

CHAPTER IV

THAILAND POLICY IN MODIFYING EDUCATION INSTITUTION AS RESOLUTION IN SOUTHERN THAILAND

In many countries, education modify is defined as a national agenda that aim to develop an educated population. In economic terms it contributes to sustainable development of the country, because the population is an important resource for development. In political terms, it contributes to development of informed citizens who consider the interests of the nation. Thus, education reform is regarded as one of the tools and processes that will help to bring change and development to members of the society, particularly in schools where there are students, teachers, educational personnel as well as communities or other stakeholders that play an important role in driving or creating changes. However, the dimension of education modifying in each country or each school context is different. It depends on the culture and the management system or even the history of the nation.

The driving motivation of education modify in Thailand has been specific in its frame and concept down to the level of concrete practices, because the New Constitution of 1997 focused on human rights to receive an equal education. This concept was also in the National Education Act of 1999 (Revised 2002) which focused on the direction of developing quality of education, human, educational management as well as media and technology to promote education. Primary schools, both public and private, in the Southern border provinces are one of the organizations involved in educational management which cannot resist reform in response to educational policy, to fulfill the expectation for change and bring good things in society via the organization. When the expectation for people to create

changes in the organization is set up, it can create challenges that drive the change in many dimensions.⁵⁸

The basic dimensions are target, need and shared values. This is especially true in the case of the policy of education modify. After the official announcement over the country, various stakeholders who were involved in education reform, such as teachers and school administrators, needed to acquire a better understanding of education reform policy concepts as well as the emergence of leadership in education, in order to shape concrete responses to education modify policy. However, education reform actors as members of organizations, also confront the cultural dimension in their areas, particularly the beliefs, values and norms with a long history for people in the Southern border provinces societies, including Pattani, Yala, Narathiwat, Songkla and Satun. These provinces have distinctive cultural identities which differ from other regions of the country. The most distinctive identity and culture are found in the three southernmost provinces consisting of Yala, Pattani and Narathiwat. Because of the above reasons, it can be seen that the path to education reform, especially in the context of the five Southern border provinces, has educational, social, religious and cultural dimensions which are linked together firmly and are highly dynamic. The dimensions are complicated and sensitive. Thus, education reform cannot achieve the purpose and intention of the policy quickly. Particularly, there is convergence of current problems in the three Southern border provinces, especially the problem of unrest which has occurred continually in the area.

A. Curriculum motivation

Curricular development initiatives are foundational to implementing systemic peace education in a divided society.

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Brooks, M. C. (2014). School principals in Southern Thailand: Exploring trust with community leaders during conflict

Curriculum revision efforts that aim to broaden the learners' understanding of their society, its people, and its interrelationship to the world are needed at the national level. This includes undertaking system-wide efforts to assess all current texts and teaching materials that are being used in schools for indications of relevant revision. Equally important is working to develop educational sources and experiences that aim to provide students exposure to the knowledge, attitudes, and skills needed for living in a culture of peace in areas such as conflict resolution, collaborative problem solving, and cross-cultural communications, for system-wide change to be instituted, these efforts need to include mutual involvement across the separate communities.

1. How to motivate

- a. curricular initiatives education institutions in the southern provinces which uses the current system of education consists of four types of institutions:
- b. Government schools, which use the same curriculum and standards as other such schools in Thailand. They provide two hours of religious education per week, and children can attend either Buddhist or Islamic studies. Many Muslim parents prefer government schools because of their quality and resources.
- c. The education curriculum consists of five key competencies:
 - 1) Communication capacity difference language
 - 2) Different thinking capacity.
 - 3) Problem-solving capacity.
 - 4) Capacity for applying life skills on difference religion and culture traditional.
 - 5) Capacity for technological application.

The curriculum supports the principle of 'embracing diversity' and promotes efforts "at integrating local wisdom and culture into the national curriculum, underpinned by policies to use mother tongue languages at

kindergarten level”. In order to cultivate the value of ideas for new generation children to appreciate the difference.

d. Teacher Training Initiatives

Classroom teachers in divided societies commonly come from single-identity backgrounds and have been trained in single-identity institutions where they have had little exposure to pluralistic worldviews. As such, there is a great need to train these teachers in ways that will expand their knowledge, attitudes, and skills in critical areas that will equip them to educate children for a culture of peace. Method and content training in antidiscrimination, conflict resolution, and social justice need to be part of this, including learning pedagogical methods in group and participatory strategies that may not have been part of traditional training models. Being trained in cooperative learning strategies and “academic controversy” debate practices, for example, will enable teachers not only to enhance student learning as has been borne out in research, but will equip them to help build skills essential to peace building such as conflict resolution and problem-solving. In these ways, teachers can become “key agents” in the social reconstruction process of “achieving equality and justice in society at large”.

2. Reason of motivation

It is the motivation for teachers and students to play an important role in community development as a way to promote the morale of teachers working and students studying in the three border provinces. under the crisis in three southern provinces. The teachers have the ability to perform the teacher work in the area. Feel that you are important and part of success of the education institution.

3. Target of motivation

Curricular development initiatives are foundational to implementing systemic peace education in a divided society. Curriculum revision efforts that aim to broaden the learners’ understanding of their society, its people, and its

interrelationship to the world are needed at the national level. Then equally important is working to develop educational sources and experiences that aim to provide students exposure to the knowledge, attitudes, and skills needed for living in a culture of peace in areas such as conflict resolution, collaborative problem solving, and cross-cultural communications, for system-wide change to be instituted, these efforts need to include mutual involvement across the separate communities.

