

# THE ROLE OF LEARNING PROMOTION OF LOCAL ADMINISTRATIVE ORGANIZATION AND PROVINCIAL NON-FORMAL AND INFORMAL EDUCATION OFFICE FOR THE MARGINALIZED CHILDREN AT MUNICIPALITY COMMUNITY IN KHON KAEN PROVINCE\*

Chanchai Huadsri, Chayun Boonpiyo, Phiphat Kuntha

Mahachulalongkornrajavidyalaya University, Khon Kean Campus, Thailand

Phasakorn Dokjan

Mahamakut Buddhist University, Sri Lanchang Campus, Thailand

E-Mail: chanchai\_mcu@hotmail.com

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## Abstract

The objectives of this research were 1) to study the marginalized children' learning behavior, 2) to study the marginalized children' learning enhancement, 3) to suggest the construction of networks for the marginalized children's learning promotion of the local government organization in Khon Kaen province and the non-formal education center and informal learning center at Khon Kaen District. This research is a qualitative research. The research tools were interview form, group discussion and observation form by analyzing all data with descriptive methods.

The results of the research were found that learning behavior of marginalized children had behavior in creating and seeking knowledge with sharing and exchanging their knowledge to each other. This behavior will occur in closed groups. This is because of no having mediator between educated people and disadvantaged people. As for the sharing of knowledge in the form of lectures or trainings, there would be no among them. But it is sharing the knowledge of the agencies that help the marginalized children. To promote

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learning for the marginalized children, there is learning promotion by creating a organization of learning by providing a team of volunteer networks come together to develop vocational skills for the marginalized children. In the way of creating a learning society, it consists of children of different genders, ages, and different communities. They come to learn together, do activities together, have talking, share knowledge and skills with each other.

Creating a network of learning promotion for the marginalized children of local government organizations, non-formal education centers and informal learning centers in Khon Kaen District, it was found that there was the network construction by MOU with agencies in Khon Kaen province in teaching and learning management for the development of the quality of the marginalized children in the community of Khon Kaen Municipality between 3 agencies namely; 1) Local Administrative Organization 2) Informal education schools in Khon Kaen Province 3) Leaders of each community that has marginalized children. All 3 agencies will cooperate to each other.

**Keywords:** Learning Promotion, Marginalized Children, Non-formal Education, Informal Education

## **Introduction**

Street children's or marginalized children' problem is a long-standing and tends to be more intense respectively. It is a social problem linked to other problems. The study of the way of life of children in every aspect will make the government or state and society be aware of the importance of the problem and turn their attention to solving problems more urgently and seriously to reduce the number and study the situation and also children problems on environmental issues and social structures caused problems Including a review on the operations of the agencies and organizations in this

area. Because at the present time, the operations of involved persons in solving the problems still see only a small part of the results. In order to stop increasing the number of homeless children or marginalized children, it is necessary for study to present solutions to these problems mentioned above.

Educational management under the local government organization will be responsible for education both in the systematic education and informal education to have standard quality for people in the area under the authority of the local government organization. According to the National Education Act 1999 and as amended (Issue no. 2) B.E. 2545, it provided the relevant and important role of educational administration of local government organizations in section 42. The Ministry has to stipulate the readiness of educational management of local administrative organizations and have the duty to coordinate and promote local administrative organizations to be able to provide education related with the policy and the educational standards including suggestions for budget allocation and support for education of local administrative organizations in their own area as follows;

1) Educational management of local administrative organizations must adhere the principles of lifelong education for people and allow society have participation on educational management and development of content and learning processes continuously.

2) The local government organization can provide education with quality, standards and all over without charge, that is not less than 12 years under Section 49 of the Constitution of the Kingdom of Thailand in B.E. 2550.

3) Local administrative organizations must provide education for persons with physical, mental, intellectual, emotional, social or impaired communication and learning disabilities or a person who cannot be self-reliant or having no caregiver or disadvantaged and give special rights and opportunities to receive

basic education. and conducting education for special talents in appropriate forms by considering the ability of that person.

4) Education management must be to develop Thai people to be perfect humans in both physic, mentality, intellectual, knowledge and morality, ethics and culture in life. They can live happily with others.

