

SOCIO-COMMUNITY EMPOWERMENT THROUGH EDUCATION FOR DEVELOPMENT AND SUSTAINABILITY (SEEDS), TAK PROVINCE, THAI-MYANMAR BORDER

BACKGROUND

The information about educational situation includes the statistic of educational information of Tak province found that students in this area need to be improved on doing Achievement Test. Most of students are ethnic groups who have their own mother tongue but only Thai language is used primarily at school. The language limitation blocks students' learning and their potential development. In addition, discrimination against ethnic group in Thai society makes them lack of veritable participation in education management. The Education Commission could not work with their full capacity. Curriculum is not relevant to local context, also learners' and community's needs. Teachers need to be developed on lesson plan design with student-centered approach, as well as integrating students' mother language and culture into lesson plan. Teachers also need knowledge sharing area and collaboration for a network campaigning for pushing forward the educational policy of indigenous education in Tak province, in children and youth level and educational stakeholder network level.

In spite of that, Socio-community Empowerment through Education for Development and Sustainability (SEEDS), Tak Province was established. This project runs by Tak Border Child Assistance Foundation (TBCAF), Bodhivijjalaya College, Srinakharinwirot University, Tak Primary Educational Service Area Office 2, PhraThat Subdistrict Administration Organization and Karen Hermit Community Learning Centre. The project was allocated budget from The Pestalozzi Children's Village Trust.

IMPLEMENTATION AREAS OF SEEDS PROJECT

Implementation areas of SEEDS are in 4 districts along the border of Tak province.

They are 1 school and 6 branch classrooms under Tak Primary Educational Service Area Office 2, two schools under PhraThat Subdistrict Administration Organization and a Karen Hermit Community Learning Centre,



which has 99% of students as Pga K'nyau ethnic.

IMPACT

The vulnerable children and youth in the multi-cultural society are enabled to adapt and develop their livelihood in the changing world peacefully.

PROJECT OUTCOME

Targeted children and youth in Tak Province, Thai-Myanmar border, can access quality and relevant education.

PROJECT IMPLEMENTATION PRINCIPLE

Aims at education management for sustainable development and participatory actions in all procedures, from planning, operating, and monitoring and evaluation.

OUTPUT



1. Curriculum is contextualized.
2. Teaching quality is improved.
3. Education management mechanism is functioning with active stakeholders.
4. Indigenous Education Network and Ton Kla Indigenous and Youth Network in Tak Province established and providing support to improve quality education for ethnic group.



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PROJECT OUTCOME

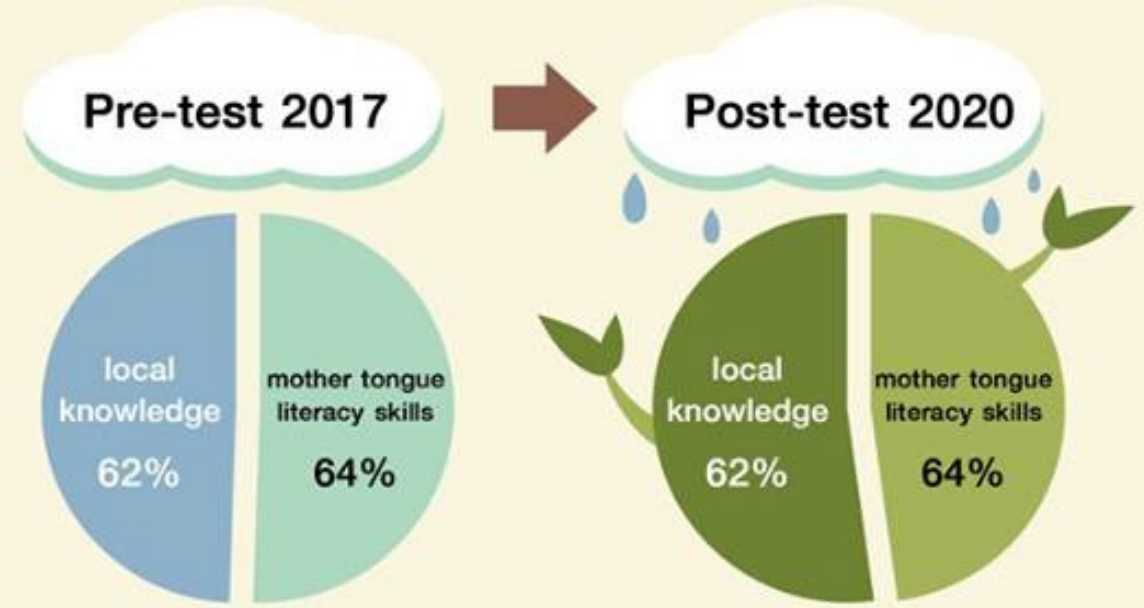
Targeted children and youth in Tak Province, Thai-Myanmar border, can access quality and relevant education.

