The Scenario of Cooperation for Developing Local Education in the Context of New Normal Education and a Sustainable Society

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Abstract

The objectives of this research were: 1) to synthesize the educational trends in the context of new normal education after the COVID-19 crisis affecting the development of local education and society in the upper northern areas, 2) to create cooperative guidelines for developing local education in the context of new normal education and a sustainable society, 3) to analyze the scenario of cooperation for developing of local education in the context of new normal education and a sustainable society, and 4) to propose a policy and a practical proposal of cooperation in the development of local education in the context of new normal education and a sustainable society. Key informants consisted of relevant educational personnel, stakeholders, experts, and specialists. The research instruments were 1) a form for focus group discussion, 2) a semi-structured interview form, 3) non-directive open-ended questions for the EFR (Ethnographic Futures Research) technique, and 4) a meeting record for connoisseurship. Content synthesis was used to analyze the data. The research found that 1) the educational trends consisted of economy, public health, the environment, and technology, 2) the cooperative guidelines consisted of the development of local education and a sustainable society were to maintain the quality of online learning, to maintain COVID-19 measures, to ensure that diversity continues, and if people are not ready to study online, schools can choose several ways to study on-site, 3) the scenario of cooperation for developing consisted of 3.1) the educational structure, roles, and management system must be flexible, clear, and verifiable, 3.2) the educational management system is efficient and effective, which has an impact on educational quality and standards, 3.3) encourage participation in educational management from all sectors, and 4) the policy and practical proposals consisted of the improvement of the educational management structure, enhancing the efficiency of educational institution management, and promoting the participation of all sectors in the educational management.

Keywords: Scenario, Cooperation, Local Education, New Normal Education, A Sustainable Society

Introduction

According to the situation of the coronavirus disease outbreak, COVID-19 was caused by a new virus of an epidemic that began in December 2019. Due to the World Health Organization (2020) situation report, the new coronavirus epidemic had been declared a "pandemic". Therefore, the director of the World Health Organization (2020) announced the outbreak of the current state of COVID-19 on March 11, 2020, as a "pandemic" disease. However, this announcement did not change the World Health Organization's approach to assessing threats posed by this virus. Later, on March 17, 2020, to combat the spread of COVID-19, Thailand's Ministry of Education (MOE) declared that all educational institutions, public and private, would temporarily close, forcing students to finish the academic year at home. Although the announcement raised the level of preventing this pandemic around the world, the solution was that everyone would remain the same.

As Kenan Foundation Asia (2020) viewed the outbreaks of the coronavirus, or COVID-19, as a result of over 15 million Thai students could not study for a third of the academic year and the COVID-19 outbreak greatly affected the educational system, three important issues were analyzed, and summarized as follows 1) Differences and inequalities in education that may increase, 2) Consequently, that could bring insufficient teaching and learning efficiency, and 3) the system to promote and support online teaching by teachers was insufficient. Moreover, Supising and Puthaprasert (2020) indicated that the educational disruption that was the development of the learning process, instruction, measurement, and evaluation, teaching and learning media, digital library, online supervision, educational planning, and academic training meetings to encourage learners to achieve their educational objectives must be changed completely due to the COVID-19 era.

Although the Thai National Scheme of Education 2017-2036 (Office of the Education Council, 2017) stipulated that the fourth strategy was to create opportunities and equality in education, and when considering economic situations and areas, the key goal was for all students to have equal access to high-quality education. The equity index of the basic education admission rate should be reduced when it comes to economic situations and regional areas. Moreover, as the sixth strategy suggested, the development guidelines were to improve the educational management structure, to enhance the efficiency of educational institution management, and to promote the participation of all sectors in educational management.

The epidemic prevention measures must be considered an opportunity to review the educational management for preparing new teaching and learning methods in line with the epidemic prevention measures. These scenarios would result in the loss of learning opportunities for several students, especially in remote areas and in poor families, losing learning opportunities because there was not enough income to support their learning media. Thus, integrated measures should be developed for underprivileged students in rural areas, covering income-creation for their families and supporting them with school-related expenses. Also, the Office of the Basic Education Commission (OBEC) should revise the selection process for fundamental underprivileged students.

