



Developing local tourism through the design of an integrative local curriculum and implementing model: A case study from Suratthani, Southern Thailand

Witchuta Marchoo^a, Patida Morasilp^{a,*}, Nuttaya Yuangyai^b, Siriporn Pengjun^c

^a Program of Tourism Business Management, Faculty of Liberal Art & Management Sciences, Prince of Songkla University (Suratthani Campus), Suratthani 84000, Thailand

^b Faculty of Environmental Management, Prince of Songkla University, Songkla 90110, Thailand

^c Program of Public Administration, Faculty of Liberal Art & Management Sciences, Prince of Songkla University (Suratthani Campus), Suratthani 84000, Thailand

Article Info

Article history:

Received 6 March 2024

Revised 15 May 2024

Accepted 4 August 2024

Available online 21 August 2025

Keywords:

education,
local curriculum,
local tourism,
Suratthani

Abstract

This research studies how a local curriculum can support the development of local tourism and presents a case study from Southern Thailand. In particular, the objectives were to develop a local tourism-based curriculum and to propose a linkage model to implement for a school and stakeholders. Data were collected using the action research process which is well recognized for the establishment of local curricula. An extensive survey of published literature was undertaken, along with a field survey, semi-structured interviews, a focus group with 26 key informants, workshops, and observations. Key informants were purposely selected from stakeholders who were involved in the community's education and tourism. The results indicated five types of specific local knowledge that met the content standards and objectives based on a linear approach strategy. The five types included sufficiency economy-based agriculture, traditional massage and herbal plants, blacksmithing, a local dance of Southern Thailand, called Nora-a cultural world heritage, and historical relics from the Srivijaya empire era found in an old temple. Furthermore, the research proposed a linkage model between the stakeholders in the design of the curriculum and local tourism development by illustrating the steering roles of the school, the public sector, and the university in a provincial area.

© 2025 Kasetsart University.

* Corresponding author.

E-mail address: kamonwan.m@psu.ac.th (Morasilp, P.).

<https://doi.org/10.34044/j.kjss.2025.46.3.32>

2452–3151/© 2025 Kasetsart University.

Introduction

Thailand is a globally recognized tourism destination. There is strong and continuous governmental support utilizing a range of marketing campaigns aimed at both domestic and international markets (Fakfare et al., 2022). In the local tourism context in particular, local identity and resources, such as arts (Chatkaewnapanon & Lee, 2022), ceremonies, history, and festivals (Nilgumhaeng et al., 2020) have been utilized to enhance sustainability. At the same time, the number of research articles published internationally about Thailand's tourism has been increasing over the past twenty years. Several studies focused on the demand and supply factors within a range of research themes (Fakfare et al., 2022), but fewer studies were conducted that considered themes related to the relationship between education and local tourism development. In particular, in the context of local tourism, research was primarily focused on community participation in tourism planning (Sangchumnon, 2019), local participation (Naipinit & Maneenter, 2010; Pongponrat, 2011; Pongponrat & Chantrodoan, 2012), and stakeholder involvement (Dabphet, 2012). There are only limited empirical studies that highlight the role of education in the development of local tourism.

Tourism education ensures a professional workforce and qualified human resources in the development of a destination (Malihah & Setiyorini, 2014). Education and training are considered a multi-pronged process to assist with community tourism development (Kokkranikal & Baum, 2002). Besides tourism curricula being taught at vocational and university levels, local curricula supporting local tourism applied at the elementary school level deserve more attention. Local curricula are widely developed for all education levels in countries such as the U.S.A. (Wither, 2001) and Mozambique in Southern Africa (Dhorsan & Chachuaio, 2008). The importance of a local curriculum is that it enables residents to access learning resources (Dhorsan & Chachuaio, 2008) and learn the local ways of life respectfully. It is suggested that local people would naturally work more from their strengths, e.g. their ability to make education more personal, rely more heavily on local resources, and use more local area knowledge as the basis for the curriculum (Jennings, 2000).

The country of Thailand has an abundance of natural, historical, and cultural resources. Education reform has been proposed since the economic crash of 1997 to incorporate the essence of Thai wisdom in the Thai national curriculum and local curriculum development was highlighted (Jungck & Kajornsins, 2003).

Accordingly, a series of local curricula were designed at the school level based on local culture, history, and way of life. Studies conducted in the Northern region resulted in the design and implementation of a local curriculum within the context of ethnic cultures (Wallace & Athamesara, 2004) and the Northern cultural identity (Jatuporn, 2023). However, in the context of tourism, it is suggested that tourism education and training should promote lifelong learning, and access to opportunities spanning all stages of both formal and informal education and training would be more suitable (Cuffy et al., 2012). More importantly, it is essential to involve local people and attract the younger generation to create tourism-related jobs in the community (Sangchumnon, 2019). In developing a local curriculum and revitalizing local wisdom, it is strongly argued that it has to empower local people to also become more knowledgeable of national and global strategies as opposed to honoring and reproducing local wisdom (Jungck & Kajornsins, 2003). Therefore, to highlight the role of a local curriculum in strengthening local tourism, this current research aims to develop a local curriculum and propose a linkage model between the local curriculum and local tourism development.

