Integrating Education For Local Development
in Lop Buri Thailand

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Abstract: New strategies of Thailand and Rajabhat University Network focused on integrating education for sustainably local development emphasizing on three major aspects, economy, society, and environment. Thepsatri Rajabhat University assigned all faculties from 41 programs to work in 7 focused areas developing local people, schools, teachers, and students with the budget provided. This research review revealed that 77 research studies on local development were conducted and reported, 39 in society, 32 in economy, and 6 in environment. Most research on society were emphasized on education and life quality. Twenty-six research were the development of students’ achievement and training teachers & locals, 13 research investigated the local life quality. The research on economy consisted of three main approaches, 14 in developing the entrepreneur’s potential, 11 in tourism, and 7 in increasing the product values. The 5 studies on trash managing were organized for developing local environment while there was only one research on nature conservation. The findings revealed various approaches, innovation, and knowledge for solution.

Keywords: Education, Local Development

1. Introduction

Local development policy had become increasingly significant for years as governments across the world addressed the persistent problems of depressed and underdeveloped areas by supporting locally-based. Importantly the present king of Thailand, Maha Vajiralongkorn Bodindradebayavarangkun, the King Rama X’s approaches places the importance on local development and developing pre-service teachers and in-service teachers, Rajabhat University Network which included 38 Rajabhat Universities has followed his paths by adjusting the strategies of Rajabhat University Network into four main components: 1) local development, 2) developing pre-service teachers and in-service teachers, 3) increasing the quality of education, and 4) improving the administration management.

The King’s paths are also related to the 12th National Economic and Social Development Plan in which people are the main focus of the country development in particular with those in rural areas who are mostly poor and lack opportunities to access education and profession. The issues of income inequality, lacking the knowledge, skills, qualities and attitudes needed to be realized as the country’s development potential. Additionally, the natural resources and the environment have been rapidly destroyed in both quantity and quality, resulting in higher economic costs and devastating negative impacts on people’s quality of life [1]. With the mission of Rajabhat University Act, “Section 47, The joint Board from every University shall have the following duties. (1) To provide study for direction of development and promote duty performance by the University for local development. (2) To propose Higher Education Management Development Policies and Plans for Local Development to each University Council. (3) To support consolidation in order to enhance performance to the objectives and responsibilities of the University for local development (Rajabhat University Act B.C. 2004),” Thepsatri Rajabhat University (TRU), therefore, placed the importance on Local Development especially in 2018, the university provided policy and budget to all 41 programs to conduct research studies or activities to support more than 7 local areas. Each program had to organized two research and an activity to support the local communities. The five main projects for local development included 1)
integration of classroom and research, 2) collaboration among academic, community, and local both domestically and internationally, 3) academic services based on the community needs, 4) promotion and inheritance of Royal Development Projects, and 5) development of students, teachers and educational personnel in the university areas. To investigate the essential elements of these research studies, the research review was conducted.

2. Literature Review

To conduct research for local development, researchers had to realize local problems as a whole, thoroughly understand the locals, use the conclusion from the community discussion, and employed inter-disciplinary to solve problems [2]. A study of Community Based Research (CBR) conducted by Kanchana Thongtua concluded that CBR was a new research approach aimed to develop the locals to be researchers and apply knowledge to solve problems and construct new knowledge [3]. Malee Kabmala and Chotima Wattana conducted a synthesis research of 256 studies on local northeastern region during 200-2011 and found that most research were based on the government policy and employed meeting with the community as the research methodology [4]. In addition, Participatory Action Research (PAR) were used in 52.73% of the research. A research synthesis on curriculum development and driving curriculum to real practice, the research for higher education development investigated 10 research studies and indicated that 3E-Model and Participatory theory helped created conscience of nation loyalty and good attitude [5]. New knowledge received from 21 research were mostly innovation, energy & environment, studies, local development, and plant conservation [6].

In England, “Local development: for people, not places” was conducted because of the differences in terms of income, employment, and socio-economic outcomes. The study showed that the composition of types of workers in different areas was the main driver of wage disparities between places since higher skilled workers moved to more productive areas, the wage imbalance between areas are therefore persistent over time [7]. Locals and regional authorities had emerged as the organizational fulcrum on which much of the weight of development now falls [8]. The human resource development, decentralization on investment and service-delivery in three key sectors: health, education, and basic infrastructure should be connected and delivered. Scott (2009) reviewed research studies on Decentralisation, Local Development and Social Cohesion and found that decentralization could not cure all the problems of developing countries in terms of poor service delivery, weak economic development, low social cohesion and high levels of conflict. Political context instead heavily affected decentralization reforms, therefore It was vitally crucial to engage in political economy analysis from a developmental perspective [9].

