

Case Study
Development of Local Curriculum in MuangSing District
Luang Namtha Province, Lao PDR

Non-formal Education Development Project for
Ethnic Minority Villages



Non-formal Education Development Centre
Ministry of Education
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Chapter I

Introduction

Background and the Importance

The development of curriculum and teaching-learning materials are developed in a response of teaching-learning process in the country. It aims to provide the learners with general attitude, knowledge and skills. Even though the curriculum is constructed in number of demands, but could not meet the needs and living conditions of the people in different culture and society. Thus the curriculum should be flexible and some need to learn the same subjects in the country such as: National language, mathematics and some of those people should be involved in the development of curriculum which related to their needs and situation such as: basic vocational title and cultures.

Basic education should have curriculum and teaching-learning process relevant to the local context and needs in gaining knowledge and skills for their occupation boosting the living condition in the community (Sane Chamrak, 2537, page 13) said formulation of policy and plan for education based on status of people without knowledge and skills linkage with modern stage or changing situation in the world but both the knowledge and science should link together for development of socio-economy and education including science and technology for solving the problems that people facing in self-sufficiency in a long term, on the other hand the school and community should participate in the development of competence and potential in community, the educated people will not separate from the community.

The improvement on contents of curriculum and learning materials related to the local needs and situation should involve by community and concern organizations. Nicolus (2518,page 132-134) said that education is a part of participation from community and members as teacher, facilitator and learner. They should solve their own problems that are facing by themselves usage of local resource to develop and design an attractive and effective curriculum/materials in a cost sample involved local organizations and community with beneficiary.

The participation from community in locality not only representatives to formulate the contents of curriculum and teaching-learning materials from the central levels or contribution finance, materials and labor, but according to the criteria is to take knowledge of community into the determination of curriculum contents. Anek Nakabuth (2531,page 46) said that the development of curriculum interrogated with local wisdom, culture and tradition bringing into the formulation on content of curriculum will use in a long terms.

These concepts are relevant to the speech mark of His excellency former president of Lao PDR (Keystone Phomvihane) said that education in each locality lacks centralization and participation from community in real situation, on the other hand the development of education quality over past years summaries as follows:

1. A lack of appropriate teaching-learning materials
2. Unqualified teacher
3. Contents of curriculum are not suitable to the needs of local situation
4. Educational management is not sufficient
5. A lack of promoting formal education continuously including family and society (Resolution of Human Resource Development 1993, page 40)

Therefore, the participation of community in the development of local curriculum is necessary for a process on development of curriculum, even though is not easy but the concern sectors are strongly affirmed the participation of community in this matter it will help improve the living condition of their community better step by step. These causes the researcher of case study is interested in a concept of participatory method which study from the document and interviews with project coordinator and concern persons.

The Objectives of research case study are:

1. To research and study the participation of community in the development of local curriculum
2. To study the outcome the utilization of local curriculum implemented the project for minority group in the north.

The expected outcomes of research case study are:

1. To have a modality with participation of community in the development of local curriculum.
2. To know the outcome of utilization of local curriculum development which could solve the problems and the living conditions in community
3. To have an orientation and guideline for the related organizations for further study and research.

Terms Definition:

Local curriculum means the curriculum for a response the needs of community in basic education level

Participation of Community:

Participation of community means a process of community plays their important roles in analyzing the problems and needs of their own community and finally setting a priority relevant to the objectives, structure and contents of curriculum development.

Scope of Case Study:

In the Case study, educational officers formulates the following scopes of case study are:

1. **Scope of geography and citizen:**

This research is studied from the document and interviewed the project coordinators and related persons by selecting a project on Formal and Non-formal Education Development for Ethnic Minority Villages (EDEMV) The project site was chosen in Muangsing District, Luang Namtha Province of which reasons are followed the criteria as follows:

- Area for ethnic minority are schooling-age do not go to school
- Area for the poor conditions of the people
- Area for 250 refugees were repatriated from refugee camps in Thailand to a group settlement in Luang Namtha Province, Lao PDR
- The project activities are continuing for basic education

Data /Information provider:

Project coordinator: 2 persons

Technical Officers: 3 persons

2. **Contents Description**

- 2.1. General Information of community
- 2.2. Participation of community in the development of local curriculum
- 2.3. Outcome of Utilization

3. Implementation Methods:

In the research of case study, researcher determined the scope of methods conducted from the document, interviews and related persons.

