



# **A Non-Formal Education Programme Development in Accordance with Paulo Freire and Patrick G. Boyle's Concepts for Enhancing Knowledge, Attitude and Conscientization for Promoting Local Elections for the Thai Karen Voters**

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## **Abstract**

As this research was based on Freire and Boyle's concept which stressed participation of the samples, the steps taken to collect data were interwoven with various samples. The first phase of the steps was programme planning, the samples were the Thai Karen leaders and voters and the area officers, the instruments were the community and target group's analysis paper, the area officer's interview paper, the community leader's interview paper. The following phase was design and implementation, the samples were the Thai Karen volunteers and the learners, the instruments were the pretest and posttest on knowledge attitude and conscientization paper, the observation on the focus group of the learner's paper, the lesson plan and learning media such as the photovoices. The last phase was evaluation and accountability, the samples were all programme participants, the instrument was the focus group discussion of the programme participant's paper. Percentage, mean, standard deviation, and t-test were used to analyze the quantitative data while analytical induction was used to analyze the qualitative data.

The major findings were as follow; 1) a non-formal education programme in local elections which had 15 steps was developed from the analysis of Paulo Freire and Patrick G. Boyle's concepts of non-formal education programme development, 2) this non-formal education programme made the learners having a higher level of knowledge ( $t=14.55$ ), attitude ( $t=11.77$ ) and conscientization (by observation) in local elections, 3) Opinions from the focus group's discussion about this programme on supporting factors were, for example, that the programme was served the community needs and problems in local elections, that the learning materials were suitable to the background of the learners, and that the participants and the people in the community agreed with the programme. On the other hand, the obstructive factors and problems were, for example, that the teachers were not intimately acquainted with the coding and decoding technique of Paulo Freire's concept in this programme, and that the programme conducted in the rainy season and in the mountainous area which had the hemorrhagic fever.

### **Rational and Significance of the Problem**

Non-formal education is the process to develop the learners and people in a society to achieve many objectives such as having a good attitude to participate in social activities, helping family and other person, literacy and ability to calculate, knowledge about the nature and science, knowledge and skill about family and living, knowledge and skill for occupation, and the very important one – knowledge and skill for being a good citizen (Oonta Nopakun, 1980)

The election of the members and administrative leader of the sub-district organization is one of the election processes in Thailand which is very important. Because it is close to the people who live in the community. Moreover, the local administrative is the democratic school for people to practice and learn about democratic regime.

Research finding of Wannopakdi (1987) said that the hill tribes had awareness in political participation and wanted to participate in this activity only for a middle to low level. On the other hand, they had awareness to participate in their ethnic community more than outside the community. In hill tribe society, everyone had to work for survival. And lacking of education made them pay less attention to the matters outside their village. Moreover, they lacked some knowledge about Thai government and democratic regime. So, the awareness to political participation was very less too. This research summarized that the hill tribes had low level of political participation and went to vote in the election in a low level too because they had been interested only in their ethnic group.

The Thai Karen is one of the hill tribes that had the largest population in Thailand (51.54 %). The research finding of Somsak Kealkingkeaw (1993) said that in the election of July 24, 1988 only 60.64% came to vote. Moreover, the hill tribes were lacking in education and also did not understand the election. The measurement of the knowledge and understanding in democratic principle showed that the Thai Karen had less knowledge and understanding when compared with the other hill tribes. Furthermore, the Thai Karen had low attention to vote in the election when compared with the other tribes too. And it was very important that the hill tribes in Khampaeng Phet had a very low level of voting when compared with the other provinces. It was only 25.85%. So, the non-formal education programme had to serve them in this point.

Thus, the Thai Karen who was not only the marginal person in the society, but also lacked education. And some of them had ever got only the fundamental education in primary school. So they had to join the continuing education to learn about the political issues on the election of the members and the administrative leader of the sub-district organization. This was the new election law in the Thai representative democratic regime. The representatives had to make decisions in the public issues of the Thai Karen's village.

