

องค์ประกอบและแนวทางการจัดการศึกษาตามแนวพุทธเศรษฐศาสตร์ GUIDELINES FOR EDUCATIONAL MANAGEMENT ACCORDING TO BUDDHIST ECONOMICS

Kaesalak Harachai¹; Thidawan Unkong²;

Sombat Nopparak³; Teamjan Parnichparinchai⁴

Corresponding author, e-mail: kaesalak@gmail.com

Received: May 12, 2020; Revised: June 05, 2020; Accepted: June 23, 2021

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาองค์ประกอบ และแนวทางการจัดการศึกษาตามแนวพุทธเศรษฐศาสตร์ มีวิธีการดำเนินการวิจัย 2 ขั้นตอน คือ 1) การศึกษาวิเคราะห์เอกสารและงานวิจัยที่เกี่ยวข้องโดยศึกษาจากแหล่งข้อมูล ได้แก่ เอกสารและงานวิจัยที่เกี่ยวข้องกับสถาบันการศึกษานอกระบบ การบริหารและการจัดการการศึกษา แนวคิดการ พัฒนาที่ยั่งยืน แนวคิดพุทธเศรษฐศาสตร์ และแนวคิดเกี่ยวกับรูปแบบ การพัฒนารูปแบบโดยใช้เครื่องมือ ได้แก่ แบบ สังเคราะห์ เอกสาร จากนั้นวิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหาและสร้างข้อสรุป 2) การสัมภาษณ์ผู้ที่เกี่ยวข้องกับ การจัดการศึกษา ทั้งในประเทศและต่างประเทศ โดยศึกษาจากแหล่งข้อมูล ได้แก่ สถาบันการศึกษานอกระบบ จำนวน 5 แห่ง และมี ผู้ทรงคุณวุฒิในด้านที่เกี่ยวข้องกับการศึกษาและการศึกษาทางเลือกจำนวน 2 ท่าน โดยใช้เครื่องมือ ได้แก่ แบบสัมภาษณ์ แบบมีโครงสร้าง และเก็บรวบรวมข้อมูลด้วยการสัมภาษณ์ด้วยตนเอง สัมภาษณ์ทางโทรศัพท์และ สัมภาษณ์ทางสื่อออนไลน์ และวิเคราะห์เนื้อหาและสร้างข้อสรุป

ผลการวิจัย พบว่า 1. องค์ประกอบการจัดการศึกษามี 5 องค์ประกอบ ได้แก่ 1) หลักสูตร ประกอบด้วย สาระเนื้อหา ในการศึกษา รูปแบบและวิธีการเรียนการสอน และการประเมินผลการศึกษา 2) บุคลากร ประกอบด้วย ผู้บริหารและครูผู้สอน/ ผู้ให้การเรียนรู้/ผู้ถ่ายทอดเนื้อหาสาระ 3) เครื่องมือ ประกอบด้วย สื่อและอุปกรณ์สำหรับการศึกษา เงินทุนสนับสนุน สถานที่ ศึกษาและบรรยากาศแวดล้อม 4) การแนะแนว ประกอบด้วย การให้คำปรึกษา และ 5) การบริหาร ประกอบด้วย ปรัชญา และแนวคิดการบริหาร การกระจายอำนาจ การพัฒนาศักยภาพบุคลากร 2. แนวทาง การจัดการศึกษาตาม แนวพุทธ เศรษฐศาสตร์ ประกอบด้วย 1) การพัฒนามุมมอง วิธีคิด และปัญญา มีกลยุทธ์การจัดการ เรียนรู้ ได้แก่ การฝึกอบรมเพื่อ ปรับเปลี่ยนพฤติกรรม การจัดให้มีจิตสำนึกและความรับผิดชอบ การมอบหมายให้วิพากษ์ วิจารณ์หนังสือ การให้คำปรึกษา หรือ การเป็นตัวอย่างที่ดี 2) การพัฒนาทักษะการดำรงชีวิต มีกลยุทธ์การจัดการเรียนรู้ ได้แก่ การฝึกอบรมแบบแลกเปลี่ยน ประสบการณ์ การฝึกอบรมแบบแก้ปัญหา เกมและกิจกรรมเพื่อการพัฒนาบุคลากร กิจกรรมวอล์คแรลลี่เพื่อเสริมสร้างและ พัฒนาทีมงาน และ 3) การพัฒนาทักษะด้านอาชีพ มีกลยุทธ์การจัดการเรียนรู้ ได้แก่ การฝึกอบรมภาคสนามหรือในพื้นที่ การจัดโปรแกรมการศึกษา การศึกษาจากสื่อโซเชียลมีเดียต่าง ๆ การพัฒนา ด้วยวิธีฝึกหัดงาน วิธีการศึกษาดูงานอย่างมี