THE RESULTS

Targeted children and youth have increased local knowledge (natural resources, culture, and economic) and mother tongue literacy skills as follows.

The test results of Grade 1

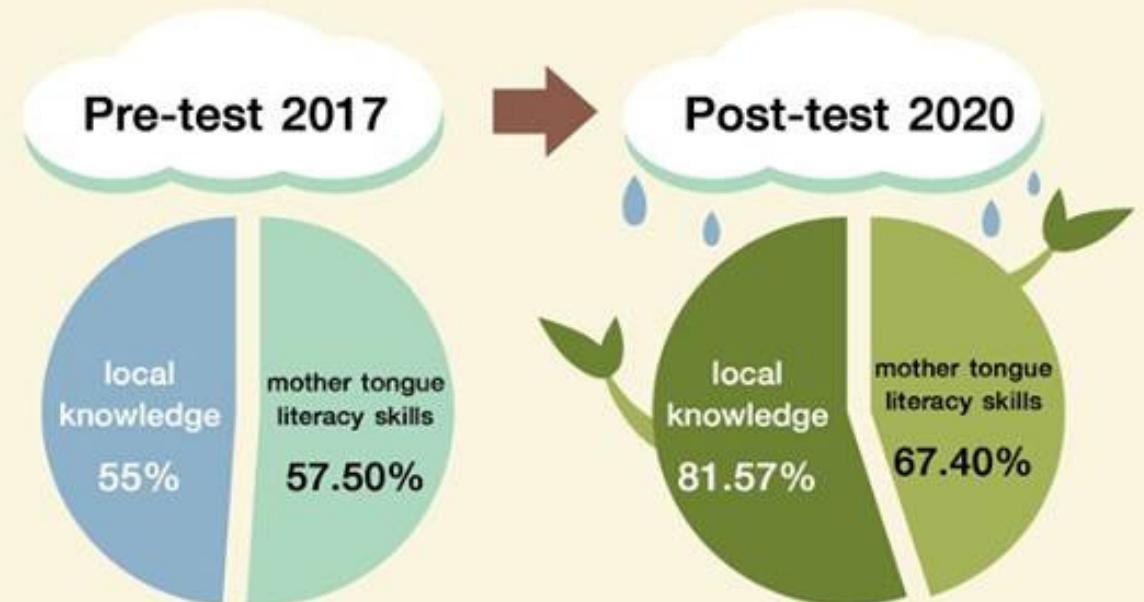
Topic	Pre-test 2017	Post-test 2020
local knowledge (natural resources, culture, and economic)	62%	82.20%
mother tongue literacy skills	64%	75.90



The above table showed that pre-test results on local knowledge was at 62% and post-test results was at 82.20%. It indicated that Grade 1 students had gained their local knowledge. Pre-test results on mother tongue literacy skills was at 64% and post-test results was at 75.90%. SEEDS Project had allocated mother tongue teaching in some schools; Khun Mae Wei branch classroom, Saw Kae Kla branch classroom, Maw Tee Ta branch classroom, Pah Rai Hneaw School, Huai Krating School, Ban See Lang School School, and Karen Hermit Community Learning Centre. The instruction during the test was in Thai along with their mother tongue. Also it was an individual test to access all students. These approaches could help with the better post-test results.

