

CHAPTER 4

SCHOOL SETTINGS AND ITS COMMUNITY CONTEXT WITHIN SCHOOL SERVICEABLE AREA

The academic research on the related document about school settings and the community context within the school serviceable area, including selection process of the 9 Commission for Educational Institution are the influenced factors involving in the Curriculum Development of Educational Institution and supporting educational schooling

The result found is being sorted into 4 reports.

Section 1 School settings and its factual information

Section 2 Community context within school serviceable area and its factual information

Section 3 Problems and barriers on providing education in the school

Section 4 Selection Procedure of the Basic Educational School Committee

Section 1 School settings and its factual information

1.1 School history

1.2 Teachers and Educational Personnel Data

1.3 Student data from school B.E. 2547-2551

1.4 Description of school buildings and its grounds

1.5 Communication and borders

1.6 School Administration Structure

1.7 Facts of Commission for Educational Institution and Board of Consultant

1.1 School History

Ban Doikham School is located on 68 Moo 7 Tambon Ta Kad, Amphoe Mae Ta in Lamphun, under the jurisdiction of the Educational Service Area Office of Lamphun 1, The Commission for Basic Education, Ministry of Education. Ban Doikham School was appointed to provide basic education for the elementary class, Pratom 1-4. The aim is schooling for 2 hill tribe villages that is S'gaw Karen or White Karen comprises of Moo Ban Mae Kha Nad and Moo Ban Doikham and a village mixed of Low-land Thais and Karen, Moo Ban Na Ha, total 3 villages.

An estimated 3 Rai of land was dominated by Nai Maung Khamluekad, the local owner and living in this serviceable area. The land gentrification was supported by Universal Mae Tha Mining Company without any expenses cost. The first Administrator was Nai Singha Kham Chaisawasdi, in the position of the School Principle.

At the very beginning, there were students being transferred from Tambon Wat Ta Kad School, Tambon Wat Ta Kad and Ban Suan Luang School, situated in Tambon Ta Khum Ngern. All of them situate in Mae Ta District Area. There were 4 classes of elementary education, starting from Grade 1 to Grade 4.

School Year B.E.2522, the class was increased up to Grade 5 and continually permitted by the Ministry to have Ban Mae Ka Nad School as a division of Ban Doikham School, in School Year B.E. 2524. Ban Mae Ka Nad provided class for Grade 1 only.

School Year B.E.2525, Ban Doikham School was appointed to have another division called Ban Doikham Pa Lao School. Since May 14, B.E. 2525, classes opened for pre-elementary up to Grade 3. Pa Lao Division was separated and raised as

a school later since July 24, B.E.2548. At present, Ban Doikham School provides classes start from Grade 1 to Grade 6.

1.2 Teachers and Educational Personnel Data (School Year B.E.2548-2551)

Administrator	1 person
Teachers and Educational Personnel	7 persons
Janitor	1 person
Total	9 persons

1.3 Student Data from School Year 2547-2551 B.E.

Number of students from School Year 2547-2551, shown on the table below, total 5 school years

Table 2 Showing Student Data from School Year 2547-2551(total 5 years)

School Year	Pre-Elementary	Basic Education Level						Total / Students		
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Boys	Girls	Total
2547	25	7	13	11	15	14	15	47	53	100
2548	22	14	7	13	11	15	14	40	56	96
2549	28	9	13	7	12	11	16	38	58	96
2550	30	14	8	13	7	13	11	42	54	96
2550	34	13	14	9	13	7	13	42	61	103

1.4 Description of school buildings and its grounds

Building and all utilizable venue comprises of schooling building, learning center, and buildings for other purposes is describing on Table 3 as following:

Table 3 showing descriptions for school buildings and all utilizable venues

Building Type	Unit Room/ Building	Finished Since	Budget	Utility	Supported By	Present Condition
1. 3 School Buildings 1) Building ๑. 1ก 2) Building ๙.๑.๕. 102/6 3) Academic Center	4 rooms 4 rooms 3 rooms	2522 2539 2546	330,000 650,000 600,000	Classroom Classroom Special Classroom	Governmental Governmental Private Organization	All in usable condition
2. Multipurpose Building	1 Building	2524	250,000	Music Class and Meeting room	Governmental	Usable
3. Library Building	1 Building	2535	100,000	Learning Center	Community and other donation	Usable
4. SAGA Pracharumjai canteen	1 Building	2545	175,000	Canteen	Private Organization and other donation	Usable

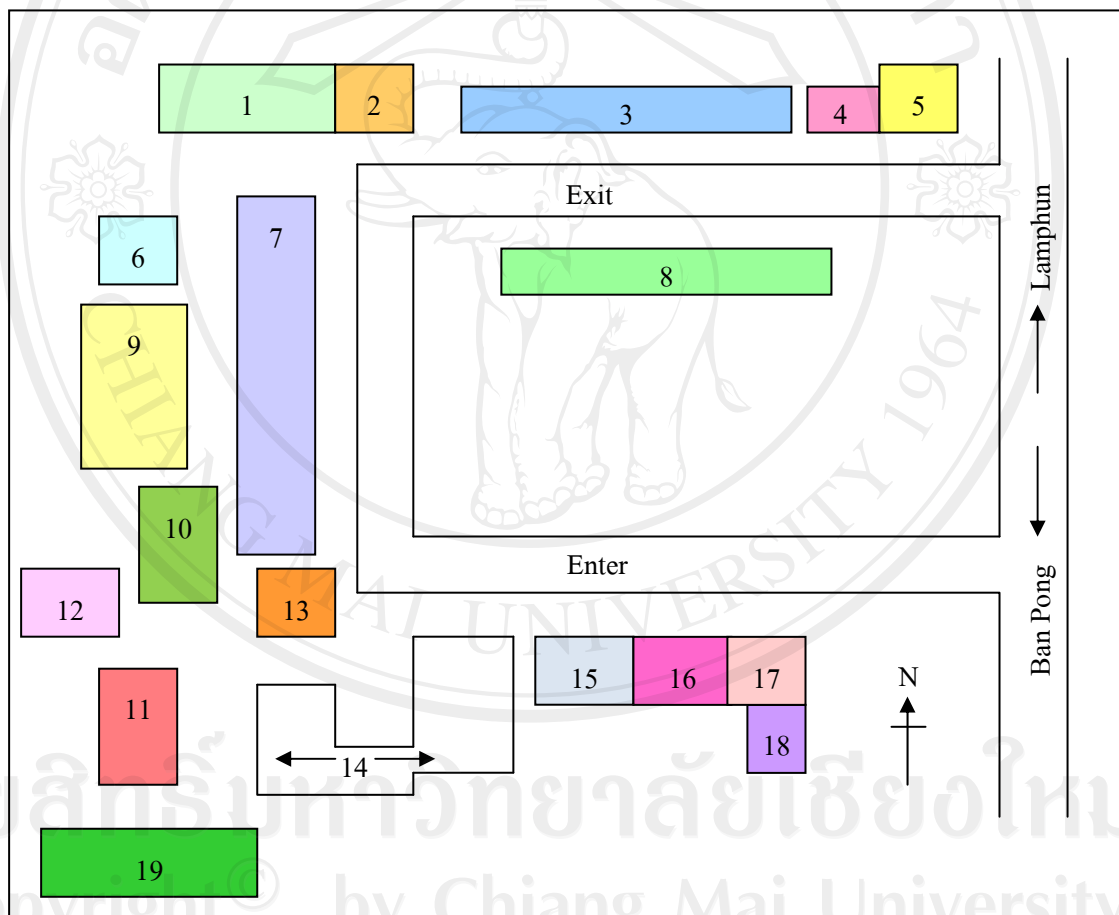
Building Type	Unit Room/ Building	Finished Since	Budget	Utility	Supported By	Present Condition
5. Teacher Office	1 Building	2536	80,000	Office and Administration	Private Organization	Usable
6. Teacher residence	1 Building	2553	150,000	Night Duty	Governmental	Usable
7. 2 Toilets						
1) Toilets	4 rooms	2546	15,000		Governmental	Usable
2) Miyasawa Toilets	2 rooms	2522	50,000		Private Organization	
8. Playgrounds	1	2546	50,000	Sports and outdoor activities	Private Organization	Usable
9. Nursery	1 Nursery	2546	50,000	Learning Source	Private Organization	Usable
10. Mushroom Nursery	2 Nursery	2546	10,000	Learning Source	Private Organization	Usable
11. Frog and Fish Pond	4 Ponds	2546	2,000	Learning Source	Private Organization	Usable

Information shown on Table 3 displayed that the buildings and the grounds consist of one unit type of buildings and utilizable grounds, total 9 units. The building consists of type of buildings with more than one unit 5 buildings. In total 14 units.

