

Approaches To Developing A School-Based Curriculum Through Stakeholder Participation For Expanding Educational Opportunities In Ban Tak District Tak Province

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Abstract

This study investigated the development of a stakeholder-participatory curriculum for opportunity expansion schools in Ban Tak District, Tak Province, Thailand. The research aimed to examine the current status, desired conditions, and priority needs for participatory curriculum development, as well as to design, implement, and evaluate a comprehensive framework tailored to local educational contexts. The study employed a mixed-methods approach, comprising two phases. In the first phase, quantitative data were collected from 242 school administrators and teachers using a structured Likert-scale questionnaire to assess current practices, desired outcomes, and priority needs, analyzed through descriptive statistics and the modified Priority Needs Index (PNI_{modified}). In the second phase, qualitative methods were employed, including in-depth interviews with six key informants and expert evaluation by five curriculum specialists, to inform the design and validation of the participatory curriculum framework. Results indicated that the current level of participatory curriculum implementation was generally high, with curriculum implementation and design being more advanced than school readiness preparation. Desired conditions were rated very high across all domains, emphasizing stakeholder aspirations for structured, collaborative curriculum development. Priority needs were highest in quality oversight and supervision, followed by school readiness preparation, highlighting areas requiring targeted support. The developed framework comprised five components: principles, objectives, operational mechanisms, curriculum development guidelines, and success conditions, encompassing 39 actionable strategies. Expert evaluation confirmed the framework's high appropriateness and feasibility, particularly regarding objectives and enabling conditions. The findings underscore the importance of systematic, evidence-based, and stakeholder-driven approaches to curriculum development, suggesting that institutional capacity, quality monitoring, and active stakeholder engagement are critical for sustainable implementation. The study provides practical implications for enhancing participatory curriculum practices in opportunity expansion schools, promoting both educational quality and equity.

Keywords: School Readiness, Quality Oversight, Stakeholder Engagement.

Introduction

Education is widely understood not merely as a transmission of knowledge, but as a holistic process of human development nurturing intellectual capacity, moral integrity, social responsibility, and the ability to think critically and creatively. In Thailand, national development plans emphasize education as a means to cultivate citizens who are adaptable, lifelong learners, and responsible members of society (Office of the National Economic and Social Development Council, 2016). Similarly, the country's education reform agenda underscores the need to improve quality, reduce inequality, and transform the system to meet the demands of the future world (National Reform Committee on Education, 2021).

A critical lever in achieving these reforms is the development of school-based curricula that are tailored to local contexts, responsive to community needs, and co-constructed by multiple stakeholders. For decades, Thailand's national curricula such as the Early Childhood Curriculum B.E. 2560 and the Basic Education Core Curriculum B.E. 2551 have provided the foundation for teaching and learning. These curricula articulate core content, learning standards, and assessment frameworks. They highlight integrative, cross-disciplinary learning, including financial literacy, entrepreneurship, citizenship, health, and environmental awareness, alongside foundational disciplines such as mathematics and science (Ministry of Education, Thailand, 2008; 2017). However, there is mounting evidence that the implementation of these curricula does not always translate into improved student outcomes, especially in disadvantaged or remote regions. One salient example of this challenge lies in Thailand's non-formal "opportunity expansion schools." These schools were established to offer continued education particularly for students who have completed grade 6 but lack access to regular secondary education (Ministry of Education, Thailand, 2007). The goal is to democratize educational access and foster social equity. According to the Office of the Basic Education Commission, there were approximately 6,970 such schools under its supervision nationwide, serving vulnerable populations and marginalized learners (Ministry of Education, Thailand, 2007).

