



# CONCEPT NOTE

## LOCAL ABD CURRICULUM DEVELOPMENT



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## 1. Goal:

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In order to increase skill of young generation people (students) to understand on local knowledge and important of ABD linked to their household daily livelihood, thus reduce ABD threatened into enhancement action for having more abundance. Therefore, the **goal** of this concept note is aiming to “**Integrate Local Skill on ABD into the Formal and Non-formal Education Curriculums**”.

## 2. Introduction:

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Because of rural local people have enormous volumes of indigenous knowledge that informs about fundamental aspects of day-to-day life and can play a significant role in education by directly interacting with their natural ABD surrounding.

Knowledge of local agro-biodiversity resources is traditionally passed on from the older to the younger generation, but this culture and indigenous knowledge is fast disappearing due to the uptake of modern conveniences, and In the context of resource depletion due to unsustainable harvesting of forest products and natural resource destruction by outside actors, sustainable management and restoration of the agro-biodiversity became a local priority.



## 3. Background:

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To regenerate and maintain this transfer of indigenous knowledge, and highlight the importance of agro-biodiversity for livelihoods, TABI supports the inclusion of agro-biodiversity issues in school curriculum. This initiative directly supports Ministry of Education and Sports strategy to integrating the local knowledge 20% into the formal curriculum and improvement of agriculture production in the education sector through the setting of school garden to contribute to improve school meal nutrition.

Since 2010, TABI has been supporting the Xiengkhouang Provincial Education and Sports Office (PoES) to develop a new local ABD curriculum for 36 primary and high schools which consisting of 612 teachers (with 30 Khmu, 57 Hmong and total consisted of 272 female teachers) and 8,972 students (included 879 Khmu, 2,609 Hmong and total consisted of 3,750 girl students) directly involved in 5 districts (Phoukoud/16, Khoun/2, Kham/10, Pek/2, and Thathom/6) and also into 5 Non-formal Education with

39 teachers (22 female and 2 Hmong) and 472 students (with 38 Khmu, 223 Hmong included 158 female) involved. Such local ABD curriculum was approved by the Ministry of Education and Sport, No. 4843/MoES, Dated 09/09/2012.

ABD Curriculums developed and tested in all such 5 district's schools were also held an event promoting the agro-biodiversity. Each school presented their own innovative ideas in terms of curriculum and students art performance related to promoting preservation of natural ABD and establish the school gardens to plant medicine herb, fruit tree and vegetable too.

TABI supports on ABD curriculum in stages 1 and 2 (2010-2012), focused on increasing children's awareness, knowledge and skills on the issue and importance of ABD in livelihoods by recording traditional knowledge and incorporate it into a curriculum that is made available to and used by teachers and students in primary and secondary schools by encourage community representative to transform those skills to student. During stage 3 (2012-2017), local curriculum focused on problems of biodiversity and the importance of biodiversity were developed and printed in collaboration with teachers. The current stage 4 (2018-2019), the local ABD curriculum is adding some activity of raising awareness an impact of the chemical to people live and ABD decreasing and concern about the nutrition of consuming the organic food.

The ABD curriculum uses experiential and participatory learning methodologies whereby students learn by documenting local agro-biodiversity. In the same time, activity is focus to promote importance of ABD curriculum to public and more involve the representative of communities to transfer their knowledge to teaching/training students, expanding the curriculum and testing in new schools remained in the district and also in other areas throughout the province area.

## 4. Listing of key Activities:

- To improve ABD curriculums and train the teachers in order increase skill and ability to teach and learn on ABD conservation and more focusing on danger of chemical to ABD species and local ABD production for household food nutrition;
- To add the number of new schools in current targeted districts and try to expand more into new schools in others districts throughout the province;
- To organize the sharing events and participate other community and social ABD events that related to ABD life style of downtown and rural areas;
- To expanding garden for medical plants and grown more species, included vegetable and local fruit tree species, as well as documenting medical plants using skills form community;



- Try to expanding or develop the library and improve ABD classroom facilities with 36 schools that already implemented ABD curriculums;
- To working with Non-formal education, discussion on integrate the ABD curriculum to their lesson schedule especially the local ABD skills.

## 5. Expected Opportunity Results or Outputs:

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- Existed ABD curriculums were improved and also updated for suitable use in each specific location of local schools;
- All teachers were trained and have skill and ability to teach the students;
- All students are supported by their families which allow them to be fully available and committed;
- Xxx number of new schools added in current targeted districts and xxx more new schools used ABD curriculums throughout the province;
- Xxx ABD events organized to exchange ABD life style of downtown and rural areas;
- The village authorities and customary leaders are interested and supportive to the project;
- Local medicine plant, vegetable and fruit trees gardens established in school land areas; and documented by using skills form community;
- ABD Samples concerning both local animals and crops species were collected by students by the dedication and the patience of the teachers;
- The library and ABD classroom facilities improved in 36 schools;
- Integrate the ABD curriculum in Non-formal education formulated.

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*Note: More detail can be provided if the organization/investor is interesting and Proposal Documentation can be developed for further consideration (if required).*