

Research Title:

Lifelong Learning Promotion for  
Community Empowerment through  
Sufficiency Economy Philosophy

By the Office of the Non-Formal and Informal Education (ONIE)  
Ministry of Education, Thailand



# Rationale and Significance of the Study

## 1. To serve the strategies, mechanism for driving strategies and implementation goals of ONIE in the fiscal year 2016

### 1.1 Strategy

- Develop CLCs to be a driving mechanism for providing and promoting education to create and disseminate the community lifelong learning opportunity

## **1.2 Mechanism for driving the strategy**

- Use a community as base to provide NFE learning activities through CLCs and community learning resources

## **1.3 Implementation goals**

- Community participation in pushing forward its learning activities in accordance with the Sufficiency Economy Philosophy

## 1.3 Implementation goals (cont.)

- Community – organized knowledge management for stability, prosperity and sustainability (Community empowerment)
- Participation of all communities and social sectors as network parties in providing, promoting and supporting non-formal and informal education

## **2. To serve the co-policies of the Ministry of Education and the Internal Security Operations Command, Prime Minister's Office**

- Jointly establish the Sub-district Learning Centres for Sufficiency Economy Philosophy and the New Theory Farming



## Research Objectives:

1. To study the status of CLCs in promoting lifelong learning for community empowerment through sufficiency economy philosophy
2. To study the effectiveness in promoting lifelong learning for community empowerment through sufficiency economy philosophy

## Research Objectives: (cont.)

3. To study the factors affecting the success in promoting lifelong learning for community empower through sufficiency economy philosophy
4. To study the best practices of CLCs in promoting lifelong learning for community empowerment through sufficiency economy philosophy
5. To make policy recommendations for ONIE on promoting lifelong learning for community empowerment through sufficiency economy philosophy

# Research Conceptual Framework

## 1. Concept on Sufficiency Economy Philosophy

- The philosophy of sufficiency economy has been developed and advocated for the past three decades by His Majesty King Bhumibol Adulyadej based on his accumulative experiences in rural development.
- The philosophy stresses the Buddhist principle of the “middle path” as a guiding principle for people at all levels in pursuing their livelihood.



## Research Conceptual Framework (cont.)

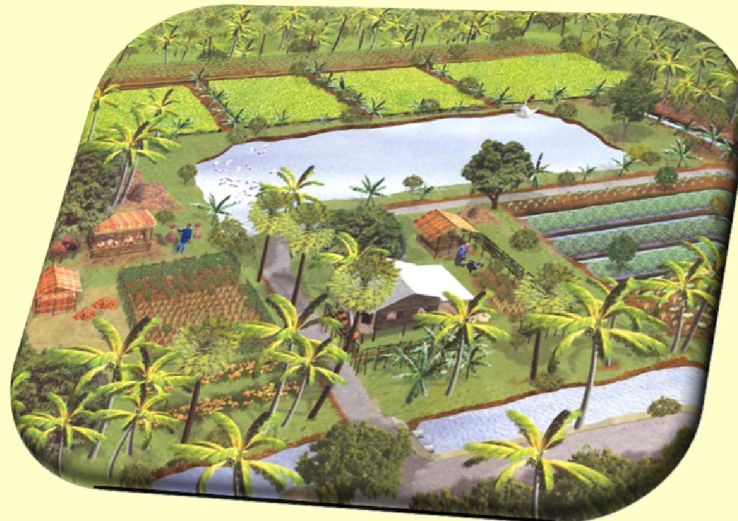
- According to His Majesty, sufficiency means: “moderation, reasonableness, and self-immunity for sufficient protection from impact arising from internal and external changes.
- Consideration and prudence are essential for an application of knowledge.
- Great care is needed in the utilization of theories and methodologies for planning and implementation in every step.

## Research Conceptual Framework (cont.)

- It is also essential to strengthen the moral structure of the nation, so that everyone, particularly public officials, academics, businessmen at all levels, adhere first and foremost to the principles of honesty and integrity.
- A way of life based on patience, perseverance, diligence, wisdom and prudence is needed to create balance and to be able to cope appropriately with critical challenges arising from extensive and rapid socioeconomic, environmental, and cultural changes in the world.

## Research Conceptual Framework (cont.)

- In conclusion, the philosophy of sufficiency economy includes three elements: moderation, reasonableness, and self-awareness and requires two conditions for making the philosophy work more effectively: knowledge and virtues.



# Research Conceptual Framework

## 2. Concept on strong community

Strong community refers to the community which has 8 key aspects as follows :

1. Peace and order in the community
2. Unity and cooperation among community members
3. Economic self-dependency/ well-being of community members
4. Community's ability to respond to problems

## Research Conceptual Framework (cont.)

5. Community's security and safety in life and property
6. Community's ability to protect environment and natural resources
7. Community's ability to maintain cultural identity
8. Ability to respond to various developments in accordance with government's policies

## Research Methods

This research was conducted in the form of policy research focusing on the analysis of the implementation results according to aforementioned policies through survey method as follows:

**1. Sampling** : ONIE researcher team had conducted random sampling from the whole population totaling 7,424 CLCs in 77 provinces across the country.

The proportion of sampling was 17:1, getting the size of sample equal to 437 CLCs

## Research Method (cont.)

**2. Data collecting** : Implementation Report Form developed in the form of questionnaire on lifelong learning for community empowerment through sufficiency economy philosophy was used for collecting data, getting the sample totaling 409 CLCs equal to 93.59%.

