

# **The Network of Higher Education Institutions and the Promotion of the Use of Evaluation Results: A New Paradigm of Quality Assurance in Thai Education**

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## **Abstract**

Education in the 21st century needs to adapt to align with the demands of society and the labor market, with quality assurance in education being a crucial factor that promotes the development of educational quality. However, in reality, it has been found that after external quality assessments, the results are not effectively utilized for the continuous and concrete development of educational quality. Several factors influence the application of assessment results. Therefore, the Office for National Education Standards and Quality Assessment (ONESQA) has collaborated with various sectors, including networks of higher education institutions, which play a significant role in promoting the use of external quality assessment results. They act as advisors and mentors to educational institutions and local governing bodies in the ongoing development of quality. The promotion of the application of assessment results must be based on collaborative approaches among different sectors and citizen participation to ensure that the development of educational quality is systematic, under the philosophical concepts of “New Public Governance and Active Citizenship”, emphasizing the importance of collective learning and accountability at the community level, as well as building networks of cooperation among various agencies.

## **Keywords**

Network of Higher Education Institutions, Promoting the Use of Evaluation Results to Improve the Quality of Educational Institutions, New Public Governance, ONESQA

## **1. Introduction**

Currently, education is a crucial factor and foundation for human existence in the global society, especially the educational skills required in the 21st century, which is characterized by rapid and volatile changes. The education system must continuously adapt to meet the demands of social conditions and the labor market in the future, particularly in higher education, which plays a vital role in producing the workforce of the country. It is essential to develop people's potential and emphasize lifelong learning to promote sustainable development in Thai society (Ministry of Higher Education, Science, Research and

Innovation, 2023). However, to ensure that education is well-managed and of high quality, it is necessary to implement evaluation processes similar to those in various management practices. This is to obtain feedback that reflects past performance and identifies areas for improvement, especially through evaluations from external agencies, which can provide neutrality free from pressure and prevent the results of external quality assessments from deviating from reality (Office for National Education Standards and Quality Assessment (Public Organization), 2021). This led to the establishment of the Office for National Education Standards and Quality Assessment (Public Organization), or ONESQA, to perform its duties.

However, the Office for National Education Standards and Quality Assessment (ONESQA) has been conducting external quality assessments for over 24 years. In reality, it has been found that after the external quality assessments, educational institutions do not immediately and continuously utilize the results of these assessments. This is due to several factors, such as a lack of seriousness and continuity in using the assessment results for improvement and development (Channarong Pornrungraj, 2016), the attitudes of educational administrators towards external quality assessments (Nattayan Bunyathaveepat, 2017), and the lack of serious, immediate, and continuous quality development in educational institutions according to the PDCA cycle (Supak Phiboon, 2023). In reality, if educational institutions that receive recommendations after external quality assessments take these suggestions seriously and continuously implement them in their quality development plans, the education level in Thailand would certainly improve. Conversely, in 2024, Thailand's education level ranked 47th in the IMD World Talent Ranking, which is lower than Indonesia (International Institute for Management Development: IMD, 2024), highlighting the urgent need for the country to accelerate measures for improvement.

The application of evaluation results to improve the quality of educational institutions is therefore crucial in enhancing the quality of schools, especially the recommendations derived from external quality assessments. These assessments reflect the strengths and areas for improvement of educational institutions from the perspective of external evaluators. If all educational institutions believe that after completing the external quality assessment, they will immediately implement the recommendations to enhance their quality, it would undoubtedly lead to an improvement in the overall quality of education in the country (Warunee Lapphanachokdee, 2017). However, research related to the application of external quality assessment results indicates that stakeholders, including the governing bodies of educational institutions, school administrators, teachers, and educational personnel, influence the use of evaluation results. Additionally, agencies involved in education management must have a positive attitude towards external quality assessments (Nattayan Bunyataweepat, 2017). The main factors affecting the application of evaluation results include a lack of leadership among school administrators and a lack of awareness of their responsibilities in improving the quality of educational institutions.

Teachers also lack motivation to help students develop skills and competencies (Kataliya Sri Plaek, 2001)

It can be said that the use of evaluation results is a process that involves various stakeholders related to educational institutions, including school administrators, supervising agencies, parents, and the community. These stakeholders need to participate in supporting and promoting the use of external quality assessment results to immediately and continuously improve the quality of their educational institutions.