For the reasons above, the researcher designed to use the non-formal education programme for solving this problems immediately. And implied the concepts of the non-formal education programme of Paulo Freire and Patrick G. Boyle by analyzing into a new programme model with had 15 steps for using it in Moo Ban Karen Nam Tok.

### Research Objectives

The purposes of this research were;

1. to develop a non-formal education programme in accordance with Paulo Freire and Patrick G. Boyle's concept for enhancing knowledge, attitude and conscientization for promoting local elections for the Thai Karen voters in Moo Ban Karen Nam Tok, Tambol Khlong Lan Patana, Amphur Khlong Lan, Kampeang Phet province,
2. to study the result of the use of this non-formal education programme,
3. to study the supporting and obstructive factors and problems in regard to this non-formal education programme.

### Expectation

It was expected that after the Thai Karen voters had participated in this non-formal education programme in accordance with Paulo Freire and Patrick G. Boyle's concept, their level of knowledge, attitude and conscientization had been increased.

### Scope of the Research

1. This research was a development of a non-formal education programme in accordance with Paulo Freire and Patrick G. Boyle's concept for enhancing knowledge, attitude and conscientization for promoting local elections for the Thai Karen voters in Moo Ban Karen Nam Tok, Tambol Khlong Lan Patana, Amphur Khlong Lan, Kampeang Phet province.

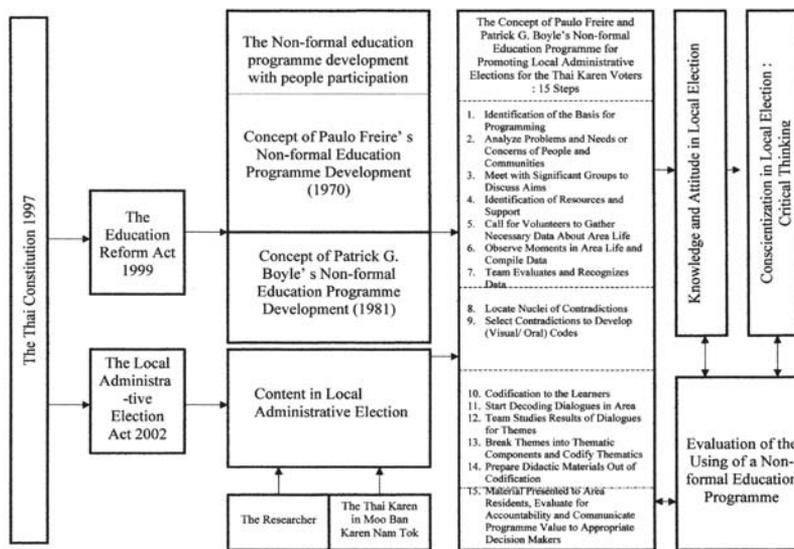
2. Contents for promoting local elections were;
  - 2.1 duty to vote in the Tambol district organization election (self-autonomy, duty to vote, qualification of the voters),
  - 2.2 steps to vote (voting steps, making a sign in the ballot, thinking before choosing the candidates),
  - 2.3 prevention of the illegal pay in the elections (illegal pay, outcome of illegal pay, prevention of illegal pay).
3. The steps used in this non-formal education programme were synthesized by the researcher from Paulo Freire and Patrick G. Boyle's concept of non-formal education programme development.
4. The researcher conducted the study in Moo Ban Karen Nam Tok, Tambol Khlong Lan Patana, Amphur Khlong Lan, Kampeang Phet province.
5. This research was evaluated by only observing the results of the use of the non-formal education programme for increasing the level of knowledge, attitude and conscientization of the Thai Karen voters, but not the practicing because the next election will be in the year 2007.

### **Conceptual Framework**

This research was the development of a non-formal education programme for enhancing knowledge, attitude and conscientization for promoting local election of the Thai Karen voters. It was synthesized by the steps to develop a non-formal education programme with participation of the people by Paulo Freire and Patrick G. Boyle. This study result made a new model of the non-formal education programme which had 15 steps. The content of the learning came from many political education organizations which the researcher had synthesized. However, the new model stressed on the participation of the people in many steps of the programme.