Table 4.1 Comparative before-after of motivation

Before motivation	After motivation
1. From the situation of violence, it causes mistrust for the people in the same community Thai Buddhist - Thai Muslim. It is because of differences religious, beliefs, and language.	Understand each other's culture and more recognize and also learn more about culture and languages.
2. The current system of education is inadequate to meet the needs of the people in the area.	Management of training, development or upgrading according to the needs of people in the area.
3. The history of Patani is a history of the villagers which leads to distorting history to use as a tool to seduce people to hate the state and to legitimize the separatist movement.	Understood of historical knowledge, to be accurate, neutral, not distorting, to seek political results. To have an organization that is responsible for educating and producing accurate local history and credibility. It should contain the history of Pattani and the Islamic history that is published to the public and included in the course of study with Thai history.

B. Improving human resources in educational institution

Improving human resource in educational institution needs;

1. Training

Maximizing teacher competency is the starting point for any education reform. The concept, generally accepted today, covers not only pre-service training but regular in-service training for all teachers throughout the entire span of their careers. Unfortunately, few are the countries that attach due importance to staff retraining needs. Teacher training thus needs to be re-examined in the context of constantly changing needs, both respect to basic and life skills and to future employment imperatives.

2. Performance reports

Classic grading systems are the common instruments used in quantifying what is hard to quantify, namely teacher behaviors. While they are normally regularly carried out, they used on an ad hoc basis for teachers who are candidates for promotion. More emphasis tends to be placed on length of service than on job effectiveness. Indeed, it is rare for a school inspector to assign a teacher a grade that is lower than the preceding year.

C. Enhanced Capacity

Thailand's policy modifying education institutions and human resources in the southern border provinces to gain understanding both at home and abroad. Human rights groups, religious and educational groups, culture based on the potential for development of the area and the quality of life of the people, the task force find a way out of conflict by peaceful means.

The Ministry of Education has established a mission: Education, Religion and Culture, with the following strategic goals and objectives:

1. Promote and support educational and educational risk groups.

2. Create and expand educational opportunities for students and youth both in and outside the educational system.
3. Improve teaching effectiveness. Facilitating parents to send their children to public school.
4. To establish a public school network for private Islamic schools.
5. Promote and support communication systems, images, evaluation and monitoring of educational quality in all forms of education.
6. Promote the strengthening and empowerment of basic education in the state and raise awareness of the community in building a truly community school.
7. The quality of teacher development. Public health and school management schools, public and private schools are comparable standards.
8. A Study of the Mosque of the Islamic Education Center (The great sight of Ravenna) and independent schools at Pondok school are of high quality and authenticity.
9. Add language alongside education in both public and private.
10. Create opportunities for education and scholarships both in the country and abroad, as well as teaching the necessary subjects for students. Student and group studies include transfer and certification programs, as well as graduates from abroad, and a role in development.
11. Support and promote religion. Religious organizations play a role and strengthen religions so that religious institutions are central to the development of ethics and religion, as well as the promotion and restoration of local religions and cultures.
12. Promote and support facilities and solutions for the people in the Southern Border Provinces of Thailand to cultivate world-wide pilgrimages to learn the essence of the principles of networking to promote religion.
13. Promote and support the restoration of important conservation and cultural activities with local traditions and participation of local people.

D. Suggestions for Sustainable educational institution and human resources development

1. All people in the southern border provinces. To be well educated and qualified in both general and professional subjects. You can use the Thai language to communicate correctly. Knowledge of Malay language. Local and, if possible, knowledge of Mandarin. To communicate Contact and negotiate business The ability to work, increase income, lead to the development of quality of life and society on the basis of correct religion. By surveying information and educational needs of individuals on an individual basis. And plan. Projects supported at all levels and types of education.
2. Use the parish as the target area. The aim of the project is to contribute to the integration of joint operations in the district. Both agencies and personnel of the state, private, local government organizations. And everyone in the sector. By exploring educational resources. Prepare a study plan that integrates religion, arts, culture and sports. The Faculty of Education and Education coordinates all levels of education. There are higher education institutions. Community College and the vocational institute is an academic mentor.

Table 4.2 Comparative before and after of improving

Before Improving	After Improving
1. The current system of education is inadequate to meet the needs of the people in the area.	Education is consistent with local culture. Management training, skill development, or skill upgrading according to the needs of people in the area.
2. The lack of educational opportunities and the neglect of disadvantaged children and youth.	Increasing the budget of the subsidized education. Raise budget for education State primary schools should be located in every village.
3. The status of teachers of Middle Eastern religious instruction is not accepted.	The state opens the opportunity and accepts the status of missionaries from the Middle East. By raising the status of a teacher to a state employee and set up a committee or organization to manage the personnel of religious teaching.
4. Thai education system The quality is low in the eyes of the people. The curriculum and textbook compared with neighboring countries such as Malaysia.	Ordinary school education in the district or the district to integrate Islamic education into the teaching and more evaluation and evaluation of Islamic private schools to standards equivalent to ordinary schools.

The management of education in the southern border area has a unique character that must be taken into account when traveling, exploring in order to fit the lifestyle, cultural diversity, and local needs by linking to the religious and educational backgrounds. Professors use the database to determine strategies and measures for the development of education in the southern border provinces.

Schools need to be run themselves as democratic micro societies where both students and staff engage in decision making. Those who educate and lead students should embody the principles of civic responsibility in their ways of knowing and being. Dialogue, inclusion, and participatory methods of pedagogy and problem solving should prevail throughout school communities. At the end of the day, if peace education is to be a viable vehicle for promoting social cohesion, efforts need to go beyond individually based endeavors and move toward planned, integrated, comprehensive, system-wide action. Only in this way will peace education efforts bear sustainable fruit.