

How to organize
South-South Cooperation
Programs
to Support Numeracy ?
: A Case of the Great
Mekhong Sub-region

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Three Aspects Should be incorporated into South- South Cooperation Programs

- I. Started from Cultural Dimension
- II. Take into Consideration on *Legitimate Peripheral Participation (LPP)* long –term/
Continuing Project
- III. South-South Mediated Cooperation

I. Started from Cultural Dimension: 1) Do here as you do in your country



Training at Songkhla,
Thailand 2004.5.20 - 22.



Training at National University
at Laos, 2004.4.28 - 2004.5.4

2) Not necessary to start from Technological Point of View because it creates more

Gap



Training at National University of Laos, 2004.5 (Open-Approach Activity using Math Stick)



At Faculty of Education, Khon Kaen University, 2004.8.2004
Computer based Classroom

3) Not necessary to start from economical point of view because it creates more consumer value



At Mattayom Santiparb Secondary School in LuangPhrabang, Laos



Cambodian Students Commute to School by Walking



Cambodian Students back from School by Boat at Tonle Sap

4) More Advantage if use Same or Similar Language because it will help capture Sense of Conflict or Cooperation



Laos Student Used Lao Language with Thai Trainees



Cambodian Guide Used Thai Language with Thai Tourists. But Cambodian Seller used Cambodia Language with Thai Customer.



1.1. Take into consideration on

Legitimate Peripheral Participation (LPP) long-term/

Continuing Professional Development of

short-term training and

graduate school programs



Hoshino Project
Phase I



As a Trainee of
Hoshino Project
Phase I At KGU,
2003



As a Trainee of
Hoshino Project
Phase II at NUOL,
2005



As a Co-Trainer at KKU, 2004.4.27



As a Master Degree Student at KKU, 2004. 6

2) Need Follow-Up Program for Changing Behavior



Observe
Real
Classroom
of Teacher
after
Workshop,
in Khon
Kaen
2004.7



Teaching Experiment at NUOL
Demonstration School in
Workshop 2004.5.2

3) Learning and Share together with friendly/informal Environment

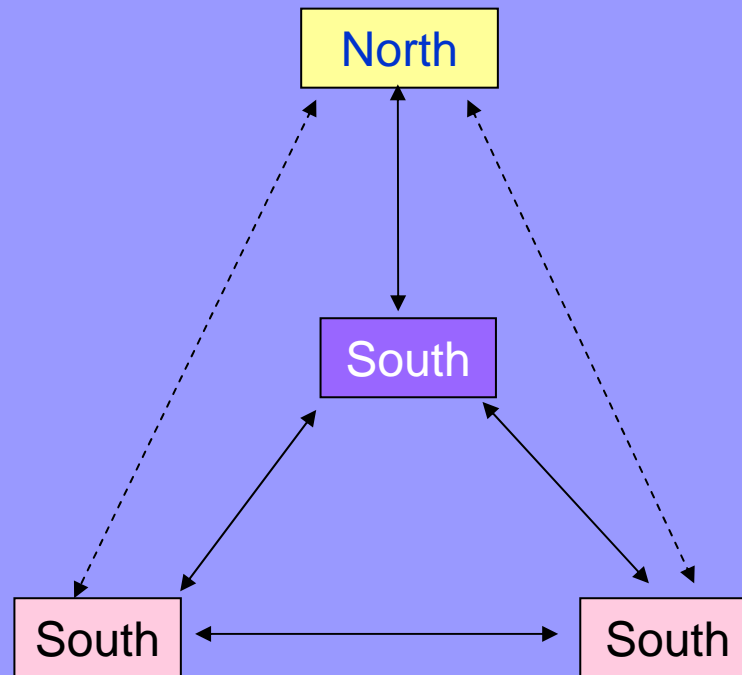


**Discussion at Luangphrabang
8 months after workshop
2004.12.24-26**



Open Discussion on the Last day of workshop

III. South-South Mediated Cooperation

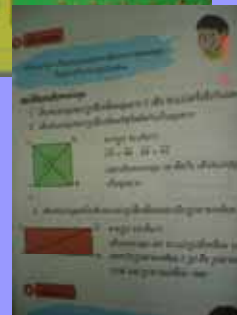


1. Cultural Mediator



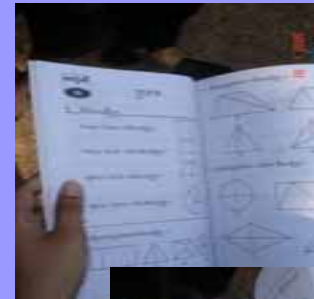
Process Oriented,
Story based
Textbook

Japanese



Mostly
Computational
Exercises and
Some Process
Problem

Thai



Mostly
Content and
Computational
Exercises

Laos

Cultural Mediator (Cont.)



Mathematical Patterns/
Processes in Culture



2. Linguistic Mediator



Preparing for Japanese – Thai – Laos Encyclopedia of Mathematics Education



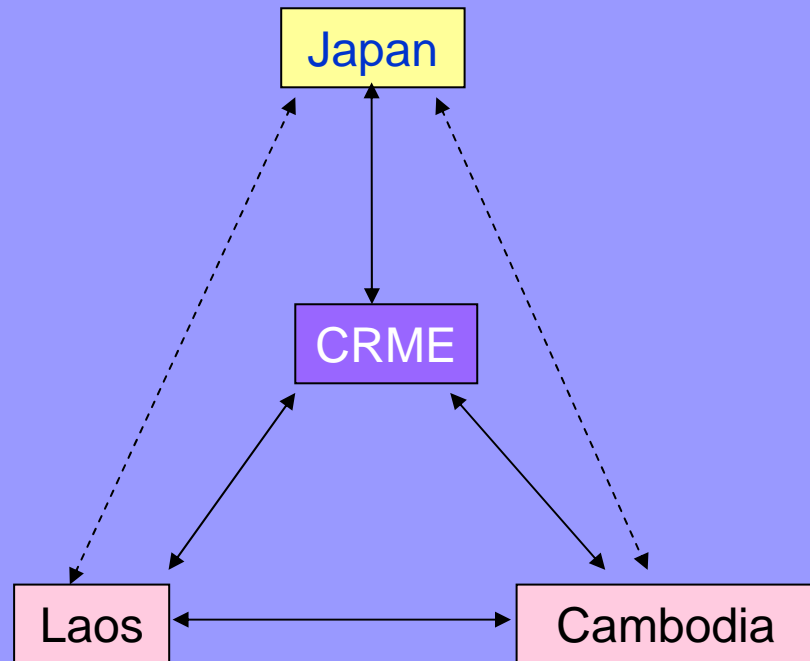
3. Conflict Resolution Mediator

3.1 Implementing Agency

3.2 Fund Supporting Agency

3.3 Recipient Agency

1. Cultural Mediator
2. Linguistic Mediator
3. Conflict Resolution Mediator



CRME: Center for Research in Mathematics Education