The test results of Grade 2

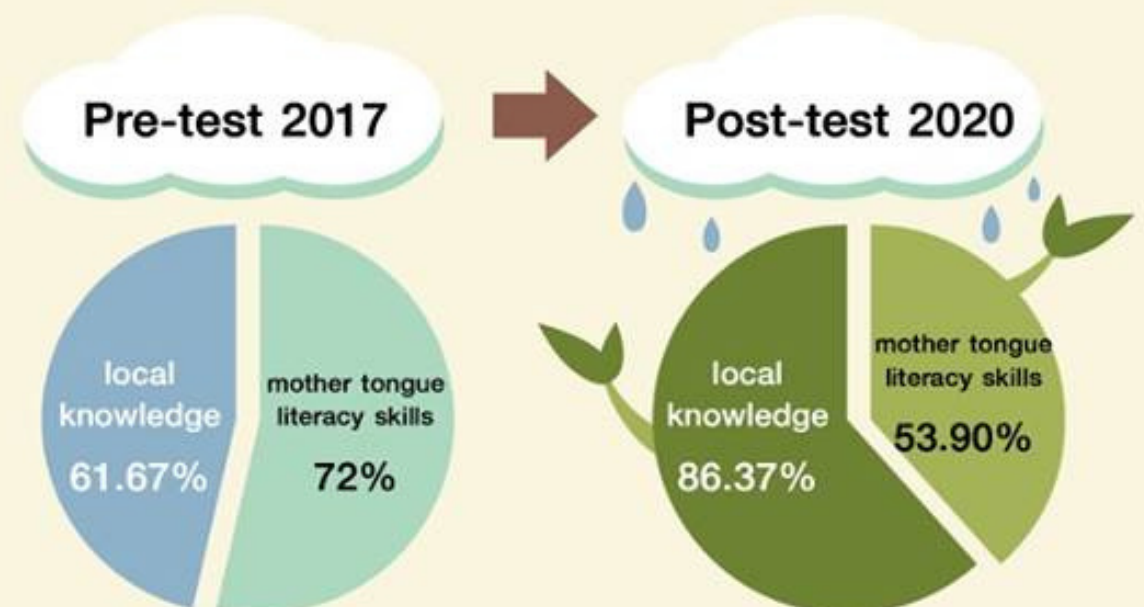
Topic	Pre-test 2017	Post-test 2020
local knowledge (natural resources, culture, and economic)	55%	81.57%
mother tongue literacy skills	57.50%	67.40%



The above table showed that pre-test results on local knowledge was at 55% and post-test results was at 81.57%. It indicated that Grade 2 students had gained their local knowledge. Pre-test results on mother tongue literacy skills was at 57.50% and post-test results was at 67.40%. Post-test results was better than pre-test results. SEEDS Project had allocated mother tongue teaching in some schools; Khun Mae Wei branch classroom, Saw Kae Kla branch classroom, Maw Tee Ta branch classroom, Pah Rai Hneaw School, Huai Krating School, Ban See Lang School School, and Karen Hermit Community Learning Centre. The instruction during the test was in Thai along with their mother tongue. Also it was an individual test to access all students. These approaches could help with the better post-test results.

The test results of Grade 3

Topic	Pre-test 2017	Post-test 2020
local knowledge (natural resources, culture, and economic)	61.67%	86.37%
mother tongue literacy skills	72%	53.90%



The above table showed that pre-test results on local knowledge was at 61.67% and post-test results was at 86.37%. It indicated that Grade 3 students had gained their local knowledge. Pre-test results on mother tongue literacy skills was at 72% and post-test results was at 53.90%. Post-test results was worse than pre-test results.

SEEDS realized the importance of mother tongue. Therefore we had allocated mother tongue teaching in academic year of 2019 and provided some instructional media for 6 schools and 1 learning centre; Khun Mae Wei branch classroom, Saw Kae Kla branch classroom, Maw Tee Ta branch classroom, Pah Rai Hneaw School, Huai Krating School, Ban See Lang School School, and Karen Hermit Community Learning Centre. All of these schools had used the teaching materials provided continually and their students got better post-test results. While the students of other 3 schools that had not used the teaching materials continually got worse post-test results than pre-test results.





CURRICULUM IS CONTEXTUALIZED.



PERFORMANCE

1. Quality contextualized curriculum, in line with language and culture

The target group of project are divided into 3 subdivisions, which are the one under Tak Educational Service Area Office 2, the one under PhraThat Subdistrict Administration Organization, and the one under Community Learning Center. The model of Tak Educational Service Area Office Area 2 and PhraThat Subdistrict Administrative Organization have some same characteristics such as sharing a core curriculum of basic education. As for the differences on the administration, Tak Educational Service Area Office 2 follows the decentralization of educational administration of the Ministry of Education, in terms of academics, budget, human resource management and general administration. While The PhraThat Subdistrict Administration Organization has the right to provide education at all levels according to their readiness in order to organize appropriate education that meets the needs of the learners. The decision making authority depends on each locality, under the Department of Local Administration.