Moreover, there are 5 buildings by governmental support which is 35.71 % out of another supports. 57.14% for 8 units supported by Private Organizations. 7.14% for 1 unit supported by Community Donation.

Information from Table 3 is shown as a map for buildings and grounds on picture 11 as following

Figure 11 Map of Buildings and the Grounds



Number 1-19 on the Map refer to buildings as following:

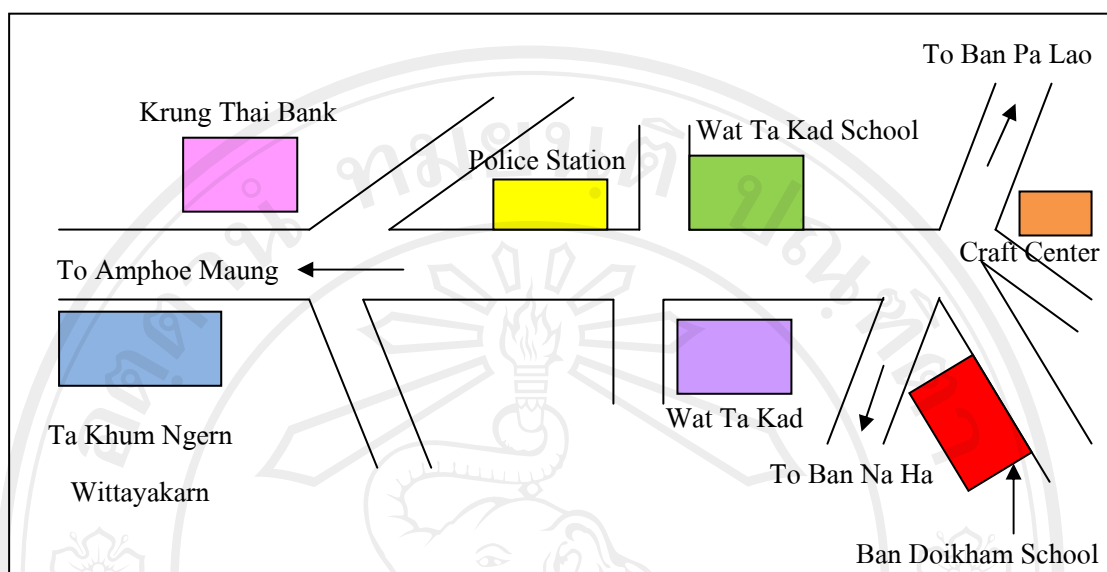
- | | | |
|----------|------------|----------------------|
| Number 1 | stands for | Mushroom Nursery |
| Number 2 | stands for | Storage |
| Number 3 | stands for | Schooling Building 2 |
| Number 4 | stands for | Teacher Residence |

Number 5	stands for	Pre-Elementary Playgrounds
Number 6	stands for	Boys Toilets
Number 7	stands for	Schooling Building 1
Number 8	stands for	Schooling Building 3 (Special Classroom)
Number 9	stands for	Nursery
Number 10	stands for	Pre-Elementary Bathroom
Number 11	stands for	Girls Toilets
Number 12	stands for	Sarjor-Caju Mushroom Nursery
Number 13	stands for	Teacher Office
Number 14	stands for	Library
Number 15	stands for	Canteen
Number 16	stands for	Community Meeting Room and Information Center
Number 17	stand for	Storage Bodega
Number 18	stand for	Chicken Farm
Number 19	stand for	Vegetable bed

1.5 Communication and borders

A. Communication

Ban Doikham School is in the east of Lamphun, 30 kilometers away from Lamphun Educational Service Area Office 1 and 25 kilometers away from Mae Ta District Office. The communication between school and outside community is only by car. The road is macadamized and crossing the village to the front side of the school. All of 3 villages are bordered and connected to each other by this road within the school serviceable area. This road has a bypass to Mae Ta District Office and a bypass to Lamphun Educational Service Area Office 1 and straight to Lamphun as showing in picture 12 below:

Figure 12 Communication between school and community**B. School surrounded connection**

Picture 12 describes the surrounded area connected to Ban Doikham School as following:

North Connected to Moo Ban Doi Kham village and Ban Na Ha village Tambon Ta Kad, Amphoe Mae Ta, Lamphun

South Connected to Moo Ban Pong village Tambon Ta Kad Amphoe Mae Ta, Lamphun

East Connected to Moo Ban Doikham village Amphoe Ta Kad Amphoe Mae Ta, Lamphun

West Connected to Moo Ban Na Ha village Tambon Ta Khum Gnern, Amphoe Mae Ta, Lamphun

1.6 School Administration Structure.

The Administration is divided into 2 divisions: An Administrative Division and an Instructional Division; The School Principle is on the position of the Administrator working with the Committee for Basic Educational Institutions, 2 Boards of School Advisor; A Special Advisor and An Advisor from the community. Another division is instructional position, taking part by teachers.