¹ PhD student of Educational Administration Program College of Education Phayao University, Phayao 56000

² College of Education Phayao University, Phayao 56000

ประสิทธิภาพ การพัฒนาบุคลากรด้วยการสอนงาน การเสริมสร้างพัฒนา ไปสู่ผู้เชี่ยวชาญ การฝึกปฏิบัติงาน การฝึกอบรม เฉพาะในงาน ปัจจัยแห่งความสำเร็จ ได้แก่ 1) หลักสูตร : สาระเนื้อหาในการศึกษาจะต้องทันสมัย มีการปรับเปลี่ยนข้อมูลใหม่ ๆ ตลอดเวลา รูปแบบและวิธีการเรียน การสอน มีการใช้เทคโนโลยีมาใช้ในการจัดการเรียนการสอนมากขึ้น 2) บุคลากร : ผู้บริหาร สนับสนุนการจัดการเรียนการสอนอย่าง เต็มที่ ครูผู้สอน ผู้ให้การเรียนรู้ ผู้ถ่ายทอดเนื้อหาสาระ มีความรู้ในเรื่องที่ตนสอนเป็นอย่างดี ตลอดจนสามารถสร้าง แรงบันดาลใจให้แก่ผู้เรียนได้ 3) เครื่องมือ : มีการใช้สื่อและอุปกรณ์สำหรับการศึกษาที่หลากหลาย สถานที่ศึกษาและ บรรยากาศแวดล้อมมีความสงบเรียบร้อยอำนวยความสะดวกต่อการเรียนการสอน 4) การบริหาร : ปรัชญาการบริหาร มีความชัดเจน มีการพัฒนาศักยภาพบุคลากรอย่างต่อเนื่อง

คำสำคัญ: การจัดการศึกษา; พุทธเศรษฐศาสตร์; การพัฒนาที่ยั่งยืน; การบริหารมุ่งผลสัมฤทธิ์; การบริหารตาม วัตถุประสงค์; ทฤษฎีวิเคราะห์ระบบ

ABSTRACT

This research aims to study components and guidelines for the management according to Buddhist economics by using 2-step research method: 1) Studying, analyzing, synthesizing documents and related research from different sources such as non-formal education institutions, administration and educational management, concepts of sustainable development, visions of Buddhist economics, as well as concept of model development. The researchers first conducted studies on the related documents and recorded them in the form of a synthesized paper. These data were then proceeded to be analyzed and concluded. 2) Interviewing with persons involved in educational management both in the country and abroad by studying from data sources, collected data from five non-formal educational institutions and two experts in the field of education and alternative education, using structured interviews. The data was collected interviewed by researchers, telephone interviews and online media interviews. The contents were analyzed and then concluded.

The results of the research were as follows: 1. There were five components of educational management: 1) *Curriculum*, consisting of the content, form and method of teaching, and educational evaluation 2) *Personnel*, consisting of administrators and teachers/educators/knowledge providers 3) *Instruments*, consisting of educational materials and equipment, fund, sites of education, and environment 4) *Guidance*, consisting of consultations and 5) *Management*, comprising of philosophy and management concept, decentralization, and human resource development. 2. Guidelines for educational management according to Buddhist economics include 1) *Development of views, thinking processes, and intelligence*. The learning management strategy for this includes training to change behaviour, establishing awareness and responsibility, assigning books to review, consultation, and setting a good example. 2) *Development of life skills*. The learning management strategy for this development are real-experience training, problem-solving training, games and activities for human resource development, rallies to strengthen and develop teamwork. 3) *Development of professional skills*. Learning management strategy for this includes field training, setting up educational programs, education from various audio-visual media, practical assignments, efficient internship, staff development with coaching, professional training, operational training, and specific skills training. Critical

success factors for educational management following Buddhist Economics are 1) *Curriculum*: The content of education must be up to date, dynamic change of information on teaching and learning methods, while more technology is used in teaching and learning management. 2) *Personnel*: administration fully support teaching and learning management. Educators are knowledgeable in their field of instructions while also can inspire their students. 3) *Instruments*: Various educational materials and materials are used. The place of study and the surrounding atmosphere is calm and conducive to teaching and learning. 4) *Management*: The management philosophy is straight forward. There is a continuous development of individual potential.