As commented by the Economist Intelligence Unit (2020), Thailand encountered an optimistic lesson for policymakers was that the magnitude and severity of the 2035 disruption could be managed through numerous studies for the next fifteen years. Thai measures must attempt to provide citizens with an equitable opportunity to take part in the economy, such as to have access to high-quality education and healthcare, to be effective in following Thailand's 20-year national strategy 2017-2036. Three ideologies were used to enhance national multidimensional capacity: 1) learning from the past for further development, 2) adjusting the present, and 3) creating new future values.

The upper northern region consists of 8 provinces: Chiang Mai, Chiang Rai, Mae Hong Son, Lamphun, Lampang, Phayao, Phrae and Nan. Most of the areas are highlands. The context of the school is mostly small-sized schools located in high mountains, remote and distance, causing the educational services to be unable to perform at full capacity causing the objectives to not be achieved according to the set goals for that reason. As researchers, we had the mission of extending and supporting the integration of academic services, research, and instruction for local development sustainability. Therefore, we would like to study the scenario of cooperation for developing local education in the context of the new normal education and a sustainable society in the learning world of change. In addition, the researchers hoped that the scenario of cooperation in the development of local education in the context of new normal education and a sustainable society could be studied

and could be used as guidelines for policy proposals for educational administrators at all levels under the supervision of the Office of the Basic Education Commission (OBEC).

Research Objectives

1. To synthesize educational trends in the context of new normal education following the COVID-19 crisis that has affected the development of local education and society in the upper northern areas.

2. To create cooperative guidelines for the development of local education in the context of new normal education and a sustainable society.

3. To analyze the scenario of cooperation in the development of local education in the context of new normal education and a sustainable society.

4. To propose a policy and practical proposal for cooperation in the development of local education in the context of new normal education and a sustainable society.

Significance of Research

1. All sections must recognize the permanent changing in the economy, public health, environment, and technology which are the educational trends of the new normal education following the COVID-19 crisis.

2. The Secretary-General of the Basic Education Commission should monitor the learning outcomes after following the cooperative guidelines for the development of local education in the context of new normal education and a sustainable society.

3. The scenario of cooperation in the development of local education in the context of new normal education and a sustainable society will be information for all relevant sectors to decide to cope with the recent changes to create opportunities and equality in education and equal access to high-quality education.

4. The policy and practical proposals for cooperation in the development of local education in the context of new normal education and a sustainable society were able to be applied to the Office of the Basic Education Commission (OBEC) to revise the selection process especially for fundamental underprivileged students.

Methods and Materials

The research method was divided into 4 phases as follows:

Phase 1: The synthesis of educational trends in the context of new normal education following the COVID-19 crisis that had affected the development of local education and society in the upper northern areas. The research instrument was a synthesis form. The research team studied the relevant documents, concepts, papers, and related research that were published via electronic media. Then we provided a focus group discussion with nine key informants consisting of scholars, businessmen, community leaders, public health personnel, educational administrators, and school administrators. The topics for focus group discussions in the economy, public health, the environment, and technology were chosen from the data collected. The data were analyzed by content analysis and classified into issues.

Phase 2: The creation of cooperative guidelines for developing local education in the context of new normal education and a sustainable society. Eleven key informants consisted of representatives of the administrators under the Educational Service Area in the upper northern region. The research tool was an in-depth interview

form. The interviewed issues were derived from the results of content analysis and summarized in terms of economy, society, public health, and education. The research team went to interview them face-to-face. The data were analyzed using content analysis and summarized to generate the cooperative guidelines.

Phase 3: The analysis of the scenario of cooperation for developing local education in the context of new normal education and a sustainable society. Key informants were eleven specialists selected from relevant researchers in education from educational service areas, school board committee members, community leaders, and university lecturers. The research instruments were non-directive, open-ended questions for the EFR (Ethnographic Futures Research) technique as a semi-structured interview form. The topics consisted of an expected scenario, an unexpected scenario, and the most possible scenario in accordance with the six strategies suggested by the Thai National Scheme of Education 2017–2036 that stipulated the development guidelines were to improve educational management structure, to enhance the efficiency of educational institution management and to promote the participation of all sectors in educational management. The research team went to interview them face-to-face. The content summary was used to analyze the data.