Both division contain an organized structure as below

Figure 13 Administrative Structure

Figure 14 Instructional Structure

Figure 13 Administrative Structure of the school

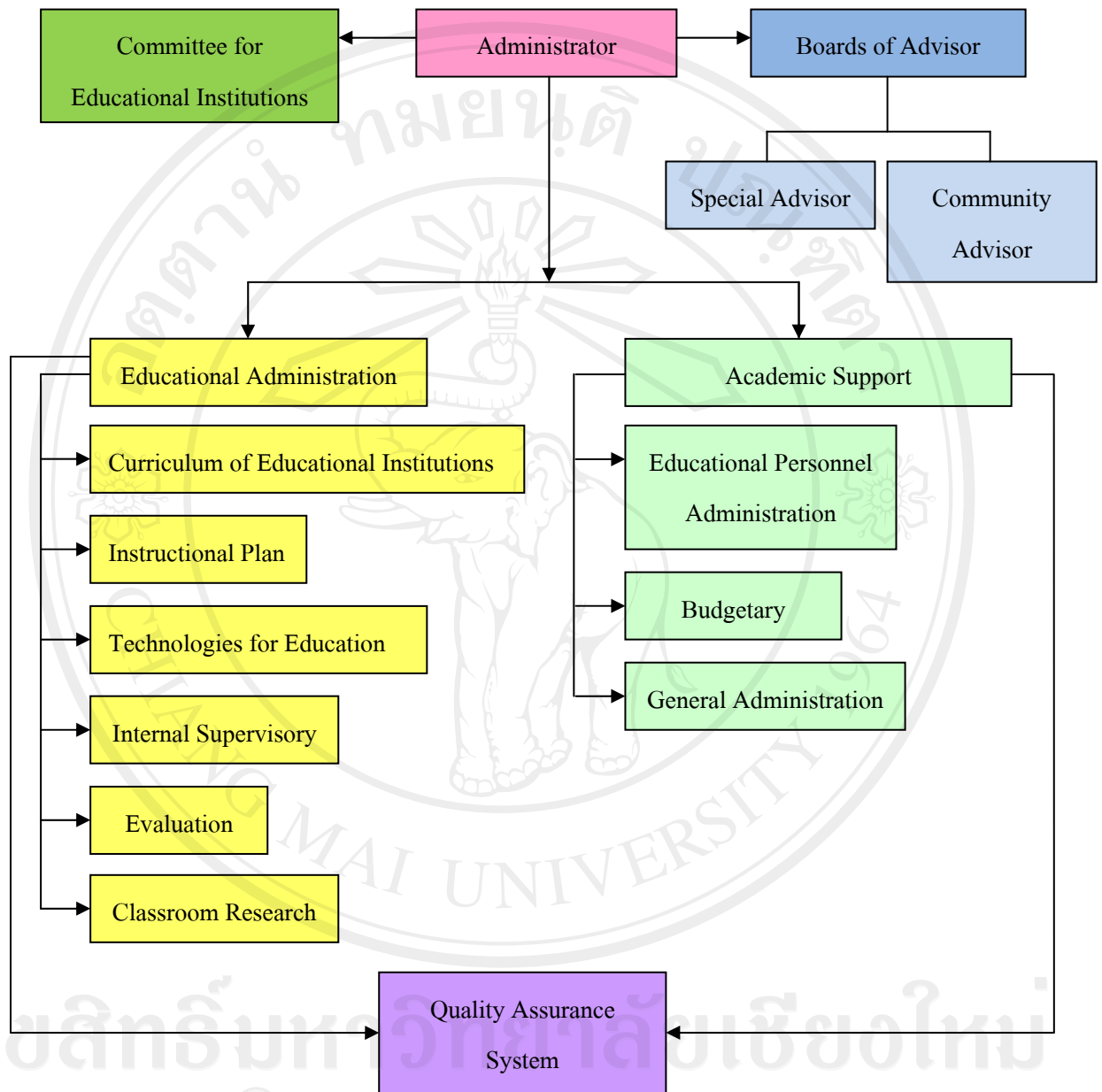
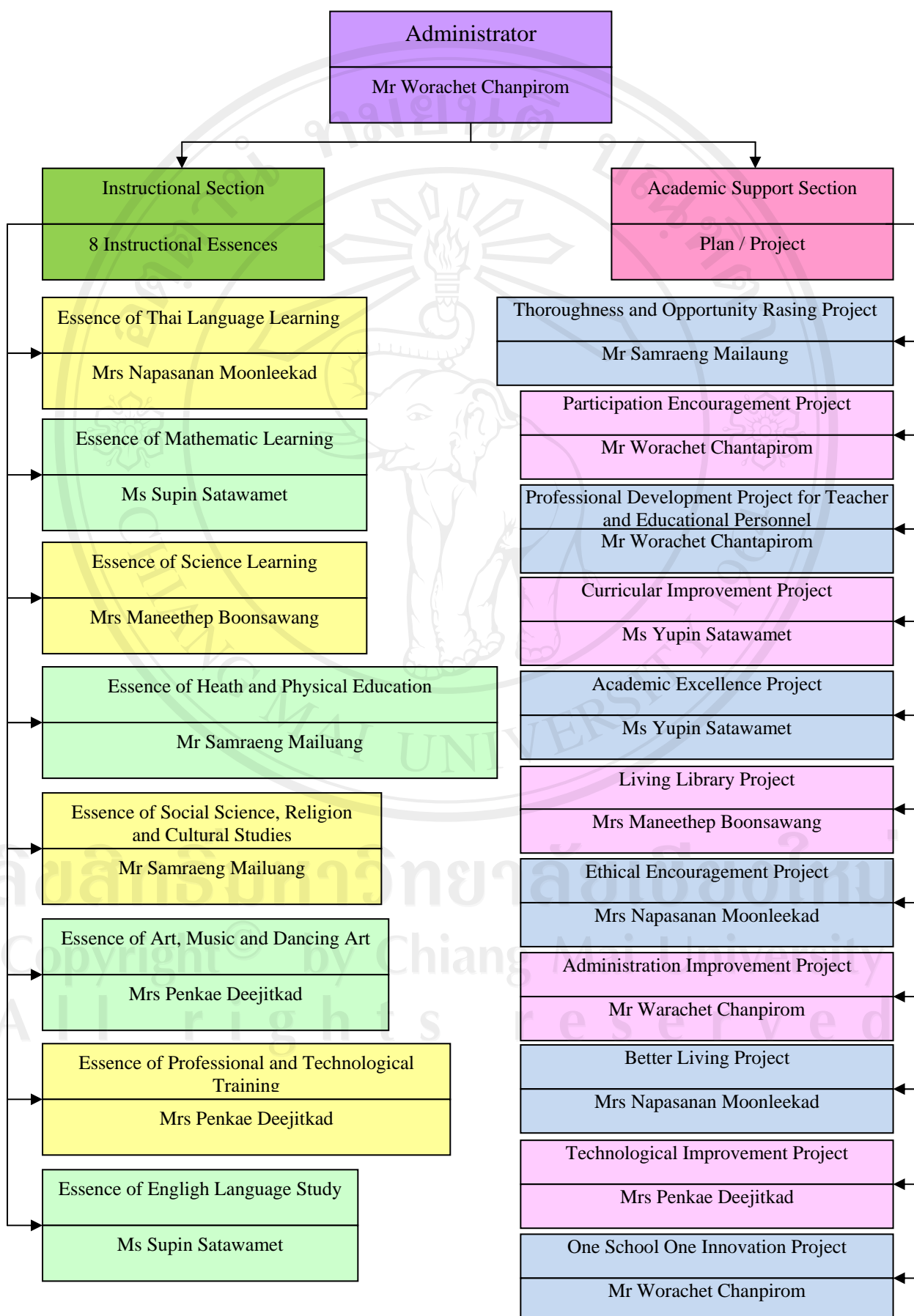


Figure 14 Instructional Structure



1.7 Facts of Commission for Educational Institution and Board of Consultant

A. Facts of Commission for Educational Institutions

Ban Doikham School arranged a selection process for Commissioner to be one of the Commission for Educational Institutions, referred to Section 40 of National Education Act of B.E. 2542 and to the additional Amendments of Legislation (2nd Amendment) of B.E. 2545 and Section 38 of Administrative Organization of the Ministry of Education Act of B.E. 2546. There were 8 commissioners represented from various group. Except the position of member and secretary that was a legal entity of the School Administrator itself. List of commissioners were sent to Lampoon Educational Service Area Office 1 since March 10, B.E. 2547. Listed as following:

- | | |
|-----------------------------|---|
| 1. Mr Boontam Mongmai | Chairman of the Board |
| 2. Mr Prasong Makad | Representative of Student Guardians Committee |
| 3. Ms Supin Santawamet | Representative of Teachers Committee |
| 4. Mrs Somsri Tuikad | Representative of Community Committee |
| 5. Mr Worawut Dokkeawnak | Representative of Local Administration Organization |
| 6. Mrs Kesarin Kamrit | Representative of Student Alumni |
| 7. Prakroo Wisit Dhammawoot | Representative of Religious Institutions (Provost) |
| 8. Mr Chankeaw Prohmkad | Representative of Board of Servant |
| 9. Mr Warachet Chanpirom | Board Member and Secretary |

The first Committee fulfilled the 4 year of a period on their position since March 10, B.E.2551. Ban Doikham School had arranged a selection process of the new commissioners. The list was sent to Lampoon Educational Service Area Office 1 and

the Commandment 280/2551 appointed the new commissioners since March 29, B.E. 2551 listed as below:

1. Mr Boontam Mongmai Chairman of the Board
2. Mr Praiwan Latip Representative of Student Guardians Committee
3. Ms Yupin Santawamet Representative of Teachers Committee
4. Mrs Somsri Tuikad Representative of Community Committee
5. Mr Worawut Dokkeawnak Representative of Local Administration Organization
6. Mrs Kesarin Kamrit Representative of Student Alumni
7. Prakroo Wisit Dhammawoot Representative of Religious Institutions (Provost)
8. Mr Peerawas Makad Representative of Board of Servant
9. Mr Warachet Chanpirom Board Member and Secretary

Remarks: Name listed with * marks as a new commissioner of Committee Others remain on the same position as they were serving on the first Committee and continually serve the position for the next 4 year period.

