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## **Process of Driving the Sufficiency Economy Philosophy of Debsirinromkiao School, Thailand**

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The objective of this research is to study the process of driving sufficiency economy philosophy of Debsirinromkiao School. Data was collected from 10 key informants consisting of teachers and the sufficiency economy committee by using a focus group and non-participant observation. This was analyzed by using the innovation adoption process as a framework. The result showed that the process of driving the sufficiency economy philosophy of Debsirinromkiao School includes 5 stages, according to innovation adoption process of Rogers. 1) Knowledge stage : publicize the project and educate about sufficiency economy in the morning ceremony. 2) Persuasion stage : advertise for the camp and create interest in sufficiency economy exhibition. 3) Decision stage : enroll students in the camp. 4) Implementation stage: set up camp activities about sufficiency economy were TonklaPorpieng (the young sufficiency economy), YaowashonPorpieng (the teen sufficiency economy), PoonamPorpieng (sufficiency economy leaders) and sufficiency economy market 5) Confirmation stage : set up camp activities about sufficiency economy every year, along with promoting the sufficiency economy philosophy to other schools in nearby areas by sufficient travel.

**Keywords:** Sufficiency economy, Process of Driving Sufficiency economy philosophy

### **Introduction**

Thailand's Office of the National Economic and Social Development Board: NESDB (2011), that The 8<sup>th</sup>-11<sup>th</sup> National Economic and Social Development Plan (1997-2016) had been focused on the continuity of sufficiency economy philosophy and human-centered development. The idea was to balance the development in every dimension as well as driving on the practical outcomes on every level. The idea was still inherited to the 12<sup>th</sup> plan (2017 – 2021) which was compiled amidst the fast pace of the changings in the world. With the philosophy induced since the 8<sup>th</sup> plan, the office expected the Thai society became immune and help the country to withstand as well as securely proceed in driving the country's economy equipped with the philosophy as the risk mitigation. Expected

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result would be that Thai economy was balanced and sustainable (NESDB, 2016). The Sufficiency Economy Philosophy by King Bhumibol Adulyadej (Rama IX) are economic principles as well as the guidelines for implementing into practices. The philosophy was founded on moderation, reasonableness, and self-immunity. These lead to knowledge with proper morals. Nowadays every level of the Thais seriously their lives with the sufficiency economy philosophy. The bureaucrat, the private, the academic and the ordinary citizen sectors have adopted the philosophy to their daily activities. To raise the degree to advocate the values of sufficiency economy philosophy, the Ministry of Education took an action to initiate a policy on the process of driving the sufficiency economy philosophy. The process becomes a core strategy in human development, the new generation in particular, such that the Thais can financially support themselves (Ministry of Education: MOE, 2009). The ministry aimed to drive the process to educational institutes through its internal agencies and collaborations among agencies. (Jaiyakieow, 2012) At educational institutes, the process emphasizes on students to embrace the philosophy to their way of thinking, their value, and their daily practices so that they would be able to stabilize and balance their living styles. The youths would wisely live their lives through challenges from current dynamic society for the benefit of themselves and the society at present and in the future (Mulnee, 2014).

Debsirinromkiao school is among schools who recognized the importance of the process of driving the sufficiency economy philosophy. A group of committee has been adopting the process for the philosophy advocating and organizing activities regarding the philosophy both inside and outside the school. In 2009, the school organized school activities following the philosophy's foundations. A sufficiency energy camp was organized to promote optimal energy consumption. The school has kept organizing such activities and eventually passed the ministry evaluation to be a "sufficiency economy educational institute". The In 2011, the school organized new activities with respect to sufficiency philosophy such as PoonamPorpieng (the young sufficiency economy), PorpiengSanjon (mobile sufficiency exhibitions) and TaladnudPorpieng (sufficiency economy flea market). The school is eventually recognized as the model school for adopting the process of driving the sufficiency economy. In addition, in 2015, it is awarded best practice at the national level for sufficiency economy educational institute. Examples of their performances included growing vegetables, Enzyme Ionic Plasma, clay house. The activities have been consistently organized until current committee, the 9<sup>th</sup> committee. Each committee has given efforts in collaborations for pushing the process of driving the sufficiency economy. The philosophy has been adopted to agricultural perspective and adapted to the participants' daily life. The process has been introduced to schools in the area. The authors were

interested in studying the process of driving the by the school such that the process could be improved or propagated to other schools.

