

# 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 21<sup>st</sup> 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.

# Comparison of principles:

SE	GNH	SD
Moderation, a path to sustainable development.	Sustainable and equitable socio-economic development	Economic pillar
Self-immunity	Conservation of environment	Environmental pillar
Reasonableness	Preservation and promotion of culture	Cultural pillar
Knowledge	Good governance	Social pillar
Morality		

# 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.* ”

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# Q&A