

# CONTENTS

	Page
Acknowledgement	c
Abstract in Thai	f
Abstract in English	i
List of Tables	o
List of Figures	p
List of Abbreviation/Glossary	q
Chapter 1 Introduction	1
1.1 Background	1
1.2 Statement of the Problem	4
1.3 Research Questions	8
1.4 Research Objectives	8
1.5 Review of Related Studies	8
1.6 Theories and Conceptual Framework	14
1.7 Research Methodology	23
1.8 Structure of the Study	37
Chapter 2 Contextual Background	39
2.1 Development of Thailand Modern Education and Education Reform	39
2.2 Ideology and Policy for Indigenous Education in Thailand	43

## CONTENTS (*cont.*)

	Page
2.3 Indigenous Knowledge and Indigenous Language	46
2.4 Mother Tongue Based-Multi Lingual Education (MTB-MLE) Program	50
2.5 MTB-MLE Program by Foundation of Applied Linguistic (FAL)	54
2.6 Summary	61
Chapter 3 Emerging Indigenous Knowledge in Public Education	62
3.1 The Advent of Indigenous Education Network (IEN)	62
3.2 The Factors of NGOs' New Challenge	65
3.3 NGO as an Intermediator: Integration of Indigenous Knowledge into the Public Education	74
3.4 Summary	80
Chapter 4 Mainstreaming of Education and Negotiation Strategies	82
4.1 Features of FAL's MTB-MLE Program	82
4.2 Indigenous People's Opposition to the MTB-MLE Program	94
4.3 Case Study: Ban Khun Tae School in S'gaw Karen Village	99
4.4 Negotiation Strategies for Acceptance of MTB-MLE Program	108
4.5 Limitations and Difficulties	118
4.6 Summary	120
Chapter 5 Regenerated Indigenous Knowledge and Constructing Knowledge Space	122
5.1 Impact of Teacher Trainings	122
5.2 Accumulation of Education Materials	126

## CONTENTS (*cont.*)

	Page
5.3 Practical Process of Material Development in Ban Khun Tae School	130
5.4 Regenerated Indigenous Knowledge	140
5.5 Constructing Knowledge Space from Local	144
5.6 Summary	148
Chapter 6 Discussion and Conclusion	150
Bibliography	165
Appendix	
Appendix A The List of Interviewed Parents in Khun Tae School	178
Appendix B Example of A Big Book Made by Khun Tae School in 2015	180
Curriculum Vitae	186

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่  
Copyright© by Chiang Mai University  
All rights reserved