## **Materials and methods**

### ***Informants***

The authors selected informants via purposive sampling. The ten informants were composed of the teacher who founded the school sufficiency economy committee, seven ex-committee who had graduated, two ex-committee who are still in school. Their names are as followed

Mrs. Jariya Chintawan	Founder of the committee to drive and operate school sufficiency economy activities
Mr. Roongrat Dachachuai	Chair of Student Committee batch 1
Ms. Phennapah Kuiram	Chair of Student Committee batch 2
Ms. Chutimas Weradejpiat	Chair of Student Committee batch 3
Ms. Nuchsarapan Kwanboonchan	Chair of Student Committee batch 4
Ms. Nutnicha Jermjan	Chair of Student Committee batch 5
Mr. Nattapong Saowsuay	Chair of Student Committee batch 6
Mr. Uachat Mungnart	Chair of Student Committee batch 7
Mr. Kittiwat Soonchai	Chair of Student Committee batch 8
Ms. Pantong Sangobjai	Chair of Student Committee batch 9

### ***Data Collection***

The study was conduct in a qualitative manner. The authors adopts the following techniques to obtain the data for analyzing the school process of driving sufficiency economy philosophy.

#### **2.1. Focus Group**

The authors reviewed documents, research publications for focus group with the ten informants mentioned above who were chairman of the committee during their time.

#### **2.2. Non-participant Observation**

The authors perform a non-participant observation during the youth camp on sufficiency economy philosophy.

### ***Data Analysis***

The authors analyzed, compiled and summarized collected data using Rogers' innovation adoption process (Rogers, 1995).

## Results

Debsirinromklaio has introduced the King Bhumibol Adulyadej's sufficiency economy philosophy since 2007 as part of its strategy. The school implemented action plans, projects to advocate the sufficiency economy philosophy along with the school vision, "Be proud of Thai. Be part of the international. Live sufficiently." It induced the philosophy to the classroom level. Lately, organizations as well as communities visit the school to study the implementation as a model to induce the philosophy. Activities are introduced to its classroom. The activities' objectives are to promote students' understanding sufficiency economy philosophy as well as to enable students to apply the concept to live a good quality life. The sufficiency economy classroom has 2 major activities.

1. The holistic activities from core subject matters classroom. The sufficiency economy philosophy theme is created. A multi-discipline activity is planned in line with the theme. The school started with training school personals through activities such as inviting key speakers, visiting organizations and schools with distinct reputation on the philosophy. With the true understanding from the activities, the school personals were able to develop the school learning unit, integrated sufficiency economy management plan for subject matters. As the result, the philosophy introduction process was effectively brought into classes. The school regularly monitored the process performance. With advices from Educational Service Area Office 2 and from experts, the plan is adjusted for improvements. The plan is evaluated by survey form from each teacher. (Chintawan, Interview).

2. Supporting activities. There were a number of activities along with sufficiency economy classroom as follow.

2.1. Public Consciousness Toilet. Key students from school committee initiated the project in order to maintain the school toilets condition. The Healthy Accessibility Safety (HAS) standard by the Ministry of Public Health is adopted as a guideline. The program raises the awareness of public consciousness among students. The program was planned with the philosophy be its policy. The program is systematically along the plan-do-evaluate process. The program resulted in better behaviors on using toilets and is expanded with participation from other students. Because of the program, the school was awarded the excellence class at the national level in the category of best practice in applying the sufficiency economy to daily life (Saosauy, Interview).

2.2. School Bank. 100% of school students have their saving accounts. The activity promoted the sense of awareness on the importance of proper personal budgeting so that each may start to have their own saving. The program was awarded in 2012 from Government Saving Bank. (Chintawan, Interview).

2.3. Sufficiency Economy New Blood (2012 - 2017). The program is created to specifically promote the philosophy to new school students (grade 7). Activities are as followed. (Chintawan, Interview)

- Pretest on sufficiency economy philosophy
- Sufficiency economy philosophy workshop
- Role play regarding sufficiency economy philosophy
- Posttest on sufficiency economy philosophy

2.4. Sufficiency Economy Flea market (2009 - 2017). The purpose of the activity is to allow students to experience performing business planning in sufficiency economy philosophy way - the humble and social responsible way (Weradejpipat, Interview).

2.5. Sufficiency Economy Youth (2008 - 2017). The program is designed for grade 10 students with in the school as well as students from schools in the area. The program always succeed. Students organize activities for this program are as follow.

- Pretest on sufficiency economy philosophy
- Sufficiency economy philosophy workshop
- Critical thinking on sufficiency economy philosophy
- Study tour
- Posttest on sufficiency economy philosophy

The program also includes the activities such as cultivating vegetables, Effective Microorganisms products, blender by cycling, growing herbs, etc. The active committee is responsible for each year extra activities (Kuiram, Interview).

2.6. Sufficiency Economy Leader (2011 - 2017). The program focuses on students leadership. They become a leader in school programs and other programs through intense critical thinking skill on sufficiency economy philosophy. Being able to work as a team, they can organize, promote sufficiency economy philosophy effectively. Understanding what it take to lead, they know how to be a good supporting cast. Students often show their understanding on their roles and are able to creatively speak their opinions. The Activities are as followed (Dachachuay, Interview).

