The Sustainability of Students’ Development on Sufficiency Economy Philosophy (SEP)

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Abstract. The aims of this research are: to study the current and desirable states of the sustainability students’ development on sufficiency economy philosophy in school; to develop model of sustainability students ‘development on sufficiency economy philosophy for schools under the office of secondary educational area. Mixed - methods research approach is used consisted of four steps as follows: (1) study of 126 schools; (2) construction of a model; (3) verification of the model by 30 experts; (4) an evaluation of the model by a focus group of 15 experts, followed by final adjustments to the model. The research instruments are a questionnaire and an evaluation form. The data were analyzed by content analysis and descriptive statistics. The research results are as follows: The overall of current and desirable states of the sustainability students ‘development on sufficiency economy philosophy in school at high level and at the highest level respectively. Furthermore, the model is composed of four parts: The first part is the model of the sustainability students’ development. The second part is the principle and objective of model. The third part is an implementation process which consisted of four factors. They are management, curriculum development, teacher developments and students’ activities. The fourth part are conditions of implementing and success.

1. Background

Education, as key to human resource development, is a major focus of the King’s Philosophy. Access to education is cited as a vehicle towards economic and political stability, reduction of inequalities and a better
quality of life. Moreover, attention is given particularly to education for the underprivileged, rural and remote border areas, as well as hill tribes. In addition to schools, vocational skills development is supported by various sectors, including royal initiatives. Fostering ethics and morals, especially amongst the youth, is also regarded as an important element in the King’s Philosophy, and of SEP.

Additional efforts by the Government are aimed at education reform. They seek to engender analytical skill, imagination and creativity, inquisitive minds and necessary career skills. A notable focus is on reducing of classroom hours in favor of practical or activities-based learning, and renewed emphasis on English language learning. Through using of information technology, distance learning will also be enhanced.

Education for Sustainable Development ESD on UNESCO publication presents an overview of ESD and highlights key issues, trends, and challenges related to ESD policy and practice. Topics include key ESD competencies and themes, policy, changes in the learning environment, teacher training, youth as lead actors, scaling-up action, and the monitoring of progress towards SDG Target 4.7. It is aimed at providing policy-makers, educators, and other stakeholders with state-of-the-art analyses of ESD and associated issues. [1]

Office of the Education Council. [2] Lifelong learning centers are being established for SEP and New Theory Agriculture, as well as democracy and development education, which will reach out to the elderly and disabled, as well as women and children. The building of general knowledge, especially through reading, has also been encouraged.

The Ministry of Education also accepted the King's philosophy of sufficiency economy and taken as its policy and promoted it throughout all the schools in Thailand. This is to directly apply the sufficiency economy concept into the school context for the beneficial of social community. This policy has been convinced the public to change their paradigm of living conditions that is to live under sufficiency economy philosophy. The network for exchanging experience was also encouraging to lead to sustainable development as the end results Sumet [3] (The aims of the school implementation were to mobilize the sufficiency economy philosophy under educational perspective. The educational perspectives include encouraging the schools and educational personnel from various levels either formal or informal education system to integrate the mentioned philosophy into their administrative work and students' development appropriately. According to the launch of the 2008 curriculum which targeting on learners' development so that they are equipped with standard knowledge, critical thinking, desired characteristics as well as their hard skills and soft skills. The curriculum also emphasized on desired characteristics corresponded to the philosophy of sufficiency economy.

The Thai Ministry of Education has announced the second decade of educational reform (2000-2019) that focusing to develop: (1) quality of Thai citizen in a new era; (2) new breed of teachers; (3) school quality and learning resource encompassed formal, non-formal and informal education system as well as being a source of lifelong learning development, and (4) new approach for administrative management which emphasized on power distribution and the participation from parents, community, private agency and every involved sector. This is to promote an effective style of administrative management with good governance, transparent, justice and accountability. By implementing the new style of administrative management.

Sustainable development is not only about education. It is also about agriculture, transport, energy, climate change, consumption. Therefore, if we ever want education for sustainable development to succeed, we need to take these wide-ranging issues into account. Moreover, education for sustainable development is not only a matter for teachers in formal education. It is far more than that. Real education for sustainable development can be practiced every day, such as making one aware of how much water one consumes.
when turning on the water tap to brush one’s teeth in the morning, or questioning the usage of private transportation in cities where public transportation is widely available. It can be applied when we choose to buy a product from the supermarket – instead of using the local weekly market – and when we switch off the lights in the office when we go home. Education for sustainable development is about education for sustainable living.

2. Literature reviewed

2.1 Sufficiency Economy

“Sufficiency Economy” is a philosophy conceived and developed by His Majesty King Bhumibol Adulyadej of Thailand as a guideline for improving the lives of the Thai people, enhancing people to become more sustainable and stronger. With the high recognition from international communities as the worthy guidance for living, Sufficiency Economy Philosophy is a knowledge that creates and enhances the equal and sustainable development and brings more balance to the changing in this globalized era with the application through more than 4,000 royal-initiated projects as the model for Thai people in profession and in living. Sufficiency Economy Philosophy is one of the knowledge that promotes sustainability and is accepted as a generalized principle. With that it is generally accepted that Sufficiency Economy is the Science of the King.

