

Strategies to Apply Sufficiency Economy Philosophy to the Way of Life for Youth in The Greater Mekong Sub-region

Nawin Promjisa^{1,*}, Tongrak Jitbantao² and Sornchai Mungthaisong³

¹Faculty of Social Sciences, Chiang Rai Rajabhat University,
Chiang Rai 57100, Thailand

²Faculty of Education, Chiang Rai Rajabhat University,
Chiang Rai 57100, Thailand

³Faculty of Humanities, Chiang Rai Rajabhat University, Chiang Rai
57100, Thailand

***Corresponding author's e-mail: nawin.pro@crru.ac.th**

Received: January 15, 2023 Revised: April 8, 2023 Accepted: October 16, 2023

Abstract

This research aimed to study the learning state and knowledge about the sufficiency economy philosophy (SEP) of youth in the Greater Mekong Sub-region to create a strategy to sustainable apply the SEP to the way of life of youth in the Greater Mekong Sub-region, create a map for SEP application to the way of life, and produce the public media to extend application results for benefit. The sample group was key informants: 50 youth students from each institute: Chiang Rai Rajabhat University, Shan State Community College, Luang Nam Tha Teacher Training College, Luang Phrabang Teacher Training College, Dong Kham Chang Teacher Training College, Dong Kham Chang Accounting and Financial Institute, and Dong Kham Chang Agricultural Technical College, 50 experts and scholars, and 50 administrators or professors. The research tool included a questionnaire about the learning state and knowledge about the sufficiency economy philosophy (SEP) of youth in the Greater Mekong Sub-region, a focus group, and a workshop. The result of the workshop of experts, scholars, and administrators or professors from the three countries to draft the strategies was eight strategies and 25 development guidelines. The map for SEP application to the way of life was also produced, and public media to extend application results for sustainable benefit was initiated.

Keywords: Strategy, Sufficiency economy philosophy, Sustainable way of life, Youth, The Greater Mekong Sub-region

Introduction

World society changes rapidly, from the community, regional, and national levels to the global level, which affects economic, social, political, technological, and innovation conditions. As a result, the lifestyle of people around the world has changed to the New Normal.

Many people must adapt their living and behavior during the recent spread of COVID-19. The sudden and severe occurrence spreading across the world resulted in many ill and dead people, and a loss of humanity. For this reason, humans protect themselves by adapting their behaviors and way of life to survive infection while attempting to invent new technologies and modifying concepts, vision, management methods, development, and habits in multiple dimensions, such as sanitary, education, communication, and a new form of businesses. All of this becomes the new normal that finally is a part of the people's way of life. They must be self-reliant and adjust their lifestyle to suit the economic and social context during the crisis (Phanthali, 2020). Sufficiency economy is moderation, reasonableness, and the necessity of being self-immuned at any impacts of internal and external changes, which require knowledge, prudence, and carefulness to implement all academic principles to the operational planning. Meanwhile, it is essential to enhance the virtue, honesty, and appropriate omniscience to live life with patience, dedication, consciousness, and prudence toward sustainable development, which is having balance, security, and sustainability in life (family), economy, society, culture, and technology to be ready for rapid changes, as the following royal thought:

“...The country's development should follow the process. Firstly, the foundation “moderation concept” should be constructed using the economical but accurate methods and equipment. Then, the prosperity and upgrading economic status will be supplemented...” (18 July 1974).

“...It does not matter if people say Thailand is outdated, but we live moderately. Everyone should want Thailand to be a peaceful place and work deliberately. It will help people become moderate and calm when compared to other countries. If we keep this moderation concept, we will be great...” (4 December 1974).

From the royal words above, more than the development that focuses on economic expansion might be needed. Moderate life is also emphasized. The economic status will increase after the foundation is set, (The Chaipattana Foundation, 2020). Thus, self-reliance and moderation are the alternatives for Thai people to live securely, have good physical and mental health, and be happy sustainably.

Young Thai for Sustainable Development Association (YSDA) cooperates with the Thai Health Promotion Foundation and Youth Network for Risk Mitigation to organize the: “Thai Youth with Sufficiency Path” seminar. The survey results on the understanding of the sufficiency economy philosophy (SEP) of Thai youth obtained from 1,908 students aged 15-16 years from 20 high schools, vocational colleges, and higher education institutes from 14-30 November 2016 demonstrated that 76.57% of the sample group learned about the SEP in their educational institute. Regarding their understanding of the SEP, 39.41% had a good understanding, 50.79% had a moderate understanding, and 9.80% did not understand it. The majority (92.66%) stated that they would apply the SEPT to their daily life, such as spending money moderately and economically, living their lives carefully, helping people, and following the teachings of King Rama IX. In addition, results illustrated that there were six behaviors of youth against the SEP: extravagant spending (28.45%), consuming luxurious food (21.84%), drinking alcohol and being roguish (10.15%), being selfish (8.73%), addicting to games and

