able to easily get knowledge into the system, and (e) personalization (in order to increase relevance and effectiveness. In the mean time, it was with tacit knowledge that definitions and processes for handling knowledge become more complex. According to Coakes' KM, tacit knowledge was the knowledge that exists in the heads of the individuals within an organization. The sharing of tacit knowledge was at the core of the purpose of KM. KM processes allow those who had this internal "corporate" knowledge to be able to easily share with others.

Research work on local government administration concerned

Thai-research work concerned

Patchrapong Tretapha conducted the research that aimed to investigate the administrative strategies of popular specialty large-sized secondary school by focusing on one school in Bangkok Metropolis by utilizing qualitative research methods. The history of school, the strategies and the strategy administration, organization, organizational cultures, and the state of problems in administration and solutions were examined. The purposive sampling groups were selected, included former school directors, present directors, vice directors, heads of learning strands, the commission of basic education, and parent network representatives. Data collection was carried out by studying from documentary sources, in-depth interview, focus group discussion, observation, and field-note. The data analysis was conducted through content analysis, cultural analysis, analytical comparison, and successive approximation. The accuracy and reliability of the data were examined by the methodological triangulation, investigator triangulation, and reflecting methods.

The findings of the study were as the following: 1. The history of the school was divided into 3 periods: the foundational period, the developing period, and the present period 2. Seven administrative strategies were found to be utilized as follows: 1) development of organization and personnel, 2) learning management reform focused on student centered, 3) promotion and development of educational technology, learning centers and information network system, 4) cultivation of moral and ethics to students and teachers, 5) development of participatory administration in every single network, 6) policy implementation, and 7) employment of administration strategy of small-sized school within large-sized school. It was found that the investigated school utilized 4 principles of administrative strategy: 1) decentralization, 2) participation, 3) good governance and 4) public relations. 3. The sampled school divided the administrative structure into 4 groups. Each group has one vice director and one assistant director to be responsible for monitoring and follow up the tasks assigned. Job assignments, work performance processes, and responsible bodies were apparently formed. Moreover, the commission of basic education, alumni, parents and teachers club, foundations and parent network to promote school activities were also participated. 4. The school was found to have four organizational cultures: 1) participative culture, 2) team-work culture, 3) learning organization culture and 4) brotherhood and sister hood working culture. 5. The problems and solutions found in its administration involved the following: 1) excessive number of students, the solution was done by employment of administration strategy of small-sized school within large-sized school and decentralization; 2) insufficiency of personnel, the solution was performed by hiring qualified native and non-native teachers; 3) insufficiency of budget, the solution was done through pooling of resources from all partners, and 4) the differences of parents, students, and teachers, the solution was done by addressing of public relations for mutual understanding to the involved bodies.⁵⁹

⁵⁹PachrapongTretapha, Rom-phruekl, "Kirk university," 6, 1 (October 2012 r to Mar 2013): 100-105.

Nak-rob Tian-am conducted the research entitled “The Role of Local Government towards the Community Conflict Management”. The objectives of this research were 1) to analyze the causes of conflicts in the community, 2) to propose the model, approach, and role of the local government in managing conflict of the communities of the Eastern Seaboard Provinces-Rayong, Chanthaburu, and Trat. The research sites for the study were Trat Town Municipality, Trat Province, Ban-Phe Sub-District Municipality, Rayong Province, Sanamchai Sub-District, Chanthaburi Province, Makham Sub-District Municipality, Chanthaburi Province, and Thap Chang Sub-District Municipality, Soi Dao District, Chanthaburi Province. The research instrument was structured and unstructured in-depth interview. The qualitative research method was employed for the study. The data were collected from documents and field researches. The data were then analyzed by inductive method and the issues were classified with descriptive interpretation⁶⁰

Sunisa Saleepoung conducted the research entitled “Model for evaluating Basic Education Management⁹ of Provincial Administration Organization” The purpose of this research were 1) to develop the model for the evaluation of the basic education management of provincial administration organization and 2) to analyze the effectiveness of the model for evaluating the basic education management of provincial administration organization. The results were that 1) The structure of the model for evaluating the basic education management of provincial administration organization consisted of a) the purpose of evaluation. to evaluate the basic educational management of provincial administration organization, b) the evaluation target consisted of three standards twelve indicators. Each indicator had five items to be assessed and each item received five points c) the evaluation process the evaluators were the official representatives from the districts or provinces. The evaluation period was at the end of each academic year. The results of the evaluation were published as evaluation reports. The evaluation justification was done at two levels, these were : the justification according to standards, and the justification according to the overall quality. 2) the effectiveness for the overall and each segment of implementation

⁶⁰SunisaSaleepoung, MODEL FOR EVALUATING BASIC EDUCATION MANAGEMENT 9 OF PROVINCIAL ADMINISTRATION ORGANIZATION”

segment of the model for evaluating the basic education management of provincial administration organization were at high level.⁶¹

Sripong Butrngamdee handled the research entitle “Antecedents of Foundation Education Administration Readiness for Receive the Transferring Schools from Ministry of Education.” The objectives of this research were to study the antecedents of foundation education administration readiness for the transferring of schools from the Ministry of Education. The research is conducted via mixed methodology of quantitative and qualitative researching methods. The samples of quantitative research are 600 education division directors and the structure equation modeling is used. The samples of qualitative research are mayors, education division directors and teachers who have been transferred from Ministry of Education and the in-depth interview. is used. The results are as follows: 1) Local administration organization factors and foundation education administration potential factors had a direct effect on people.⁶²

Thanakorn Chuaejamroon ,conducted the research entitle “The scenario situation in the educational management of Kalasinprovincial administrative organization in the next decade (2011 - 2020)” The objectives of this research were to study the educational management of Kalasin Provincial Administrative Organization and to propose a scenario in the next decade (2011-2020) using the future research method. The study was divided into three phases. Phase 1: To study related theories and concepts as well as the needs of local communities concerning allocation of roles and directions of the educational management. The research participants were 41 educational institution administrators and 21 educational experts. Phase 2: To study the possible scenario of educational management leading to policy and action plan.

⁶¹Sripong Butrngamdee “Antecedents of Foundation Education Administration Readiness for Receive the Transferring Schools from Ministry of Education,” **Journal of Administration and Development, Mahasarakham University** 4, 3 (September – December 2012): 141-161.

⁶²Sripong Butrngamdee, “Antecedents of Foundation Education, Administration Readiness for Receive the Transferring School from Ministry of Education,” **Journal of Administration and Development** 1, 6 (2011): 1-20.

The research participants were 21 experts. Phase 3: To conduct the public hearing of the scenario. The semi-structured interview, questionnaires, public hearing forms were used for data collection. The data were analyzed using modes and quartile-ranges. The content analysis was used for qualitative data. The findings of this study revealed that the possible scenario of educational management of Kalasin Provincial Administrative Organization are divided into 11 parts ; 1) Equities in elementary education; educational management should cover education for all people: the disabilities, the disadvantages and the gifted students. 2) Educational standard; system of educational quality assurance and external quality evaluation of schools should be conducted. 3) Educational administration and management; Department of Education, Religion and Culture should be promoted to be the office of education for effective management. 4) Teachers and educational personnel; Professional development for teachers and educational personnel should be planned. 5) Curriculum; Cooperative plan of vocational and secondary school curriculum development including budget allocation for research and curriculum development should be considered. 6) Learning process; Educational 48 Journal of Administration and Development, Mahasarakham University Volume 4 Number 1 January - April 2012 management for lifelong learning both formal and non- formal education should be involved with varieties of subject areas related to local wisdom. 7) Resources and funding; Extra funding and school participation in budgeting should be enhanced. 8) Educational technology; Thecenter of technology and research development for education should be available in educational institutions. 9) Sports and recreational activities for children and youths; The establishment of recreation and sport center for community service should be supported. 10) Vocational and career promotion; Short course vocational curriculum for public should be developed. 11) Cultures, arts, religions and local wisdoms; Communities and schools should have financial support for creating learning center in cultures, arts, religions and local wisdoms. The results from the public hearing revealed that all participants had agreed on all items of the hearing.⁶³

⁶³Thanakorn Chuaejamroon “The scenario situation in the educational management of Kalasinprovincial administrative organization in the next decade

Foreign research work concerned

Christoph Metzger et al conducted the research entitled “A Comparative perspective on the secondary and post-secondary education systems in six nations: Hong Kong, Japan, Switzerland, South Korea, Thailand and the United States.” This research critically examines the education systems of six nations (Hong Kong, Japan, South Korea, Switzerland, Thailand, and the United States) in order to understand and compare approaches to general and vocational education, with a particular focus on secondary to postsecondary transitions. It follows an interpretative paradigm, emphasizing collaborative qualitative interpretation of data based on both documents and case studies lead by the research team. Results are organized around four themes: (1) system structures, (2) degree of differentiation, (3) commonly held values and beliefs, and (4) postsecondary application/transition processes.⁶⁴

Misa Kayama et al conducted the research entitled “Local implementation of disability policies for “high incidence” disabilities at public schools in Japan and the U.S.” This study examines educators' responses to the local implementation of national special education policy changes for children with “high-incidence,” (mild cognitive and behavioral) disabilities. Sensitized by a sociocultural, developmental perspective, we examined Japanese and U.S. national educational policies for the support of children with high incidence disabilities and their implementation in local public schools. Twenty-six Japanese and 18 U.S. elementary school educators participated in individual interviews and discussed their experiences and perceptions of special education policies and their local implementation. Educators in both countries expressed common challenges, specifically, balancing legal requirements with everyday practices, adjusting to policy shifts, and negotiating support for children within and outside of their classrooms. Yet their experiences were culturally nuanced reflecting 1) relatively flexible (Japan) or fixed (U.S.) legal requirements,

(2011 - 2020),” **Journal of Administration and Development, Mahasarakham University**4, 1 (January - April 2012): 45-54.

⁶⁴ Christoph Metzger et al, “A Comparative perspective on the secondary and post-secondary education systems in six nations: Hong Kong, Japan, Switzerland, South Korea, Thailand and the United States.” , *Procedia Social and Behavioral Sciences* 2 (2010), 1511–1519.

2) shifts to more specialized (Japan) or more classroom-based (U.S.) support, and 3) established practices of classroom based support (Japan) or pull-out support (U.S.). These cultural differences are examined in historical and sociocultural contexts, and implications are discussed for educators, social work practitioners, and policy makers in both Japan and the U.S.⁶⁵



⁶⁵Misa Kayama et al “Local implementation of disability policies for “high incidence” disabilities at public schools in Japan and the U.S.”, *Children and Youth Services Review* 52 (2015), 34–44.

Chapter III

Research methodology

Research on “The Comparative Education Provided by the Local Government Japan and Thailand” were applied the research methodology entitled “qualitative research were aims at the following objectives.(1) To realize how education is organized by the local governments in Japan and Thailand. (2) To realize the results of the comparative of education organized by the local government between Japan and Thailand. (3) To realize the Best practice bout the administration in education provided by the local government that is appropriate in Thai context. In this study the researchers use Qualitative research (qualitative research) as a research methodology. Moreover, the study was divided into two parts: the first part is macro-study were implied for knowing the baseline of Japanese education, basic concept of Japanese local government and the process of educational decentralization and implementation in Japan. This stage fundamentally educated the theories concept related to the all the content was mentioned above from various sources such as the textbooks, research journal, also the various website. In addition, in term of micro-study, were applied for deepening in the implementation of educational decentralization to school-site, educational administration in school form the genuine sources and the problems in providing the education by the local body. The data collection was carried out by multi-instruments and various kinds of technique such as studying from the various documentaries sources, in-depth interview, focus group discussion of the steak-holder in school, school visiting, classroom observation, field-note, participation observation and attending the course of study seminar those were organized by MEXT on school sites. Below were the research findings of this research:-

Process of the study

To conduct the research to lead the research getting along with research methodology and consistent with the objectives of the research those are defined, researcher has defined the research to determine the three phases those are:

The first Phase: The research preparation and developing the research proposal.

This research project provides a systematic methodical research that state with studying of the problems and the needs in education provided by local government. The researcher studies and synthesis about the theory, revision of literature from various related papers and journal, and the research paper in various sources both domestic and international, also, variety of media, online and electronic media. Later, the researcher starts writing the theoretical framework and dissertation proposal relevant to knowledge and the information from resources above. Next, the researcher presents the dissertation proposal to the academic advisor to ask for suggestions and comments and then edited following with the academic advisor`s comment. After finished the developing the dissertation proposal, defense dissertation or oral examination is needed. Finally step is to improve and edit the protocol based on the recommendation of the Committee and then summated to the graduated school approval.

The second Phase

To conduct research for answering the research questions can be divided into the following steps as follow; (1) what is the procedure of implementation in Education provided by the local government in Japan and Thailand and how? (2) Are there any differences between the Education provided by the local government both in Japan and Thailand? (3) What is the method for providing education under the local government?

Research procedures and methods of operations research were as follows.

Analyzing the patterns of implementation for education provided by the local administration, the researcher is determining procedures as follow;

1. To analyze and summary of the research literature revision on education provided by the local administration for gathering the whole concept both domestic and international resources.

2. To analyze and study on the research and academic paper specifically focusing on the topic about the education, provided by the local government both domestic and international sources.

3. To harmonize and drawn the conclusions derived synthesis (content synthesis) as a body of knowledge about education provided by the local government to become a framework for data collection.

4. To combine and blend the body of the knowledge form all above no. 1 to no. 3, to become a base-line in each agenda for data collection.

5. To set up the conceptual framework for the research by analyzing and summarizing from the academic paper and on education provided by the local administration both domestic and international.

6. To realize the current of education provided by the local government, the researcher used the interview as a tool for data collection and the correspondences are administrators, management and operational level officers and teachers in the school. For search the basic of information to study both macro study and micro Study dimension about the education and education provided by local government. To conduct the data collection in action research, the researcher will collect the data in the school that provided the education under the local government authority in Japan such as usual school, talented school, and alternative school.

7. The researcher spent 1 year and a half in Japan for, depend and crystallized a basic knowledge about providing education by local government. Moreover, to conduct the data collection in action research in 5 proposed schools in 3 categories as mentioned in No.6. Conducting the data collection and school visiting of action research in Japan, the researcher attended class as research student in department of Educational Administration, University of Tsukuba by Japanese government

scholarship. The department of Educational Administration, University of Tsukuba appointed Prof. KUBOTA CHINIJI (Ph.D.) head of department as research supervisor. Moreover, the researcher had a chance to discuss and work with graduated students in the department those were becoming as my research assistants.

8. The comparison step of education that provided by the local government is the combinations of the step in designing the research framework step and the analyzing of the knowledge about education, and educational conditions by the local government to draw a conclusion. Then, the researcher will design the important component in implementing the school and ask for the comment and opinions from the experts.

9. After a year and a half in Japan, the researcher returned to Thailand and conducted the data collection in action research in 3 proposed schools in 3 provinces in Thailand as mentioned in No.6. Conducting the data collection and school visiting of action research in Thailand, the researcher attended proposed school to do school visiting, executive groups discussion and in-depth interviewed, class observation, and teacher and educational staffs discussed and in-depth interviewed.

10. The next step is improving and showing the education and education by the local government that is from the result of Step No. 4 as to method of proving the education under the local government that with is a proper Thailand. Later the researcher suggests the best practice for providing Education for the local government that is suitable in Thai context.

The third Phase

The researcher will be collected the analysis of data, Summary of findings from the research, discussion and suggestion. After that the researcher will write the draft of the final research report to present to the dissertation committee. This step is aims at to check for accuracy and edit or correct to revising that relevant to the recommendations of the dissertation committees. For the next step is to write the final dissertation and submitted to the graduate school of Silpakorn University for approval as partial Fulfillments of the requirements for the degree Doctor of Philosophy, Department of Educational Administration Silpakorn University.

Research methodology

This study was qualitative research by nature, which was carried out during October, 2012 to March, 2014 totally 1 year and a half in Japan and in Thailand is in June to August 2015. The Major data were obtained from the 3 kinds of school those are under the local government unit both prefecture and municipality in Japan; ordinary school, talented school, demonstration school (school attach the university), special education (art and music school), and physical challenge school .The researcher selected the cases of the study by using purposive sampling under the point of view and suggestion by dissertation' advisor in Japan. The reasons why I choose all the cases of the study because all the cases (proposed schools), were quality schools and achieved in administration Which is regarded as the best practice in school administration and implementation as no doubt in achievement or popularity. In addition, the school context of proposed school as I mentioned above were similar to Thai-school under the local government in Thailand and the conveniences in means of transportation.

The Research design

This research study was descriptive research and the research design that was used in the study sample only. No experimental verification environment (the one shot, non-experimental design) which can be written as a diagram (diagram) as follows.

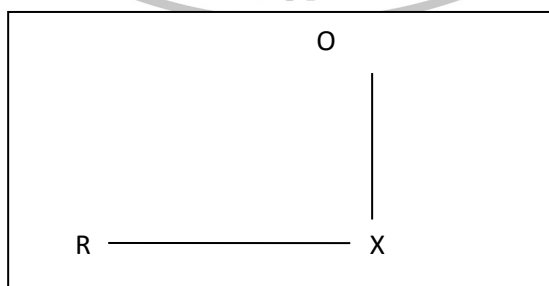


Figure 2. Research design

R is a samples that are form the multi-stage sampling

X is various variables that we in this research relevant to the research design

O is the information from samples

Population

This research, the population and samples those the researcher expects are the Schools under the local government authority, the teachers in the schools, and Scholl provided the education where the transfer from of the department of basic education were under the totally about 381 schools and a number of the teachers were totally about 7,382 people (data from the Department of Local Government, Ministry of the Interior, as of February 2012) and schools under the cover of the local government in Japan.

Samples

The study of education and education provided by the local government: a case study the comparative education provided by local government Japan and Thailand; the samples were used as follows.

The samples were school that under the authority of local government in Japan and Thailand by Purposive Sampling technique, the point of view and suggestion by dissertation' advisor in Japan. The reasons why I choose all the cases of the study because all the cases (proposed schools), were quality schools and achieved in administration Which is regarded as the best practice in school administration and implementation as no doubt in achievement or popularity.. The Major data were obtained from the 3 kinds of school those are under the local government unit both prefecture and municipality in Japan; ordinary school, talented school, demonstration school (school attach the university), special education (art and music school), and physical challenge school. Then the researcher collects data in proposed school in Thailand.

The correspondences were the executives group such as the school principal, vice school principals of the proposed schools those are under local government. In

addition, a group of operating staffs, such as supervisors and head of department, and the representative teachers. School affiliated to local governments.

Key informants

The Key informants in this study are key stakeholders in school such, staffs in schools, administrators. Including the school principal and deputy principals from each school those are under the authority of local government and groups of operating staffs are including, supervisors and head of the departments and the representative teachers.

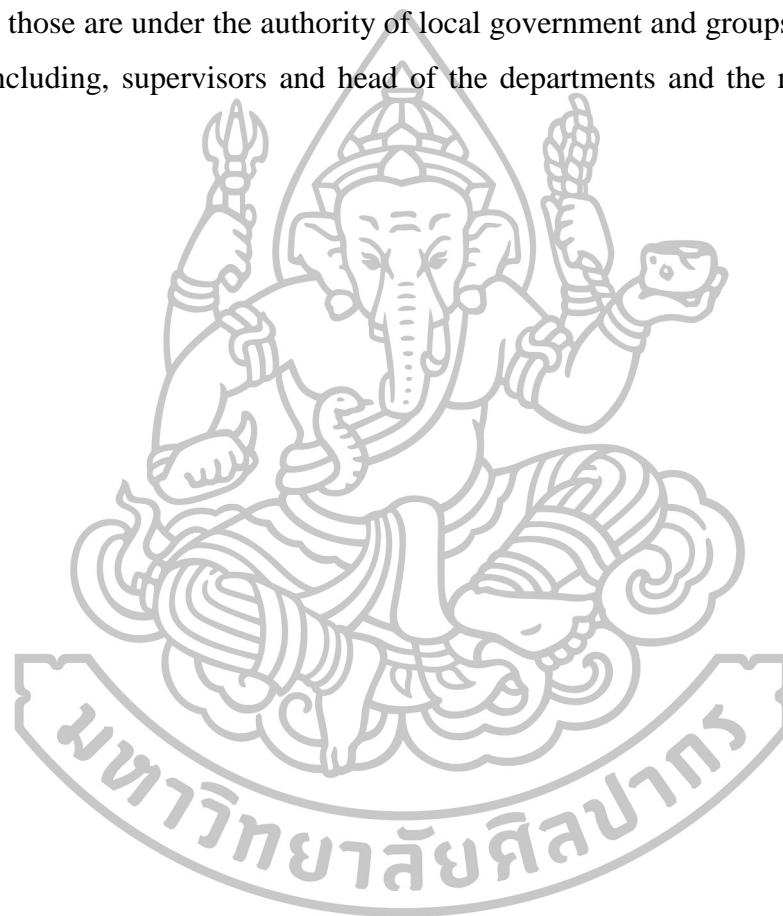


Table 2 : The table of displaying the key informants in interviewing step.

No.	Questions	correspondences					
		Executives			Teacher	Students	PTA / Parents
		Principal	Vice- Principal	Head of Department			
	General of contrition and problem						
1.	<ul style="list-style-type: none"> What is the condition and problem in educational decentralize to the Board of Education (both prefecture and municipal) and school in general (briefly) <ul style="list-style-type: none"> nowadays condition and implementation problems in educational decentralized to Board of Education <ul style="list-style-type: none"> What are the obstacles and the problems in implement of educational decentralized from the Board of Education to the school site? <ul style="list-style-type: none"> What are the causes of implementing problems in educational decentralized from the Board of Education to the school site ? <ul style="list-style-type: none"> What are the suggestions for implementing the educational decentralize from Board of Education to school site? 	√	√		√	√	√
	Board of Education						
2.	<ul style="list-style-type: none"> The Board of Education / school site which become best practice organization, What are the paradigms or the strategy to empower the educational decentralize ? <ul style="list-style-type: none"> What are the paradigm or the strategy do you use to implement and empower the educational decentralized in school provision as followed? <ul style="list-style-type: none"> What are the empowerment in educational decentralize from the Central (State) to Board of Education to administrate the school provisions. <ul style="list-style-type: none"> What are the promotion in educational decentralize from the Central (State) and Board of Education to school site 	√	√				√
	Readiness on providing education by local						
3.	<ul style="list-style-type: none"> Does the principal about identifying the educational board and school site according to the potential and readiness that we use nowadays 		√		√		√
	Implementing in school						
4.	<ul style="list-style-type: none"> School board or school committees <ul style="list-style-type: none"> Who are they and what are they consist of? What is JD / duty of school board? Is there another person to become the school board (except the school board) eg. community 	√	√		√		√
	Relationship between central and board of education						
5.	<ul style="list-style-type: none"> What is the relationship between the Central (State) , Board of education and school site? And what is the relationship in educational decentralized between those companion? 	√	√		√		√

Table 2(Cont.) : The table of displaying the key informants in interviewing step.

No.	Questions	correspondences					
		Executives			Teacher	Students	PTA / Parents
		Principal	Vice- Principal	Head of Department			
	Guideline for promoting or supporting						
6.	<ul style="list-style-type: none"> What are the practical and suitable guidelines for promoting Board of education and school site to be designated (receive) 	√	√			√	√
	Practical methods for implementing						
7.	<ul style="list-style-type: none"> What are the practical and suitable methodology of MEXT in directing, following-up , co-coordinating and encouraging the educational decentralize to Board of educational and school site 	√	√			√	√
	practical strategies those are caused for mobility in implementing						
8.	<ul style="list-style-type: none"> What are the practical strategies those are caused for mobility in implementing educational decentralize in board of education and school site 	√	√		√	√	√
9.	<ul style="list-style-type: none"> Additional comment and suggestion (if possible) 	√	√		√	√	√

Selecting case of study

This study was qualitative research by nature, which was carried out during October, 2012 to March, 2014 totally 1 year and a half. The Major data were obtained from the 3 kinds of school those are under the local government unit both prefecture and municipality in Japan ; ordinary school, talented school, demonstration school (school attach the university), special education (art and music school), and physical challenge school .The researcher selected the cased of the study by using purposive sampling under the point of view and suggestion by dissertation' advisor in Japan. The reasons why I choose all the cases of the study because all the cases (proposed schools), were quality schools and achieved in administration Which is regarded as the best practice in school administration and implementation as no doubt in achievement or popularity. In addition, the school context of proposed school as I mentioned above were similar to Thai-school under the local government in Thailand and the conveniences in means of transportation.

Research instruments

The research instruments was carried out by multi-instruments and various kinds of technique such as studying from the various documentaries sources, in-depth interview, focus group discussion of the steak-holder in school, school visiting, classroom observation, field-note, participation observation and attending the course of study seminar those were organized by MEXT on school sites. Below were the research findings of this research:-

Moreover, the Key Informant Interviewing are the presidents executive council members, community organizations in local government counselors as well as, the comments from the leaders of the community organizations in the provincial national, experts and community members.