B. Board of Consultant Facts

Ban Doikham School had contacted many connections and various networks of friends, villagers within community and from outside the community, some are the occupational network, including foreigners who visit the Craft Center in Ban Mae Ka Nad. They noticed that Ban Doikham provides Basic Education to Karen youth and later contacted the school offering support and participated in school educational development. These supporting groups were asked for permission to become Board of Consultant since School Year 2547. They were separated into 2 groups: 9 persons was The Honorary Board of Consultant. And

another was the Community Board of Consultant. Total of 18 persons was informally appointed by the school itself. Listed as following:

1. Honorary Board of Consultant consisted of

- | | | |
|----|------------------------------|---|
| 1. | Mr. John Morton | from England |
| 2. | Mr. Philip Frederick Ransley | from England |
| 3. | Mr. David Hobson | from England |
| 4. | Mrs. Pauline Hobson | from England |
| 5. | Mr. Joesove Brown | from England |
| 6. | Mr. Chin Maklai | from Singha Buri, Thailand |
| 7. | Mr. Suthep Panyakad | Tambon Ta Kad Village Chief |
| 8. | Mr. Damrong Jinakad | CEO of Tambon Ta Kad Local
Administration Organization |

2. Community Board of Consultant consisted of

- | | | |
|-----|---------------------------------|--|
| 1. | Chief Monk Pra Adisak Kantitaro | Chairman of the Board of
Consultant |
| 2. | Mrs. Porntipa Dokkeawnak | Committee |
| 3. | Mr. Prasit Kittatan | Committee |
| 4. | Mr. Kasem Intakad | Committee |
| 5. | Ms. Ladawan Wantoong | Committee |
| 6. | Mr. Soontorn Moonkad | Committee |
| 7. | Mr. Prapan Pudprohmkad | Committee |
| 8. | Mr. Duangkeaw Choomkad | Committee |
| 9. | Mr. Prapan Tuikad | Committee |
| 10. | Mr. Chan Laa | Committee |
| 11. | Mrs. Sudharmma Pilokad | Committee |
| 12. | Mr. Piboon Kagsena | Committee |
| 13. | Mr. Boonyon Pokkad | Committee |

- | | | |
|-----|------------------------|-----------|
| 14. | Mrs. Anong Pokkad | Committee |
| 15. | 15. Mr. Prohm Suyawari | Committee |
| 16. | Mr. Pan Pokkad | Committee |
| 17. | Mr. Prateep Aikad | Committee |
| 18. | Mr. Praiwan Latip | Committee |

Remarks: Mr. Praiwan Latip, name listed on the 18th of the list was selected to become one of the commissioner of the new Committee for Educational Institution in B.E. 2551. Meanwhile the Community Board of Consultant remained only 17 committees.

The report found that both of the Board provided budget on necessary educational utilization since School Year 2546 (March, B.E.2547) as following:

1. 17,500 Baht was donated by SAGA Company from England, contacted for supporting by the British Honorary Board of Consultant, together with some student guardians and the community to build a canteen, size of 150 square meters.

2. Mrs. Beatrice, Mr. Josave Brown and Mrs. Megan Tugby, British, donated 600,000 Baht for the academic building construction.

3. The British Board of Consultant contacted SAGA Company for more supports. The donation of 100,000 Baht was donated for Student Lunch Program and another 125,000 Baht was for 7 computers.

4. Mr. John Morton, a British man, donated 75,000 Baht for the Internet Satellite Dish.

5. CEO of Tambon Ta Kad Sub-district Administration Organization supported 3 computers on behalf of his office, total 60,000 Baht. Another 27,000 Baht was donated for the renovation of Language Center. Moreover another 20,000 Baht was supported for the telephone line installation to connect the Internet.

Additionally another 10,000 Baht distributed for the incidental expenses of school development. In the same time, Tambon Ta Kad Sub- district Administration Organization donated a 55,000 Baht Projector for teaching and other purposes.

6. The British Honorary Board of Consultant invited a British friend, Mr. Oxenham, to support the Library renovation for 33,500 Baht in School year 2548.

7. Community Board of Consultant associated with guardians and people within the community donated 153,000 Baht as a join donating to buy more computer in school year 2548

8. Mrs. Noppamas Kitchareon, a local people of Tambon Ta Kad who marry to a British man and live in England offered supports associated with another British. The Donation of 15,000 Baht from her family was for a join donating to any project in school.

9. Mr. Chin Maklai, one of the Honorary Board of Consultant, asked for a donation from an abbot in Lopburi Province. The donation of 10,000 Baht was a join donating for school educational development

10. The board of consultant contacted through friend connection to get a support from the Tobacco Factory. The 10,000 Baht donation was distributed to support the installation of Thai Com 23 satellite dish in the school.

In conclusion

Ban Doikham School was appointed for providing education of Karen villagers. At first, the school faced the problem of deficiency in all around circumstance, not only the buildings and educational stationery, but teachers also unavailable. The School Administrator of school year 2546-2551, associated with the 2 Boards of Committee for Educational Institutions who were officially appointed by

the Ministry of Education and the Board of Consultant that informally appointed by the school, proceeding solved the deficiency problem away.

The Commission for Educational Institution served the position completely in the period of 4 years from school year 2546-2549, continually, remained the same position consecutively on the 2nd period from school year 2550 – present.

For the Board of Consultant, only the foreigners in the Honorary Board resigned and stopped supporting since school year 2550. The remaining Board is still supportive up till today.

Section 2 Community context within the school serviceable area and its factual information

The school serviceable area comprise of 3 villages: Moo Ban Mae Ka Nad village, Moo Ban Doikham village, and Moo Ban Na Ha. Reports are being sorted into 3 categories.

- A. History and its backgrounds
- B. Custom, religion, belief and way of life.
- C. Economic affairs in the community

Each category defines each village in the school serviceable area as following reports:

Moo Ban Mae Ka Nad

A. History and its backgrounds

(1) History

Moo Ban Mae Ka Nad was found more than 100 years ago. The village was named after Mae Ka Nad River the river flowing through the village. All of the villagers are Karen hill tribes, migrated from forest upon the hill in the area of another 2 villages: Moo Ban Pa Lao and Moo Ban Pha Dan in Mae Ta District of Lamphun.

They moved to settle in the new land separately and later had been officially raised up as Moo Ban Mae Ka Nad.

(2) Location and Population

The Location of Mae Ka Nad Village

The village located on Moo 8 Tambon Ta Kad, Mae Ta District of Lampoon and situated on the east of Ban Doikham School.

Population

The Census Report found that male and female populations are almost report the same number yearly. Especially, the steady amount of families in the village is remaining closely the same, without increasing or decreasing in different range of number. The report of B.E. 2549, there were 370 male population and 374 female population, total of 743 people in 254 families.

In fact, the actual population in the village is not actually matched to the result on the Census Report. The number was indicated from the House Registration, not related to the uncontrollable actual number. Due to the fact that the outsiders always move in for the job like a longan reaper, rice planting, harvesting, grass mowing in longan gardens. In the mean time, villagers move out to get hire outside of the village. Some of villagers get married after that and leave to stay with their family.

(3) Geography, connections and borders

The village is surrounding by 3 different type of landscape, comprises of the hill with thick covered of jungle, the table land with mixed of thick covered of jungle and sparse wood, and the low-land for rice planting, vegetable gardening and the longan gardening around the villagers house. The water supply is from Mae Ka Nad River. Most of the crops are being kept in-house, selling is only a few.

Connection and transportation between the village and the other outside is connected together by a main tarred road to every village and to Ban Doikham School.

The border of Mae Ka Nad village described as below

North	border to Moo Ban Nong Phueng village, Tambon Ta Kad, Mae Ta District of Lamphun
South	border to border forest of Moo Ban Suan Luang, Tambon Mae Ta, Mae Ta District of Lamphun
East	border to Moo Ban Doi Kham village, Tambon Ta Kad, Mae Ta District of Lampkun
South	border to Moo Ban Pa Lao, Tambon Ta Kad Mae Ta District of Lamphun

B. Custom, Religion, Belief and Traditional way of life

Karen people in Moo Ban Mae Ka Nad village are all Buddhist, respect and believe in superstition and all sacred spirit. It has been descent from generation to generation. The occasional spirit treat still a nowadays activity, noticeably from ritual treat in every household.