4. Time frame: November 1999

Chapter II

Concept and Research work

To research a participation of community in the development of local curriculum in MuangSing District, Luang Namtha Province. In this case study is conducted followed a concept and research work related concerns for doing this work:

1. A concept of local curriculum
2. Participation
3. Related research work

1. Concept of local curriculum:

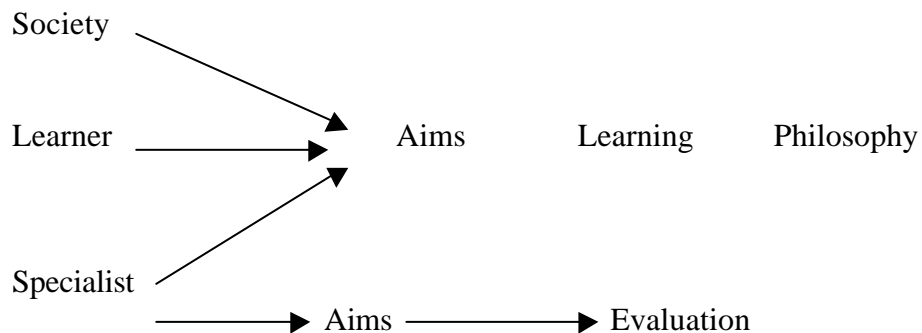
Locality means any location, which is specified such as: capital, province, and district

Sub-district and village (Dictionary Lasabandith B. E. 2525, 2535, page 785)

Sa-ngad udtaranan (2527,page307) said that the local curriculum is the most appropriateness and relevance to the criteria for the development of curriculum. These are developed for a response to the demand and problems in each community and society.

Sunthone Sunansay (2518,page28-29) said education is a link to rural development by taking an account into the development of curriculum should be relevant to the environment of learner physically and socially in rural areas in order to enable them familiar to their daily lives. On the one hand, the curriculum development should be a linkage of the real situation of learners to meet the demands and problems, which they are facing the curriculum development should have a participation of local organizations, community and other concern bodies.

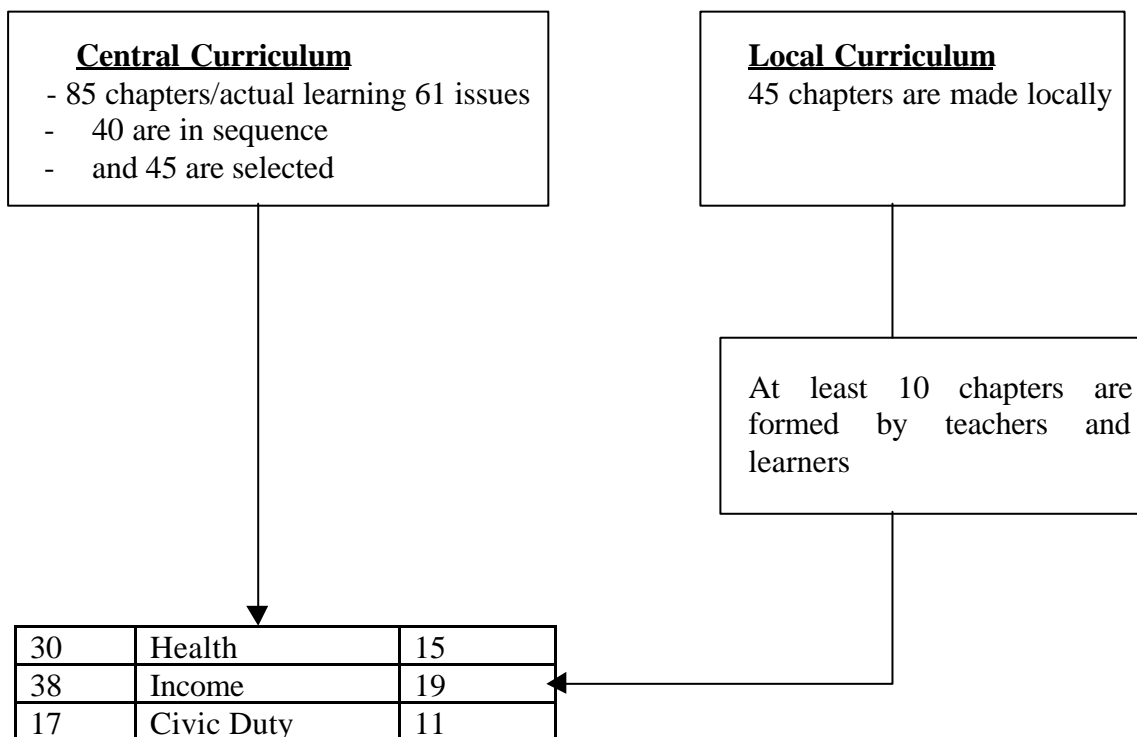
A process of curriculum development in theory of Tyler, Sa-ngad Utalanan 2532, page 120-121) pointed out the development of curriculum indicates in a three major source: 1; society, learner and specialist in any subject. Three sources are a fundamental factors for a theory in learning and philosophy which is shown as below:



The development of curriculum and materials for usage in Non-formal Education is responsibility of the Department of Non-formal Education. At the operational level, the Non-formal Education Development Centre and the Regional Non-formal Education Centres are able to develop curriculum and materials, but these must be approved by the Department of Non-formal Education. The curriculum development outline and structure are designed by participants during the discussion of the workshop and training. The participants have been invited to the workshop and training from different organizations such as: Department of Teacher Training, Department of General Education and Pre-school, Lao Women Union, Agriculture and Public health.

The curriculum for a basic education level of non-formal education has three levels: Level 1 : (Eradication of illiteracy) ;Level 2: equivalency to grade 3 in primary education and Level 3 : equivalency to grade 5 in primary education. These are comprised of textbook and teacher’s guide. Each level has two components, central and local levels. The central level curriculum (60 % of content) includes 85 chapters or which 61 are studies. Of these 85 chapters, 40 must be studied in sequence, and the other 45 can be selected according to preference. For the local curriculum (40 % of the content) there are 45 chapters of which ten are made locally.

The structure chart of NFE curriculum is shown below:



2. A Participatory Process of Community

Uphoff and Yabaw, referred to a process of participation should be a consideration in the following:

1. Decision making
2. Planning
3. Operation
4. Benefit
5. Evaluation

The process of participation in above mention stressed to decision making of community in an important component and has two factors: resolution of participation and situation, condition and environment. These are the participation of operational activities and implementation methods including motivation.

M. R. V Akin Apipat (B. E. 2531, page49-50) suggested a process of participation of community in five steps:

1. Participation in solving the problems, priority and decision-making.
2. Participation in seeking causes of problems
3. Operational activities
4. Evaluation of the outcome of development such as: Assessment of the project outcome it was achieved for objectives or not? The evaluation may not conduct before or after the project implementation.

3. Concern Research

Kittisay Kansopha (B. E. 2536) did a research paper on a participatory method of community in non-formal education activities, the development of primary curriculum in Oudonethani Province, Thailand found that the community involved in this field in three steps:

1. Data /information provider in need assessment.
2. Setting objectives and contents
3. A resource person for utilization of curriculum

Bouaphanh Lathida (B. E. 2540) did a research paper on participation of community in the development of local curriculum in Lao PDR. It is found that the people involved in the development of local curriculum in six steps:

Step 1: Define problem and needs: The community member told their problems in comparison with present problems and over the past

Step 2: Causes of problems

Step 3: Solution of problems

Step 4: Planning

Step 5: Operation

Step 6: Follow-up and evaluation

Chapter III

Research Implementation Methods

This research implementation is a study from the document and interviews of related persons by using a participation of community for doing the case study. The expected outcome will help a demand of people the development of knowledge and capacity in community which can be able to lead the solutions of their problems by themselves and the technical officers will play more important role in the development of curriculum especially local curriculum development with taking into a consideration for non-formal education implementation programmes, suitable to the local needs and real situation in community. In the details, please see Chapter IV **Source for research**

1. Data/information from document/paper: Researcher has studied a concept of local curriculum development by involvement of community including research work for taking a consideration of the project report on Formal and Non-formal Education Development for Ethnic Minority Villages (EDEMV) in Muangsing District, Luang Namtha Province
2. Data/information from related persons:
Project Coordinators and other technical officers

Steps in case study:

1. General Information of community
2. Participation of community
3. Outcome of utilization in local curriculum

Tools for collecting data/information

The work of case study is used the tools for collecting data/information as follows:

1. Researcher: The case study is a study in a qualitative aspect because of the researcher is the best instrument in collection with real information which uses a direct and indirect discussion /dialogue with information provider.
2. A record: Usage of a note during the informal interview and questionnaire

Methods of Data/information Collection

1. Interview: Formal and informal discussion were conducted for interview followed by a prepared guideline included questions.