- Responsible for the assigned task from current leaders
- Role play on "Leading your idea"
- Be appointed to become the leaders

2.7. Mobile Sufficiency Economy Exhibition. To advocate the sufficiency economy philosophy, the philosophy is exhibited by the school to local communities and schools, in particular Ladkrabang and nearby area. Activities include role play, games. The committee proves to be able to systematically organize this activity well. With the program success, the philosophy is expanded to more than 10 of those schools. The program is also successful in spreading the philosophy to not only students but their families (Kwanboonchan, Interview).

2.8. Public Consciousness (2007 - 2017). The program focus on developing students to consciously act responsibly to the society. Being a volunteer, students learn to be responsible, cooperative, kind, assistive with pleasures. Activities are as follows. For the paper 3<sup>rd</sup> page activity (2010 - 2017), paper is donated to Foundation for the Blind in Thailand. The paper is used for media in Braille. For the green roof project (2010 - 2017), UHT package is collected for donation. The material is recycled into roof tiles. The tiles is donated to the need. The material can also be recycled into classroom tables and chairs for donation as well. Lastly, students often participate in the mangrove planting projects. Often these projects were organized under cooperation with the organizations who have Corporate Social Responsibility such as MEA, AOT (Suanchai, Interview).

2.9. Learning Resource Development. The school and the committee are able to get permissions without any cost to experimentally cultivate lemons and dates by following the sufficiency economy philosophy. These activities allow the committee to have new learning resource and new content (Muangnart, Interview).

2.10. One Class One Project (2008 - 2017). The school OCOP focuses on sufficiency economy philosophy. Students have a great opportunities to cooperatively show their ideas. Families, agencies, for example, take part of the each class's project. By having outsiders involve, this program does not only lift the students' understanding on the philosophy but the communities.

Under the sufficiency economy classroom, the OCOP and other programs are constantly evaluated and improved the strategy. The improvement process is operated in the collaborative style. A committee is appointed. They are responsible for driving, organizing and managing all projects/program through the academic year. Each program is evaluated for a decision whether it will be organized again next year and how it can be improved, whether additional program would make the project be more successful. The proposed improvement steps would need approvals from the school executives for mutual agreements. Overall, the improvement process is considered to follow the Plan-Do-Check-Act cycle. The check step is done in various forms include observations, interviews, surveys. The data is analyzed and become the proposal to be approved and start acting on the next iteration planning. The school finds that programs are more solid each year with new projects initiated from the dynamic of inside/outside changes (Dachachuay, Interview).

2.1.1 Clay House. The school and the committee cooperate to build a clay house. The house resembles sufficiency economy philosophy. The committee uses the house to house the school sufficiency economy outcomes (Sangobjai, Interview).

### ***Awards on Debsirinromklao School's Sufficiency Economy Classroom***

The school is well-recognized in delivering its sufficiency economy philosophy strategy to its classroom. The school's classes, subject matters as well activities have shown its deep knowledge in the philosophy for 10 years. Its qualitative activities with the purpose of promoting the philosophy. As a result, students' understandings lead them to wisely live their lives. This leads to better quality of life in classroom, family, community and society. The school's awards for this policy are as follow.

#### 1. National Award

- Sufficiency Economy School Award 2009
- Sufficiency Economy School Model Award 2012
- Implementing Sufficiency Economy Philosophy to Daily Life Award 2015 by Ministry of Public Health
- Outstanding School Promoting Savings 2013 by Government Savings Bank

#### 2. Regional Award

- Excellence Performance Award in Sufficiency Economy School (Public consciousness toilet) by Yuwasadhirakun Foundation
- Silver Medal, Student Handcraft Fair (Mobile Sufficiency Economy Moral Project)