Despite their noble mission, opportunity expansion schools face systemic challenges. Research shows that teachers in these schools often lack deep understanding in academic leadership and sustained curriculum development, limiting their capacity to innovate pedagogically (Krajangdee, 2023). Moreover, recent national assessment data highlight concerns around student achievement. For example, in 2023, the average national achievement test scores (O-NET) for students in Ban Tak district, Tak Province, were below the national average in core subjects. In particular, the English and Thai-language domains declined compared to national benchmarks, while gains in mathematics and science were modest (Ban Tak Education Service Area Office, 2024, unpublished report). These findings resonate with Thailand's performance in international assessments. In the Programme for International Student Assessment (PISA) 2022, Thai students scored significantly below the OECD average in reading, mathematics, and science (PISA Thailand, 2023). The 2022 results marked the lowest average scores Thailand has recorded in nearly two decades of participation (OECD, cited in Naewna, 2023; also reported by PISA Thailand, 2023). Observers have pointed to deep-seated inequalities in the system for instance, how poverty and school resource disparities influence student performance (Equity & Education Fund, 2023). As one policy commentary noted, the "low and stagnant PISA scores reflect systemic weaknesses and the failure to align curricula with real-life competencies and equity goals" (ThaiPublica, 2024).

Amid these challenges, the concept of stakeholder participation in curriculum development emerges as a powerful approach. Stakeholder participation can include teachers, students, parents, administrators, and community members working collaboratively to design, evaluate, and refine curricula. Such co-creation aligns with global trends in equitable curriculum reform. For instance, studies on curricular co-creation show that when stakeholders jointly design learning experiences, the curriculum becomes more meaningful, relevant, and inclusive (Dacre, Gkogkidis, & Jenkins, 2021). In primary education, curricular reforms that involve community input—particularly in under-resourced settings have demonstrated gains in student motivation and equity (El-Hamamsy et al., 2023).

In the Thai context, engaging stakeholders is particularly critical in opportunity expansion schools, where local communities often play a central role in school governance and resource provision (Equity & Education Fund, 2023). Yet, there is a dearth of empirical research on how participatory curriculum development functions in remote districts like Ban Tak, which faces constraints such as limited infrastructure, uneven teacher capacity, and socio-economic vulnerability.

Thus, this study seeks to address this gap by investigating the approaches to developing a school-based curriculum through stakeholder participation in opportunity expansion schools in Ban Tak District, Tak Province. Specifically, this research aims to 1) Identify existing practices of stakeholder involvement in curriculum development at opportunity expansion schools in Ban Tak. 2) Examine the perceived benefits and challenges of these participatory approaches, from the perspectives of teachers, parents, students, and administrators. 3) Develop a context-sensitive model of stakeholder-engaged curriculum development that can enhance educational quality, equity, and responsiveness in these schools. By focusing on Ban Tak, a rural district characterized by limited educational resources and socio-economic challenges, this study offers contextually grounded insights. The findings are expected to contribute both to local policy and to the broader discourse on curriculum reform, stakeholder engagement, and equity-based education in marginalized settings. The significance of this research lies in its potential to cultivate curricula that are not only locally relevant but also educationally rigorous and socially just. A participatory curriculum co-created with stakeholders may bolster ownership, improve alignment with community needs, and foster continuous improvement cycles. Ultimately, this approach could help raise student outcomes and strengthen the capacity of opportunity expansion schools to fulfill their mission.

In summary, by exploring how stakeholder participation can shape school-based curricula in Ban Tak District, this study addresses pressing national and international concerns: low achievement, educational inequality, and the mismatch between curriculum design and real-world demands. The insights gained may inform policymakers, school leaders, and educators seeking to build more inclusive, effective, and responsive educational systems.

Objectives of Research

1. To investigate the current status, desired conditions, and essential needs for developing a school-based curriculum through stakeholder participation in opportunity expansion schools in Ban Tak District, Tak Province.
2. To design, develop, and evaluate an approach for developing a school-based curriculum through stakeholder participation for opportunity expansion schools in Ban Tak District, Tak Province.

Research Methods

Research Design. This study employs a mixed-methods sequential design, combining quantitative and qualitative phases to develop and evaluate a stakeholder-participatory curriculum model for opportunity expansion schools in Ban Tak District, Tak Province. The research is carried out in two distinct phases, which align with the two principal objectives: first, assessing current and desired curriculum development conditions; and second, designing, constructing, and evaluating a participatory curriculum framework.