## **2. New Public Governance (NPG) Smaller Government, Bigger Society**

New Public Governance (NPG) is a contemporary approach to public sector management that emphasizes collaboration among various social sectors in addressing public issues. It has been developed to respond to the complexities of modern governance, moving beyond traditional methods. The key characteristics of NPG, as synthesized from relevant literature (Kraweech Boonmee, 2023; Thanapoom Narathipakorn et al., 2019; Kittidet Srisuwan, 2023), can be summarized as follows:

2.1 Cross-sector collaboration, which emphasizes the importance of cooperation among the public sector, private sector, and civil society. This collaborative approach is crucial for addressing complex public problems that the government cannot effectively solve alone.

2.2 Citizen participation, where a fundamental aspect of NPG is the promotion of proactive citizen involvement in the policy-making and public management processes. This means providing opportunities for citizens to influence decisions that affect their lives.

2.3 Decentralization, as New Public Governance (NPG) focuses on promoting the decentralization of decision-making from the central government to local levels, facilitating governance that is responsive and sensitive to local needs.

2.4 Network governance involves creating networks among various stakeholders, including community organizations, businesses, and government agencies, to improve service delivery and policy implementation, with a focus on building relationships that foster better outcomes for public services.

2.5 Resource sharing and joint investment: New Public Governance (NPG) promotes the pooling of resources and collaborative investments among different sectors to maximize efficiency and effectiveness in meeting public needs.

2.6 Emphasis on accountability: The NPG framework often includes mechanisms for accountability to ensure that all parties involved in governance are responsible for their actions, which enhances trust in public institutions.

2.7 Use of technology: Leveraging information technology is crucial in NPG for improving communication, transparency, and efficiency in public service delivery.

2.8 Learning and knowledge sharing: The NPG concept promotes an environment where experiences and knowledge are shared among public agencies, community organizations, and other stakeholders to foster continuous improvement.

2.9 Learning and Knowledge Sharing: The concept of New Public Governance (NPG) promotes an environment where experiences and knowledge are shared among government agencies, community organizations, and other stakeholders to foster continuous improvement in governance practices. It is evident that the NPG framework emphasizes collaboration across various sectors, public participation, decentralization, and the promotion of networks for cooperation among different organizations in implementing policies and providing public services to citizens. This includes sharing resources and collaboration, as well as emphasizing accountability in the use of information technology and knowledge sharing in addressing public issues in an era characterized by the complexity of contemporary society, where the provision of public services is not solely the responsibility of the government but a duty shared by all sectors. The interactions among the various organizations involved inevitably lead to increased complexity.

### **3. Active Citizenship**

The solution to the problem of promoting the use of evaluation results in educational institutions requires the integration of various concepts. The concept of Active Citizenship is crucial for social development, especially in the context of political and social participation. Strong citizens not only have the right to vote but also bear responsibilities towards society and the environment. Their enthusiasm for participating in various activities that impact social development, both at the local and national levels, reflects their awareness of their roles and responsibilities, particularly on important issues such as politics, the environment, and the economy. Active Citizenship, or strong citizenship, is an essential concept in promoting education and improving the quality of education in Thailand, with the goal of creating individuals who are socially responsible and can effectively contribute to social development, such as in the case of utilizing quality assessment results to enhance the quality of educational institutions. In promoting Active Citizenship, there are several methods that can be employed, such as utilizing data from assessments and using results from external quality evaluations to enhance the quality of teaching and learning management. This requires data analysis to improve the teaching and learning processes and to encourage stakeholders in the education sector to participate in development, under the belief that education is a crucial tool for social change. Education is a matter of public benefit, not a competition among individual families (Arthapol Anantaworasakul, 2020). Promoting spaces for knowledge exchange among teachers, students, communities, relevant agencies, and local higher education institutions is essential to foster understanding and cooperation in improving educational quality, which helps create shared responsibility at the community level. This enables stakeholders to recognize their value and role as engaged citizens in society.

