Gross National Happiness, Sufficiency Economy, Sustainable Development

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Presentation

• Statement of the problem.
• The guiding principles of education provision.
• Comparison of values of GNH, SE, SD
• From principles to practice.
• Lesson learned.
• Conclusion.
Statement of the problem

• The dot.com world is more complex and materialistic.

• New demands of society and country in the 21st century.

• Concerns about the ability of education providers.
Statement of the problem

The challenging tasks for education providers in the dot.com world.

- What kind of knowledge, moral values and skills are needed in the dot.com society?
- Who are the learners?
- What are expectations of society of education?
- What is education for?
UNESCO Theme

• Learning to live together and education for sustainable future.

• Guiding principles of education provision for sustainability.
  ✓ **Gross National Happiness (GNH)**
  ✓ **Sufficiency Economy (SE)**
  ✓ **Sustainable Development (SD)**
GNH, SE, SD

- **GNH**: Development concept that emphasizes spiritual wellbeing and happiness, not just growth; ensures prosperity is shared across society.
- **SE**: Calls for middle path to be observed; immune system; spiritual foundation and values to guide the livelihood and behavior of people at all level.
- **SD**: A vision concerning a process of change in the relationships between social, economic and natural systems and processes; the interdependence of human needs and environmental requirements.
Comparision of principles:

<table>
<thead>
<tr>
<th>SE</th>
<th>GNH</th>
<th>SD</th>
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<td>Moderation, a path to sustainable development.</td>
<td>Sustainable and equitable socio-economic development</td>
<td>Economic pillar</td>
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<td>Self-immunity</td>
<td>Conservation of environment</td>
<td>Environmental pillar</td>
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<td>Reasonableness</td>
<td>Preservation and promotion of culture</td>
<td>Cultural pillar</td>
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<td>Knowledge</td>
<td>Good governance</td>
<td>Social pillar</td>
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<td>Morality</td>
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Moral values

• Conceptually, GNH and SE adhere to basic values of humanity: honesty, diligence, integrity, promoting a living with patience and perseverance.

• Value education is taught in most countries, and has similar concept as that of Sustainable Development.
From principles to practice

• In Bhutan, GNH is infused into everything that is learned and taught in schools, in addition to moral education lessons.

• The education system will shoulder the responsibility to cultivate GNH principles and values, effective from 2010.
The concept of Green School

• A Green School, model of ecologically sustainable society in a smaller scale.
• GS concept comprises 8 indicators:

  Environmentally green; Moral greenery; Aesthetic greenery; Spiritual greenery; Cultural greenery; Academic greenery; Social greenery; Cultural greenery.
From the study

• Bhujel study (2012) and findings:
  ➢ All activities in school, taught and co-curricular activities, were intertwined with the GNH values, e.g. civic sense, harmony, friendship, trust, fairness, equality, unity.
  ➢ The teachers need intensive and proper training.
SE and Economic recovery

• The promotion of sustainable development in 1992 National Development Scheme.
• The proper balance between dependency and self-reliance for cooperation for SD.
• Act of 1999, amended 2002, education provision is based on: lifelong education; participation of society; continuous development of the learning process.
SE as guiding principle

• SE philosophy is introduced in basic education as well as higher education.
• Awareness of the need to preserve Thai culture and Thai wisdom, conservation of environment, public mindedness for peaceful and harmonious co-existence.
• Assessment of desirable characteristics.
Lesson learned

• Value education is the means to inculcate proper attitudes and values in students to live together peacefully and harmoniously.
• It must be a whole school approach.
• Teachers are key players under the leadership of principals and clear national policy.
• The Green School is one model that promotes environment and natural resources conservation.
Conclusion

• Education for sustainable development is essential to maintain the balance of economic, social, and environmental development.

• Sustainable development concept and implementation involves attitudes, behaviors, and cooperation of every individual.
Conclusion

• There are many models of cultivation of social and moral values for sustainable future.

• Character development process takes time, does not produce immediate result.

• Formal education cannot be responsible for all expected outcomes, as there are many explicit and implicit variables that affect the character development process.
Conclusion

- The remarks of UNESCO Director General (Federico Mayer, 1997)
  
  “… the key to sustainable development is education – We must be ready in all countries, to reshape education to promote attitudes and behavior conducive to a culture of sustainability.”