Phase 1: Needs Assessment (Quantitative), Sample and Sampling. In the first phase, we aim to understand the current state, the ideal state, and the necessary needs for curriculum development from the perspective of school leadership and teachers. The study population consists of administrators and teaching staff from opportunity expansion schools in Ban Tak District. A total of 242 respondents were selected through simple random sampling, ensuring each member of the population had an equal chance of participation. This sampling approach minimizes selection bias and supports the generalizability of findings across the district. **Research Instrument.** To gather data, we developed a 5-point Likert-type questionnaire (rating scale) addressing both the current condition ("what is now") and the desired condition ("what should be") of stakeholder participation in curriculum development. The questionnaire items were designed to reflect critical dimensions of participatory curriculum design, including collaboration, content relevance, decision-making processes, and assessment. To ensure content validity, each item's clarity and relevance were reviewed by subject-matter experts; the Item-Objective Congruence (IOC) index for each question ranged from 0.80 to 1.00, indicating high agreement among expert reviewers regarding item alignment with study objectives. The instrument's reliability was assessed using Cronbach's alpha, producing a very high internal consistency coefficient of 0.96, which indicates excellent reliability. **Data Collection.** Data were collected

via Google Forms, distributed electronically to the 242 respondents. This digital mode was chosen due to its efficiency, accessibility, and capacity to reach participants even under geographic constraints. All 242 questionnaires were completed and returned, achieving a 100% response rate. Data Analysis, Quantitative data analysis followed a multi-step procedure: 1) Descriptive statistics. We computed frequencies, percentages, means, and standard deviations for each questionnaire item, describing both the current and desired states. 2) Priority needs analysis, We employed a modified Priority Needs Index (PNI_{modified}) to rank the relative importance of each need item. Ranking and interpretation Items with higher PNI_{modified} values are interpreted as higher-priority needs, signaling domain areas where intervention or development is most urgently required. This quantitative phase provides a structured, evidence-based foundation for understanding stakeholder perceptions and prioritizing areas for curriculum development.

Phase 2: Participatory Curriculum Design and Evaluation

Following the needs assessment, the study transitions into a qualitative and design-oriented phase, which unfolds in two steps. Step 1: Best-Practice Exploration, Sampling. In order to inform the model design with real-world insights, the researcher conducted site visits to three exemplar schools considered to be “best-practice” in stakeholder participation or innovative curriculum practices within similar contexts. Within each school, two informants the principal and the academic head were selected, for a total of six key informants, using purposive sampling (maximal variation). This sampling ensures rich, relevant information from those deeply engaged in curricular leadership. Data Collection. We conducted in-depth, semi-structured interviews with each informant, allowing exploratory and reflective conversation about: how stakeholder participation is currently structured in their school, strategies and mechanisms for engagement, challenges and enablers, and their reflections on curriculum design, implementation, and evaluation. The interview guide allowed flexibility, enabling participants to elaborate on success stories or contextual constraints. Data were audio-recorded (with consent), transcribed verbatim, and anonymized. Data Analysis. Using qualitative content analysis, transcripts were coded iteratively to identify emergent themes related to stakeholder engagement, structural processes, communication patterns, and perceptions of effectiveness. This method provides a systematic way to discern “best practices” and deconstruct successful models, consistent with applied educational research best practices. The findings from this step inform the development of a context-sensitive framework in the next phase, grounded in real-world operational dynamics. Step 2: Design, Construction, and Evaluation of the Participatory Curriculum Model. Expert Panel Sampling. To design and validate the curriculum approach, a panel of five experts (purposively selected) was convened. These experts include educational administrators, curriculum specialists, and leaders with experience in participatory educational reform or community-based schooling. Purposeful sampling ensures representativeness of key stakeholders who can critically evaluate both feasibility and theoretical grounding. Model Development. Based on the insights from Phase 1 (quantitative needs assessment) and Phase 2, Step 1 (best practices), the research team drafted a proposed participatory curriculum framework. This framework includes guiding principles, stakeholder roles, collaborative processes, feedback mechanisms, and evaluation components. The model is designed to be contextually appropriate for opportunity expansion schools in Ban Tak District, with explicit attention to local cultural, administrative, and logistical realities. Evaluation Instrument. An evaluation questionnaire was developed to assess the suitability and feasibility of the proposed curriculum model. It again uses a Likert-type rating scale, asking experts to rate each dimension of the model on two criteria: 1) Appropriateness, how well the component fits the contextual constraints and goals of opportunity expansion schools; 2) Feasibility, the likelihood that the component can be successfully implemented given existing resources and stakeholder capacity. The instrument was validated through expert review, and pilot tested with a small subset of the panel for clarity. Data Analysis, Quantitative responses from the expert evaluations were analyzed using descriptive statistics (means and standard deviations) to determine consensus or divergence on each component. Items with lower mean ratings or high standard deviations are identified for revision or redesign. We also conduct qualitative feedback analysis: experts’ open-ended comments are coded thematically, identifying suggested modifications, risks, and implementation strategies.