The interview –form is divided into 2parts.

The first section is an opinionire about personal status, number 4, including gender, age, and education background, work experience (amount) and current position.

The second is semi-structured- interview, an items are covering the four schools work division under the management of local government, and suggestions about the best practices in the management of the local government jurisdiction based on the guidelines of the Office of Educational Innovation, Department of Basic Education.

The observation form is a tool that is constructed was aims at to study the incident thoroughly and collect information about the project management in the schools in the performance of teachers in the relevant departments.

Data collection

The data were collected through non-participating and participating observation, interviews, group discussion and documentary analysis. The research instruments those were employed in this research were multi-research instruments. All of the data were analyzed and compared, using typological data, analytic induction, school visiting, class observation, lesson study forum and content analysis, respectively.

For this research was conducted properly, the researcher has collected the following steps.

1. . The researcher attributed to the Graduate School the advisor and the Department of Educational Administration, Master program, University of Tsukuba. Request for cooperation to the underlying management education organized by the local government to collect data.

2. Operating self-storage research in the School. The documentary study Interviews and observations. Implementation in schools in Japan. Whether the schools cover parties. Alternative school. And a school for people with special abilities.

3. Collecting the data on field-research in proposed schools for studying the micro-study and school visiting, class room observation, stakeholders interviewing, and group discussion, the research planed the time-line plan for data collecting by discussing with dissertation advisor, assistant researcher (AR) for the perfect data and systematically data collecting as the followed table. The researcher attributed to the Graduate School the advisor and the Department of Educational Administration, Master program, University of Tsukuba. Request for cooperation to the underlying management education organized by the local government to collect data.

4. In Thailand, the researcher attributed to the Graduate School the advisor and the Department of Educational Administration, Silpakorn University, request for cooperation to the underlying management education organized by the local government to collect data.

5. Doing the action research in 3 proposed schools those are ordinary school, gifted program, and Alternative school. The documentary study Interviews and observations. Implementation in schools in Thailand.

6. Does the same thing like No. 3 with proposed school in Thailand.

Table No. 3: The table of displaying data-collecting on school site

No.	Periods of time/ School Site	Activities	Sources of the data	Research instruments
1.	3 rd November 2012 / K o m a b a J u n i o r & senior high	1. Attending the School festival 2. Attending Lesson study forum 3. School site seeing 4. Attending seminar and work shop how to manage the courses of study in school.	1. Vice–principal 2. Teacher in various subjects 3. Guest speaker and Participants in lesson study forum 4. Students	1. Guide-line for interviewing 2. D a t a collection form 3. Observation form 4. Document and supplementary provided
2.	17 th November 2012 / Komaba Junior& senior high	1. Attending Lesson study and workshop 2. Observation classroom. 3. Demonstrating class management 4. Attend school trip.	1. Teacher in various subjects 2. Guest speaker 3. Participants in lesson study forum. 4. Students	1. Data collection form 2. Observation form 3. Document & supplementary provided in forum

Table No. 3(cont.): The table of displaying Data-collecting time-line on school site

No.	Periods of time/ School Site	Activities	Sources of the data	Research instruments
3.	5th December 2013 / Ushiku City Simone Junior High School	<ol style="list-style-type: none"> 1. Interview & group discussion of the school board and steak-holders. 2. Documentary study of school such as infarction about demographic data, general of school data and annual report. 3. Attending Lesson study forum 4. Demonstration of Teaching 	<ol style="list-style-type: none"> 1. School board 2. Steak-holders 3. Documents and related information. 4. Annual report 5. SAR 	<ol style="list-style-type: none"> 1. Guide-line for interviewing 2. Data collection form 3. Observation form
4.	13 th October 2013 / Fukawa primary school	<ol style="list-style-type: none"> 1. Interview & group discussion of the school board and steak-holders. 2. Documentary study of school such as infarction about demographic data, general of school data and annual report. 	<ol style="list-style-type: none"> 1. School board 2. Steak-holders 3. Documents and related information. 4. Annual report 	<ol style="list-style-type: none"> 1. Guide-line for interviewing 2. Data collection form 3. Observation form
5..	1 6 ^{t h} October 2013 / Fukawa primary school	<ol style="list-style-type: none"> 1. Interview & discussion of the superintendent, board of Education in Tsukuba. 2. Documentary study of school such as infarction about demographic data, general of school data and annual report. 	<ol style="list-style-type: none"> 1. superintendent 2. b o a r d o f Education 3. Students 	<ol style="list-style-type: none"> 1. Guide-line for interviewing 2. D a t a collection form 3. Observation form.

Table No. 3(cont.) : The table of displaying Data-collecting time-line on school site

No.	Periods of time/ School Site	Activities	Sources of the data	Research instruments
6.	2 nd November 2013 / Komaba Junior & senior high	<ol style="list-style-type: none"> 1. Attending the School festival 2. Attending Lesson study forum 3. School site seeing 4. Attending seminar and work shop how to manage the courses of study in school. 	<ol style="list-style-type: none"> 1. Vice-principal 2. Teacher in various subjects 3. Guest speaker and Participants in lesson study forum Students 	<ol style="list-style-type: none"> 1. Guide-line for interviewing 2. Data collection form 3. Observation form 4. Document and supplementary provided
7.	5 th December 2013 / Ushiku City Simone Junior High School	<ol style="list-style-type: none"> 1. Interview & group discussion of the school board and steak-holders. 2. Documentary study of school such as infarction about demographic data, general of school data and annual report. 3. Attending Lesson study forum 4. Demonstration of Teaching 	<ol style="list-style-type: none"> 1. School board 2. Steak-holders 3. Documents and related information. 4. Annual report 5. SAR 	<ol style="list-style-type: none"> 1. Guide-line for interviewing 2. Data collection form 3. Observation form
School Observation in Thailand				
8.	1 st October 2015 / (No.1) Tessaban 1 Songpol Witthaya Junior High School	<ol style="list-style-type: none"> 1. Interview & group discussion of the school board and steak-holders. 2. Documentary study of school such as infarction about demographic data, general of school data and annual report. 3. Demonstration of Teaching 	<ol style="list-style-type: none"> 1. School boards 2. Steak-holders 3. Documents and related information. 4. Annual report 5. SAR 	<ol style="list-style-type: none"> 1. Guide-line for interviewing 2. Data collection form 3. Observation form

Table No. 3(cont.): The table of displaying Data-collecting time-line on school site

No.	Periods of time/ School Site	Activities	Sources of the data	Research instruments
9.	20 th October 2015 /(No.2) Tessaban 1 Songpol Witthaya Junior High School	1. Interview & group discussion of the school teacher school officers. 2. Documentary study (cont.) 3. Classroom observation 4. Talk with some students	1. Group of teachers 2. Documents and related information. 3. students	1. Guide-line for interviewing 2. Data collection form 3. Observation form
10.	29 th November 2015 /(No.2) Nakhonpathom Municipality V o c a t i o n a l college.	1. Interview & group discussion of the school teacher. 2. Documentary study (cont.) 3. Classroom observation 4. Talk with some students	1. Group of teachers 2. Documents and related information. 3. students	1. Guide-line for interviewing 2. Data collection form 3. Observation form
11.	19 th February 2016 /(No.1) M a t t h a y o m Ban Bangkapi Bangkok	1. Interview & group discussion of the school teacher school officers. 2. Documentary study (cont.) 3. Classroom observation 4. Talk with some students	1. Group of teachers 2. Documents and related information. 3. students	1. Guide-line for interviewing 2. Data collection form 3. Observation form
12.	1 th March 2016 /(No.2) M a t t h a y o m Ban Bangkapi Bangkok	1. Interview & group discussion of the school board and some officers. 2. Documentary study of school such as infarction about demographic data, general of school data and annual report. 3. Demonstration of Teaching	1. Group of teachers 2. Documents and related information. 3. students	1. Guide-line for interviewing 2. Data collection form 3. Observation form

Presentation and data analysis

Data analyzing in this study, the researcher analyzed the data from interviewing, studying documents and school visiting then, analyzes each of the following observations as the same with Krauss¹ mentioned that through data analysis, a researcher addresses the research question depending on the evidence collected. In this research, data analysis “consists of examining, categorizing, tabulating, testing otherwise recombining both qualitative and quantitative evidences to address the initial proposition of the study as followed;”

1. To analyze the data about general demographic such as status, work experience and educational background etc. After analyzed the demographic information, the researcher will analyze the data by using some statistics such as frequency, percentage and so on was employed.

2. Then, the researcher will analyze the data from the documentary study, interviewing and school observation to summarize and draw a conclusion in all three aspects. Moreover, content analysis technique was employed. The analysis of data in this research, researcher has analyzed the data integration by creating an inductive conclusion (Induction) by the general conclusion that the association between variables using a case or a specific resource amount is then postulated general truth from fact-specific data sets to associated with the concepts, theories, and related research paper and the literature revision through various documents and finding.²

Data from the analyzing Data

Data analysis was started with transcribing and translating interview records followed by coding, and then by categorizing. The data were categorized into different roles community or their representatives in school management have played

¹ Yin, R. K., **Case Study research, design and methods**, 4th ed. (Thousand Oaks, California: Sage publications Inc., 2003), 109.

² สุภางค์ จันทวานิช, **วิธีการวิจัยเชิงคุณภาพ**, พิมพ์ครั้งที่ 14 (กรุงเทพมหานคร: สำนักพิมพ์ จุฬาลงกรณ์มหาวิทยาลัย, 2549), 92.

in different aspects. The analysis and discussion was then undergone by corroborating evidence from the primary sources and secondary sources through examining and comparing with each other in relation to the research questions.³ The analysis had adopted a special procedure for maintaining the anonymity of the schools and participants. The participant schools were named School „A“, School „B“ and School „C“ and the corresponding focus groups, Urawa, Urawa education officers and headmasters were named accordingly. For example, a focus group held corresponding School „A“ has been named as focus group „A“ and the Urawa is named as Urawa „A“. Moreover, the researcher also analyzed data form 3 proposed schools in Thailand in the same methodology as mentioned above.

1. Content analysis, in this research the researcher was employed the content analysis those identified the data in each categories relevant to features of research framework for generate the conclusion.

2. Typological analysis was categorized the data or the information in each group both under the theory and non-theory.

3. Comparison was done by take the data or information to compare the phenomenon those happened from the several of collecting data. The researcher was attempted to seek for correlation or non-correlation situations from various situations.

4. Analytic Induction was the way how to interpret and draw the conclusion from the concrete evidences and empirical data. If those conclusions were not accepted, they would be working hypothesis.

After the researcher have already tried field study and collect more enough useful data and evidences for answering the research question and drawing the conclusion. Later, researcher will construct and draw the conclusion relevant to the research questions, then gathering all data and empirical evidences to generate the methods of implementing and providing the education by local government.

³ชาย โพธิ์สิตา, ศาสตราจารย์และศิลปินแห่งชาติเชิงคุณภาพ, พิมพ์ครั้งที่ 3 (กรุงเทพฯ: อมรินทร์พริ้นติ้งแอนด์พับลิชชิ่ง จำกัด (มหาชน), 2550), 355-361.

Credibility

Triangulation is one method for increasing validity of findings, through deliberately seeking evidence from a wide range of sources and comparing findings from those different sources.⁴ For example in this research the researcher had done interviews and focus groups, compare the findings from each. If they coincide, that strengthens our faith in having identified important issues. As I mentioned that, people talk about things very differently in different contexts: any differences you find are an important source of data in them. In addition, another validation strategy was employed called member checking. This involves feeding findings of the analysis back to the participants, through focus groups for example, and assessing how far they consider them to reflect the issues from their perspective.⁵

The researcher evaluated and checked the quality and accuracy of collected data by using triangulations technique (as mentioned above). According to the triangulation technique, the researcher could be described into 2 steps those were followed; 1). Data triangulation, this technique was rechecked the quality of data by checking sources of time, place (school site), and people; all in different. The activities were interviewing, documentary study form the school site and board of education. Moreover, 2) Methodological Triangulation, this technique was rechecking the quality of the method of data collecting. This techniques would be collected the same data such as the educational system in Japan, implementing educational administration by local government, etc. but in the different data collecting methodology. The activities were interviewing, field note, documentary study, and class observation, etc.

Synthesizing the research result

Research's result synthesizing was the method of using the research finding then researcher would synthesize those data for the generalization of idea relevant to the research questions. Next, Constructing and drawing the conclusion that could be

⁴Michael Quinn Patton and Michael Cochran, **A Guide to using Qualitative Methodology**, Nouria Brikci - Research Officer (MSF UK: London), 22.

⁵ Ibid, 22.

answered research questions by transferring and blending all research findings together.

Summary

Research on "Education, organized by the local government: a case study of Japan and Thailand" were aims at the following objectives.(1) To realize how education is organized by the local governments in Japan and Thailand. (2) To realize the results of the comparative of education organized by the local government between Japan and Thailand. (3) To realize the Best practice bout the administration in education provided by the local government that is appropriate in Thai context. In this study the researchers use Qualitative research (qualitative research) as a research methodology. Moreover, the study was divided into two parts: the first part is research procedure and the second part of the research is about research methodology and summary. In-depth of research details which has described all above. In this chapter, the researcher was classified the content into two parts: part one and part two. The first part is about of the research procedure and step of studying the research and the second part is about research methodology and summary. In addition, the schools were used as a case study and the school steak-holders those were involved as major correspondences (Key Information) that associated with providing education provided by local government. Using data analysis to create a summary and content analysis was employed. Next, the research tools those were used to collect the information are multi-instrument such as interviewing form a, school visiting or observation based on the educational administration of the school under the local government and focusing on the all school 4 division including; the divisions of administrative, division of academic, division of student affair and division of fiscal management affair were beneath the system theory. Data analyzing in this study, the researchers analyzed the data from interviewing, studying documents and school visiting then, analyzes each of the following observations to summarize and draw a conclusion in all three aspects. In addition, researcher has analyzed the data integration by creating an inductive conclusion (Induction)by the general conclusion that the association between variables using a case or a specific resource amount is then postulated general truth

from fact-specific data sets to associate with the concepts, theories, and related research paper and the literature revision through various documents and finding.⁶



⁶ Supang Chan varnish, **Analysis in qualitative research** (Bangkok: Chulalongkorn University, 2009)

Chapter IV

Research findings

The objectives of the research entitled “The Comparative Education Provided by the Local Government Japan and Thailand” were applied the research methodology entitled “qualitative research.” At first, in term of macro-study were implied for knowing the baseline of Japanese education, basic concept of Japanese local government and the process of educational decentralization and implementation in Japan. This stage fundamentally educated the theories concept related to the all the content was mentioned above from various sources such as the textbooks, research journal, also the various website. Moreover, in term of micro- study, were applied for deepening in the implementation of educational decentralization to school-site, educational administration in school form the genuine sources and the problems in providing the education by the local body. Moreover, the data collection was carried out by multi-instruments and various kinds of technique such as studying from the various documentaries sources, in-depth interview, focus group discussion of the steak-holder in school, school visiting, classroom observation, field-note, participation observation and attending the course of study seminar those were organized by MEXT on school sites. Below were the research findings of this research:-

The research finding about Education organized by local government in Thailand and Japan

1 Macro study

1.1. The research findings about local government in Japan.

The mechanisms or the local body and administration of local autonomy vary case by case depended on each country. The large degree all local government systems can be explained in terms of the same set of major elements. The following headings refer to these elements, and will be used to explain the general outline of Japan’s system of local government as followed:- A. Legal Status B. Number of Tiers

C. Character D. Uniformity E. Classifications F. Organization G. Duties H. Local Government Legislative Authority I. Local Government Finances J. Local Public Service Personnel System

1.1.1 .Legal Status

1.) Constitutional guarantee of local autonomy

Japan's local autonomy is based on the Constitution of Japan, which was adopted in 1946 and took effect in the following year. It regards local autonomy as indispensable to democracy, clearly placing local governments within the national government structure and guaranteeing their autonomy. More specifically, Chapter 8 of the Constitution of Japan contains four articles guaranteeing local autonomy and describing its basic nature. Article 92 clarifies the basic "principle of local autonomy", including the autonomy of both residents and entities. To ensure the autonomy of residents, Article 93 provides for the establishment of the legislative assembly as well as the direct public election of legislators and the heads of agencies. To ensure the autonomy of entities, Article 94 confers administrative power on local governments, as well as the right of autonomous legislative power within the scope of the law. Article 95, the last one, is a provision requiring a referendum for the enactment of special laws applicable only to a specific local government (Local Autonomy Special Law). Because local autonomy is guaranteed by the Constitution, as stated above, local governments cannot be abolished wholesale, nor can the legislative assembly select the chief of any agency, even under the authority of a national law, unless the Constitution is amended.¹

2.) Local Autonomy Law as the basic law

Article 92 of the Constitution provides that "regulations concerning the organization and operation of local public entities shall be fixed by law in accordance with the principle of local autonomy", and various laws relating to local autonomy

¹Council of Local authority for International Relations, **Local government in Japan** (Tokyo: Japan, 2010), 5.

have been enacted based on this provision. Among these, the law which provides for the most important and basic regulations is the “Local Autonomy Law”, which was adopted in 1947 and came into effect concurrently with the Constitution. This Local Autonomy Law provides for basic matters relating to the organization and operation of local governments such as their types, powers, residents, legislative assemblies, and agencies and financial affairs. It also specifies the relationship between the national and local governments, and the relationship among local governments. Further, in addition to the Local Autonomy Law, various laws relating to local autonomy have been enacted such as the Local Public Service Law, the Public Offices Election Law, the Local Finance Law, and the Local Tax Law.

1.1.2 Number of Tiers

Japan’s local autonomy system adopts a two-tier system of prefectures as regional government units and municipalities as basic local government units. The prefectures and municipalities are specified in the Local Autonomy Law.

1.1.3 Character

Japan’s local autonomy system is based on the comprehensive authorization principle rather than the restrictive enumeration principle regarding the power of local governments. That is to say, the Local Autonomy Law provides that “ordinary local public entities deal with their affairs in their region”, and confers comprehensive (general) authority on prefectures and municipalities, which are legally referred to as these “ordinary local public entities”. By utilizing this general power, in addition to powers authorized by separate laws, prefectures and municipalities act as comprehensive administrative bodies to perform various activities that are considered necessary for residents of those regions.

“I’m pretty sure that the opportunity to discuss about education by nation-wide”

Teacher 3.1

“Not only the opinion by MEXT and key figures but also the ordinal people (including parents and students, alumni) should be applied when they make new policy. It might make some change.”

Teacher 3.1

“It is important to cultivate a mind set of community involvement among citizens. That will help their practical involvement in community administration.”

Teacher 3.2

Local government in Japan is more strongly characterized as the governing entity based on the local community under its jurisdiction, rather than as an administrative body performing specific functions. In this sense, it is strongly oriented to the local community. This applies not only to municipalities as the basic units of local government, but also to the prefectures serving broader areas. Governors, mayors, and members of local assemblies are directly elected by the communities they serve. Prefectures and municipalities have comprehensive administrative powers within their respective jurisdictions. Although the central government’s ministries and agencies have regional branch offices, they are set up separately, without any coordination among themselves. There is no body that represents the central government as a whole in any region. This also highlights the regional nature of local government as a comprehensive administrative body.

“Intervention made by the country should be minimized..”

Teacher 3.2

Under the current Local Autonomy Law, local governments are classified into two types: ordinary local public entities and special local public entities. Prefectures and municipalities are ordinary local public entities. Special local public bodies

comprise four types: special wards, local public cooperatives, property wards, and local development corporations.

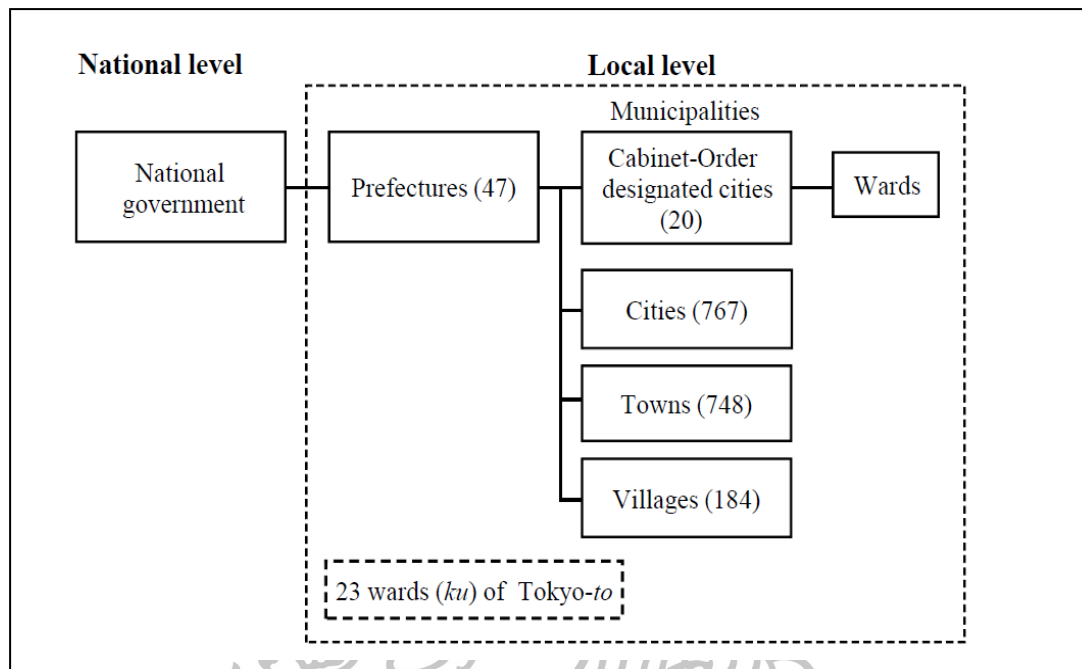


Figure 2. Japan: Local Government Classification²

Source: Council of Local Authorities for International Relations (CLAIR), Local government in Japan. London March 26th 2010

1.1.5 Uniformity

Although prefecture and municipal governments in Japan have various populations and sizes, basically they are all given the same powers and deal with the same affairs. Moreover, part of the reason for this is a strong feeling that administrative services provided by local governments should, like those provided by the national government, be uniform in their contents and standards in every region of the country. In order to provide the same standard of administrative services based on a uniform system across local governments when population size and financial

²Council of Local Authorities for International Relations(CLAIR), accessed March 26, 2010, available from http://www.jlgc.org.uk/en/pdfs/CHAPTER_4.pdf

resources are substantially different among them, it becomes necessary as a matter of course to make adjustments to their finances.

1.1.6 Organization

There are basically two main branches of local government (ordinary local public entities). One is the legislative branch. This branch makes decisions on the budget and local ordinances. Prefecture assemblies and municipal councils fall under this heading. The other is the executive branch, which carries out the policies decided upon by the legislative branch. Governors of prefectures, the heads of municipalities and various other administrative committees fall under this heading.

“Prefectural BOE: Determination of the Educational Governance in Prefecture

Organizing Training Workshops

Recruit Teachers (Human Resources)

Budget

Local Education Office (教育事務所): Organizing Training Workshops

Supervising by visiting schools”

Board of Education 1.1

Local government in Japan employs the chief executive (presidential) system, in which both members of assemblies and the heads of local governments (governors of prefectures, mayors of municipalities) are directly elected by residents, and both perform their duties while maintaining an independent and equal stance, acting as checks on each other to achieve democratic local public administration.

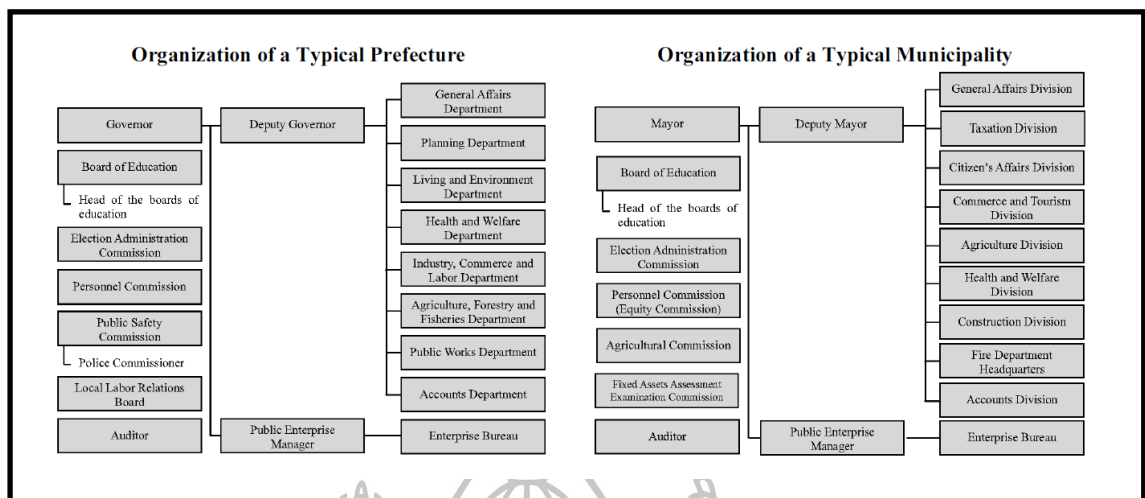


Figure 3 : Organization of a Typical Prefecture and Organization of a Typical Municipality

Source : Council of Local Authorities for International Relations (CLAIR), Local government in Japan. London March 26th 2010, 13.