Literature Review

Local Tourism Development

Local tourism can be perceived as a tool for regional development. It is associated with other forms of tourism, including agritourism (Tregua et al., 2018), rural tourism (Haven-Tang & Jones, 2012), community-based tourism (Goodwin & Santilli, 2009), and pro-poor tourism (Adiyia & Vanneste, 2018). Two highlighted similarities of these types of tourism are the utilization of a local community's tangible and intangible resources and the involvement of local actors.

In terms of resources, the cultural and natural attractions, local wisdom, way of life, traditions, and festivals are outlined. These resources are the basis of tourism product development and promotion (Nilgumhaeng et al., 2020; Wijijayanti et al., 2020). More importantly, previous research revealed that the success of local tourism development is dependent on the collaboration of community stakeholders (Alonso & Nyanjom, 2017; Zapata & Hall, 2012). While most studies investigated the roles of the resident (Kim et al., 2021; Senyao & Ha, 2022; Yu et al., 2018) and government (Liu et al., 2020; Soltani et al., 2018), less attention was paid to the influence of education on the development of local tourism.

Local residents indicate the desire to be involved in tourism development, from addressing their concerns during policy-making to influencing the decision-making of projects, to ensure their needs are being met (Muganda et al., 2013). Government support is one of the key factors in enhancing local tourism development in many aspects, such as ensuring the quality of human resources (Reina-Usuga et al., 2024), destination marketing (Soltani et al., 2018), and the coordination with businesses and residents (Liu et al., 2020).

Educational Institutions play a leading role in the preparation of quality human resources for the tourism sector. The development of human resources in tourism is the foundation for sustainability. It is suggested that education and training before employment, on-the-job training, and extension programs for community members are necessary (Kokkranikal & Baum, 2002). Accordingly, there is an increasing number of universities that offer vocational and higher tourism education. Tourism programs and courses are predominantly designed to prepare students to meet the tourism industry's needs of its workforce (Fidgeon, 2010). While the role of universities in supporting local tourism through educational tourism activities and trips is discussed (Malihah & Setiyorini, 2014), empirical studies that further explore how tourism education can support local tourism development, in particular, are scarce.

Local Curriculum Supporting Local Tourism

A local curriculum is defined as an educational curriculum that incorporates local content from all perspectives and environments and aims to support local community development. Whilst the national curriculum is developed by the central government, a local curriculum requires community stakeholders to work together in the development process (Jennings, 2000; Jatuporn, 2023; Sahasewiyon, 2004). It is argued that the national curriculum has become somewhat irrelevant in today's people's way of life and environment (Sahasewiyon, 2004). Therefore, any local curriculum should not only be aligned with the national curriculum but be designed with taking into consideration local content as well. To implement the local curriculum, the teaching staff should work closely together with the community to identify the relevant local topics and define the priority of projects for the community (Dhorsan & Chachuao, 2008).

A local curriculum is a location-based education that allows schools and teachers to encourage students to gain a sense of belonging as community members (Wither, 2001). Also, teachers and school principals hold an active agency

role in the development of the local curriculum (Jatuporn, 2022). Accordingly, previous research employed such a process for establishing a local curriculum. Briefly, the process includes documentary research, field research with in-depth interviews, focus groups, observations, and workshops to design the content and learning activities (Jatuporn, 2023; Sahasewiyon, 2004; Wither, 2001).

In Thailand, local curricula are implemented alongside the national curriculum. It can be designed as part of specific subjects taught in the core curriculum. On the other hand, it can be created as an additional curriculum for students. However, it is found that the first option has received more focus. Specifically, within the range of a local context, including local culture, history, geography, traditions, and wisdom have been studied in the Northern (Sahasewiyon, 2004) and Northeastern regions (Chusorn et al., 2014). Such examples emphasize the essence of the local knowledge that Thai students should acquire.

Sustained human resource development for tourism in rural destinations is necessary (Kokkranikal & Baum, 2002). A local curriculum can be used as a mechanism to enhance students' knowledge, skills, and attitudes that will lead to creating tourism-based entrepreneurial ideas, e.g. for gastronomic tourism (Suanpang et al., 2022) and marketable skills for students who live in tourism destination (Addison & Taumoepeau, 2016). This research aims to further extend the knowledge about how a local curriculum can not only be used to preserve Thailand's cultural traditions for the next generations but also to increase local tourism.

Methodology

This research employed a qualitative research methodology using an action research approach. Action research was mainly employed in prior research that aimed to develop a local curriculum (Sahasewiyon, 2004), while participatory action research in particular is well suited for research into education and community development (MacDonald, 2012).

Study Site

In terms of size, Suratthani (Figure 1) is Southern Thailand's largest city. Geographically, the same-named province connects the Andaman Sea and the Gulf of Thailand. Suratthani is a well-known tourist destination with a variety of attractions including natural, historical, and local ways of life. Among those, Koh Samui Island is famous for international tourists.