Therefore, SEEDS, school teachers and local teachers have developed two curriculums, which are curriculum of local knowledge integration into the core curriculum, and curriculum of language and cultural norm of Karen Hermit

1.1 Curriculum of local knowledge integration into the core curriculum

This curriculum has been developed with school teachers and local teachers in the community. It is to bring the local knowledge into the core curriculum of Grade 1-3 in Thai language subject, mathematics, and social studies. We divide the curriculum design into two zones; Mae Ramat district zone and Tha Song Yang district zone, in which have differential community context. Therefore, the learning units of each zone are different as follows;

1.1.1 Learning Units of Mae Ramat district zone consists of Unit 1: Who Am I?, Unit 2: "che-gu-che-ga", My dress, Unit 3: Learning about vegetables and rice harvest, Unit 4: "ta-thae-ta-tha", Unit 5: Superfun Forest, Unit 6: Weaving with dad and mom, and Unit 7: Forest is our Life

1.1.2 Learning Units of Tha Song Yang district zone consists of Unit 1: Who Am I?, Unit 2: "ta-lue-ta-la", eatable, Unit 3: Superfun Community Forest, Unit 4: Learning about vegetables and rice harvest, Unit 5: "or-se-su-sei", and Unit 6: "ma-ta-nge-sei"




Karen Hermit, Kon Ton Talay



1.2 Curriculum of language and cultural norm of Karen Hermit, Kon Ton Talay

Since the Karen Hermit Learning Center, Kon Ton Talay, are the lifelong learning center of the community. It is a resource of learning opportunity, passing on knowledge, exchange of experience, Inheritance of cultural wisdom and community identity. Therefore, the project and the committee of the Learning Center have selected and developed it as curriculum of language and cultural norm of Karen Hermit, Kon Ton Talay, to be relevant to community needs. Moreover, the format and direction of teaching and learning would be developed systematically for the next step as the learning center in the future.

This curriculum is the heart of the Karen Hermit people. It contains the community knowledge including land rotation farming, community forest and herbs, wickerwork, weaving, and Pga K'nyau language. The language plays the main role with various community knowledge inset into the curriculum.

2. Teacher Manual, the teaching guideline for sustainable development, contextualized with the ethnic communities

The teaching guideline contains 10 chapters: 1. Introduction 2. Data collection process: communities and schools 3. Developing the contextualized curriculum 4. Lesson plan design 5. Contextualized Learning media developing process 6. Community learning resources development with PLA 7. Capacity building of teaching approach of school teachers and local teachers 8. Assessment and evaluation process 9. Monitoring and Empowerment process 10. Implementation of contextualized curriculum



THE TEACHER HAS ABILITIES AND SKILLS, AND PROVIDES QUALITY LEARNING WITH STUDENT
CENTERED APPROACH AND COMMUNITY-BASED LEARNING

PROJECT PERFORMANCE

SEEDS organized teacher trainings twice a year with the following topics:

1. Instructional Media Training in mother tongue as follows:

1.1 Body TPR is a language teaching approach using a set of instructions about body parts, modifiers about body and body movement. Object TPR is a language teaching approach using a set of instructions about objects. Teacher has to make sure that the students know the meaning of those objects. Picture TPR is a language teaching approach using a set of instructions about objects or activities in the pictures. Teacher selects the pictures that are relevant to students and community context. Storytelling TPR is a second language teaching approach using short storytelling technique. It is used when students are ready to speak in Thai language. Teacher tells a simple story that is relevant to student's activities or daily life, repeats the storytelling, then asks a volunteer to act it out and asks some students to act it out according to the story.

1.2 Cultural Scenes is an instructional media that stimulates and develops student's speaking skill. Student can practice thinking by responding to various questions. It is thinking skill development that leads to critical thinking, consideration and creative thinking which are in high level of thinking skills.

1.3 Big book is an instructional media focusing on developing student's understanding on the meaning of words, sentences, and content of images. Reading a book together in a relaxed and friendly atmosphere helps building student's confidence and makes them enjoy reading. It also promotes their reading habits.