Next, the researcher used this non-formal education programme with the target group which was the Thai Karen voters in Moo Ban Karen Nam Tok, Tambol Khlong Lan Patana, Amphur Khlong Lan,

Kampeang Phet province. Expectation was to increase the level of knowledge, attitude and conscientization in the local elections of the learners as shown in picture 1, and can help the Thai Karen voters to select the good candidate for working in the sub-district organization. As this result, the quality of their life would be better. If, the voters in this community had a good process of selecting the local leaders, it would mean they had knowledge, attitude and conscientization in the critical thinking stage of conscientization in local election, it would make the democratic process happen in the ideal type of the western country. It meant the citizen having a high level of awareness to participate in the politics. So, the society would have been developed too.



**Picture 1** shows the conceptual framework of the study.

## Research Methodology

A research and development (R&D) process with a pre-experimental design (One group pretest-posttest design) was used in this study. The procedures of this study were discussed below :

### The Population

The population of this study consisted of 150 Thai Karen voters and 5 Thai Karen volunteers in Moo Ban Karen Nam Tok, Khampaeng Phet province and 6 government officers who worked in the area while the researcher conducted this study (in 2005) : an officer of the Hill Tribe Development Center (Khampaeng Phet province), an assistant district officer (Tambol Khlong Lan Patana), three voluntary teachers of the Non-formal Education Center (Amphur Khlong Lan), an officer of the Department of Development (Amphur Khlong Lan), or a Patanakorn Tambol.

### Instruments

Seven instruments were used in this study :

1. The community and target group's analysis paper,
2. The area officer's interview paper,
3. The community leader's interview paper,
4. The pretest and posttest on knowledge, attitude and conscientization paper,
5. The observation on the focus group of the learner's paper,
6. The lesson plan and learning media such as the photovoice (developed by the researcher and the volunteers),
7. The focus group discussion of the programme participant's paper.

### Collection of the data

The researcher divided this study into three phases and conducted the research activities as follows;

#### *Phase 1 Programme Planning*

Step 1 Identification of the basis for programming (such as philosophy, laws, regulations, etc),

Step 2 Analysis of the problems and needs or concern of people and community by using the survey paper with the Thai Karens

in the community and the interview paper with the officers who worked in the area and the community leaders,

Step 3 The researcher met with significant groups to discuss aims of the programme,

Step 4 The researcher and the community leaders identified the resources and support for the programme,

Step 5 The researcher called for volunteers; by asking the community leaders, to gather necessary data about area life (especially some data about the local political life).

### ***Phase 2 Design and Implementation***

Step 6 The researcher and the volunteers discussed about the way of life in the area and compiled data,

Step 7 The researcher and the volunteers evaluated and recognized the data,

Step 8 The researcher and the volunteers located nuclei (main point) of contradictions,

Step 9 The researcher and the volunteers used the contradictions to developed (visual/oral) codes and other learning media,

Step 10 The teachers used the media according to the lesson plan to codify the learners after giving them a pretest by using the test paper on knowledge, attitude and conscientization in local administrative elections,

Step 11 The learners started decoding dialogues with the teachers; and at the same time, the researcher used the observation paper on the learner discussion to note everything that happened,

Step 12 The volunteers studied the results of the dialogues for themes,

Step 13 The teachers broke themes into thematic components and codified thematics and gave the learners a posttest by using the same test paper again.

### ***Phase 3 Evaluation and Accountability***

Step 14 The researcher and the volunteers prepared didactic materials out of codification (the hand book of voting for the Thai Karen voters in Moo Ban Karen Nam Tok) ,

Step 15 The volunteers presented the material to area residents, and the programme participants did a focus group discussion for evaluating the programme accountability and then reported the programme value to appropriate decision makers.