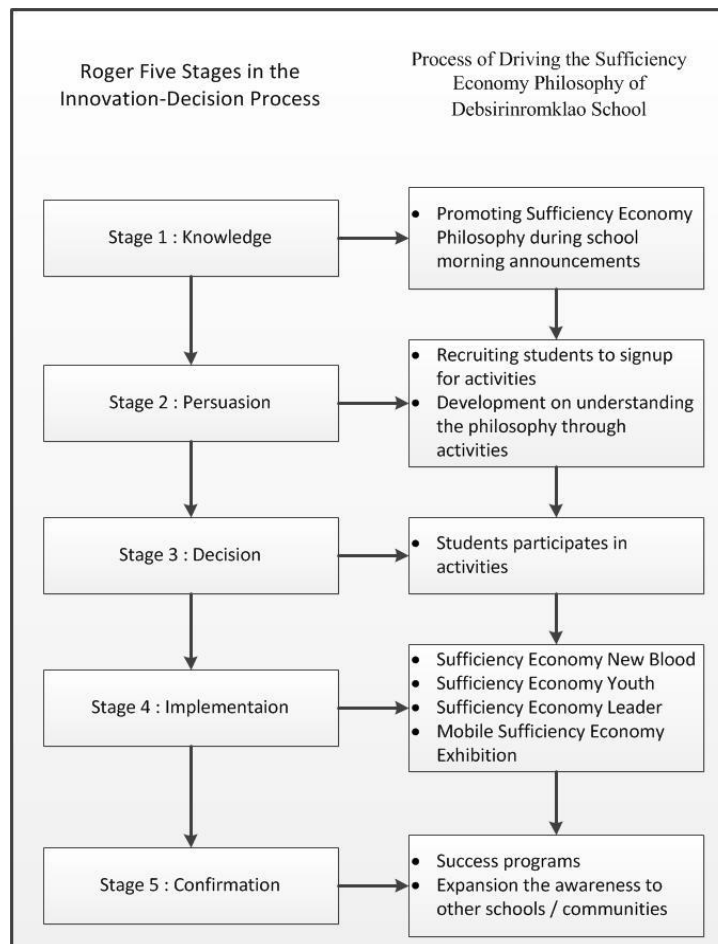
#### 3. Area Office

- Gold Medal Award (2013) from moral project titled "Creating Happiness Against the Dark World"
- Gold Medal Award (2014) from moral project titled "Mobile Sufficiency Economy"

Participating in the above activities help promote the philosophy to communities both inside and outside school. In addition, the school is well-recognized in its policy on the matter from every level of the society up to the national level. The school's achievements are publicized in the following media.

- Ministry of Public Health Journal
- Invitation to TV shows to promote the school's policy / strategy
- Journal of Educational Service Area 2
- School Newsletter (Twice a month)
- School Semester Newsletter
- Community Radio (F.M. 98.25 MHz) and School public announcement
- Facebook page "KlaPor" to promote the relevant programs.
- Organizing sufficiency economy workshops
- Organizing sufficiency economy exhibition (Chintawan, Interview)

The Process of Driving the Sufficiency Economy Philosophy of Debsirinromklao School shows that successful outcomes require knowledge gathering, knowledge transferring, organizing and managing camps for enabling students to truly understanding its philosophy. The knowledge is passed to other school through activities held outside the school. With the steering from the committee, it proves to be compatible with Roger's Five Stages in the Innovation-Decision Process (1995) namely Knowledge, Persuasion, Decision, Implementation and Confirmation. The authors map the similarity as shown in Fig. 1.



**Fig. 1** Process of Driving the Sufficiency Economy Philosophy of Debsirinromklao School.

### Discussion

Results from the study of Process of Driving the Sufficiency Economy Philosophy of Debsirinromklao School indicates the importance of initiating such policy. The school began with formulating action plans on sufficiency economy activities to support the school's vision. The plans



became the school strategy. This confirms (Jaiyakieow, 2012) study which stated the framework to drive sufficiency economy philosophy to practice in school. At the management level, the school management committee to induce the philosophy such that every level develops action plans which aims to drive the policy into daily practices. In classes, a comprehensive study units regarding the philosophy must be presented in every level of academic program. Outside classes, activities to encourage students to practice the philosophy and become their habits. In particular, students should commit to public consciousness. This can be achieved through social responsibility activities. The last dimension of the study involves school personals. They must have their opportunities to develop themselves making the philosophy part of their lives.

In this case of Debsirinromklaio school, a number of programs have been developed to reflect the essence of the philosophy. The sufficiency economy classroom under the administration by the committee has similar stages to Roger's Five Stages in the Innovation-Decision Process. At the knowledge stage, the school morning announcements before classes start fits the stage. At the persuasion stage, planning camps for students to get real experience on the philosophy fits the stage description. Exhibitions stimulates students to want to have better understanding of the philosophy. The school process fits the decision stage because students in participate in various activities. At the implementation stage, the number of successful camps indicate that the strategy successfully qualifies to reach this stage. At the confirmation stage, it is clear to a fact that programs are adjusted for next academic year. The school is well recognized on implementing the philosophy. The outcome of the policy effects beyond students but the communities even national level. The degree of the success of the school process which contribute to promoting the philosophy to communities was mentioned in (Mulnee, 2014). In general, its finding was that school with the sufficiency economy philosophy policy adopted the philosophy to its administration level. The evaluation of key programs is performed with the philosophy in mind. Visiting sites has positive impacts on students' understanding. In Debsirinromklaio school case, key programs are sufficiency economy new blood camp, sufficiency economy youth camp, sufficiency economy leader camp, sufficiency economy market and mobile sufficiency economy exhibitions.

### **Recommendation**

We identify key programs of the process of driving the sufficiency economy philosophy of Debsirinromklaio School. There are camps for appropriate age group. While the school accomplish on both dimension, the school could have programs which encourage students to accomplish with their family. This mean the society benefits from the process.

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