Similar habit to Thai people who live in the table land in the North, can be seen as Water pouring, Long-life blessing, New harvesting rite and Ancestors offering rite. The ritual ceremony such as the cremation, Karen were never cremate the body like the Buddhist do but they used to bury the body only. Recently, Karen starts to do the cremation because of the unavailable land. Another belief is conservative; binding the afterbirth of newborn is to keep the baby spirit with the tree and to protect the tree itself and surrounded trees.

The traditional way of life is easy and being self-efficiency. Consumption depends seasonal, and self-cultivation and farming. The habitation is a small hut, mostly grouping together and some of them lay along both side of the main road.

There is no temple in the village. The merit making and any religious activity is being held at Wat Ta Doikham Temple. Communication language is dialect Karen using between Karen within the village and some Karen who live in the village nearby.

The communication language is one of the problems in providing basic education in Ban Doikham School. Using of Thai language for class listening, speaking, reading and writing, make Karen Student slower than Thai Student.

C. Economic affairs in the community

80 % of Mae Ka Nad villagers are farmers. Gardening and farming and spending free time searching for the local food supply in the wild or get hire daily job. The wage is between 100-150 a day. The job is only temporary and no guarantee of income depends on each hiring day. Sometimes they could not afford their living if nobody hires them.

There are 10% of villagers who group up for OTOP production. The local homespun textiles make fame to Lamphun after awarded as “ 5 Star OTOP Product”

Report of yearly income by the Local Community Development Office found Mae Ka Nad Villagers get 28,818 Baht income per person per year. This issue of low potential support is a main facet for student education.

Moo Ban Doikham Village

A. History and its backgrounds

(1) History

Moo Ban Doikham was established by separation, movement and settlement of people from many villages. It was officially appointed as a new village since B.E.2536. The villagers are Karen who moved out from Moo Ban Mae Ka Nad Village.

(2) Location and population

The location of Moo Ban Mae Ta village

Moo Ban Doikham Village is located on Moo 13 Tambon Ta Kad, Mae Ta District of Lamphun, situated in the North of Ban Doikham School

Population

The Census Report found the number of population in Moo Ban Doikham is unchanged similar to Moo Ban Mae Ka Nad village. The number is slightly changed each year. Especially the number in the House Registration has no change in the past 3-4 year. The report of B.E. 2549, there were 154 male population, 146 female population, total 300 people in 89 families.

95% of population is Karen and another 5% is Local Thai. The statistic population compare to the actual population living in the village, reports similarly to Moo Ban Mae Ka Nad. In the result of unsteady population number, due to the fact of moving in and out and the birth compare to the death. Youth population was in school 100% in both pre-elementary class and the elementary class, between school year 2549-2551. Support was associated by the Commission of Educational Institution and the school Board of Consultant.

(3) Geography, connections and borders

Surroundings of the village are sparse wood with various grown trees spread through the village and a hillock in the same area. A temple called Wat Ta Doikham is a temple where people from the village nearby come to make merit and all religious ritual. This temple can be called a center for every villagers or people in Moo Ban in Tambon Ta Kad Sub-district. Mae Ka Nad River flows by behind the village, allows all villagers to use as a cultivation water supply and for consumption

The main road was crossing straight and bypassing turn to the entrance to Moo Ban Doikham. The communication way is only by this road. The borders , are:

North	borders to Moo Ban Na Ha, Tambon Ta Kad, Mae Ta Sub-district of Lamphun
South	borders to Ban Mae Ka Nad, Tambon Ta Kad, Mae Ta Sub-district of Lampoon
East	borders to Ban Ta Kad, Tambon Ta Kad, Mae Ta Sub-district of Lamphun
West	borders to Ban Pong, Tambon Ta Kad, Mae Ta Sub-district of Lamphun

B. Custom, Religion, Belief and Traditional way of life

Most of villagers are Buddhist, believing in sacred superstition and doing some similar ritual to Karen in Mae Ka Nad Village plus doing the Long life blessing ritual, the New Year water pouring, just like Mae Ka Nad villagers and Thai people.

Being self-efficiency is the way of their easy life style like Karen in Mae Ka Nad village, as well as, the habitation.

Language communication is Karen dialect using by Karen and Thai villagers, who are fluent in Karen like a mother language.

Language barriers in education is found in Ban Doikham Student as same as student in Ban Mae Ka Nad.

C. Economic affairs in the community

80% of villagers are farmer. Another 10% is for daily hire job such as Grass mowing, putting fertilizer Longan garden, picking Longan, and Building constructor. The rest of 10% is working in an industry out of the village. Earnings are stable, different from the temporary job. Working for low wages job becomes one of the problems for villagers, in supporting of education in school.

The report from the Community Development Office found the yearly income per person is around 31,939 Baht which is higher than the villagers in Ban Mae

Ka Nad. Some of Ban Doikham villagers could be able to afford more supports to the school.

Moo Ban Na Ha

A. History and its backgrounds

(1) History

A village found more than a hundred year ago, a tale told about the first Thai family from some table land moved to settle down in this area, led by Mr Singha-keaw, who fed buffaloes for livings. After that, more of Thai people from different places and more of Karen from 2 other village, moved in and migrated increasingly, differentiated the village from the first two.

(2) Location and population

Location

The village located on Moo 7 Tam Ta Kad, a district of Lamphun, in the North of the School

Population

The Census Report found the number of population unsteady like the first 2 villages. The Reports of 111 male populations, 122 female populations, total 213 people in 83 families. The moving in and out of population in the village was uncontrollable by the seasonal occupation. Youth attended school 100%.

(3) Geography, connections and borders

The village situated on the plain table land, no woods, hills, or any river flows by. Water supplies are from the artesian well.

The communication connection is linked by the main tarred road, bypassing is made from the road to Ban Ta Kad, sharing the same bypass of Ban Doikham entrance. Borders of Ban Na Ha are listed as following:

North	borders to Ban Ta Kad, Tambon Ta Kad Mae Ta District of Lamphun.
South	borders to Ban Doi Kham, Tambon Ta Kad Mae Ta District of Lamphun.
East	borders to Ban Ta Kad, Tambon Ta Kad Mae Ta District of Lamphun.
West	borders to Ban San, Tambon Ta Kad Mae Ta District of Lamphun.

B. Custom, Religion, Belief and Traditional way of life

Villagers are all Buddhist because of the villagers are Northern Thai. The value of traditional way of life has no difference from another Northern Thai: obviously language, dressing, eating habit, and ritual ceremony.

The communication language is Northern Thai Dialect and Karen is being used only in some group.