1.1.7 Duties

1.) National and local government division of responsibilities

The Local Autonomy Law was extensively amended by the “Law for the Improvement of Relevant Laws for the Promotion of Decentralization” enacted in July 1999 (the Omnibus Local Autonomy Law), which made clear the division of responsibilities between the national and local governments. Under the amended law, local governments bear broad responsibility for performing administrative functions in their regions, independently and comprehensively. On the other hand, the national government was made responsible for: (1) Affairs relating to Japan as a nation in the international community; (2) Affairs relating to various activities of the people that should be handled in a uniform, nation-wide manner; (3) Executing policies and projects that must be performed from a nationwide viewpoint or on a nationwide scale. This considers the role of the state restrictively, and entrusts to local governments, as much as possible, administration of matters closest to the lives of residents.

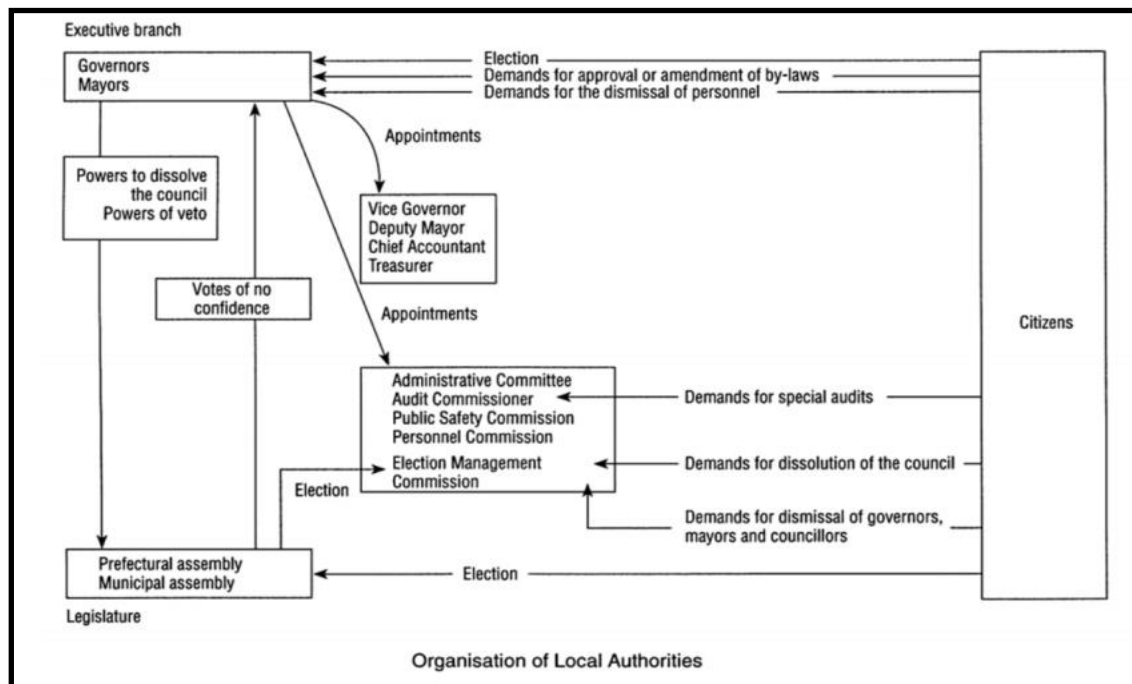


Figure 4. Japan: Organization of local authority³

Source: Council of Local Authorities for International Relations (CLAIR), Local government in Japan. London March 26th 2010, 10.

2.) Principles guiding the allocation of functions between prefectures and municipalities.

According to the Local Autonomy Law, prefectures, as regional governments encompassing municipalities, are designated to handle wide-scale, regional affairs, communication and coordination relating to municipalities, and supplementary affairs for municipalities. Municipalities, then, as the foundation of local government, are designated to handle affairs other than those dealt with by the prefectures. This arrangement is considered to embody the “principle of municipal priority”. Taking into consideration also the division of labor between the national and local governments discussed earlier, functions are allocated based on the idea that whenever possible they should first go to the municipalities, then to the prefectures,

³Council of Local Authorities for International Relations(CLAIR), accessed March 26, 2010, available from http://www.jlgc.org.uk/en/pdfs/CHAPTER_4.pdf

and only when these governments cannot handle a task should it go to the central government. This is the same idea as the “principle of subsidiary”.

3.) Affairs dealt with by prefectures and municipalities

Affairs dealt with by prefectures are as follows:

- (a) Wide-area affairs (e.g., prefectural roads, harbors, forest and river conservancy, public health centers, vocational training, police)
- (b) Communication and coordination affairs relating to municipalities (e.g., advice, recommendations and guidance concerning rationalization of municipal organization and operations)
- (c) Supplementary affairs for municipalities (e.g., high schools, museums, hospitals)

2.7.4 Affairs dealt with by municipalities include:

- (a) Affairs relating to the fundamentals of residents’ lives (e.g., family registers, resident registration, street addresses)
- (b) Affairs relating to ensuring the safety and health of residents (e.g., fire service, garbage disposal, water supply, sewage)
- (c) Affairs relating to the welfare of residents (e.g., public assistance (within the area of cities), nursing insurance, national health insurance)
- (d) Affairs relating to urban development plans (e.g., urban design, municipal roads, parks)
- (e) Affairs relating to the establishment and management of various facilities (e.g., public halls, citizens’ halls, day care facilities, elementary and junior high schools, libraries)

1.1.8 Local Government Legislative Authority

Article 94 of the Constitution provides that “local public bodies shall have the right to enact local ordinances within the scope of the law”, and guarantees the

autonomous right of legislation of local governments. Based on this provision, the Local Autonomy Law allows for the enactment of two types of laws by local governments, local ordinances and regulations.

1.) Local ordinances

Ordinances are enacted by the local assembly through resolutions relating to affairs of the local government in question.

(a) Scope of enactment of local ordinances

Local governments may enact local ordinances relating to all affairs handled by them.

(b) Validity of local ordinances

Local ordinances, together with national laws, constitute a part of the internal legal order. However, local ordinances that violate national laws and regulations, including the Constitution, are declared void to the extent of the violation. Local ordinances are laws in the regional society under the jurisdiction of a local government. Their validity is limited to only that region and, in principle, does not extend outside of that region. In order for local governments to impose obligations on residents or restrict their rights, local governments must rely on local ordinances unless otherwise specified in the laws and regulations. Furthermore, local ordinances may establish penalties to secure their effectiveness.

2.) Regulations

Regulations are enacted by the chief executive of a local government relating to affairs within his scope of authority. The chief executive of a local government may enact regulations unless they violate laws or other regulations. As with local ordinances, regulations are subordinate to national laws. And, in the case of a conflict between local ordinances and regulations, local ordinances prevail. As with local ordinances, the validity of regulations is limited, in principle, only to the region covered by the local government in question. Administrative committees, such as the

board of education, may enact regulations relating to affairs within their scope of authority as provided for by law.

1.1.9 Local Government Finances

Local governments basically have complete power over their independent financial operations, although there are various mechanisms in place for maintaining balance with national government financial operations and for guaranteeing revenue sources. The local tax and local allocation tax, national government disbursements and local government bonds are the major revenue sources for local governments.

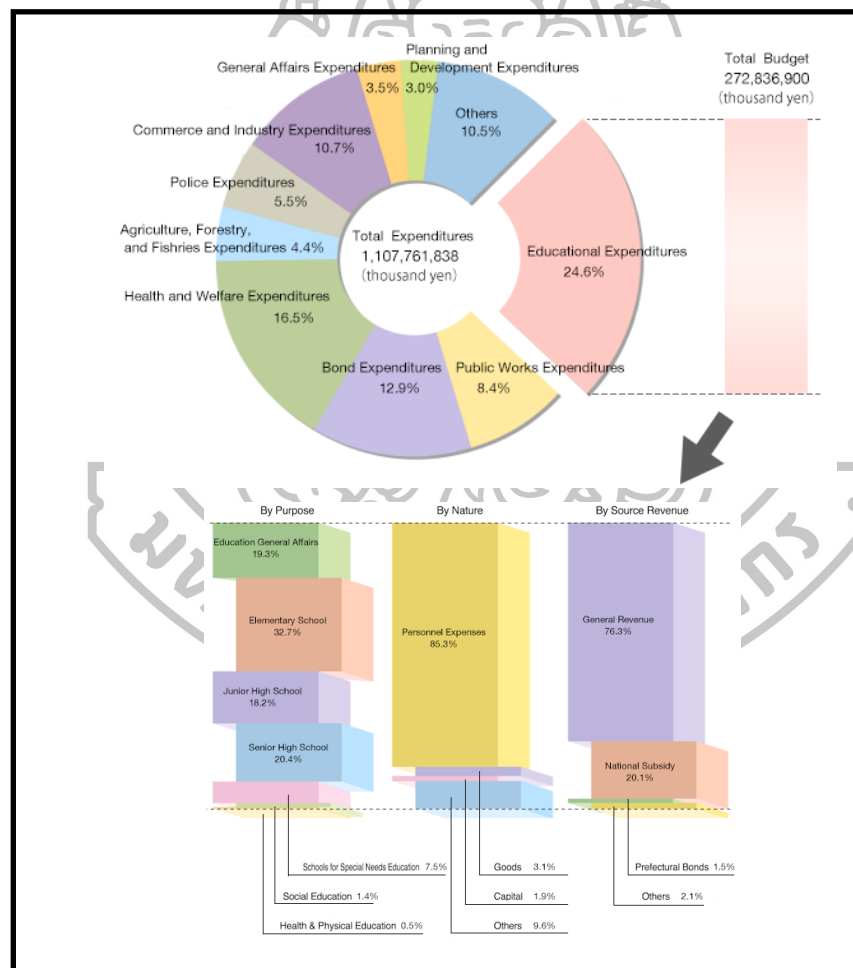


Figure 5. Comprehensive Prefectural Budget & Educational Budget in charge of the Board of Education (fiscal 2012)

Source: Ibaraki prefecture board of education⁴

“BOE supports various resources for the school's idea based on the result in School assessment.”

Principal 3.1

1.1.10 Local Public Service Personnel System

All employees of local governments are called local public employees. Local public employees are classified as either special public service personnel or regular public service personnel. Special public service personnel include the chief executive and assembly members, chosen for their post by public election, and members of committees, part-time or full-time advisors and researchers, and they are not subject to Local Public Service Law provisions concerning things like the status of local public employees.

“Prefectural BOE has the authority to shuffle the personnel.”

Board of Education 1.1

“Collaboration between Tone town BOE and Fukawa primary school The School Principle can request for the human shuffling process and deciding budget. (Usually an official at BOE has).”

Board of Education 1.1

⁴**Ibaraki prefecture board of education**, accessed October 10,2013, available from http://www.edu.pref.ibaraki.jp/board/foreign_language/en/en_page03_01.html#c001

1) Authority for appointing local public employees

The authority for appointing local public employees is divided among the different institutions of the local government to which the employees belong, residing with the chairperson of the assembly, governor or mayor, and committee members of the board of education, etc. Through this authority, granted through laws, regulations and ordinances, these institutions have the power to appoint, suspend, dismiss, and discipline employees.

2.) Appointment (recruiting, promotion, etc.) of local public employees In principle, all local public employees are selected through competitive examination in local governments with personnel commissions. In certain cases approved by the personnel commission and in local governments with equity commissions, selection without competitive examination may also be possible.

In addition, for local public employees, a system of mutual aid associations has been established for the employee and his or her family members. The content of this mutual aid is broadly divided into short-term benefits and long-term benefits. Short-term benefits include the payment of things like medical care expenses to the employee and his or her family members, and long-term benefits include things like the payment of pensions after retirement to the employee or to surviving family members.

“Prefectural BOE has the authority to shuffle the personnel.”

Board of Education 1.1

“BOE and Fukawa primary school Usually officials at BOE has process and deciding budget.)”

Board of Education 1.1

“BOE and Fukawa primary school Usually officials at BOE has process and deciding budget.)”

Board of Education 1.1

1.2. The research findings about local government in Thailand

1.2.1 Administration and Management of Education by Local government in Thailand

In accordance with the National Education Act, local administration organizations can provide education services at any or all levels commensurate with their readiness, suitability, and the requirements of the local area. The Ministry of Education prescribes criteria and procedures for assessing readiness to provide education services, and assists in enhancing their capability in line with the policies and required standards. Additionally, the Ministry advises on the budgetary allocations provided by local administration organizations. The local administration organizations in Thailand can be divided into 4 main types. As of 30 September 2007, there were 7,853 local administration organizations. Details regarding the types and number of these organizations are shown in the following table.

Type and Number of Local Administration Organizations (2007)⁵

Type of Local Administration Organization	Number
Provincial Administration Organizations (excluding Bangkok)	75
Municipalities	1,276
Sub-District Administration Organizations	6,500
Special Local Administration Organizations (Bangkok Metropolitan Administration and Pattaya City)	2
Total	7,853

Table 3.1 Type and Number of Local Administration Organizations (2007)

Source : โกวิทช์ พวงงาม, การปกครองท้องถิ่นไทย : หลักการและมติใหม่ในอนาคต, พิมพ์ครั้งที่ 3 (กรุงเทพมหานคร: สำนักพิมพ์ วิญญูชน, 2544), 370.

The Bureau of Local Education Administration under the Department of Local Administration is entrusted with the tasks of administering and managing primary education in the municipalities, whereas the Bangkok Metropolitan Administration is responsible for the management of primary education in Bangkok Metropolitan Areas with financial support from and under the supervision of the Ministry of the Interior. Besides, some of its departments are responsible for the management of education in

⁵โกวิทช์ พวงงาม, การปกครองท้องถิ่นไทย: หลักการและมติใหม่ในอนาคต, พิมพ์ครั้งที่ 3 (กรุงเทพมหานคร: สำนักพิมพ์ วิญญูชน, 2544), 370.

specialized fields. Following the administrative reform of 2002, culture moved under the supervision of the Ministry of Culture.

In decentralizing authority for educational provision from the Ministry of Education to local administrative organizations, some responsibilities not requiring assessment have already been transferred. These include tasks related to the supervision of sub-district libraries and pre-primary child development centers as well as the procurement of educational materials and supplementary food items, such as milk.

According to statistics of the Department of Local Administration, the number of child development centers established by local administration organizations increase from 1,782 out of 16,111 child development centers in 2006 to 2,774 out of 17,100 child development centers in 2007. Around 14,300 child development centers were transferred to local administration organizations from other agencies, including the Department of Community Development, the Department of Religious Affairs, and the Office of the Basic Education Commission. In the Academic Year 2007, 750,563 children were cared for by 17,100 child development centers now under the supervision of local administration organizations in 75 provinces, excluding the Bangkok Metropolitan Administration.

In Bangkok, several local communities are encouraged to participate in creating pre-school child centers and to provide financial support, supplementary food, and personnel training. In addition to child development centers, local administration organizations will eventually be responsible for institutions offering education at other levels. Nevertheless, according to the Office of the Education Council's Report on Educational Provision by Local Administration Organizations in 2007, around 2 percent, or only 164 of the 7,853 local administration organizations were supervising educational institutions, and only 981 educational institutions were under local supervision. (Table 3.2)

Type of LAOs	Number of LAOs in charge of Educational Institutions	Number of Educational Institutions under LAO Supervision
Municipalities	156	530
Pattaya City	1	10
Bangkok Metropolitan Administration	1	435
Provincial Administration Organizations	3	3
Sub-District Administration Organizations	3	3
Total	164	981

Table 3.2 Number of Educational Institutions under the Supervision of Local Administration Organizations (2007)⁶

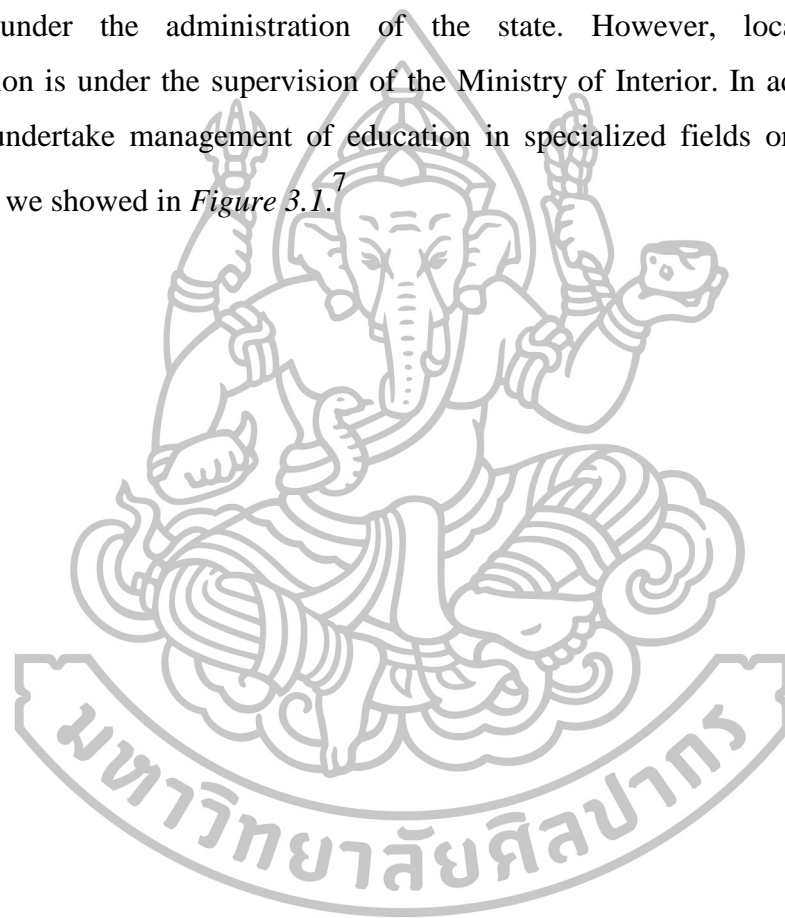
Source: ส่งเสริมการปกครองท้องถิ่น, กระทรวงมหาดไทย. สถิติข้อมูล การศึกษาท้องถิ่น โรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น ปีการศึกษา 2557. กรุงเทพมหานคร, 2558.

⁶ ส่งเสริมการปกครองท้องถิ่น, กระทรวงมหาดไทย, สถิติข้อมูล การศึกษาท้องถิ่น โรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่น ปีการศึกษา 2557 (กรุงเทพมหานคร: ม.ป.ท., 2558),

1.2 The research findings about local government Thailand.

The educational administrative system in Thailand is parallel to all other sectors of public administration characterized by the three-level structure: the central or national level, the provincial level (there are 79 provinces in the country, each one made up of about ten or more districts), and the local level. Consequently, the administrative and planning system of education including educational personnel administration follows this structure. At the central level, policies and plans are formulated both at national and ministerial levels. At the provincial level, educational development plans—provincial five-year plans, annual plans and operational plans—are prepared and implemented by the agencies involved. The local authorities are also responsible for the formulation of local education policies and plans as well as the management of education in their locality where various types of education have also been provided by the central government. The responsibility for educational management in Thailand is under the mandate of the Office of the Prime Minister, the Ministry of Education (MOE), and the Ministry of the Interior. Following the most recent administrative reform (2002), the Ministry of University Affairs and the Office of the National Education Commission were incorporated into the Ministry of Education. Some public agencies under six other ministries (Defense, Public Health, Transport and Communications, Agriculture and Cooperatives, Justice, and Labor and Social Welfare) also take charge of the management of education in specialized fields or for specific purposes. The Ministry of Education is responsible for the management of education at all levels from pre-primary to secondary, post-secondary and tertiary level education. It also provides non-formal education or out-of-school programs and supervises private schools at all levels. Besides, the Ministry of Education takes charge of all matters relating to religion and culture. Until recent years, the administration and supervision of higher education in public universities was under the responsibility of the Ministry of University Affairs—now the Office of the Higher Education Commission, under the Ministry of Education. The Office of the Private Education Commission (OPEC) at the Ministry of Education supervises and is in charge of subsidizing private educational institutions.

Carried out in accordance with the 1999 National Education Act and the 2002 Bureaucratic Reform Bill, the major reform of educational administration and management has been the merging of 3 agencies, consisting of the Ministry of Education, the Ministry of University Affairs and the Office of the National Education Commission, into a single Ministry of Education. The Ministry of Education is responsible for promoting and overseeing all levels and types of education under the administration of the state. However, local education administration is under the supervision of the Ministry of Interior. In addition, other ministries undertake management of education in specialized fields or for specific purposes as we showed in *Figure 3.1.*⁷



⁷ Bureau of International Cooperation, **Toward A Learning Society In Thailand** (Bangkok: UNESCO Asia and Pacific Regional Bureau for Education, 2008), 6.

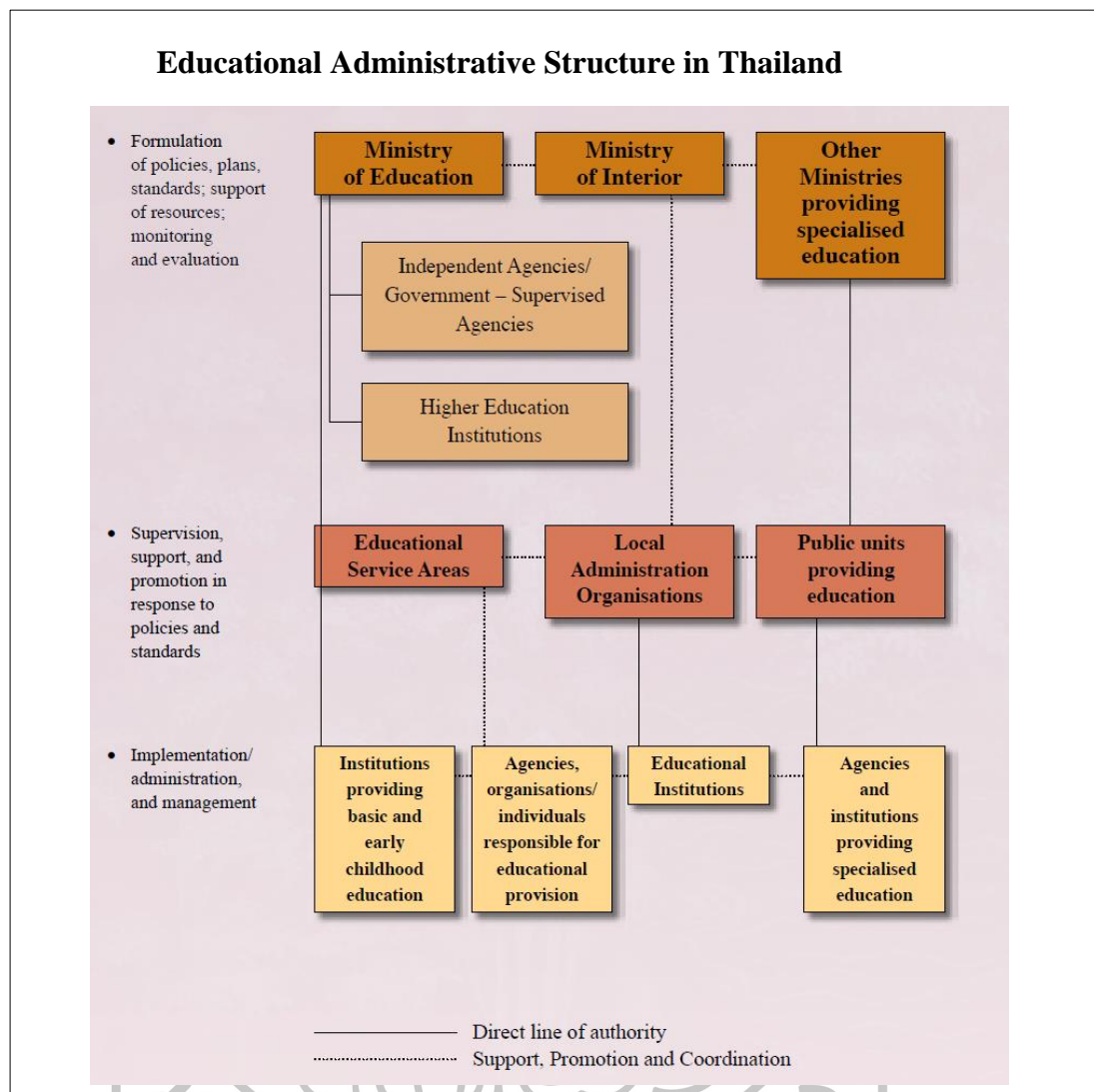


Figure 3.1: Educational Administrative structure in Thailand⁸

Source: Ministry of Education (MOE). 2002. The National Education for All Plan of Action for Thailand (2002-2016), 6.