Phase 4: The proposal of the policy and practical proposals of cooperation for developing local education in the context of new normal education and a sustainable society. Eleven key informants were relevant stakeholders, consisting of representatives of faculty lecturers, educational administrators, school administrators, the school board committee members, the chairman of the Parents and Teachers Association, and community leaders. The research team organized a workshop in the graduate school meeting room. The expected scenario, an unexpected scenario, and the most possible scenario were used in formulating the policy and practical proposal of cooperation for developing local education in the context of new normal education and a sustainable society. The data were analyzed by content analysis and classified into issues.

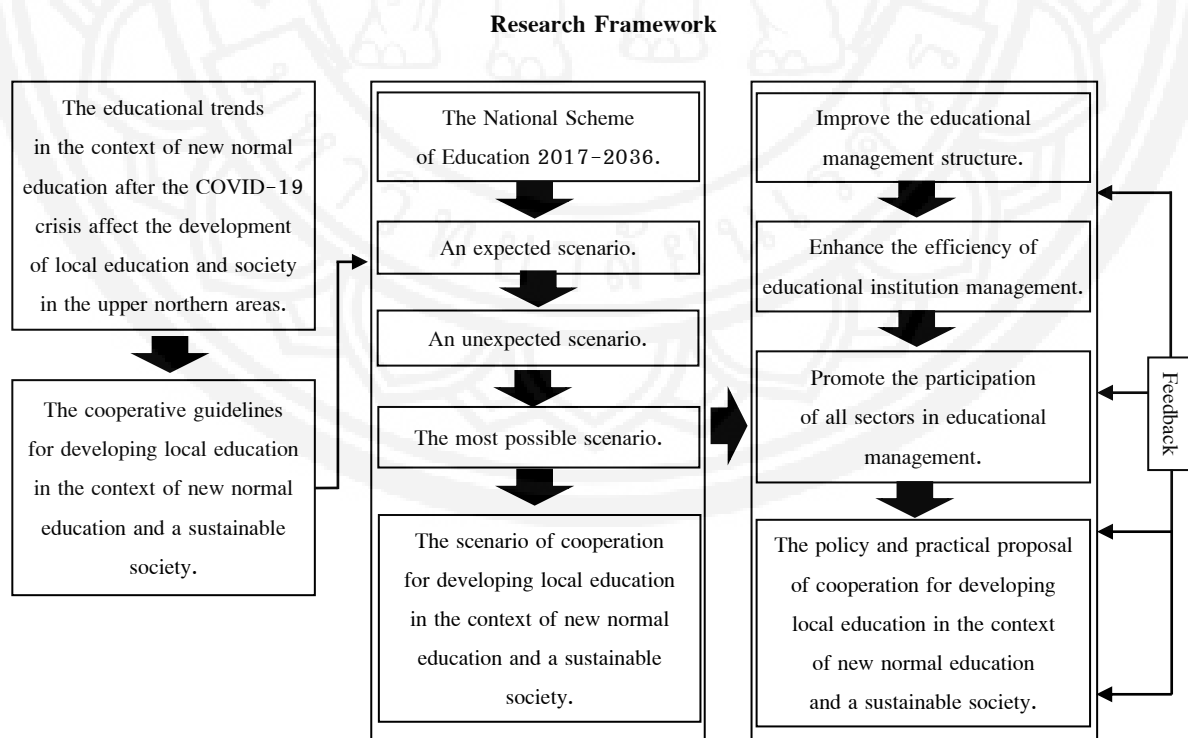In this research, a research framework was presented as shown in Figure 1.

Research Framework

Figure 1 Research Framework.

Results and Discussion

Phase 1: The research results were synthesized and analyzed by content analysis and classified into issues as follows:

Step 1.1: The data were synthesized from 30 relevant documents, concepts, papers, and related research that were published via electronic media as follows:

1. Thailand's 20 - Year National Strategy 2018-2037 (Royal Thai Government Gazette, 2018),

2. Twelfth National Economic and Social Development Plan 2017-2021 (Office of the National Economic and Social Development Board (NESDB), 2017),

