CULTIVATING A SUFFICIENCY-MINDSET IN THAI SCHOOLS

Priyanut Dharmapiya, PhD
Sufficiency School Centre, Foundation of Virtuous Youth
173 Nakorn Ratchasima Road, Dusit, Bangkok 10300, Thailand
Email: priyanut.d@vyouth.org

Molraudee Saratun, PhD
College of Management, Mahidol University
69 Vipawadee Rangsit Road, Phayathai, Bangkok 10400, Thailand
Email: molraudee.sar@mahidol.ac.th
This chapter describes the rise of the sufficiency-based school movement in Thailand, which is an application of the Sustainable Economy Philosophy (SEP) to education. There is now a process of certification for sufficiency schools, and for Sufficiency Educational Learning Centres (SELCs), which are schools able to offer teaching, advice, mentoring and supervision to schools intending to become sufficiency-based.

By June, 2014, there were 14,580 sufficiency-based schools in Thailand, and the number is growing. Sixty-eight of these schools have qualified as SELCs as of March 2015.

The processes of establishment, assessment and encouragement of such schools is discussed.

The authors report on a qualitative investigation of nine SELCs. While this is a study of the “best practices,” it does provide a picture of how these schools work, and their benefit to students, their families and communities, and the country as a whole. Preliminary results are discussed.

Thai sufficiency-based schools are part of a global movement toward incorporating sustainability into education. There is a brief comparison to other, similar movements.
Thailand National Human Development Report (NHDR) 2007

According to Thailand NHDR (2007) by UNDP, SEP considers people and their wellbeing as central, which is necessary to human development, and that the human-centred approach to development has been continuously practiced in all royal initiatives.

The NHDR 2007 identified SEP’s two key roles in human development. It is a framework for analysing situations, identifying objectives, setting plans and decision-making to achieve sustainability and wellbeing. Second, it emphasises mental and spiritual development as integral to all kinds of development. The report states that SEP demands a transformation of values and mind-set that are necessary for human advancement.

Training in Sufficiency thinking had been integrated into the school curriculum in Thailand, from primary to higher secondary, with emphasis on learning from practical experience. The Report suggests more application of SEP in education, and cultivation of the sufficiency mind-set in youth, with several interesting action points: expanding the application of Sufficiency principles in the management and administration of schools, and providing social recognition for leaders or role models of the Sufficiency Economy.

Sufficiency-based education for sustainability

In Thailand, determined efforts have been made to introduce SEP in schools to lay a solid foundation for society. The Ministry of Education has integrated sufficiency economy principles into its national basic curriculum. The concept of a sufficiency-based school has been established, in which SEP guides administration, classroom lessons, and actual practice of decision-making by children. Also, educational supervisors receive extensive training to assist personnel at all levels to apply sufficiency principles in their daily lives and work duties.

At present, out of almost 40,000 Thai schools, over 14,000 are successfully implementing the sufficiency-based curriculum. Youth with a sufficiency mind-set have special characteristics. They are more moderate in material consumption, but generous in sharing with others. Both teachers and students gain knowledge and insight while developing their own self-reliance. They are more prudent and balanced in managing their lives, and have greater resilience. The intended effect is to serve the nation’s sustainable development. Also, schools using sufficiency principles are more efficient and effective (Sufficiency School Centre, 2015).

This chapter discusses how Thai schools have integrated sufficiency thinking in management and learning. It describes the sufficiency-based curriculum, the establishment of sufficiency-based schools, and the development of sufficiency education learning centres.
The promotion of SEP in the Thai education sector aims to encourage students to practise sufficiency thinking in their daily lives from an early age, so they can live a self-reliant and balanced life. In 2001, a single subject on SEP was included in the national curriculum. In 2008, this was expanded to integrate sufficiency principles into all basic education. However, classroom teaching is insufficient to change thinking and action. The whole school approach requires applying sufficiency thinking in all school activities, including management, student activities, and community relations. Role models who share good practices are essential for mind-set cultivation and behaviour development (Rogers, 2000; Berends, 2002). The establishment of sufficiency-based schools and their assessment system by the Minister of Education strongly drive sufficiency education in Thailand.

Graduates of sufficiency-based schools can lead a balanced life and are resilient to any challenge. They are expected to use their knowledge and wisdom in their own interests and those of the public at large, both now and in the future. The path of integrating sufficiency thinking into Thai schools is, however, a learning process, but with strong faith in sufficiency-based human development.

