Education by Participation for Sustainable Development

Pinsuda Siridhrungsri
Dhurakij Pundit University, Bangkok, Thailand

Education by participation for sustainable development is actually education for the development of all and all for the development of education. This requires that everyone gets involved in education, realizing and recognizing the problems and needs of their local communities and, together, they jointly develop quality learning process. This research worked together with 659 schools all over Thailand as four projects during 2012-2017 through the participation process of eight steps of the participatory projects: to think, plan, decision-making, operate, take responsibilities, solve problem, monitor and assess, and appreciate success together. The model is an integrative one embracing formal, non-formal, and informal mode of education; it champions whole-community learning led by schools or education providers as well as school networks. The research found that everyone, community organization, and school networks who participated in education management with the eight steps have been successful, happy, and developed their lives, which have impacted on children, teachers, parents, communities, society, and the country as well. So it is recommended the upper echelon, development offices, and stability offices study the models and apply as development guidelines for solving problems and education mission in the overall area.

Keywords: education by participation, education management, school networks, participation process

Introduction

A human life is a life made possible by education. A good life is a life of education. Based on the Buddhist teaching, education makes us be a full human being, which can be achieved through practice and learning. Education to develop humans to be better human beings should entail three studies: morality, concentration, and wisdom known as Tri Sikkha (threelfold training), which would lead humans to live a long and happy life (Payutto, 2009).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has emphasized the importance of education for sustainability and such an emphasis was manifested under the World Declaration on Education for All, held first in 1990 in Pattaya, Thailand. As a result, many countries have paid more attention to education that would bring about sustainability in human life, the society, and the environment. There have been subsequent policies and agendas. In 2015, in particular, the United Nations announced the Agenda 2030 aiming for sustainable development in three areas: society, economy, and environment. Life-long learning is also a part of the agenda and one in the 17 goals (The United Nations, 2015).

In addition, the United Nations also recognizes the Philosophy of Sufficiency Economy proposed by his
majesty the king, late King Bhumibol Adulyadej of Thailand, as a development model for sustainable development of human lives. The model entails three factors: (1) moderation, (2) rationality, and (3) immunity. Those three factors function under two conditions: (1) knowledge (knowledge that is prudent and appropriate) and (2) virtues (honesty, diligence, intelligence sharing, and perseverance). This is the model Thailand has been using as the basis for the country’s development. In fact, Thailand has integrated the philosophy into its education, in all areas and levels of education, informal, non-formal, and formal education, as well as lifelong learning. This has made Thailand manage to overcome and pass through all the challenges and crisis after crisis. The United Nations has introduced the principles to other countries around the world.

**Education for All and All for Education**

Over the past two decades, Thailand has given priorities to the provision of education for sustainable development for all regardless of their ethnicities, religions, genders, or age groups. Thais, including expats and migrant workers, are entitled to receive rights to be educated on an equal basis. This fact is seen clearly from the many articles of the Education Act of Thailand 1999 (amendment 2nd version in 2002). The Act states that “education shall aim to develop Thais in all areas, physical development, morality, knowledge, and culture, and the way of life of Thai people so as to be able to live happily with others and each other” (Ministry of Education, 2003). The Act also states the principles of educational provision as follows: (1) Such provision is the provision of education for all; (2) it is required that the society participate in the provision of education; and (3) the development of contents and instructional process should be carried out systematically and consistently.

Those principles reflect the philosophy of education of Thailand, that is, the education for all, all for education, and life-long learning. It is also stated that “the state shall provide education must provide a person with rights and opportunities equal to receive a basic education, not less than 12 years, the state must provide a thorough and quality, without charge” (Ministry of Education, 2003), the state must provide. More important than that is the fact that the society is encouraged to take part in the provision of education. This is the decentralization of education, providing opportunities for the public to play a role in education on an equal basis as they are Thais, so they should also take responsibilities in the provision and management of education. Such participation in education is evidenced in the following policies and practice.

It is required that every educational level is administered by the education committee, starting from the policy-making level, service areas level, and the school level. The committee shall entail both the public and private sectors, the local administrative organizations, alumni associations, representative from religious groups, civil society organizations or groups, and educational specialists.