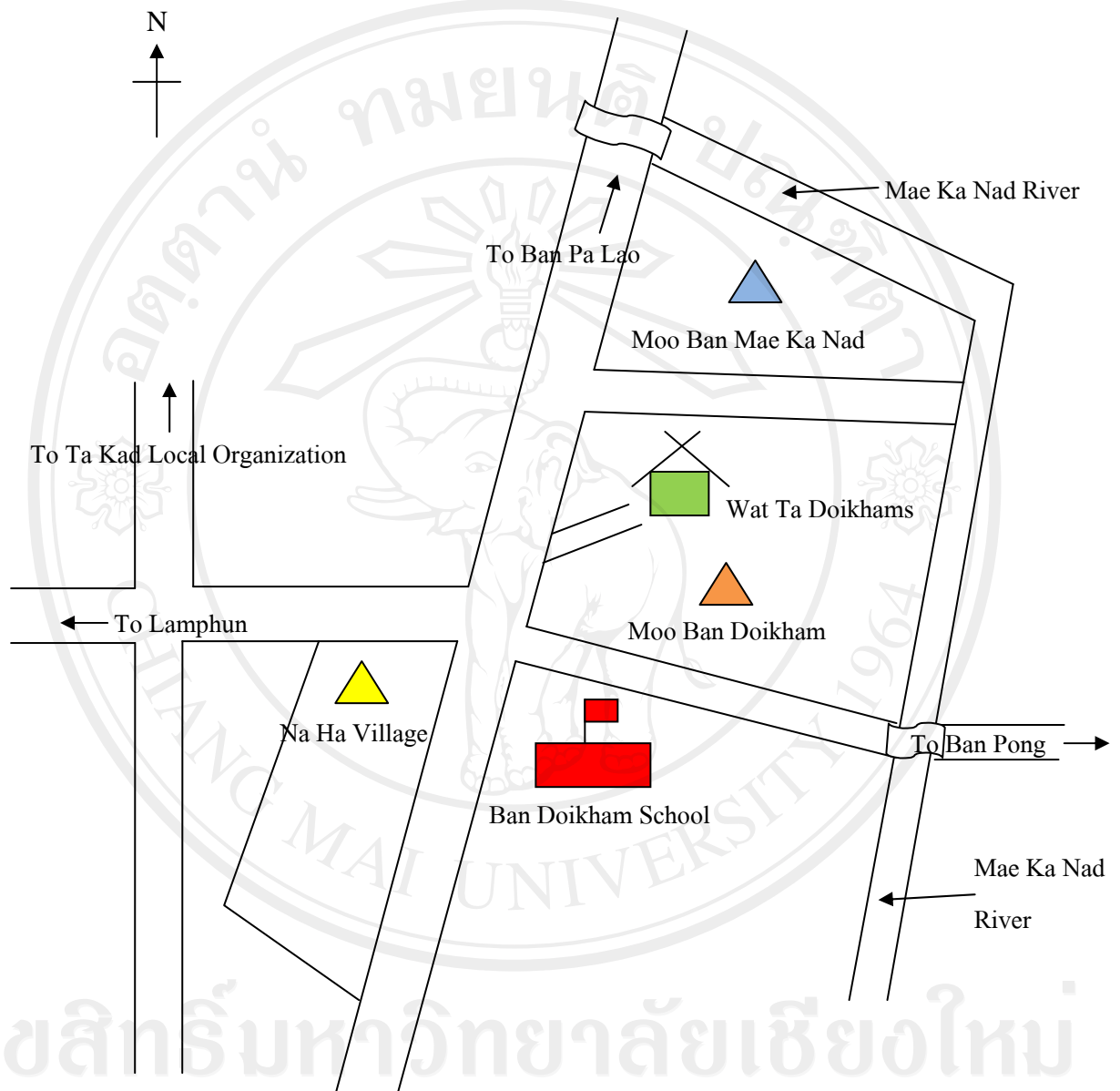
C. Economic affairs in the community

80% of villagers are farmers and another 20% are civil servant, business owner, some trading and working in an industrial. The inspection by Mae Ta District Community Development Office found the yearly income is 33,707 per person which is higher than another 2 villages. Affordable villagers could support the school more, especially on money donation.

According to the Facts of the Community Context is being shown on the following map on picture 15

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่
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Figure 15 Bordering and locations of 3 villages in school service area



In conclusion

The community within the school serviceable area comprises of 3 villages: 2 of Karen Village, Moo Ban Mae Ka Nad village and Moo Ban Doi Kham village: another one is Moo Ban Na Ha, Thai village mixed with some Karen. The effect was occurred on schooling is not made only for Karen student but also for 10% of Thai student who join the class.

For the geographic facet limit the urban plan and the occupation in every villages to similarity, for instance of the hill, the woods, the low-land. Villagers settled their family with the group. Living spread along both side of the main road and similarly opens so many small shops. Rice Planting is actually a main source of income but it is unstable and quite low in returns. Results the community is in poverty's stricken. Supports from parents and guardians are hardly affordable. Leave almost all the responsibility to the school such as uniforms, textbooks, lunch, and expenses on educational activities and projects.

Section 3 Problems and barriers on providing education in the school

Problems and barriers were found since the school establishment began in School year 2536, continually happened until Mr Worachet Chanpirom served the position of School Administrator in School year 2546 and legally on the position of the Committee for Educational Institutions.

Discussion with another 8 Commissioners for Educational Institution, generalized into 2 factors lead to problems and barriers on providing education in school.

- 1) Internal factors
- 2) External factors

1) Internal factors

Internal factors are categorized into 4 facets

1.1 Educational Administration

1.2 Teacher

1.3 Student

1.4 Instructional Media

1.1 Educational Administration

Educational Administration is a major role and responsibility of the School Administrator participated with the Committee for Educational Institutions to manage the school.

Problems in administration discovered as following:

1. As newly served on the position of School Administrator, School year 2547, Mr. Worachet needed to get to know all of 3 villages in the school serviceable area for more informative facts in general. Each time of the outing with villages made him leave his duties in school behind for many consecutive days and many times a year, disturbed his time of school development plan, less time spending with teachers and students. That is a mistake on his time management effected on school administration.

2. After the announcement of the New Basic Education Curricula applied throughout Thailand in School year 2546. The New Curricula divided the class into 4 levels. The 1st level starts from Elementary class: Grade 1-3, the 2nd level starts from Elementary class: Grade 4-6, the 3rd level starts from Secondary class: 1-3 and the 4th Level starts from Secondary class: 4-6. In first year of the New Curricula Announcement, it was applied only to the first class in each level, means Elementary class: Grade 1, 4 and Secondary class: Grade 1, 4. other class remained on the former one.

The New Basic Education Curricula is newly created by the Commissions for Basic Education called The Core of Basic Education contains 8 learning essence as below listed:

1. Essence of Thai Language Learning
2. Essence of Mathematics Learning
3. Essence of Science Learning
4. Essence of Social Science, Religion and Culture
5. Essence of Foreign Language Learning
6. Essence of Professional and Technology Training
7. Essence of Learning Art
8. Essence of Health and Physical Education

Moreover, The Ministry of Education appointed every school to arrange their own Curriculum of the Educational Institutions, concluded the Core of Curriculum and Local Wisdom in an appropriate proportion, agreed between school, student guardian, and people within community.

Ban Doikham School provides classroom of 2 levels: Level 1 and 2, Grade 1-6. The Curriculum of Educational Institutions was made without experience and lack of understanding in the Core of Curriculum. Though teachers were trained, the short period of 5 days training is not an enough time for the new knowledge and hard to be clearly understood.

Furthermore, between School year 2547-2549, the Ministry of Education was running many different Minister. Caused the 8 Core of Curriculum changes many often. Influenced on the Curriculum of the school have to be changed according to the announcement of the new edited. Teachers were having hard time to spare their teaching hour for their own editing to the school.

This problem is the barriers caused administration management of time, educational personnel, and budgetary.

1.2 Teacher

The problem caused by teacher is repeatedly happened since the New Curriculum Reform

1. Lack of knowledge, understanding and teaching skill in the Integration teaching instructed by the Core Curriculum and Local Wisdom Curriculum
2. No task of creative planning on educational activities to encourage student to be able to analyze, synthesize, criticize discreetly. Teaching behavior of teacher in school is alike in describing and telling the student of every lesson. Especially, emphasis on memorized and recited the knowledge being taught.

Though everyone has been attended in the training of Integration teaching, it's never been practically happen in the classroom.

3. Teacher lacked of understanding how to plan the Learning Strategy. Almost every teacher never plans the class. It is an important tool forcing the teacher themselves to be prepared before starting the class.

4. Teacher had low task in the technology of education. Ban Doikham School has 2 computers donated officially for administration and education. A couple of computers could not available for all students. School sent letter asking for donation from many affordable source. Later, school bought 3 more computers to be use in the computer class but it was abandoned by teacher and student. The reason was because teacher was afraid of using high technology and some teacher got scarred of using computer without task.

5. Teachers lost their enthusiasm in research for class. The school library filled with various books for the additional knowledge in class. And never assign student to visit the library for their reports.