Promote sufficiency principles in education from an early stage

In 1997, the Ministry of Education planned to apply SEP in education. By 1999, an “agricultural New Theory project in school” was established, to create self-reliance in managing the school lunch program. Students learned to sustainably manage soil, land and natural resources, while developing moral values, and creating teamwork skills. The activity nurtured youth to see value in living in balance with nature and engaging in social activities.

In 1999, SEP became the official guiding principle of national development. A textbook was published for the Society, Religion and Culture subject, and officially part of the curriculum from 2001. All students were required to understand and manage resources of production and consumption by the end of their course, to allow the efficient and effective use of limited resources; and understanding the principles of SEP to achieve a balanced life. Unfortunately, educational officers and particularly teachers have not understood the concept well, and mainly taught SEP within the narrow framework of the agricultural New Theory.

Meanwhile, the Sub-committee on promoting SEP (2004-2007) under the National Economic and Social Development Board worked collaboratively with several agencies and the Ministry of Education, to drive SEP in education, aiming at disseminating accurate knowledge of SEP.
Teaching and learning tools of SEP to support the 2001 basic curriculum

The first essential task was to educate teachers to understand deeply SEP. Various activities were carried out to develop learning tools in classes, and support extracurricular student club activities.

The Sub-committee on promoting the SEP (SC-SEP) launched an essay contest in 2004 at every educational level, with the theme, Good Practices in Applying SEP. This project aimed at raising youngsters’ interest in SEP. The results showed that most children associated SEP with agricultural New Theory, especially in managing land and natural resources, while few understood the concept of SEP as decision making principles. This misapprehension needed to be corrected.

In 2005, a pilot project introduced SEP in nine volunteer schools, which offered sufficiency-based learning in classes, and integrated the philosophy into school management. Their staff were trained to systematically introduce the philosophy.

Later that year, a contest on Teaching media — fundamentals of learning SEP was organised for all levels of education. It focused on content and method of teaching SEP in classrooms, seeking teaching practices to create correct understanding and appropriate concepts for use in schools. Submissions ranged from books, educational texts for outside-classroom activities, a resource management model, to an e-learning CD. However, these teaching media could not be generally adopted: one size cannot fit all!

Framework for sufficiency learning activities

More productive way to teach SEP is to produce good examples of classroom lessons appropriate to each level, and all subjects of the curriculum. In 2006, the SC-SEP and the Ministry of Education organised a workshop for teacher volunteers to develop examples of teaching media at different levels. Over 100 teachers from all regions of the country cooperated with educational experts in creating lesson plans for different teaching situations.

This resulted in two sets of materials.

1. Contextual framework for SEP learning activities emphasise an understanding of SEP, and applicability in daily life at different levels:
   - Lower Primary: household.
   - Higher Primary: group/school.
   - Lower Secondary: community level, locality, province.
   - Higher secondary: country and global.

2. Examples of lesson plans for comprehensive SEP learning at every level and for every subject matter, produced in 2007 as an e-book for all schools in the country.

A political change in 2006 led the government to declare SEP as its main policy, while the NESDB incorporated the philosophy into subsequent national development plans. Therefore, the educational sector boosted SEP learning as required by the curricula, with practical examples of lesson plans for SEP learning.
Promote sufficiency principles in education from an early stage

The current curriculum, specified in 2008, is designed to develop students to be moral, ethical, with desirable values, disciplined, practicing their own faith, by embracing SEP in everyday life. SEP is integrated into eight academic subjects. The teaching of these subjects emphasises the following:

Grade 1 (G1): Learning self-reliance in daily life; sharing with family and friends; saving behaviour.

G2: Family spending analysis; expense reduction; economical spending.
G3: Helpful, generous, monetary and in-kind sharing.
G4: Household accounting survey; practise SEP-based cooperation.
G5: SEP applications in school cooperative system.
G6: Practice SEP-based school activities; School situation analysis based on SEP.
G7: Community status and its social capital analysis; community history and current problems survey; seeking SEP methodology to solve community problems.
G8: Cooperation in local community; applying cooperation to daily life; SEP community case study.
G9: SEP’s application in community development.
G10: Background of SEP concept and royal speech about SEP.
G11: Understanding and application of SEP in economic and social development
G12: Universal understanding and application of SEP.

Learning activities based on curriculum

Teachers of other subjects are required to use several techniques to integrate SEP into learning activities, and create conditions conducive to sufficiency-mindset.