As the figure above showed that the providing education in Thailand was conducted by the state, local administration organizations, and the private sector, the educational administration and management in Thailand is thus classified into 3 categories:

⁸Ministry of Education (MOE), **The National Education for All Plan of Action for Thailand (2002-2016)** (2002).

1) Administration and Management of Education by the State

Education in Thailand is administered and managed by the government through central agencies, through educational service areas, and by educational institutions.

2) Administration at the Central Level

In accordance with the amendments of the National Education Act, the Ministry of Education is responsible for: promoting and overseeing all levels and types of education; formulating policies, plans and standards; mobilizing resources for education; promoting and coordinating religious affairs, arts, culture, and sports relating to education; and monitoring, inspecting and evaluating educational provision.⁹



Figure 2: Educational Administration and Management Structure

Source : Bureau of International Cooperation. *Towards A Learning Society in Thailand: An Introduction to education in Thailand*. November 2008, 47.

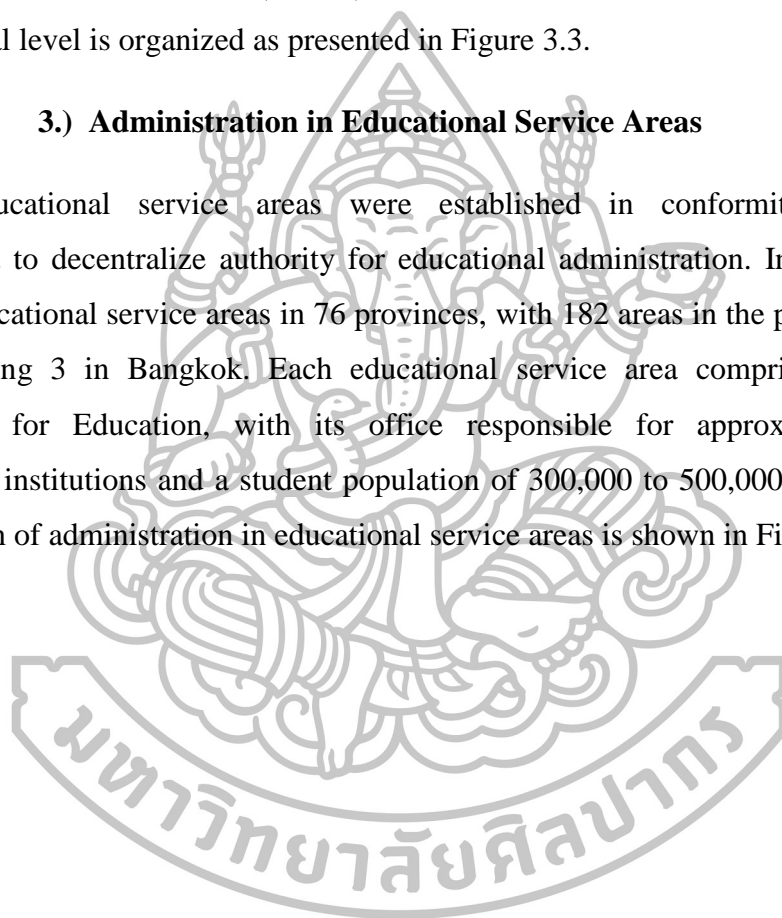
⁹ Ministry of Education (MOE), *The National Education for All Plan of Action for Thailand (2002-2016)* 2002, 47.

The educational administration and management system at the central level that mentioned as figured 3.2 above is under the responsibility of five main bodies:¹⁰

1) the Office of the Permanent Secretary (OPS); 2) the Office of the Education Council (OEC); 3) the Office of the Basic Education Commission (OBEC); 4) the Office of the Vocational Education Commission (OVEC); and 5) the Office of the Higher Education Commission (OHEC). At the moment, the administrative structure at the central level is organized as presented in Figure 3.3.

3.) Administration in Educational Service Areas

Educational service areas were established in conformity with the requirement to decentralize authority for educational administration. In 2008, there are 185 educational service areas in 76 provinces, with 182 areas in the provinces and the remaining 3 in Bangkok. Each educational service area comprises an Area Committee for Education, with its office responsible for approximately 200 educational institutions and a student population of 300,000 to 500,000. The current organization of administration in educational service areas is shown in Figure 3



¹⁰ Bureau of International Cooperation, **Towards A Learning Society in Thailand: An Introduction to education in Thailand**, November 2008, 47.

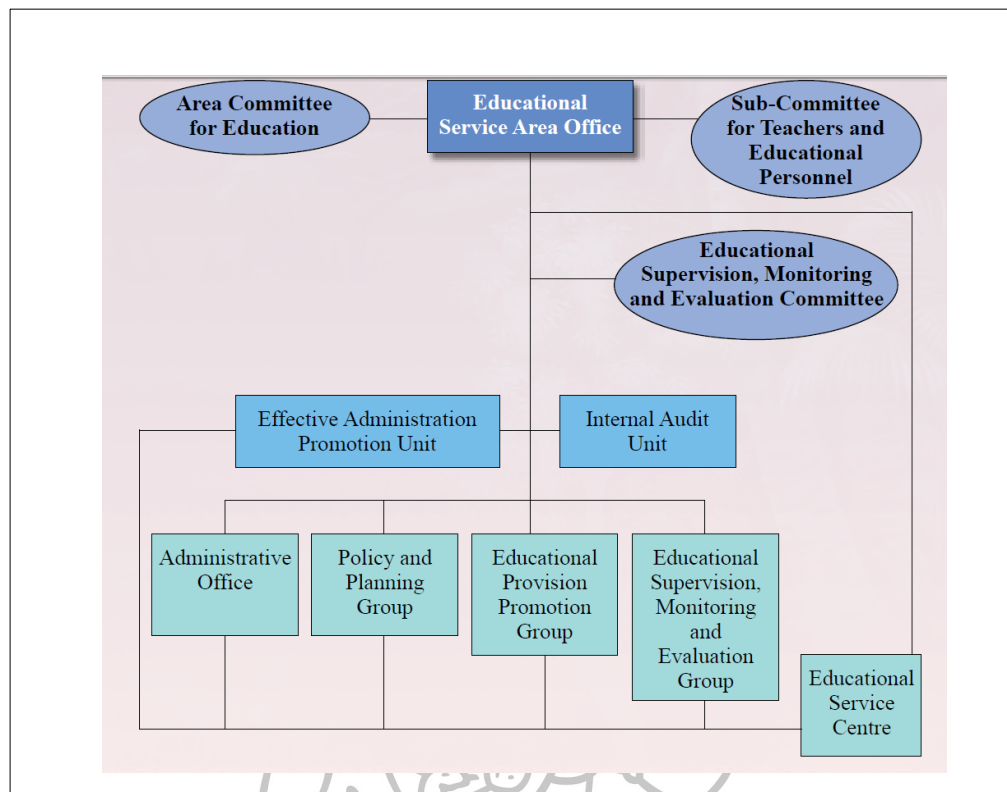


Figure 3.3 Organization of Administration in Educational Service Areas

Source : Office of the Education Council (OEC). 2004, **Education in Thailand 2004**, (Bangkok : n.d.,2009), 49.

The capability of local administration organizations to provide different levels of education varies. The majority of schools under local administration supervision are primary level institutions. The total number of students in basic education institutions under the supervision of local administration organizations has increased steadily, from 700,270 students in 2,000 to 759,822 students in 2006. In 2006, the average percentage of students in basic education institutions under local administration organizations was around 6.3 percent. (Table 3.3)

**Number of Students in Basic Education Institutions under the Supervision of
Local Administration Organizations (Academic Years 2000-2006)**

Levels of Education	Academic Years						
	2000	2001	2002	2003	2004	2005	2006
Pre-primary	151,944	152,651	148,297	141,110	139,011	142,264	146,859
Primary	494,255	509,777	522,134	526,625	528,602	523,869	518,841
Secondary	54,071	56,871	61,066	65,699	73,451	82,328	94,122
• Lower Secondary	52,350	54,423	57,925	62,584	70,202	78,529	88,823
• Upper Secondary	1,721	2,448	3,141	3,115	3,249	3,799	5,299
- General Ed.	1,033	1,645	2,238	2,320	2,531	3,095	4,224
- Vocational Ed.	688	803	903	795	718	704	1,075
Total	700,270	719,299	731,497	733,434	741,064	748,461	759,822
Percentage of the total number of students throughout the country	5.2	5.9	6.0	6.0	6.1	6.2	6.3

Table 3.3 : Number of Students in Basic Education Institutions under the Supervision of Local Administration Organizations (Academic Years 2000-2006)

Source : OEC. **Thailand Education Statistics Reports, 2000-2006, 129.**

A 15-year policy has been formulated to prepare local administration organizations to assume responsibility for provision of education. Issues addressed in the policy include: equal opportunity in basic education; administrative systems; teachers and educational personnel; and quality and standards commensurate with the readiness and suitability of local administration organizations as well as requirements of the local areas. Except for the municipalities, most local administration organizations have not had experience in the provision of education; the Ministry of Education set criteria and methods to assess their readiness. In addition, the concurrence of administrators, teachers, educational personnel and boards of the basic education institutions that will be transferred was also included, in January 2006, as a special condition in the Ministerial Rule on the criteria and procedures for assessing such readiness.

1.1.2 Decentralization of Power to Local Administrative Organizations

In accordance with the National Education Act, local administration organizations can provide education at any or all levels of education according to their readiness, suitability and the requirement of the local areas. The Ministry of Education is responsible for prescribing the criteria and procedures for assessing the readiness to provide education of the local administration organizations as well as coordination with them and promoting their capability in provision of education in line with the policies and standards required.

Besides, the Ministry of Education will also advise on the budgetary allocations for education provided by local administration organizations. The relationships between state educational organizations and local administration organizations can be represented in the table 1.1 below.

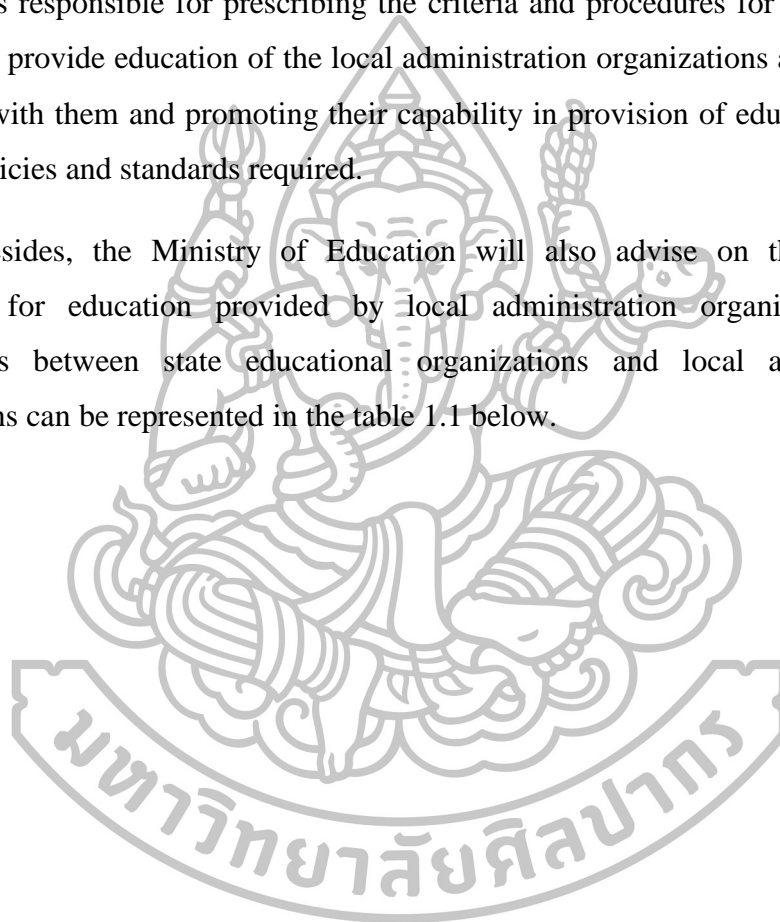


Table 1.1 Relationships between Public Educational Organizations and Local government

No.	Public Educational Organizations	Local Administration Organizations
1.	<p>Ministry of Education will be responsible for the following:</p> <ol style="list-style-type: none"> 1. Formulating the criteria and methods for assessing the readiness to provide education of local administration organizations. 2. Supporting and collaborating with local administration organizations so as to enable them to provide education in line with policies and standards. 3. Giving recommendations on educational budgetary allocations of local administration organizations. 	<p>Local administration organizations such as municipalities, Bangkok Metropolitan Administration, Pattaya City, Provincial Administration Organizations, District Administration Organizations and the other local administration organizations established by the law will:</p> <ol style="list-style-type: none"> 1. Have the right to provide education at any or all levels in accord with readiness, suitability and the requirements of the local administration organizations.
		<ol style="list-style-type: none"> 2. Participate in the provision of education by: <ol style="list-style-type: none"> 2.1 being a committee representative of local administration organizations, committees in each level(at the central level, in educational service areas and in educational institutions) 2.2 mobilizing resources for education in local areas i.e. allocation of local income for education. 2.3 monitoring, auditing and evaluating the provision of education as the main organizations and representatives of people in local areas.

1.1.3 Progress of the Transfer of Authority to Local government

No.	Public Educational Organizations	Local Administration Organizations
2.	<p>2. Educational Service Areas</p> <p>Area Committees for Education and Educational Service Area Offices are responsible for the promotion of and collaboration with local administration organizations in the provision of education in line with policies and educational standards.</p>	<p>1. The local administration organizations cooperate with educational service areas.</p> <p>2. The representatives of local administration organizations participate in the Area Committees for Education.</p>
3.	<p>3. Basic Education Institutions</p> <p>Basic education institutions are responsible for the provision and service of education to people in local areas. In each educational institution, there is a board supervising and supporting its management.</p>	<p>The representatives of local administration organizations are members of the board that supervises and supports the management of basic education institutions.</p>
4.	<p>4. ONESQA</p> <p>The Office for National Education Standards and Quality Assessment (ONESQA) is responsible for developing the criteria and methods of external quality assessment of educational institutions under the supervision of local administration organizations as well as submitting the report to local administration organizations.</p>	<p>Local administration organizations are responsible for the following:</p> <ol style="list-style-type: none"> 1. Developing an internal quality assurance system in educational institutions. 2. Endorsing the results of external quality assessment conducted by the ONESQA. 3. Improving and developing educational institutions as proposed by the ONESQA.

In 2006, the Council of Ministers approved the implementation of the Plan to Decentralize Authority to Local Administrative Organizations. As a result, a system to assess the readiness of local administrative organizations was established. Essential preconditions for the transfer include not only the readiness of local administrative organizations but also the willingness of school teachers, principals, other personnel and school council members.

During the transition period, a number of problems were encountered and the process was temporarily delayed due to the resistance to change of teachers' organizations. However, the transfer of schools from the Ministry of Education to local administrative organizations was successful to a certain degree.

In order to facilitate the decentralization of power in organizations, the Office of the Education Council conducted a research study on educational decentralization of selected countries, including the United States of America, the United Kingdom, France, Australia, New Zealand, the Republic of Korea, Japan, and Malaysia.

The study found that establishment of an educational administrative body or the so-called “Board of Education” resulted in effective decentralization. In this regard, such a body should be enriched by participation from stakeholders, political neutrality, educational professionalism, and self-management. Therefore, the research suggested that a Board of Education should be established in local administrative organizations to increase their efficiency in rendering educational services which lead to quality improvement of education. After the evaluation of the First Plan to Decentralize the Power to Local Administrative Organizations, the Council of Ministers approved the Second Plan in 2008. The Second Plan to Decentralize the Power to Local Administrative Organizations divided the task of providing education into two following groups:

- 1) The first group is concerned with formal basic education, consisting of pre-primary education, primary education, and secondary education which includes lower and upper secondary education of both general and vocational streams; and
- 2) The second group is concerned with non-formal education and education such as library, non-formal basic education and non-formal education which is offered as particular training or vocational training according to the needs of target groups, and Informal education.

The special provision of the Second Plan is the establishment of the “Board of Education” in each province. The Provincial Board of Education is responsible for supervising the provision of education in schools under the jurisdiction of local administrative organizations; formulating the policies, plans and standards of educational institutions under the local administrative organizations; and allocating Resources for education. In addition, educational administration of vocational institutions will be transferred to the Bangkok Metropolitan Administration and other Provincial Administrative Organizations in line with the criteria of their readiness.

Continuous progress was made regarding the decentralization of power in educational administration from the Ministry of Education to local administrative organizations. The number of local administrative organizations providing education increased from 164 in 2006 to 234 in 2007 while schools under their jurisdiction also increased from 981 in 2006 to 1,291 in 2007.

2. The research finding about Educational system in Thailand and Japan

2.1 The research finding about educational system Japan.

The Japanese school system is often described as a 6-3-3-4 system with reference to the American system, based on the number of years spent in each of the respective schools¹¹. The education system is sub-divided into pre-school, elementary school, junior-high school, high school and university. There are public as well as private schools. Moreover, the compulsory schooling lasts for nine years, and school attendance is free during this time.¹² In addition, we can divided the school education's levels into 5 levels those can be described as followed

2.1.1 Pre-school education

Kindergarten education is for children aged 3-5 years. Preschool education is not compulsory and is mainly provided by private institutions. Kindergartens may admit pre-school children who have reached the age of 3 and have not attained the compulsory school age of 6. Nurseries (day-care facilities) also accept children below the age of 3 in need of daytime childcare for specific reasons (for example, both parents are working). Nurseries are welfare facilities established according to the

¹¹UNESCO, **World data on Education 2011 seventh edition**, accessed October 10, 2013, available from http://www.virtualschoolsandcolleges.eu/images/a/aa/Thai_education_system.JPG

¹²UNESCO, **World data on Education 2011 seventh edition**, accessed October 10, 2013, available from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Japan.pdf

Child Welfare Law and are operated under the authority of the Ministry of Health, Labor and Welfare.¹³

2.1.2 Primary education

Elementary education is the first stage of compulsory schooling and all children between the ages of 6 and 12 are required to attend elementary school for six years. Almost all children are enrolled in public schools supported by local governments.¹⁴

2.1.3 Secondary education

Lower secondary education is the final stage of compulsory schooling and caters to pupils between 12 and 15 years. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate. All students having completed the three-year lower secondary program are entitled to apply to upper secondary schools (through the high school entrance examinations) or colleges of technology. Upper secondary education is not compulsory. There are three types of upper secondary school programs: full-time (lasting three years), part-time and correspondence courses. Part-time courses are mainly offered in the evenings. In terms of the content of teaching, upper secondary school programs can be broadly classified into three categories: general, specialized and integrated. General education programs emphasize academic subjects, while specialized programs are designed to provide vocational and technical education for those students who have chosen a particular vocational area as their future career. These programs are further classified into several categories, such as agriculture, industry, business, fishery, home economics, nursing, science and mathematics, etc. Integrated programs offer general and specialized education. In addition to the three-year lower or upper secondary school education that has prevailed until now, a unified lower and upper secondary school education became a part of the education system in April 1999, allowing students to enroll in a comprehensive secondary school offering a six-year program.

¹³Ministry of Education, Culture, Sports, Science and Technology, **Japan's Education at a Glance 2014** (MEXT: Tokyo, 2005), 2.

¹⁴Ibid, 2.

Upon successful completion of upper secondary education students receive the high school certificate of graduation.¹⁵

2.1.4 Higher education

1.) Higher education institutions in Japan include universities (*Daigaku*), junior colleges (*Tanki-daigaku*) and colleges of technology (*Kotosenmongakko*). In addition, there are special training schools and miscellaneous schools offering advanced programs. Admission to universities and junior colleges depends on the results of the entrance examinations. Junior colleges offer programs lasting two or three years, mainly in the fields of humanities, home sciences, education and social sciences. A university has one or more undergraduate faculties or other basic units for educational activities, which offer programs usually lasting four years, or requiring a total of 124 credits for graduation, (six years in the case of medicine, dentistry, veterinary and pharmacy) leading to a bachelor's degree. University may set up a graduate school aiming to give graduate students opportunities to pursue in-depth study and research concerning academic theories and their application.¹⁶

2.) Graduate schools require the completion of an undergraduate program or its equivalent for admission. A graduate school offers master's degree program (usually taking two years to complete) and doctoral degree program normally lasting three years except for medicine, dentistry and veterinary medicine, which last four years. Five-year doctoral degree program can be combined into two phases, the first one being considered as a two-year master's degree course. While universities and junior colleges require for admission the completion of upper

¹⁵Ministry of Education, Culture, Sports, Science and Technology, "The development of education in Japan 2005-2008, Nationalreport of Japan" (Presented at the 48th session of the International Conference on Education, Geneva, 2008), 3.

¹⁶Ministry of Education, Culture, Sports, Science and Technology, White Paper on Education, Culture, Sports, Science and Technology, Tokyo, 2008, 20-21.

secondary schooling, colleges of technology, established in 1962, offer program to lower-secondary school graduates¹⁷

3.) A college of technology usually offers several programs in engineering and mercantile marine studies. A variety of program are offered in different fields, including those in mechanical engineering, electric engineering, electronic control, information technology, civil engineering, mercantile marine, and management information. The duration of programs is normally five years (five and a half years for mercantile marine program, including one year of on-the-ship training). Special training schools are a new type of educational institution created in 1976. These schools are required to maintain an enrolment of at least forty students and to offer instruction for 800 hours or more per year for each program. The program may be classified into three categories: upper secondary programs admitting lower secondary school graduates; advanced programs admitting upper secondary school graduates; and other programs. Those special training schools offering upper secondary program are called upper secondary special training schools, while those offering advanced program are referred to as special training colleges. Miscellaneous schools are intended to give adults and young people a wide range of educational opportunities similar to the formal education offered in secondary schools or institutions of higher education. They provide learners of varied ages with knowledge and skills required for their vocational and daily life.¹⁸

¹⁷ NUFFIC (Netherlands organization for international cooperation in higher education). Country module: Japan. Evaluation of foreign degrees and qualifications in the in the Netherlands. Second edition, International Recognition Department, The Hague, January 2011, 20-21.

¹⁸ NUFFIC (Netherlands organization for international cooperation in higher education). Country module: Japan. Evaluation of foreign degrees and qualifications in the Netherlands. Second edition, International Recognition Department, The Hague, January 2011, 18-19.

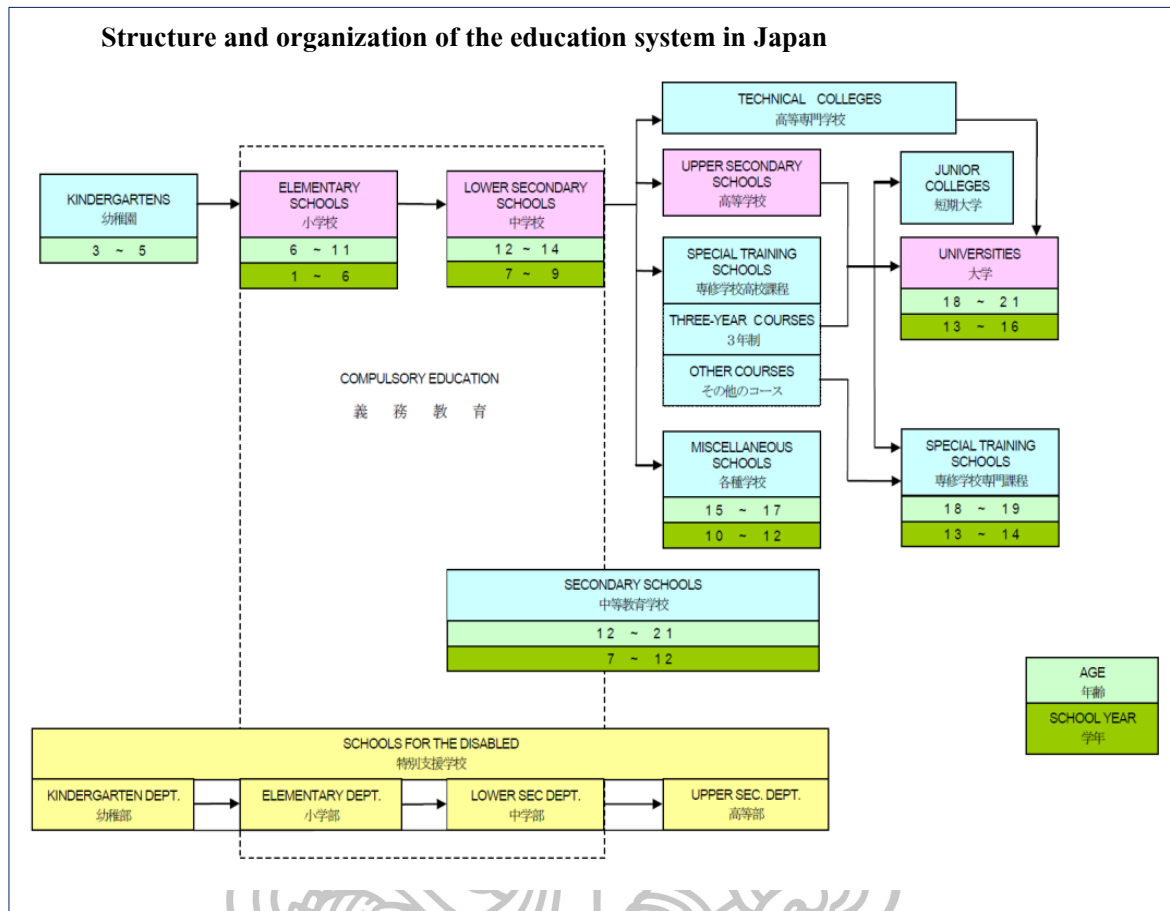


Figure 3. Japan: structure of the education system

Source: Aichi Prefectural board of education. *Public education in Aichi.*

2.2 The research finding about Educational system in Thailand.

The Thai Education system consists of 12 year free basic education: 6 years of “Prathom” (primary education, P1 to P6) and 6 years of “Mattayom” (secondary education, M1 to M6) school system is often described as a 6-3-3-4 system as the same as Japan.¹⁹ Enrolment in the basic education system begins at the age of 6. The Thai education system provides 9 years of compulsory education, with 12 years of free basic education guaranteed by the Constitution. According to the 1999

¹⁹UNESCO, **World data on Education 2011 seventh edition**, accessed October 10, 2013, available from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Thailand.pdf

National Education Act, all educational agencies, namely the Ministry of Education, Ministry of University Affairs, and the Office of the National Education Commission will be merged into the Ministry of Education, Religion and Culture by August 20, 2002. Public educational administration and management will be decentralized to local organizations and educational institutions. During this transitional period, the current system of educational administration and management of education in Thailand is summarized as follows.