online media (7.38%), and gambling (6.42%). Further, 78.14% agreed to add the SEP into curriculums and activities in school for all students. Meanwhile, only 46.33% recognized that the government currently included the SEP in the national plans and policies to upgrade the SEP for living via direct and indirect experience, introducing new perspectives, and creating innovations in countries in the Greater Mekong Sub-region. Four dimensions are adjusted: 1) economic wealth, 2) well-being of community members, 3) human potential and value upgrade, and 4) environmental conservation. The development goal is to upgrade people's quality of life based on the SEP, particularly those who need to enhance their potential and underprivileged or impoverished people. The primary mission is to provide a social opportunity to people in the uncertain and changing context, self-adaptation, and equality, emphasizing risk prevention to be free from poverty via opportunities and individual enhancement to understand the SEP principle (Srimaitreephithak, 2022).

Kim Chaisanesuk, the advisor of the YSDA, stated that it is a concern that youth are in the globalization trend under many risks. If they learn life correctly, they will have a shield and become good adults with knowledge, ethics, and kindness because a smart and good person is what the nation wants. Hence, the adaptation of the SEP would construct the immune to the youth to be prepared for future problems. Virtue will make the future society a livable place. Notably, the government sector should be a model, especially educational institutes, to support children and youth to follow the path remarkably and intensively.

Chiang Rai Rajabhat University (CRRU) implements the royal educational policy to be the main educational institute for local development by creating the 20-Year CRRU Strategy for Local Development (2020-2036), the goal aims for local development in terms of economy, society, environment, and education to foster people with four desired Thai characteristics: having a positive and accurate attitude, having secure life, having a job and career, and being a good and disciplined citizen, by implementing the King's philosophy and royal policy to the practice. Everyone can learn about the working principles, royal thoughts, and royal words given to people from the past to the present to practice in their daily lives and careers for success and to be a role model for the next generations. CRRU is adjacent to the Greater Mekhong Region country, the Republic of the Union of Myanmar and Lao People's Democratic Republic, and signed the academic cooperation with Shan State Community College, Republic of the Union of Myanmar, Luang Nam Tha Teacher Training College, Luang Phrabang Teacher Training College, Dong Kham Chang Teacher Training College, Dong Kham Chang Accounting and Financial Institute, and Dong Kham Chang Agricultural Technical College, Lao People's Democratic Republic to develop the academic collaboration, particularly the dissemination of the SEP to youth and students in the institute under the principle that focuses "personnel development" to live securely founded on self-reliance, moderation, reasonableness, self-immunity, carefulness, morality, and endeavor to overcome the crisis in the globalization world.

For this reason, the researcher is interested in the method, guidelines, and strategy to apply the SEP to the sustainable way of life for youth in The Greater Mekong Sub-region by studying the learning state and knowledge about the SEP of youth in The Greater Mekong Sub-

region, promoting the understanding and evaluating the development results based on the SEP to invent the strategy to apply the SEP for youth in The Greater Mekong Sub-region, support the drive of the SEP application in other countries and extend the application results by setting up the scholar network, driving the development using the social capital, managing knowledge with the participation of all sectors, and producing a map of the SEP application and public media for sustainability.

Research methodology

Population and sample group

The researcher coordinated with seven institutes: Chiang Rai Rajabhat University (CRRU), Shan State Community College, Luang Nam Tha Teacher Training College, Luang Phrabang Teacher Training College, Dong Kham Chang Teacher Training College, Dong Kham Chang Accounting and Financial Institute, and Dong Kham Chang Agricultural Technical College to select the sample group who can provide information to the research, which was 350 youthful respondents (50 from each of the seven institutes) and 550 experts in strategy making, measurement and evaluation, and SEP, administrators, and professors of seven institutes (50 people from each institute).

Research tools

1. The tool for data collection was the questionnaire about the learning state and knowledge about the SEP of youth in The Greater Mekong Sub-region. Questions are about the general information of the respondent, the SEP learning state, understanding and knowledge about the SEP, and practice guidelines to apply the SEP to the way of life of youth in The Greater Mekong Sub-region. The questionnaire, questioner's reliability was 0.81 (using the Kuder-Richardson method), and was validated by three experts.

2. The focus group - The researcher visited the research area and set up the focus group with the representatives of youth, experts, and administrators or professors of the institutes. Questions were about the learning state of the SEP, the learning source of the SEP, SEP knowledge dissemination, problems and obstacles, and recommendations for applying the SEP. Three experts checked the content validity before the revision of the final questionnaire.