Data Checking

Data and information were studied from the report of the project implementation and action plan by checking additional information with concerned persons.

Data Analysis

After checking data and information, it is found that they are a real data which can be able to meet with its objectives through the process of local curriculum development in a participatory method by a summary on concept of local curriculum development

Chapter IV

The Outcome of Data Analysis

The outcome of data analysis divided into 3 steps:

Step1: Characteristic of community: Education and Development

Step2: Participation of community in the development of local curriculum

Step3: The outcome of utilization

Step1: Characteristic of community: Education and Development

The project sites were conducted in Muangsing District, Luang Namtha Province in nine villages areas namely: Ban Namdedkao, Ban Namdedmai, Ban Paka, Ban Poungkok, Ban Lakkham, Ban PayaLuang, Ban Udomsin, Ban NamMai and Ban Saylek. In these areas the majority of the people is minority groups such as: Iko, Yao, their main occupation are farming, rice plantation and weaving activities. They live in the areas of the mountain of which are different culture , language and belief. The communication is difficult between the villages and districts they are not linked each.

Non-formal Education

As data was collected in the beginning of the school season in August 1998, this was repeated in May 1999, and the data were compared in order to assess the results and the situation of Non-formal Education activities, and to be able to compare it with the project's objectives. The following table shows the outcome of this data collection exercise:

Total no. of adults enrolled:	295 persons
Total no. of women enrolled:	100 persons
Total no. of men enrolled:	195 persons
Total no. of non-enrolled adults:	319 persons

Table 1: Adult learning examination results,1998-1999,per June 1999,LNT

No	Village	Total no. of adults that passed examination		No. of adults that passed exams for each level					
				Level I		Level II		Level III	
		Al	wom.	all	wom	all	wom.	all	wom.
1	NamMai	40	19	17	14	10	5	13	0
2	NamdedMai	13	0	4	0	4	0	5	0
3	Namdedkao	6	0	6	0	0	0	0	0
4	Pakha	9	0	2	0	7	0	0	0
5	Lak Kg.	9	1	5	1	4	0	0	0
6	Oudomsin	32	23	12	10	11	9	9	4
7	Sai Lek	35	17	17	12	9	4	9	4
8	Poungkok	18	0	0	0	10	0	8	0
9	PayaLuang	9	2	9	2	0	0	0	0
Total:		171	62	72	39	55	18	44	5

Level	no. of adults that were able to pass the exams	Percentage compared to total no. enrolled	Drop out rate in %
Level I:	33 men and 39 women	44%	5%
Level II:	37 men and 18 women	71%	6,5%
Level III:	39 men and 5 women	83%	0%

In comparison with the outcome statements from the project proposal we can conclude the following :

Planned output:	Actual output per 30/6/99:
50% of all illiterate women enrolled in adult classes	- 31 % enrolled - 21 % able to pass the exams
90% of all illiterate men enrolled in adult classes	- 67% enrolled - 37% able to pass the exams

Table 2: Additional Data about non-formal education, Luang Namtha Province
Adult learning in Muang Sing, at beginning of school year 1998-99 (Aug. 99)

No	Village	Illiterate adults		No. of adults that studied each level						Not enroll. adults
				Level I		Level II		Level III		
		Al	wom.	all	wom.	all	wom.	all	wom.	
1	NamMai	75	37	35	0	0	0	0	0	10
2	NamdedMai	64	40	17	7	13	0	7	0	27
3	Namdedkao	52	23	11	4	12	3	0	0	29
4	Pakha	52	23	0	0	14	0	8	0	30
5	Lak Kg.	59	27	11	4	4	0	0	0	44
6	Oudomsin	42	29	21	6	0	0	0	0	21
7	Sai Lek	69	42	13	11	14	10	10	3	32
8	Poungkok	69	28	27	18	8	3	16	1	18
9	PayaLuang	132	71	31	22	12	6	11	2	78
Total:		614	324	166	72	77	22	52	6	319