5) The learning process must focus on instilling a right conscience regarding democracy and politics with the King as Head of State. To know and preserve and promote rights, duties, freedom, respect for law, equality and human dignity and with pride in being Thai people. Knowing how to protect the public benefit of the nation including promoting religion, art, culture of the nation, sport, local wisdom, Thai wisdom and universal knowledge as well as preserving natural resources and the environment. Having professional skills, self-reliant, having creativity, desiring to know and continuous learning by oneself.

Office of Non-Formal and Informal Education in Khon Kaen Province in the status of being as an organization that has a direct duty to provide education for people outside the school system by having awareness of the said duties and roles. Therefore, giving the importance to learning management and striving to create opportunities for people who are disadvantaged or lacking educational opportunities by continuously carrying out activities to promote and support the provision of non-formal and informal education for the public widely and thoroughly. By implementing the strategy of the Ministry of Education, that is consistent with the roles and responsibilities to be an operational strategy for all sectors; government, private, family, community and individuals involved in the management of education at all levels. By organizing education to educate the public in order to promote and develop the lifelong learning potential of students and in order to live happily in the family and society according to the philosophy of sufficient economy.

From the problems mentioned above, the researcher therefore agreed that it is necessary to conduct research on The Role of Learning Promotion of Local Administrative Organization and Provincial Non-Formal and Informal Education office for the Marginalized Children at Municipality Community in Khon Kaen Province to develop children who are lack of educational opportunities and to find the way to develop further.

### **Research objectives**

1. To study the learning behavior of the marginalized boy
2. To study the promotion of learning of the marginalized boy
3. To create a network of learning promotion for the marginalized children of the local government organization, Non-Formal Education and Informal education in Khon Kaen District

### **Scope of research**

1. Content scope, the researcher has specified the content of the research into 3 issues; 1) to study the learning behavior of the marginalized children, 2) to study the learning promotion of the marginalized children, and 3) to build a network of learning promotion marginalized children of the local government organization, Non-Formal Education and Informal education in Khon Kaen District.

2. Key information providers, the population used in this research are; 5 local government personnel, 5 teachers of special target group and 10 students (marginalized children and street children), that is a total of 20 persons.

3. Location scope, the researcher aimed to study street children or the marginalized boy at the local administrative area in Khon Kaen province about 4 communities, which are; 1) Fresh market community 2) Railway communities

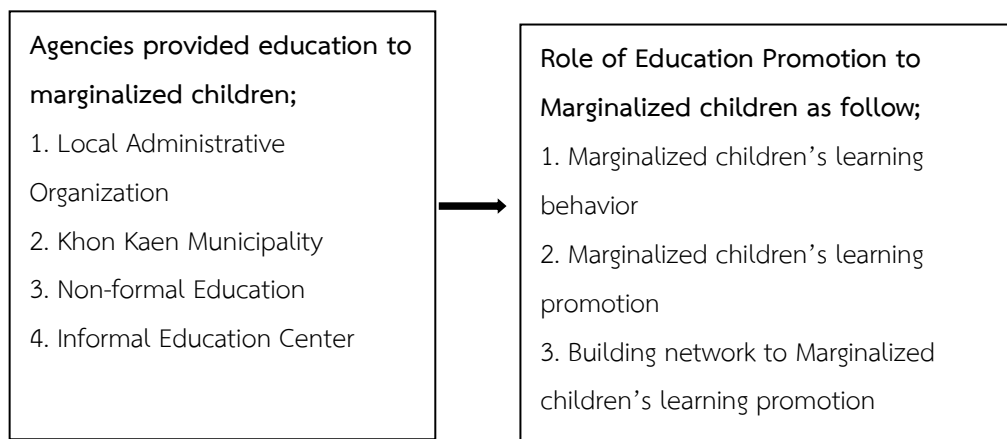
3) Communities behind government centers, and 4) Community of bus terminal in Khon Kaen province.

### **Research methods**

1. Research design, this research is a qualitative research by collecting data from in-depth interviews and observation.
2. Research tools, the tools used in this research is in-depth interview, focus group and observation.
3. Data Analysis, the researcher analyzed the data from in-depth interview, focus group discussion and observation for the interpretation and presentation of data by descriptive method by inductive inference.

