SOCIAL ENVIRONMENT ON COMPULSORY EDUCATION OF CHILDREN IN SOUTHERN THAILAND

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Abstract— Thirty nine million children do not enroll in school due to living in conflict-affected states or communities (United Nations, 2009).The purposes of this research were to explore the current educational situation and also attempted to investigate social environmental influences the compulsory education of children in armed conflict areas of Southern Thailand. This article begins with a review of literature and an overview of the situation in the three southern border provinces of Thailand. A presentation of literature clarifying the rationale of Bronfenbrenner's Ecological Models (1994) identifies five environmental systems with which children interact in the armed conflict areas of Southern Thailand. This theory provides the framework from which research study the relationships with children' contexts within communities and the wider society. Data were collected using methods consistent with case study research and inquiry was guided by the research question: how is the current educational situation in the three southern border provinces and how do students and their associates understand and experience Bronfenbrenner's Ecological Models (1994) five environmental systems namely microsystem, mesosystem,exosystem, macrosystem, chronosystem, in relation to influence students to participate in compulsory education in the armed conflict situation? There were three emergent themes in the key findings related to the theoretical framework included resilience, academic underachievement, and multicultural education. The article then concludes with a discussion of how these findings help us understand the way to promote the compulsory education among children in armed conflict areas of Southern Thailand. This study adds to the larger discussion of how public policy can influence children's education and sheds light on multicultural education approaches to strengthen education system in armed conflict areas of Southern Thailand.

Keywords— Conflict Resolution, Multicultural Education, Ecological Model, Resilience