

NARONG SAMSEEMAUNG : STATE AND PROBLEMS OF EDUCATION OF VOLUNTARY DEVELOPMENT AND SELF-DEFENSE VILLAGE AND THAI-MYANMAR FRONTIER SELF-DEFENSE VILLAGE : A CASE STUDY OF BAN HUAY NUM KHOAW, CHANGWAT KANCHANABURI. THESIS ADVISOR : ASST.PROF. PRUET SIRIBANPITAK, Ph.D. 121 PP. ISBN 974-579-707-3

The purpose of this research was to study the educational status of the people, the state of formal and non-formal education, the educational problems and the needs of people in voluntary and self-defense village and Thai-Myanmar frontier self-defense village in Ban Huay Num Khoaw, Tumbon Ban Khoa, Amphor Muang, Changwat Kanchanaburi. The constructed interviewing form were used in this research. Samples comprise three groups, the first group was 104 heads or the representative members of family, the second group was 112 people of Ban Huay Num Khoaw and the third group was 25 administrators concerning the village management and education in the village.

Findings

1. Educational status of the majority of the villagers was literated (81.67%) and completed the compulsory education (66.78%), most villagers doesn't get the continuing education (91.96%) Illiterated villagers (16.40%) want to be literated 27.45%, the preferred program was the evening class for 2-3 hrs. a days at Huay Num Khoaw school.
2. The state of formal education of the village was that there was one primary school. The school has 13 teachers, 265 pupils, sufficient buildings and budgets. The school didn't have educational projects, training projects and education that support or enhance the purpose of the village.
3. The state of non-formal education of the village was that there were 10 offices and 172 educators providing the non-formal education programs with sufficient buildings and budgets. These offices had offered educational and training programs that supported and enhanced the purpose of the village in 4 areas: the economic improvement. The security, the democratic development, and the social service development.
4. The educational problems of village concerning formal education were lack of secondary school in the village, and the unqualified of primary school administrator. The non-formal education problem was insufficient of education on the economic improvement and the social service development.
5. The educational needs of villagers according to the opinion of educators and villagers was congruent: that was most of them need the formal education upto the lower secondary level. The highest level of needs for non-formal education was the knowledge on the village economic improvement.