Figure 1 The location of Suratthani Province

Source: Nations online (2021)

Muang Wiang (Figure 2) is one of the ancient cities in Suratthani Province. Historically, it was part of a trading route in the Srivijaya Empire era. Nowadays, Muang Wiang is a quiet city, but rich in historical evidence and local wisdom. This brings the opportunity for the city to be developed into a tourist destination.



Figure 2 The location of Muang Wiang, the study site

Source: Thai Tour Infor (2022)

However, there are fundamental concerns that need to be addressed and improved upon, including the availability and quality of residents' knowledge, especially of the younger generation, tourist activities-what to do and see, and collaboration among stakeholders. The school selected as the pioneer school in the research is Wat Wiangsa School, which is an elementary school.

Research Process

The research process was designed to take into account the local curriculum development's requirement to support individual teachers, school districts, community group workshops, and school-community collaboration (Wither, 2001). According to the action research approach (Sahasewiyon, 2004), the following details describe the data collection process applied in this research.

1. Two initial meetings were arranged before data collection. Firstly, a focus group meeting was arranged with the school principal, teachers, and curriculum scholars of Wat Wiangsa School. The objectives of this meeting were to inform them about the research project and allow the curriculum scholars to determine which class to select for the project. Secondly, a meeting was held to inform the residents of the Muang Wiang community about the project and how they could be involved.

2. Documentary research was done prior to field research to collect information about the Muang Wiang community's resources to be used as the basis for the local curriculum content.

3. Field research was conducted to further explore the community's resources that could be developed to promote local tourism in particular. Moreover, in-depth interviews with a range of key informants were held. Triangulation was performed to check the credibility of the findings. The details about key informants and data were collected in this section.

4. After the data on the tourism-related resources of the community were gathered, a workshop was organized. During this stage, the teachers played a significant role. They worked together with experts to analyze and create the curriculum content to be aligned with the national curriculum. Furthermore, they designed the learning activities that would be applied to the teaching at the determined locations with local tourism resources.

5. The local curriculum was assessed. The teachers, the local wisdom experts, and the researchers collaborated to arrange four selected learning activities in the community as designed during the workshops. The purpose was to evaluate the effectiveness of the learning activities offered

in the curriculum. Focus group feedback was collected, along with an assessment of students' satisfaction with the activities. Lastly, the teachers and the researchers prepared the local curriculum booklet for the school.

6. Finally, a forum was hosted by the researchers at the schools to provide the results of the research into the local curriculum development and its implementation. All involved key informants and parents were invited to participate. They were asked to provide further opinions on the management of the curriculum. The data collected at this stage were analyzed for further research suggestions.

Data Collection

Four research instruments were used for data collection. For qualitative approach such as action research, it is necessary to collect data using a range of methods (Sahasewiyon, 2004). Purposive sampling was used to select the key informants and subsequently, convenience sampling was employed to recruit the participants at the final step of data collection. In total, there were 26 key informants. Table 1 presents the details of data collection.

Data Analysis

As proposed by Jamieson (2016), the following four-step data analysis was conducted. Firstly, for data preparation, collected audio-recorded data from interviews and focus groups were transcribed and formatted. Also, at this stage, we anonymized the data by giving the participants individual code names. Secondly, during the data immersion stage of the research, we carefully reviewed all textual data again and formed the themes we were expecting to find following the research

objectives (Pope et al, 2000). The four main themes were the alignment with the subjects of the national curriculum, local tourism resources, curriculum management, and stakeholder roles. The third step was the coding, during which the transcript was marked and the data analyzed by interpretation. Lastly, the patterns and relationships between themes were analyzed and interpreted, e.g. the relationships between stakeholders' roles in developing the local curriculum.

To ensure that data analysis was reliable, three key aspects were considered. Firstly, for credibility, during the forum conducted as described above in the research process topic, participants were asked to confirm the authenticity of the transcriptions. Secondly, for dependability, interview schedules were set clearly, and plain examples of the codes were explained to the participants. Finally, for transferability, even though the findings of qualitative research cannot be generalized, these results could be applied to the development of local curricula within other contexts.

Results

Findings from the demographic data showed that the majority of informants were female (69%). The average age was 45 years old. As displayed in Table 1, 14 informants worked in the government sector: 10 of them were teachers and 4 were government officers. The other 12 informants were local residents. Most of them were farmers while 5 among those were classified as local philosophers. The study revealed the research results according to the two objectives: the developed local curriculum and a linkage model showing the relationship between the local curriculum and local tourism.