#### **4. Co-Creation**

Social, economic, political, and educational changes have resulted in complex educational issues in various regions. Additionally, the Office for National Education Standards and Quality Assessment (ONESQA) serves only as an external quality assessment organization. Therefore, the responsibility for development lies with the relevant agencies and educational institutions, which must improve based on the recommendations from external quality assessments. Co-creation is a method of brainstorming among various related parties to collaboratively develop and create valuable innovations (Venkatram Ramaswamy & Francis J. Gouillart, 2010). The aim is to decentralize power to higher education institutions in the area, acting as coaches or mentors to provide guidance to educational institutions, fostering awareness of how to utilize the results of external quality assessments. Under the project to promote the use of assessment results, ONESQA has signed MOUs with networks of higher education institutions in 18 provincial groups across the country and at the central level. The network of higher education institutions plays a crucial role in promoting the application of assessment results to enhance the quality of educational institutions, particularly through projects implemented by ONESQA. The network has been established in collaboration with various higher education institutions to provide support and guidance to educational institutions in utilizing the evaluation results, which is a new role beyond academic services.

#### **5. The Project to Promote the Use of Evaluation Results**

The Office for National Education Standards and Quality Assessment (ONESQA) is a public organization established under Section 49 of the National Education Act B.E. 2542 (1999). Its responsibilities include developing criteria and methods for external quality assessment of education, conducting evaluations of educational management to ensure the quality of educational institutions, and ensuring that every educational institution undergoes an external quality assessment at least once every five years since the last evaluation (National Education Act B.E. 2545, 2002, pp. 28-29). In carrying out its role in external quality assessment, ONESQA evaluates and monitors the quality and standards of education in institutions and submits evaluation reports and monitoring results, along with recommendations, to the institutions and their supervising agencies. This is intended to provide guidance for institutions to improve and develop the quality of education further. However, based on past experiences in external quality assessment, it has been observed that after receiving an external quality assessment from ONESQA, educational institutions often lack immediate and continuous actions to improve their educational quality. This results in educational development's shortcomings.

When considering the various problematic matters, it can be observed that they lead to the formulation of policies to address issues, which include: 1) the current of problems where educational institutions do not immediately and continuously utilize evaluation results; 2)

the current of changing socio-economic and political education that influences competitiveness at the international level; and 3) the current of public policy aimed at problem-solving (Sanya Kenapoom, 2016). Given the importance of the aforementioned factors, the ONESQA has established a project to promote the use of evaluation results to enhance the quality of educational institutions. It has set criteria for promoting the utilization of evaluation results in collaboration with ONESQA and relevant central agencies overseeing the internal quality assurance aspects, including the Office of the Basic Education Commission (OBEC), the Office of the Private Education Commission (OPEC), the Office of Vocational Education Commission (OVEC), the Department of Lifelong Learning Promotion, and the Department of Local Administration Promotion. This involves a working group and experts from four higher education institutions, namely: Thepsatri Rajabhat University, Kanchanaburi Rajabhat University, Suan Sunandha Rajabhat University and Songkhla Rajabhat University, have jointly established criteria and methods to promote the use of external evaluation results in the form of co-creation. They have set guidelines for providing recommendations to enhance the quality of higher educational institutions, while also transforming the operational model of the ONESQA from being a “regulator or quality inspector” to become a “supporter”.

Particularly, five key principles for operation have been established, which include:

1. Encourage, support, and promote educational institutions and their parent organizations to utilize the results of external evaluations, under the supervision and monitoring of the relevant educational area offices, provincial offices, or provincial academic sectors.
2. Emphasize the importance of providing feedback to educational institutions, categorized into urgent issues that need to be addressed, significant risk items, areas that should be improved for higher quality, and areas that should be developed into prototype innovations.
3. Focus on having educational institutions develop quality improvement plans in collaboration with their parent organizations or supervising agencies, emphasizing urgent issues that need to be addressed and significant risks that should be systematically driven and linked through shared information systems.
4. Emphasize that educational institutions should prepare performance guarantees in collaboration with their parent organizations to address, prevent, or improve development, and carry out these actions continuously. ONESQA supports the verification and certification of development or re-evaluation of quality upon request from educational institutions and their parent organizations.
5. Place importance on creating an online learning exchange system so that educational institutions can see best practices or prototype innovations.

With various activities that need to be carried out in the form of creative activities, the activities related to higher education institutions, specifically include:

1. Creating a list of qualified experts or resources lists for each higher education institution.

2. Decentralizing authority to various regions of the country by establishing higher education institutions as coordination centers for ONESQA.
3. Providing feedback to local agencies or provincial groups to enable them to plan and establish agreements for improvement and development
4. Evaluating the development of educational institutions that have issues to be addressed within a period of 6-12 months, with several risk factors, as requested by the educational institutions and their parent agencies.