2.2.1 Administrative Structure

Administrative Structure Responsibility for the present educational administration and management in Thailand is under the mandate of four main ministries such as, Office of the Prime Minister, Ministry of Education, Ministry of Defence, Ministry of Public Health and Ministry of Interior. At the national level, the Office of the National Economic and Social Development Board, Office of the National Education Commission, and Budget Bureau will serve as planning bodies for educational provision. After the planning process, the ministries as mentioned all above draw their policies in compliance with the national education policy.

2.2.2 Educational System and Learning Process

Educational System and Learning Process Thailand's educational system is divided into four levels, namely pre-school, primary, secondary and tertiary levels. The provision of pre-school, primary and secondary education, including vocational and technical education is under the responsibility of the Ministry of Education, while the provision of tertiary education is under the supervision of both the Ministry of Education and the Ministry of University Affairs. According to the 1999 National Education Act, the State shall provide twelve years of basic education to each individual on a free-of-charge basis. Compulsory education will be nine years which includes six years of primary education and three years of lower secondary education.

1.) Pre-school Education

Pre-school education aims to encourage harmonious social, physical, emotional and intellectual development in young children between the ages of three and six to prepare them for their formal schooling. State schools provide two types of pre-school education: two year kindergarten and one-year pre-school classes in rural primary school, while private schools provide three year kindergarten.

2.) Primary Education

All children between the ages of seven and fifteen must complete six years of primary education. Primary education aims to develop basic skills in reading, writing and arithmetic in young children as well as to assist them in developing an understanding of the world around them, enabling them to live harmoniously and participate as active members in society. The Office of the National Primary Education Commission, Ministry of Education is the major government agency responsible for the provision of primary education in Thailand with over 30,870 state primary schools under its jurisdiction.

3.) Secondary Education

Secondary education is divided into two three-year phases and is designed to provide students with knowledge and working skills suitable for their ages, needs, interests and aptitudes. The curriculum of this level can be either terminal or leading to further studies. Flexibility is allowed so as to provide vocational training relevant to local conditions and requirements. Students who have completed the lower level of secondary education and wish to continue their studies may do so at the upper secondary level or at vocational schools or other specialized institutions. The present curriculum allows the transfer of credits for both compulsory subjects and electives between the academic and vocational streams.

The secondary curriculum was revised in 1990, opening up more periods for optional studies, including foreign languages and vocational subjects. A number of projects have been and are being launched to serve the new directions, including projects on secondary schools for the promotion of quality of life and society, on the

development of school environment, on the promotion of entrepreneurial competencies and activities, on the establishment of school-based sports centers, and on the setting up of special science schools.

4.) Vocational Education

Since there is a necessity to adapt the educational system to the development and labor needs of the country, vocational education and training has been given much promotion. Various types of specialized courses and training programs are offered and administered by the Department of Vocational Education and the Rajamangala Institutes of Technology. There are two programs to suit the student's academic background, ranging from three- year Lower Certificate Courses (skilled level) which entail additional two years and are equal to a diploma level of vocational studies. Besides, one can further pursue a degree course at the Rajamangala Institutes of Technology or certain vocational institutes attached to the Ministry of Education.

5.) University Education

University education is available to students who have completed the upper secondary level of education. To cope with thousands of upper secondary school leavers wishing to continue their studies at university level, admission to university is done by a competitive national university entrance examination. Public higher education in Thailand falls under the Office of the Higher Education Commission (OHEC), which is part of the Ministry of Education (MOE). OHEC is directly responsible for the administration of all public higher education institutions, as well as overseeing the performance of private institutions.²⁰ There are presently 24 state universities in Thailand, 12 of which are in Bangkok while the remainders are located in the provinces. In addition there are 51 private colleges and universities offer undergraduate courses in such fields as agriculture, arts, architecture, business administration, archaeology, education, the humanities, law, social sciences, and

²⁰UNESCO, **World data on Education 2011 seventh edition**, accessed October 10, 2013, available from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Thailand.pdf

political science. Programs of studies at Master's degree level are offered at about 46 universities and several doctoral degree programs are being conducted at approximately 20 universities.

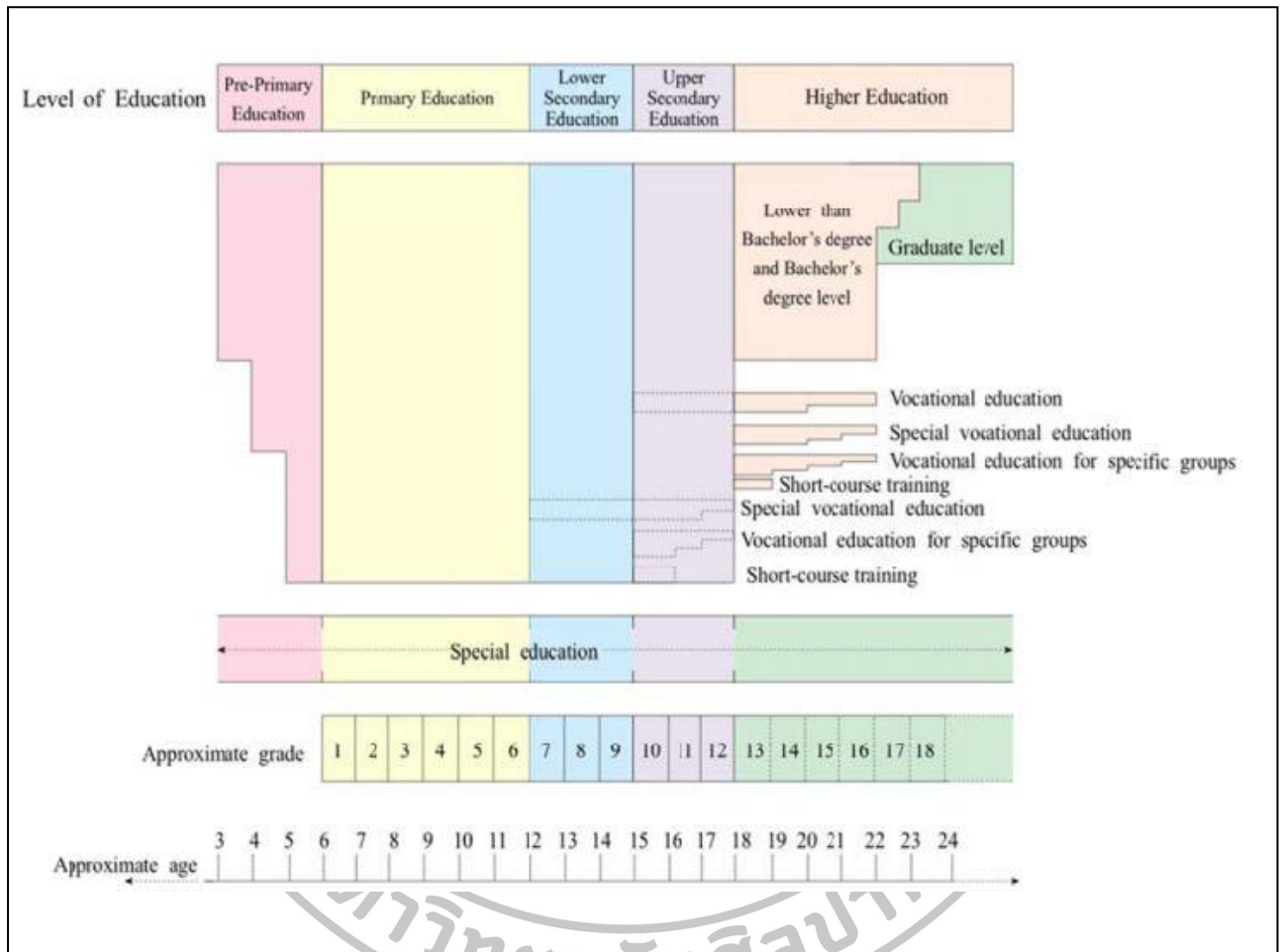


Figure 3.5 Thailand's Education System

Source : The National Center on Education and the Economy (NCEE)²¹

²¹UNESCO, **World data on Education 2011 seventh edition**, accessed October 10,2013, available from http://www.virtualschoolsandcolleges.eu/images/a/aa/Thai_education_system.JPG

2. Micro study

2.1 The general information about school education both Thailand and Japan.

2.1 The research finding about school education in Japan

The Japanese school system is often described as a 6-3-3-4 system with reference to the American system, based on the number of years spent in each of the respective schools²². The education system is sub-divided into pre-school, elementary school, junior-high school, high school and university. There are public as well as private schools. Moreover, the compulsory schooling lasts for nine years, and school attendance is free during this time.²³

The school year begins on 1 April and ends on 31 March of the following year, corresponding with the fiscal year of the country. At the elementary and lower secondary levels the school year is usually divided into three terms: April-July, September-December and January-March. It consists of thirty-five working weeks (thirty-four weeks in the first grade of elementary education). While the majority of upper secondary schools adopt a three-term school year, some of them adopt a semester system (usually, the first semester ranges from April to September, and the second from October to March). Higher education institutions usually adopt a whole semester academic year. At all school levels, vacations are granted in summer (from around the end of July through August), in winter (from the end of December to early January) and in spring (at the end of the school year). The beginning and ending dates of these vacations are determined by respective boards of education and schools according to each locality and the circumstances of schools. In general, educational institutions in Japan are closed on Sundays and on national holidays. Furthermore, a five-day school week was introduced in a phased manner by implementing such a week once a month from September 1992 and twice a month from April 1995. The

²²Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content (Tokyo: Japan) January 2012, 25.

²³Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content(Tokyo: Japan) January 2012, 25.

system has been implemented in a full-fledged manner since April 2002, making every Saturday a no-school day.

1.) Pre school²⁴

Pre-school (kindergarten) is not a compulsory education (gimukyoiku 義務教育) in Japan; all children spend some time in one of the two pre-school types, yochi-en or hoiku-en. Hoiku-en look after children from two months of age; yochi-en accept children from three years of age. Children start learning hiragana, one of the two Japanese syllabic scripts, as early as in yochi-en.

2) Elementary school (Shougakkou 小学校) and Junior high school (chuugakkou 中学校)²⁵

Both of 2 levels fall inside the compulsory education begins as soon as a child reaches his or her sixth year, at which point the child will normally attend the local public elementary school. Elementary school (Shougakkou 小学校) lasts six years. Thus, Junior-high school lasts for three years. To enter a highly-regarded junior-high school (chuugakkou 中学校), it is necessary to sit an entrance examination. Generally most junior-high schools require their students to wear a uniform (seifuku 制服) excluded preschool and primary school students. Junior-high school finishes at the end of the ninth grade, when the child has reached the end of his or her fifteenth year, and at this point showed that the official compulsory education is completed.

Generally, a school year is divided into three terms spaced with these long recesses (in certain areas are flexible).²⁶ The primary and lower secondary schools' academic calendar begins in April and ends in March. The calendar is based on the

²⁴Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content (Tokyo: Japan) January 2012, 59.

²⁵Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content (Tokyo: Japan) January 2012, 5.

²⁶Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content (Tokyo: Japan), January 2012, 343.

five-day week system, and classes are held in a standard of 35 weeks a year (34 weeks in the case of first-graders). A period of 40 days beginning at the end of July and ending in early September forms the long recess called summer vacation. Winter vacation takes place for a span of two weeks from the end of December until the beginning of January, and two weeks of spring vacation begin in late March and end in early April.²⁷ On the ordinary school's day, the time schedule for primary and Junior high school students can be showed as followed

Schedule in an ordinary school day for primary students

Arrival at school	8:00~8:30
Morning assembly for the whole school, homeroom, etc.	8:30~8:40
1 st class	8:40~9:25
2 nd class	9:30~10:15
Break	10:15~10:35
3 rd class	10:35~11:20
4 th class	11:25~12:20
School lunch	12:10~12:55
Lunch break*	12:55~13:15
5 th class	13:35~14:20
6 th class	14:25~15:10
End-of-the-day homeroom (for 5 classes)*	14:20~14:30
End-of-the-day homeroom (for 6 classes)*	15:10~15:20
Dismissal	15:30

Table 3.4 : Number of Students in Basic Education Institutions under the Supervision of Local Administration Organizations (Academic Years 2000-2006)

Source: National Institute for Educational Policy Research of Japan²⁸

²⁷Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content (Tokyo: Japan), January 2012, 343.

²⁸National Institute for Educational Policy Research of Japan ,MEXT accessed October 10,2013, available from <http://www.nier.go.jp/English/educationjapan/index.html>

Schedule in an ordinary school day for Secondary students

	6 school-hour	5 school-hour
Arrival at school	08:30 ~ 08:40	08:30 ~ 08:40
Short Home Room	08:40 ~ 08:50	08:40 ~ 08:50
1st class	08:55 ~ 09:45	08:55 ~ 09:45
2nd class	09:55 ~ 10:45	09:55 ~ 10:45
3rd class	10:55 ~ 11:45	10:55 ~ 11:45
4th class	11:55 ~ 12:45	11:55 ~ 12:45
School lunch	12:50 ~ 13:05	12:50 ~ 13:05
Lunch break	13:05 ~ 13:25	13:05 ~ 13:25
5th class	13:30 ~ 14:20	13:30 ~ 14:20
6th class	14:30 ~ 15:20	
Cleaning	15:25 ~ 15:35	14:25 ~ 14:35
Short Home Room	15:40 ~ 15:50	14:40 ~ 14:50
Club activity	Summer time ~ 17:45	
	Winter time ~ 17:15	

Table 3.4 : Number of Students in Basic Education Institutions under the Supervision of Local Administration Organizations (Academic Years 2000-2006)

Source: National Institute for Educational Policy Research of Japan²⁹

According to the table above can be inferred that the average school day on weekdays was 6 hours a day in primary Scholl, which makes it one of the longest school days in the world³⁰ At the primary school, one teacher assigned to the classroom fundamentally teaches almost all subjects (class-based teacher assignment) but, one teacher, at the lower secondary school, is assigned to one specific subject (subject-based teacher assignment).³¹ Most secondary level students need to attend in

²⁹National Institute for Educational Policy Research of Japan ,MEXT accessed October 10,2013, available from <http://www.nier.go.jp/English/educationjapan/index.html>

³⁰Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content.(Tokyo: Japan) January 2012, 341-342.

³¹Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content.(Tokyo: Japan) January 2012, 351-353.

club activities³²those are divided into two categories; athletic and cultural, with examples as follows. However, not all schools provide the same activities, depending on the availability of suitable teachers and required facilities.

1.3 High school (koukou高校)³³

Although attendance at high school(koukou高校) does not form part of compulsory education, approximately 97% of children attend the three-year high school.³⁴ Normally, students must take entrance examinations to enter upper secondary schools.³⁵ An entrance examination and tuition fees are obligatory, but the cost of the fee as well as the difficulty of the entrance examination vary widely according to the reputation of the school one wishes to attend.³⁶ Completion of high school is a formal requirement for university entrance, but there is no high-school completion examination. Apart from the high schools, which provide general education, there are also technical high schools which offer specific technical education (kosen), rather than preparation for university.³⁷ In a typical high school, teachers gather each morning at 8:30 a.m. for a brief meeting. Students meet at 8:35 a.m. for a 5-minute homeroom period. Regular classes begin at 8:45 a.m. and there are four 50-minute classes before lunch. High school students eat in their homeroom.

³²National Institute for Educational Policy Research of Japan , MEXT accessed October 10, 2013, available from <http://www.nier.go.jp/English/educationjapan/index.html>

³⁴National Institute for Educational Policy Research of Japan ,MEXT accessed October 10 ,2013, available from <http://www.nier.go.jp/English/educationjapan/index.html>

³⁵MEXT (2011) The Current Situation of Upper Secondary Schools (High Schools), accessed October 10, 2012, available from http://www.mext.go.jp/component/a_menu/education/detail/__icsFiles/afieldfile/2011/09/27/1299178_01.pdf, (in Japanese)

³⁶National Institute for Educational Policy Research of Japan, MEXT accessed October 10 ,2013, available from <http://www.nier.go.jp/English/educationjapan/index.html>

³⁷Yokuo Murata and Mitsuru Yamaguchi. Education In contemporary Japan-system and Content.(Tokyo: Japan) January 2012, 341-342, 59-61.

Two afternoon periods are followed by school clean-up and a 5-minute homeroom meeting, after which students are dismissed at 3:30 p.m. On Saturday the day ends after four periods, at 1 p.m. Club activities are held after school and run until 5 or 6 p.m. One hour per week is devoted to mandatory club activity. Other club activity is voluntary.³⁸

2.2.1 The general information about school education in Thailand.

The school year begins on 16 May and ends on 30 September as the as whole country. At the elementary and lower secondary levels the school year is usually divided into two terms: May -September, November –March (of the next year). It consists of twenty working weeks. Higher education institutions usually adopt at semester academic year following to ASEAN Community (AEC). At all school levels (except Higher education), vacations are granted in summer (from around the end of February through the middle of May). The 2nd tier school break is granted in a whole October. The beginning and ending dates of these vacations are determined by respective Educational service area and schools according to each locality and the circumstances of schools. In general, educational institutions in Thailand are closed on Sundays and on national holidays. Furthermore, a five-day school week approximately 40 periods per week.

1.) Preschool education

Preschool education or Kindergarten is not compulsory and under the 15-year free education policy launched in 2009, pre-primary education is to be provided free of charge. A compulsory education will star at Primary school (elementary education) starts at the age of 6 years. Primary school takes 6 years and at the age of 12 years, pupils attend secondary school, (Junior high school) which is also a compulsory part of education. After 3additional years, students at the age of 15 years can drop out of school and start working. Either start working or the student can continue the

³⁸Monbusho, **Course of Study for Upper Secondary, Schools in Japan** (Tokyo: The Ministry, 1983), 4-6.

education and then start working is entirely the student's choice. There are also special schools (elementary and lower secondary departments) for the blind, the deaf and children with intellectual disabilities, physical disabilities and health impairments. Moreover, there was also provided the school or the programs for the talented (gifted) students.

2.) Elementary education (Primary education)

Elementary education (Primary education is compulsory, lasts six years and the entry age is 6 in the May for six year. After graduation, the student can continue the education for the secondary education for 3 years more. After junior high school, students have completed their compulsory education. The Elementary education was covered approximately 6 years in school. Tuition is free in public elementary and junior high schools, as well as at the elementary and lower secondary level at schools for the deaf and physically or mentally challenged.

Providing the elementary and secondary education for the local body in Thailand is a responsible of the Ministry of Interior, (MOI) in charge of managing, and, including supervision of the service of municipal education employees, investigations into the number of school pupils, arrangements for admission to and leaving schools, class grading systems, and the selection of textbooks,³⁹ Moreover, the Ministry of education shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required. It shall also advise on the budgetary allocations for education provided by local⁴⁰

³⁹JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) Tokyo, Japan, 2006, 6-7.

⁴⁰ Office of the Prime Minister, **National Education Act B.E. 2542 (1999)**, (Bangkok: Pimdeekarnpim Co.,Ltd., 2003), 20.

3.) Lower secondary education

Lower secondary education is the final stage of compulsory schooling as same as Japan and caters to pupils between 12 and 15 years. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate. In principle, general public lower secondary schools admit all applicants who have successfully completed primary education. However, in some cases where the number of applicants exceeds school capacity, admission is decided by lotteries.⁴¹

In accordance with the National Education Act, the Local Administration Organizations (LAOs) can also provide education at any or all levels of education according to their readiness, suitability and local area needs. The Local Education Administration office under the Department of Local Administration Organization, Ministry of Interior (MOI), is entrusted with the tasks of administering and managing primary and secondary education in the municipalities, whereas the Bangkok Metropolitan Administration (BMA) carries this responsibility for the Bangkok metropolitan area. Both entities function under MOI's supervision and with the Ministry's financial support. The Ministry of Education (MOE), however, is responsible for prescribing the criteria and procedures for assessing the readiness of the Local Administration Organizations (LAOs) to provide education services. It also coordinates with the Local Administration Organizations (LAOs) to promote their capacity in line with the policies and standards required, and advise them on educational budgetary allocations.⁴²

4.) The Upper Secondary Education

According to amendments made to the National Education Act in 2002, MOE is responsible for promoting and overseeing all levels and types of education; formulation of education policies, plans and standards; mobilization of resources for

⁴¹UNESCO, **Secondary education regional information base: country profile – Thailand** (Bangkok: UNESCO Bangkok, 2008), 11.

⁴² UNESCO, **Secondary education regional information base: country profile – Thailand** (Bangkok: UNESCO Bangkok, 2008), 5.

education; promotion and co-ordination in religious affairs, arts, culture and sports in relation to education; as well as the monitoring, inspection and evaluation of educational provision. The upper secondary system is divided into two parallel tracks: general or academic, and vocational (leading to the certificate of vocational education). Some upper secondary schools require students to take the entrance examination, especially for high-demand public schools or schools located in municipal areas. In some cases, school boards individually set special conditions to admit students to upper secondary. Formal vocational education at the postsecondary level generally lasts two years leading to a diploma. Students may continue their vocational education at the university level. Admission to higher education depends on a candidate successfully passing the entrance examination after having obtained a secondary school or grade 12 certificate.⁴³

As the researcher mentioned above, for the same guideline, both entities function under the ministry of Interior (MOI)'s supervision and with the Ministry's financial support. The Ministry of Education (MOE), however, is responsible for prescribing the criteria and procedures for assessing the readiness of the Local Administration Organizations (LAOs) to provide education services. It also coordinates with the Local Administration Organizations (LAOs) to promote their capacity in line with the policies and standards required, and advise them on educational budgetary allocations.⁴⁴

2.1.2 The research finding from school visiting and class observation in proposed school.

⁴³NUFFIC (Netherlands organization for international cooperation in higher education). Country module: Thailand. Evaluation of foreign degrees and qualifications in the Netherlands. Second edition, International Recognition Department, The Hague, February 2011, 11-12.

⁴⁴ UNESCO, **Secondary education regional information base: country profile – Thailand** (Bangkok: UNESCO Bangkok, 2008), 5.

1) The result form school observation on Division of academic affair.

The causes of academic problems in providing education for local governments are from different potentials of each local governments and the competency of administration including the ability to earn money. According the significant problems as researcher mentioned above, lead to the quality of education directly. Moreover, the inequality of curriculum and instruction is one of education quality are found. The significant issue about these problems are from the curriculum is not comply with the requirements of their own local context and conditions. Most of school administrators are lack knowledge and skills in designing and creating curriculum and instruction. In addition, teachers lack the skill on preparing Individual Education Plan and lack of assessment and evaluation skills. Next, Lacking of suitable and authentic innovation and technology in teaching and instruction in teaching students in class were found.

2.) The result form school observation on s on Division of fiscal and budgeting affair

The allocation for the education of local government is not enough. Moreover, there are a lot of process in budgeting allocations or red-tape and take long time (delay) and lack of mobility. The caused are from there are some limitations in the law and reimbursement regulations and as well as school under OBEC. They need to wait for distributing budgeting from the local government body.

3.)The result form school observation on division General Administration affair.

