

**Thesis Title:** People's Participation in Community-Based Curriculum  
Development in Lao Peoples Democratic Republic

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### Abstract

This research, People's Participation in Community-Based Curriculum Development, aimed at studying the community potentiality in local curriculum development, and to experiment the model of people's participation in community-based curriculum development process. The research was conducted in Tana community, Hard-Sai-Fong District, Kampaeng Nakorn Vientiane, Lao PDR.

This study was a participatory action research involved by the researcher and villagers in 6 sequential steps. Those were:

1. participating in problem searching and needs assessment;
2. finding the sources of problems;
3. finding problem solutions;

4. setting up goals and contents of the curriculum;
5. implementing the curriculum to solve the problems; and
6. evaluation.

The researcher employed observations, interviews and information recordings as the main technique to collect data with relevance to the research objectives. The results of the study were as follows:

1. The community potentiality

The community has various dimensions of potentialities of which the researcher classified into 3 aspects for this study:

- Group/organization: The community had various groups naturally formulated such as kinship, temple, community occupational groups and those ones organized by the state/government. The latter ones were such as housewife and young people groups. This study found that the naturally organized groups were rather sustainable and effective than other formally organized groups in conducting the community activities.

- Local wisdom: The community had local wisdoms on which the community members could rely, such as small dam management system, inter-change of labours in house buildings, traditions, rice growing for instance. Moreover, the community could produce household tools and necessities for themselves such as cloth and cotton weaving.

- Governmental organizations: There were a number of governmental organizations working in the community. They were in the fields of agriculture, public health, school and community development.

2. The experiment of local participatory curriculum development was conducted in 6 steps:

Step 1: Identifying the problems was conducted through discussion by comparing the current and past situations, resulting in 8 issues.

Step 2: Finding sources of problems was conducted to prioritize the sources and problems.

Step 3: Considering the most appropriate problem solutions through discussion processes, resulting in some prioritized solutions such as a suppression of rice-eating oyster and purifying polluted water;

Step 4: Planning and setting the curriculum goals and contents helped by local wisdom people and community academic outsiders.

Step 5: Solving the problems by starting with the implementation of the curricula of purifying polluted water and suppression of rice-eating oyster respectively. There were 8-11 participants attended the courses.

Step 6: Follow-up was conducted by the researcher on the curriculum implementations focusing on the participatory learning experiences. The researcher made appointments with the courses' participants for idea exchanges, and lesson conclusions. The participants felt satisfactory with all steps in which they had involved. They felt that what they had learnt could be practicable within the real situations in their community.

Therefore, this study found that the concept of participatory local curriculum development, comprising 6 steps, was feasible and also encouraged the community to identify their problems and learn how to solve the problems satisfactorily.