The process of implementing the promotion of using evaluation results began, aiming to test the accuracy, appropriateness, feasibility, and utility of the approach. Four higher education institutions were selected to act as coordinating centers for ONESQA. Each coordinating center was tasked with recruiting and registering qualified experts (Resources lists) with expertise in teaching management, administration, and education. These experts would analyze educational institutions based on the results of internal quality assurance and external quality assessments, in collaboration with higher education institutions. They would provide consulting support to encourage educational institutions to develop quality improvement plans and implement these plans within an appropriate timeframe. The objective is to support and promote educational institutions and their parent organizations to utilize the recommendations derived from external quality assessment results for improvement and development, with higher education institutions serving as mentors and qualified experts acting as consultants to provide recommendations for enhancement.

#### Phrases of Study Project Implementation:

The implementation in Phase 1, or the pilot phase, involved a total of 12 educational institutions from 5 different affiliations participating in the project. The results of applying the model for promoting the use of evaluation results showed that the model was accurate, appropriate, feasible, and beneficial as anticipated. However, there were observations regarding the differences in the models and methods of operation among the higher education institutions in applying the model in practice. Therefore, ONESQA has developed a procedural manual to promote the use of evaluation results, aiming to establish clear and systematic practices that can effectively guide and monitor the implementation at each stage. This procedure will be tested with 2 educational institutions in Phase 2, with 4 higher education institutions driving the initiative.

After establishing clear operational procedures, ONESQA has implemented Phase 3 of the project, expanding collaboration to 27 higher education institutions across 18 provinces in the country, including the special administrative area of Bangkok.

Specifically, in Phase 3, a total of 119 educational institutions are participating in the project, with the following operational processes

1. ONESQA categorizes the results of external quality assessments of educational institutions that have undergone external evaluation and have been rated at the "Needs Improvement - Satisfactory" level according to the region of each higher education institution.
2. Once the higher education institutions have received the list of educational institutions, they will begin coordinating with the relevant agencies of the educational institutions to create an understanding of the project's objectives and request the Self-Assessment Report (SAR) of the educational institutions for analysis alongside the results of the external quality assessment.
3. Following that, a joint meeting will be held before the project is implemented. This meeting will involve the ONESQA coordination center or higher education institutions, the relevant agencies of the educational institutions, and the educational institutions themselves to present the analysis of the current situation of the educational institutions that the higher education institutions have conducted, identifying any issues that need improvement and whether they align with the actual conditions of the educational institutions.
4. After that, the educational institution will select qualified experts (Resources lists) from the list of higher education institutions that meet the needs for the development of the educational institution. Their role will be to provide recommendations and explain the tools for analyzing the current situation of the institution, as well as to offer suggestions for developing a quality improvement plan for the institution.
5. When an educational institution receives recommendations from experts (Resources lists), it will analyze the current situation of the institution using tools for current situation analysis, including SWOT, TOWS, GAP Analysis, and stakeholder analysis, or any one of these, under the conceptual framework of 1R 3I. The institution must first analyze the issue of risk (Risk) to identify any significant risks that need to be managed and addressed as a priority. If there are no significant risks, the institution should consider I1 (Internal Correction) to identify any urgent internal issues that need to be addressed. If there are none, it should then consider I2 (Improvement) to identify areas for development and improvement. If there are still none, it should consider I3 (Innovation) to identify any aspects that need to be elevated to innovation within the context of the institution, and compile this into a draft quality development plan for the institution Using the annual action plan of the educational institution as a starting point, which must be implemented regularly every year, and in order to avoid creating additional burdens for the educational institution, the aforementioned plan, which has been discussed and agreed upon in meetings between higher education institutions, experts (Resources lists), the relevant agencies, and the educational institution, will be put into practice for a period of 2-3 months.
6. After that, the process of monitoring and evaluation by higher education institutions will take place to consider how the educational institution implements the suggestions derived



from the quality development plan. The evaluation will assess the outcomes of the actions taken, identifying any problems and obstacles. Most participating institutions, after passing this stage, can create a quality development plan based on the recommendations from external quality assessments and their own self-analysis. As a result, upon completion of the project, the institutions gain an understanding of the quality development process and draft a quality development plan that can be applied to both short-term and long-term quality development plans, including annual action plans for the upcoming years.

