Education for Sustainable Development: Experiences from Chulalongkorn University, Thailand
Sawaddee from Thailand.... สวัสดีจากเมืองไทย
His Majesty the King
EE and ESD in Thailand

- are recommended to be offered as “an integrated discipline”
- mostly discussed in formal education, but role of EE&ESD in non-formal and informal education are also realized
- have fulfilled by various stakeholders, however teachers are considered as key person who create and mobilize schools and community to involve in ESD
Four Parts of the Presentation

1. ESD Implementation in the Faculty of Education, Chulalongkorn University

2. ESD Related Courses for Undergraduate Students

3. ESD Related Programs and Courses for Graduate Students

4. Supportive Factors and Challenges
Courses related to the concepts of SD had been launched for more than a decade for example, *Man and environment, Peace Education, Teacher and Community Development.*

In 1996, a new course *Education and Society* was added to the revised curriculum.

During 1996-1999, the CEGE developed “The Learning for Sustainable Environment (LSE) Module Workshop” for Teacher Training Educators and Environmental Educators.

New courses *Environmental Education* (1999) and *Society and Education for Sustainability* (2004) were developed by the CEGE staff.
ESD related courses for undergraduate students

8 ESD courses

Education and Society
Society and Education for Sustainability*
Environmental Education
Man and Environment
Peace Education
Teacher and Community Development
Environmental Conservation
Vision in Basic Education*
Other 8 courses integrated the concepts of ESD

Education Philosophy
Thai Wisdom and Non-formal Education
Community Study
Dhamma, Nature and Education
Population Education
Learning Through Community Service in Elementary Education
Service Learning in Elementary Education
Developing Learning Resource for Informal Education
Course Description

Studying about roles and importance of education in social development according to the educational reform, educational philosophy, conceptual framework of society and culture related to education, the relationship between education and social development through case studies that reflect roles of education to solve problems about economic, culture, values, politic, science, technology and environment including analysis of educational trends and propose educational strategies to solve problems.
Content

Unit 1: Principles and Conceptual Framework about Education and Society
- Roles and importance of education in social development
- Philosophy and Education
- Social change and Education

Unit 2: Relationship between education and society
- Education and Economic Sustainablization
- Education and Socio-cultural Strengthening
- Education and Political development
- Education and Promoting of Science and Technology
- Education and Environmental Protection

Unit 3: Case Study Presentation
Learning Activities

Research-based learning
Fieldwork
Discussion

Output

Reflective thinking report
Research presentation and research-based handmade book
Man and Environment

Holistic Approach

Humanities

Social Science

Science
Content (before revision)

Man and Nature: Worldview and Perspectives
The Living Earth
Interdependent System
The Limit of Nature
Community, Culture, and Environment
Environmental Problems
Urbanization
Development: a new paradigm
Toward the Sustainability
Environmental Policy and Management
Rattanakosin Island 1
Rattanakosin Island 2
Content (after revision)

Man and Nature: Worldview and Perspectives
The Living Earth
Interdependent System
The Limit of Nature
Community, Culture, and Environment
Society and Globalization

Environmental Problems and Management
Water, Air, Soil, Land Use, Forest,
Biodiversity, Sea and Coastal Area,
Agriculture, Industry, Tourism,
Pesticides, and Waste

Sustainability
Learning Activities

Issues-based Learning (Group Work)
Inquiry-based Learning (Individual)
Fieldwork
Discussion

Output

Group work Presentation
Fieldwork Report
Individual Article
Society and Education for Sustainability

Course Description

Social evolution, Social change and its factors, Impacts of social change on natural and man-made environment, Concepts of justice, equity, peace, democracy, conservation, appropriated development, and environmental management for sustainable society, Role of education as a tool for societal transformation to sustainability
Content

Unit 1: Changing World
1. Society: Its Structures and Functions
2. Globalization and Social Change
3. World in the Post-globalization (Economy and Politic)
4. World in the Post-globalization (Society and Environment)

Unit 2: Sustainability and Thai Society
1. Basic Principles of Sustainability
2. Concepts of Justice, Equity, Peace, and Democracy
3. Environmental Management and Development
4. Sufficiency Economy: Philosophy, Management and Lifestyle
5. Local Wisdom: Cases from Four Regions
6. Civil Society

Unit 3: Education for Sustainability
1. Basic Principles of Education for Sustainability
2. Role of Community in Education for Sustainability
3. Cases of Education for Sustainability
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<td>Case Study (Group Work)</td>
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<td>Inquiry-based Learning (Individual)</td>
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<td>Fieldwork</td>
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<th><strong>Output</strong></th>
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<tbody>
<tr>
<td>Group work Presentation</td>
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<tr>
<td>Fieldwork Report</td>
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<td>Individual Article</td>
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Environmental Education

Content

1. Foundation of Environment and Sustainability
   Basic Concepts of Ecology
   Environmental Situation and Problem
   Environmental Decision Making
   Sustainable Development
   Agenda 21 and the Earth Charter
2. Foundation of Environmental Education

Principles and Goals of EE
Integrating EE to School Curriculum
Instructional design in EE
Using a Natural Area and Community as an EE Learning Resource
Natural and Cultural Interpretation through EE Games and Activities
Assessment in EE
Whole School Approach for a Sustainable Environment
Activities(1)

EC Game and 7 imaginary EE Lessons
Creating a watershed
Simulation
Linking Environmental Problem Web
Fieldtrip: Kung-graben Bay
EE Games
Discussion and Guest Lecturer
Workshop on
- Storyline Approach
- Design EE Learning Activities
- Design Assessment Tools and Activities
- Greening the Schools

Watching the Movie and Discussion
- Local Hero
Workshop on Storyline Approach
Lesson Plan Market
Kung-kraben Bay
Individual Article
One Unit Plan for EE Activities
(includes materials and assessment tools)
Field Trip Report
Learning Log
ESD Related Programs and Courses for Graduate Students

The **Doctoral Program** in Development Education since 1992
The **Master Program** in Development Education since 2000

**Innovative graduate programs in Education:**
1. multidisciplinary and interdisciplinary approaches to study on education focuses on Social Sciences and Humanities in Education
2. aiming at strengthening the power of education to national development focuses on critical issues develop strategies and actions
Graduate Courses

Required core courses for all graduate programs
Education in the Future Society
(for 20 programs in education)
Critical Analysis in Education
Education for Sustainable Development
(for 11 doctoral programs in education)

Required core courses for Development Education Programs
Principles and Foundations of Education
(for master program)
Theory of Development Education
(for doctoral program)
Supportive Factors

At the institutional level
1. Administrators
2. Various educational background staff: Various approaches
3. The instructional design concentrated on research-based learning, self-directed inquiry, fieldwork, case study, participatory learning

Wider educational context
1. The concepts of SD are appeared in the national plans and policies.
2. The current problems in Thai society require the promotion of ESD.
Challenges and Barriers

At the Institutional level
1. The content are overlapping.
2. Most of ESD courses are elective courses.
3. Lack of consistent long-term supporting policies

Wider educational context
1. ESD is not the first priority.
2. Misunderstanding of teachers and educators about ESD
   3. The curriculum framework for EE and ESD in school curricular is unclear, and the abilities of teachers in designing their school curriculum are limited.
   4. School administrators do not make adequate attempts to support teachers in running EE and ESD programs.
Thank you for your attention