### **Conceptual framework of the research**

In this research, the researcher has studied the documents and related research work and can summarize the conceptual framework of the research as follows;



## **Benefits**

1. Knowing the learning behaviors and learning problems of the marginalized boy.
2. Gaining knowledge to develop learning and preventing problems of marginalized children who came out wandering around various places.
3. Marginalized children have educational background and be able to apply educational qualifications to further studies and to apply knowledge in their own life.
4. Gaining knowledge about the role of promoting and creating a learning network for the marginalized boy of the local government organization in Khon Kaen Province, and the Office of the Non-Formal and Informal Education.

## **Summary of research results**

1. Learning behavior of the marginalized children, learning behavior of marginalized children in the fresh market community, Railway Community, the community behind the government center and community of bus terminal were found that they have the learning behaviors in the following areas as follow;

1) Creating and seeking knowledge of marginalized children who are socially disadvantaged children compared to other children, they have to live day by day by making a living to survive today. Because these children are socially disadvantaged children whether it is property, money, family, education, and lack of educational guidance.

2) Knowledge Systematization for the marginalized children by doing it in the form of documents to transfer knowledge as being standard by using easy language to understand and improve the content to be complete and

appropriate. They can access to knowledge easily and conveniently by using information technology systems.

3) Knowledge processing and screening for the marginalized children in the community, the fresh market community, the railway roadside community, The community behind the government center and the community of bus terminal in Khon Kaen province, must compile knowledge in document format. And is an easy language to understand and establishing a database in the information technology system for making it easier to enter information from relevant departments and easy to find by using information technology.

4) The access to knowledge of the marginalized children has 2 characteristics; 1) obtaining knowledge in both the professional and basic knowledge according to Thai education standards, 2) giving the opportunity to choose the education that he wants and according to his own aptitude and ability.

5) Sharing knowledge between the marginalized children will occur in closed groups. This is because of no having mediator between knowledgeable people and disadvantaged people. As for the sharing of knowledge in the form of lectures or training, there is no part for the marginalized children. But it is sharing the knowledge of the agencies that help them.

2. Promotion of learning for the marginalized children, promoting learning of marginal children in the fresh market community, Railway Community, the community behind the government Center, and the community of bus terminal in Khon Kaen Province, that found the learning behaviors in the following areas;

1) Organizing the learning process for the marginalized children are; by promoting learning on creating a learning organization with providing a team of volunteer networks to come together to develop vocational skills for the



marginalized boy. In creating a learning society consisting of children who are different genders, ages, and different communities coming to learn together. Joining activities together, having discussions, teaching, exchanging knowledge and ability with each other made children learn as a society by having the children in the group help teach each other. Help each other do activities and help each other improve Children's Learning Society Organization in the way of learning together, thinking together, doing together, thinking together. That makes children think progressively and be able to build on each other's ideas. And on the other hand, all children can improve their learning better. By observing the learning behavior of others, and children will be the driving force and stimulate them fellow learning organization. That makes children learn in the profession and be able to develop oneself and then can see the importance of their studies in learning of people in society and have a conscience in creating a warm family and taking care of their own family. And make the children as being volunteer with awareness of social responsibility together. Being aware of living in a society, school activities will focus on the creation of society or also known as a learning society by collaborative learning as the way of creative co-thinking.

2) Educational quality assurance of educational management of the marginalized children in communities in Khon Kaen City under the supervision of the local government organization and the Office of Non-Formal Education and Informal Education, has adhered to the criteria for educational management at their own leisure to have standards and efficiency in educational management according to the educational standards of the Thai government, and for the students or those who study to get the most benefit.

3) In the evaluation of educational evaluation, the evaluation of educational assessments include reading, writing, speaking, listening, creative thinking. and evaluation, especially the educational management of

marginalized children in the community in the Khon Kaen municipality under the supervision of the local government organization and the Office of Non-Formal Education and Informal Education. By having adhered to the criteria of educational management at their own leisure to have standards and efficiency in educational management according to the educational standards of the Thai government. And that is given to students or those who study to get the most benefit.

4) According to media development and educational innovation and technology, and moral and ethical development, Non-formal and informal education has teaching and learning materials created online so that children can access learning and for those who are interested can access the information on the website, online learning and also the internet as well known. Therefore, the learners are able to pass the Informal education school information at their leisure in the Khon Kaen community. Because the office of informal education contains basic database information, whether academic or professional, as well as activities for collecting training activities, morality and ethics for those learners. And there is a network that is responsible for providing knowledge about innovation and educational technology such as the ICT Learning Center for students and youth to learn and practice morality, ethics, discipline, and having mind service to social benefits.

