

Thai education : Breathing of the Marginal People

Thongchai Somboon, Ph.D.¹

Abstract

As we known, education is the sacred path of the nation development and its major role is to develop the total development of the learners, intelligence and societal spheres. Every nations in the world proceed that the highest quality of education is the processes or approaches leading to how to handle the learners' achievement and get the happiness in the changing society. For the Thai education heartedly given to the marginal people those should receive from the government that 1) the sufficient budget 2) the teacher understanding in the marginal people identity 3) the appropriate vocational/career education and 4) the studying on literacy. If the Thai government can administrate in these prospects, this situation will not be "Unheard and Unseen from the majority."

Key Words : 1) Thai education 2) the Marginal people

Introduction

In the general sense education is a form of learning in which the incorporating knowledge, skills values and societal beliefs of a group of people. Basically, three types of education system, formal schooling, informal schooling and non-formal schooling are set up in every society and plays the transformation from one generation to generation. Education has itself a status of the "*matter sender*" with a high expectation to the learners as the receivers ,it can be called the essence of the whole development. Thus the national expectations produced are the civil citizen creation and building. This discourse that no one can refuses. Although Thailand has herself a long history of education and civilization but the true practice in Thai

¹Associate Professor of Department of Foundations of Education, Faculty of Education, Ramkhamhaeng University, Thailand.

content, there are quite outstanding classes, exploiting and exploited. The exploited one is the marginal people whom are defined in the term of lack of scant power,prestige and privilege they have got. Moreover, the Thai society has a marginalizationthis is the social exclusion which the process in which individuals or entire communities of people are systematically blocked from (or denied full access to) various rights, opportunities and resources that are normally available to members of a different group, and which are fundamental to social integration within that particular group for example, housing, employment, healthcare, civic engagement, democratic participation, and due process. Alienationor disenfranchisementresulting from social exclusion is often connected to a person's social class, educational status, childhood relationships, living standards, or personal choices in fashion. Such exclusionary forms of discrimination may also apply to people with a disability,minorities, members of the community, drug users, "seniors", or young people. Anyone who appears to deviate in any way from the "perceived norm" of a population may thereby become subject to coarse or subtle forms of social exclusion.(Young, I. M. (2000).The outcome of social exclusion is that affected individuals or communities are prevented from participating fully in the economic, social, and political life of the society in which they live.

The Uncertainty in the Thai educational contextualization

National purposes for pursuing education can vary. Understanding the means and targets or goals of educational socialization process may also differ according to the nation socio-cultural paradigm used. Naturally, learners also pursue education for its own sake- to satisfy innate curiosity, interested in specific subjects or specific domain/skills ,or for overall personal development.Thai education in the present day likes an evil who can appear in different uncertainty body, it depends on its duty or responsibility. In general perspective education is often understood as a means of overcoming disability people and marginal one, achieving greater equality and acquiring wealth and status for all of people. However, the Thai marginal people quite less receive the education provided from the government. The uncertainty of those will be shown in the projection as the follows;

1. The uncertainty of the national policy: Thai education seems to be lack of its unity of administration and management. As a matter of fact, the most of Thai educational policies in each period

strongly are responded under the satisfaction of the “**Actors**” (Minister of Ministry of Education). Educational policies sometimes are not fit into the basic national contextualization especially the holistic of the national development. “Hidden agenda” still appears in each period of the national education plan.

2. The uncertainty of instruction: quality of education is distorted from most of educationists, it is always majorly gears only in how the educates can enroll in the labor market place both in government and private sectors for solving of the unemployment situation. This can be said that it is only the manifest signifier of the concrete one. The quality of learners’ achievement is their survival in the present situation within the happy existence. Besides, the quality of education concerned in activities are those can implement in their daily way, too.

3. The uncertainty of learners’ activities: although in this time learners’ activities are developed in the different approaches to be fit into their interest and aptitude, but some activities are tightly press without systematic thinking on the Thai contextualization. So the educational sin is strongly appeared to students in many places of educational institutions.

Breathing of the Marginal People :How Education should be?

Education is the action or process of educating of being educated and the knowledge and development resulting from education process. (Webster’s New Encyclopedic Dictionary; 318) In the writer definition education means the ways “to and how” to improve the quality of life for the total happiness. Thus, three types of education in society, formal school, in-formal school and non-formal school will be for all of the citizen in the nation. As a matter of fact there are several types of people/habitants in one nation, the exploiting and the exploited one in generally. The marginal people is also the exploited class. Known already that the marginal people is the word of majority in society given to whom have a scant opportunity or power engagement. In this way, education provided from government as the marginal people breathing should be done to contribute directly and actively towards on the basic right of human beings are as follows;

1. The Sufficient budget :The Thai Ministry of Education has taken upon itself the task of population education, but the empirical data usually shows that budget allocated from the government is insufficient. The relationship between education and national budget is two-way. The higher the rate of the marginal people growth, (Mahran, M., 1993) the greater burden on educational budget. This situation is always taken place in every period of educational policy. Seen easily in the remote and mountainous areas that many schools lack of educational assets, technology and computers. Conversely, the sufficiency budget on education must be fostered in everywhere of school.

2. The instructors understanding in the marginal people “identity” : since its establishment, identity is the whole culture of norms, beliefs and social values. Thus teacher who plays the major role of the marginal people socialization should encourage them proudly and positively on their identity. Pointing out to the marginal people importance of developing self-esteem and unity should be guided by the teachers. An appropriateness of vocational or career education will be leaded since it is the indirection of the national prosperity.

3. The marginal people importance perceived from the majority: Thai population must perceive in the importance of the marginal people because they are Thai citizen not be a “ **social defendant**”. So the educational opportunity provided to them are not only literacy but also technology awareness, right communication based on the social fact. This will be the holistic sustainability of the nation.

4. The variety of techniques on teaching: there are many methodologies and techniques in pedagogic teaching. The school in any the marginal people places must concerns to the varieties of techniques on teaching such as project-based learning (PBL), professional learning community (PLC) and other. Good techniques of teaching usually base on their potentiality, ability and competency, moreover the community based on.

Conclusion

The breathing of the marginal people as the breathing of the common people. So the education given to them is the heart of the Thai government to maintain its present and its future. For the standpoint of an educator who is aware and informed about these issues that arise in the current global society. This is necessary because of the relevance of the issues, on the one hand, and the dynamics that characterize education, on the other. The issues of government administration will be dealt with above. If the Thai government can solve these problems, the nation will be prosperous in the changing society.

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