

Research Title	Education and Model of Fundamental Education (Twelve years) Development according to Chong's Culture and Local Wisdom in The Eastern Region
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Abstract

The purpose of this research is to study the educational state, problems and its needs of the Chong, both in and out of school for development of the fundamental education (Twelve years) in Tumbol Klongplu, Kao Kitchagoot District, Chantaburi Province. The methods used for this research are documentary analysis and field work with an emphasis on participant observation, in-depth interview and participant activities of key informants such as monks, school teachers and principals, educational administrators, students, parents and government officials in the area. The research finding are as follows :

1. Chong at tumbol Klongplu, Kao Kitchagoot District who are the primitive people lived in the eastern region, especially in Chantaburi province, for a long time. They still speak a dialect of Chong language, have different culture and tradition from Thai culture but have received the Thai Nationality. Most of them are Buddhist but still respect the animism and superstition in daily life. According to the Province Development Plan, there are comfortable of transportation and communication from tumbol Klongplu to Chantaburi, Chong's way of life have been assimilated into the Thai society to a degree that there are very little tradition left for themselves. It makes Chong's people adapt to the Thai tradition from time to time. The educational policy for Chong is the same as Thai's, that is the National Scheme of Education B.E. 2535.

2. The formal education of Chong at tumbol Klongplu has one medium sized primary school under the jurisdiction of the office of National Primary Education Commission and has one medium sized secondary school under the jurisdiction of the general Education Department, Ministry of Education.

The primary school, namely Wat Klongplu, consists of 314 students, 14 teachers and is responsible for the teaching early childhood level up to prathom 6. The curriculum used in this school is the Standard Primary Curriculum B.E. 2521 (Adapted B.E.2533). there is a low level of the content modification in the curriculum to suit the local needs and circumstances of the Chongs. However, students' opinion is that the subject in supported life-experience group and the one in supported habit-character group are very useful for daily life. Moreover, there are no contents concerning Chong's tradition and culture in the curriculum and the school environment is culturally Thai. There is no obvious Chong identity in the school. All of teachers are Thai and have no experience about the Chongs.

For the teaching and learning processes in school, students are not divided into groups according to their ethnic differences. In one class, it is consists of both Thai and Chong races but the conflicts have never been resolved. The problems of teaching and learning are the unsuitable curriculum as well as lack of instructional equipments and the language problem especially in the first few grades because the students speak Chong at home and speak Thai at school. One of the solutions are organized by activities as a leisure. Generally, There are good relationships among students, students and teachers, teachers and parents, parents and school. Parents have a positive attitude toward teachers and school. The Chong's scholastic achievement is on the average, the same level as Thai students. The rate of drop-outs is low and 98 percent of students have the opportunity for further education at the secondary level.

The secondary school, namely Klongplu Wittaya, is the only local secondary school in the area, located 3 kilometers from the primary school to the north, consists of 195 students, 16 teachers and is responsible for teaching mathayomsuksa 1 level up to mathayomsuksa 5 in the academic year 2542. Mathayomsuksa 6 will be established in the

next academic year. The curriculum of junior secondary level (M.S. 1-3) used in this school is the Standard Secondary Curriculum B.E. 2521 (Adapted B.E. 2533) and the one of senior secondary level (M.S. 4-5) is the Standard Secondary Curriculum B.E. 2524 (Adapted B.E. 2533). There is no modification of the content in the curriculum but the teacher added some academic issues for further study at the higher education. There are also no contents concerning Chong's culture and tradition and the school environment is traditionally Thai. Students need to know about Chong's history and culture for dissemination their background and they accept that their races are Chong.

The problems of education in Klongplu Wittaya school are the unsuitable curriculum, lack of instructional instruments, supplementary books and knowledgable resources. Moreover, the number of teachers is insufficient. Also, they do not have enough time to prepare and construct the teaching aids. According to the students, they think that the content is not useful for daily life but It is worth for further studying at the higher education level. All of teachers in this school are also Thai and they do not have experiences concerning the Chongs but there are no problems with students. Normally, there is good understanding between teachers and parents. They also accept and have a good attitude to teachers and school as well as agree with students to further study in the higher levels both at the vocational College and at the senior high school level in the same school and in the province.

3. The nonformal education of Chongs in Tumbol Klongplu had been received very little attention from the governmental organizations for each year, because they sometimes occasionally work in the area. At present, the teaching and learning process of nonformal and informal education is transmitted from different social groups in the community. That is the Chong children learn mainly from their family, monks and peers groups. This includes the learning of Chong history, culture, belief in spirits, local wisdom and their spoken language. Most of the teaching methods used are teaching through daily life activities, conversation, explanation, behavioral imitation, and small group

demonstration in their house. This is the direct way to preserve and transmit their culture to young generation.

The problems of nonformal education for Chong people is that it is not interesting to study due to the age, health and routine work as well as some the subjects contents make them confused and are opposite to their beliefs.

4. Suggestions for the development of education for the Chongs in tumbol Klongplu according to the policy of 12-years fundamental education are possible because of having the school both primary and secondary level situated. Most of students have continued their education after completeness compulsory education. The curriculum should be added Chong's content concerning history, tradition, and culture and supplemented with training programs concerning different cultural people for teachers. Teaching and learning processes should be added the local wisdom and cooperation with people in the area for the cultural conservation, preservation, extension and the appropriateness of integration with Thai Society.