Keywords: Educational Management; The Buddhist Economics; Sustainable Development; Result-Based Management; Management By Objectives; System Analysis Theory

Introduction

The United Nations had established a sustainable development agenda, supposedly operating from 2015 - 2030 with 17 goals, for instance, no poverty, zero hunger, quality education, decent employment, reduce inequality, responsible consumption and production, and partnerships to achieve the goals. As for Thailand, since after the 8th National Economic and Social Development Plan, the development direction has been adjusted to focus on "People as the centre". For the 12th National Economic and Social Development Plan (2017 - 2021), it aims their goals as increasing incomes, increasing the number of potential supporters, the nation's growth and the creation of a quality ageing society, reducing social inequality, creating environmentally-friendly economic, and last but not least effective government administration (Office of the National Economic and Social Development Board, 2017). Besides, His Majesty King Bhumibol Adulyadej Maharaj Borommanathabophit has a royal speech about the sufficiency economy philosophy for Thai people. It is a philosophy that emphasizes the concept of the middle path. This indicates the lifestyles and practices of people at all levels to proceed appropriately with status that to be sufficient and ready to adapt to the changes. To accomplish this, it requires knowledge and prudence in the process and planning and proceeding. The sufficiency economy is a balanced and sustainable lifestyle to survive, even in a highly competitive globalized world. By developing according to the principles of sufficiency, it is to adopt the concept of middle path and precautions in life, considering many factors such as moderation, reasonableness, good immunity, together with the use of knowledge, cautiousness, and morality in the process of planning, decision making, and various other actions. These factors can only occur when there is the use of knowledge and character (Jirayu Isarankura Na Ayudhya, Online). The sufficiency economy philosophy is in line with the Buddhist economy concept, in which E. F. Schumacher (1973) stated that it is an economic system that focuses on the quality of life of people. Work has to be meaningful and constructive, not a source of stress and offensive. Machinery is used to increase the quality by mass production but not for replacement. Recreation areas had risen like never before due to the increase in time spent with friends and nature. The economy must be measured by the health and creativity of the population as much as the number of products produced and consumed in the Buddhist economy. The goal

of simplicity and non-violence is to work together to reduce violence against the world from the extraction of crude oil from fossils and the interest in avoiding international conflicts about the lack of oil and natural gas reserves. Buddhist economists are encouraged to use local things and environmentally friendly energy sources such as solar, wind, and water. As for the economy, it is unnecessary that one must pay attention to which product is the cheapest in the market but should meet the goals of simplicity and non-violence as much as possible.

Besides, the National Education Act 1999, Section 15 stipulates that there are three forms of educational management: formal education, non-formal education, and informal education. In addition to all three forms of management, there is another form of education that Section 12 has defined, namely alternative education, which is another approach to educational management. To develop learners with today's different and diverse needs. The curriculum for this alternative education provides students with the opportunity to learn what is in harmony with their nature; in other words, subjects of their interest. This alternative education focuses on building up personal qualities to become an effective individual who can live happily with others in society. For this type of education, each student can choose subjects of their choices to meet their own needs.

Interviewee 1, who is a founder of Buddhist Economics Farmers School, (18 December 2017) has the intention to resolve poverty for farmers in a sustainable way by encouraging farmers to use organic farming methods in cultivation. By following this, he expected for the improvement of quality of life as well as to their environment. As a result, the Academy of Buddhist Economics was established on 29 January 2012 by organizing short-term training courses and one-year courses. Currently, there is a total of 700 farmers enrolled in the school. The four main courses of study are as follows:

- *Buddhist Agriculture*, focusing on organic agriculture as the principles
- *Buddhist Economics*, focusing on household economy management and selling agricultural products to market
- *Buddhist morality*, focusing on the application of Buddhist principles in daily life
- *Buddhist Culture*, focusing on restoring the culture and customs of the local community and the unity of the community