Table 3: Adult learning in Muang Sing, at the end of school year 1998-99 (May. 99)

No	Village	Illiterate adults		No. of adults that studied each level						Not enroll. adults
				Level I		Level II		Level III		
		Al	wom.	all	wom.	all	wom.	all	wom.	
1	NamMai	75	37	35	0	0	0	0	0	10
2	NamdedMai	64	40	17	7	13	0	7	0	27
3	Namdedkao	52	23	11	4	12	3	0	0	29
4	Pakha	52	23	0	0	14	0	8	0	30
5	Lak Kg.	59	27	11	4	4	0	0	0	44
6	Oudomsin	42	29	21	6	0	0	0	0	21
7	Sai Lek	69	42	13	11	14	10	10	3	32
8	Poungkok	69	28	27	18	8	3	16	1	18
9	PayaLuang	132	71	31	22	12	6	11	2	78
Total:		614	324	166	72	77	22	52	6	319

Non-formal Education Teacher Training

From 22 till 27 March 1999 the ZOA staff cooperated with the District Education Office and organized a volunteer teacher-training event in Muang Sing for a total of 17 teachers. Old and newly recruited teachers participated in this one-week training course.

Teaching-learning materials:

For the first six months the project made several materials available of which the project team recognized that they were necessary for a smooth implementation of the education program. For the adults participating in literacy classes, pens, notebooks and textbooks were made available. All new teachers got teacher-books as an aid for teaching the

curriculum. Per village a set of sport-articles were given for use after school. The new teachers received cooking utensils and basic household materials such as pots, cups, plates and some cutlery.

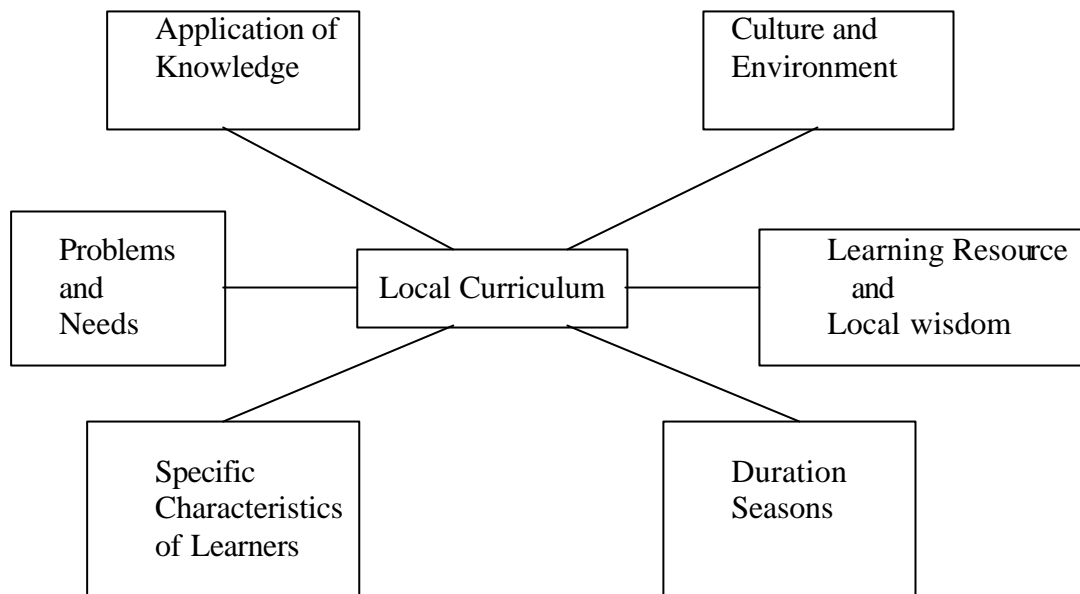
Local curriculum Development :

As a result of the local curriculum training , the textbooks were approved by the Non-formal Education Development Centre (NFEDC) Km 8, and were printed according to the number of enrolled adults on literacy classes. Province and District authorities instructed the teachers on how to use this curriculum. It is presently being used together with the basic education curriculum for Non-formal Education in five of the ten target villages. In summary, the local curriculum development mostly cooperated with local organizations as the provincial and district education levels and concern sectors: Lao women's Union , Agriculture and Public Health . NFEDC jointly conduct meeting/training with the above –mention organizations on local curriculum development in order to meet the demands and problems of the local people.