3. The National Scheme of Education 2017-2036 (Office of the Education Council, 2017),

4. Policy of Office of the Basic Education Commission in 2020 (Chareekul, 2021),

5. Thailand's education policy response to COVID-19 OECD Economic Surveys: Thailand 2020 (Schleicher, 2020),

6. Weekly operational update on COVID-19 - 19 June 2020 (World Health Organization, 2020),

7. Social Impact Assessment of COVID-19 in Thailand (Oxford Policy Management (OPM), 2020),

8. Policy Brief: The Impact of COVID-19 on South-East Asia (United Nations Sustainable Development Group, 2020),

9. Thailand Economic Focus: Building a more equal and sustainable Thailand after COVID-19: A UN perspective (Serechetapongse & Udomkerdmongkol, 2020),

10. The COVID-19 virus crisis and Thai education (Equitable Education Research Institute (EEFI), 2020),

11. Major changes in Thai education anticipated after the COVID-19 pandemic (Office of National Higher Education Science Research and Innovation Policy Council, 2020),

12. ASEAN Policy Brief: Economic Impact of COVID-19 Outbreak on ASEAN (The ASEAN Secretariat, 2020),

13. The impact of COVID-19 on education - Insights from Education at a Glance 2020 (Schleicher, 2020),

14. The challenge and opportunities of Thailand education due to the COVID-19 pandemic: a case study of Nakhon Pathom, Thailand (Vanpetch & Sattayathamrongthian, 2020),

15. Thailand 2035: Horizon Scanning Overview (The Economist Intelligence Unit, 2020),

16. Impacts of AI on Thailand's Economy and Society: A Scenario Modelling Assessment (The Institute of Public Policy and Development, Phraya Suriyanuwat Foundation, 2020),

17. Thailand: A Vision for The Future Special (Forbes Custom, 2018),

18. Scenario planning: towards 2030 Thailand's circular economy (APEC Center for Technology Foresight, The Office of National Higher Education Science Research and Innovation Policy Council (NXPO), 2022),

19. The power of education towards sustainable societies in the world post-COVID-19 (UNESCO, 2022),

20. Sustainability Education in Risks and Crises: Lessons from COVID-19 (Wolff, 2020),

21. Research on Scenario of Thai Education in the Next 10-20 Years (Siridhrungsri, 2009),

22. The Scenario of the Educational Management of Udon Thani Provincial Administrative Organization in the Next Decade (A.D. 2019-2028) (Wongsangta, Homsin, & Amatariyakul, 2019),

23. Digital-Education Scenario for Thailand (Voratitipong, Wannapiroon, & Nilsook, 2019),

24. Thai education set to change, prepare students for the future (Ashworth, 2020),

25. Education for the 21ˢᵗ Century: Placing skills development at the heart of education (Delaney, 2019),

26. Future Scenario for the Faculty of Education at Chiang Mai Rajabhat University in Thailand (Kodsiri & Suwan, 2017),

27. The Scenario of Citizenship Education Curriculum at the Basic Education Level in the Next Decade (During 2012-2022) (Tuchinda, 2015),

28. Scenarios of Thailand Secondary Education within B.E. 2570 (Bhayuhah, Sirisuthi, & Lammana, 2013),

29. The Scenario of Nakprasith School Wat Bangchangnua Foundation in the Next Decade (2018-2027) (Phaophung, 2019),

30. Education in the future: two scenarios (White, 2020).

The synthesis results of educational trends in the context of new normal education following the COVID-19 crisis that had affected the development of local education and society in the upper northern areas. The details were as shown in Table 1.

Table 1 Results of Synthesizing Educational Trends in the Context of New Normal Education

Educational Trends	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
Finance	✓	✓	✓					✓	✓	✓							✓			✓	✓	✓	✓		✓	✓					13
Safety	✓	✓	✓			✓	✓	✓	✓	✓							✓														8
Economy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26
Education	✓	✓	✓	✓			✓				✓							✓						✓		✓	✓	✓	✓	✓	13
Preventing Diseases					✓	✓	✓	✓	✓																	✓	✓	✓			8
Measures	✓						✓		✓	✓	✓	✓			✓	✓				✓	✓	✓	✓	✓							13
Necessary Resources			✓		✓						✓							✓						✓	✓						6
Policy	✓	✓	✓	✓			✓	✓	✓	✓																✓	✓	✓	✓	✓	14
Infrastructure				✓			✓						✓	✓	✓	✓					✓	✓									8
Social Distancing					✓	✓	✓	✓			✓	✓						✓							✓	✓	✓	✓	✓	✓	12
Medical Conditions						✓	✓	✓																✓		✓	✓				6
Public Health	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Vaccination Programs					✓	✓	✓	✓																			✓	✓	✓		6
Negative Impact							✓											✓								✓					3
Mental Health	✓	✓			✓	✓	✓	✓	✓	✓																✓	✓	✓	✓	✓	13
Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	27
Community Members						✓	✓	✓	✓																	✓	✓	✓			7
Technology	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	26
Remote Learning																				✓	✓	✓		✓	✓			✓		✓	7