Research Results

Current Status of Stakeholder-Participatory Curriculum Development. The investigation into the current status of school-based curriculum development through stakeholder participation in opportunity expansion schools in Ban Tak District, Tak Province revealed that, overall, the current level of implementation is high. When disaggregated by specific dimensions, all areas similarly displayed high implementation levels. The highest mean was observed in the domain of curriculum implementation, indicating that schools have made notable progress in applying curriculum frameworks into classroom practice. Following closely was the domain of curriculum design, while the lowest mean was found in school readiness preparation, reflecting that preparatory activities for engaging stakeholders in curriculum development remain less robust. This pattern suggests that, while teachers and administrators are relatively successful in operationalizing curriculum initiatives, the initial stages of planning, capacity-building, and organizational readiness require further enhancement. These findings are consistent with prior studies emphasizing that curriculum development is often strongest at the implementation stage but may lack foundational structures to support sustained participation and quality.

Desired Conditions for Stakeholder-Participatory Curriculum Development. The study further examined the desired conditions for participatory curriculum development. Results indicate that stakeholders, including school administrators and teachers, aspire to achieve a very high level of participatory engagement across all domains. When analyzed by domain, the highest desired mean was reported for curriculum design, suggesting that participants prioritize a structured and collaboratively developed curriculum as foundational. The second highest was for curriculum implementation, while school readiness preparation again exhibited the lowest desired mean, though still reflecting a high level of importance. This alignment between current practices and desired outcomes illustrates a shared recognition among stakeholders regarding the critical role of structured curriculum design and active implementation. However, it also highlights an area of opportunity: improving institutional readiness to support stakeholder engagement in a sustainable and effective manner. Such findings align with literature emphasizing the importance of organizational readiness, teacher training, and infrastructural support in successful participatory curriculum reforms.

Priority Needs in Curriculum Development. Using the modified Priority Needs Index (PNI_{modified}), the study identified the areas of greatest necessity in developing a participatory curriculum. Across both overall and domain-specific analyses, quality oversight and supervision emerged as the highest priority, reflecting a critical need for mechanisms to monitor, evaluate, and maintain standards in curriculum processes. The second-highest priority was school readiness preparation, indicating that schools require stronger foundational structures to facilitate stakeholder participation effectively. The domain with the lowest priority was curriculum implementation, suggesting that while implementation is strong, the support systems to ensure quality are comparatively weaker.

Table 1. summarizes the descriptive statistics for current conditions, desired conditions, and priority needs for each domain of participatory curriculum development.

Domain	Current Status (\bar{x})	SD	Desired Interpretation Status (\bar{x})	SD	Desired Interpretation	PNI (modified)	Rank	
School Readiness Preparation	4.38	0.73	High	4.50	0.71	Very High	0.027	2
Curriculum Design	4.46	0.74	High	4.57	0.63	Very High	0.025	3
Curriculum Implementation	4.47	0.74	High	4.55	0.61	Very High	0.018	4

Domain	Current Status (\bar{x})	SD Interpretation	Desired Status (\bar{x})	SD Interpretation	PNI (modified)	Rank
Quality Oversight	4.40	0.80 High	4.53	0.69 Very High	0.030	1
Overall Average	4.43	0.75 High	4.54	0.66 Very High	0.025	

Note: Interpretation thresholds are based on a 5-point Likert scale: 1.00–1.99 = Low, 2.00–2.99 = Moderate, 3.00–3.99 = High, 4.00–5.00 = Very High (Likert, 1932; Aekwut et al., 2024).