3. Making a network of learning promotion for the marginalized boy of the local government organization, Non-Formal Education Center and Informal learning center in Khon Kaen District.

1) Learning and teaching management of the local government organization, Office of Non-Formal Education and Informal Education. There is a network construction by MOU with agencies in Khon Kaen province. In teaching and learning management and in the development of the quality of the marginalized boy in the Khon Kaen Municipality between 3 offices, namely;

1) Local Administrative Organization 2) Informal Education schools in Khon Kaen Province 3) Leaders of each community with marginalized children living. All 3 agencies will cooperate by supporting in educational facilities, in the field of educational equipment, books, pens, notebooks and places of study.

2 ) Activities of teaching and learning, activity management in providing knowledge by creating a network in collaboration between local administrative organizations, Informal Education Schools and community leaders. they collaborate in various activities about the moral development, ethics, intellect and professional development of the edge boy. By making projects for activities based on appropriate opportunities, such as professional skills enhancement programs. There are teaching of sewing, weaving, marketing products, including artifacts such as arranging flowers, Jewelry etc.

3 ) The agencies related to the learning management of the marginalized children have collaborated by holding a meeting coordinate with relevant departments in meetings for planning, meeting, discussing, and consulting by collaborating on project arrangements, learning and activities between local government organizations. Office of Non-Formal and Informal Education. That was planned by meeting and talk about project management. In learning management for the marginalized children in Moral development and ethics Intelligence development, and vocational skills development. All 3 main agencies have collaborated to solve problems of the marginalized children or street children who are disadvantaged in education. In order to develop them to be a good person in society and in order to prevent problems for society. If they are not developed, that these street children will be at risk or may be harmful to society whether there is a risk of drug addiction and the crime of society. This may lead to creating trouble for society. All 3 agencies are community leaders, Informal Education school and the local government organization in Khon Kaen Province by realizing the importance of the

marginalized children. They should have an opportunity equal to other as Thai children in general, then join hands to create a network to develop marginalized children as being good person and a quality human resource of Thai society in the future.

4) The development of teaching and learning of the marginalized children for being quality, all departments must cooperate to each other and give importance to these marginalized children as much as with Thai children in general. In order for all agencies to join together in the learning activities of the marginalized boy, there must be a campaign for various agencies come together and help each other in the development of quality children. And they would be important human resource of Thailand for being in line with other civilized nations. Do not let these underprivileged children or these marginalized children have problems with society.

5) Building a learning network for the marginalized children with public relations, participation in teaching and learning activities of related agencies such as communities, local administrative organizations and Informal educational schools by bringing the marginalized children of each community, each district, each school in Khon Kaen province participate in teaching and learning activities or do activities on important national day such as Mother's Day activities, Teacher Day Activity, or activities related to His Majesty the King in various reigns, etc. When these children come to meet each other will cause the exchange of knowledge and get to know each other. Which is creating a network between the marginalized children together between one community to another, between one school and another school, between one district and another. This is a successful network construction of the intellectual and professional development of the marginalized boy.

6) Making a network by visiting the area where the students live by going to the teaching place, and the relationships and understanding about the

teaching and learning of the marginalized children in each community for organizing teaching and learning activities of the marginalized children of the Khon Kaen municipality community. There is cooperation by the main responsible person such as informal school to teach in the area where the children live by making relationships with community leaders in order to let the community to see the importance of the marginalized children in each community and allowing the community to participate in the teaching and learning. Moral development, intelligence development and professional development of children in the community is called coordination by creating a whole network of agencies including the government agencies, the ecclesiastical education organizations, which are temples and community leaders and parents.

## **Discussion**

In this research, the researchers found interesting issues in this research and brought those issues to discuss the results as follows;