Research method

This research applied the mixed methods research approach. The quantitative data were gathered with the questionnaire, and the qualitative data were gathered with the focus group. The collected data were brought to the workshop to create the strategy to apply the SEP to the way of life of youth in The Greater Mekong Sub-region, invent the map of the SEP application to the way of life, and produce public media to extend the application result for sustainability. The research duration was from February 2022 to February 2023.

Data analysis

1. Frequency, percentage, mean, and standard deviation (S.D.) were used to analyze the data collected from the questionnaire about the learning state and knowledge about the SEP of youth in The Greater Mekong Sub-region to acquire the data for SWOT analysis.

2. Experts, administrators, and professors analyzed Opinions obtained from the focus group and workshop using the content analysis approach. The acquired strategy was adapted to create the map for the SEP application to the way of life and produce public media to extend the application result for sustainability.

Results

The analysis results of the learning state and knowledge about the SEP of youth in The Greater Mekong Sub-region

The researcher collected the data using the questionnaire about the learning state and knowledge about the SEP of youth in The Greater Mekong Sub-region by coordinating with administrators and coordinators of institutes. The details of the data analysis results were as follows.

1. 350 respondents were youth from seven institutes. Most were males (58.11%) aged 20-25 (66.22%). The majority needed to gain experience in work concerning the sufficiency economy (40.00%). They received the most information about the sufficiency economy via the Internet (97.71%). Internet was the key to communicating the sufficiency economy (44.29%). Most received information about the sufficiency economy less than twice a week (52.00%). Further, they have yet to attend the training on the sufficiency economy (52.00%). However, their way of life was consistent with the SEP (59.71%).

2. Regarding understanding the SEP of youth in The Greater Mekong Sub-region, findings indicated that most had a moderate understanding (54.29%), followed by a high understanding (32.29%). When considering by questions about the application of the SEP to their way of life, the aspect that they highly understood was having accurate knowledge and understanding ($\bar{x} = 1.00$), followed by the SEP does not apply to everyone or every religion ($\bar{x} = 0.99$), the core of the New Theory was the promotion of sequence development that begins with the security of agriculturists and their families, the assembly to have activities to become the strong community to mitigate the dependency on outside agencies ($\bar{x} = 0.96$), the SEP mainly emphasizes the economic foundation ($\bar{x} = 0.96$), the SEP is the living guidelines founded on the moderate practice considering the moderation, reasonableness, self-immunity, and knowledge and virtue conditions ($\bar{x} = 0.95$), following the SEP we still borrow the money ($\bar{x} = 0.93$), the sufficiency economy is in line with the sustainable development ($\bar{x} = 0.93$), and the SEP is consistent with the sustainable development concept ($\bar{x} = 0.89$), respectively.

3. The practice of the SEP in the daily life of youth in The Greater Mekong Sub-region was mostly high ($\bar{x} = 4.31$). When considered by the aspect, the aspect that was practiced the most was the SEP practical for all practices and management, such as finance, accounting, marketing, and management ($\bar{x} = 4.62$), followed by the health care of oneself and family

members, which is the self-immunity, savings for oneself and family for an emergency, conserving the environment for social responsibility, support each other or the victims is another way to help the society ($\bar{x} = 4.60$), and the monitoring and protecting the educational institute's resources reduces the government expenses ($\bar{x} = 4.59$), respectively.

Analysis results of focus group

The researcher visited the research area to participate in the focus group with representatives of youth, experts, administrators, or professors for institutes. Questions were set, and data were analyzed by aspect as follows.

1. The synthesis results of opinions on the learning state and knowledge about the SEP in Thailand, Lao People's Democratic Republic, and the Republic of the Union of Myanmar showed the difference. In Thailand, there were learning sources, media, and public relations. Access to information was simple and convenient. Theory and practical learning sessions were available. Meanwhile, the Lao People's Democratic Republic and the Republic of the Union of Myanmar had less learning about the SEP with some samples and participation in the sufficiency economy via the internet and television. Regarding the opinions of experts, administrators, and professors, government and private agencies publicized knowledge about the SEP and had retrievable knowledge that was international information. It was the King's philosophy that Thai and people across the work respected and implemented. Moreover, the teaching of SEP was added to the curriculum and subjects in educational institutes, emphasizing the knowledge of SEP and learning resources that students could access and practice. Further, the knowledgeable instructor was invited to give the knowledge to strengthen the learner's skills. The Thai government set the budget to support, promote, and arrange the personnel to provide SEP knowledge.