Framework for Participatory Curriculum Development. Based on the needs assessment, a comprehensive framework for developing a stakeholder-participatory curriculum was designed. This framework consists of five major components: 1) Principles. Fundamental assumptions and educational values underpinning the participatory approach, including equity, inclusivity, and community engagement. 2) Objectives. Specific aims of the curriculum development, emphasizing life skills for the 21st century, integrated knowledge application, and collaborative problem-solving competencies. 3) Operational Mechanisms. Structural and procedural strategies for engaging stakeholders, including committees, feedback loops, and decision-making channels. 4) Curriculum Development Guidelines. Structured guidance divided into four domains, encompassing 39 actionable strategies: 4.1) School Readiness Preparation (6 strategies) 4.2) Curriculum Design (10 strategies) 4.3) Curriculum Implementation (14 strategies) 4.4) Quality Oversight and Evaluation (9 strategies) 5) Success Conditions – Essential prerequisites and enabling factors for sustainable implementation, including leadership support, adequate resources, and capacity-building initiatives.

Expert Evaluation of the Framework. A panel of experts evaluated the proposed framework for appropriateness and feasibility using a structured assessment tool. The evaluation revealed that, overall, the framework was rated as highly appropriate and feasible, with the highest mean scores reported for objectives and success conditions, indicating strong consensus on their critical importance. The principles, operational mechanisms, and development guidelines also received high ratings, though slightly lower, reflecting areas for minor refinement in practical application.

Detailed Findings. 1) Principles: Mean = 4.53; SD = 0.67, interpreted as very high appropriateness and feasibility. Experts acknowledged clarity in foundational principles but suggested minor adjustments for local contextualization. 2) Objectives: Mean = 4.59; SD = 0.61, rated highest for both appropriateness and feasibility, demonstrating alignment with educational goals and stakeholder expectations. 3) Operational Mechanisms: Mean = 4.50; SD = 0.69, identified as feasible but requiring stronger procedural guidelines for stakeholder engagement. 4) Curriculum Development Guidelines: Mean = 4.51; SD = 0.66, rated very high, with experts noting the comprehensiveness of the 39 actionable strategies. 5) Success Conditions: Mean = 4.58; SD = 0.62, rated highest alongside objectives, emphasizing critical enablers such as leadership support, collaboration infrastructure, and monitoring systems.

Synthesis and Interpretation. The results collectively indicate that stakeholders in opportunity expansion schools recognize both the importance of participatory curriculum development and the areas requiring targeted improvement. Key insights include: 1) Quality oversight and monitoring emerged as the most critical need, suggesting that schools must strengthen evaluation mechanisms to ensure curriculum fidelity and effectiveness. 2) School readiness preparation is an area of opportunity, emphasizing the need for professional development, resources, and capacity-building initiatives to engage all stakeholders effectively. 3) While curriculum implementation and design are comparatively strong, ongoing adaptation and alignment with stakeholder expectations remain important for long-term success. 4) Expert validation confirms that the proposed framework addresses all critical dimensions of participatory curriculum development and is deemed both appropriate and feasible in the local context. These findings underscore the value of a systematic, evidence-based, and participatory approach to curriculum development. By

integrating stakeholder perspectives, aligning objectives with educational standards, and embedding practical guidelines, the framework is positioned to enhance both the quality and relevance of education in opportunity expansion schools in Ban Tak District. Overall, the expert assessment confirms that the proposed participatory curriculum framework is contextually relevant, practical, and sustainable, with minor recommendations for refinement, particularly in operationalization and stakeholder communication.