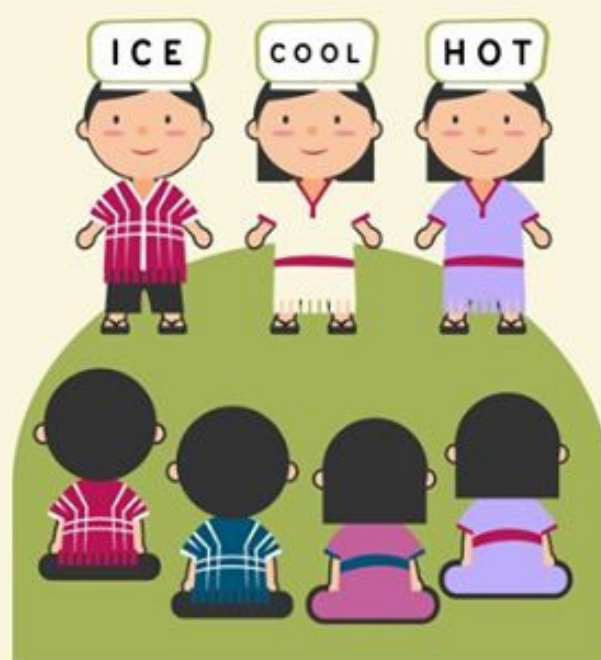
1.4 Instructional media focused on correctness (Reading and Writing Textbook) is used for reading and writing teaching in Thai traditional style. To use textbook with the story enable students to read and write and also understand the meaning of it which leads to their critical thinking, imagination and creativity in a second language.



2. Intercultural Education (ICE) Training It is for teachers to get to know and understand the similarities and differences of each student's background, non-discrimination in actions, verbal and non-verbal language, reinforcement in classroom teaching which is giving awards or praises when students behave well, or strengthening them when they do something wrong. It can be used as classroom teaching approaches.



4. Local Teacher Training on Local Knowledge Transfer techniques. It is to train the local teachers to know how to teach with introduction, presentation, and conclusion process, how to use instructional media from community learning resources. It is also to encourage them to gain their confidence in teaching.



3. Providing multi-level Learning and Active learning by using research-based processes. It focuses on research process skills, develops critical thinking and content integration. It aims to enable students to search for knowledge and develop their abilities naturally with full potential. In addition, it advocates students to do and practice in real working conditions, to link what they learn to society, to learn from different situations both inside and outside classroom. Teacher provides activities and learning process for students to think, analyze, synthesize, assess and create things by not focusing on memorizing only content of lesson. Therefore, students can learn more freely.



After trainings, teachers applied what they had learned to their school and students context continuously. The trainings support teachers to have more teaching skills that make students achieve in learning and enjoy studying. As a result, students got better academic performance as follows:

In Thai language subject, teachers used cultural scenes to teach new vocabulary and students learned to connect the vocabulary to create a sentence. Big book was used for practicing reading, transcription and storytelling which will gain the students' confidence in public speaking.

In Mathematics, Object TPR was used for addition and subtraction lesson. Vegetation from land rotation farming, learning resources was also used for addition, subtraction, and creating problems.

In Social studies subject, picture books and large picture scenes were used for lesson about community history, stories, community traditions. Teachers used research process to have students practiced asking questions about what they wanted to know. They had to plan for data collection, implemented, then analysed the data and drew conclusions in Mind Mapping. In addition, schools and communities have jointly developed community learning resources for children and youth to learn about their own local wisdom such as diversity of vegetation in land rotation farm, rituals in land rotation farm, Including natural resources management in accordance with the wisdom of Pga K'nyau people.

Local teachers used teaching procedures: Introduction, Presentation, Conclusion, with instructional media from community learning sources and it made them have confidence in knowledge transfer. For example, in land rotation farm, learning sources, a local teacher taught about the crops in the farm. He wrote the crops' names and their properties for preparation. Then in Introduction step, he asked students to tell the name of the crops they had known in the field. In Presentation step, teacher let them find crops in the field and presented their names and properties to class with teacher's assistance for more explanations. In Conclusion step, students reviewed the number of the crops with their properties. These processes made teachers feel more confident. It is noticeably shown on their smiling faces and the way they asked and responded to students.

THE EDUCATIONAL MANAGEMENT MECHANISM IS STRENGTHENED AND HAS POTENTIAL COMMITTEE.



PROJECT PERFORMANCE

From the past operations, the project committee had approved for the implementation of curriculum of local knowledge integration into core curriculum and lesson plans. They also gave the advice for the implementation of the integrated curriculum in teaching and learning. In addition, there were exchange of direction of education for ethnic children, providing teaching and learning by using mother tongue as a primary language, providing teaching and learning with student-centered approach, and providing education for sustainable development etc.