2. The synthesis results of opinions on the SEP learning resources showed that there were varieties of learning resources of the SEP in Thailand. In Lao People's Democratic Republic, the Thai government supported the learning center for sustainable agriculture development based on the SEP in six agricultural colleges: Technical-Vocation School in Bokeo Province, Integrated Technical-Vocational School in Sainyabuli Province, Integrated Technical-Vocational School in Xekong Province, Integrated Technical-Vocational School in Attapu Province, Dong Chang Kham Agricultural Technical College, and Technical-Vocational School in Khammouane Province. There needed to be a learning resource in the Republic of the Union of Myanmar.

3. The synthesis results of opinions on the daily practice and knowledge dissemination on the SEP illustrated that the individuals and families in Thailand implemented the SEP in their personal lives and work. They also behaved as a role model to publicize the knowledge simultaneously. At the same time, self-reliance was regularly practiced in the Lao People's Democratic Republic and the Republic of the Union of Myanmar to respond to the economic conditions.

4. The synthesis results of opinions on problems, obstacles, and recommendations on the application of SEP demonstrated that children and youth in Thailand had a low recognition

of the value of the SEP application because there was a generation gap between youth and adults. Consequently, they had different points of view. Moreover, modern technology distracts youth from living a moderate life. Regarding the teachers, they needed more understanding of the SEP, so they had limited knowledge, and some activities still required the budget. In the Lao People's Democratic Republic and the Republic of the Union of Myanmar, the government policy and communication were insufficient, so people received less knowledge about this respect.

Creating a strategy to apply the SEP to sustainable living for youth in The Greater Mekong Sub-region

The researcher organized the workshop at the Seminar Room, Building D, Dong Chang Kham Economic and Finance Institute via Zoom to present the analysis results to create the strategy to apply the SEP to the way of life for youth in The Greater Mekong Sub-region together with the participants. The operation outcome could be summarized with the SWOT as follows.

Strength - Many educational institutes arranged the learning resources and instructional management to intervene in the knowledge about the SEP as a model to students, administrators, and staff to be aware of and apply the sufficiency economy to oneself, family, and work. The basics of youth life in The Greater Mekong Sub-region corresponded to the SEP because the educational institute's context was suitable for arranging the learning resources of the SEP. Further, youth in The Greater Mekong Sub-region used modern communication devices and technology to access information quickly and conveniently. The equipment to implement the SEP knowledge was sufficient. Moreover, youth in The Greater Mekong Sub-region could listen to and speak Thai so they quickly learned and understood the SEP.

Weakness - There needed to be a budget for supporting activities and public media in Laos and Myanmar language. Some materials and equipment were damaged and could not be utilized. In addition, there needed to be systematic control for inventory. Regarding the teachers, some had a low level of knowledge and understanding about the SEP, so the teaching was inefficient because there was no data system to integrate the youth participation and all sectors to create the database for Thai, Lao, and Myanmar educational agencies. Additionally, youth in The Greater Mekong Sub-region recognized a low value of the SEP application. As a result, there was an age gap between youth and adults, with different perspectives. For this reason, there still was no collaboration plan among the seven institutes. Hence, the knowledge about the SEP needed to be centralized, and the facilities for SEP learning needed to be improved.

Opportunity - The AEC and CLMV policy constructed more international collaboration that supported the dissemination of the SEP for application. Moreover, the policy of the Lao People's Democratic Republic and the Republic of the Union of Myanmar was more open to education, which increased the opportunity for knowledge dissemination. In addition, novel technologies allowed youth in The Greater Mekong Sub-region to access information about the SEP, leading to the application of a sustainable way of life. Due to the different economic states

of each country and the COVID-19 pandemic, everyone must rely on themselves. Thus, the SEP was a crucial guideline that could be practiced. Besides, the long international relationship of the Chakri dynasty with neighboring countries built strong bonds and support among each other. Additionally, the social and cultural states of Thailand, Lao People's Democratic Republic, and Shan State were similar, so the relationship and knowledge about the SEP were connected.

Threat - The government policy of each country was different, so there was an inequality among youth in The Greater Mekong Sub-region. As a result, the application to the way of life might be different. Also, new technologies interested the youth to be engaged in other activities rather than adhering to the fresh economic trend, and they ignored the moderate life. Likewise, the limitations of the policy, law, and regulations did not facilitate the dissemination of the SEP application to neighboring countries. For this reason, the youth had less interest and paid attention to other respects. The success of the SEP application takes time, and the economic depression and currency depreciation are the obstacles to online learning due to the high cost.

The researcher created the questionnaire from the data obtained from the workshop, and the participants expressed their opinions and weighed before analysis. It was found that the overall mean score of the potential to apply the SEP to the way of life for youth in The Greater Mekong Sub-region in terms of strength, weakness, opportunity, and threat was 4.68, 4.74, 4.85, and 4.62, respectively. The external factors had a higher mean score of opportunity, which was 4.85. When creating a matrix to present the relationship between external and internal factors, the highest mean score of potential to apply the SEP to the way of life for youth in The Greater Mekong Sub-region was between the weakness and opportunity, which was cut at (4.85,4.74), as shown in Figure 1.