Such participative education is reflected in the following practice: (1) the requirement that the board of education at all levels—from the policy level, the regional level, and the school level—be inclusive of representatives from the private and public sectors, local administrative organizations, alumni organizations, monasteries, civil groups, and relevant educational experts; (2) the provision of opportunities for the private sector, local administrative organizations, families, communities, civil groups, and other social institutions to exercise their rights in contributing to the provision of basic education, in addition to the opportunity to access academic support as well as subsidies from the government and tax reduction; (3) the requirement that any provision of education by the state that affects the private sector or has an impact on the private sector must undergo the process of public hearing; and (4) the opportunity for fund raising and support of resources for
education from all stakeholders. This means that the people from all sectors are encouraged to support education and educational institutions with the incentives provided, namely, their contribution can be used for tax reduction.

It can be seen that the direction of educational management in Thailand is in line with the international practice. At the same time, it is also based on the context of Thailand: its society, culture, and religion, particularly the philosophy of sufficiency economy and the process of participation, which makes Thailand and Thai people strong and sustainable as we can see them today, despite the crises, both at the national and international levels.

**Education for Sustainable Development: A Case Study From Research on Education by Participation**

The research on education by community participation was conducted by the Educational Research and Training Center, College of Education Sciences, Dhurakij Pundit University from 2012-2017. Under this study, there were 659 schools, and the funding was supported by a grant from Thai Health Promotion Foundation (2016). It was an experiment of education by participation, where schools and communities were given responsibility, accountability, and independence in operations. The participation was done under the school curriculums, covering both the academic and vocational strands, covering the topics of religion, culture, sports and health, the environment, and local history.

It was found that the operation has resulted in the desirable outcomes set in the curriculum. Students had learnt up to their full potential with quality and great satisfaction. Parents were satisfied with the result, viewing it as a model that could respond well to their needs and those of their community, in all three modes of education, formal, non-formal, and informal contexts. Students said that they understood their local roots, in addition to learning academic contents and vocational courses in the school. They also learned how to have good health, how to be good global citizens, and how to live with honesty and right livelihood and peaceful lives. Finally, the model has resulted in the students’ higher academic achievement.

Other positive outcomes were the peace and stability of the families and the community. There was a strong sense of community spirit and strength, resulting from their active participation, involving all sectors, both public and private sectors, local governments, religious institutions (churches, temples, and mosques), other establishments, hospitals, foundations, museums, community learning centers, and other social institutions. Such positive outcomes were the result of their cooperation, eight steps of participation: thinking or sharing their ideas, planning together, co-decision makings, operating together, taking responsibilities together, working together in the assessment stage, and helping each other when problems arose, monitoring and assessing together during operation or after work, and appreciate each other works and achievements (Siridhrungsri, 2012).

**Eight Steps of the School-Community Education Model**

1. **Think together or idea sharing:** All stakeholders, including school administrators, teachers, parents, and community members, share ideas, discussing their problems and needs. Together they help build the vision of the school and measures to make the school a successful one;

2. **Plan together or co-planning:** Stakeholders plan and work together, starting from the strategic plan, development plan, and operational plan; they make sure that the plans and projects meet the needs of the learners and their community;
(3) Decision making together or co-decision making: Stakeholders share ideas, voice their opinions, and make decisions on matters that would affect the community and their operation. Their joint decisions are based on the data and background and context of their local community;

(4) Operate together or co-operation: Stakeholders and those responsible for specific tasks assigned work together to complete the assignments and complete their tasks;

(5) Take responsibility together: In whatever consequences, positive or negative, stakeholders share their responsibilities. School administrators, teachers, and members of the committee share the responsibilities. The responsibilities are shared and no single person or member is left behind to be the sole responsible of the problem. The responsibilities are shared, for example, administrators have the duty to manage, the teachers have the duty to teach and set the learning experience for the learners, local scholars help in the learning process, the parents give advice, support, and help monitor and follow up the learning of their children. Local organizations help support learning resources and funds;

(6) Solving problems together: When issues or problems arise, all, including school administrators, teachers, and members of the school committee and other stakeholders work together to help solve the problems;

(7) Monitor and assess together: follow up and assessment. During and after the implementation stage, school administrators, school committee, and stakeholders follow up the progress in order to improve and develop their collaborative activities. In the evaluation of the students, parents or local intellectuals are welcome to take part in the assessment of learners;

(8) Appreciate success together: This stage is the appreciation of the success during the implantation and after the joint operation, involving all stakeholders—administrators, teachers, school directors, and community members. Together, they appreciate the efforts and achievements. The activities include mutual congratulations, awards ceremony, etc., as well as sharing of lessons learned from the experience.