From Table 1, the synthesizing results of the educational trends in the context of new normal education after the COVID-19 crisis affected the development of education and society in the upper northern areas, the researchers selected and grouped the educational trends by using the frequency criteria, not less than 60 percent of the synthesis table comprising of four preliminary topics as follows: economy, public health, environment, and technology.

Step 1.2: Nine key informants participated in a focus group discussion using four preliminary topics obtained from Step 1.1. The affecting results of the development of local education and society in the upper northern areas were classified as shown in Table 2.

Table 2 Affecting Results for Developing Local Education and Society in the Upper Northern Areas

Topics	Affecting Results for Developing Local Education and Society in the Upper Northern Areas
Economy	For the development of local education and society in the upper northern areas, particularly among the most disadvantaged and vulnerable groups of society, even though students do not have to pay tuition fees for public schools when parents lose their jobs, they still do not have enough money for their children to spend on the learning materials and equipment in the schools and travel expenses.
Public Health	They initially lack basic knowledge for self-prevention, such as using face masks in crowded locations to hide coughs and sneezes with tissues, avoiding public spaces and unwanted social gatherings, and washing their hands, and even worse, they lack access to basic social services for public health, especially vaccines.
Environment	Some communities in the upper northern areas still adhere to traditional values and beliefs; they do not allow for disintegration and loss of identity; and the development of local education and society can be difficult at times.
Technology	Yet, schools in remote areas do not have the opportunity to access the internet or cannot afford quality internet service, especially those who live in remote areas where there is no electricity.

For assistance, the Maejo University report 2020 (Maejo University, 2021, p. 10) employed people who had lost their jobs due to the coronavirus disease pandemic of 2019 (COVID-19). In employment phases 1 and 2, 455 people were employed. They were empowered by improving a variety of work skills such as community analysis and problem-solving, social innovation development, managing a survey and collecting data, mapping community woods, and generating novel meals to support and encourage community problem-solving.

Phase 2: Eleven key informants, consisting of representatives of the administrators under the Educational Service Area in the upper northern region, were interviewed to create the cooperative guidelines for developing local education in the context of new normal education and sustainable society. The research instrument was an in-depth interview. The interview issues were derived from Step 1. 2. The research team went to interview them face-to-face. As shown in Table 2, data were analyzed using content analysis and summed up using cooperative guidelines.

Table 3 The Cooperative Guidelines for Developing Local Education in the Context of New Normal Education and a Sustainable Society

Topics	The Cooperative Guidelines for Developing Local Education in the Context of New Normal Education and Sustainable Society
Economy	To maintain the positive changes, student sponsors are required to maintain the quality of online learning. Both public and private sectors, especially parents' employers, should provide employees' children with learning tools such as tablets, laptops, internet access, etc.
Public Health	To maintain the positive changes, student sponsors are required to maintain COVID-19 measures such as mask-wearing, physical distancing, handwashing, ATK testing for activities, and high vaccination rates for school staff and students.
Environment	Find someone who sees cultural diversity as inherently positive, on the condition that it focuses on sharing of wealth in each of the local societies and, accordingly, on the links joining together in processes of exchange and dialogue. Ensure that diversity continues to exist, not that it is a given state of difference. This presupposed a capacity to acknowledge and sustain cultural changes.
Technology	If people are not ready to study online, schools can choose several ways to study on-site. With the Center for the Administration of the Situation's announcement of surveillance measures in response to the outbreak of the communicable disease Coronavirus 2019 (COVID-19), on-air lessons were delivered via Distance Learning Television (DLTV); on-demand lessons were delivered via applications; and online lessons were delivered via the Internet while on hand was to study at home with the teachers' documents.

