

**Award**

Supporting Partners:



Bangkok Office  
Asia and Pacific Regional  
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

**Submission Form of 2013 SEAMEO-Japan ESD Award**

Theme: Values Education

**PART I: Details of Your School****1. Name of your school**

Sathaporn Withaya School

**2. Full address**

54 Mu 11 Lumphaya Sub-district, Banglen District, Nakhon Pathom Province

**3. Postcode**

73130

**4. Country**

THAILAND

**5. Telephone number**

+66(0) 34 9000 37

**6. Fax number**

+66(0) 34 9000 37

**7. Name of the headmaster**

Mr. Precha Srianon

**8. Name of the teacher coordinator**

Mr. Chatri Tunsrikaw

**9. Email address**

patisol113@hotmail.com

**10. School Website**

www.facebook.com/SthaphrWithya

**11. Educational level**

Middle to high school

**12. Number of teachers in your school**

A total of 16 teachers

**13. Number of students in your school**

At present, a total of 290 students

**14. Please provide the name of teachers and students:**

(Only those involved in a leadership role in the submitted programme)

**Responsible Teachers:**

1. Mr. Precha Srianon
2. Mr. Chatri Tunsrikaw
3. Miss Savittri Nunoi
4. Mr Sutjarit Inthornpang

**Students (Core Team only)**

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. Miss Em Sangsuri               | 14. Mr. Sutton Srijanchom          |
| 2. Miss Pornrat Sungthong         | 15. Mr. Chakkrachong Tungtonjarien |
| 3. Miss Unphun Pengpagphit        | 16. Mr. Kraivit Prathoomma         |
| 4. Miss Vinida Srigatnym          | 17. Mr. Wanchai Chaiya             |
| 5. Mr. Supakhorn Dumrongthommakun | 18. Mr. Chetsomboon Japulee        |
| 6. Mr. Suthipong Sondhitumm       | 19. Mr. Aphilak Srisangsup         |
| 7. Mr. Nonthapat Piromshui        | 20. Mr. Phuwadol Nopsunti          |
| 8. Mr. Suriya Maneechot           | 21. Mr. Amonthep Buahom            |
| 9. Mr. Thanus Eimpinyo            | 22. Mr. Aeagungkul Nopsunti        |
| 10. Mr. Patipat Chaiya            | 23. Mr. Phithak Jaimung            |
| 11. Mr. Sanyalak Sirisae          | 24. Mr. Traipop Wandee             |
| 12. Mr. Pornthawee Promtago       | 25. Mr. Wisan Kosa                 |
| 13. Mr. Ravipas Chottiganavin     |                                    |

**PART II: Information about the School's Values Education Activity/Programme****1. Programme title:**

Better Quality of Life for All Students: Applying Sufficiency Economy Thinking through school-based Agricultural Programme.

**2. Programme summary:**

Thailand has been investing in young generations, and for the future (our school's core value). According to our King Bhumibol Adulyadej, sustainable development of this country can be achieved if Thai youths understand the importance of Sufficiency Economy Thinking and are able to apply the thinking in their everyday lives. Over the past decade, our school, Sathaporn Withya, has put extra efforts to promote this thinking among our students and community people around the school and been recognized widely for our school's Sufficiency Economy Learning Center.

Since 2010, we have worked on this programme aiming at improving the quality of life for our students by strengthening their commitment to Sufficiency Economy Thinking and empowering our students, especially poorest of the poor students and some students with risky behaviors (i.e. drug use, computer game addiction, etc.) to apply this thinking together with a practical know how of agriculture knowledge to improve their livelihood.

With an emphasis on good management practices, we have enhanced our students' learning by providing knowledge and necessary supports based on their existing skills and motivation. Participation of our school committee, a local administration as well as students'

parents or caretakers has helped us spread out the thinking, the knowledge and practices to not only our students but also their families in the community around our school.

Thus far, 440 students have successfully gone through the programme's learning processes i.e. strengthening their agricultural skills in both animal and vegetable farming at the school's Sufficiency Economy Learning Center. And 25 students were able to apply their knowledge both at school and at home to generate income for themselves and their families.

It is believed that the programme has not only increased more youths who are keen to apply Sufficiency Economy Thinking and agriculture knowledge as well as skills successfully at present time but also for their future. The programme has given the opportunity for all students to get access to adequate and nutritious school lunches, which is not only critically for their health but also their learning capacity.

Importantly, it was found that the programme's values education activities also helped some students from having to leave school before their graduation due to economic hardship, prevented a few from drugs and other risky behaviors, which are known to be available in some trouble spots and hangout areas of this community.

We are proud that our efforts thus far have produced another small dot, which might, one day, be connected with the others in the path towards sustainable development of our country.