The weight of the participation in each stage varied, depending on the context of the school and community.

Contents of the Participation

There are two modes of participation: core and peripheral participation, as follows:

1. Core participation involves the following:
   a. All parties set the common problems to be solved and work together to identify their learning needs;
   b. Building curriculums and learning materials; taking part in the curriculum development process, making sure that it is suitable for the local context and the needs of the locals;
   c. Organizing learning activities and joint operation, such as taking the role of indigenous scholars, co-teachers, and organizers or providers of learning resources;
   d. Measuring and evaluation of learning;
   e. Setting standards and quality assurance;
   f. Monitoring, follow up, and evaluation of school education management;
   g. Improvement and learning from experience.

2. Peripheral participation involves the following:
   a. Providing resources, such as funds, venues, and equipment;
   b. Supporting resources, such as helping teachers and other personnel.
Figure 1 shows the community-school cooperation mode.

Followings are the examples of the schools under the first, second, and third project:

**Suanphrayawittaya School, Janae District, Narathiwas Province**

Suanphrayawittaya School is a medium-size secondary school located under the Secondary Educational Service Area Office 15 in Tambon Duchongyoh, Janae District of Narathiwas Province, in the deep-south or border province of Thailand. In 2015, the school had about 800 students. The school locates in the violent-prone region, with violence causing deaths and injuries to the lives and property of innocent citizens and security officers. The volatile situation covered three border provinces, namely, Yala, Pattani, and Narathiwat, and has remained sensitive since 2002 onwards.

The volatile situation greatly affected the school; parents sent their children to study elsewhere. Prior to 2011, the situation reached its critical point when only about 300 students remained in the school. The school has participated in the school-community participative education project under Educational Research and Training Center, College of Education Sciences, Dhurakij Pundit University in three consecutive phrases up until today. Between 2011-2012, the school participated in the project for the promotion of Thai children and youths’ health. Between 2012-2013, it joined the second project. And since 2015, the school has participated in the third project, namely, Learning Management of Participatory Networks for Children and Youths’ Health. The project had spread from one-school-work to school networks.

At the start of the project, the school worked with the parents, sharing ideas and determining the needs and problems of the school and the community. It was found that the parents would like their children to learn about Islam in their classes (later they came up with the curriculum called Islam Studies 2), vocation, and local history, in addition to the contents and curriculum prescribed for the central authority.

For example, a course on Islam Studies was jointly administered and managed by the collaboration between the school and the community. The collaboration resulted in three topics: tutoring activity, Imam Mudor (young religious leaders), and Salat al-Janazah (funeral prayer), aiming to help the students learn about Islam for daily life. The local curriculum emphasizes learning by doing; the school prepared the curriculum, teacher manual, and evaluation forms. Religious leaders and local scholars helped teach the children. The students learned about their religion in the classroom and on the weekends they went to teach their younger brothers and sisters at the Islamic learning center (Tadika), and the learning and activities were part of the learning credits.

Based on the evaluation of the project carried out between 2011-2016, it was found that the project significantly improved behaviors of the students in terms of knowledge, skills, discipline, and responsibility. According to the discussion between the researcher and the parents and school committee members, the project helped develop their children in many aspects. Their parents and the committee members said that:

The children have become more responsible. In the past, they spent their weekends playing around. Now, they get ready to tutor their brothers and sisters instead. They have become more attentive. Some of them quit smoking; some reduce their cigarette smoking. Moreover, they helped their parents with the household chores. Finally, their academic performance has improved; they got better scores from the exams and tests. They were found to be more satisfied with the activities and happy to see that the school has organized learning activities in collaboration with their parents to participate. They also said that they were satisfied with the feedback and participation of their parents.

At present, the parents and community members have more confidence in the school. They have sent their children to study at the school. Besides, when there is news or rumors about the violence, they help inform the
authority. This reduces misunderstanding and builds trust. They take good care of their children and the school, resulting in the community that is more peaceful and stronger (Waedaloh, 2014).

Under this process, in 2015 the students’ scores, the Ordinary National Education Test (O-NET) and National Tests, improved significantly. The rate of academic improvement was found to be the highest among the secondary schools in three provinces of Thailand’s border region (Damae, 2016; Waedaloh, 2014).