Most popular is the “QPAR model”, developed by the Ministry of Education’s SEP working group. It is a cycle of learning, requiring head-heart-hand related activities for balanced learning through real practice, such as assignments, lab-tests, or projects.

Question: Teachers are required to ask questions within the framework of SEP when designing learning activities, e.g.

• What are we attempting to do?
• Why are we doing this?
• What will be the results if we do this?
• Are we ready to do this?
• What fundamental ethics will lead to success?
• Do we know enough to do the work?
• If not, what type of knowledge do we still need? How can we learn it?
• How will we do this? What is the sequence of actions?
• Are there risks and obstacles?

Plan: Students are encouraged to plan together, learning how to assess and choose among different work-plans and sequences before acting.

Action: Sufficiency-based learning is through real experiences and practices, teaching students how to utilise sufficiency principles in acting with cautiousness, mindfulness, diligence, perseverance, etc.
Reflection: After lessons or activities, students are required to reflect on what they learned, what they hadn’t understood, or evaluate the project through the SEP framework. This process is important to nurture the sufficiency mind-set through evaluating benefits and values of the SEP.

Integrated in extracurricular student activities

For students to practice applying SEP in decision making in schools requires real-life projects to learn through experience. The process of conducting the activities must be moderate, and suit students’ capabilities and the school’s environment. Projects are assessed by examining whether students applied knowledge reasonably, with prudence and carefulness, extent of self-reliance, and school and community benefits of the project.

SEP-related projects need to fit the location and local culture, apply knowledge with prudence based on morality, be well planned including risk assessment, and involve a learning process that develops morality and life skills.

Nevertheless, even this is insufficient for cultivating the sufficiency character. Research has shown that behavioural education also needs an enabling environment, a suitable school culture, and role models (Wals, 2012; Henderson & Tilbury, 2004). Sufficiency-based curriculum is necessary, but not sufficient to cultivate suitable mind-set and behaviour. We need a whole school approach.

Establishment of Sufficiency-Based Schools

Teaching students to live based on SEP needs a school management in accordance with its principles, including the physical environment, a culture of sharing, community and societal values, and role models. The promotion of sufficiency thinking in all aspects of a school is necessary: a transformation of values and mind-set.

For example, headmasters are expected to apply sufficiency principles in budgeting, utilisation of school resources, designing learning and student activities. Students in this environment are more likely to accept a sufficiency mind-set as normal, enabling them to work and live in a balanced way, ready for any challenge.

Whole-school approach to developing sufficiency mind-set and behaviour

To sustainably integrate SEP into education, it must guide all aspects of school life, including administration, teaching, and everyday behaviour. A “sufficiency-based school” should result in sufficiency-practising students. Enabling this concept, the Ministry of Education and relevant agencies urged administrators to use SEP to guide their work, including professional development of all staff, so they could model sufficiency living. Since 2006, SEP training has been available throughout Thailand to district managers, school directors, lecturers and teachers. SP-SEP coordinates the networking, organises seminars and conferences, and has created a school profile and database system. Therefore, SEP can be adopted into all educational activities. A sufficiency-based school is a normal basic education school, using SEP as a decision-making and practice framework.

SEP is integrated into a school vision, and all aspects of policy and management. Administrators and teachers apply His Majesty the King’s working principles, e.g. “burst from within”, “simple and economical”, “public rather than private interest.” Administrators emphasise participation, honesty, harmony, prudence and ethics.
Characteristics of sufficiency-based school activities

Students acquire a specific way of thinking and acting in a sufficiency-inducing learning environment. The expectation to live according to SEP entails the adoption of the three principles and two conditions to guide all aspects of thinking, planning, decision-making and behaviour within a framework of balanced development in four dimensions. They learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. The whole school approach enables learning and practice of SEP-based living, following role models who include teachers, school management and community members.

Sufficiency-based school activities fall into four categories based on SEP goals, which emphasise balanced development among economic activities, teamwork, environment, and culture:

1) Material and economic related activities

   These are designed to train students to handle money and material resources in a prudent, moderate, realistic manner that allows for the unexpected, e.g.,
   • Keeping an income-expenditure balance sheet; adapting spending behaviour towards moderation, with awareness of cause and effect; developing skills to be financially self-reliant and sufficient.
   • Saving activities through cooperative and saving group initiatives in school.
   • Economical use of resources like water, electricity and fuel.
   • Food self-sufficiency in school, involving school lunch programs and integrated farming, extending to households and community.