The schools under local government do not get the authentic authority in setting and stating the policy and education development plan for their school. In fact, they need to follow the local government or some schools are able to get those rights but those plans and regulation ions are lack of continuity. This is because there is a lot of changing in the management at all level especially in the level of policy making in very often Such as national government, the district administration, the Executive and

local authorities including those related. Moreover, including others those related mainly to providing education lack of understanding on their role about providing education for local governments as they should. In addition, they still lacks of positive attitude towards the providing of education for local. Some local authorities are not structured in the local administration. In addition, there are some local governments those are not stated the department in the own local administration to support and deal with the providing education in their work place this are caused of lacking of continuously and iteratively on management between local government and school under them. Next, there are some significant problems on lacking of information systems for modern education and benefits for the planning and educational administration. Moreover, some school under local government lack of cooperation and coordinate with the local administration unit iteratively including some related agencies are not directly responsible and an understanding of the genuine problem, as well as obstacles towards to the promotion of education for local government.

4.) The result form school observation on division of students' affair.

It is a very hard burden for the teacher to teach both ordinary students and special need students in the same class. Thus the local government school cannot assign the clarified rate of one teacher to 35, 1 to 45, 1 to 50, per class. This may cause of significant problems those are, the school cannot assign the teacher to special need students independently special class. Just teaching children usually have a heavy load, so they may refuse or reject teaching special children class. But there are some school administrators allowed separating class, special need students' class. The regular classroom teacher, other Teacher are accepted to teaching extra workload in extra -class

2. The research result about comparing of the Similarities and Differences

The analyses of the systems being compared were done in the popular form under the titles: general goals, system administration and school structures as followed;

Table I : Comparison of the Education of Japan and Thailand in Terms of Basic Principal for Education.

Basic principal for education.		Comparison
Basic principal for education in Japan	Basic principal for education in Thailand⁴⁵	
<p><u>The objectives of compulsory education, as stipulated under the revised School Education Law, are the following:</u>⁴⁶</p> <ol style="list-style-type: none"> 1. Social activities are promoted both inside and outside the school in order to nurture students' voluntary, independent and cooperative attitudes, respect for rules and models, the ability to make sound judgments and a sense of public spiritedness that will help them to become productive members of society. 2. Activities for experiencing nature are promoted both inside and outside the school in order to nurture spirit of respecting nature and life and a desire to contribute to environmental preservation. 3. Students are to be given proper guidance in the history and current situation of Japan and their hometown, teaching them to respect traditions and culture, and nurture them with an attitude of loving their country and hometown. Then, through an understanding of foreign cultures, students should be instilled with a respect of other countries and a sense of contributing to the development and peace of the global community. 	<p>Principles Notable principles underlying the Basic Education Core Curriculum are as follow:</p> <ol style="list-style-type: none"> 1. The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, Attitude and morality to serve as a foundation for Thai-ness and universal values. 2. The curriculum facilitates education for all, who have equal access to education of high quality. 3. The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs. 	<p>Different</p> <p>Depend on their own context but concerned on student's progression</p>

⁴⁵Ministry of Education, **The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)** (Bangkok: KurusapaLadprao Publishing, 2008), 4-5.

⁴⁶Ministry of Education, Culture, Sports, Science and Technology. The development of education in Japan 2005-2008. National report of Japan. Presented at the 48th session of the International Conference on Education, Geneva, 2008, 15-16.

Basic principal for education.		Comparison
Basic principal for education in Japan	Basic principal for education in Thailand⁴⁵	
<p>4. Students are to be nurtured with a basic understanding and abilities related to the roles of the family and home, and about food, clothing, shelter, information, production, and other items necessary for daily living. Students are to be nurtured with basic skills to properly process and understand quantitative relations they will need in their daily lives.</p> <p>5. Students are to be nurtured with basic skills for scientifically understanding and processing, through observations and experiments, natural phenomena that are part of their lives.</p> <p>6. Efforts are to be made to instill in students the proper habits needed to live safe, healthy and happy lives, to build up body strength through physical activities, and to harmoniously develop their bodies and minds.</p> <p>7. Students are to be nurtured with basic understanding and skills needed for music, art, literature, and other fine arts in order to brighten and enrich their lives.</p> <p>8. Students are to be nurtured with basic skills and knowledge needed for their careers, an attitude of respecting work, and the ability to choose their career path that matches their own individual aptitude</p> <p>9. Students are to be nurtured with a love for reading, a proper understanding of and basic skills for using the language they will need in their daily lives.</p>	<p>4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.</p> <p>5. The learner-centered approach is strongly advocated.</p> <p>6. The curriculum is intended for education of all types—formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.</p>	

As seen in Table 1, the Japanese basic principal for education was provided in the constitution of Japan and in the Basic Act on Education (revised in January 2008), in which are not found as definite listed items. On the other hands, those were defined in the descriptive pattern in general. The Japanese basic principal for education emphasized on the achievement the full devolvement domain of the citizen such as physically, mind and personality. In addition, all citizen achievement development should lie down on the peaceful and democratic society. Furthermore, all Japanese shall have the rights and equal in education those were provided for free in compulsory education.

In contrast, the basic principal for education in Thailand was defined in Basic Education Core Curriculum, in which the basic principal for education in Thailand were given in six very detailed items were especially concentrated on the prospective general features of the Thai citizens, individual properties of the Thai society and professional features of the individuals. Moreover, the Thai basic principal mentioned about the proper and suitably curriculums those were in charge of empower Thais to be qualified and moral citizen. The similarity feature is the government who in charge of providing quality and flexibility education for free in compulsory education in all types.

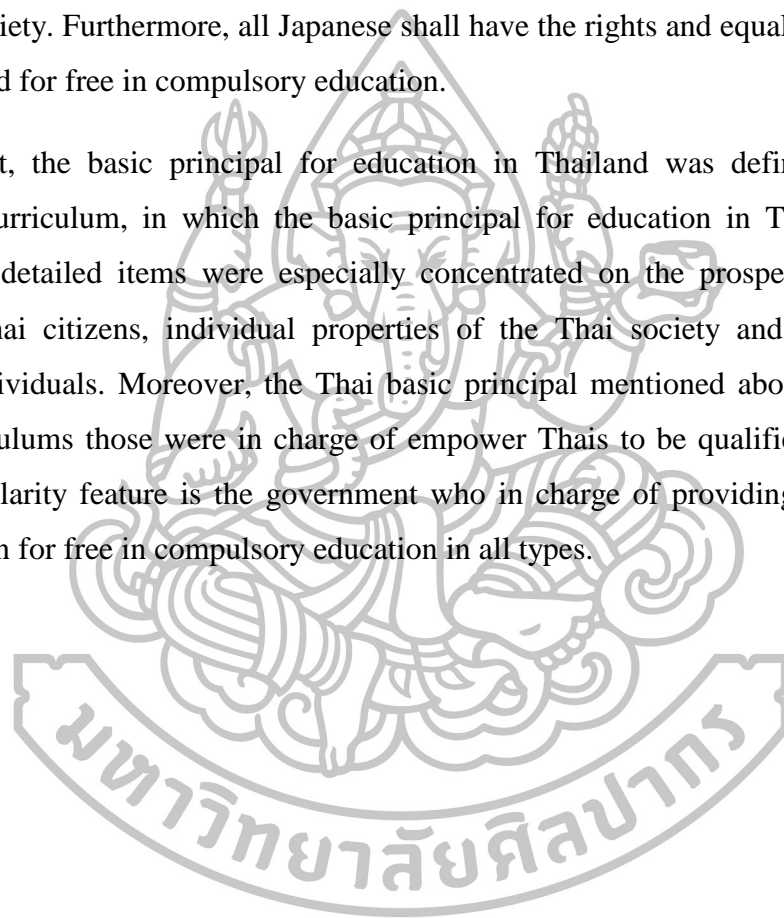


Table II : Comparison of the Education of Japan and Thailand in Terms of Education system and administration.

Education system and administration.		Comparison
Education system and administration in Japan	Education system and administration in Thailand	
<p>Educational system in Japan⁴⁷</p> <p>The schooling years in the Japanese education system are segmented along the lines of 6-3-3-4: 6 years of primary or elementary school; 3 years of middle or junior high school; 3 years of high school; and 4 years of university. However, the government has just announced (October 2005, Daily Yomiuri) that it is intending to make changes in the Education Law to allow schools to merge the 6-3 division between elementary and middle schools. The key purpose for this change is to allow elementary and middle schools to pool or share their resources, with special regard to making available specialist teachers of middle schools to elementary schools</p>	<p>Educational system in Thailand⁴⁸</p> <p>At present, the Thai education system is segmented along the lines of 6-3-3-4 divided into four levels supervised by the Ministry of Education: pre-primary education (ages 3-5 years old), followed by six years of primary education, three years of junior high school and three years of high school. The Ministry of University Affairs supervises higher education, which offers an associate degree, a four-year bachelor's degree, and a two to five-year postgraduate degree.</p>	<p>Same</p>

⁴⁷ National report of Japan, MEXT, the development of education in Japan 2005-2008, (n.p.2008): 2-6, 8-10.

⁴⁸ Office of the education council, Ministry of education, **Education in Thailand 2007** (Bangkok: amarin Printing and publishing, 2008), 7-26.

Table II (cont.): Comparison of the Education of Japan and Thailand in Terms of Education system and administration.

Education system and administration.		Comparison
Education system and administration in Japan	Education system and administration in Thailand	
<p>The structure of educational administration in local governments in Japan.⁴⁹</p> <p>1 Boards of education</p> <p>The bodies that bear responsibility for educational administration in Japan are at central government level, the Ministry of Education, Culture, Sports, Science and Technology (here after MEXT) and at local government level, prefectures and municipalities (cities, wards, towns and villages) as well as boards of education, which perform a leading role and are established as representative councils within each local public body to deal with educational matters.</p>	<p>The structure of educational administration in local governments in Thailand⁵⁰</p> <p>The responsibility for providing and administrating the education for the local body in Thailand is under the mandate of the Office of the Prime Minister, the Ministry of Education (MOE), and the Ministry of the Interior. Following the most recent administrative reform (2002), the Ministry of University Affairs and the Office of the National Education Commission were incorporated into the Ministry of Education. Some public agencies under six other ministries (Defense, Public Health, Transport and Communications, Agriculture and Cooperatives, Justice, and Labor and Social Welfare) also take charge of the management of education in specialized fields or for specific purposes.</p>	Different

⁴⁹Nagaki KOYAMA (2008) “Educational Administration in Japan and the role of local governments”. CLAIR ,Japan, 6.

⁵⁰ The local plan and the process of decentralization of the government Local Act B.E. 2542 Section 16 (9)

Table II (cont.) : Comparison of the Education of Japan and Thailand in Terms of Education system and administration.

Education system and administration.		Comparison
Education system and administration in Japan	Education system and administration in Thailand	
<p>The role of the State and the role of local public bodies in compulsory education</p> <p>(1) The role of municipalities⁵¹</p> <p>The Municipalities (cities, towns and villages) must establish elementary schools and junior high schools for attendance by children of school age resident with their respective jurisdictions (School Education Law, Articles 38 and 49) Municipalities play a very large role in the implementation of compulsory education. Specifically, they are responsible for establishing, managing, and determining the catchment area of elementary and junior high schools, and for implementing a wide variety of matters, including supervision of the service of municipal education employees, investigations into the number of school pupils, arrangements for admission to and leaving schools, class grading systems, and the selection of textbooks, In ways such as the above, municipal schools are the central focus of compulsory education, and have come to play a direct role in it.</p>	<p>Furthermore, Bureau of Local Education Administration under the Department of Local Administration is entrusted with the tasks of administering and managing primary education in the municipalities, whereas the Bangkok Metropolitan Administration is responsible for the management of primary education in Bangkok Metropolitan Areas with financial support⁵² from and under the supervision of the Ministry of the The Ministry of Education is responsible for <u>prescribing the criteria and procedures for assessing the readiness to provide education of the local administration organizations as well as coordinating with them and promoting their capability in provision of education in line with the policies and standards required.</u> Area Committees for Education and Educational Service Area Offices are responsible for the promotion of and collaboration with the local The local authorities responsible for the management of education in their own jurisdiction are the Bangkok Metropolitan Administration and the municipalities including Pattaya City, with financial support from, and under the supervision of the Ministry of the Interior.</p>	Different

⁵¹Satou, Isao. (1996) Nihon-koku kenpougaisetsu, [Zentei 5-ban] [Overview of the Constitution of Japan. Completely revised. 5th edition]. Gakuyo Shobo Co., Ltd. p.

⁵²JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities, Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) Tokyo, Japan, 2006, 6-7.

Table II (cont.): Comparison of the Education of Japan and Thailand in Terms of Education system and administration.

Education system and administration.		Comparison
Education system and administration in Japan	Education system and administration in Thailand	
<p>(2) The role of prefectures</p> <p>1. Prefectures exercise authority over personnel matters concerning the educational staff of municipal elementary and junior high schools. Educational employees in municipal elementary and junior high schools are employees of the municipality concerned, but the prefecture implements decisions concerned with their appointment, transfer, status, disciplinary matters and salary level (Local Education Administration Law, Article 37^①),</p> <p>2. Prefectures are also responsible for paying the salaries of educational personnel in municipal elementary and junior high schools (Law concerning the Share of Salaries for Municipal School Personnel).</p> <p>3. The duties that prefectures implement in respect of compulsory education, such as setting criteria for the organization of students into grades, deciding on textbook selection areas, and so on, are carried out over a very broad spectrum.</p>	<p>The department of Local administration (DLA) by the central committee of local personnel administration, local government officer and local government employee PAO Officer Commission (คณะกรรมการข้าราชการองค์การบริหารส่วนจังหวัด), Central Board of Municipal Employees (คณะกรรมการข้าราชการองค์การบริหารส่วนจังหวัด), Central Committee of the District staff.(คณะกรรมการกลางพนักงานส่วนตำบล) was impose the structure of Bureaus, Divisions, Subdivisions and Sections under the department of Local administration for the agency of the local government that is responsible for provided the education in each local government unit and each level. Moreover, the number and qualification of the educational staff, the local government will be impose that would be emphasize on the suitable of each mission that will be implement.⁵³</p>	Different

⁵³JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities. Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) Tokyo, Japan, 2006, 6-7.

Education system and administration.		Comparison
Education system and administration in Japan	Education system and administration in Thailand	
4. Prefectures may, with a view to achieving a proper settlement of educational duties, offer necessary guidance, advice and help to municipalities (Local Education Administration Law, Article 48).		

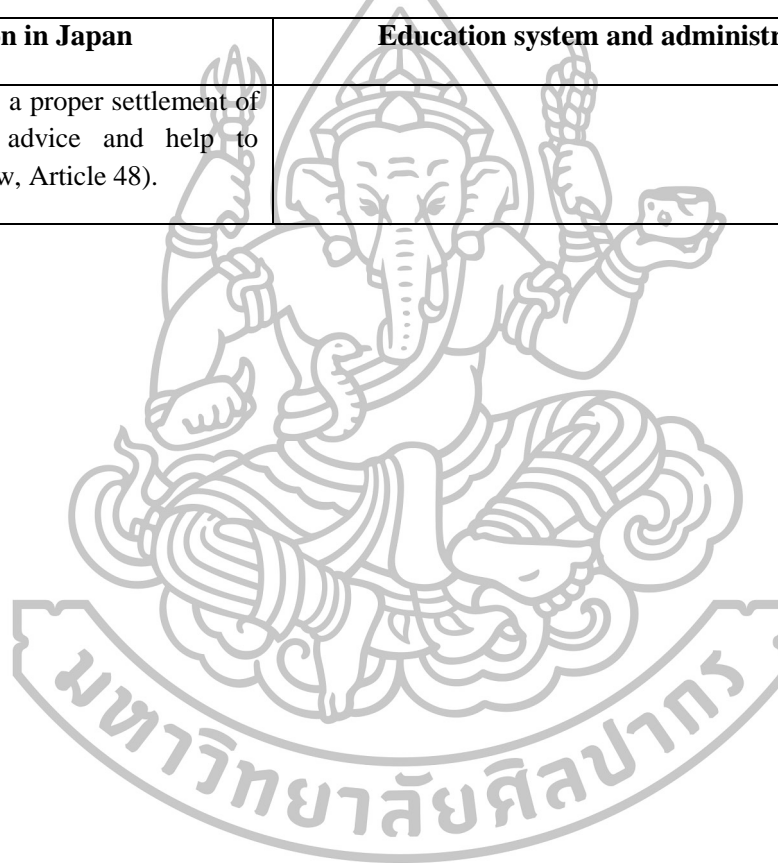


Table II (cont.): Comparison of the Education of Japan and Thailand in Terms of Education system and administration.

Education system and administration.		Comparison
Education system and administration in Japan	Education system and administration in Thailand	
<p>(3) The role of the State (=Central Government)</p> <p>1. To establish the fundamental framework of the system of school education. Establishing the school education system by the use of the School Education Law and other laws and regulations, establishing a system of local educational administration, establishing a system of textbook examination and approval, and establishing a system of teacher certification (types of certificates, stipulation of authority for issuing them, details of their validity, etc), all these various tasks are implemented by central government.</p> <p>2. Central government also establishes criteria for compulsory education over the whole of Japan</p> <p>3. The State gives financial assistance on educational matters in local public bodies. Specifically, the State bears the costs of one-third of the salaries paid to teachers in public compulsory education schools (Law concerning the National Treasury's Share of Compulsory Education Expenses)</p> <p>4. The State, i.e. central government, also provides guidance, advice and assistance in respect of the appropriate settlement of educational matters.</p>		Different

2.2 The Similarities and the Differences in Terms of the Education system and Educational Administration.

As seen in Table 2, there were no differences between compared countries for the duration of compulsory education. Compulsory education contains just primary education in both Japan and Thailand that was total of 9 years and optional as basic education is 3 years (high school). The ages for compulsory schooling in Japan and Thailand also the same that is the age of 3. In addition, the education system is also the same; both Japan and Thailand educational are segmented along the lines of 6-3-3-4: 6 years of primary or elementary school; 3 years of middle or junior high school; 3 years of high school; and 4 years of university. In general, school in Thailand that provided the secondary education also so provided the both junior high(lower-secondary) school and high (upper-secondary)school in the same school, but nowadays there is a bit of change in providing the educational that is separating the high school from the junior high school as a fast track or talented school. The key purpose for this change is to allow high school to provide the education for the talented student as a fast track. Moreover, those new schools can conduct the special curriculum relevant to the principal of Education for all as mentioned in the basic national plan. Furthermore, in Japan, the schools will merge the 6-3 division between elementary and middle schools. The key purpose for this change is to allow elementary and middle schools to pool or share their resources, with special regard to making available specialist teachers of middle schools to elementary schools.

On the other hands, the educational administration and providing the education for the local there are the great differences between Japan and Thailand those can be summarized as follow:

The bodies that bear responsibility for educational administration in Japan are at central government level, the Ministry of Education, Culture, Sports, Science and Technology (here after MEXT) and **at local government level, prefectures and municipalities (cities, wards, towns and villages) as well as boards of education, which perform a leading role and are established as representative councils within each local public body to deal with educational matters those are boards of education.** A board of education is one executive organ of a local public body, and it is specified that one such

organ must be established within each ordinary local public body (Local Autonomy Law, Article 180-5⁵⁴).

In contrast, the bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (here after MOI) and at the local body there are first type those were *Thesaban*, the basic unit of local authority in urban areas. The second type was sanitary districts (*Sukhaphiban*) in semi-urban areas. The third type was Provincial Administrative Organizations (PAOs) in rural areas. These three types were, as it were, ordinary local authorities distributed throughout the country. The fourth type was the Bangkok Metropolitan Administration (BMA) for Bangkok, the capital and the most urbanized city in Thailand. The fifth type was the City of Pattaya, an internationally known tourist destination.⁵⁴

In addition, The Bureau of Local Education Administration under the Department of Local Administration is entrusted with the tasks of administering and managing primary education in the municipalities, whereas the Bangkok Metropolitan Administration is responsible for the management of primary education in Bangkok Metropolitan Areas with financial support from and under the supervision of the Ministry of the Interior. Besides, some of its departments are responsible for the management of education in specialized fields. Following the administrative reform of 2002, culture moved under the supervision of the Ministry of Culture.

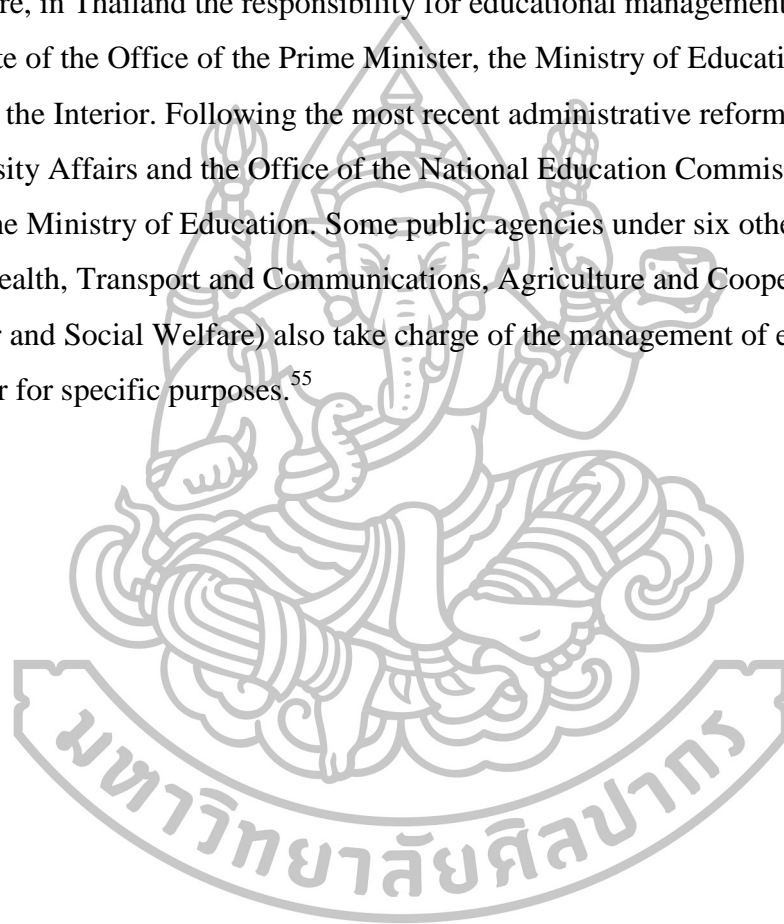
⁵⁴JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities. Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) Tokyo, Japan, 2006, 6-7.

Table III : Comparison of the Education of Japan and Thailand in Terms of School Education

School Education		Comparison
School Education in Japan	School Education in Thailand	
<p>Preschool education is not compulsory and is mainly provided by private institutions.</p> <p>A Compulsory education at elementary and lower secondary schools is for children aged from 6 to 15 (for a total of nine years). After 3 additional years, students at the age of 15 years can drop out of school and start working. Either start working or the student can continue the education and then start working is entirely the student's choice.</p> <p>There are also special schools (elementary and lower secondary departments) for the blind, the deaf and children with intellectual disabilities, physical disabilities and health impairments.</p>	<p>Preschool education is not compulsory and under the 15-year free education policy launched in 2009, pre-primary education is to be provided free of charge.</p> <p>A compulsory education will start at Primary school (elementary education) starts at the age of 6 years. Primary school takes 6 years and at the age of 12 years, pupils attend secondary school, (Junior high school) which is also a compulsory part of education. After 3 additional years, students at the age of 15 years can drop out of school and start working. Either start working or the student can continue the education and then start working is entirely the student's choice.</p> <p>There are also special schools (elementary and lower secondary departments) for the blind, the deaf and children with intellectual disabilities, physical disabilities and health impairments. Moreover, there also provided the school or the programs for the talented (gifted) students.</p>	Same

As shown in Table 3, in Japan, The Ministry of Education and Science (MEXT or Monbu-Kagaku-sho) prepares guidelines containing basic outlines of each subject taught in Japanese schools and the objectives and content of teaching for each grade. Revised every 10 years or so, these guidelines are followed by schools nationwide. This is much different than the standards implemented in a state-by-state.