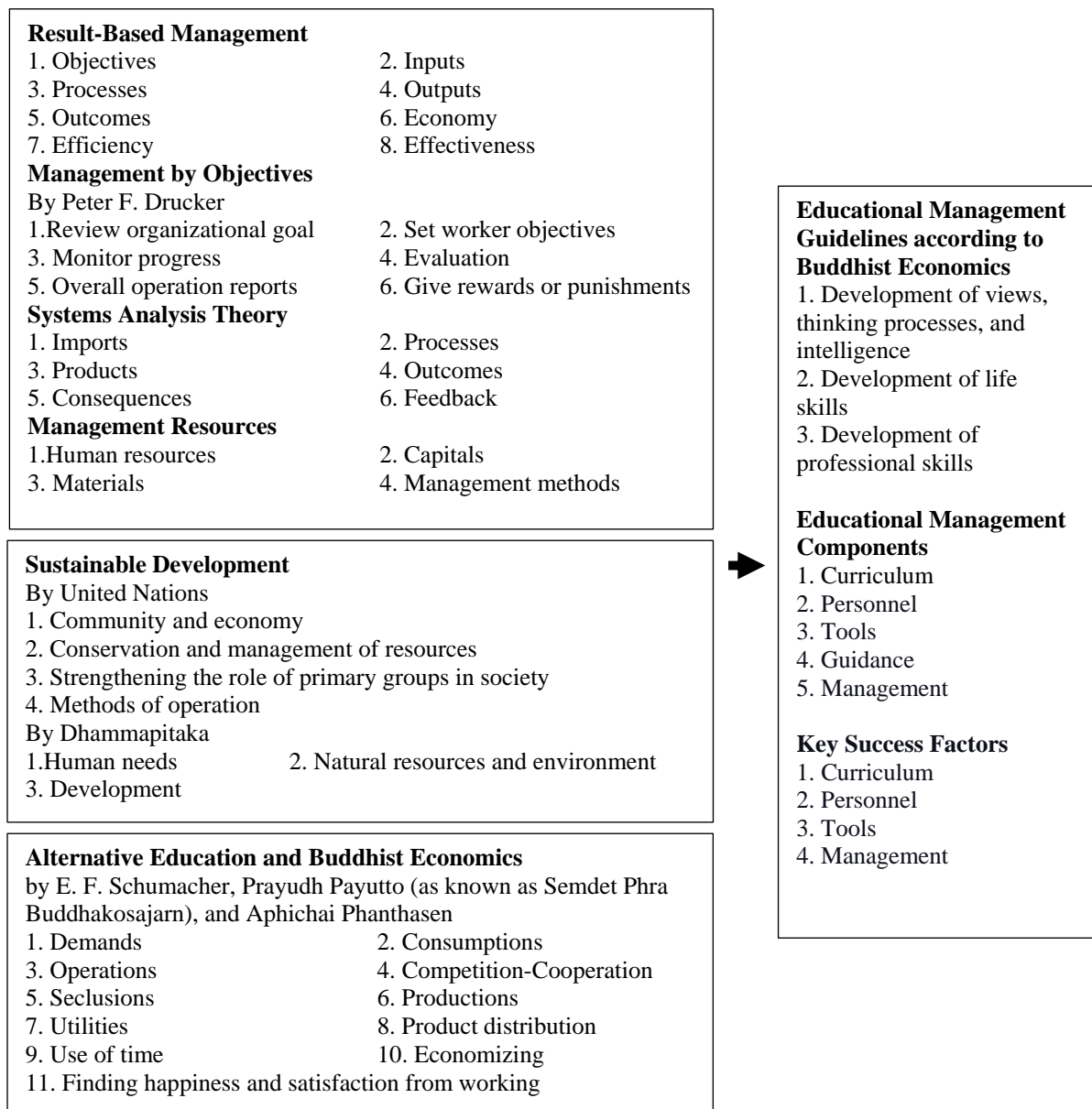
The researchers are interested in studying the composition and approach of educational management according to the Buddhist economics, case study of the Academy of Buddhist Economics, to formulate a definite format of its operation that can be a model for other educational institutions as well as those interested in applying it to the management of education.

Objective

To study the educational management theories and research to synthesize guidelines following Buddhist Economics.

Conceptual Framework of the Research

The researchers have studied the related documents and research to determine the conceptual framework of the study as follows:



Research Methodologies

This research is qualitative method to synthesize educational management based on Buddhist Economics perspective.

Step 1: Studying, analyzing, and synthesizing documents together with related research.

Data sources: Documents as well as research related to non-formal education, educational administration and management, sustainable development concepts, Buddhist economics concepts, model-related concepts and model development

Tools: Record Form, content analysis

Data collection: The researcher conducts the study and records it in a synthetic form after examining related documents and research

Data analysis: Analyzing the content and draw a conclusion

Step 2: Interviewing experts involved in educational management field who fit in criteria.