### **3. Background information and reasons why the school created this program:**

*"...the school agriculture programme aside from providing nutritious lunches for students, the activities will also help them wholesomely in both their bodies and minds. They will learn to create sustainable prosperity for themselves and their families and ultimately for our nation. Another important result of this programme that many may overlook is the children will learn various important subjects i.e. agriculture, irrigation and nutrition, etc. They also learn self-reliance, how to work as a team, which is critically beneficial for our future development..."*

This is a part of King Bhumibol Adulyadej's speech given on 21<sup>st</sup> July 1994 that many schools in Thailand have been motivated to continuously work on improving their school agriculture programme to better serve our students, not only for now but also for their future.

Our school is located in a semi-rural agriculture and small industrial community in Nakorn Pathom Province. Most of our students' parents or caretakers are either rice farmers or low skill laborers. Without extra efforts from school, many of these students would not get access to nutritious meals at lunchtime. Moreover, some students were likely to be pulled out of school to help earn extra cash for their families. Thus, we developed this programme to emphasize the teachings of Sufficiency Economy Thinking and strengthen our school-based agriculture promotion activities, especially for poorest of the poor students to help them generate incomes from their agricultural activities.

For a school in a semi-rural poor setting like ours, the programme must be planned to add a component of income generating in order to prevent students from leaving school unexpectedly and preventing them from drugs or other risky behaviors. Most importantly, we believe that schools are important strategic partners in the preparation of next generation Thais, and it is necessary for us to be proactive.

#### **4. Vision, mission and core values:**

1. Vision: Our school provides quality education according to national standards and is accepted by the community.
2. Mission: One person, one profession and income generation during study.
3. Core values: Social and educational equality for all.

#### **5. Programme objectives:**

1. To equip students with appropriate and advanced agricultural skills (both animal and vegetable farming techniques).
2. To provide opportunity for participating students to have nutritious school lunches.
3. To generate income necessary for underprivileged students during their study.
4. To create a new generation of agriculturalists with Sufficiency Economy Thinking who concern about community and society well-being.
5. To prevent students from drugs or other risky behaviors.

#### **6. Values the school aims to achieve within the programme and various definitions:**

1. To provide students with experiential learning processes in accordance with Sufficiency Economy Thinking, for instance, do what you love and love what you do, commitment strengthening and determination, work as a mean to develop wisdom, etc.
2. To empower students with practical agricultural skills and experiences.
3. To improve the quality of life and promote income generation for students during study.
4. To generate agricultural products to improve quality of school lunches.

#### **7. Programme implementation period:**

Phase 1: Years 2010 - 2013

Phase 2: Years 2014 – 2016

#### **8. Activities (Actions and strategies of implementation)**

Sufficiency Economy Thinking is integrated to all programme activities. These activities are:

##### **1. Programme activities in academic curricula**

Our school's academic curricula include vocational and technology studies with a focus on agriculture. All students are given the opportunity to learn basic agriculture practices and additional subjects of interest including organic vegetable and mushroom cultivation, ornamental plant horticulture, and raising various animals (fish, frog, and cricket farming, etc.). Efficient studies require various innovations and training materials. This programme is aimed to facilitate innovations and material creation related to agricultural techniques as well as alternative to further develop students' creativity and applicability.

## **2. Activities aimed at improving the quality of life of poorest of the poor students**

The programme selects students who are either suffering from economic problems and hardships or from groups exposed to certain risks i.e. drugs, computer games etc. to participate in the programme to help improve their livelihood and generate some income from school agriculture activities. Students who participate in the programme undergo a process to develop their individual skills as follows:

- 1) Vocational training (i.e. mushroom cultivation, poultry farming etc.) according to students' individual skills which could be marketable or applicable within their community.
- 2) The programme partially supports necessary items of production (i.e. plant seeds, young animals, etc.) including technical as well as practical support necessary for them to be successful in the chosen activities.
- 3) The programme trains students to market their products themselves and not relying on a middleman or merchant.
- 4) The programme encourages students to establish groups for processing and sales of agricultural products to interested parties via distribution at a nearby popular floating market (Wat Lampaya).
- 5) The programme trains students in basic accounting principles and financial systems.

Thus, our participating students can actually generate income during their study. For example, students who cultivate mushrooms generate approximately 60-150 baht per day which is sufficient for school lunch and some extra cash for the family.

## **3. Activities to increase awareness and to promote sustainable development.**

The programme supports studies of various environmental aspects; for example, how to replace chemicals with biological compounds in agriculture production, the importance of sustained ecosystems for community food safety and security. Alternative energy is another essential subject of the programme, we encourage students to study natural and alternative energy generated from wind and water sources. At the School Sufficiency Economy Learning Center, our programme currently generates own electricity and reduces the need to purchase energy.