Phase 3: Key informants were fifteen experts and specialists selected from relevant researchers in education from the faculty of education in universities. The research instruments were non-directive, open-ended questions for the EFR (Ethnographic Futures Research) technique. The research team went to interview them face-to-face. The interview form consisted of an expected scenario, an unexpected scenario, and the most possible scenario. As shown in Table 4, data were analyzed using content analysis and summarized by each aspect.

Table 4   An Expected Scenario, an Unexpected Scenario, and the Most Possible Scenario for the Development Guidelines According to the National Scheme of Education 2017-2036

The Development Guidelines According to the National Scheme of Education 2017-2036	An Expected Scenario	An Unexpected Scenario	The Most Possible Scenario
1. The educational structure, roles, and management system must be flexible, clear, and verifiable			
1.1 Enhance the administrative structure and system of the central state, regional education offices, and educational institutions so that they are united in accordance with the context of the areas.	If a school is a true legal entity, an administrator can make a decision for his own school management.	Teachers are recruited from the central state, which they do not recognize in the school context. Most of them are waiting to move to the other schools, which are more convenient.	It is probably the last attempt in the legislative process for educators. It is believed that if the school was a legal entity, the quality of Thai education would be better.
1.2 Manage in accordance with Thai good governance principles.	Educational laws, acts, rules, and regulations must be equitable and acceptable to the educational professional society.	There is no opportunity for the public to participate, recognize, and share their opinions in decision-making on important issues, such as giving opinions and public hearings and referendums. It also includes working inefficiently in their duties and roles.	Accountability, participation, and transparency in accordance with the secretariat of the Cabinet are significant.
2. The educational management system is efficient and effective, which has an impact on educational quality and standards			
2.1 Small-sized schools that are in remote area.	Most small-sized schools should have a budget, materials, equipment, and a shortage of teachers in both quantity and quality.	Most small-sized schools are still of lower quality and standards than medium-sized and large schools.	Based on a shortage of budget, materials, equipment, and teachers in both quantity and quality. Technology should be used instead of schools, which are located in rural areas.

Table 4 (Cont.)

The Development Guidelines According to the National Scheme of Education 2017-2036	An Expected Scenario	An Unexpected Scenario	The Most Possible Scenario
2.2 Educational institutions that urgently need special assistance and development that did not pass the external quality assessment criteria decreased in number.	The disadvantages of various factors that affect for developing quality of education include those public utilities are decreased and empower school administrators to recruit appropriate personnel.	Thai curriculums and textbooks are still inconsistent with the development of 21st-century skills, and the problem is not only a lack of resources but also a lack of efficient resources.	The most important aspect of education reform should be the quality of learners equally throughout the country. Schools have to rely on themselves in the management of education and continue to provide teaching and learning, creating quality without waiting for everything to be perfect.
3. Encourage participation in educational management from all sectors			
3.1 There is an increase in the number of organizations, associations, foundations, or other agencies that come to provide education or collaborate with educational institutions, both public and private, as well as local government organizations.	Children and Youth Development Program in the wilderness areas according to the royal initiative of HRH Princess Maha Chakri Sirindhorn, Subdistrict Administrative Organizations, civil schools, and relevant sectors participate in educational management that is close to the school context to assist according to the priority requirements of the schools.	Organizations, associations, foundations, or agencies have a lot of work to assist the cause of COVID-19 pandemic.	The Thai Ministry of Education, Equitable Education Fund (EEF.), Professional Development Association of Educational Administration of Thailand, the United Nations Children's Fund (UNICEF), and others empower to assist children in wilderness and remote areas.
3.2 The proportion of participation in supporting education of the private sector, the public sector, and network partners are compared with the state classified by education at a higher level.	Eighty percent of corporate social responsibility (CSR) organizations support remote educational management.	The barriers to corporate social responsibility (CSR) organizations in education are set by state management.	There is 50 percent of a public-private coalition of corporations and nonprofits are committed to promoting student technology use.

In accordance with Phra Samuwichian Jittasaro, Chao Athikan Boonchuay Chotivungso, & Saikham (2020) who suggested the guidelines for supporting and improving educational institutions based on good governance principles, both administrators and teachers should take it sincerely until it was completed operating projects and encouraging activities for integrating progressive planning that covered the overall organization to actively achieve efficiency and empirical effectiveness.