Implications for Practice. 1) Targeted Capacity-Building: Strengthen training programs for school leaders and teachers to improve readiness for participatory curriculum design. 2) Institutional Support: Establish clear quality oversight mechanisms to monitor implementation, ensuring consistency and alignment with educational standards. 3) Stakeholder Engagement: Expand participatory structures, including parent and community committees, to enhance collaboration and ownership. 4) Continuous Evaluation: Implement ongoing monitoring and feedback mechanisms to refine curriculum components and maintain relevance to student needs.

Conclusion & Discussion

The findings of this study provide significant insights into the development of stakeholder-participatory curriculum in opportunity expansion schools in Ban Tak District, Tak Province. The investigation revealed that, overall, the current level of participatory curriculum implementation is high. Among the specific domains examined, curriculum implementation received the highest mean, indicating that schools have successfully applied curriculum frameworks into classroom practices. Curriculum design followed closely, reflecting a recognition of the importance of structured planning and collaborative development. In contrast, school readiness preparation was comparatively lower, suggesting that initial activities such as stakeholder engagement, capacity-building, and organizational readiness require further reinforcement. This pattern is consistent with prior research, which emphasizes that while curriculum implementation often demonstrates notable success, foundational structures supporting sustained participation and quality may be underdeveloped (Fullan, 2021; Suphaphong, 2022).

When examining the desired conditions, stakeholders including school administrators and teachers aspired to achieve very high levels of participatory engagement across all domains. Curriculum design had the highest desired mean, indicating that participants view structured and collaboratively developed curricula as foundational to effective educational outcomes. Curriculum implementation followed closely, while school readiness preparation remained lower, though still reflecting high importance. This alignment between current practices and desired conditions demonstrates that stakeholders acknowledge both their successes and the areas requiring improvement, particularly the need to strengthen institutional readiness to facilitate sustainable stakeholder engagement. Such findings corroborate literature highlighting the essential role of organizational readiness, professional development, and infrastructure in the success of participatory curriculum reforms (Darling-Hammond et al., 2020; Anderson, 2020).

The assessment of priority needs revealed that quality oversight and supervision emerged as the most critical domain for intervention. Effective mechanisms to monitor, evaluate, and maintain curriculum standards are essential to ensure fidelity and effectiveness. School readiness preparation was identified as the second-highest priority, indicating that schools require enhanced foundational support, including capacity-building, stakeholder engagement strategies, and resource allocation. Curriculum implementation, while strong, was the domain with the lowest priority, highlighting the relative strength of operational practices but suggesting the need for reinforcement of support systems to sustain quality over time. These results emphasize the importance of addressing both structural and procedural aspects of participatory curriculum development to achieve comprehensive and lasting impact.

Based on these findings, the study developed a comprehensive framework for stakeholder-participatory curriculum development. The framework comprises five components: principles, objectives, operational mechanisms, curriculum development guidelines, and success conditions. The principles include foundational values such as equity, inclusivity, and community engagement, serving as the philosophical basis for participatory practice. Objectives emphasize 21st-century competencies, integrated knowledge application, and collaborative problem-solving skills. Operational mechanisms provide structured strategies

for stakeholder involvement, including committees, feedback loops, and decision-making channels. Curriculum development guidelines outline 39 actionable strategies across four domains school readiness preparation, curriculum design, curriculum implementation, and quality oversight providing practical guidance for systematic curriculum development. Success conditions highlight essential enablers, such as leadership support, resource availability, and capacity-building initiatives, necessary for sustainable implementation.

Expert evaluation of the framework indicated that it is highly appropriate and feasible for application in local schools. Objectives and success conditions received the highest ratings, demonstrating strong consensus on their importance for guiding participatory curriculum initiatives. Principles, operational mechanisms, and development guidelines also received high scores, with minor suggestions for contextual adjustments and strengthening procedural clarity. These expert validations confirm that the proposed framework addresses critical dimensions of participatory curriculum development while providing a practical roadmap for schools to engage stakeholders effectively.