Therefore, the current environment or situation of potential to apply the SEP to the way of life for youth in The Greater Mekong Sub-region fell on problematic youth: weak internal factors but solid external factors. The weakness was that some teaching staff needed a higher understanding of the SEP, which led to the incomplete application. Moreover, there was no data system for integrating the participation of youth and all sectors to set the central database for Thai, Lao, and Myanmar educational institutes. In addition, youths in The Greater Mekong Sub-region recognized the low value of the SEP application, and there needed to be a budget to support activities and public media in the Lao and Myanmar languages. However, there was an opportunity for AEC and CLMV policy that constructed more international cooperation so that the SEP could be publicized for application for youth in The Greater Mekong Sub-region. At the same time, the policy of the Lao People's Democratic Republic and the Republic of the Union of Myanmar started to open for education, adding more dissemination opportunities. In addition, the economic situation of each country was different, and the COVID-19 pandemic caused everyone to be self-reliant. For this reason, the SEP was a crucial guideline for living. Therefore, the expansion, promotion, and development of operations should continue. The strategy navigated the operation framework by setting the following details; the vision, goal, strategic point, and development guideline obtained from the workshop.

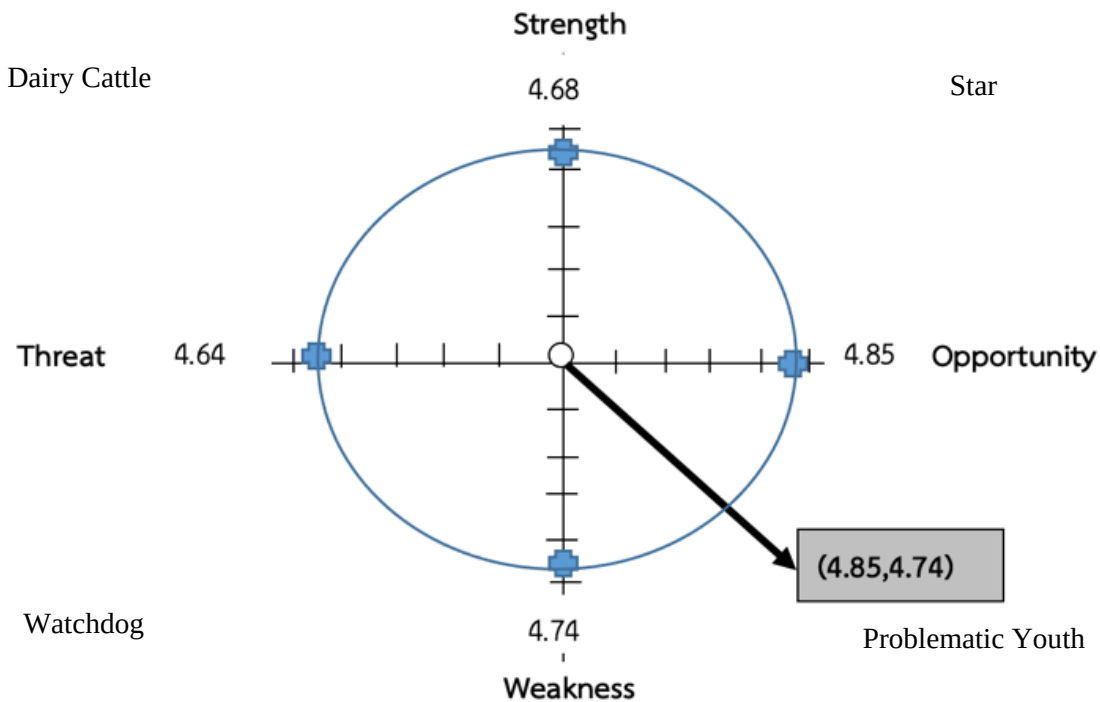


Figure 1 The matrix showing the relationship between external and internal factors with the mean score of the potential environment to apply the SEP to the way of life for youth in The Greater Mekong Sub-region.

Vision is “integrating the drive of knowledge based on the SEP toward the international for the sustainable benefit.”

The goal is the drive of development based on the SEP for the operational integration and dissemination into the same direction and target.

Mission

1) Promote, support, and coordinate the operation on the SEP knowledge of network institutes to integrate operations efficiently and effectively.

2) Move forward the SEP to the practice efficiently and for a substantial and sustainable outcome.

3) Publicize, propagate, and provide the SEP knowledge accurately, substantially, and continuously.