**Ban Kudruakham School, Wanornnivas District, Sakolnakorn Province**

Ban Kudruakham School participated in the project in 2011 and 2016 and completed it a year after that. Mr. Kasem Tssanawong, the school director, said that the principles and process of the project met the needs of the school and the community, especially the decentralization policy where schools are encouraged to work with communities with autonomy. This has resulted in the intellectual development of those participating in the project and they could do what is truly beneficial to their children and community and, moreover, they have done their parts in preserving and promoting the cultural identity of their village. Besides, through the collaboration, they have managed to come up with the school (local) curriculum responsive to their needs: the promotion and preservation of their cultural heritage, art, and occupation, such as sericulture, which has been their way of life and brought it into their school. This would make the development sustainable. Everyone was very happy to be a part of the project, especially the seniors and local experts who have had the opportunity to use their knowledge to develop their children and their community (Tassanawong, 2014; 2016).

**Viangnonglong Community, Viangnonglong District, Lampoon Province**

The cooperation between Viangnonglong community and Viangnonglong School was from 2011-2012, led by Mrs. Kanchana Palee, the school director. According to the director, originally, there was a problem of unity in the community and youths often quarreled and sometimes had a fight. Each family was for its own. After the implementation of the community-school participation model, local adolescents stopped fighting with each other; they began developing their group and their community. The housewives formed clubs and helped each other solve problems. Everyone who joined the project was happy, leading to the happiness in their families and the community. Unity follows within the period of only one year. This is close to a miracle (Palee, 2014).

Besides the community-school cooperation model, the fourth project, namely, Learning Management of Participatory Networks for Youth and Children’s Sustainable Health (Siridhrungsri, 2014c), was implemented during the year 2013-2014. The above pilot project on Learning Management of Participatory Network for Thais Health was made to continue as the Thai Health Promotion Foundation, and this learning management of participatory community network was useful. Contribution of support funds, therefore, offered to Dhurakij Pundit University through the Educational Training and Research Center, College of Education Sciences to carry on the operation and spread to 17 provinces nationwide, i.e., Chiangmai, Lamphun, Nan, Sukhothai, Nakhonsawan, Sisaket, Surin, Kalasin, Mahasarakham, Sakonnakorn, Singburi, Phetchburi, Bangkok, Pathumthani, Songkhla, Phatthalung, and Narathiwat Province. Emphasis was placed upon 64 schools adhering to the principle and process of participation approach identified earlier. Anyway, each school managed its own administration management in accordance with context and needs of the school and community within the following scope of health issues: (1) raising awareness and decreasing cigarette smoking problem, (2) raising awareness and decreasing alcohol drinking, (3) promoting behaviors and values for safe and nutritious food
consumption in schools, (4) raising awareness and decreasing sexual health problems, i.e., sexual relations before premature age and unwanted pregnancy, and (5) others, i.e., building on and expanding results of health promotion activity, morality and ethics of learners, and sufficiency agriculture, for instance.

The operation outcomes indicated a number of 131 schools, four non-formal education centers, and a learning source volunteered to join activities in network model following the project principles and procedures. Such practice contributed to unexpected productivity—the innovation of 65 health curriculums, 78 titles of parents/teacher guidebooks, 66 learning plans, 152 pieces of learning media, and 30 pieces of electronic media including a diversity of each network’s administrative management under different contexts. What happened to learners: the identified indicators of health issues were achieved in terms of knowledge, skills, attitudes, and behaviors against cigarette smoking and alcohol drinking, premature sexual relationship, especially morality and ethics in frugality, honesty, discipline, and healthcare leading to the improvement of learning quality at last. In particular, it was apparent the forming up as network schools to think, operate, and solve problems together had resulted in resources saving and cooperative academic development and finally drove to powerful academic network as a whole (Siridhrungsri, 2015).

The other project following Learning Management of Participatory Network for Youth and Children’s Health (Siridhrungsri, 2016b) was operated during 2015-2016. It was designed to resume developing the Project on Learning Management of Participatory Network for Youth and Children’s Sustainable Health, by forming up as network schools under the network-level administration of the host network school according to the above project’s findings in Item 2. In nearby area or the same affiliation, they all gathered upon timely readiness, holding the same concepts, philosophy, and belief and/or having similar problems in common. The principle of participatory decentralization, academic empowerment, freedom, trusting each other, and responsibility check was employed via the eight following steps of participation process: to think, plan, decide, operate, take responsibility, solve problems, monitor, evaluate and appreciate success together, previously done in the past project, within the framework of health issues as follows: (1) raising awareness and decreasing cigarette smoking problem, (2) raising awareness and decreasing alcohol drinking, (3) promoting behaviors and values for safe and nutritious food consumption in schools, (4) raising awareness and decreasing sexual health problems, i.e., sexual relations before premature age and unwanted pregnancy, and (5) others, i.e., building on and expanding results of health promotion activity, morality and ethics of learners, and sufficiency agriculture, for instance. The operation covered 18 provinces throughout the kingdom, namely, Chiangmai, Lamphun, Lampang, Nan, Nakhonsawan, Uthaithani, Mahasarakham, Sisaket, Surin, Udornthani, Sakonnakhorn, Singburi, Phattalung, Songkhla, Yala, Pattani, Narathiwat, and Satun Province, totally 42 networks and 5-11 schools/network. Learning Management of Participatory Network for Youth and Children’s Health is shown below:

In Figure 2, it is shown that not only the school network and schools work by themselves but they have their alliances work together between the schools and community, families, private sectors, higher institute, vocational institute, educational service areas, academic scholars, etc., with eight steps of participant process: to think together, plan together, decision-making together, operate together, take responsibility together, solve problem together, monitor together, and appreciate success together when they got the project/activities success.

The research found that the concepts of networks are voluntarily and informally combined into schools’ networks with same religion, same faith and philosophy, same context in same area, same society and culture, same problems and needs, or in same organization, and the schools played the host network role as well as the
school network to make arrangements of health education for the network learners and schools in physical and mental health, social and intelligence aspect, through the principle of participatory decentralization of responsibility joined by families and local communities with freedom, trusting each other, education empowerment, checks, and balances with the eight following steps of participation process by administrators, teachers, families, and communities: to think, plan, decide, operate, take responsibility, solve problems, monitor, evaluate, and appreciate success together.

Enthusiastically, the operation outcomes revealed the participatory network joined by 199 schools, each from learning source, learning center, and Islamic Education Center at the mosque, four communities/housewives’ groups, given rise to 2,170 core learners, 1,442 core parents/community, exceeding the 200 identified targets or 70.2%, increase of 116 health learning networks. Further, innovation of curriculum also ensued, such as 49 curriculums of diverse learning media, 86 teachers’ handbooks, 84 learning plans integrated in classrooms plus learning media, for instance. More importantly, this exerted an effect upon integration of health learning management with schools routine that caused balance and checked each other within the networks, efficient leadership and follow ship, frugality, cost-effectiveness, and the utmost benefit from administrative management. Besides, the outcome discovered learners gained practical knowledge, skills,
and positive attitude towards the identified health prevention target, particularly, the better change of learners’ behavior in the aspect of desirable health (Tongkow, 2015; Siridhrungsri, 2016a). On top of this, results of participatory administration expanded to every province under the Regional Education Office No. 10, including 15 networks and 115 schools in the territory of southern three border provinces during August 2016 and December 2017. Because this initiative led to collaborative development of learners’ health, body of new knowledge, innovation of health learning development, unity among people’s parties, academic assembly, and helping each other paved the way for territorial stability at last.

Followings are the examples of the school networks under the third and fourth projects, as the school network projects:

In terms of administration management by the said participatory approach, it was revealed the networks and schools managed on their own under the principle of academic empowerment, freedom, and trusting each other. They took turn to take a lead and follow up by taking turns to skillfully lead the activities, while other schools followed in the organized activities (Siridhrungsri, 2017). For example:

- Lubor Kayor School network: Lubor Kayor School acted as the host network, skillful in turning rubbish into gold. So it took a lead in preparing manual and learning media for further use by other schools. In the meantime, other schools having skill in developing Islam teachings would take a lead in developing curriculum and teachers’ manual to be used by other network schools, too. In case of common problems in some activities, etc., Thai language clinic activity solves literacy problem. Every school under the same network must conduct analytical thinking to deal with the problems, develop curriculum, teachers’ manual, and learning media together, and use them together within the network. Moreover, the application of the King’s philosophy became an innovative administration model of the network called CAP model: C—comprehension, to build knowledge and comprehension among co-workers; A—awareness, to raise awareness of problem and work together; P—participation, to encourage participation by the network schools on knowledge-based and virtues-based that came up with active cooperation and support received from administrators team, teachers, learners, their parents, and affiliated networks. These made organizing activities in Pattani network project with strengthened disciplines and attention in health problem achieved according to objectives, goals, and activities indicators with cooperation from various sectors in organizing activities to think, plan, decide, operate, take responsibility, solve problems, monitor, evaluate and appreciate success together in line with guidelines of learning management of participatory network for health schools (Bamae, 2017).