Table 1 Data collection

Key informants	Data collection
Five local wisdom experts	A field survey was used to collect data about tourism-based resources in the community. Photos and symbols were also recorded. (Step 2 of research process) Semi-structured interviews were conducted along with a field survey using a purposive selection process. (Step 3 of research process)
The principal and nine teachers	Participant observation was conducted by the researchers during the learning activities at selected sites in the communities. Furthermore, focus group feedback was gathered after each learning activity to evaluate the designed curriculum. (Step 4–5 of research process)
<ul style="list-style-type: none"> - One principal - Nine teachers - Five local wisdom experts - Two local government agencies - Two primary educational service area office agencies - Seven residents (parents) 	Semi-structured questions were used to collect data during the final forum. All stakeholders were purposely selected apart from the seven resident parents who were selected through a convenience sampling method. (Step 6 of research process)

Local Curriculum Supporting Local Tourism

Based on step 2–5 of the data collection process, the local curriculum content was analyzed and systematized to be in accordance with the national curriculum for grade four students. Learning activities for each subject were designed to be conducted at local tourism attractions by local wisdom experts with the involvement of a teacher and facilitator. The results indicated that the local curriculum was aligned with the national curriculum and introduced content relevant to the local context while meeting the learning needs. In a local context, it was found that the Muang Wiang community was rich in tourism-based resources, and these were classified into five learning stations; Sufficiency economy-based agriculture, blacksmithing, traditional massage and herbal plants, Wat Wiangsa (an ancient temple with historical relics from the Srivijaya empire era), and a local dance called Nora, with cultural world heritage status. A full curriculum content was handed over to the school. Here, Table 2 shows a summary of the curriculum. The teachers designed lesson topics relevant to the subjects and learning activities were arranged in the community. The findings showed the coherence between the national curriculum (NC), local curriculum (LC), and local tourism-based learning sites (LT). Teachers designed the learning activities that allowed students to learn with the local experts of each local tourism site.

A linkage model for the local curriculum and local tourism development

Based on step 6 of data collection process, Figure 3 illustrates the roles of the stakeholders in a linkage model

for the local curriculum and local tourism development. The details are as follows:

The role of the school: The principal supported local curriculum development designed in this research in four ways. Firstly, she fully agreed to deploy a central education policy in which the school designed the local curriculum to support the community's needs. Secondly, for implementation, the teachers associated with the school along with local members and parents were involved in the project. Thirdly, it was important that the school supported the teachers in terms of time, knowledge, and skills for executing the curriculum and teaching facilities, as well as providing the appropriate budget. Finally, the school monitored and evaluated the effectiveness of the local curriculum. Here are the examples of key informants' opinions.

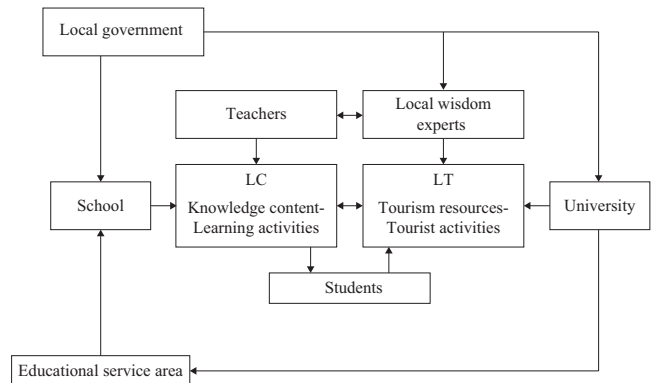


Figure 3 A linkage model showing the relationship between stakeholders in the local curriculum and local tourism development

Table 2 Examples of the coherence between the national curriculum (NC), local curriculum (LC), and the local tourism-based learning sites (LT)

Subject Domain (NC)	Content (NC)	Lesson Topic (LC)	Local Tourism Site (LT)
Sciences	Biological sciences	Parts of flowering plants	Sufficiency economy-based agriculture
	Physical sciences	Mass and weight	Blacksmithing
Arts	Music	Musical instruments	A local dance called Nora, a cultural world heritage
		Local ways of life and local songs and music	
	Dance	Basic dance posture	
Health education	Health promotion and disease prevention	Foods and health products	Thai massage and herbal plants
	Body growth	Muscles and bones	
Thai language	Principles of Thai language	Words	A local dance called Nora (Poetry is a part of Nora dance), a cultural world heritage
History	Thai history	Historical periods and local history	
Social studies, religions, and cultures	Religions, morals, ethics	Ordinance	Wat Wiangsa (old temple with historical relics from the Srivijaya empire era)
English Language	Language and its relation to other subjects	Vocabulary	All five local tourist sites

“It is a responsibility of the school to design a leaning environment where the students will be taught by local or folk philosophers. Local knowledge can be integrated in relevant subjects based on current assessment criteria.”

(Aphichatagul, J., personal communication, February 6, 2023).

“It is possible to encourage teachers to integrate the local knowledge with current subjects’ contents, and we participated in this research project to design a local curriculum. However, we need support, especially financial support from local government agencies to arrange field trips. What we have been doing is inviting local philosophers to the classroom. In this way, it costs us nothing because all local philosophers are willing to support us for free.”

(Unsia, P., personal communication, February 6, 2023).