Even though the development of local curriculum is variety and distinctive, it is useful to human resource development, particularly the disadvantaged population. Since many of these people live in density remote areas with different needs, it is difficult to provide the services to cover all walks of life by means of “ Education for all “ . At the same time the provision of learning contents should be varieties responding to the real needs of learners.

The following components of Local Curriculum Development are considered based on the facts as :

1. Study on problems and conditions of similar needs of specific groups.
2. Consider the individual differences of people in terms of economics, culture, beliefs and knowledge gain for problems-solving or better living.
3. Consider the learned from the past regarding problem solving and the application of appropriate new lessons.
4. Seeking for information or local wisdom to be used curriculum and learning materials development .
5. Study the characteristics of the learners in terms of gender, age, educational level and appropriate duration of learning.



National Curriculum : A curricula developed at the national level. It aims to provide the learners with general attitude, knowledge and skills.

Local Curriculum: A curricula developed from the learner's situation or applied from the national curricula for the appropriateness of the particular local areas.

Follow-up visit:

From 17 till 21 March a team visits from the Ministry ,province, district and project made review visits to those villages where problems had occurred. The district officials have made regular follow up visit throughout this whole period. The permanent District Development Committee member and the project assistant for education have given monthly follow-up for all the teachers. Every first Saturday of the following months they organized teacher meetings in which pending problems are discussed, activities are evaluated and planned , and in which the teachers get their monthly allowance.

The outcome of Utilization and Impact:

1. The curriculum and materials usage are that suitable for needs and problems of the target groups. These have the objectives of literacy study in conjunction with basic vocational training and other knowledge which usable in the people every day life in order to develop their quality of life. For example : 5 contents of materials were developed such as of planting for soybeans, garlic, sugar cane, peanut and water shed preservation.
2. A modal and approach for NFE : that is suitable and fitting for the target group of learners, such as:
 - Organization of instruction by interest groups which are learner-centred and fully participatory. The teacher serves as coordinator and advisor only.

- Theoretical learning is combined with basic vocational development and organization of various activities, such as organization of groups for chicken raising, fish raising and weaving.
- Establishment of community learning centres in 9 villages, complete with many types of books ,posters, brochure ,to serve as a source of information and news for interested village residents.
- Development and training of NFE personnel in knowledge, abilities and experiences in organizing non-formal education in local areas. Training of volunteer teachers in the villages to serve the villagers with non-formal education.

Chapter V

Summary , Explanation and Recommendations

The Case Study aims to study a participatory approach of community in the development of local curriculum in Muang Sing District, Luang Namtha Province in the title : Non-formal Education Development Project for Ethnic Minority Villages (EDEMV). The method of case study is studied from the document and interviewed the concerned persons. And other hands, collecting from the related papers for project implementation and technical officers at the Non-formal Education Development Centre, Km 8 Vientiane Municipality. The following summary is concluded as follows:

1. The participation of community :
Problems Setting: The technical officials and villagers exchanged their experiences on the problems and needs of the community. The results show the titles of content for local curriculum development :
 1. Planting of sugar cane
 2. Planting of soy beans
 3. Planting of peanuts
 4. Planting of garlic
 5. And water shed preservation
2. The causes , problems and solutions are made between the technical officials and villagers
3. Planning. The objectives and contents are involved in the determination of a plan from the different sectors such as: Lao women's Union, Agriculture and Health.
4. Implementation Method: After the curriculum and materials are developed and printed by the Non-formal Education Development Centre,Km8 . They are sent to the local areas for literacy classes are happening.
5. Follow-up visit: The ministry of education as well as the provincial /District levels included the project staff jointly conducted the visit and evaluation as a job allocation in terms of time frame.

Recommendations:

➔ Dissemination and Utilization

The participation of community in the development of local curriculum is the best approach in the process of curriculum development especially local curriculum by

using a concept , steps and techniques for improvement the life quality of people through learning materials suited to their situation . if the concern officials receive a training event by any approaches such as PRA, focussed group and A. I. C it will help them in effective ways with process of local curriculum development in efficiency. At the same time if all steps are considered as a participatory approach such as : 1: Define problem and needs : 2: Prioritize the problems 3: Solution of problems 4: Planning 5: Operation and 6: Follow-up and evaluation it will consolidate application of knowledge and skill for relevance of the needs in community and society.

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