Data sources: Two experts in education and alternative education, Phra Sakayawongvisut and Dr.Atchong Chumsai Na Ayutthaya, as well as five non-formal institutions such as Barefoot College, Yunus Social Business, School, Belmont Pattana School, Abhaibhubejhr Institute of Thai Traditional Medicine, Tohoku Agricultural Training Center

Tools: Structured – interviewing form

Data collection: The researcher interviewed through phone calls and social media platforms

Data analysis: Analyzing the content and draw a conclusion

Research Results

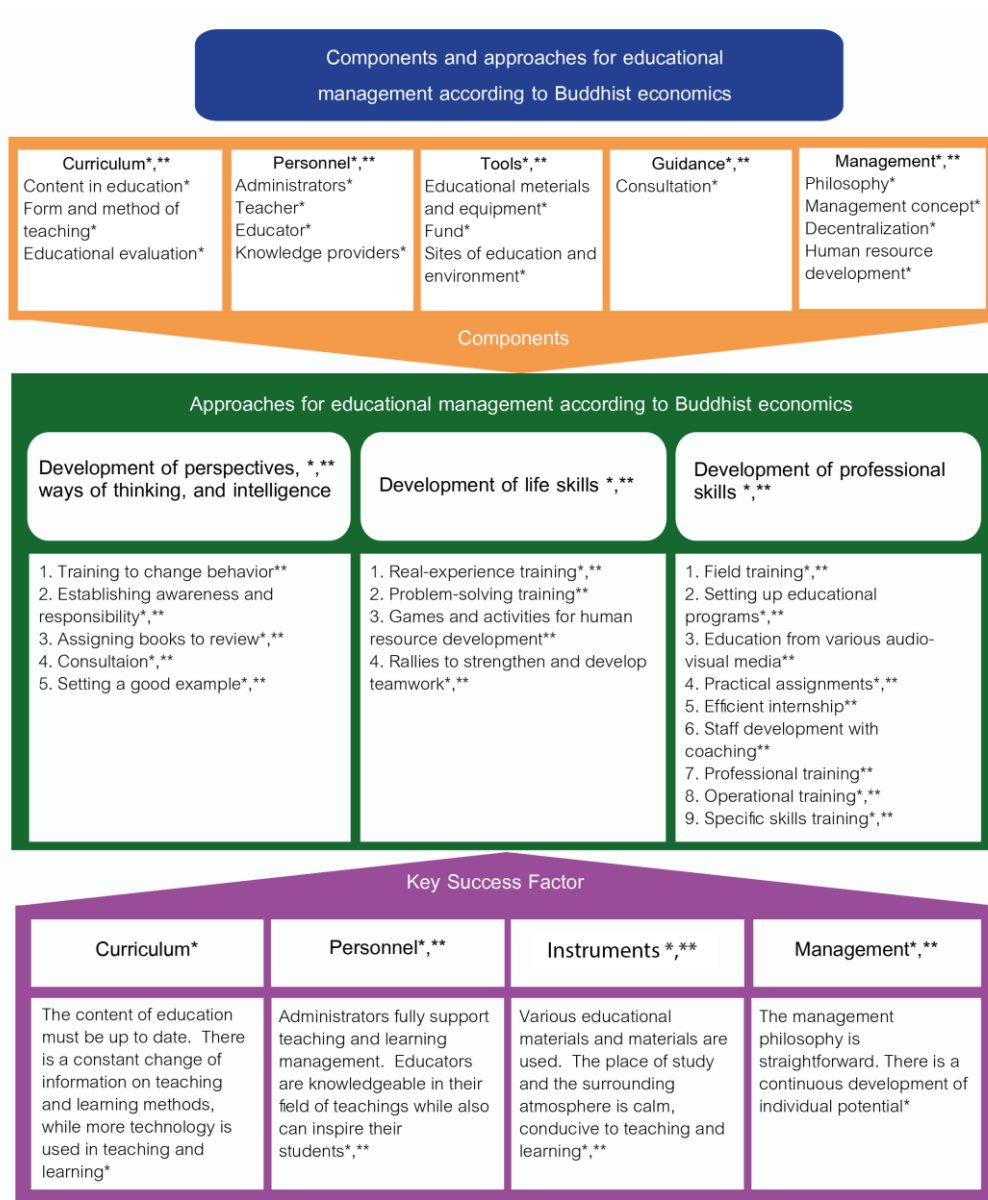
The results of the analysis of relevant documents and researches, and the study of the interviews with those involved in the educational management both domestically and internationally, found that the educational management consists of five components: 1) Curriculum, consisting of the content in education, form and method of teaching, and educational evaluation 2) Personnel, consisting of administrators and teachers/educators/knowledge providers 3) Instruments, consisting of educational materials and equipment, fund, sites of education, and environment 4) Guidance, consisting of consultations and 5) Management, comprising of philosophy and management concept, decentralization, and human resource development.