#### **Data analysis method**

The analytical induction was used to analyze the qualitative data in most of the steps of the programme. And the statistics used to analyze the quantitative data were percentage, average scores ( $\bar{x}$ ), standard deviation (S.D.) and t-test

### **The Major Findings of the study**

The major finding of this study was summarized as follows :

#### **1. A non-formal education programme had 15 steps which were**

- step 1 Identified the basis for programming,
- step 2 Analyzed problems and needs or concerns of people and communities,
- step 3 Met with significant groups to discuss aims of the programme,
- step 4 Identified the resources and support,
- step 5 Called for volunteers to gather necessary data about area life,
- step 6 Observed moments in area life and compile data,
- step 7 Evaluated and recognized data by the team,
- step 8 Located nuclei of contradictions,
- step 9 Selected contradictions to develop (visual/oral) codes,
- step 10 Codified the learners,
- step 11 Started decoding dialogues in area,
- step 12 Studied the results of dialogues for themes by the team,
- step 13 Broke themes into thematic components and codified thematics,
- step 14 Prepared didactic materials out of codification,
- step 15 Presented materials to area residents, evaluated for accountability and reported the programme value to appropriate decision makers.

## 2. Results of this non-formal education programme

There was a significant difference between the learners' knowledge (Table 1) and their attitude (Table 2) on local election before and after the participation at .01 level. And by observing the dialogues of the learners, it could be summarized that they had a conscientization on the local election after the participation as shown below.

**Table 1** Comparison of the learners' knowledge on local election before and after the participation

Participation	Mean	S.D.	t
Before	15.10	2.88	
After	20.50	2.55	14.55*

\*p < .01

**Table 2** Comparison of the learners' attitude on local election before and after the participation

Participation	Mean	S.D.	t
Before	19.52	2.34	
After	22.44	2.21	11.77*

\*p < .01

**The conscientization** (by observation) on local election of the learners could be shown for example: some of the learners said before their learning that the handicapped (who has no leg) should not have the right to vote because...

Nakueytee "the handicapped can not do anything"

Nosurtee "because of his handicap, make him can not go anyway and has not got any knowledge so he should not go to vote"

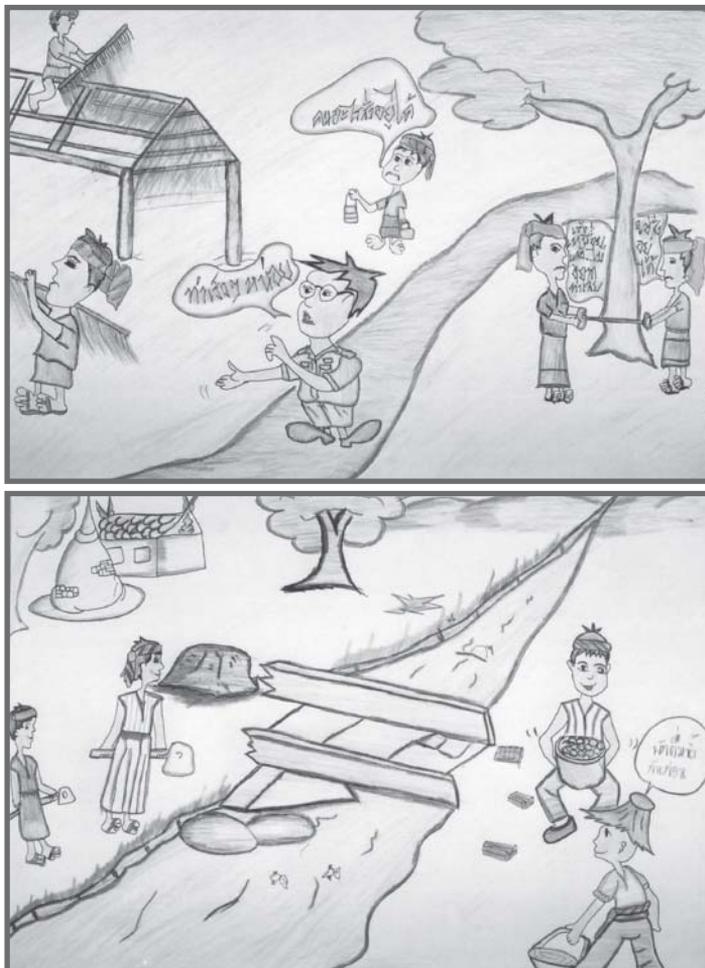
And after the learning, they changed their idea and said that the handicapped should have the right to vote because...