2) Social-team related activities

   This type of activities prepares students to be good citizens; being civic-minded; valuing public- beyond self-interest. Activities focus on cooperation, rather than a narrow-minded self-centredness. Teamwork activities and community development are the main ways of practising necessary social skills such as responsibility, discipline, lawful behaviour, and social ethics like sharing, generosity, and honesty. Examples are:
   • Moral development programs: in Buddhist areas chanting, meditation, observing precepts, listening to dharma talks and other religious activities.
   • School and community development work integrated with classroom lessons and student activities: daily school cleaning, community big cleaning day, and volunteer assistance to senior citizens in the community.
   • Loyalty to nation and monarch, historic and religious site conservation and renovation.
3) Environmental conservation activities

Students learn to value natural resources: soil, water, forest, air, renewable energy etc., while cooperating in team activities to preserve the environment and reduce unnecessary consumption of resources. This is critical in motivating children to care for the environment. In Thailand, most such activities involve study of royal development works and projects intended to solve local problems. Examples are:

- Learning from royal development works in environmental conservation and restoration, e.g. tree planting, dam building, and soil stabilisation.
- 3Rs (reduce, reuse, recycle) within the school and community.
- Promotion of environment-friendly knowledge management.

4) Cultural activities

Most cultural activities occur outside school through connection with community, and local cultural treasures. Students learn about local and national values, and wisdom inherited through generations. They cultivate pride in their nation, understanding the root of self and community, while participating in conserving and preserving cultural treasures. Examples are:

- Understanding applications of local wisdom, while developing pride in local traditions.
- Learning about Thai cultural inheritance, Thai and local culture and etiquette, ancient site conservation.
- Respecting different cultures, and practice of living in harmony in a culturally diverse society.

### Sufficiency-based school assessment

The Ministry of Education has collaborated with various organisations to develop formal assessment standards for the title “Sufficiency-based School”. These standards have five components, examining school administration, teaching and learning management, student development activities, personnel development, and holistic assessment of results. In 2007, 135 schools were certified as “Sufficiency-based Schools” from the Minister of Education. By 2009, the number had reached 1261.

In 2008, a workshop among the 135 qualifying schools, then a survey of the 1261 schools in 2010, found the following commonalities:

1) Adopting SEP in all aspects of administration policy, budgeting, personnel management, premises, and community relations.

2) A teaching and learning process that embraces SEP in all subjects areas, at all levels.

3) A variety of student activities relevant to the social circumstances of the school, aimed at promoting SEP.

4) On-going training of personnel regarding SEP.

5) Physical school facilities that facilitate a sufficiency lifestyle, e.g. maintaining a clean, green and safe environment, saving resources and using them less wastefully. with one representative administrator, teacher and student.

As of June, 2014, there are 14,580 sufficiency-based schools all over Thailand.
Sufficiency Educational Learning Centres

Many early sufficiency-based schools provided encouragement and mentoring to other schools. Various agencies have facilitated voluntary learning exchanges and academic networking. This has assisted school administrators and staff in gaining a better understanding of SEP, and how to create a school culture and environment conducive to sufficiency-based learning as a whole school approach. Teachers were encouraged to be role models, and to plan lessons that enable students to adopt the philosophy in their daily life. This raised students’ awareness of the benefits of practising SEP.

In 2010, the Ministry of Education, collaborating with many other agencies, designated certain schools as Sufficiency Educational Learning Centres (SELCs). A committee of the Ministry has designed assessment processes, and guidelines for meeting them. A national SELC assessment committee systematically evaluates schools. To date, 68 have qualified as SELCs.

A SELC is a sufficiency-based school that assists other schools wishing to qualify. They are self-reliant models of best practice in integrating sufficiency principles into whole-school activities. SELC staff and students offer coaching and supervision to others. SELCs host study tours and workshops to teachers, school administrators, and student leaders, from within Thailand and abroad. An essential assessment indicator to qualify as a SELC is evidence of having assisted and supervised at least one other school on its path to becoming sufficiency-based.

The Office of the Basic Education Commission has the policy of expanding SELC to cover all regions to successfully produce students with sufficiency mindset and behaviour in accordance with the national curriculum.