Phase 4: Eleven key informants were relevant stakeholders, consisting of representatives of lecturers, educational administrators, school administrators, school board committee members, chairmen of the Parents and Teachers Association, and community leaders, as well as the research team, who participated in connoisseurship

by zoom. The outcomes of developing a policy and a practical proposal for collaboration for developing of local education in the context of new normal education and a sustainable society were analyzed by content analysis and classified into items.

Table 5 The Policy and Practical Proposal of Cooperation for Developing Local Education in the Context of New Normal Education and a Sustainable Society

The Cooperation for Developing Local Education in the Context of New Normal Education and a Sustainable Society	Proposals	
	Policy	Practical
Improve the Educational Management Structure	Amend the National Education Act with structural solutions, decentralization, and reconciliation of power, roles, and duties of administrators at all levels.	The Federation of Teachers' Associations of Thailand (FTA), the Education Thailand Association (ETA), and relevant networks propose a draft of the National Education Act, B.E. 2021.
Enhance the Efficiency of Educational Institution Management	Select a model from the Office of the Basic Education Commission (OBEC) for improving the quality of education in small-sized schools such as 1) a classroom integrated learning management model, 2) a curricula integration model, 3) a community cooperation model, and 4) the use of technology and information for quality development model, 5) a network school model, 6) a combination of various methods, 7) an efficient management model, and 8) a civil school model.	Establish a branch school, a movable school, Distance Learning Information Technology (DLIT), and Distance Learning Television are all examples of Distance Learning Technologies (DLTV).
Promote the Participation of All Sectors in the Educational Management	Promote strong partnerships between factories and communities, the company sought to cultivate relationships throughout a variety of operational areas, supporting local participation in participation the projects and activities.	Building cooperation among communities aims to increase happiness, to provide a stable income, and to improve the communities in which they live and their surroundings.

In line with Voratitipong et al. (2019, p. 97), who proposed a digital-education scenario for Thailand comprising of five components for integration and development: 1) digital media drives, 2) digital media, 3) digital infrastructure, 4) digital education instructional activities, and 5) digital education personnel development activities. The goal of the five elements for integration and improvement was to create a national digital media knowledge base, that included lesson plans, instructional manuals, teaching activities, sets of activities to improve learners' skills, and course content to operate services for students, teachers, administrators, and the general public. It ensured that all people had access to digital and wireless networks on an equal basis.

In addition, Wetcha, Chantapoon, Sonnual, & Chansa (2022, p. 167), who studied the participation mechanism in developing the schools' educational quality, it was found that more and more parents and community members are becoming aware of the advantages of cooperating with educators and schools. so that they experience a greater sense of accountability and community connection in order to take part in ongoing progress, especially, the efforts to raise the standard of instruction in schools in the outlying regions in rural areas of Thailand's highlands.

Conclusion and Suggestions

Quality learning management is an essential tool for collaborating in the development of local education in the context of new normal education and a sustainable society where reorienting current education systems is outlined as key to a sustainable society. In the context of new normal education, educational management encourages participation of all sectors to improve the economy, public health, the environment, and technology. The Thai Ministry of Education, Equitable Education Fund (EEF.), Professional Development Association of Educational Administration of Thailand, United Nations Children's Fund (UNICEF), and others are expected to help children in wilderness and remote areas in the best possible scenario.

Recommendations

Recommendations for Application of the Research Findings

1. Students should be motivated to cope with the changes awing to COVID-19.

2. Teachers can use the results of the most possible or probable scenario from this prediction to plan the most trend in the likely future.

3. Parents can realize the incidence, duration, and timing of COVID-19 that influences a child's education.

4. In primary care settings, communities can give opportunities to influence school readiness and educational action.

5. The Ministry of Education can use the results to establish policy and practical proposals to efficiently cope with or avoid the unexpected scenarios and to attain the desirable scenarios. Recommendations for further research should refer to the most possible and the most desirable scenarios, as a consequence of the practical approaches.

Recommendations for Further Research

1. There should be a study of the school priority needs index to plan for extra budget, facilities, learning media, utilities, etc.

2. There should be a study of the most possible scenario of the cooperative guidelines for developing local education sustainably for the other schools' context.

3. There should be a study of the practical approach to organizational development based on the concept of good governance of the authority.

Acknowledgments

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