The role of teachers: Teachers played a significant role in developing the curriculum. They selected the content, designed the learning activities, and evaluated students’ outcomes. At the development stage, the teachers also collaborated with local wisdom experts. The teachers reflected that they needed further support for improvement in designing learning activities. Also, they expressed time concerns because teachers in small schools had to teach many subjects and were also responsible for all administrative work and documentation.

“I designed learning activities by taking students to Wiang temple to learn about local traditions which are related to core subjects of national curriculum called local traditions. Therefore, I think having a local curriculum based on local knowledge can support students’ learning about their own communities.”

(Thanalapsagul, T., personal communication, February 6, 2023).

The role of the community: Local wisdom experts or local wisdom teachers held key roles in the development of the local curriculum and its implementation. They possessed the body of knowledge and, in particular, that of the local variety as described in [Table 2](#). This local knowledge could also be utilized to develop future tourist attractions. They worked together closely with the teachers in designing the learning activities, and also, held teaching roles themselves at the tourism sites. Furthermore, they worked with other groups of community stakeholders, such as parents and local leaders to propose the community’s needs for the school’s consideration.

“Local residents need to be involved and support the local curriculum because it is the way to groom our kids a sense of citizenship. When local people can create jobs and make money from community resources, they will not move out. Furthermore, it can prevent a land sell for outside investors in the long run.”

(Thongnop, S., personal communication, February 6, 2023).

“The integrative local curriculum will be useful when local communities and its stakeholders have been involved. Local philosophers take account as teachers, for examples.”

(Nakkhwan, A., personal communication, February 6, 2023).

The role of students: From observations during the field trip, it was found that some of the grade four students seemed to have the skills of being a local youth guide. Therefore, the derived knowledge from this local curriculum and further training about tour guiding could enhance their opportunities to work with the local wisdom experts in the tourism industry.

The role of the higher education institution: In Suratthani Province, there are two government universities. In the past, the universities were not significantly involved in the Muang Wiang community’s development. However, the results revealed a strong suggestion from the community’s internal stakeholders for the universities to take into account the community’s needs. The universities should be involved in supporting both local curriculum improvement and local tourism development. A range of training courses should be provided according to the community’s needs. Also, the universities could design a field trip for undergraduate students to learn from and about the community.

The role of the education service area office: It was found that the success of using a local curriculum required the educational service area office to connect it with the national curriculum. The educational service area office should work closely with the school to improve the teaching quality of teachers. Most importantly, it should be a major responsibility of the educational office to encourage other schools to create local curricula for other types of community development.

The role of the local government: Finally, the results showed the inadequacy of both teaching equipment and facilities and basic tourist infrastructure in the Muang Wiang community. All groups of stakeholders agreed that it should be the responsibility of the local government to offer support in terms of budget allocation and participation in a school’s goals and policy setting.

At the same time, the local government could also collaborate with the universities on two fronts: Support the universities' projects and nominate the university to a committee for local tourism development.

"The local municipality arranges a range of projects relevant to local wisdoms every year. We invite teachers to participate. For example, we organized a youth local guide project which teachers and students were involved in, and we invited local philosophers as speakers. Obviously, we cannot allocate budget directly to the school; however, we can support the school through our annual projects. Also, we can support transportation to take students to learn at the local philosophers' places."

(Tirapan, J., personal communication, February 6, 2023).

Discussion

The local curriculum designed for the Wat Wiangsa school in the Muang Wiang community contained five specific types of content that met the content standards and objectives based on a linear approach strategy (Wither, 2001). Afterward, learning activities were created by the teachers. The curriculum represented the local community's need to conserve local wisdom as well as to promote local tourism in the future. Among the five types, one was sufficiency economy-based agriculture as is generally found in the core curriculum of Thailand. Two types highlighted the uniqueness of local wisdom in the Muang Wiang community, namely, traditional massage and herbal plants and blacksmithing. The third type was related to a local dance of Southern Thailand, called Nora-a cultural world heritage. These types supported the findings that a local curriculum should embrace the specific identity of each regional culture (Sahasewiyon, 2004). The final type is about the historical relics from the Srivijaya empire era found near a school in Wat Wiangsa. The temple is at the heart of the establishment of local wisdom and the source of the learning activities (Chusorn et al., 2014). Several types of tourism were suggested for the community to be promoted as tourist attractions and activities, e.g. agritourism, wellness, and education tourism.

In terms of the prism of sustainable development model (Stenberg, 2021), the findings from this research highlighted three out of four types of capital of the Muang Wiang community, including man-made, social, and human capital. Therefore, a local tourism-based curriculum was created as a tool to enhance the community's sustainable development in all dimensions.

However, insufficient collaboration from stakeholders was found to be a barrier. This research proposed a model to link stakeholder groups in implementing a designed curriculum to develop local tourism. We considered teachers, wisdom experts, and students as key internal stakeholders of a school's local curriculum. Wisdom experts are the key persons in the community who can lead and encourage the younger generation to participate in and sustain community tourism projects (Ratanapongtra et al., 2020).