7. In the final step, the higher education institution will return the data obtained from the project from the beginning to the relevant authorities and educational institutions. This is to provide the educational institution's governing body with guidelines for monitoring and further developing the institution.

Currently, there are 155 educational institutions with external quality assessment results at the “Improvement - Acceptable level” partaking in the project for the fiscal year 2024. This results in a total of 288 institutions participating in the project, and there are 713 institutions with assessment results above the “Good level” also participating in the project. There are 30 higher education institutions, acting as coordinating centers for the ONESQA, that have signed a cooperation agreement as a network to promote the use of assessment results, representing all regions of Thailand.

## **6. Social Return on Investment (SROI)**

Social Return on Investment (SROI) is a concept used to evaluate the return on investment in social aspects, focusing on measuring the social impact resulting from investments. This includes the benefits derived from projects or activities that affect society and the environment. SROI began to develop in the mid-1990s by the Roberts Enterprise Development Foundation (REDF) in the United States and was later expanded by the New Economics Foundation in the United Kingdom (Phataraporn Yarbara, 2022). The SROI assessment consists of several main steps, including: 1) defining the scope and stakeholders by identifying the stakeholders involved in the project and determining the scope of the evaluation; 2) identifying outcomes by analyzing the results generated by the project, including both positive and negative impacts; and 3) calculating social value using financial proxies to convert social outcomes into monetary value (Suchart Ekpaithoon, 2011). As mentioned above, educational policy is considered a social policy. Therefore, the assessment of impact or the calculation of the relationship between outcomes or SROI focuses on converting social outcomes into financial value to answer the question of how much value or return the budget allocated by the state to the education sector creates for society. The results of the analysis of SROI will be presented in the form of a summary or a compilation of key values linked to the mission of educational activities or projects (Suranee Achavanuntakul, 2017, p. 104).

## **7. Discussion**

Education is considered a crucial foundation for the development of the quality of life of citizens and society. In an era where education must adapt to rapid changes, ensuring the

quality of education is an issue that cannot be overlooked. Utilizing assessment results to improve education is an important approach to enhancing the quality of education in Thailand, particularly through the establishment of an External Quality Assessment (EQA) system managed by the ONESQA, which is responsible for the EQA evaluation. In developing the quality of education, it is essential to rely on data from educational assessments that can indicate strengths and areas for improvement. However, the results of EQA are often not immediately applied in practice. The main reasons for this include several factors, such as a lack of clear leadership from school administrators, inconsistency in quality development, and attitudes that are not conducive to this process.

The application of the New Public Governance (NPG) concept in the education system has led to changes in collaboration among various sectors of society, particularly with ONESQA. This has involved decentralizing power, allowing higher education institutions in different regions of the country to serve as coordination centers for ONESQA in their respective areas. From this perspective, it can be seen that ONESQA has expanded its role from merely being an evaluator to also supporting and promoting collaboration with various sectors. This includes the involvement of the institutions' parent organizations and the educational institutions themselves, as well as stakeholders in social responsibility (Active Citizenship), which is another important factor in improving the quality of education. By utilizing data from external quality assessment results, institutions can enhance and develop their teaching and learning processes through co-creation. This is a strategy used to implement the results of evaluations into practice, emphasizing the involvement of all relevant parties in the development of educational quality. In particular, it focuses on establishing a network of higher education institutions that act as mentors in improving the standards of educational institutions through projects that promote the application of evaluation results. This strategy drives the operations of the ONESQA. (Phumiphat et al., 2024), which seeks to support and encourage educational institutions and their parent organizations to seriously and continuously apply evaluation results. The main roles and responsibilities of higher education institutions in promoting the application of evaluation results include supporting personnel in project implementation, providing recommendations for the development and enhancement of educational quality, offering consultation to educational institutions in their service areas, strengthening quality assurance systems, and facilitating Professional Learning Communities (PLC) for educational institutions and related organizations.