- Lalo network: it is formed up by eight schools in four sub-districts of Rue-sor District, Narathiwat Province. A new administration pattern was thus initiated, namely PISED: P—planning together, I—interaction while working together by six actions: to gather, to think, to operate, to take responsibility, to evaluate, and to appreciate together; S—supervision, to pay a visit for solving problems and cooperative work development; E—evaluation, to evaluate work performance together; D—development, to develop work together by the applied administration model. Then followed by an initiative of innovative learning, both “good community, early warning sign of drug” and two learning plans were developed for further use in every school. Also a manual for organizing adolescent activities was prepared; more attention to comprehensive sex education, well-being manual, virtues classroom manual, test paper for activity safe life, not take a risk, teaching plan on wellness activity and plan for organizing adolescent activities, more attention to sex education, a total of 2,041 Akhirah book banks of children/child in the network, learning media corresponded with health, i.e., media for
cooking, comprehensive sex education, drugs, morality media leading to Islamic way of life, and literary media (Lemcharoen, Kayortaepong, & Mana, 2017) which thoroughly exceeded the indicators identified by the project. The project mission thus reached its goals in better change of physical, knowledge, morality, and health development of learners and teachers.

Evidently, unity was a result from networks assembly to deal with the network administration management, switching from competition to helping each other instead. Solving academic problem together in communities was done through professional learning community (PLC) model by teachers, administrators, parents/families, and relevant communities. In consequence, there happened to be a development of work quality and learners’ quality according to the set goal with favorable impact on families and communities’ strength and stability in the area as well.

The above cases are examples from the study of up to 659 schools reported successful in implementing the school-community development project. They were successful based on their contexts. After the implementation and evaluation, we have derived the following as the success factors.

Indeed Thai Health Through the Knowledge Management Institute Foundation (2017) reported the underneath success from three projects on learning management of participatory community network.

1. Impact on children
   (a) There had been a change or tendency in change of youth or children’s behavior obviously resulted since the first phase of project implementation. Learning attention was apparently grasped by inspired learners, from their wishes together with schools and communities. They then learned happily and their learning betterment followed accordingly. Apart from this, they showed responsibility in a wide range of activities they participated in and became more responsible persons. That is why their misconduct reportedly lessened;
   (b) A consequence of learning management quickly affected achievement of learners in terms of physical, mind, social, and wisdom in a short period. Once the children paid attention to learning, positive learning outcome would soon follow, saving administration resources and production of instructional media. As a result, worthiness and maximum benefit rested with learners.

2. Impact on parents and community
   (a) There had been participation in taking care of children between teachers and parents through learning process, analytical thinking mechanism, and solving problems—different from the past that a teacher worked all alone. The involvement of parents ensured higher achievement. For example, a child had better learning outcome because the parents monitored and checked their children’s homework more often, another way to assist teachers;
   (b) Parents and communities appeared to foster development of youth and children’s health successively;
   (c) There had been a connection to peace and stability in community owing to development of community learning source. Community members were satisfied to co-work with schools without dividing or separating away. In contrast, they helped each other leading to stability as the obvious outcome happened in the three southern border provinces;
   (d) There had been an innovation arising from the project operation according to the target and output indicators, i.e., emerge of operating networks for learning management by community participation with complete process, lesson learned manual, curriculum/teachers’ handbooks development for use within their network schools. Actually, it has worked since the first phase of the project. And the most obvious one was in the
third phase;

(e) There had been a project manual. Its contents, appearance, and methods were improved every year. So the operation prototype would even be better clarified to ensure the efficient learning management.