Educational service area administrators, local government, and universities located in the province provided prominent external support for the local curriculum-local tourism activities. While the role of the local government as the public sector was identified (Zapata & Hall, 2012), the roles of private organizations are not mentioned in this research. However, public-private collaboration in promoting the learning and teaching of the local community to support local tourism is necessary (Chusorn et al., 2014; Zapata & Hall, 2012). We suggested the university plays a linkage role between these two sectors along with its traditional role of developing tourism skills and knowledge for local people (Ratanapongtra et al., 2020). Also, a positive collaboration should be practiced between the local government and the university in developing a sustainable curriculum (Jamal et al., 2011). Furthermore, a university can work with a school and other local groups to develop local tourism activities and attractions for educational tourism experiences for visitors (Tomasi et al., 2020). Students and local experts should be trained as local guides.

Conclusions and Recommendations

This research resulted in a local curriculum designed to educate local community members at every level about the opportunities to improve the quality of their life, as well as their family, the community, and the country by utilizing local tourism as a tool. The content of the curriculum and the relevant learning activities were the result of local knowledge gained in the community where the school was located. A series of lesson topics defined in the local curriculum was aligned with six subject domains of the national curriculum. At the same time, to support local tourism, five learning stations of local community resources were designated as teaching areas. Furthermore, the integrative model showing the relationship between stakeholders' roles in managing the local curriculum was proposed.

The management implications of the research that was focused on the local curriculum development process along with a management model that supported local tourism were as follows; (1) Besides the basis of learning subjects according to the national curriculum, the content offered in the local curriculum could be used as a basis for the narrative of tour guides; (2) the proposed management model suggested the involvement of all stakeholder groups. Highlighted were the roles of the school's principal and teachers in executing the curriculum. In doing so, the urgent need for financial support from the local government was raised by the school staff and residents; and (3) On a practical note, universities should regularly organize educational trips in the community. Also, the universities could play a bridging role between the community and tourism providers, such as local tour operators and hotels. Tour operators, for example, could use the community's knowledge in designing their new tour programs. The pupils who studied the local curriculum could be involved in tourist activities as local youth guides. According to the integrative local curriculum model, local human resources would be sustainably developed.

Limitations and Recommendations for Future Research

It is acknowledged that this research has a limitation as tourism experts, such as professional tourist guides, destination management company agencies, and local government tourism agencies were not included as informants in the study. However, this issue leads to a recommendation for future research to assess the marketing potentials of local tourism program of Muang Wiang community from both demand and supply sides. In addition, the extension of local curriculum implementation should be applied in other schools to evaluate the effectiveness in terms of students' learning of both local contents and core subjects.

Conflict of Interest

The authors declare that there are no conflicts of interest. This research has been approved for IRB by Prince of Songkla University.

Acknowledgment

This research was funded by the Fundamental Fund year 2022, the Ministry of Higher Education, Science, Research and Innovation.

References

- Addison, A., & Taumoepeau, S. (2016). Tourism's place in the school curriculum: a case study from Tonga. *Open Journal of International Education*, 1(2), 4–28. <http://crie.org.nz/journal/vol1no2/Tourism's%20place%20in%20school%20curriculum.pdf>
- Adiyia, B., & Vanneste, D. (2018). Local tourism value chain linkages as pro-poor tools for regional development in western Uganda. *Development Southern Africa*, 35(2), 210–224. <https://doi.org/10.1080/0376835X.2018.1428529>
- Alonso, A. D., & Nyanjom, J. (2017). Local stakeholders, role and tourism development. *Current Issues in Tourism*, 20(5), 480–496. <https://doi.org/10.1080/13683500.2015.1078782>
- Chatkaewnapanon, Y. & Lee, T. J. (2022). Planning sustainable community-based tourism in the context of Thailand: Community, development, and the foresight tools. *Sustainability*, 14(12), 7413. <https://doi.org/10.3390/su14127413>
- Chusorn, P., Ariratana, W., Chusorn, P. (2014). Strategy challenges the local wisdom applications sustainability in schools. *Procedia-Social and Behavioral Sciences*, 112, 626–634. <https://doi.org/10.1016/j.sbspro.2014.01.1210>
- Cuffy, V., Tribe, J., & Airey, D. (2012). Lifelong learning for tourism. *Annals of Tourism Research*, 39(3), 1402–1424. <http://dx.doi.org/10.1016/j.annals.2012.02.007>
- Dabphet, S. (2012, February). *The key stakeholders in the implementation of sustainable tourism development in two rural towns of Thailand* [Paper presentation]. The International Conference on Tourism, Transport and Logistics Challenges and Opportunities of Increasing Global Connectivity, Paris., France. http://www.ijbts-journal.com/images/main_1366796758/0029-Siripen.pdf
- Dhorsan, A., & Chachuaio, A. M. (2008). The local curriculum in Mozambique: The Santa Rita community school in Xinavane. *Prospects*, 38, 199–213. <http://dx.doi.org/10.1007/s11125-008-9068-8>
- Fakfare, P., Lee, J. S., & Han, H. (2022). Thailand tourism: A systematic review. *Journal of Travel & Tourism Marketing*, 39(2), 188–214. <https://doi.org/10.1080/10548408.2022.2061674>
- Fidgeon, P.R. (2010). Tourism education and curriculum design: A time for consolidation and review? *Tourism Management*, 31(6), 699–723. <https://doi.org/10.1016/j.tourman.2010.05.019>
- Goodwin, H., & Santilli, R. (2009). *Community-based tourism: A success?* ICRT Occasional paper No. 11. <https://www.andamandiscoveries.com/press/press-harold-goodwin.pdf>
- Haven-Tang, C., & Jones, E. (2012). Local leadership for rural tourism development: A case study of Adventa, Monmouthshire, UK. *Tourism management perspectives*, 4, 28–35. <https://doi.org/10.1016/j.tmp.2012.04.006>
- Jamal, T., Tailon, J., & Dredge, D. (2011) Sustainable tourism pedagogy and academic community collaboration: A progressive service-learning approach. *Tourism and Hospitality Research*, 11(2), 133–147. <https://doi.org/10.1057/thr.2011.3>
- Jamieson, S. (2016). Analyse qualitative data. *Education for Primary Care*, 27(5), 398–402. <https://doi.org/10.1080/14739879.2016.1217430>
- Jatuporn, O. (2023). Local curriculum as cultural practices for Lanna-ness identity under place-based education reform policy in Chiang Mai, Thailand. *Journal of Mekong Societies*, 19(1), 45–67. <https://so03.tci-thaijo.org/index.php/mekongjournal/article/view/258242/177531>
- Jatuporn, O. (2022). Discursive practices of local curriculum development discourse perspectives of teachers and school principals under the place-based educational reform movement. *Kasetsart Journal of Social Sciences*, 43(4), 797–804. <https://doi.org/10.34044/j.kjss.2022.43.4.01>