2.2 Teacher Professional Development for Learning Organization on Sufficiency Economy

Paitoon Sinlarat [4] points out that teachers are the key factors affecting the change in schools. Therefore, teacher development is a key factor in order to organize learning substances to correspond to the mentioned philosophy. When teachers have sufficient knowledge in curriculum management, it would lead to improve students’ quality. The current situation in Thailand showed that there are 10,877 schools which have less than 120 students that categorized as small schools.

To understand the learning and teaching situations, the purposes of this study are to develop teacher professional for learning organization on sufficiency economy in small schools as well as to develop principals and teachers' concepts about learning organization on sufficient economy.

Education for Sustainable Development (ESD) is acknowledged as an important driver of change, empowering learners to take the decisions and actions needed to build a just and economically viable society respectful of both the environment and cultural diversity. This type of education addresses learning content and outcomes, innovative pedagogy and 'learning by doing', and uses a whole-school approach to engage communities in achieving sustainable change. This publication explores key issues related to ESD policy and practice with the aim of helping to accelerate the reorientation of education towards achieving a sustainable and resilient world. Topics include key ESD competencies and themes, policy, changes in the learning environment, teacher training, youth as lead actors, scaling-up action, and the monitoring of progress towards Target 4.7 of Sustainable Development Goal 4. ESD is explicitly mentioned in this target, which aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development and is understood as an important means to achieve all the other 16 SDGs.

Walter Leal Filho [5] shows how sustainable development is not new and there is at present a plethora of texts, declarations and resolutions paving the way for its further promotion, but with a limited degree of success, time is now ripe for the development of new approaches, methods and means to further the cause of sustainability in a higher education context, without being trapped in conceptual debates. Following up the research mentioned, the findings of the paper may illustrate how much higher education institutions can achieve by pursuing applied sustainable development initiatives. The originality and value of this paper...
may present the principle of “applied sustainable development”, an action-oriented and practice-based approach, where principles of sustainable development are put into practice, leading to concrete outputs and tangible results.

2.3 Conceptual Framework

3. Methodology

The sustainability students’ development on sufficiency economy philosophy for schools under the office of secondary educational area. Using mixed-methods research approach that is consisted of four steps as follows: (1) study of 126 schools; (2) construction of a model; (3) verification of the model by 30 experts; (4) an evaluation of the model by a focus group of 15 experts, followed by final adjustments to the model. The research instruments were a questionnaire and an evaluation form. The data were analyzed by content analysis and descriptive statistics.

4. Research Results
The research results were as follows: (1) The overall of current and desirable states of the sustainability students’ development on sufficiency economy philosophy in school at high level and at the highest level respectively. (2) The model was composed of four parts: The first part the name of model was “the sustainability students’ development on Sufficiency Economy Philosophy (SEP)” . The second part was the principle and objective of model. The third part was an implementation process which consisted of four factors. They were management, curriculum development, teacher developments and students’ activities. The fourth part were conditions of implementing and success was an accomplished follows: to drive the sufficiency economy; to develop the curriculum, and study the findings of curriculum usage; to evaluate the curriculum in Instructional Management Technique for developing one’s Life Skill by using the Integrated Instruction, the cooperative Learning, the work Project or work based learning. In addition, sustainability is an importance discipline, giving students and graduates insights into the most aspects of the human world from Economy to technology to environment and the social sciences. As this paper to accord the research of Applied Sustainable Development: A Way Forward in Promoting Sustainable Development in Higher Education Institutions. [6] The findings of the paper illustrate how much higher education institutions can achieve by pursuing applied sustainable development initiatives.

5. Conclusion

The originality and value of this paper presents the principle of “applied sustainable development”, an action-oriented and practice-based approach, where principles of sustainable development are put into practice, leading to concrete outputs and tangible results. The purpose of the paper is since the discussions on sustainable development are not new and there is at present a plethora of texts, declarations and resolutions paving the way for its further promotion, but with a limited degree of success, time is now ripe for the development of new approaches, methods and means to further the cause of sustainability in a higher education context, without being trapped in conceptual debates, the dimension to sustainability as a whole and in education for sustainable development in particular. This is not to say that current approaches are not efficient (even though many of them are not!), but the message is that applied sustainability as a method, a strategy and as a way of thinking, allows a better understanding of the implications of sustainability principles, and smoother implementation of them into practice.

The examples outlined in this paper show how much can be achieved by adopting a pragmatic approach, as defended by applied sustainability, via which the various inconsistencies and ambivalences seen in connecting the theory and practice of sustainability – which have been common in the past – may be avoided. Applied sustainability can not only foster sustainability learning in specific contexts, but also guide future decisions where social, economic and ecological aspects may come hand in hand. [7]

Also SEP make efficient decision by considering the impact on oneself, society, and environment, be able to apply for usefulness as well as live in society sufficiently, and be happy sustainable throughout the time based on Sufficiency Economy Philosophy and make sure the student receive the best education possible in school.

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