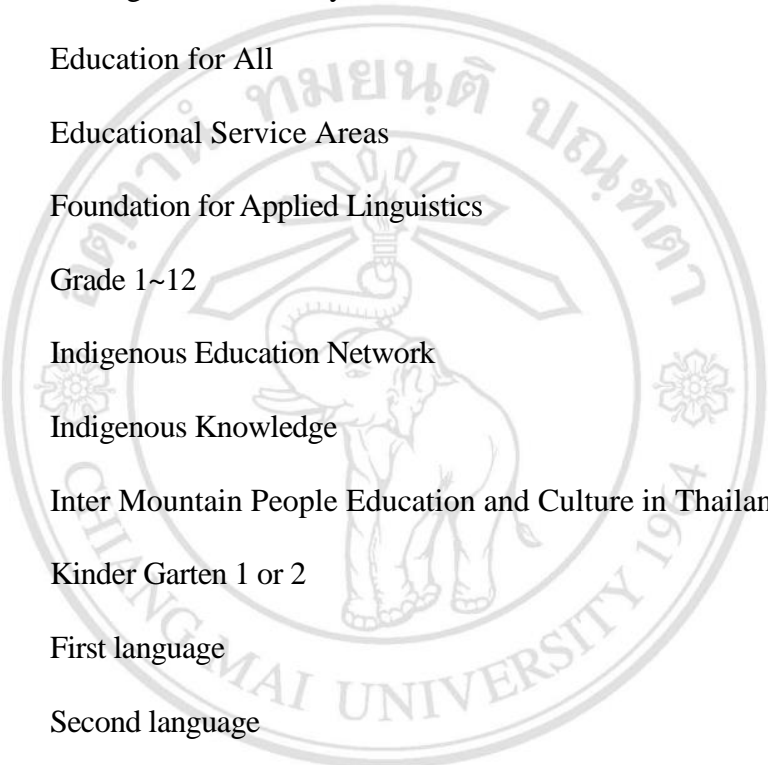
## LIST OF TABLES

	Page
Table 1.1      Number and Time Spent in In-depth Interview	34
Table 2.1      Secondary School Attendance Rate by Mother Tongue in Thailand	50
Table 2.2      Six Pilot Projects Sponsored by PCF (2007~2015)	58
Table 2.3      Eleven Supportive Projects Cooperated with OBEC (2013~)	59
Table 2.4      Three Extended Projects Sponsored by Child's Dream (2015~)	60
Table 3.1      International Trends of Education Issue by Decade	76
Table 3.2      Estimated High Land population in Thailand	77
Table 3.3      Categorization of Three Local NGOs' Application of Indigenous Knowledge	78
Table 4.1      Categorized Partners of FAL in Different Levels	86
Table 4.2      Everyday Lesson Plan of Kindergarten 1st Grade of Khun Tae School in September of 2015	107
Table 5.1      Accumulated Materials Status from Six Pilot Schools (2007~2014)	127
Table 6.1      Comparison of Karen People's Reaction about Environment Issue and Education issue	161

## LIST OF FIGURES

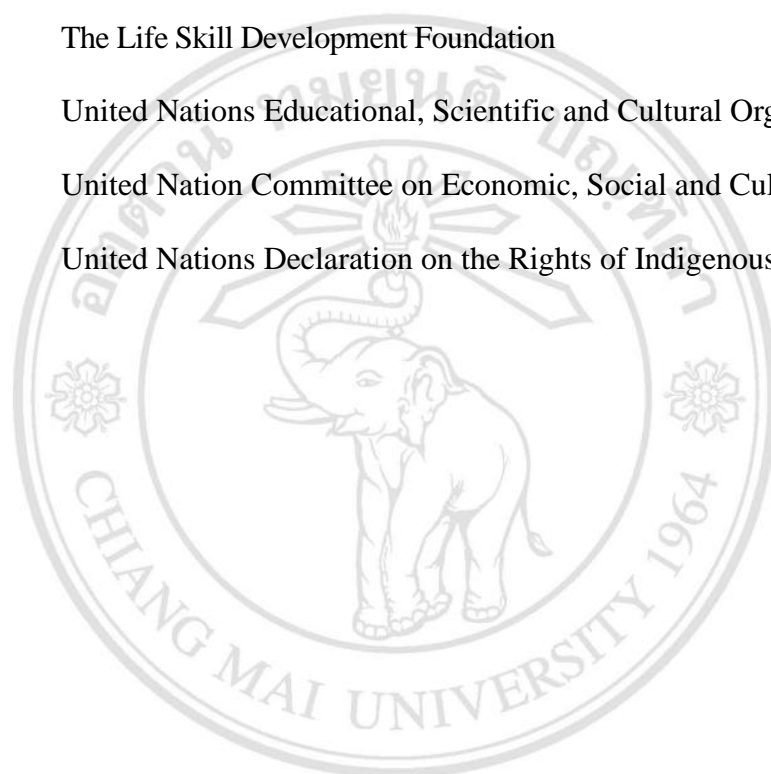
	Page
Figure 1.1      Conceptual Framework	22
Figure 1.2      Structure of Target Selection	25
Figure 1.3      Map of Chiang Mai Province, Thailand and Ban Khun Tae in Doi Kaeo, Chom Thong District	28
Figure 2.1      Step of MTB-MLE Application to Public School System	52
Figure 2.2      Nine Activities for Leading A Strong MTB-MLE Program	52
Figure 4.1      Working List-Up for MTB-MLE Program	84
Figure 4.2      The Process of Implementation of MTB-MLE Class	91
Figure 4.3      Average Class Score of Thai Language Test in G2, February 2013	94
Figure 4.4      Charts of Results for O-Net and NT in Khun Tae School Teachers' Room	103
Figure 5.1      Rehearsals for the New Class in Pre-service Training	123
Figure 5.2      Traditional Fire System in Wooden House of Khun Tae	132
Figure 5.3      Primer for S'gaw Karen Language Using Thai Alphabet	135
Figure 5.4      Meeting for Developing Big Book Stories with Khun Tae People	138
Figure 5.5      A Sample of Picture Book for KG2, Developed by Khun Tae People	142
Figure 5.6      Creating New Knowledge Space of IK Education among the Existing Spaces	148

## LIST OF ABBREVIATIONS



BPP	Border Patrol Police
BLE	Bi-Lingual Education
CMU	Chiang Mai University
EFA	Education for All
ESA	Educational Service Areas
FAL	Foundation for Applied Linguistics
G1~12	Grade 1~12
IEN	Indigenous Education Network
IK	Indigenous Knowledge
IMPECT	Inter Mountain People Education and Culture in Thailand
KG1or2	Kinder Garten 1 or 2
L1	First language
L2	Second language
LSBQE	Life Skills-Based Quality Education Enhancement
MLE	Multi-lingual Education
MOE	Ministry of Education
MT	Mother Tongue
MTB-MLE	Mother Tongue Based-Multi Lingual Education
NLP	National Language Policy
NT	National Test
NEA	National Education Act