Nakueytee "he is Thai like us and has got an identity card so he can ask someone to take him to vote"

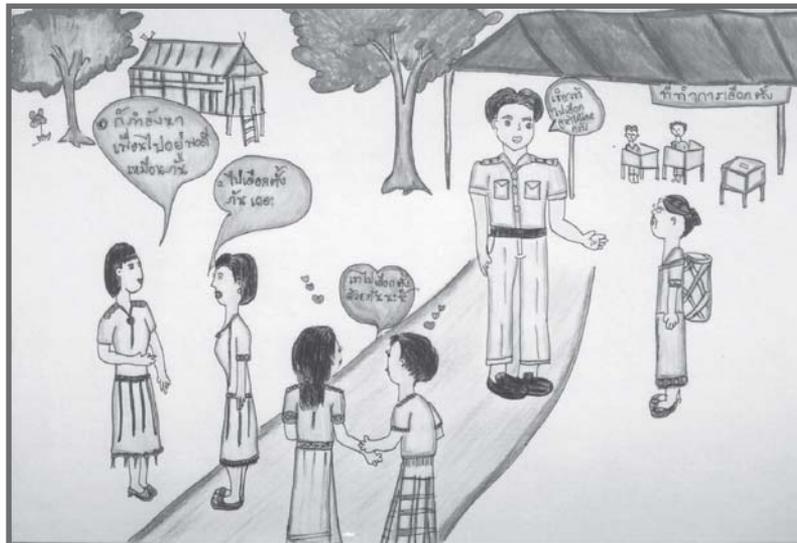
Nosurtee “being born to be Thai, he has to use his right to vote eventhough he is a handicapped, he should go to vote because his brain can work or does not malfunction”

**Pictures :** show the example of the contradiction pictures (or the photovoices) used in this study (the negative and the positive pictures arranged in order; one by one). All of them made by the the Thai Karen volunteers in this programme.