**3. Data Analysis** : Frequency, percentage, mean, standard deviation, t-test, and content analysis were used for analyzing data.



## Research Findings

1. The status of CLCs in promoting lifelong learning for community empowerment through sufficiency economy philosophy revealed as follows :

1.1 The learning activity provided most was sufficiency economy philosophy training (55.75%), household accounting training (46.55%), followed by household accounting and sufficiency economy philosophy training (37.90%), projects in His Majesty's Footsteps (21.38), vocational and new theory farming training (10.25) and other activities related to sufficiency economy philosophy (4.57%), respectively.



## Research Findings (cont.)

1.2 Most of the CLCs (89.00%) had network parties to take part in providing activities. Community leader was the most (15.38%) followed by Sub-district Administration Organization (15.11%) district/sub-district agriculturist (10.71%), hospital and public health agency (9.89%), community development organization and various kinds of community organization (9.89%) educational establishment and educational institution (8.24%), municipality (7.14%), temple (3.02%), agricultural bank (2.47%), Internal Security (3.02%), Internal Security Operations Command (1.19%), Education Service Area Office (0.82%), policeman (0.82%), respectively and others (15.38%)

## Research Findings (cont.)

1.3 The whole number of people taking part in activities totaling 46,762 (over target as set 60.58%) Most of them were working age group (92.56), the rest were older persons (7.44%). Most of participants were in agricultural sector.

2. There was statistical significance at the level of .001 for the increase of 409 CLCs' effectiveness in strengthening communities by promoting lifelong learning promotion through sufficiency economy philosophy

## Research Findings (cont.)

The mean of community strengths after providing those activities was 4.37 ( $\bar{X} = 4.37$ ), while the mean before providing activities was 3.88 ( $\bar{X} = 3.88$ ). The said strength was at most level. The aspect of strength with the most average was the community's security and safety in life and property ( $\bar{X} = 4.44$ ) followed by peace and order ( $\bar{X} = 4.42$ ), cultural identity of the community ( $\bar{X} = 4.41$ ), unity and cooperation among community members ( $\bar{X} = 4.40$ ), community's stability to protect environment and natural resources ( $\bar{X} = 4.37$ ), economic self-dependency/ well-being of community members ( $\bar{X} = 4.35$ ), community's ability to respond to various developments in accordance

## Research Findings (cont.)

with government's policies ( $\bar{X} = 4.34$ ), and community's ability to respond to problems ( $\bar{X} = 4.25$ ), respectively.

3. The factors affecting the success of CLCs in promoting lifelong learning for community empowerment through sufficiency economy philosophy were knowledge and understanding in bringing principles of household accounting and sufficiency economy philosophy into daily life. The participants knew how to live with reasonableness, consideration and prudence and had more income generating or household expenditure decreased.

## Research Findings (cont.)

4. The best practice of 120 CLCs in promoting lifelong learning for community empowerment through sufficiency economy philosophy was found (29.34%). The community strength was at the most level ( $\bar{X} = 4.53$ ). They were in the Northeast (41.67), the Central (22.50), the North (19.7), the South (11.67%), and the East (5.00%), respectively.

- The learning activity provided most at 60 CLCs was sufficiency economy philosophy training, followed by household accounting training at 14 CLCs (11.67%), sufficiency economy philosophy activities at 10 CLCs (8.33%), projects in His Majesty's Footsteps at 9 CLCs (7.50%), village contest based on sufficiency economy

## Research Findings (cont.)

philosophy at 8 CLCs (6.67%), opening of 8 Sub-district Learning Centres for Sufficiency Economy Philosophy (6.67%), vocational training at 5 CLCs (4.17), learning how to bring sufficiency economy philosophy into daily life at 4 CLCs (3.33%), growing kitchen garden for vegetables at 1 CLC (0.83%), and new theory farming activities at 1 CLC (0.83%), respectively.

- The use of a community as base and participation of various sectors was based on community problems and needs, community participation in providing, promoting and supporting learning activities together with the relevant sectors in the community and locality, particularly community leaders, Sub-district Administration Organization

## Research Findings (cont.)

and other development agencies, namely agricultural, community development , and public health bodies and other groups in the community.

- Learning activity participants were able to use sufficiency economy philosophy in daily life, do household accounting, perform jobs for income generating or decreasing expenditure (These all effected the strengths of the community)

## Research Findings (cont.)

### 5. Policy Recommendations

5.1 ONIE should identify the focal points for promoting lifelong learning to build learning society and community empowerment for sustainable development through sufficiency economy philosophy as a main conceptual framework for providing and designing learning activities by using a community as base and participation of all sectors in the community and locality.

5.2 ONIE should utilize the research results as a base to make policies for strengthening CLCs to be a strong mechanism for providing and promoting lifelong learning for community empowerment within the responsible areas. The best practice of CLCs should be identified as benchmarks.



## Research Findings (cont.)

5.3 ONIE should develop a lifelong learning promotion strategic plan for community empowerment in accordance with sufficiency economy philosophy through all participation from all sectors at both policy and practice levels, as well as civil society and community in criticizing, give recommendations and suggestions. This plan should be a 5-year plan in line with the national economic and social development plan

**Thank you  
and  
Sawasdee**