4) Strengthen the operation center’s management mechanism to move the SEP forward sufficiently.

Eight strategies and 25 development guidelines were determined, as shown in Table 1.

Table 1 Synthesis results of strategy and development guideline

Strategy	Development Guideline
1. Promoting the collaboration with neighboring countries to publicize the SEP to apply to the way of life for youth in The Greater Mekong Sub-region	1. Establish the cooperation center to administer the SEP integration.
	2. Drive the development based on the SEP in each cooperating institute.
	3. Organize the workshop to strengthen cooperation and exchange the personnel for learning based on the SEP.
	4. Setting up the cooperation network for seven institutes to publicize the SEP.
2. Developing the SEP learning resources in the educational institute based on the spatial context	1. Supporting the SEP learning resource development based on the spatial context of educational institutes.
	2. Supplying the investment resources for the SEP research and learning resources.
	3. Integrating the government and private agencies to publicize the SEP learning resources.
3. Developing digital and information technology to be up-to-date to publish the SEP	1. Enhance information technology and communication for education and dissemination on the SEP.
	2. Utilize information technology to integrate the SEP database in terms of management.
	3. Develop the same model of internet network system, application, and the main platform for the SEP.
	4. Increase the channel for SEP information dissemination in the same pattern.
4. Enhancing the potential of administrators, personnel, and youth in The Great Mekong Sub-region in educational institutes to apply the SEP	1. Advocate and support the potential development of administrators, personnel, and youth by organizing training for the model instructor.
	2. Arrange the study trip at the royal projects and model learning resources.
	3. Drive the SEP application supervising and monitoring system.
5. Promoting the grant for producing media of the SEP that makes it easier for	1. Promote and support activities for fundraising for producing the SEP media.

Strategy	Development Guideline
youth in The Greater Mekong Sub-region to understand	2. Organize the SEP media production contest. 3. Develop various media for publicizing the SEP.
6. Supporting tools, materials, and equipment for the practice of youth in The Greater Mekong Sub-region	1. Supply tools, materials, and equipment for the practice of youth in The Greater Mekong Sub-region 2. Create the maintenance system for tools, materials, and equipment for the practice of youth in The Greater Mekong Sub-region
7. Promoting public relations about the SEP	1. Increase the role of active public relations to publicize the SEP to the public. 2. Move forward the data system toward the public relations of the SEP to the public. 3. Supervise and monitor the operation result of the SEP dissemination for sustainable development.
8. Developing the curriculum that fosters the understanding of the SEP application to youth in The Great Mekong Sub-region	1. Forming the committee to develop the SEP curriculum. 2. Developing the SEP curriculum for the practice. 3. Organizing activities to promote the curriculum to suit the spatial context of each educational institute.

Table 1 shows that eight strategies and 25 development guidelines would be applied to create the map for the SEP application to the way of life and produce the public media to extend the result for sustainability.

Producing a map for the SEP application to the way of life and producing the public media to extend the result of the application for sustainability

From the analysis and strategy creation to apply the SEP to the way of life for youth in The Greater Mekong Sub-region for efficient movement, the researcher applied the obtained strategies to create the strategic map for the SEP application, as shown in Figure 2.