NGO(s)	Non-Governmental Organization(s)
OBEC	Office of the Basic Education Commission
ONET	Ordinary National Education Test
PCF	Pestalozzi Children's Foundation
SIL	Summer Institute of Linguistic
TLSDF	The Life Skill Development Foundation
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN CESCR	United Nation Committee on Economic, Social and Cultural Rights
UN DRIP	United Nations Declaration on the Rights of Indigenous People



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่  
 Copyright© by Chiang Mai University  
 All rights reserved

## GLOSSARY

Alphabet	A writing system characterized by a “systematic mapping relation between its signs (graphemes) and the minimal units of speech (phonemes)” (Coulmas 1999: 9).
Bilingual Government Teacher	Dooley (2013) used the term ‘bilingual teacher’ to indicate a local teacher interchangeably because most of the local teachers can speak in the Thai language but, in my research, I used the term ‘Bilingual Government Teacher’ to indicate a teacher who is Karen and passed the government teacher’s qualified test.
Government Teacher	Interchangeably used in the process of Thai MTB-MLE program with ‘Thai teacher’ (Hillmer, 2013: Tan, 2012: Suwilai, 2012: Dooley, 2013) and ‘class teachers’ (Dooley, 2013). It means the trained, qualified teachers working in government schools. They are paired with a local teacher if they are not a bilingual speaker of indigenous language and Thai language.
Local teacher	Interchangeably used with other terms like ‘assistant Teacher’ (Tan, 2012), ‘indigenous teacher’ (Ortiz, 2007) and ‘specific ethnic teacher (e.g Patani Malay Teacher)’ (Suwilai, 2012). Most of the local teachers are not qualified teachers with a certificate but finished a minimum of 9 years basic education while some have 12 years or a bachelor degree. Their salary is supported by FAL’s donors. If the salary paid by government doesn’t reach the standard salary, FAL’s donors supplement it. They are recruited from the indigenous community and should speak exactly the same language as the students. In my research, in most cases I use <i>Kru TungTin</i> (ครูท้องถิ่น: local teacher) or <i>Kariang Kru</i> (กะเหรี่ยงครู: Karen teacher) for interviews.



**Majority language** “A language spoken by the majority of people in a country or area. May also be the language of a dominant social group, or seen as the main language in a country” (Dooley, 2013) and interchangeable with the terms of ‘Dominant language’ and ‘National language’.

**Mother Tongue** Indicating the First language and indigenous Language. According to SEAMEO (2009), it is “a language that a speaker (a) has learnt first, (b) identifies with or is identified by others, (c) knows best, (d) uses most, or (e) speaks and understands competently enough to use it for acquisition of academic content at the appropriate age level”.

### **Thai**

<i>bon doi</i>	บนดอย	mountain area
<i>chao khao</i>	ชาวเขา	hill tribes
<i>chao Tahi phu khao</i>	ชาวภูเขา	Thai mountain people
<i>chon phao phun muang</i>	ชนเผ่าพื้นเมือง	indigenous people
<i>chon chatiphan</i>	ชนชาติพันธุ์	ethnic people
<i>chon krum noi</i>	ชนกลุ่มน้อย	minority people
<i>chon phao</i>	ชนเผ่า	tribal people
<i>kwam ru thong thin</i>	ความรู้ท้องถิ่น	local knowledge
<i>kwam ru chon phun muang</i>	ความรู้ชนพื้นเมือง	indigenous knowledge
<i>phumi pan ya thong thin</i>	ภูมิปัญญาท้องถิ่น	local wisdom
<i>phumi pan ya dang doen</i>	ภูมิปัญญาดั้งเดิม	traditional wisdom

<i>phu yai ban</i>	ผู้ใหญ่บ้าน	head of the Village
<i>tawi pasa</i>	ทวิภาษา	bi/multi lingual
<i>sor phor tor</i>	สำนักงานคณะกรรมการการศึกษา ขั้นพื้นฐาน (สพฐ.)	Office of the Basic Education Commission (OBEC)
<i>sor phor por</i>	สำนักงานเขตพื้นที่การศึกษา ประถมศึกษา (สพป.)	Educational Service Area (ESA)
<i>sor tor</i>	สมาชิกสภาเทศบาล (ส.ท.)	village representatives for municipality



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่  
Copyright© by Chiang Mai University  
All rights reserved