6. Teachers were loaded with extra assignment not related class teaching. Not only the internal assignment from school like administration, finance, account, reports for the original affiliation, school activities but also has been

asked from another community service office like the Local Administration Organization or temples. The extra assignment was a trouble on teaching hour time management.

The assigned teacher had to ask another teacher to take care of the class in his/her responsibility while they could not be able to come back on teaching. In the same time, the teacher who was asked would also responsible for his or her own class. The possibility for a hundred percent of attention to each class is lessening. Extra assignment out of the class planning is one of an obstacle on student development.

7. School teacher deficiency. Though school provided only 8 classes, classroom teacher was available only 5 persons. Including an administrator is in total of 6 persons. Actual classroom matched with the teacher was only 5 classrooms. Another 3 classrooms were in need and school had to plan a schedule for teacher rotation to them. Every teacher, were loaded by the extra assignment as the above problem, got even more busy rotating themselves teaching from class to class.

The school administrator was not authorized to be able to manage the problem. It troubles continually until the Administrator brought this issue to discussion between the Committee of Educational Institutions. The resolution was made to hire a temporary teacher. The salary was supported by the Committee of Educational Institutions associated with the school. However, 1 more classroom teacher still missing, the school had to plan rotation schedule as usual.

8. Teacher behavior of being late for school. Some teachers always came late for work through the whole School year. Even the school launched a basic commitment to be used as a rule for teacher to arrive at the school at latest at 08:10 AM for the morning activity appointed in the schedule. The activity was commanding the students in class cleaning.

1.3 Students

Students were 90% of Karen using their own language and living in own cultural group. The school did not separate students into 2 groups but provided them studying in the same classroom. The barriers of providing education to these students were found as following:

1. Language barriers between students using Karen dialect and the Thai language using in the school in communication with every student. Not only speaking but also reading and writing, including textbooks in class and the books providing in the library are all in Thai Language. Different language tongue is the barrier between teacher and students in the Thai Language class. Teacher had hard times teaching Thai language pronunciation and Thai language writing to Karen students, took more time on teaching and could not achieve time management according to the Curricula planned for each semester and each school year.

2. Problems in students with HIV. Reports from the Public Health Department found 7% of students in the school had parents who were dead by victim HIV. These students lived with relatives and their story could not be kept as a family privacy. HIV victim student is the talk of the town. They were treated with disdain by their friends, no conversation, no playing and never getting close to. The worse was nobody wanted to share a lunch table.

These students isolated themselves to isolation. Some of them were obviously lifeless and being inattentive. Some of them acted different, more aggressive, tried to annoy and irritate their friends by yelling and shouting to get teacher's attention as well. In the meantime, teachers were terrified and dislike this group of students. Noticeably from paying less attention to them but still talk with them in the class as usual.

3. The fact of student from poor family. 100% of students in the school comes from a poor family. They never received money from their parent for

any expenses in the school. More than half of students in school skip breakfast and wait for the free school lunch. The governmental support was only enough for 60% of the student. The rest of 40% was supported by another supporting group that has been contacted by the school to be able to provide free lunch to the entire students.

1.4 Instructional media

The new administrator of School year 2546 found that the school was in short of educational aid and almost none. They were totally devoid in the high technology and expensive instructional media. Though, the basic supplies were also in need.

The school meeting between the Committee for Educational Institutions and parents was arranged to inform the problem and discussed the solution. The conclusion was the Commissioners helped catering for the school educational supplies needed. In final, supports were offered from organization, private organization, and individuals to fill up everything.

In conclusion

The barriers of providing basic education were from the 4 factors in the school: Educational Administration Facet, Teacher Facet, Student Facet and Instructional Media Facet. The problem was mostly occurred from personal level such as the administrator himself, teachers and student themselves and including deprived of supportive afford to support education in school. Nevertheless, the resolution was completed by the Committee for Educational Institutions associated with the school Boards of Consultant.

2) External Factors

External Factors are being sorted into 3 facets

2.1 Social culture and community basic education facet

2.2 Community economic system facet

2.3 Political Facet

2.1 Social culture and community basic education facet

(1) Social Aspect: the research on the social aspect of 3 villages within the school serviceable area comprises of 2 Karen villages: Moo Ban Mae Ka Nad and Moo Ban Doikham, and a village of Thai people mixed with some Karen: Moo Ban Na Ha. The Villagers are socially related in their kinship and the marriage biding. They are also similar in characteristic of isolation and prefer being quiet, occasionally go out only for attending in the ceremony, no expression of their comments neither agree nor disagree and no leadership

The above characteristic could be noticed from their way of life, staying at home with family, being only in village, never go outside the village without any important errand. In addition, it could be obviously seen in the parents meeting with the school. Everyone kept in quiet, no suggestion, no question, nor objection on any issue. They were attended the meeting, listening to the administrator and teacher in peace. Even the administrator had tried to encourage their participation by asking for their opinion on approval of the issue. They were only smile back without a word. Finally, the school could not get feedback of parent satisfaction and comments on the student record or the emphatic content they're expecting.

(2) Cultural Aspect: Culture is the main barrier on providing education to the student from this 3 village: Writing language for communication facet, eating habit facet, and cultural occupation facet:

1. Problem of writing language for communication between school and parents is a cultural barrier always happened. Whenever sending any importance notice to parents such as sending the school record to inform and get feedback from parents by writing back a report of the student behavior at home and the opinion on the record. Almost every letter was sent back empty not even a signature on

the paper. Few of them were signed. In the same result of sending questionnaires for parents expectation, some of them were made by the student on behalf of their parents, some of them sent back empty, some of them lost. The result is school has no record of student habit at home and no informative information of the student;

2. Eating habit facet. The school free lunch program mostly cooked central Thai dishes due to the concern of children's dietary to consume the whole 5 nutrition facts and avoided of tasty and spicy foods, especially the local one. The school found that Karen student eat less and some of them skip their lunch. Due to the fact of free lunch provided, student usually starved breakfast to school. Eat less or skipping lunch affected their health in low-progress, skinny, inactive and slow in class;

3. Cultural occupation facet is a seasonal problem found in Longan gather in season. Parents usually take their children to help them get more earning of 150-200 a day. The season is last for 1-2 weeks. Student will be absent from class.

(3) Educational aspect

Villagers of 3 villages in the school serviceable area attended less school. Some of them are uneducated:

1. Only a few of villagers who finished Grade 6 from Ban Doikham School and continued Secondary school. Most of them finished Elementary school and start working. Almost all of them moved out from the village and never participated in any school development;

2. Some of the uneducated villagers who was living in the village, some of them were parents, grown ups, and workers in the community, had more participation in the school development. The obstacles were only because of unable to read or write.

2.2 Community economic system facet

Report found that villagers in the 3 villages of the school serviceable area have similar occupation such as farmers and Longan gather in.

Most of the youngsters get hired in an industrial estate both in and out of Lamphun industrial estate. Some villagers are carver. Two of them are the nurse as a civil servant. The elderly are staying at home.

The uncertain occupation with low pay affected the potential of supportive afford from the villagers. In overall of the 3 villages, villagers in Moo Ban Na Ha have the highest yearly income; follow by villagers in Moo Ban Doikham and Moo Ban Mae Ka Nad. The low potential support unable the school to be developed in every expectation such as computer class, Internet self access, and the renovation of school library.

Due to the fact of their low potential, the villagers sometimes raised the funds by arranging an off-season offering of robes to the monk and donate the money to the school.

2.3 Political Facet

(1) Political Facet: The democratic system in Thailand comprises of the representative candidates from election. The local politicians up to national politician usually travel to campaign in these 3 villages in the school serviceable area. Villagers were handed some gift or foods every time of visiting. Usually in the evening of the weekend, the family time, when student spent the times with parents, experience seeing these bad political behaviors without guidance.

The school was acknowledged all the time but can not stop them as per the patronized supports from both local and national politician. Avoided of being up against them is the best way to keep connection for the future supports.