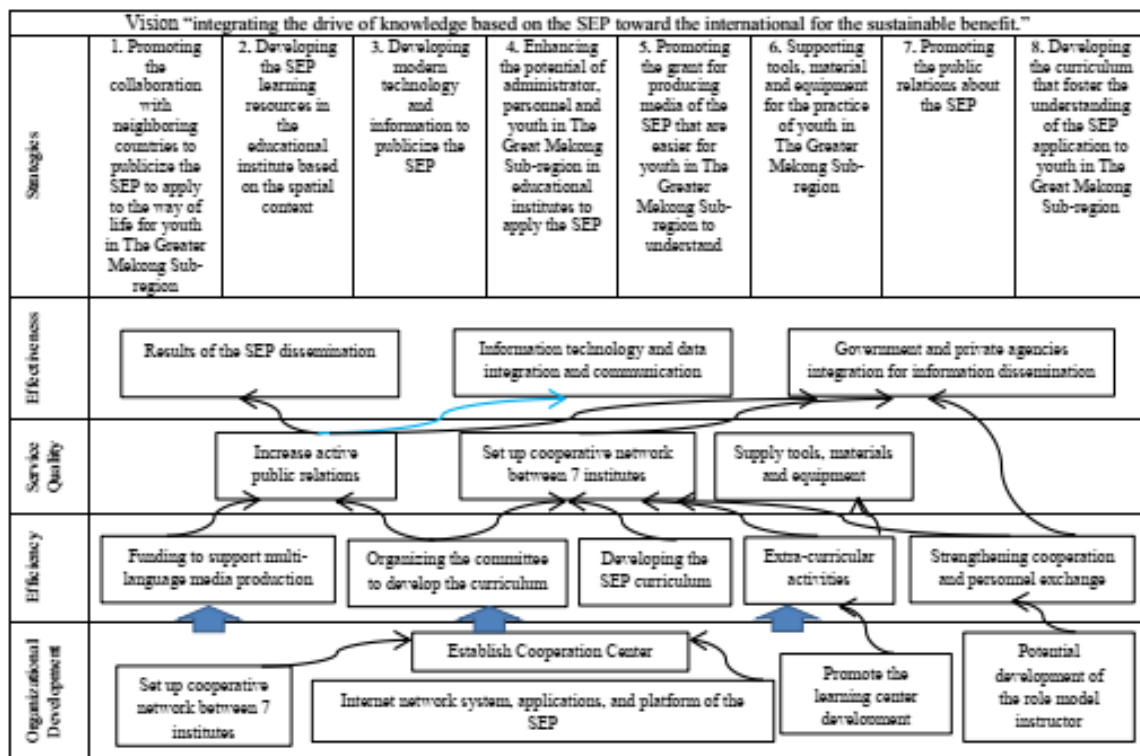


Figure 2 Strategic map for the SEP application for the sustainable way of life for youth in The Greater Mekong Sub-region

Conclusion and discussion

1. The study results of the learning state and knowledge about the Sep of youth in The Greater Mekong Sub-region from 350 youth from seven institutes showed that most respondents were males (58.11%) aged 20-25 years (66.22%) who had no experience in the sufficiency economy (40.00%). They received most information about the sufficiency economy from the internet (97.71%) less than twice a week (52.00%). The majority never had training about SEP (52.00%). Their way of life was consistent with the SEP (59.71%). Their understanding of SEP was moderate (54.29%) and high (32.29%). It is in line with Kongtanajaruanan (2008), who discovered that 100% of agriculturists knew and perceived the practice based on the SEP from the television. Their awareness and pride of the moderate living was at the highest level. 99.35% created a household account, 99.3% earned sufficient income, 99.3% fostered the saving idea of the family members, and 99.3% set a monthly expenditure. It is similar to the research of Bhiromrat (2010), who found that students from Rajabhat University had a high understanding of the SEP (mean = 15.53). When considering each Rajabhat University, students of all institutes had a high understanding level and followed the SEP path at a high level. When considering the SEP, students' behavior in moderation, reasonableness, and immunity were moderate, high, and high, respectively. It is in line with Tekhanmag (2013), who reported that students received information about the SEP from the television the most, followed by the lesson, the internet, and newspapers/magazines/journals.

Moreover, their way of life following the SEP was at a high level. When considering by aspect, all were high level: which food, costume, habitations, health care, economy, and spending.

2. Regarding the creation of a strategy to apply the SEP to the way of life of youth in The Greater Mekong Sub-region, the vision of “integrating the drive of knowledge based on the SEP toward the international for the sustainable benefit” and the goal “the drive of development based on the SEP for the operational integration and dissemination into the same direction and target”, and eight strategies: 1) Promoting the collaboration with neighboring countries to publicize the SEP to apply to the way of life for youth in The Greater Mekong Sub-region, 2) Developing the SEP learning resources in the educational institute based on the spatial context, 3) Developing modern technology and information to publicize the SEP, 4) Enhancing the potential of administrator, personnel and youth in The Great Mekong Sub-region in educational institutes to apply the SEP, 5) Promoting the grant for producing media of the SEP that are easier for youth in The Greater Mekong Sub-region to understand, 6) Supporting tools, materials, and equipment for the practice of youth in The Greater Mekong Sub-region, 7) Promoting the public relations about the SEP, and 8) Developing the curriculum that foster the understanding of the SEP application to youth in The Great Mekong Sub-region, were determined. It was in line with Wongnaya and Chaowakeeratiphong (2013) who found that the management strategy for living based on the SEP of a village in Kamphaengphet and Tak Province consisted of 11 strategies: 1) Developing the potential of the SEP operational committee, community mainstay, and concerned people to be capable of thinking and planning, 2) Developing the up-to-date, accurate and inclusive data and database system for planning, 3) Developing the community planning that promotes the living based on the SEP with the participation of all sectors, 4) Developing the village management structure to facilitate the living based on the SEP, 5) Developing the potential of the SEP operational committee and other groups for the continuing operations, 6) Promoting people to prioritize and live the live based on the SEP with different approaches, 7) Encouraging the knowledge providing about living based on the SEP, 8) Enhancing the management of groups, 9) Building the network at a village, sub-district, district, and provincial level to promote the exchange of knowledge and activities, 10) Developing the monitoring and evaluating system of all levels focusing on the participation of the public, and 11) Promoting the application of monitoring and evaluating results to village management development. This was in line with Tuamyang et al. (2013), who conducted a study of the SEP application to the management in small educational institutes and found that the application of the SEP to the management in small educational institutes was high. Their strengths were the learning resources, suitable atmosphere for SEP activities, and the implementation of government and private sector participation in organizing activities. However, the weakness was the lack of using operational or activity results in development. Regarding creating a strategy to apply the SEP to the management in small educational institutes and validating appropriateness and feasibility by the expert, five strategies, 11 sub-strategies, 34 techniques, 37 indicators, and one manual were determined. Further, the evaluation result of the SEP application to the management in small educational institutes indicated that the feasibility was high and the gain was extreme.