- Jennings, N. E. (2000). Standards and local curriculum: A zero-sum game? *Journal of Research in Rural Education*, 16(3), 193–201. <https://eric.ed.gov/?id=EJ628532>
- Jungeck, S., & Kajornsins, B. (2003). “Thai wisdom” and globalization: Negotiating the global and the local in Thailand’s national education reform. In K. M. Anderson-Levitt (Ed.) *Local meanings, global schooling: Anthropology and world culture theory* (pp. 27–49). Palgrave Macmillan US. https://doi.org/10.1057/9781403980359_2
- Kim, S., Kang, Y., Park, J. -H., & Kang, S. -E. (2021). The impact of residents’ participation on their support for tourism development at a community-level destination. *Sustainability*, 13(9), 4789. <https://doi.org/10.3390/su13094789>
- Kokkranikal, J. J., & Baum, T. (2002). Human resources development for tourism in rural communities: A case study of Kerala. *Asia Pacific Journal of Tourism Research*, 7(2), 64–76. <https://doi.org/10.1080/10941660208722119>
- Liu, C., Dou, X., Li, J., & Cai, L. A. (2020). Analyzing government’s role in rural tourism development: An empirical investigation from China. *Journal of Rural Studies*, 79, 177–188. <https://doi.org/10.1016/j.jrurstud.2020.08.046>
- MacDonald, C. (2012). Understanding participatory action research: A qualitative research methodology option. *The Canadian Journal of Action Research*, 13(2), 34–50. <https://doi.org/10.33524/cjar.v13i2.37>
- Malihah, E., & Setiyorini, H. P. D. (2014, October 27–28). *Tourism education and edu-tourism development: Sustainable tourism development perspective in education* [Paper presentation]. The 1st International Seminar on Tourism (ISOT), Bandung, Indonesia. <https://s3.amazonaws.com/academia.edu.documents/53287124>
- Muganda, M., Sirima, A., & Ezra, P. M. (2013). The role of local communities in tourism development: Grassroots perspectives from Tanzania. *Journal of Human Ecology*, 41(1), 53–66. <https://doi.org/10.31901/24566608.2013/41.1.07>
- Naipinit, A., & Maneenetr, T. (2010). Community participation in tourism management in Busai village homestay, Wangnamkheo district, Nakhon Ratchasima province, Thailand. *International Business & Economics Research Journal (IBER)*, 9(1), 103–110. <https://doi.org/10.19030/iber.v9i1.511>
- Nations online. (2021). *Political map of Thailand*. https://www.nationsonline.org/oneworld/map/thailand-region-map.htm#google_vignette
- Nilgumhaeng, R., Sattayanuchit, W., & Pansukum, S. (2020, April 23). *The concept of using the local identity for tourism promotion in Nakhon Ratchasima province (Khorat), Thailand* [Paper presentation]. The 2nd China-ASEAN International Conference 2020 & The 2nd International Conference on Tourism, Business, & Social Sciences 2020, Bangkok, Thailand. <https://doi.org/10.6947/caicictbs.202004.0071>
- Pongponrat, K. (2011). Participatory management process in local tourism development: A case study on fisherman village on Samui Island, Thailand. *Asia Pacific Journal of Tourism Research*, 16(1), 57–73. <https://doi.org/10.1080/10941665.2011.539391>
- Pongponrat, K., & Chantradoan, N. J. (2012). Mechanism of social capital in community tourism participatory planning in Samui Island, Thailand. *Tourismos*, 7(1), 339–349. <https://doi.org/10.26215/tourismos.v7i1.272>
- Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care: Analysing qualitative data. *BMJ: British Medical Journal*, 320(7227), 114–116. <https://doi.org/10.1136/bmj.320.7227.114>
- Ratanapongtra, T., Khamkerd, T., Kongdit, K., & Nawatnatee, T. (2020). Value creation of local identity in Thailand: Marketing promotion for enhancing community-based cultural tourism. *International Journal of Innovation, Creativity and Change*, 13(6), 475–488. https://ijicc.net/images/vol_13/Iss_6/13649_Ratanapongtra_2020_E_R.pdf