As mentioned above, it can be seen that all parties involved in promoting the use of evaluation results have benefited from driving the project of the ONESQA. Higher education institutions in each region have formed networks to support and encourage educational institutions to utilize evaluation results. In addition to providing academic services, higher education institutions gain experience that enhances the capabilities of their personnel and develops curricula for teaching and learning, particularly in quality

assurance for students in the fields of education and teacher training. There has been an exchange of knowledge regarding the differences in the contexts of educational institutions in urban areas compared to those in local areas, which serves as a learning resource for faculty members of higher education institutions. This knowledge is then applied to teaching and learning management with students. The affiliated agencies have become more aware of quality assurance issues, with guidelines for monitoring and reinforcing educational institutions to use results from external quality assessments to improve and develop the quality of education. Educational institutions have been concretely developed by utilizing recommendations from external quality assessment results.

Altogether, the use of external quality assessment results helps educational institutions identify their strengths and weaknesses, which will impact the development of educational quality at various levels. Research has found that the use of external assessment results is positively correlated with the development of internal quality within educational institutions, especially when there is encouragement for administrators and teachers to have a positive attitude towards assessment (Nattayan Bunyathaveepat, 2017). This indirectly creates a Social Return on Investment (SROI) as SROI is a tool that helps measure the social value generated from investments in education. Utilizing external quality assessment results can enhance the effectiveness of teaching and learning management, leading to improved student achievement and resulting in higher social value, such as increased access to quality education and the development of essential skills for the future (Nattawan Limprasong et al.) The self-analysis of educational institutions based on external quality assessment results helps these institutions to develop clear and context-appropriate quality improvement plans. This can lead to the creation of effective strategies for resource utilization and increased educational opportunities, resulting in a higher Social Return on Investment (SROI). Overall, promoting the use of external quality assessment results by educational institutions and their governing bodies not only helps improve the quality of education but also clearly creates higher social value. Therefore, educational institutions should have a strategy for using data from assessments to continuously improve and develop teaching and learning. Additionally, operations that require collaboration with governing bodies at both central and regional levels, as well as leveraging the expertise of qualified individuals—who are important human resources can provide valuable recommendations for the development of educational institutions. The social return on investment, or SROI, achieved is the project to promote the use of evaluation results has a clear goal and is expressed numerically in the development plan for educational institutions that have external quality assessment results at the levels of "improvement" and "satisfactory." The aim is to address the issue of enhancing the quality of educational institutions by utilizing recommendations from the external quality assessment to improve and develop. Additionally, institutions with external quality assessment results at a "good" level can also use the evaluation results and recommendations from higher education institutions to elevate their quality to an innovative level.

In summary, the social outcomes are the values generated for society from the operations of the ONESQA, which impact the needs or goals of society or the country as a whole in developing human potential through education. This is achieved by coordinating cooperation with various relevant sectors, including higher education institutions. From another perspective, without this project, the outcomes of utilizing external quality assessment results may not materialize. Stakeholders, whether the governing bodies of educational institutions or other related parties, would not be able to identify the information that educational institutions urgently need to develop. Furthermore, the operations aimed at promoting the use of assessment results focus on the benefit of raising the quality standards of educational institutions, which are the smallest units in human development or human capital, leading to international competitiveness.

## **8. Conclusion**

The application of assessment results to improve the quality of education in Thailand is considered an important resource for educational institutions and regional agencies to plan and enhance the quality of schools effectively. In this process, it is essential to harness the collaborative power of various sectors to work together and drive progress in a networked manner. This begins with analysis, planning, setting goals, defining operational guidelines, proposing ideas, sharing knowledge, and providing mutual encouragement. Various strategies have been employed to promote effective collaboration, such as NPG (New Public Governance), Active Citizenship, and Co-Creation Learning, along with decentralizing power to allow everyone in society to share responsibility. This aligns with the concept of new management approaches, where the state becomes smaller and society becomes larger. The project has resulted in the continuous successful application of external quality assessment results to improve the quality of educational institutions, with higher education institutions being the most important network. In addition to their primary missions of teaching and research, higher education institutions also serve as a supportive mechanism to foster mutual assistance, acting as a source of academic knowledge, technology, and new insights. They function as a major educational unit at the regional level, providing support to smaller educational institutions and regional agencies, ensuring that they are developed appropriately and in accordance with academic principles.

Ultimately, it can be said that promoting the use of evaluation results is a new paradigm that helps strengthen the quality assurance system in educational institutions. It creates opportunities for the development and enhancement of the quality of educational institutions in a tangible way, with collaboration from all sectors and higher education institutions playing a key role in driving this initiative. The end result will lead to satisfactory outcomes in student quality, teacher quality, institutional quality, and the overall quality of education, resulting in sustainable development for the country.

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