Findings additionally discovered from the research illustrated that the database system and youth networking in The Greater Mekong Sub-region were still abstract. Therefore, the cooperation operation center should be established as a center of the SEP work integration. Further, developing the learning center by implementing the SEP in the educational institute needed to be more substantial. Thus, resources from each institute should be gathered to plan and take action to set up an efficient learning center. Moreover, youth in The Greater Mekong Sub-region had moderate knowledge about the SEP, so it is necessary to develop various information media in different languages for convenient access. The strategy and map applying the SEP should be tried out with each institute to monitor and evaluate the success and strategy efficiency.

The additional findings demonstrate that the database system and networking of youth in the Greater Mekong Sub-region are not substantial; therefore

1. The co-operational center should be established to accommodate and integrate the SEP operations.
2. The educational institutes implementing the SEP cannot be formed substantially or in harmony with the context. Thus, the learning source should be developed by applying the SEP continuously.
3. All resources from the institutes should be mobilized to set the plan for establishing an efficient learning source.
4. Information media should be developed into various languages to accommodate convenient access and understanding.
5. The strategic plan should be tried out at the region of each institute for follow-up and success evaluation.

Acknowledgment

The research on “Strategies to Apply Sufficiency Economy Philosophy to the Way of Life for Youth in The Greater Mekong Sub-region” received a grant for activities to promote and support the research and innovation from the Ministry of Higher Education, Science, Research and Innovation and National Research Council of Thailand, the fiscal year 2022, and assistance from all sectors. The researcher is thankful to students from Chiang Rai Rajabhat University, Shan State Community College, Republic of the Union of Myanmar, Luang Nam Tha Teacher Training College, Luang Phrabang Teacher Training College, Dong Kham Chang Teacher Training College, Dong Kham Chang Accounting and Financial Institute, and Dong Kham Chang Agricultural Technical College, Lao People’s Democratic Republic, experts, scholars, and educational institute administrators.

References

- Bhiromrat, K. (2010). *Students conduct of Rajabhat Universities in Bangkok on the way of self – sufficient economy*. Bangkok, Thailand: Suan Sunandha Rajabhat University.

- Kongtanajaruanan, C. (2008). *Lifestyle and quality of life regarding sufficiency economy philosophy of farmers in Nogmajab Village, Maefak Sub-district, San Sai District, Chiang Mai Province* (Master's thesis). Chiang Mai, Thailand: Chiang Mai University.
- Phanthali, N. (2020). The Role of Monks in Helping The People in The Covid 19 Situation. *Saeng Isan Academic Journal*, 17(1), 66-76.
- Srimaitreephithak. (2022). *International Development Cooperation and Promotion of Philosophy of Sufficiency Economy*. Bangkok, Thailand: Thailand International Cooperation Agency (TICA).
- Tekhanmag, K. (2013). *Factors Related to Life Styles by Sufficiency Economy Philosophy of Students of Phranakhon Si Ayutthaya Rajabhat University*. Phra Nakhon Si Ayutthaya, Thailand: Faculty of Humanities and Social Sciences, Phra Nakhon Si Ayutthaya Rajabhat University.
- The Chaipattana Foundation. (2020). *Performance Summary Chaipattana Fund to fight against COVID-19 (and various epidemics)*. Bangkok, Thailand: Chaipattana Foundation Journal.
- Tuamyang, D., Chatuprashewin, C., Pakdeewong, P. & Kornpuang, A. (2013). A Strategic Development Model for Small-Sized Schools Administration Applying the Philosophy of Sufficiency Economy. *Journal of Education Naresuan University*, 15(1), 33-47.
- Wongnaya, S. & Chaowakeeratiphong, T. (2013). Strategy Development for Village Management according to Living based on the Sufficiency Economy Philosophy in Kamphaeng Phet and Tak. *The Golden Teak: Humanity and Social Science Journal*, 19(1), 1-12.