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The role of Islamic education in building of Islamic public value of multicultural citizenship in southern Thailand

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Abstract

Religion-based value administration has been an integral part of all societies since ancient historical periods. The recorded history of past kingdoms and empires offer information about how they organised, governed and administered their societies, rooted in religious values. This chapter is based on research about the, perhaps unconscious, application of Islamic Public Value as an administrative policy. More specifically, the focus is on the role of education in building multicultural citizenship in Thailand's Muslim minority context located in a conflict zone. It examines three Islamic Private Schools: 1) Attarkiah Islamiah School in the Narathiwat province; 2) Phatna Witya School in the province of Yala; and 3) Saiburi Islam Wittaya School in the province of

Pattani. Our research, therefore, is a first exploration into the role of Islamic indigenous educational institutions in contributing to the building of multicultural citizenship in Thailand. Arguably, Islamic public value in Thailand is a critical policy goal within the framework of Thailand's constitutional principle that the Thailand's Buddhist monarch is also the patron of all religions within the kingdom. Over the years, this has made the Thai state recognise the existence of the multicultural diversity within the country. © Editors and Contributors Severally 2025.

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Engineering uncontrolled terms

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History

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