## **9. Strategies or pedagogies used for teaching values within the school**

Our main strategy is "Be a good example". Mr. Chatri Tunsrikaw, Programme Director and Head of the School Sufficiency Economy Learning Center, has worked hard on school agriculture programme and promoting sufficiency economy both in his own life and work for more than two decades. His commitment and dedication in this area has served well as an exemplar for students and community people around the school and many other areas in Thailand. He is not only an expert in agriculture and alternative energy subjects but a great believer in Sufficiency Economy Thinking. In sum, Mr. Tunsrikaw loves what he does, does it well and also want to help others to be able do it too. His leadership has been a guiding light for all students around him. Due to his outstanding contribution, Mr. Tunsrikaw received National Teacher Recognition Award from His Majesty the King on the auspicious Royal Ploughing Ceremony Day (8 May 2010) and a certificate on "Teacher who received a grant due to his/her good teaching" on 16 January 2012.

Other teaching approaches / strategies applied in the programme can be summarized as follows:

1) The programme involves community members who are already successful in their farms to act as senior partners for the students. They participated in the students' agriculture activities and give advice on how to generate income during their studies.

2) We provide training aimed at empowering our students with vocational skill sets according to their individual preference and their potential to generate income.

3) We emphasize on marketing skills as most are quite good at production but are often taken advantage of by middlemen.

4) We promote teamwork i.e. students are encouraged to form agricultural groups.

## **10. Program monitoring and evaluation mechanisms**

1. Evaluation through behavior observation of programme participants.

2. Evaluation through documents / records of programme participants.

3. Evaluation through questionnaires and dialogue with students' parents or caretakers

The followings are key indicators:

Indicator 1:

Underprivileged students receive basic education as required by the law.

Indicator 2:

Underprivileged students are able to receive practical vocational training in agriculture that applicable to their livelihood.

Indicator 3:

Underprivileged students learn Sufficiency Economy Thinking and are able to apply the Thinking in their daily lives.

Indicator 4:

Participating students aware of the importance of agriculture, have basic agricultural skills and who are concerned with environmental issues as well as sustainable development for their community.

Indicator 5:

Participating students have potential to be quality members of Thai society and not involved with drugs or other risky behaviors.

### **Summary of results:**

From 2010 to present, the programme has helped 15 underprivileged students through their high school graduation. Of which, 6 out of 15 students further their study at higher level and 9 are active in agricultural professions. Currently, there are 10 students participating in the programme as the core group, of which 3 have participated in the programme for over 2 years and 7 are new entrants. On average, participating students earn about 60-120 baht per day. The highest income generating group is frog farming. In 2011, such a group earned up to 10,000 baht (about 312.5 US\$ / batch (2 months)). Thus far, 440 students have participated in the programme. On May 8<sup>th</sup>, 2010, our School Agricultural Youth Group received the National Outstanding Agricultural Youth Group Award.

### **Problems encountered:**

1) Negative attitudes of some students' parents or caretakers towards agriculture (as a future profession for their children) still exist and for some it's almost impossible to convince them to change.



- 2) Some students have difficulty focusing and are low on accountability. They might have learning disabilities which have not been diagnosed.
- 3) Despite the knowledge they gain on sufficiency economy thinking, some students still want to spend their hard earnings on less necessary but popular items among teenagers (mobile phones, motorcycle modifications etc.) due to strong advertising campaigns of these products on mass media.

#### **11. Resources used for programme implementation:**

Management and technical support from school teachers, a local administration and government offices including community members, Students' time and efforts, land (about 4 Rais or less than 2 Acres), financial support for vegetable and animal production.

#### **12. List of partners, local government bodies, private companies or development agencies who have participated in planning & implementation and their roles in the activity/programme:**

<b>Name</b>	<b>Role/Duty</b>
1. Mr. Precha Srianon	School director/financial support and personnel
2. Mr. Chatri Tunsrikaw	Programme director and Head of Sufficiency Economy Learning Center
3. Miss Savittri Nunoi	Programme secretariat
4. Local administrative organization	Financial support
5. The Agricultural Extension Office Of Banglen District	Technical support
6. Department of Agricultural Promotion, Ministry of Agriculture & Cooperatives	Technical and material support for innovative Agricultural technology
7. School committee & Community members	Partners & advisors
8. Participating students(including some families)	Main actors of the programme

#### **13. Expected benefits/positive impact & outcome of the programme due to teachers, students, parents and the community:**

##### Benefits for teachers:

- Teachers who take part in the programme are fortunate to have a chance to learn and teach Sufficiency Economy Thinking. This experience is not only good for academic development but also for their personal mastery.
- Teachers gain practical knowledge that can be applied in their lives. Thus, their families' and communities' well-being could indirectly be part of the programme positive outcomes.