Guidelines for educational management according to Buddhist economics consists of three components 1) Development of views, thinking processes, and intelligence. The learning management strategy for this includes training to change behaviour, establishing awareness and responsibility, assigning books to review, consultation, and setting a good example. 2) Development of life skills. The learning management strategy for this development are real-experience training, problem-solving training, games and activities for human resource development, rallies to strengthen and develop teamwork. 3) Development of professional skills. Learning management strategy for this includes field training, setting up educational programs, education

from various audio-visual media, practical assignments, efficient internship, staff development with coaching, professional training, operational training, and specific skills training.

Critical success factors are 1) Curriculum: The content of education must be up to date, and dynamic change of information on teaching and learning methods, while more technology is used in teaching and learning management. 2) Personnel: Administrators fully support teaching and learning management. Qualified educators is key success who could inspire learners. 3) Instruments: Various educational media and materials are used. Serenity of place and surrounding atmosphere is also important conducive to teaching and learning. 4) Management: the management philosophy is straight forward. There is a continuous development of individual potential.

The guidelines saying above can be summarized in diagrams as follows:



Sources: * Study papers and related research.

** Interviews with those involved in the management of education both in the country and abroad.

Conclusion

From the study, the researcher discussed the results of the study as follows:

1. The five components of educational management are 1) curriculum, namely content, educational content, form and method of teaching and educational evaluation 2) personnel such as administrators, teachers/educators/knowledge providers 3) instruments such as educational media and equipment, financial support, place of study, and environment 4) guidance including consulting 5) management, including philosophy and management concept as well as decentralization and human resource development in line with various institutions, namely, Belmont Pattana School (interviewee 8, 17 September 2019), Barefoot University (interviewee 4, 20 February, 2020) Grameen Bank and Yunus Social Business Center (interviewee 5, 25 February 2020), Tohoku Agricultural Training Center (interviewee 7, 27 February 2020), and the Abhaibhubejhr Institute of Thai Traditional Medicine, who has a philosophy of spreading and inheriting the wisdom of Thai traditional medicine (interviewee 6, 7 April 2020)

2. Guidelines for educational management, according to Buddhist economics, can be divided into three main areas as follows:

a. *Development of views, thinking processes, and intelligence.* The learning management strategy for this includes training to change behaviour, establishing awareness and responsibility, assigning books to review, consultation, and setting a good example. These are in line with Phra Brahmkhunaporn (2013), who said that the main task of education is to help a person develop the right attitude, to see things as they are, to be able to deal with them as they should, to benefit both oneself and society and to not see and manage things under the power of passions. The right attitude and organizational ability are achieved through the development of intelligence. However, intelligence is the knowledge that arises individually. By using the method of intelligence, the learners must be free in thinking and in asking questions, responding, searching for truths to gain knowledge and understanding of themselves. Also, it is consistent with interviewee 3 (10 April 2020) said we have to create good When good people do, good will follow. Satya Sai School trains students to meditate 12 times a day, as well as a story-telling process and involve students in expressing their opinions on the story. In the first teaching and learning process, students will focus on the analytical thinking process by themselves. Interviewee 2 (15 January 2020) said that in the process of teaching inmates in prison, the questioning method was used to allow prisoners to think, analyze and change their previous beliefs to be ready to embrace new ideas of living by using meditation in their teaching and learning.

b. *Development of life skills.* The learning management strategy for this development are real-experience training, problem-solving training, games and activities for human resource development, rallies to strengthen and develop teamwork. This complies with the Office of the National Education Commission (n.d.), discussing ten issues of learning reforms: learning through self-taught, learning about oneself, nature, and environment, learning aimed at improving life and occupational skills, learning that focuses on developing thinking processes, problem-solving with an emphasis on experience and practice, learning by combining knowledge, virtues, values and desirable attributes, learning aimed at developing democracy, learning about wisdom and art and

culture, research for developing the learning process, learning with the cooperation from family and community, and lastly, educational evaluation. In line with Apichai Pansen, Director of the Institute of Management for Rural and Society (2001), Sufficiency Economy was formulated as a proposal for real economic activities following Buddhist morality. This is because in one royal speech described the sufficiency economy as being modest, honest, not greedy and must not be hurting others. The Sufficiency Economy System focuses on enabling individuals to pursue a sustainable career and to spend their winnings sufficiently and economically according to their own money without creating debt. If there is money left, then share some savings, help some others, and maybe spend it for some additional factors. Peter Harvey (2000, 187) gives an example of Buddhism and Economy in the book "An introduction to Buddhist Ethics", which is the teaching of the Buddha, as follows:

- i. The wealthier, the more admirable for doing something virtuous (in a way related to dharma) without violence but reproachful for doing the opposite.
- ii. When using a product, it would be appreciated if using it in the following ways: To facilitate and please one person and to share it with others and to use it generously for the act of benefit to others. On the other hand, it is blameful for being stingy against oneself or doing something terrible to others.
- iii. Even if wealth comes through virtue and is used for the benefit of oneself and others, that person is to blame if that person's attitude toward wealth is clinging to greed and attachment without solitude or care for one's spiritual development.