Moreover, the local politician was one of the Committee for Educational Institutions as a representative of local administration organization office who was also an election canvasser and well known in every level of people.

Such a political circumstance obviously links the direct and indirect political connection between school and student. Directly, the politician was a part of the school administration on behalf of Committee for Educational Institutions. Indirectly, student experiences seeing politician's behavior.

The influence on the children is the low ability to discriminate right and wrong.

The political obstacle to the school is the roll of linkage between community and politician. Even though, the behavior of buying votes is acknowledged. The school never stopped them but keep quiet in order to maintain a good connection. Teachers avoid talking about Politics affected Democratic lessons Inc.

In addition, every election arrangement, teacher was always has been sent to help until finish as an assignment by the Educational Service Area Office and the Ministry. Teacher has to abandon class unavoidably for many days each time.

(2) Legislation

The obstacles on educational administration found caused by 2 enactments: National Education Act of B.E.2542 and the Amendment (2nd) of B.E.2545 and the Ministerial Administration Act B.E. 2542 prescribes that the Commissioner for Educational Institutions have to be definitely a local people within the school serviceable area and selected name list shall be a responsibility of the school to send to the Educational Service Area Office. In any event of own willing or asking by the school, in any level of one's social life, the school shall not refuse them. This prescription loosen the chance of choosing any person who has potential in finance or

any person who is willing sacrifice their support to the school but those opposes to condition of being a local people, could not be able to be selected as a Committee for Educational Institution.

In conclusion

Problems and obstacles from external factors affected on the educational administration comprises of: Social culture and community basic education facet, Community economic system facet, and Political Facet.

Section 4 Selection procedure of the Basic Educational School Committee

From an interview with Mr Worachet Chanpirom, Ban Doikham School Administrator since June 18, B.E. 2550 about the process of the selection for the first Committee for Educational Institutions of Ban Doikham School. Mr Worachet told us the Selection process announcement for candidates was limit only for 30 days of application. Start from February 01 B.E. 2547 to March 2, B.E. 2547. At the end, there was none application applies from anyone. The school was in a critical time to accomplish the selection process. His 2 ways of selection process was made up for facing this problem.

The accomplished selection process for the 9 commissioners were arranged 2 times

1. Selection procedure by the limitation of time
2. Selection procedure by the school option

1. Selection procedure by the limitation of time

There are 4 steps of selection procedure by the limitation of time

Step 1 Announcement at the school since February1, B.E. for the application between February 1 to March 2, B.E. 2547

Step 2 Community broadcasting in the school serviceable area once a week for 4 weeks.

Step 3 Invitation to an official and an unofficial leader of the community and the former 13 commissioners by the former act that has been abolished, informed the opening of application for the Committee for Educational Institutions, under the new national education act.

Step 4 At the end of the limited time found no applicant applied. The school continued the second plan that has been prepared in case of no applicant. The process is proceeding as following.

2. Selection procedure by the school option

The plan organized a meeting between the former committee of the Abolished act to precede the school agendas:

Step 1 Distributed the meeting agenda to inform the result of no applicant and invited the former committee and supportive individuals to attend the meeting. The agenda sent to both inside and outside personnel to attended school meeting sorted into 4 groups.

Group 1 The community official leaders

- Chief of the villages in the school serviceable area comprises of 3 chief from 3 villages.
- 6 members of the Local Administration Organization

Group 2 The unofficial leaders

- A Monk from Wat Doikham
- Leader of the Housewife Club 3 person
- Leader of the community professions comprises of a leader from the professional carvers and a leader of local homespun

- Leader of the Community fund raising
- A leader of the Sanitarium Women Volunteer 3 person

Group 3 Parents and guardians

Group 4 Teachers and school administrator

Step 2 Prepared an official agenda emphasis on the selection process in the 4th agenda in ordered to get an approval on arranging the school meeting room for 29 persons. 25 of participant attended in the meeting and sorted into 2 groups as following:

1. Participant from the community 22 persons invited, attended 18 persons and absent 4 persons;
2. Teachers and the school administrator all attended 7 persons.

Step 3 The former board of the school committee proceeded the meeting, as a leader, minutes as following:

1. The leader started the meeting, then let the school administrator introduced the 1st-3rd items of the agenda;
2. The 4th items of the agenda introduced by the leader about the abolishment of the former committee of the school according to the new act. Informed the participant about the selection process that was not completed without any applicant. Emphasized the agenda of selecting new committee to be the Committee for Educational Institutions. Then passed on the agenda to the secretary for more details;
3. The secretary described the element of the new committee comprises of representative from 9 different groups, asked for an intention of any participants who wish to apply for the position. The result was nobody shows their will;
4. The secretary asked for the representative from each group which could be list up more than one person.

Step 4 Appointed of the school Board of Consultant

18 out of 25 participants are local people and was being listed 7 persons to be the committee for educational institutions, left 11 persons available. The group of teachers and the administrator 7 persons, 2 persons was appointed to the committee, left 5 persons available. The rest of local people who was available were 5 persons. In total $11+5=17$ persons. They were asked to be the Board of Consultant. The school also asked Chief Monk of Ban Doikham Temple, Pra Plalad Adisak Kantitaph, to become one of the Board of Consultant. Total 18 persons was appointed for this position. The Board of Consultant was an internal appointment organized by the school.

Step 5 The list of the 9 Committee for Educational Institutions was sent to Lamphun Educational Service Area Office 1 for an official appointment since March 10, B.E. 2547.

Reasons of no applicant applies for the committee

From an unofficial interview with the 8 representatives, except the school administrator and the secretary found that

1. Embarrassed of self-presentation and worried about gossiping. Mrs Somsri Tuikad, Representative Board from the community and Mrs Kesarin Khamrit, Representative Board of Student Alumni, said they didn't apply for the committee since the first time because of embarrassing and didn't want the villagers to talk behind their back about ambitious to get the position and get fame. That's why they waited for the school to start first.

2. Some of them lacked of self-confident and scared that they could not served the position well enough. Many of the Committee for Educational Institutions felt in the same way. Mr Boontam Manmai, Mr Worawoot Dokkeawnak and Mr Chankaew Prohmthep, who were never been participated in the school

educational development. Mrs Kesarin Khamrit said similarly that they never knew what the new curricula for educational institution were, either easier or harder. In additionally they still didn't know their roll in participating in this.

3. They felt that they attended less school and may not get approved. 7 of the committee for educational institutions were all finished the school only Grade 4 (Except the Administrator who was legally also on the position of secretary) said not only afraid that the less school they attended but also acceptance from the teacher in school.

4. They are from poor family and thought that they might not be able to support the school. Exceptionally, the school administrator and Mr Worawoot Dokkeawnak who was the member of Local Administration Organization Office. Others were local farmers who earned unsteady yearly income.

5. Some of the commissioners has been contacted by the from the school and thought that they have already been selected to served the position.

After talking in deep with them, they said they were actually wanted to be a Commission for Educational Institution for more role and more participations. Finally, being a commission for educational institution is not a volunteer but a forcefully volunteer.

In conclusion

The school was established for Karen student according to its setting and social context, faced the deficient problems in the school instructional media, teachers, especially the short of computer which is an class obligatory by the curricula.

The community context within the school serviceable area comprises of Karen villagers except for Moo Ban Na Ha that mixed by Thai people who moved in. The representative from the community to be a commission for the school was a part of the New National Education Act B.E.2544

The selection process of the commission for educational institution was announced for application in a certain limited of time. However, it was not accomplished because of none applicant applied. The optional selection process was arranged by the school to complete the school committee for educational institution according to the new act. The invitation sent from the former of school commission to inform about the agenda. Later, representative was appointed unofficially from 8 different groups of villagers. Except for the position of the administrator and secretary was legally served the position.

The reason of none applicant at the first time of announcement was answered in the same way by the commissioners that they were actually wanted to be a commissioners but didn't apply for the position by 5 difference of reasons. The committee were not appointed by the applicant's own willing but they were willing to be appointed to be part of the school educational development.