3. Material & Methodology

3.1. Data

Because of the agreement on research studies for local development between the university and the program, all program conducted their research to serve the locals in seven service focused areas in Lop Buri and 77 research studies for local development were collected whereas five research studies still have not completed. The research were submitted from six faculties 41 programs.

3.2. Method

All research studies were collected and put in three major categories, economy, society, and environment using content analysis. After that each category was categorized in to sub topics and each topic was analyzed in five elements, problems & needs, purposes, methodologies, results, and research quality. The data then were grouped, composed, and synthesized (see Figure 1).

![Figure 1. The Categorization and Analysis of research for local development](image)
4. Results and Discussion

4.1. Result

The research review showed that most research studies were focused on Society (50.65%) and Economy (41.56%), while the least was Environment (7.79%) as seen in Figure 2.

![Figure 2. The number of research for local development in 2018](image)

When considered by individual element, the society consisted of two main topics, education and life quality and four sub topics, Education, Social being, and Health. Three categories, promoting tourism, increasing value of local products, and developing the entrepreneur’s potential were found in economy (See Figure 3) whereas the education itself was divided into three categories, language education, science education, and education for local community (See Figure 4). The environment included two topics, trash management and nature conservation (See Figure 5).

![Figure 3. The number of research on economy](image)

Three main processes most researchers employed when conducting research for local development

The results presented three main processes most researchers employed when conducting research for local development which included 1) visiting local community to get problems and needs by interview, observation, discussion, and questions, 2) work with locals planning and doing training, camp, case study, gathering information, etc. and 3) evaluation (See Figure 6).

![Figure 4. The number of research on society](image)

![Figure 5. The number of research on environment](image)
Figure 6. three main processes most researchers employed when conducting research for local development

The Results on Economy
Local products’ preservation and lacking knowledge in using instruments to increase the products’ value had become the problems and needs of the communities and training knowledge management were used to solve the problems. The local tourism lacked materials and knowledge to promote local wisdom, arts & culture, so the researchers developed logistics to support tourist activities and increase income. The Products’ value was develop using science processes to extend the age, improve the package, and increase the value.

The Results on Society
The needs of the students’ achievement development in languages, sciences, and life quality were founded in this element. The solutions included curriculum construction, training, learning approaches (PLC, PBL, PAOR, etc.) creating materials, knowledge management, academic camps, group discussion. Accordingly, the students’ achievement, the teachers’ teaching techniques, and the locals’ knowledge & understanding were increased.

The Results on Environment
Trash management was raised as the issue of the school and community. To solve this problem, the science process, Problem Based Learning (PBL), Participatory, and learning from the best practice were utilized. Doing this, the locals truly understood and realized the condition and problems of the trash and ways to manage the trash in order to improve the community’s environment. The need on forest and water conservation was responded by training the people and the results showed that the participants gain knowledge and understand how to preserve forest and water at a high level.

4.2. Discussion
The TRU’s policy and the purpose on local development was to integrate subject content from classroom to develop the local living which the university personnel, the students work with the locals and the experts. The university required at least 82 Participatory Action Research (PAR), nevertheless, only 77 research studies were conducted and reported and many of them were not PAR. More than 6,000 people had received the positive impact from the university services. The lecturers and the students participated in these projects were proud to be a part of their community development. This is a good lesson for all programs to work and serve the locals by employing their expertise. Most programs were successful with the expected results whereas some research results were not satisfied because of the vague research process and unstable results.

5. Conclusion
The project of Education for Local Development engaged local stakeholders to work together for their communities. Evidently, the university’s personnel, lecturers, officers, and students) were received the opportunities and budget to use their academic and professional skills work to solve real problems. The locals, on the other hand, were used as a work place or experimental laboratory for the lecturers, officers, and students and they significantly learned and improve their living and environment from them. It is very obvious that integrating Education to help support local/community is an effective way to engage our students to implement what they learn from classroom to real life. Working for helping their own community makes the students proud of themselves and provides them leadership, working & people skills. Education is a crucial tool to develop people’s potential in order to support their country. With some limitations such as time and continuity of the project, the future research should conduct future research applying the findings in order to make the local development sustainable.
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