The school committee or school project committee is a driving mechanism at local level. They could discuss on any students concerns, whether it is about their learning or living. Therefore the committee recognizes children and youth in the community more. In addition, they have developed community learning sources about culture, natural resources and environment, and economic. These sources give the creative space for students to learn about their own community culture by integrating it to Thai language, mathematics and social studies in the following ways;

1. Ban Mae Omki School, Khun Mae Wei Branch Classroom: The committee had followed up on dropout to get them back to school, selected teacher assistants from the community members, supported the mother tongue teaching and learning in school, and pushed forward for wearing traditional clothes in school for another day in order to campaign on wearing traditional clothes for children and youth in the community.

2. Ban Mae Omki School, Saw Kae Kla Branch Classroom: The committee and teachers had discussed on students' literacy. The board had performed its role by telling the parents of the students to pay more attention to their children and have them reading a book every day before bed.



3. Ban See Lang School: The board had requested to return the area of the bamboo shoot processing factory which is a community forest area, into a community learning center for students to learn about the diversity of natural resources.

4. Ban Mae Phlu School, Maw Tee Ta branch classroom: The committee had pushed to organize the mother tongue teaching in school by allowing a former teacher assistant of the Border Children Support Foundation in Tak Province to teach for 1 hour per week.



5. Pah Rai Hneaw School: The committee had pushed to organize the mother tongue teaching in school by a committee with expertise in mother tongue volunteered to teach for 1 hour per week.

6. The committee from 2 classrooms, 1 branch of the school in the Sub-district Administrative Organization and 1 learning center followed up on teaching and learning with the SEEDS project staff and gave suggestions to teachers for using the integrated local knowledge curriculum into the core curriculum for at least 3 hours per week.



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INDIGENOUS EDUCATION NETWORK-IEN AND TONKLA (INDIGENOUS CHILDREN AND YOUTH NETWORK-TKN), TAK PROVINCE WERE SET UP AND HAS COLLABORATED CAMPAIGNING FOR PUSHING FORWARD EDUCATION DEVELOPMENT POLICY OF INDIGENOUS CHILDREN AND YOUTH

PERFORMANCE

Indigenous Education Network-IEN and Tonkla Indigenous Children and Youth Network-TKN, Tak province, were established as follows;

1. Create Indigenous Education Network-IEN with the vision, mission, objectives and strategic plan as follows

Vision

Indigenous children and youth, including stateless children in 5 border districts in Tak province have access to quality education thoroughly and equally. They are multicultural persons based on human rights principles.

Mission

To strengthen learning networks, mobilize resources and be a mechanism to drive education for indigenous children and youth, including Stateless children in 5 border districts of Tak province. To provide them opportunities to access to quality education, including a space for communication to push for educational policy and child protection policy

Objectives

1. To create space for indigenous children and youth, including stateless children in 5 border districts of Tak Province, providing them the opportunity to access to the development and inheritance of cultural heritage
2. To be a mechanism to push the integrated curriculum and develop teachers' potential to provide indigenous children and youth, including stateless children in 5 border districts, Tak Province access to quality education in line with the community context
3. To be a central area for coordination with both internal and external networks in order to monitor campaigning for educational policy and protection of indigenous children and youth including Stateless children in 5 border provinces, Tak Province which is in line with their culture norms

Strategic Plan 2020-2022 (3 years)

1. Developing and inheriting cultural heritage for ethnic children and youth
2. Coordinating internal and external networks to pursue the campaign for pushing educational policy and protection of ethnic children and youth in accordance with their culture norms
3. Coordinating, promoting and supporting the resource mobilization for ethnic children and youth to access the quality education in line with the community context

IEN Productivity: Mass media and statements to raise awareness, such as brochures to raise awareness in teaching and learning using mother tongue, booklet to raise awareness in campaign on Safe Food for Children, documentary to raise awareness in teacher's transfer



2. Create Tonkla Indigenous Children and Youth Network-TKN, Tak province

TKN was established on June 2, 2019. There are 80 ethnic members who are Pga K'nyau and Mong living in 5 border districts of Tak province; Mae Sot, Phob Phra, Mae Ramad, Um-pang, and Tha Song Yang. It is a good opportunity for children and youth from different areas to work together and learn their culture from each other.

TKN aimed to work on 5 issues; 1. Cultural Exchange Activity 2. Inheritance of Food Culture 3. Inheritance of Mother tongue 4. Study of Indigenous Peoples History 5. Establishment of the Cultural Learning Center. We selected a working group by their roles according to the operation structure. In which all members have participated in the selection of the network's working group.

TKN Productivity : Organizing Ethnic Youth Assembly of the 5 border districts in Tak province including booth of mother tongue, campaigning for awareness of COVID-19 pandemic in community in mother tongue

