

# Chapter 5

## Using the Integrative Learning Process to Enhance Competencies for Sustainable Development

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### EXECUTIVE SUMMARY

*This study aims to develop competencies for sustainable development and create corresponding indicators designed to address the current conditions, to study desirable conditions in accordance with the concept of the whole-school approach, to develop innovations and assess the effectiveness of the integrative learning process to enhance competencies for sustainable development. It also aims to propose education management strategies for sustainable development. The study's findings were developing competencies for sustainable development and indicators and dividing them into eight competencies. The study on the students' current conditions revealed average competencies ( $x = 3.73$ ,  $SD = 1.34$ ) regarding the desirable conditions of competencies. Students' overall wishes were at the highest level ( $x = 4.68$ ,  $SD = 0.67$ ). The integrative learning process consisted of four steps. The impoverished students had at least 70% of the competencies for sustainable development in each cycle. Recommendations on education management strategies for sustainable development consisted of four strategies.*

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## 1. INTRODUCTION

The General Assembly of the United Nations put a joint agenda in place to establish the Sustainable Development Goals (SDGs) for the next 10 years, until 2030, with 17 key goals, including Goal 4: Education for Sustainable Development “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” in which the target 4.5 strives to eliminate disparities in education to all levels of education for the vulnerable” and the target 4.7 seeks to ensure that all learners acquire the knowledge and skills needed to promote sustainable development. Poverty is the most serious issue that must be addressed (United Nations, 2016; Office of Education Council, 2016). In formulating the Twelfth National Economic and Social Development Plan (2017–2021), the Office of the National Economic and Social Development Council (NESDB) adhered to the 20-year National Strategy Framework (2017–2036), the master plan for national development, the country’s Sustainable Development Goals (SDGs), and the Thailand 4.0 Policy. The objectives of Strategy 1: Strengthening and Realizing the Potential of Human Capital are to prepare Thai people of all ages to acquire the skills needed for a quality life in the 21st Century world and apply a knowledge base and thinking system in a multidisciplinary manner by creating an integrative learning approach that places an emphasis on hands-on practice. Strategy 1 also aims to use research and innovation to drive education and provide educational opportunities to underserved communities. The impoverished, disabled, in particular, and destitute will have access to and the right to choose high-quality education services. This strategy begins with an understanding of the area’s and community’s true challenges (The 20-year national strategy [2018–2037]), 2018; Office of the National Economic and Social Development Board, Office of Prime Minister, 2016; National Strategy Secretariat Office, Office of the National Economic and Social Development Board, 2018; Office of the National Economic and Social Development Board, Office of Prime Minister, 2019). The National Education Plan 2017–2031 (Office of Education Council, 2017) has established five education development goals: access, equity, quality, efficiency, and relevancy.

According to an interview with Mrs. Wiratchani Suwan, director of the Amphasiriwong Temple Community School, Mitraparb 162 (Suwan, interviewee, 15 February 2021), a growing number of students in grades 1–6 who are now impoverished and destitute wished to sign up for the information system development project, the Office of the Equitable Education Fund, to ensure their learning opportunities.

Action Learning Process: 5Ts is the concept that focuses on “taking care of others as best as you can take care of yourself” through Think: reflect and revise, Touch: fieldwork encounters, Take Action, Tune-in: plan together, Talk: dialogue, mutual awareness via in-depth investigation, and a focus on resolving problems in

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