Synthesis of the findings suggests several key implications for practice. First, quality oversight and monitoring must be prioritized to ensure curriculum fidelity and effectiveness. Schools need to establish formal evaluation mechanisms, including regular review processes and feedback channels, to maintain high standards and continuous improvement. Second, school readiness preparation remains an area of opportunity, emphasizing the need for targeted professional development programs, infrastructure enhancements, and resource allocation to support stakeholder engagement. Third, although curriculum implementation and design are relatively strong, ongoing adaptation and alignment with stakeholder expectations are essential for sustained success. Fourth, the framework itself offers a practical and contextually relevant model for participatory curriculum development, providing both structural guidance and actionable strategies that can be adapted to local contexts.

Overall, this study demonstrates that stakeholder-participatory curriculum development is both necessary and feasible in opportunity expansion schools. By addressing foundational gaps, strengthening quality oversight, and fostering meaningful stakeholder engagement, schools can ensure that curricula are relevant, inclusive, and aligned with educational goals. The findings underscore the value of evidence-based, systematic, and participatory approaches to curriculum development, providing a robust foundation for improving educational quality and promoting equity in opportunity expansion schools in Ban Tak District.

Suggestions

Based on the findings of this study on stakeholder-participatory curriculum development in opportunity expansion schools in Ban Tak District, Tak Province, several actionable suggestions are proposed to enhance both the effectiveness and sustainability of participatory curriculum initiatives. These recommendations address critical areas identified in the research, including school readiness preparation, quality oversight, curriculum design and implementation, and stakeholder engagement.

1. Strengthening Institutional Readiness and Capacity-Building

The study highlighted that school readiness preparation, while important, currently lags behind other domains such as curriculum implementation and design. To address this, targeted capacity-building initiatives should be implemented. Professional development programs for teachers and administrators are essential to equip school personnel with the skills and knowledge required to facilitate meaningful stakeholder engagement. Workshops, training modules, and peer-learning networks can foster competency in participatory curriculum design, collaborative decision-making, and effective communication with parents, students, and community members. Additionally, schools should establish structured induction programs for new staff, ensuring continuity and shared understanding of participatory practices. By improving institutional readiness, schools will be better positioned to sustain high-quality curriculum development over time.

2. Establishing Robust Quality Oversight Mechanisms

Quality oversight and supervision emerged as the highest priority need in the study. Schools are advised to develop formalized monitoring and evaluation structures to ensure curriculum fidelity and consistency. This

may include the creation of dedicated curriculum committees, regular review cycles, and performance indicators that measure both implementation quality and stakeholder satisfaction. Additionally, integrating feedback mechanisms, such as surveys, focus groups, and participatory assessments, can enable ongoing improvement while promoting accountability. Leadership should prioritize transparency and responsiveness, using evaluation results to inform iterative adjustments to the curriculum framework.

3. Enhancing Stakeholder Engagement Strategies

Stakeholder participation is central to the success of the curriculum framework. Schools should expand participatory structures beyond teachers and administrators to include parents, community leaders, and students themselves. The establishment of advisory councils, regular consultation forums, and collaborative planning sessions can facilitate broader engagement. Schools should also provide stakeholders with clear roles, responsibilities, and decision-making authority to foster a sense of ownership and commitment. Digital platforms and communication channels can be utilized to maintain continuous dialogue and ensure that feedback is effectively incorporated into curriculum decisions.

4. Promoting Continuous Curriculum Innovation and Adaptation

While curriculum design and implementation are currently strong, the dynamic nature of educational needs requires continuous adaptation. Schools should implement iterative curriculum review processes that allow for flexibility and responsiveness to student needs, emerging pedagogical approaches, and societal changes. Integrating evidence-based practices, aligning curriculum content with 21st-century competencies, and incorporating technology-mediated learning opportunities can enhance curriculum relevance and effectiveness.

5. Ensuring Sustainability through Leadership and Resource Allocation

Sustainable implementation of participatory curriculum initiatives requires strong leadership and adequate resources. School leaders should actively champion participatory practices, allocate sufficient budgets for training, materials, and stakeholder engagement activities, and establish supportive policies that institutionalize participatory processes. Collaboration with local authorities, educational networks, and external experts can further enhance sustainability by providing additional guidance, mentorship, and resource support.

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