Characteristics of Sufficiency Educational Learning Centres

We conducted qualitative research in 2014 to study the characteristics of SELCs to facilitate expansion of SEP promotion in education. We selected 9 SELCs, ensuring variation in school type and size, rural/urban, Buddhist/Christian/Muslim, Thai/other races, wealth. Data sources were documents, school visits, school meeting observation, and interviews with school leaders, administrators, teachers, students and community members. Documents analysed included SEP movement in school reports, schools’ training and development documents, schools’ quality assessment reports, schools’ project reports and documents, school curriculums, and teaching plans. Content analysis through identifying any emerging themes from the data was used to discover the following characteristics of a SELC.

(1) Preparation systematically integrates SEP in whole-school activities, including staff preparation to cooperatively establish the process. Preparation has 5 dimensions:

a. Readiness of school administrators to lead the SEP movement. These leaders share faith in SEP, and are inspired by it. They understand sufficiency principles and practices in their work and daily lives. They lead by action. Most use a participatory management process to drive changes, and respond to change flexibly.

b. Readiness of teachers. They are keen to share their knowledge of SEP. Most understand the concept well, apply the sufficiency principles in their classroom lessons, and practice them in their daily lives.
c. Assistance for students to learn in accordance with their abilities. Activities are designed and operated carefully to suit the school situation. Examples are to improve physical health through school lunch programs; transport assistance to students who otherwise couldn’t attend school; compassionate, careful response to mental health problems, misbehaviour, family difficulties, lack of concentration, etc.; peer tutoring for slower learners.

d. Parents and the local community support the SELC. A continuous process creates understanding in the community.

e. The school’s physical environment is adapted for a learning centre. The SELC applies sufficiency principles in utilising the school environment. The location is made green, clean and safe, with little or no waste. The basic school culture is caring and sharing based on ethics and Thai values.

(2) A learning management system follows the sufficiency-based 2008 curriculum, including integrative, comprehensive teaching about SEP at every level and in all subjects, as discussed in Section 2. These learning activities are more extensive, and of higher quality than in other sufficiency-based schools. Numerous extra-curricular activities enable students to integrate SEP into their lives. Learning is based on sufficiency principles, using appropriate worksheets, teachers’ lesson plans and volunteering guides. Similar principles are applied when training visitors.

(3) Wide-ranging school activities encourage habits of sufficiency continuously in school, expanding to home activities. They include study within and outside school; group activities, activities encouraging discipline, harmony, volunteering, public-spiritedness, and mutual help in learning. These activities cover four categories in a balanced way, as discussed above: material, social, environmental and cultural. Staff development programs in SEP are ongoing. Inquiry, sharing and learning are encouraged. Senior staff train and inspire new teachers regarding the correct understanding of SEP. Many activities foster relationship with the local community. Parents and others regularly volunteer for activities like co-op saving, recycling, teaching local wisdom, and through volunteer work on infrastructure. In return, school administrators, teachers and students participate in community conservation and cultural events.

(4) The Sufficiency approach is a form of discipline that brings its own reward. At the individual level, it develops mental and spiritual capacity. Teachers and students with a SEP mindset habitually contemplate sufficiency principles in everyday activities. At the organisational level, caring and sharing are core values. Caring for limited resources and the environment results in moderation in consumption, while caring for others gives rise to sharing and serving. Other positive changes include: a higher level of learning achievement, a higher number of students due to de-facto higher quality of learners, a more pleasant school environment (clean, green, safe, conserving, less pollution, less waste, etc.) and better relations among stakeholders including parents and the community. In general, the SELC produces high quality civic citizens where principals run their school based on sufficiency principles; teachers have SE values and attitudes; while students’ values and attitudes are based on sufficiency mind-set and behaviour. Therefore, students and teachers can lead balanced lives, and are resilient to adversity. They can be expected to use their knowledge and wisdom, based on the sufficiency principles, for self- and community benefit.

(5) Generalisability is the capability to expand sufficiency-based development to other schools and communities. Study tours and supervision are managed without negative impact on teaching and learning. In summary, SELCs act as learning hubs for expanding the sufficiency-based school system, with their staff trained to coach and mentor others.
Key success factors of sufficiency-based schools and SELCs

Based on qualitative findings from selected SELCs, we identify internal and external key success factors in enabling the path towards the sufficiency-based school and attaining the status of a SELC.

There are three internal key success factors with eight sub-features:

1. **Inspiration**, consisting of (1.1) loyalty to the King; (1.2) faith in sufficiency principles. Thailand’s monarchy often inspires devotion to work for country and society. Thais feel gratitude to royalty, so the loyalty is an integral part of the culture. Faith in sufficiency principles has come from the Thai traditional way of life of living moderately, enhanced by observed positive results when practising sufficiency principles.