These are consistent with the methods used by Interviewee 2 (15 January 2020) to teach prisoners. Those prisoners will analyze cause and effect as well as the punishments they arise, especially those who trade in drugs. Once the prisoners have gone through the teaching and learning process, they realize and fully understand life as well as see their own better life options. This will help in getting those prisoners out of the cycle and never having to return to jail any more. This is also in line with Interviewee 3 (10 April 2020), which discusses the interposition of livelihoods between people and nature for students by teaching students to farm rice and vegetable gardens. He also encouraged students to give compassion to rice and vegetables, which is the link between living and dependence of all lives.

c. *Development of professional skills.* Learning management strategy for this includes field training, setting up educational programs, education from various audio-visual media, practical assignments, efficient internship, staff development with coaching, professional training, operational training, and specific skills training. This can be seen from Barefoot College (interviewee 4, 20 February 2020) that focuses on developing solar engineering skills, water pumps in the community, and also architectural skills. From this, it can be seen that they try to build professional skills for remote communities. They also teach their students to become knowledgeable educators in other cities. The Solar Mama Project is a perfect example to explain this. For the project, they focused on training women to become solar engineers who travel around the world to teach people

in remote areas to build solar networks. Currently, there are 800 Solar Mamas and 50,000 households within 500 villages who benefited from the project. This is also in line with Yunus Social Business (interviewee 5, 25 February 2020). Muhammad Yunus, the founder of Grameen Bank, has set up training to create social entrepreneurship as well as providing initial capital for the operations. The training program will depend on the context of each country where social entrepreneurship is established. The Abhaibhubejhr Institute of Traditional Thai Medicine (interviewee 6, 7 April 2020) offers training courses related to Thai traditional medicine and spas to create a career for students. The Tohoku Agricultural Training Center (interviewee 7, 27 February 2020) has organized a training course on the development of agricultural entrepreneurs, as well as cross-industry networks to create market opportunities for farmers. The program covers the overall global agricultural business until new product development and marketing.

2. The critical success factors are 1) *Curriculum*: The content of education must be up to date. There is a constant change of information on teaching and learning methods, while more technology is used in teaching and learning management. This is in line with the Abhaibhubejhr Thai Traditional Medicine Institute (interviewee 6, 7 April 2020), which has been continuously adapting the curriculum to meet the needs of the era, such as training Immunity during COVID-19. The aim is to provide participants with knowledge and understanding about COVID-19 and know how to protect themselves and those around them from the disease utilizing Thai traditional medicine. 2) *Personnel*: Administrators fully support teaching and learning management. Educators are knowledgeable in their field of instructions while also inspiring their students. This is in line with Satyasai School (interviewee 3, 10 April 2020), which continuously organizes training for administrators and teachers so that administrators and teachers are a good role model for students. 3) *Tools*: Various educational materials and materials are used. The place of study and the surrounding atmosphere is calm and conducive to teaching and learning. Consistent with the university barefoot (interviewee 4, 20 February 2020) that organizes education and learning through tools and equipment to allow learners to practice and gain knowledge and understanding from practice. It is also aligned with the Tohoku Agricultural Training Center (interviewee 7, 27 February 2020) that provides on-site learning to enable learners to learn from successful people as well as widening business perspectives for students. 4) *Management*: The management philosophy is straightforward. There is a continuous development of individual potential. This can be seen from how the Belmont Pattana School that has a value to create good education for children to be physically and mentally healthy (interviewee 8, 17 September 2019). In contrast, Barefoot College has a philosophy to bridge the gap of disadvantaged society and improve the quality of life for the unfortunates (interviewee 4, 20 February 2020). On the other hand, Grameen Bank and the Social Business Center Yunus seeks to reduce the social difference between social classes and to develop businesses that can help society and produce economic profits at the same time (interviewee 5, 25 February 2020). Tohoku Agricultural Training Center aims for the rehabilitation of agriculture in the Tohoku region affected by the tsunami and nuclear power plants exploded. They also strive to diminish the gap between elderly farmers and new

generations (interviewee 7, 27 February 2020). Lastly, the Abhaibhubejhr Institute of Thai Traditional Medicine has an objective to spread and pass on the wisdom of Thai traditional medicine (interviewee 6, 7 April 2020).