- Reina-Usuga, L., Camino, F., Gomez-Casero, G., & Alba, C. A. J. (2024). Rural tourism initiatives and their relationship to collaborative governance and perceived value: A review of recent research and trends. *Journal of Destination Marketing & Management*, 34, 100926. <https://doi.org/10.1016/j.jdmm.2024.100926>
- Sahasewiyon, K. (2004). Working locally as a true professional: Case studies in the development of local curriculum. *Educational Action Research*, 12(4), 493–514. <https://doi.org/10.1080/09650790400200265>
- Sangchumnon, A. (2019). Development of a sustainable tourist destination based on the creative economy: A case study of Klong Kone Mangrove Community, Thailand. *Kasetsart Journal of Social Sciences*, 40(3), 642–649. <http://doi.org/10.1016/j.kjss.2018.02.002>
- Senyao, S., & Ha, S. (2022). How social media influences resident participation in rural tourism development: A case study of Tunda in Tibet. *Journal of Tourism and Cultural Change*, 20(3), 386–405. <https://doi.org/10.1080/14766825.2020.1849244>
- Soltani, A., Pieters, J., Young, J., & Sun, Z. (2018). Exploring city branding strategies and their impacts on local tourism success, the case study of Kumamoto Prefecture, Japan. *Asia Pacific Journal of Tourism Research*, 23(2), 158–169. <https://doi.org/10.1080/10941665.2017.1410195>
- Stenberg, J. (2021). *Bridging gaps: Sustainable development and local democracy processes* (Report No. 001:3). Chalmers architecture. https://www.researchgate.net/publication/370591301_Bridging_Gaps_-_Sustainable_Development_and_Local_Democracy_Processes
- Suanpang, P., Jainan, A., Thanyakit, S., Chuamsompong, B., & Boonrattanakitibhumi, C. (2022). Decoding the body of knowledge in food cultural identity in UNESCO world heritage for local curriculum development to support gastronomy tourism. *Journal of Positive School Psychology*, 6(6), 2760–2774. <https://journalppw.com/index.php/jpsp/article/download/7724/5054/8956>
- Thai Tour Infor. (2022). *Map of Surathani*. <https://www.thai-tour.com/map/surathani>
- Tomasi, S., Paviotti, G., & Cavicchi, A. (2020). Educational Tourism and Local Development: The role of universities. *Sustainability*, 12(17), 6766. <https://doi.org/10.3390/su12176766>
- Tregua, M., D’Auria, A., & Marano-Marcolini, C. (2018). Oleotourism: Local actors for local tourism development. *Sustainability*, 10(5), 1492. <https://doi.org/10.3390/su10051492>
- Yu, C. -P., Cole, S. T., & Chancellor, C. (2018). Resident support for tourism development in rural midwestern (USA) communities: Perceived tourism impacts and community quality of life perspective. *Sustainability*, 10(3), 802. <https://doi.org/10.3390/su10030802>
- Wallace, M., & Athamesara, R. (2004). The Thai community curriculum as a model for multicultural education. *International Education Journal*, 5(1), 50–64. <https://files.eric.ed.gov/fulltext/EJ903836.pdf>
- Wijijayanti, T., Agustina, Y., Winarno, A., Istanti, L. N., & Dharma, B. A. (2020). Rural tourism: A local economic development. *Australasian Accounting, Business and Finance Journal*, 14(1), 5–13. <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=2049&context=aabfj>
- Wither, S. E. (2001, April 10–14). *Local Curriculum Development: A case study* [Paper presentation]. The Annual Meeting of the American Educational Research Association, Seattle, United States. <https://files.eric.ed.gov/fulltext/ED456022.pdf>
- Zapata, M. J., & Hall, C. M. (2012). Public-private collaboration in the tourism sector: Balancing legitimacy and effectiveness in local tourism partnerships. The Spanish case. *Journal of Policy Research in Tourism, Leisure and Events*, 4(1), 61–83. <https://doi.org/10.1080/19407963.2011.634069>