**Abstract**

**Subject** “Applying the Sufficiency Economy Philosophy for the Integrated Education Syllabus in H.R.H. Princess Maha Chakri Sirindhorn’s Initiated Schools in Nakhon Nayok Area”

H.R.H. Princess Maha Chakri Sirindhorn’s Initiated Schools in Nakhon Nayok Area are small-sized, remoted and lack of area development in general. The students has less opportunities for higher level of education, which leads to problems in term of social and economics afterwards. This research aims to resolve the difficulties in H.R.H. Princess Maha Chakri Sirindhorn’s Initiated Schools in Nakhon Nayok Area by develop the school teachers’ abilities to instruct. The ultimate goal is for the students in the Initiated Schools to achieve higher in education with happiness and could gain higher opportunities for their education level.

The first project of the research was to organize a training course for H.R.H. Princess Maha Chakri Sirindhorn’s Initiated Schools in Nakhon Nayok Area’s teachers to increase their awareness and knowledge of the Sufficiency Economy Philosophy, and to rearrange the curriculum by integrated the instructor’s missions for their schools. The training course was divided into parts as follows; improving the Sufficiency Economy Philosophy for the Integrated Education Syllabus, Applying the syllabus to integrated curriculum and Recreating the integrated syllabus through authentic assessment, including the break-out meetings to exchange their knowledges. The training course was successfully attended by 154 teachers from 22 schools in 4 districts in Nakhon Nayok Province.

Overall, the attended teachers were satisfied with the contents in the training and the professional lecturers who provided proper knowledge. After taking the training course’s assessment test, most of the teachers has reached more than 75% of the scores, which could be concluded that the teachers has gained the intended contents and knowledges. After attended the training course, the teachers’ objective was to recreating the integrated syllabus which connecting with the Sufficiency Economy Philosophy. They could be able to choose between two formats; recreating the integrated syllabus within each subjects, or recreating the integrated syllabus between subjects by based on the authentic assessment from each assigned school.

After two weeks from the training, the research team has discussed and followed up with the results of recreating the integrated syllabus in the assigned schools. By recreating the integrated syllabus which connecting with the Sufficiency Economy Philosophy, has divided into three groups; 1) Teachers who has completed recreating the integrated syllabus but has some concerns in the rightfulness and conformance of the curriculum, 2) Teachers who has advanced their integrated syllabus, but lack of providing details due to concerns, doubts and uncertainty in some contents and 3) Teachers who has less advance in their integrated syllabus due to large numbers of uncertainty and has got assigned with teaching responsibilities from their schools, which make their project hardly progressed. The discussion and follow-ups from the research team has increase their determination in completing the project.

From the assessment test from the students’ academic results by the attended teachers, has increased to more than 50% from previous scores. The students are happier, enjoyable to learn and improve in their cooperation with school’s activities. After surveying from some of the students that study with the attended teachers, results are that the students are enjoy and eager to learn, and could apply to use in their daily lives which could be able to increase their opportunities to advance in their education.

**Keywords:** The Sufficiency Economy Philosophy, Integrated Education Syllabus