2. A shared personal character comprised of (2.1) accurate understanding of SEP and the ability to apply it suitably and appropriately to changing conditions, (2.2) basic ethics — perseverance, endurance, patience and persistence, (2.3) benevolence, sharing and public-mindedness.

3. An enabling environment, including (3.1) a harmonious school atmosphere, manifested as shared vision and ideology among main stakeholders, (3.2) an inclusive process and participation of stakeholders to drive the sufficiency-based school, while acting as role models, and (3.3) a physical environment that enables behaviour development through actual practices. This enabling environment is critical in supporting the practice of SEP.

Three key external elements contribute to the success of sufficiency mindset cultivation and habit formation.

1. A network of like-minded friends, a community of practitioners.
2. Professional development of teachers and others, and policy support from the Thai Ministry of Education.
3. Socio-cultural and religious factors. These include important local learning centres and acceptance of socio-cultural and religious diversity.

Internal factors drive the change and create forward momentum to create sufficiency schools, while external factors build on this success, increasing efficiency.

Progress with sustainability

UNESCO’s vision of education for sustainable development is a world where everyone can benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. The sufficiency-based curriculum, particularly the whole school approach of sufficiency-based school, is an important route to education for sustainable development in Thailand. Students in these schools cultivate sufficiency values and attitudes, which emphasise balance and sustainability.

SEP provides a decision-making and management framework towards sustainability. Our examination of the promotion of sufficiency principles in Thai schools indicates:

1. Sufficiency-based school activities and management together enhance sufficiency values and attitudes among students.
2. Sufficiency-based values and attitudes among students enhance school sustainability.

Our findings agree with the sustainable leadership model, introduced by Avery and Bergsteiner (2011).
Sufficiency-based and Sustainable schools around the world

Reports from a study of sustainable schools in New Zealand, Sweden and China (Henderson & Tilbury, 2004), and a governmental sustainable school framework in Britain (Scott, 2009) share many key features with our findings: a whole-school approach that practices sustainability in all aspects of school activities and everyone’s lives; a commitment to positive social, environmental and economic outcomes; school leadership that encourages involvement and consensual decision-making; extensive school-community partnerships; the school as a ‘learning organisation’ using participatory learning approaches for students, reflective practice for teachers; and regular professional development for all participants.

Our key success factors agree with those found by Henderson and Tilbury (2004): effective multi-stakeholder partnerships; expertise in education for sustainability, focusing on socio-cultural dimensions of sustainability rather than a restricted focus on ‘green’ agendas; political support (through the Ministry of Education in Thailand); professional development of staff; and curriculum committed to sustainability.

Our findings are also similar to the Report on the UN Decade of Education for Sustainable Development (Wals, 2012), which identifies visionary leadership, social networking, new forms of research, and high levels of participation as key elements of sustainable school approaches. Similarly, the report found that sustainable education requires more integrative, problem-based and exploratory forms of learning that invite participants to be critical, creative and change-oriented. It states that sustainable schools require whole-school approaches synchronising learning with school operation. Whole-school approaches emphasise the active engagement of multiple actors in the joint redesign of basic operations, processes and relationships.

Sufficiency-based Schools and Sustainable Leadership Model

Many authors have identified the advantages of the sustainable leadership approach over its short-term counterpart (Albert, 1993; Avery, 2005; Avery & Bergsteiner, 2010, 2011; Hall & Soskice, 2001). Avery and Bergsteiner (2011, p.44) defined “sustainability” as “the capacity to weather storms that inevitably beset the business.” They developed the “Sustainable Leadership Model” and suggested that a sustainable “Honeybee” enterprise operates with an integrated set of business practices by considering every dimension of how a business operates in economic, social, and cultural environments. They found many factors contributing to a sustainable enterprise. Based on our research, sufficiency-based schools, and especially SELCs, shared this honeybee leadership in terms of foundation practices, higher level practices, key performance drivers and sustainability performance outcomes.

Foundation practices include leadership, people management, ethics and stakeholder approach. School leadership needs to be passionate, and thoroughly understand SEP. They are role models, living and breathing SEP values; change leaders who plan and manage change through a shared vision and a participatory roadmap for action and preparing change readiness. People management programs develop competencies and mindsets needed to incorporate SEP in work and daily life. Focus on ethics and all stakeholders are virtues at the foundation of SEP. Stakeholders like parents and community are heavily involved in the SEP journey.