##### Benefits for students:

- Students receive agricultural knowledge aligned with Sufficiency Economy Thinking and are able to apply it in their lives at present as well as in the future.
- Students earn income during studies, enjoy nutritious school lunches and thus, better health and nutrition.
- Students have alternative activities which prevent them from exposure to drugs or other risky behaviors.
- Students have opportunity to learn valuable lessons that could help them to become good quality citizens of their community and the country in the future.

#### Benefits for parents or caretakers

- Their children have better nutrition and health, thus a better future.
- Their children's knowledge on agriculture and sufficiency economy thinking can be useful in their future professions.
- Their children know how to help themselves and know how to earn extra cash for themselves and their families during study.
- Their children are prevented from risky behaviors during their teenage years i.e. drugs, etc.
- Their children can get the education valuable for their future.
- Parents or caretakers can learn from their children and apply the knowledge at homes to improve their quality of life.

#### Benefits for Community

- The community receives a model for agricultural promotion and from students and parents applied their new knowledge at homes.
- The community benefits from having active learning center located nearby and is able to disseminate their knowledge and experiences within and to other communities.
- The community has more quality members to help develop the community further.

#### **14. Proof of achievement from students, teachers and the community:**

1. As seen from agricultural produce.
2. Information gathered by questionnaires (participating students and development partners).
3. As apparent in photographs, video clips, and various media.
4. From records of both income and expenses of participating students.
5. Recognition at the national level by both the teacher and the student group.
6. The community has been well recognized due to the programme's success.

#### **15. Plan for sustainability and plan for the future**

To promote programme sustainability, the following activities are initiated:

1. Integration of the programme plan into the annual school action plan and implementation and into the educational curricula in order to encourage continuous investments (of budget, facility, and study schedule for practical implementation every school year).
2. The programme plan is also merged into the local administrative organization development plan to encourage continuous support (of budget, manpower, equipment and in disseminating the technology to other communities).

#### Plan for the future:

- 1) To develop appropriate diverse agriculture technology for students i.e. plant tissue culture etc.
- 2) To form new groups that apply a model of "elder sibling teaching younger sibling", where senior members meet junior members who are interested in participating in the programme and train them with skills. When they complete their study, they will be encouraged to pass on their knowledge and experience to future batches.
- 3) To expand the network to the private sector and to encourage students to train in various other professions i.e. form school agricultural co-operatives, etc.
- 4) To find sources of sustained investment or donation for students to purchase necessary of production items.
- 5) To further promote modern appropriate agriculture technology and knowledge of sufficiency economy thinking to the community by student leaders.

#### **16. List of appendices/attachments for perusal**

- VDO Part I shows overview of the programme activities and Part II shows how a student leader (Mr. Supakhorn Dumrongthommakun) applied the knowledge he gained from the



programme at home. He was able to generate 80,000 Baht or about 2666.67 US\$ from his participation with the programme.

- A brief note from King Bhumibol Adulyadej: A Life's Work on Sufficiency Economy Thinking.
- A letter of appreciation from Dr. Robert J. Holmer, Director, AVRDC - The World Vegetable Center (East and Southeast Asia)
- Copies of award photos received by both the teacher and a student group of the programme

**17. Photographs related to the programme (maximum of 10 photos)**



1. Participants learn how to prepare soil for planting



2. Participants make garden box frames for vegetable plantation.



3. Participants learn applied hydroponics technique for vegetable production.



4. Healthy vegetable seedlings as a result of the programme





5. Students gather their organic vegetable produce.



6. Another group gathers vegetables for use and distribution in their community.



7. A participant harvests mushrooms in the morning.



8. A frog farming group selects their breeders.





9. A catfish farming group in action.



10. Programme members (teachers, students and community members) are proud to share their knowledge and experiences to visitors and to the national media.



## *Sufficiency Economy thinking*

*was formalised in the aftermath of the 1987 financial crisis that rocked economies in Thailand and the region. Embracing Buddhist principles and drawing on King Bhumibol's many decades of hands-on research and work in development, the theory is a vision of sustainable development in the global era. Under the Sufficiency Economy thinking, the push for growth precipitated by capitalism is balanced by moderation and ethical behaviour. While focused on creating a model under which farmers may enjoy sufficiency, and which*



*mitigates some of the risks posed by the environment and marketplace,  
its principles can also be applied on a larger scale in the public and  
private sectors.*

*([www.sufficiencyeconomy.org](http://www.sufficiencyeconomy.org))*