Furthermore, in Thailand the responsibility for educational management in Thailand is under the mandate of the Office of the Prime Minister, the Ministry of Education (MOE), and the Ministry of the Interior. Following the most recent administrative reform (2002), the Ministry of University Affairs and the Office of the National Education Commission were incorporated into the Ministry of Education. Some public agencies under six other ministries (Defence, Public Health, Transport and Communications, Agriculture and Cooperatives, Justice, and Labour and Social Welfare) also take charge of the management of education in specialized fields or for specific purposes.⁵⁵



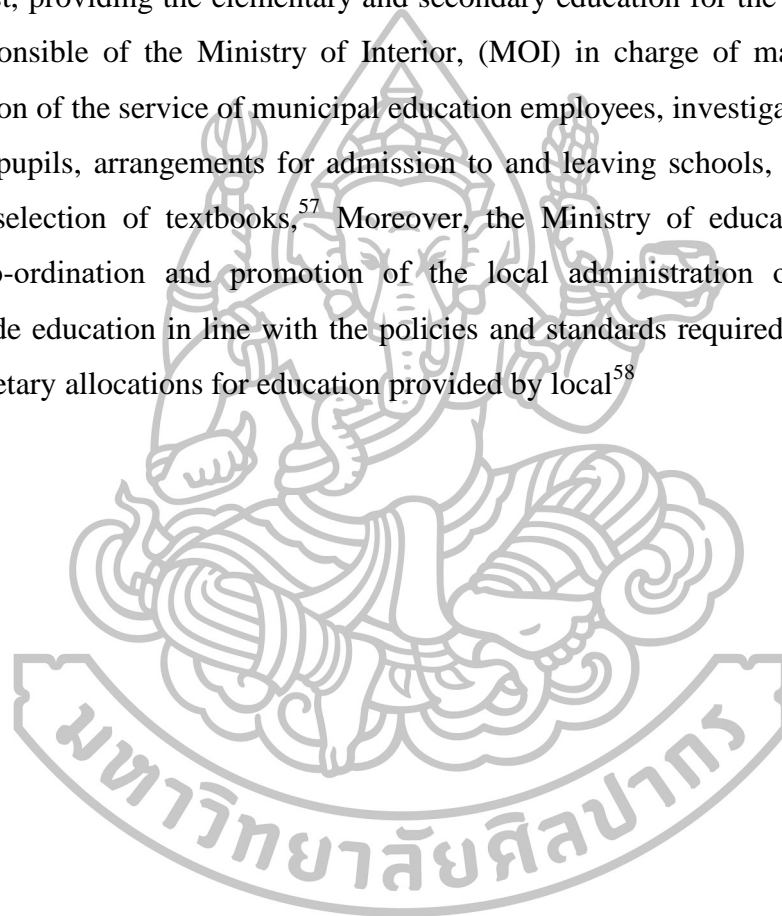
⁵⁵Ministry of Education, Thailand, National report 2004, Presented at the 47th session of the International Conference on Education, Geneva, 2004, 26-27.

Table IV : Comparison of the Education of Japan and Thailand in Terms of School Education (only elementary education)

School Education (only elementary education)		Comparison
School Education in elementary education, Japan	School Education in elementary education, Thailand	
<p>Children enter elementary school (shougakkou) in the April following their 6th birthday and study there for six years. After graduating from elementary school, students enter junior high school (chuugakkou) for a further three years. After junior high school, students have completed their compulsory education. The Elementary education was covered approximately 6 years in school.</p> <p>Tuition is free in public elementary and junior high schools, as well as at the elementary and lower secondary level at schools for the deaf and physically or mentally challenged.</p>	<p>Elementary education (Primary education) is compulsory, lasts six years and the entry age is 6 in the May for six year. After graduation, the student can continue the education for the secondary education for 3 years more. After junior high school, students have completed their compulsory education. The Elementary education was covered approximately 6 years in school.</p> <p>Tuition is free in public elementary and junior high schools, as well as at the elementary and lower secondary level at schools for the deaf and physically or mentally challenged.</p>	Same

Japanese elementary education, Municipalities are responsible for establishing, managing, and determining the catchment area of elementary and junior high schools, and for implementing a wide variety of matters, including supervision of the service of municipal education employees, investigations into the number of school pupils, arrangements for admission to and leaving schools, class grading systems, and the selection of textbooks,⁵⁶

By contrast, providing the elementary and secondary education for the local body in Thailand is a responsible of the Ministry of Interior, (MOI) in charge of managing, and, including supervision of the service of municipal education employees, investigations into the number of school pupils, arrangements for admission to and leaving schools, class grading systems, and the selection of textbooks,⁵⁷ Moreover, the Ministry of education shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required. It shall also advise on the budgetary allocations for education provided by local⁵⁸



⁵⁶Nagasaki KOYAMA "educational Administration in Japan and role of Local Governments" GRIPS, Tokyo, Japan 2008, 21-22.

⁵⁷JICA. Analysis from a Capacity Development Perspective JICA Program on Capacity Building of Thai Local Authorities. Research Group, Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA) Tokyo, Japan, 2006, 6-7.

⁵⁸ Office of the Prime Minister, **National Education Act B.E. 2542 (1999)** (Bangkok : Pimdeekarnpim Co.,Ltd., 2003), 20.

Table IV : Comparison of the Education of Japan and Thailand in Terms of of School Education (only Lower-secondary Education)

School Education (only Lower-secondary Education)		Comparison
School Education in Lower-secondary Education ,Japan	School Education in Lower-secondary Education, Thailand	
<p>Lower secondary education is the final stage of compulsory schooling and caters to pupils between 12 and 15 years. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate. All students having completed the three-year lower secondary program are entitled to apply to upper secondary schools (through the high school entrance examinations) or colleges of technology.⁵⁹</p>	<p>Lower secondary education is the final stage of compulsory schooling as same as Japan and caters to pupils between 12 and 15 years. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate.</p> <p>In principle, general public lower secondary schools admit all applicants who have successfully completed primary education. However, in some cases where the number of applicants exceeds school capacity, admission is decided by lotteries.⁶⁰</p>	Same

⁵⁹ National report of Japan, MEXT, the development of education in Japan 2005-2008, (n.p.2008: 2-6).

⁶⁰ UNESCO, Secondary education regional information base: country profile –Thailand. Bangkok: UNESCO Bangkok, 2008, 11.

In Japan, Municipalities are responsible for establishing, managing, and determining the catchment area of elementary and junior high schools.

According to amendments made to the National Education Act in 2002, MOE is responsible for promoting and overseeing all levels and types of education; formulation of education policies, plans and standards; mobilization of resources for education; promotion and co-ordination in religious affairs, arts, culture and sports in relation to education; as well as the monitoring, inspection and evaluation of educational provision.

In accordance with the National Education Act, the Local Administration Organizations (LAOs) can also provide education at any or all levels of education according to their readiness, suitability and local area needs. The Local Education Administration office under the Department of Local Administration Organization, Ministry of Interior (MOI), is entrusted with the tasks of administering and managing primary and secondary education in the municipalities, whereas the Bangkok Metropolitan Administration (BMA) carries this responsibility for the Bangkok metropolitan area. Both entities function under MOI's supervision and with the Ministry's financial support. The Ministry of Education (MOE), however, is responsible for prescribing the criteria and procedures for assessing the readiness of the Local Administration Organizations (LAOs) to provide education services. It also coordinates with the Local Administration Organizations (LAOs) to promote their capacity in line with the policies and standards required, and advise them on educational budgetary allocations.⁶¹

⁶¹ UNESCO, **Secondary education regional information base: country profile – Thailand** (Bangkok: UNESCO Bangkok, 2008), 5.

Table VI: Comparison of the Education of Japan and Thailand in Terms of School Education (only Upper-secondary education)

School Education (only Upper -secondary Education)		Comparison
School Education in Upper -secondary Education ,Japan	School Education in Upper -secondary Education, Thailand	
<p>Upper secondary education is not compulsory. There are three types of upper secondary school programs: full-time (lasting three years), part-time and correspondence courses. Part-time courses are mainly offered in the evenings. In terms of the content of teaching, upper secondary school programs can be broadly classified into three categories: general specialized and integrated. General education programs emphasize academic subjects, while specialized programs are designed to provide vocational and technical education for those students who have chosen a particular vocational area as their future career. These programs are further classified into several categories, such as agriculture, industry, business, fishery, home economics, nursing, science and mathematics, etc.⁶²</p>	<p>The upper secondary system is divided into two parallel tracks: general or academic, and vocational (leading to the certificate of vocational education). Some upper secondary schools require students to take the entrance examination, especially for high-demand public schools or schools located in municipal areas. In some cases, school boards individually set special conditions to admit students to upper secondary.</p> <p>Formal vocational education at the postsecondary level generally lasts two years leading to a diploma. Students may continue their vocational education at the university level. Admission to higher education depends on a candidate successfully passing the entrance examination after having obtained a secondary school or grade 12 certificate.⁶³</p>	Same

⁶²Ministry of Education, Culture, Sports, Science and Technology. The development of education in Japan 2005-2008. National report of Japan. Presented at the 48th session of the International Conference on Education, Geneva, 2008, 9.

⁶³NUFFIC (Netherlands organization for international cooperation in higher education), Country module: Thailand. Evaluation of foreign degrees and qualifications in the Netherlands. Second edition, International Recognition Department, The Hague, February 2011, 11-12.

In Japan, providing the high school education or upper-secondary education level is the responsible of prefectures those exercise authority over personnel matters concerning the educational staff of municipal elementary and junior high schools. Educational employees in municipal elementary and junior high schools are employees of the municipality concerned, but the prefecture implements decisions concerned with their appointment, transfer, status, disciplinary matters and salary level (Local Education Administration Law, Article 37 ①)⁶⁴

Moreover, the prefectures duties are also implementing in respect of compulsory education, such as setting criteria for the organization of students into grades, deciding on textbook selection areas, and so on, are carried out over a very broad spectrum.⁶⁵

3. The method of developing the best practice in providing the education by the LAOs

Research Concept

1) The concept on decentralization: The researcher adapted from the concepts of several patterns of decentralization was several scholars. In this research study, the researcher applied 3 patterns of decentralization which are detached decentralization, authorized decentralization and autonomous decentralization.

2) The concept on model development: Theorized by Willer (1967: 83),⁶⁶ this concept divides model development into 2 parts: the construction of a model; and research for the model's validity.

3) The concept on the administrative tasks of schools: This concept incorporated concepts on administration and business process originated by W. Edwards Deming⁶⁷ in the

⁶⁴Nagaski KOYAMA "educational Administration in Japan and role of Local Governments" GRIPS, Tokyo, Japan 2008, 4-5.

⁶⁵Ministry of Education, Culture, Sports, Science and Technology. The Development of education in Japan 2002-2004. Presented at the 47th session of the International Conference on Education, Geneva, 2004, 7-9.

⁶⁶Willer, D. Scientific Sociology: Theory and Method. Englewood Cliff, N.J.: Prentice-Hall, 1986, 83.

⁶⁷A. Gabor. The Man Who Discovered Quality. by, Penguin Books, 1990, 117-122.

1950's ,Tozava⁶⁸, 2002, p. 117-122), and Hitoshi⁶⁹, 1997, p. 57-64. The diagram to illustrate this continuous process, commonly known as the PDCA cycle for Plan, Do, Check, Act:⁷⁰

4) The concept on the management tasks of schools: Based upon the National Education Act B.E. 2542,⁷¹ this concept focused on the tasks of schools as legal entities in terms of division of academic affair, division of fiscal and asset affair, division of personnel affair and division of administrative affair.

5.) Model of performance-based budgeting; 7 hurdles.

Part 1: Introduction

National Education Act, the Local Administration Organizations (LAOs) can also provide education at any or all levels of education according to their readiness, suitability and local area needs. The Local Education Administration office under the Department of Local Administration Organization, MOI, is entrusted with the tasks of administering and managing primary and secondary education in the municipalities, whereas the Bangkok Metropolitan Administration (BMA) carries this responsibility for the Bangkok metropolitan area under responsibilities by MOI.

In the provision of early compulsory education, basic education schools are required to provide all individuals with equal rights and opportunities to receive basic education provided by the State and local administrative organizations (LAOs) for the duration of at least 12 years. Such education, the provided on a nationwide basis, shall be of quality and free of charge. Moreover, provision of education is based on the principles of lifelong education for all; participation in educational provision from all segments of society; and

⁶⁸Ibid, 117-122.

⁶⁹ Ibid, 57-64.

⁷⁰ Mary Walton, *The Deming Management Method*(London: W.H.Allen&Co. Plc,1980, 84-85.

⁷¹Ben M. Harris, *Supervisory Behavior in Education*, 10-12.

continuous development of the bodies of knowledge and learning processes. In this regard, the administrative and executive tasks of schools shall be taken into account.

1. Concept

The decentralized educational administration in compulsory and basic education schools focuses on increasing their autonomy and flexibility in educational administration so as to enable them to presume assigned tasks through the decentralization of powers from the Ministry of Education and the local administrative organizations LAO's bodies. To transform the government's educational policies into concrete implementation, it is necessary that schools be organizations that perform their duties with great potential in developing the Thai people in all aspects: physical and mental health, intellect, knowledge, morality, integrity and a desirable way of life as well as the ability to live in harmony with others as mention in the basic principal of education as well.

2. Principle

Decentralized educational administration is the administration of education that takes into accounts the following principles: participation, good governance, the development of learners' attributes, checks and balances, the mobilization of resources, legislation, professionalism, integration and systematic administration and management. According to the principle of decentralization accounts as the researcher mentioned above can be explained in details of each principals as followed:

2.1) The principal of participation : To encourage and gathered the participation from the citizen, as the stakeholders, in community in school administration, create and set up school administration strategy , planning and create interactively with the school administrative board for developing curriculum and instruction, not only support and participate in school events and activities ,but providing and supporting budgets and resources for school (an extra from the government budgeting).Moreover, the Involvement of **all steak-holder** in related matters improves their commitment and performance.

Employees cooperate fully to achieve the organization's objectives.. According to all supporting elements above as the researcher mentioned, empowered school administration that can response the authentic need of the citizen in community. Moreover, this participation was the significant factor those can empower and strengthen community to become the strength community and become sustainable educational administration. Involvement implies meaningful participation of employees in the decision-making process

2.2) The principal of good governance: is referred to good management of government mechanisms in administering education and economic resources for development. Employing the rule of law that mean as requires fair legal frameworks that are enforced impartially in school administration; the principal and the board of education may not be or relate to the political parties. In addition, transparency school implementation; it also means that enough information is provided and that it is provided in easily understandable forms and media and also accountability. The citizens can follow up and reflect or give feedback about school management also shared their opinion about the efficiency of the principal , school board from various kind of media such as school journal , board bulletin , school website and, etc. Prefecture select, organized the test and appoint the qualified teacher who depend and realize genuine community need to become the government officer would lead the worth wide benefit to the citizens, school and also the community equilibriumly and, reliable, so we must concern patiently . According to trust, integrity and openness are essential ingredients of an effective organization. Finally, trust and openness exist between employees, work groups, union and management; conflict is reduced to the minimum The good governance all as researcher mentioned above are expected to avoid status differentials and class feeling among employees and thereby facilitate teamwork in the company.

2.3) the principal of development of learners' attributes

The schools under both prefectures and municipalities invited the experts from various sectors such as the PTA (parents), university (lecturers), community (practitioners and local wisdom expert) to participate in study the crisis problems and nation current issue what happened nowadays. Later, they would set up or specify the development of learners' attributes what might be cultivated for learners that need to get along with the national agenda. For instance, global warming and disasters protection issue, the prefecture board of

education will employ the unique extracurricular course to cultivate their learners' attributes. In addition, the national curriculum contained of the moral education course and Zest of living course by using various kind of method of teaching creatively about the process of encouraging the learners who become the good citizens and active citizens. Moreover, the active citizens will participate in community or political activates patiently retuned good or benefit to their home town, too. The leader's role should be to coordinate the efforts of human beings. In order to develop common culture and class feeling in the organization

2.4) The principal of Check and balance

In educational administration, school need to set up the way of check and balance in every division as a whole organization and in every level. For instance, State level, prefecture level and municipality level for balancing, following up and auditing. This will empower and strengthen up the genuine community participation potential. An integrated organization puts emphasis on job rotation which improves understanding about interdependence of tasks.

2.5) The principal of mobilization of resources

The administrative resources must be emphasized on compulsory education for strengthen the based-line of resources of human capital development and also civic development.

2.7) The principal of legislation

In Educational administration, the administrators must implement followed by the rules and regulation those mention in the constitution and including education law in each relevant level. Following the regulation is the way to reach and achieve the goals. Exactly, the quality education will happen then transfer to the learners and provide the opportunity in education for all citizens equally.

2.8) The principal of professionalism

The suitable way of quality control for providing education was professional training and professional license. The teacher and educational personnel staff who want to become the staff and get the job, those need to attend professional pregame both pre-service and in-service training. The professional can be on the job training and off the job training. A career

planning for employees should be done so that every employee is properly placed for training conducted by board of education and teacher's training centers. The training was several of implanting; depend on the teaching experiences and teaching abilities under the law of regulation concerning the educational public servants.. This would result in a more stable and conducive work environment. The lesson study was the best solution to improve and empower the quality-education for school. All educational staffs may be granted lifetime employment which leads to loyalty towards the enterprise. Promotions may be slowed down. Potential of every person is recognized and attempts are made to develop and utilize it through job enlargement, career planning, training, etc.

2.9) The principal of integration and systematic administration and management.

Organizing the structure of school administrative, for setting up each policy the administrator need to gather participation of relevant bodies in each level such as the state, prefecture, municipalities and village under line-and-staff systematically. The lined of authority can be both top-down and bottom-up, formal and informal. **The top administrators** serve as facilitators rather than decision-makers. Organizational control system should be made informal. For this purpose emphasis should be on mutual trust and cooperation rather than on superior-subordinate relationships. This will lead the school management to one standard in implementing as Whole County and use can favor style and method of managing relevant o their own context.

2.10) The principal of motivators

The consensus management style based on the assumption about providing motivator to encourage the all staffs to work for school can be described as followed;

- Teachers or staffs want to build cooperative relationships with their employees, superiors, colleagues and juniors
- Teachers or staffs support in form job security and facilities for developing multiple skills essential for improving performance.
- Teachers or staffs value their family life, culture, traditions and institutions as much as they value their material gains.

- Teachers or staffs have well developed sense of dedication, moral obligation and self-discipline.
- Teachers or staffs can make good collective decisions through consensus.

3. Purpose

General Purposes were aims at

- 1) To propose a best-practice of the providing the education by LAOs in each level and type of agencies that is responsive to the contexts of Thai society
- 2) To submit the data obtained from this research study to the Ministry of Education (MOE), Ministry of Interior (MOI) and the Offices for Educational Service Areas. It is expected that they would make use of the data in formulating policies relating to the management of basic education.

Specific Purposes were aims at

- 1.) To increase efficiency on providing the education of local administrative organizations(LAOs) and educational administration of schools.
- 2.) To develop the potential of both teachers and educational staffs in responding to their duties and in making decisions in concurrence with their tasks as well as in decreasing the procedures(red tape) in educational administration and implementation as a bureaucratic.⁷²

4. Responsibilities of schools

The responsibilities of schools were stipulated in sections 39 and 40 of Chapter 5: Educational Administration and Management and in Chapter 4: National Education Guidelines of the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002) while schools' status as legal entities were

⁷²Ministry of Education, **The 2003 Act on Regulations for Bureaucratic Administration of the Ministry of Education and Ministerial Rules on Division of Bureaucratic Units**, (Bangkok: E.T.O. Publishing, 2003), 120-122.

specified in section 35 of the 2003 Act on Regulations for Bureaucratic Administration of the Ministry of Education.

The responsibilities of schools' principals were stipulated in sections 39 of the 2003 Act on Regulations for Bureaucratic Administration of the Ministry of Education and in section 27 of the 2004 Act on Regulations for Teachers and Educational Personnel⁷³. In addition, schools' principals are also responsible for other tasks as designated.

Part 2: Structure and Substance of the best-practice in providing the education by local administrative organizations(LAOs)

The First Dimension: The Deming's PDCA cycle can be summarized as follows: Deming created a (rather oversimplified) diagram to illustrate this continuous process, commonly known as the PDCA cycle for Plan, Do, Check, Act:

- PLAN: Design or revise educational process components to improve results
- DO: Implement the plan and measure its performance
- CHECK: Assess the measurements and report the results to decision makers
- ACT: Decide on changes needed to improve the process

The Second Dimension: Management Tasks of Schools

There are many based-lines about implementing and practicing in division of academic's affair, division of fiscal and asset's affair, division of personnel's affair, and division of general administrative affair those were extracted from theory Z and observed phenomenon about school management both Japan and Thailand. In addition, the researcher merged the 9 principal as mentioned at the beginning (see 2. Principal) can be summarized as followed;

1. Division of Academic's Affair

There are many based-lines about implementing and practicing in division of academic's affair. The researchers apply the lesson study approach and decentralized approach for implementing and practicing in division of Academic's affair.

⁷³Ibid, 120-122.

1.1) The development of school's curriculum was based on the **autonomous** decentralization pattern in which powers were transferred to academic groups or task groups responsible for management of curriculum and academic tasks. In so doing, the school's curriculum should be commensurate with each level of education with an aim to improving the quality of life suitable for each individual's age and potential.

1.2) The development of the learning process that focused on learners was based on the **autonomous** decentralization pattern in which powers were transferred to teachers and academic groups or other task groups or activity groups by taking into account the management of the learning process with freedom and the development of learners as specified in the National Education Guidelines of the National Education Act B.E. 2542.

1.3) The tasks relating to testing, assessment and credits transfer were based on the **authorized** decentralization pattern in which powers were authorized to teachers and academic task groups or other task groups or activity groups by taking into account the guidelines for testing and assessment as specified in the National Education Guidelines of the National Education Act B.E. 2542 and in Regulations for Testing and Assessment as stipulated in 2001 Basic Education Curriculum.

1.4) The development of learning materials, educational innovations and technologies was based on the **autonomous** decentralization pattern in which powers were transferred to teachers and academic task groups, other task groups or activity groups by taking into account the freedom in such developments and the efficiency in educational management.

1.5) The assessments of educational provision were based on the **detached** decentralization pattern in which powers were detached to academic task groups or task groups that were responsible for the assessment of educational provision by taking into account the participation and mutual support in assessments. The tasks relating to research were based on the autonomous decentralization pattern in which powers were transferred to teachers and academic task groups, research task groups or other groups by taking into account the freedom in carrying out the tasks, educational quality and learners' advantages.

1.6) Japanese Lesson Study may seem like a simple idea to develop professional development. Teachers with a common focus meet and plan lessons together. These lessons may have a focus on building skills or understanding, and are known as

“research lessons”, which are taught by one, and observed by not only all of the teachers who are doing the planning, but also by observers who, at one end of the spectrum, may come only from the teachers’ own school, or, at the other end, may come from all over Japan.

1.7) The Lesson Study Cycle as having four phases: • goal-setting and planning – including the development of the Lesson Plan; • teaching the research lesson – enabling the lesson observation; Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry • the post-lesson discussion; and • the resulting consolidation of learning, which has many far-reaching consequences.

2. Division of Fiscal and asset’s Affair

There are many based-lines about implementing and practicing in division of fiscal and asset’s affair. The researchers apply the 7 hurdles approach ; administration of performance-based budgeting approach and decentralized approach for implementing and practicing in division of fiscal and asset’s affair.

2.1) The tasks relating to budget preparation and proposal as well as accounting and procurement were based on the authorized decentralization pattern in which powers were authorized to groups that are responsible for issues relating to budget, accounting, procurement and property management by taking into account the regulations and guidelines involved.

2.2) A proper administrative model of performance-based budgeting for institutions of higher education was an “integrated model” of budgeting which connected the outputs/outcome with the organization’s/unit’s strategic plan.

2.3) The budgeting system was operated in accordance with 7 hurdles. The administration of performance-based budgeting in fiscal and asset administration were as follows: 1) Budget planning 2) output costing 3) procurement management 4) financial management and budget control 5) financial and performance reporting 6) asset management 7) internal audit were mostly action.

3. Division of Personnel's Affair

There are many based-lines about implementing and practicing in division of personnel's affair. The researchers apply the lesson study approach and decentralized approach, decentralized approach, and 3 Rs approach (recruit, retrain and retired) for implementing and practicing in division of personnel's affair.

3.1) The personnel task group, which is responsible for planning in relation to the number and positions of personnel as well as recruitment and appointment, was based on the authorized decentralization pattern. The promotion task group, which is responsible increasing salaries and status for teachers and educational personnel, was based on the authorized decentralization pattern.

3.2) The development task group that is responsible for the development of teachers and educational personnel was based on the autonomous decentralization pattern. The disciplinary task group that is responsible for disciplinary issues was based on the authorized decentralization pattern.

3.3) The school's principal could decentralize powers to either the personnel task group, the promotion task group, the development task group, the disciplinary task group or other task group that the school deemed appropriate by taking into account the readiness of the school.

4. Division of general administrative affair

There are many based-lines about implementing and practicing in division of general administrative affair. The researchers apply the PDCA cycle and decentralized approach, decentralized approach, and 3 Rs approach (recruit, retrain and retired) for implementing and practicing in division of general administrative affair.

4.1) The administration facilitation task group was based on the authorized decentralization pattern and took into account correctness and orderliness.

4.2) The information network development task group was based on the autonomous decentralization pattern.

4.3) The building and environment task group was based on the autonomous decentralization pattern.

4.4) The students' activities support task group was based on the detached decentralization pattern.

4.5) The school-community relation building task group was based on the detached decentralization pattern.

4.6) The school's principal could decentralize powers to either the administration facilitation task group, the information network development task group, the building and environment task group, the students' activities support task group, the school-community relation building task group or another task group that the school deemed appropriate by taking into account the readiness of the school.