Higher-level practices: decision making is consensual and devolved to teachers in adapting activities to fit with SEP values. SELCs demonstrate teachers’ participation and self-managing teamwork. Enabling culture is facilitated by school environments, class processes and role modelling by teachers and school leaders. SEP knowledge is shared within the organisation and beyond.

Key performance drivers: innovation, staff engagement and quality characterise sufficiency-based schools and SELCs, with variations in degree and extensiveness. These three key performance drivers are incorporated
in school activities. These schools develop and manage their school along the assessment measurement framework, which emphasises inclusiveness and quality based on sufficiency principles. Learning activities are innovative: teachers and students together design activities to meet the lesson’s objectives and creatively utilise local resources. The learning process yields novel student products and activities, contributing to sustainability and harmony.

Sustainability performance outcomes include reputation, and customer satisfaction. Sound finances, long-term stakeholder value and long-term shareholder value need definition in an educational context, and should be strengthened for sustainability.

Reputation for high-quality students with sufficiency values and attitudes defines a sufficiency-based school. Many communities have requested to transfer their youth to a sufficiency-based school outside their educational district. Some universities preferentially accept students from an SELC. These schools inspire other schools to join them.

Customer satisfaction is Avery and Bergsteiner’s (2011) second sustainability performance outcome. Customers include students, parents and their community. We found that students love their school and are enthusiastic to learn, contrasting with before the introduction of SEP. Creation of resilience by preparing students to learn both physically and mentally creates ownership among students and parents.

School financial outcomes are difficult to measure, since most are public schools. Shareholders and stakeholders include the Ministry of Education, parents, surrounding communities, employers, and universities. Likewise, we need to clarify the long-term values of these outcomes to assess the performance of the sufficiency-based school and the SELC. We also found that staff turnover challenge the sufficiency-based school.

Innovative programs for strengthening quality and sustainability

There was a need to monitor the quality and sustainability of sufficiency-based schools when their number rose above 10,000. Official assessment stops at the award of the title. Therefore, in 2014, a Sufficiency School Centre was established under the Foundation of Virtuous Youth. It has initiated several programs to strengthen the quality and sustainability of sufficiency-based schools and SELCs: training programs for administrators, teachers and student leaders; creation of virtual and real networks of practitioners; selection and promotion of best practice; and school self-assessment. Here we discuss the last two.

The best practice program aims to improve the quality of sufficiency school learning activities and management. The Sufficiency School Centre collaborated with all regions and related agencies, requesting submissions of best practice from sufficiency-based schools. The categories are sufficiency-based management, learning activities, student activities, and application of SEP in daily life. The four selection criteria are clear implementation of SEP, innovative and high quality, usefulness for oneself and others, and inspirational content. Those selected for national best practice will be publicised. The rewards include opportunities for training and participation in various Centre programs.

The School Self Assessment (SSA) program of the Sufficiency School Centre applies to SELCs, and requires participation of all teachers, students, parents and community leaders. It is an inclusive two day workshop with carefully crafted activities, starting from creating the right understanding of SEP and its application to schools. All participants are guided to a shared vision of the SELC, assessing the present situation of school vis-à-vis the vision. The gap between vision and reality is used to design development projects matching the school’s capability. SSA activities can foster the sustainability of the SELC, as they lead all stakeholders to create ownership of the SELC, both vision and activities based on right understanding. The process inspires all parties to undertake continuous self-development as they share ideas, problems, strengths and weaknesses.
The aim of this chapter is to inform readers of the growing sufficiency movement in Thai schools, in the hope of inspiring and guiding similar processes elsewhere. Some aspects are unique to Thailand, but the general concept can be applied with benefit everywhere.

Education based on SEP is intended to train students to understand and practice SEP in their daily lives, helping them to be self-reliant, good citizens, live a balanced life, and resilient. There is a sufficiency basic curriculum, along with sufficiency-based schools to cultivate the sufficiency mind-set and habit.

Teachers and students learn and practise SEP together, through participation in a variety of activities. The process is learning by doing, and some performance outcomes indicate a movement towards sustainability.

More effort is needed to ensure that sufficiency-based schools and SELCs can weather change. Staff turnover is a challenge. Perhaps wider spread of SEP in the community at large will reduce the effects of such movement.

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