1. Marginalized children caused by problems of social inequality and they are underprivileged children in society. There is a way of life struggling to survive each day by making a living to survive today. Because these children are underprivileged in society for money, family, education, and lack of guidelines for education. They are at risk of drug addiction and various diseases and have low quality of life. They are orphaned children whose parents neglect their love and warmth to become a street beggar. And they finally are marginalized children, which is relevant to Phattharakwan Thongtao, who has done the research on. The image of marginalized people in the youth literature is found to be divided into 3 contexts; 1) The marginalized people in the geographic and ethnic context are hill tribes who lack educational opportunities because of poverty and distance, lack of public health knowledge. They have farming according to traditional wisdom,

loving friends, proud of their ethnicity, endure to insult, have a simple lifestyle in harmony with nature and accept the management of the state as a new Thai as a Thai citizen and freedom of life-living. 2) The marginalized people in the economic context are homeless people, beggars. They are the poor who do not have a way to pursue careers and have physical disabilities. The laborers are the poor without professional skills and have low quality of life. And 3) marginalized people in the social and cultural context, such as orphans, which are children whose parents have abandoned as lacking love, warmth and people in society use it as an object of relief. Children with disabilities are poor, inferior and people with karma. Thai Muslim people are groups of people different from Thai Buddhists in ways of life, ethnicity, religion and culture. The strategies for presenting the image of the marginalized person in the youth literature consist of 3 types, which are the strategy of presenting the marginalized person's image through the plot. Strategies for presenting marginalized person's images through characters by the author's direct narration and the creation of marginalized characters from roles in the story. The final strategy is the presentation of images of marginalized people pass scenes and atmosphere including scenes that are locations, time scene and scenes of lifestyle or social conditions (Phatthakwan Thongtao, 2011).

2. Promoting learning of marginalized children in the research area which found that the marginalized children have learning behaviors that rely on government agencies to promote the learning process management of marginalized children by promoting learning with creating a learning organization, by providing a team of volunteer networks come together to develop vocational skills for the marginalized children. In creating a learning society by coming to learn together, by doing activities together, having discussions, teaching, exchanging knowledge and ability with each other, the children learn as a society and have the group help and teach each other,

suggest one another, help each other do activities, and help each other improve Children's Learning Society Organization which is co-learning, co-thinking, doing together, thinking together by making children think progressively. And they can be able to build on each other's ideas. This is relevant to Pan Gimpee, who has done research on The development of the non-formal education learning network for community self-refuge found that 1) the learning network has developed from awareness of problems and needs community economy with community leaders acting as change leader. There is the use of social networks, community operations center and has expanded and linked to networking organizations in the public, private, community, business, and academic organizations. 2) Activities of Non-educational Schools found in the learning network with activities in the development of learning and problem solving skills that are fundamental to life-living. 3) The success factors of non-formal education learning networks are important as follow; (1) The external factors are the dissemination of new concepts regarding the development of giving the importance. (2) Internal factors are awareness of community problems by having community leaders who are capable of creating processes, group of learning and activity management. (3) The test results used the network management system with participation in educational management of the primary education office, the results of observation used the network management system with participation in educational management with the primary education office area 2 of component (4) It was found that personnel in the Office of Kamphaengphet Educational Service Area 2 have implemented the system according to the activities of each component by using a variety of processes for creating work results for each element (Pan Gimpi, 1997).

3. The creating network of learning promotion for the marginalized children of the local government organization in Khon Kaen Province and the

non-formal education center and Informal Educational center in Khon Kaen District. It was found that creating networks for operations in promoting the marginalized children' learning is an important issue that all public and private sectors including independent organizations and must also cooperate in multilateral work for promoting teaching and learning by building good relationships and understanding about teaching and learning to the marginalized children of each community and building good relationships with community leaders and parents, the community can see the importance of education for the marginalized children in their communities. And allowing the community to participate in the teaching and learning. Moral and ethical development, intelligence development and professional development of children in the community is considered as a network collaboration with the common goals and objectives because the network can help each other. Which is consistent with Jamchan Na Kalasin and groups, who have done research on the Development of Learning Network Process in case study: Network of Cotton Silk Ancient Bamboo in Kalasin Province. It was found that the success of the network is due to 1) having common goals and objectives as being a network can help each other by solving problems together, joint activities, resource sharing and knowledge exchange. And 2) the participation of members using the participatory process of members in the network. Because it makes people aware of co-thinking, making decisions and having strong action. This is an important guideline for network development (Chaemchan Na Kalasin and others, 2005).

### **Suggestions for further research**

The next research should be done to develop marginalized children as a side by doing research types and development as follows;



- 1) Development of teaching and learning of the marginalized children in the Khon Kaen municipality.
- 2) Development of morality and ethics of the marginalized children in the Khon Kaen municipality
- 3) The development of innovative media of teaching and learning technology of the Marginalized children in the Khon Kaen Municipality.
- 4) Development of the Teaching Network for the Marginalized children in the Khon Kaen municipality

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