### Self-autonomy



### The duty to vote



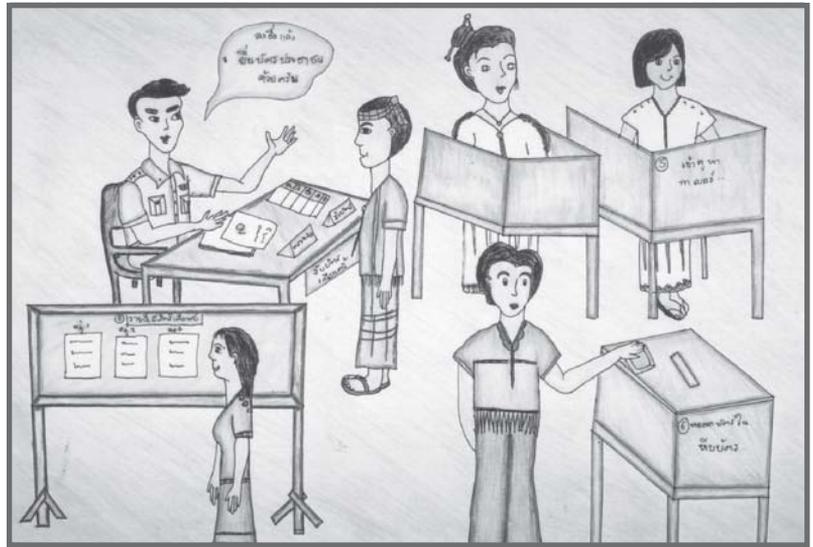


### The qualifications of the voters



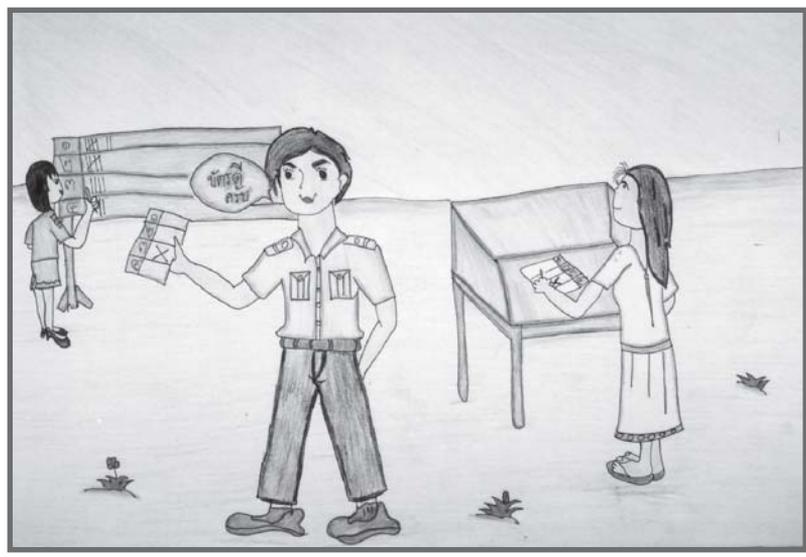
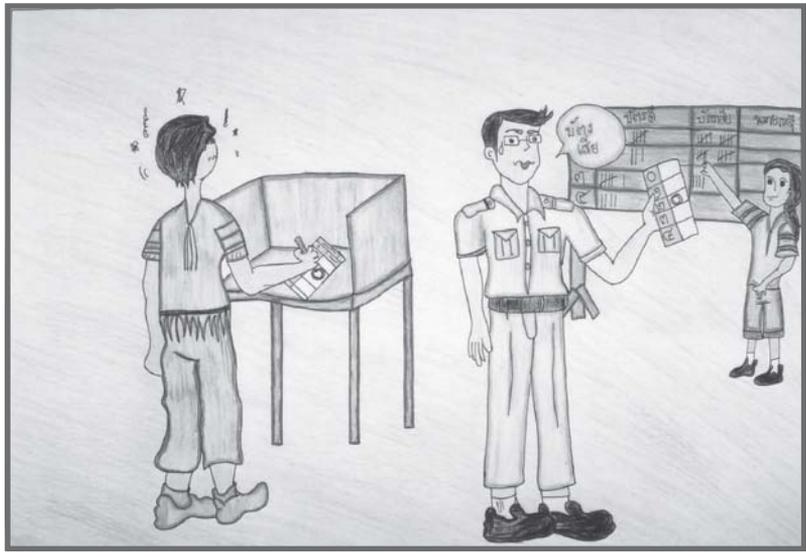


### The voting steps





### Making a sign in the ballot





### Thinking before choosing the candidates







### The outcome of the illegal paying



### The prevention of the illegal paying



### **3. The supporting and obstructive factors and problems in regard to this non-formal education programme.**

The supporting factors in regard to this non-formal education programme were as follows;

1. The belief, value and attitude of the researcher,
2. The consistent of the programme on the community demand and problem,
3. The involvement of the Thai Karens in many steps,
4. The harmony on the level of intellectual and social development of the learners in the programme,
5. The investigation and analysis of the community situation for determining programme objectives,
6. The agreement of the participants and the people in the community in this programme,
7. The good criteria for choosing the programme participants,
8. The flexibility of the programme,
9. The legitimation and support of the formal and informal organizations,
10. The appropriate learning experiences for the learners,
11. The appropriate methods, techniques and devices,
12. The effective promotion to the public by using the community's speaker tower,
13. The obtaining of many necessary resources from the people and organizations,
14. The appropriate way to evaluate the effectiveness, quality, suitability, efficiency and important of the programme,
15. The appropriate way of communication on the value of the programme to everyone in the community and to the organizations which gave the resources or supported to the programme.

The obstructive factors or problems in regard to this non-formal education programme were as follows;

1. The short schedule for the learning ,
2. The teachers, being not intimately acquainted with the technique using in this programme,
3. The illiteracy of some learners,
4. The implementation of the programme in the rainy season which not comfortable,
5. The implementation of the programme in the mountainous area which had the hemorrhagic fever.

Finally, there were some important suggestions for someone who are interested in this programme; for example, 1) the programme conductor should train the teachers to have a high efficiency skill in coding and decoding technique of teaching before letting them work with the learners, 2) the next study on this problem should be the observing of the behavior of the target group in a real voting day.

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