However, it was discovered the following factors affecting the success of project: (1) Principle of participation was attributed directly to cooperation and responsibility that affected a quick success; (2) freedom of thought and unlimited learning models had allowed the harmonious learning management with social context rightly hitting the target; (3) active leadership of networks led to achieving targeted goals sooner; (4) co-working style while experts working closely with networks, and (5) line application was quite helpful in terms of encouraging competitive achievement among network schools. At the same time, this application created social space to facilitate support of each other within the network they belonged to. According to the project report (Siridhrungsri, 2016a), the success factors are: (1) leadership of both administrators and community leaders providing opportunities for active participation of all sectors; leadership skills that entail decision-making, accountability, and cooperation, solving problems together, following the process of the project; (2) each responsible for their own duties based on reasons and mutual respect to perform their duties for the set goals; (3) acceptance and mutual respect based on the basis of human rights and the principle of equality among the teachers, administrators, community representatives, and other sectors, working for the benefits of their children; (4) systematic learning based on the joint plan and activities, including sharing lessons learned, leading to the extension from schools to families and the communities and leading to the strength of the local communities; (5) operation based on knowledge and integrity, including responsibility, integrity, discipline, patience, and compassion or mutual generosity; (6) autonomy of schools and communities in their operation under the academic support from experts and agreements jointly made, and (7) monitoring and support from the management of the project, without interference and help on issues beyond the capability of the schools and communities or when requested. It is concluded in Figure 3.
Learning Management of Participatory Network for Youth and Children’s Sustainable Health

5 contents of health target
1. Awareness and prevention of alcohol and cigarette addiction
2. Malnutrition and fat disease
3. Sexual health problems
4. Morality and ethics affecting learning quality of youth and children
5. Connected education quality

8 steps of participation
1. Think together
2. Plan together
3. Decide together
4. Operate together
5. Take responsibility together
6. Solve problems together
7. Monitor together
8. Appreciate success together

Concepts (forming)
- same philosophy/belief
- same area—same problems
- or same organization

Principle—responsibility—based decentralization—reinforcement, freedom and trust

Target: Developing youth and children’s health by learning management of participatory network

Academic support
1. Developing operation manual
2. Networks meetings
3. Knowledge management
4. Supervision, monitor and evaluation
5. Seminar, knowledge sharing, training
6. Conclusion of lesson

Giving freedom to network—To choose topic and method as agreed upon by schools and communities.

Wat Sawangwong School
Wat Nongmsra School
Takhlee Prachasan School
Preyachot School private
Ban Chondua School

Sample of network: Takhlee School Network

Project’s Working Group
Expert

Community organizations
1. hospital/police station/local administration organization
2. temple/masjid/pondok
3. foundation/youth or children club
4. police/soldier/education service area

Discovered innovation 2016
- 106 curriculums
- 147 teachers/parents handbooks
- 148 learning plans
- 349 pieces of learning media
- 3,846 core learners
- 2,664 core communities
- 238 affiliated networks

Factors affecting success
1. Participation process from all sectors
2. Freedom given to network in choosing preferred subject and method or from problem mutually agreed by school and community
3. Leadership of administrators and teachers
4. Trust and reliability
5. Academic support and body of knowledge/knowledge-based operation
6. Connecting work performance to parents and community.

Activities—Brainstorming and planning for co-working > developing work plan
- Curriculum development and learning media > organizing learning activities for well-being
- Lesson learned > evaluation of operation > preparing report

Impact on children
- Awareness/change in behavior
- Happy children
- Analytical thinking/ability to solve problem
- Becoming a more responsible person
- Higher learning achievement

Impact on teachers/parents/community
- Awareness in sharing children’s care
- Continuing development
- Forwarding qualified children to community
- Unity and stability in community

Impact on society and country
- A model of self-administration management and expand results in terms of policy
- Peaceful society
- Youth and children under care and protection
- Integration of education and health

Figure 3. Learning management of participatory network for youth and children’s sustainable health. Source: Pinsuda Siridhrungsri. (2018), Developed from Resource Center Foundation. Bangkok: College of Education Sciences, Dhurakij Pundit University and Thai Health Promotion Foundation, p. 15.
Conclusion

Education by participation for sustainable development is actually education for the development of all and all for the development of education. This requires that everyone gets involved in education, realizing and recognizing the problems and needs of their local communities and, together, they jointly develop quality learning process. Through the participation process of eight steps: to think, plan, decision-making, operate, take responsibilities, solve problem, monitor and assess, and appreciate success together, this approach, in many ways, is in line with the sufficiency model as it is based on the precept of rationality, immunity, and under the conditions of having knowledge and morality that would lead to success. The model is an integrative one embracing formal, informal, and non-formal modes of education; it champions whole-community learning led by schools or education providers. Besides, it can be seen that unity is a result from networks assembly to deal with the network administration management, switching from competition to helping each other instead. Solving academic problem together in communities was done according to the set goal with favorable impact on families and communities’ strength and stability in the area as well. So it is recommended the upper echelon, development offices, and stability offices study the models and success factors and apply as development guidelines for solving problems and education mission in the overall area.

References