Suggestions

Suggestions for Applying the Research Results

The approach to educational management in accordance with Buddhist economics is a method that can be applied in the management of alternative or non-formal education to meet the objectives of developing attitudes and quality of life of its students. The approach can be applied into five components: curriculum, personnel, tools, guidance, and administration. As for the educational management guidelines, they consisted of:

- The development of perspectives, ways of thinking, and intelligence.
- The development of life skills.
- The development of professional skills.

These can be varied as they will be up to the context of the place where this approach will be applied.

Suggestions for Future Research

There should be a model of educational management in accordance with Buddhist economics to serve as a model for organizations that want to apply further as well as further research to elaborate on the elements and approaches to education management in each program for those who wish to use it have a clear pattern and direction. They must also be able to be used as the 'best practices' for further education in accordance with Buddhist economics

Acknowledgement

I want to express my deep and sincere gratitude to Dr Thidawan Unkong, Dr Sombat Nopparak, Dr Thiamchan Phanit Polchinchai, Thesis Advisory Committee, all the experts including educational experts such as Phrathep Sakayawong Bundit, Dr Atchong Chumsai Na Ayudhya, and the schools' managers who provided insight and expertise that greatly assisted the research.

I am incredibly grateful to my parents for their love, prayers, caring, and sacrifices for educating and preparing me for my future. I am also very much thankful to our friends for their love, understanding, prayers and continuing support to complete this research work.

References

Art-Ong Jumsai na Ayuddhaya. (April 10, 2563). Interviewee.

Bodin Rasmithes. (February 25, 2563). Interviewee.

Chakrit Worachakriyanun. (September 17, 2562). Interviewee.

- E.F.Schumaker. (2557). *Small is Beautiful*. Nonthaburi: Sainam.
- Jirayu Isarankura Na Ayudhya. (online). *Sufficiency Economy Philosophy*. Retrieved on November 10, 2560, from http://www.tabay.go.th/index.php/index.php?op=articlecenter_detail&art_id=464&id=12153
- Justin Brown. (February 23, 2563). Interviewee.
- National Education Act*. (2542, August 14). Rajakijjanubeksa. Volume 116, Episode 74 kor, page 1-23.
- Non-Formal and Informal Education Promotion Act*. (2551, March 3). Rajakijjanubeksa. Volume 125, Episode 41 kor, page 1-11.
- Office of Non-Formal Education Administration. (2549). *Guidelines and procedures for organizing education outside of school, Basic Education Courses 2544 (revised on 2549)*. Bangkok: Agricultural Cooperative Assembly of Thailand Printing House.
- Office of the Education Council. (2552). *Education reform proposals in the second decade (2552 – 2561)*. Bangkok: Prikwan Graphics.
- Office of the Education Council. (2557). *Alternative Education Management in Thailand*. Seminar Materials on Alternative education development.
- Pakakrong Kwankhao. (April 7, 2563). Interviewee.
- Peter Harvey. (2000). *An Introduction to Buddhist Ethics: Foundations, Values and Issues*. Cambridge: Cambridge University Press.
- Phra Dhammapitaka (P.A. Payutto). (2539). *Sustainable Development*. Second Print. Bangkok: Buddhadhamm.
- Phra Dhammapitaka (P.A. Payutto). (2557). *Buddhist Economics*. Fourteenth Print. Nakorn Pathom: Chor. Chareon Interprint (Thailand).
- Phra Medhivajirodom (V.Vajiramedhi). (December 18, 2560). Interviewee.
- Phrathep Sakayavongvisut.(January 15, 2563). Interviewee.
- Prawet Wasee. (2541). *Sufficiency Economy and Civil Society*. Bangkok: Morchaoban.
- Prawet Wasee. (2542). *Strategy for economic, social and moral strength*. Bangkok: Morchaoban.
- Rama Kammitha. (February 20, 2563). Interviewee.
- The office of National Economic and Social Development Board. (2546). *Sustainable Development in a Thai Context*. Bangkok: The office of National Economic and Social Development Board (Supporting documents for the 2003 Sustainable Development Conference)
- The office of National Economic and Social Development Board. (2555). *National Economic and Social Development Plan No. 11 (2555 – 2559)*. Bangkok: The office of National Economic and Social Development Board.
- The office of National Economic and Social Development Board. (online). *National Economic and Social Development Plan No. 1-10*. Retrieved on November 10, 2560, from nsmitt.blogspot.com/2015/02/1-10.html
- The office of National Economic and Social Development Board. (online). *National Economic and Social Development Plan No. 12 (2560 - 2564)*. Retrived on November 10, 2560, from http://www.nesdb.go.th/ewt_dl_link.php?nid=6422.