

# # 0840206 : MAJOR DEVELOPMENT EDUCATION  
KEY WORD:

: EDUCATIONAL DECENTRALIZATION / POLICY DEVELOPMENT

PANUWAT PAKDEEWONG : A POLITICAL ANALYSIS OF DEVELOPMENT AND DEVELOPMENT  
ALTERNATIVE OF DECENTRALIZATION POLICY IN EDUCATION. THESIS ADVISOR :

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The purposes of the study were 1) to analyze the development of decentralization policy in education 2) to analyze factors relating to the policy and 3) to analyze alternatives in developing educational decentralization policy.

Documentary research and analytic induction were employed in analyzing the policies and related factors. Interviewed experts' opinions were gathered to analyze alternatives for the policy development.

Findings of the study were as follow:

1. Development of decentralization policy in education. It was found that the policy was first implemented with the announcement of organizing "Mula-Suksa schools" in B.E.2435 . During the first period (B.E.2435-2474), educational decentralization policies were proposed and implemented in the form of devolution followed by delegation. Policies during the second (B.E.2475-2499) and third (B.E.2500-2516) could be analyzed as delegation and deconcentration. At present (B.E.2517-2538), the delegation and deconcentration educational policies were still implemented while there was increasing public demand for devolution as indicated by "the Decentralization Policy in Education Act of Ministry of Education" being proposed in B.E.2538 but was not approved by the Cabinet.

2. Factors relating to policy development process. It was found that in the beginning of democratic government, the superstructure in political structure, especially state bureaucracy played important roles in developing deconcentration and delegation educational policies. Political groups increasingly played more active roles in the policy formation. Moreover, it was noted that local people who were the substructure in political structure did not played any direct roles in the educational decentralization policy development process.

3. Alternatives for the development of decentralization policy in education. Experts suggested that devolution and deconcentration should be combined as basic concept of decentralization in educational policy. Also, they proposed that there should be some measures which would strengthen potentialities of local people, government officers and politicians with emphasis on knowledge and understanding as well as participation in self-governing and decentralization.

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