4.8) A popular tool for doing just this is the Plan-Do-Check-Act Cycle. This is often referred to as the Deming Cycle or the Deming Wheel after its proponent, W Edwards Deming. It is also sometimes called the Shewhart Cycle. In addition, PDCA Cycle as an approach to change and problem solving is very much at the heart of Deming's quality-driven philosophy

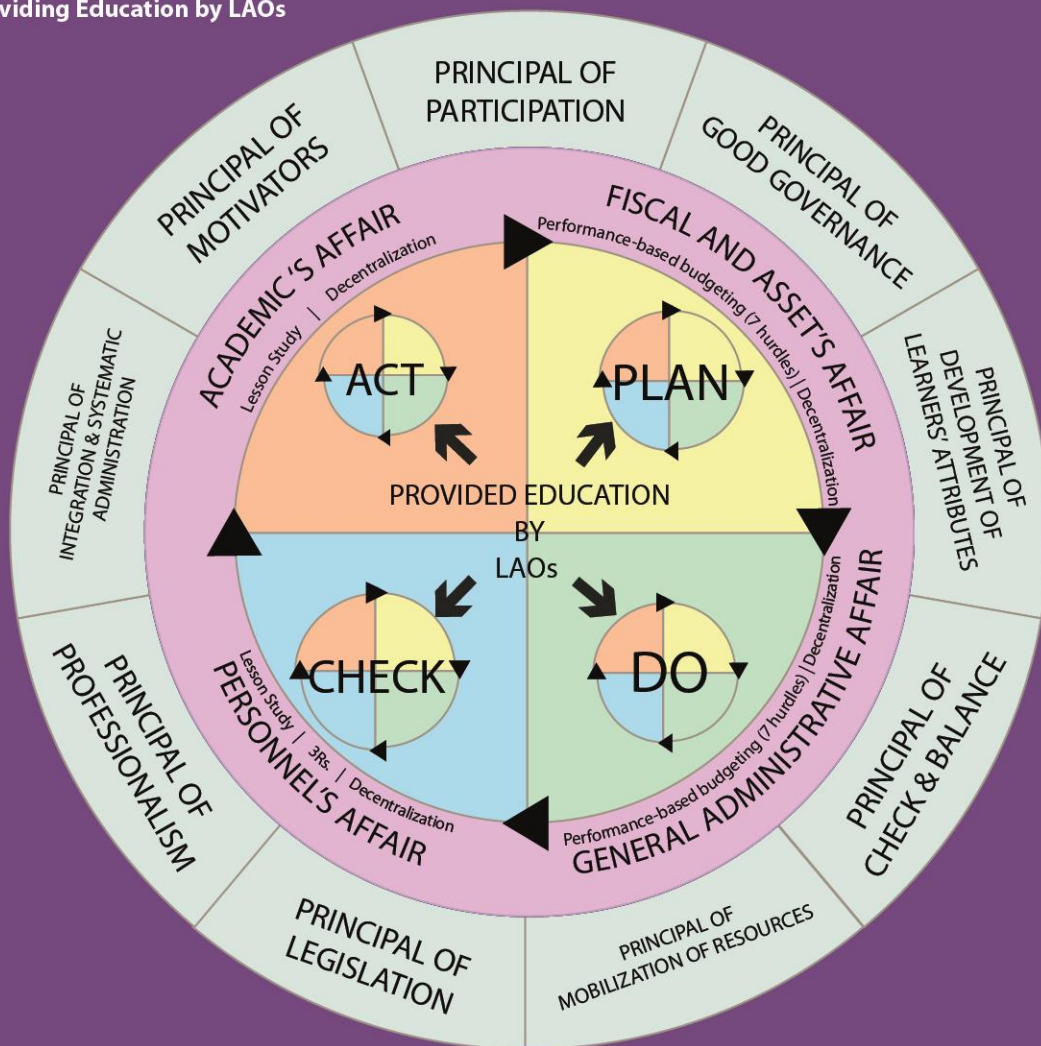
4.9) The PDCA Cycle encourages you to be methodical in this approach to problem solving and implementing solutions. Follow the steps below to ensure you get the highest quality solution possible moreover, employ the term good governance to mean putting in place a better legal framework to ensure transparency and accountability in public administration.

**The propose best practice in providing the education
for local administration organization**

PHASE 1 INTRODUCTION

1. Framework
2. Principle
3. Purpose
4. Respursicilities

PHASE 2 The Propose best-practice in providing Education by LAOs



PHASE 3 Implementation and key success factors

Chapter V

Conclusion of the finding, discussion and recommendation

The objectives of the research entitled “The Comparative Education Provided by the Local Government Japan and Thailand” were applied the research methodology entitled “qualitative research.” At first, in term of macro-study were implied for knowing the baseline of Japanese education, basic concept of Japanese local government and the process of educational decentralization and implementation in Japan. This stage fundamentally educated the theories concept related to the all the content was mentioned above from various sources such as the textbooks, research journal, also the various website. Moreover, in term of micro- study, were applied for deepening in the implementation of educational decentralization to school-site, educational administration in school form the genuine sources and the problems in providing the education by the local body. Moreover, the data collection was carried out by multi-instruments and various kinds of technique such as studying from the various documentaries sources, in-depth interview, focus group discussion of the steak-holder in school, school visiting, classroom observation, field-note, participation observation and attending the course of study seminar those were organized by MEXT on school sites. Below were the conclusion of the research finding, discussion and recommendation of this research as followed:-

Conclusion of the finding

The research entitled “The study of education provided by the local government: A case study of local government in Japan” founds

1. The summarized of providing the education for the local government in Japan and Thailand.

The bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (here after MOI) and at the local body there are first type those were *Thesaban*, the basic unit of local authority in urban areas. The second type was Provincial Administrative

Organizations (PAOs) in semi-urban areas. The third type was Sub-District Administration Organizations in rural areas. These three types were ordinary local authorities distributed throughout the country. The fourth type was the Bangkok Metropolitan Administration (BMA) for Bangkok, the capital and the most urbanized city in Thailand. The fifth type was the City of Pattaya, an internationally known tourist destination. In addition, providing education by Local organization in Thailand is divided into to all three-level structure: the central or national level, the provincial level there are 79 provinces in the country, at this level, need to work on educational development plans, provincial five-year plans, annual plans and operational plans are prepared and implemented by the agencies involved. The local authorities are also responsible for the formulation of local education policies and plans as well as the management of education in their locality where various types of education have also been provided by the central government. The Bureau of Local Education Administration under the Department of Local Administration is entrusted with the tasks of administering and managing providing education in all education level and all 4 main types of agencies those are the Ministry of the Interior (MOI) and under the supervision of Ministry of Education (MOE).

On the other hand, Japan's local autonomy system adopts a two-tier system of prefectures as regional government units and municipalities as basic local government units. The prefectures and municipalities are specified in the Local Autonomy Law. The central educational authority in Japan is the Ministry of Education, Culture, Sports, Science and Technology (MEXT or MONBUSHO). The missions of this Ministry(MEXT) consists in: fostering creative people with warm-hearted human nature specifically by advancing education and promoting lifelong learning; encouraging academic, sport and cultural activities as well as comprehensive progress in scientific technologies; and carrying out properly religious administrative affairs. With regard to its relation with local governments, the Ministry has the power to provide guidance, advice or assistance to local educational authorities (i.e. administrative heads of prefectural and municipal governments, and prefectural and municipal boards of education), and to require them to submit such reports as are deemed necessary relating to educational activities under their jurisdiction. The

Ministry may also instruct local educational authorities to correct or improve their policies or measures, when it considers that such policies or measures violate the provisions of laws and regulations or impede the primary objectives of education.

2. The summarized of comparison between similarity and differences of providing the education by the local body between Japan and Thailand

2.1 Comparison of the Education of Japan and Thailand in Terms of Basic Principal for Education.

When the findings of comparison are evaluated at this phase, it is observed that Japan and Thailand overall education systems there is no major differences, although there a few differences. The differences can be summarized as follow:

- 1.) In both of the countries' basic principal for education (education goals), educated citizenry is a dominant feature;
- 2.) Education is free for compulsory education in public schools;
- 3.) For both of the countries, primary and lower-secondary (junior high school) education is compulsory; but the pre-elementary education for kindergarten is not including for the compulsory education.
- 4.) Completeness rate of an enrollment in primary and secondary for both countries are close each other. For Japan gross in take rate to last grade of primary is 100% and for Thailand it is 89.7% and secondary is 99.5 % for Japan and 74.1 % for Thailand (UN, 2012). According to the results of this study, the similarities are more than the differences. However, these similarities form the foundation of the education system. So, it can be easier for Thailand to develop her education level.

2.2 Comparison of the Education of Japan and Thailand in Terms of Education system and educational administration.

There are no significant differences were found between compared countries for the duration of compulsory education as followed;

1.) Compulsory education contains just secondary education in both Thailand and Japan that was total of 9 years and optional as basic education is 3 years (high school).

2.) The ages for compulsory schooling Thailand and Japan also the same that is the age of 3 years old.

3.) The education system is also the same; both Thailand and Japan educational are segmented along the lines of 6-3-3-4: 6 years of primary or elementary school; 3 years of middle or junior high school; 3 years of high school; and 4 years of university.

On the other hand, the educational administration and providing the education for the local there are the great differences between Japan and Thailand those can be summarized as follow:

1.) The bodies that bear responsibility for educational administration in Japan are at central government level, the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

2.) At local government level, prefectures and municipalities (cities, wards, towns and villages) as well as boards of education, which perform a leading role and are established as representative councils within each local public body to deal with educational matters those are called boards of education.

3.) The bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (MOI)

4.) At the local body there are 4 agencies; first type Thesaban, the basic unit of local authority in urban areas. The second type was Provincial Administrative Organizations (PAOs) in semi-urban areas. The third type was Sub-District Administration Organizations in rural areas. These three types were ordinary local authorities distributed throughout the country. The fourth type was the Bangkok Metropolitan Administration (BMA) for Bangkok, the capital and the most urbanized

city in Thailand. The fifth type was the City of Pattaya, an internationally known tourist destination.

5.) The Bureau of Local Education Administration under the Department of Local Administration is entrusted with the tasks of administering and managing providing education in all education level and all 4 main types of agencies.

6.) All 4 local agencies above are commanded by the Ministry of the Interior (MOI) and are under the supervision of Ministry of Education (MOE).

2.3 Comparison of the Education of Japan and Thailand in Terms of School Education

2.3.1 In General

1.) In Thailand, the responsibility for educational management in Thailand is under the mandate of the Office of the Prime Minister, the Ministry of Education (MOE), and the Ministry of the Interior.

2.) In Japan, The Ministry of Education and Science (MEXT or Monbu-Kagaku-sho) prepares guidelines containing basic outlines of each subject taught in Japanese schools and the objectives and content of teaching for each grade.

3.) Thailand in 2002, the Ministry of University Affairs and the Office of the National Education Commission were incorporated into the Ministry of Education. Some public agencies under six other ministries (Defence, Public Health, Transport and Communications, Agriculture and Cooperatives, Justice, and Labour and Social Welfare) also take charge of the management of education in specialized fields or for specific purposes.

4.) There are many agencies to provide education for local organization in Thailand.

2.3.2 In Elementary and Lower-secondary Education

1.) In Thailand, providing the elementary and secondary education for the local body in Thailand is a responsible of the Ministry of Interior,

(MOI). The Ministry of education shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required

2.) Japanese, Municipalities are responsible for providing elementary and junior high school education. The Ministry of Education and Science (MEXT) and prefecture shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required.

2.3.3 In Upper-secondary education

1.) In Thailand, providing the elementary and secondary education for the local body in Thailand is a responsible of the Ministry of Interior, (MOI). The Ministry of education shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required.

2.) In Japan, providing the high school education or upper-secondary education level is the responsible of prefectures those exercise authority over personnel matters concerning the educational staff of municipal elementary and junior high schools.

3. The development best practice of providing the education by the local government.

The best practice of providing education by the local government was found at the end of the process can be showed. Because of the result of stage 1, the researcher must develop all information from the document and interview in concrete and easy way to implement then add the support factor such as various educational administration principal, regulations and rules in school implementing, both advantages and disadvantages from school implementation, and organization function, etc in order to run these best practice model efficiency and effectively.

Discussion

This research can discuss into 3 parts as followed the research objectives:

- 1) To realize how education is organized by the local governments in Japan and Thailand.
- 2) To realize the results of the comparative of education organized by the local government between Japan and Thailand.
- 3) To realize the Best practice about the administration in education provided by the local government.

1.) The based line of proving the education for local government

As the research present the result of differences of how educational administration and providing the education for the local. The result show significant differences on providing the education for the local there between Japan and Thailand. The main agencies that take importance role in providing education for Local government is at local government level, prefectures and municipalities (cities, wards, towns and villages) those can implement effective performance on providing educational for all citizen in community under the supervising of the central government level, by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The missions of this Ministry(MEXT) consists in: fostering creative people with warm-hearted human nature specifically by advancing education and promoting lifelong learning; encouraging academic, sport and cultural activities as well as comprehensive progress in scientific technologies; and carrying out properly religious administrative affairs. These are causes of differences and effectiveness on implanting in Thailand. On the other hand, Thai local government is playing backward of authority on implementing of providing education for local government. The bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (MOI) and at the local body there are divided into many type as the researcher mentioned in conclusion part.

As similar to Orapin Sopchokchai stated over the past several decades that the Local government in Thailand attempted to improve the quality of life and eradicate poverty among rural people, One of the significant efforts was to establish a bottom-up approach that aimed to mobilize people's participation in community

development aimed to mobilize people's participation in community development, but the goal has not been fully achieved yet. In addition, there are some rigid and complex administrative rules and regulations issued by the Ministry of Interior are difficult for local officials to understand and follow as they do not have much experience of the bureaucratic system.

Moreover, M.C. Ircha and P. Eng, MCIP stated that with the exception of the Bangkok Metropolitan and Pattayacity Area, few municipalities have an adequate tax base and funding sources to support local initiatives. This makes local government dependent on central government grants (both conditional and general). This dependence tends to tie local governments to national priorities and limits their autonomy.

2.) The based line of comparison of providing the education for local government between Japan and Thailand.

There are importance issues those can be a causes of problems and barriers on proving education for local government on micro-study those are from the analyzing and synthesizing, information from in- depth interview, group discussion and school visiting are consistent in reflecting the problems were found. In addition, the difficulties in providing education for the local governments are consisting of following detail can be discussed.

2.1 Regulations and legal

A discussion of regulations and legal of providing education for the local government such as the Constitution of the Kingdom of Thailand BE 2540 and the Constitution of the Kingdom of Thailand BE 2550 and the Education Act of 2542, as amended (No. 2) Act 2545 allowed local administrations those are delegated the authority and provided the right to provide the education at all levels. All missions are based on the availability, suitability and requirements of the local including the mobilization of resources for education and participate in educational management. But local government those provided education for local are still very low. When we emphasized on the comparison of the number of qualified and functioned school in

local governments those are still lacks clear regulations and procedure and implementation to support. The Ministry of Education (MOE) declared the regulations, laws and implementation, etc to support as mentioned in the National Education Act 2542 and the amendment (No. 2) Act 2545.

2.2 Division of General Administration affair.

The schools under local government do not get the authentic authority in setting and stating the policy and education development plan for their school. In fact, they need to follow the local government or some schools are able to get those rights but those plans and regulations are lack of continuity. This is because there is a lot of changing in the management at all level especially in the level of policy making in very often Such as national government, the district administration, the Executive and local authorities including those related. Moreover, including others those related mainly to providing education lack of understanding on their role about providing education for local governments as they should. In addition, they still lacks of positive attitude towards the providing of education for local. Some local authorities are not structured in the local administration.

In addition, there are some local governments those are not stated the department in the own local administration to support and deal with the providing education in their work place this are caused of lacking of continuously and iteratively on management between local government and school under them. Next, there are some significant problems on lacking of information systems for modern education and benefits for the planning and educational administration. Moreover, some school under local government lack of cooperation and coordinate with the local administration unit iteratively including some related agencies are not directly responsible and an understanding of the genuine problem, as well as obstacles towards to the promotion of education for local government.

2.3 Division of Personnel Management affair.

There are long terms problems about Personnel management of local government such as lacking of qualified and professional teacher and educational staffs. Schools under local government cannot recruit professional and qualified teachers to teacher in school the cause are from the school need to followed local government recruit appointed, and then send to school, this are not the authentic of school need. According to professional development for teachers and education personnel under local government are also not qualified enough and powerful, so in school under local government faced with lacking of expertise and experienced teachers and educational staffs to provided quality education in long term. Moreover, professional development for teachers and education personnel are also inadequate and lack continuity.

2.4 Division of academic affair.

Discussions of academic problems on providing education for local governments are from different potentials of each local government s and the competency of administration including the ability to earn money. According the significant problems as researcher mentioned above, lead to the quality of education directly. Moreover, the inequality of curriculum and instruction is one of education quality are found. The significant issue about these problems are from the curriculum is not comply with the requirements of their own local context and conditions. Most of school administrators are lack knowledge and skills in designing and creating curriculum and instruction. I addition, teachers lack the skill on preparing Individual Education Plan and lack of assessment and evaluation skills. Next, Lacking of suitable and authentic innovation and technology in teaching and instruction in teaching students in class were found.

2.5 Division of fiscal and budgeting affair

The allocation for the education of local government is not enough. Moreover, there are a lot of process in budgeting allocations or red-tape and take long time (delay) and lack of mobility. The caused are from there are some limitations in the

law and Reimbursement Regulations and as well as school under OBEC. They need to wait for distributing budgeting from the local government body.

2.6 Professional development and career path

According to the Acts, teachers and educational personnel in 2547 related to the promotion of college teachers and education personnel. This does not cover the monthly premium for teachers to teach children with special needs, such as the Ministry of Education (MOE) has set forth clarified regulations. The teacher responsible for all children with disabilities has increased the workload. This cause impact to the special needs teacher will get top-up work-load in teaching without any extra compensation as they should get. Moreover, there are some restrictions on the progression of the profession development were found as follow. According to, the current legislation would require teachers who teach special need children must achieved minimum bachelor degree, they will be paid monthly. This makes teacher, lack of encouragement and morale on teaching and working for local government.

2.7 Miscellanies problem

According to backgrounds of students enrolled in schools under the local government is highly diversified. In general, the school in the local administration is provided the opportunity for all to attend. Sometimes there are no qualifying students so; this is the cause those lead the parents denied to report the school that their children have problems about health and or problem such as intelligence, autistic, handicapped, etc. According diversity in terms of economic status of the students, can lead poor disabled those are covert invisible. Teachers need to use the process to develop the students, teachers and staff has to work hard and can lead to other problems to the of the local government teacher. Most of the school teacher in local government school lack of the knowledge of designing and set up suitable instructional or the lessons for this special need group.

2.8 Supervision follow-up and educational evaluation.

There is a huge amount of work and duties of the officers of Bureau of Local Government or Education Division due to staff shortages. Ensure the implementation of Supervisors to monitoring and following up the teaching of the teachers cannot be implemented efficient and effectively. Supervisors cannot meet the needs of schools and programs. The mission of supervising teachers in school ate on duty of school principals instead, so Supervising monitoring and following-up may not be consistent and there are not much suggestions and receive variety point of views from others.

In addition, the school or supervisors may not realize the authentic problems in instructional and teaching of teachers and students. The advantages of follow-up activities will be able to determine the significant problems of education. Moreover, there are similar obstacles and difficulty of supervising in schools under local government in Bangkok and others local government agencies.

2.9 Laws, regulations and guidelines for special education

According to Laws, regulations are not covered and wide spread in the preparation of the curriculum assessment and evaluation on graduation in each level. According to the Ministry of Education does not state that a special needs child need to graduate in IEP program, so the special need students need to take and received the assessment like ordinary children. As we know the special need children need flexibility and understand those unless they may not graduate. Every school may faced with this kind of the problems especially in elementary (Pratomsuksa 6), secondary (Matthayomsuksa 3and 6) they had to faced with O-net examination this are major problems for specials need students.

2:10 Workloads and proportions of teacher who for special need education

The Workloads and proportions of teacher who for special need education are difference from Japan. As we know , proportion in OBEC is about 1 teacher per 20 students but the proportions of local government is 1 teacher per 25 students including special need students all along with ordinary students in class those are

without a clarified on framework and proportions . It is a very hard burden for the teacher to teach both ordinary students and special need students in the same class. Thus the local government school cannot assign the clarified rate of one teacher to 35, 1 to 45, 1 to 50, per class. This may cause of significant problems those are, the school cannot assign the teacher to special need students' independently special class. Just teaching children usually have a heavy load, so they may refuse or reject teaching special children class. But there are some school administrators allowed separating class, special need students' class. The regular classroom

3. The based line of the development best practice of providing the education by the local government.

There are other factors those can impact on implementation of providing education for local government. The transforming traditional bureaucratic control is one of another factor that helps local government to become more transparent and participatory community is to stimulate development force and awareness among villagers and formulate development plan at the every local level. This factor can impact on the effectiveness and efficiencies of providing education in local government as well. From the proposed best practice model of providing education by the local government ,all the step were adjusted in the way of implementation by following the school content and supported the success through the internal and external components which made the proving education by the local government best practice model run successfully such as the principal of participation , the principal of good governance, the development of learns' attributes, the principal of check and balance, the principal of mobilization, the principal of legalization, the principal of professionalism, the principal of principal of integration and systematic administration and management those all beneath the concept of decentralization. Similarly, Misa Kayama et al,Thanakorn Chuaejamroon,and Sunisa Saleepoung stated that Local administration organization factors and foundation education administration potential factors had a direct effect on people.

In addition ,Patchrapong TretaphaNak-rob Tian-am , Ruenthong and Mullavee Rochefolle stated that Effective school must have an d administrative

effectiveness including 8 components those are the learning organization, the professional of administrators and teachers, accountability, stimulating and secure learning environment, share vision and goals , focus on teaching and learning purposeful teaching and high expectation of all learners. All those components mentioned can develop every part in both internal and external of organization and lead all organizations success effectively and efficiently.

Recommendation for providing education for local organization in Thailand

1. Suggestions for the policy implement level

1.1 The Ministry of Education (MOE) and Ministry of Interior (MOI) should coordinately enact the supporting policy about providing the fiscal budget and manpower (staff) to the local area and the schools about educational administration for developed and improve the school quality in overview.

1.2 The ministry of Education and Ministry of Interior should revise some relevant regulations to encourage and lead the schools to become more autonomous, more flexible and being efficiency especially in gathering the educational budget.

1.3 The Bureau of Local Education Administration under the Department of Local Administration; Ministry of Interior should revise the guideline of students enrollment in the large school, because the number of the students may affect to the effective performance and the school quality.

1.4 The Bureau of Local Education Administration under the Department of Local Administration; Ministry of Interior should provide o prepare the manual or the guided book about educational administration those can be used and adapt for management for the local body school and the school principal.

1.5 The Bureau of Local Education Administration under the Department of Local Administration; Ministry of Interior should promote the co-ordination units those can be the center and mentor office in charge of providing suggestions and giving advice for the schools in local area. Moreover, promoting the community networking in the local area those are being high potential performance

and ready to become autonomous to participate in proving the education for the local.

2. Suggestions for the operative level

2.1 Every schools in the local area should assign the risk management as the priority work in educational administration, because this strategy can help every school deal and handle with uncertainly phenomenal the future effectively and efficiency.

2.2 The School should encourage the staff in every level to extended their academic skill or further study.

2.3 The school should encourage and promote the staff in every level to promote their academic rank by adapting the research based approach.

2.4 The school should revise and improve the quality assurance in their school to become smart and up-to-date office by applying the new innovation and technology in educational administration.

3. The recommendations for further study

3.1 The analytical comparing study of the strategy in educational administration by the local government and adapts the research findings to improve the school implementation for providing the quality education or local body effectively.

3.2 The study of sustainability of the strategies of providing education by the local government for searching or the methodology to develop the strategy in educational administration continuously for sustainable model in school improvement.

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กรมส่งเสริมการปกครองส่วนท้องถิ่น.สรุปข้อมูล อปท. ทั่วประเทศ. เข้าถึงเมื่อ 1 ตุลาคม 2557 เข้าถึงได้จาก <http://www.dla.go.th/work/abt/index.jsp> รวบรวมโดย : ส่วนวิจัยและพัฒนาระบบรูปแบบและโครงสร้างสำนักพัฒนาระบบรูปแบบและโครงสร้างกรมส่งเสริมการปกครองท้องถิ่น

กรมส่งเสริมการปกครองส่วนท้องถิ่น.ข้อมูลจำนวนองค์กรปกครองส่วนท้องถิ่น. เข้าถึงเมื่อ 1 ตุลาคม 2557 <http://www.dla.go.th/work/abt/index.jsp> รวบรวมโดย : ส่วนวิจัยและพัฒนาระบบรูปแบบและโครงสร้างสำนักพัฒนาระบบรูปแบบและโครงสร้างกรมส่งเสริมการปกครองท้องถิ่น

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