



The CEGGS school management model

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Article Info

Article history:

Received 15 January 2024

Revised 20 April 2024

Accepted 30 April 2024

Available online

Keywords:

alternative schools,
global citizenship education,
human value creating global citizenship,
school management model,
value creation

Abstract

This research on a human value creating global citizenship-oriented school management model aimed to: (1) investigate the current and expected states of practices on human value creating global citizenship; (2) explore the solutions and development approaches for implementing such a concept, and (3) propose a suitable human value creating global citizenship-oriented school management model. The research applied both quantitative and qualitative approaches, using questionnaires, interviews, observations and focus group discussions. The sample population comprised 17 alternative private schools in Thailand. Participants were 211 school managers in charge of academic and student affairs, 192 teachers, and 146 sixth grade, ninth grade and twelfth grade students, randomly selected from each level of education, 549 in total. The findings revealed that the CEGGS management model consists of five key principles: (1) collaboration; (2) empathy; (3) generosity; (4) growth mindset, and (5) social justice, followed by five goals: (1) respect human value; (2) lead a life based on knowledge and wisdom; (3) encourage value creating dialectic critical thinking; (4) root the service mind and social justice, and (5) hold sufficiency and sustainability, plus four practical approaches for all the parties concerned to develop students to be human value creating global citizens who help sustain global peace.

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Introduction

Human-value education has been recognized across the world as a concept that helps create global citizens and cultivate the belief in peace and happiness in a society. This has become a significant issue existing in 17 Sustainable Development Goals (SDGs). Such a concept has been investigated across countries in

both the west and east. In the east, people-oriented development has become high on the agenda of national policies and plans. Amongst those, Thailand has addressed the significance of human-oriented issues in almost all of its national economic and social development plans since 1997 and national education standards (Office of Educational Council [OEC], 2019), as well as national education development plans and strategies.

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<https://doi.org/10.34044/j.kjss.2025.46.1.34>

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These have been strongly emphasized and practiced in alternative schools across the country. In other Asian countries, i.e. Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has put efforts to maintain its National Curriculum Standard and to improve moral education towards developing human resources as quality national and global citizens.

The value creating educational philosophy and related ideas were proposed and pioneered by Dr. Daisaku Ikeda, the founder of the value creating education system. This key universal purpose coincides with the World education concept to develop a person's capacity and potential to foster youngsters and the next generations, using the "value creating-based" instructional and pedagogical approach to elevate the spirit and to endow each individual with humanity and global concerns. Such an approach emphasizes the role of education, from the eastern view concerning high respect for a person's dignity of life, in cultivating self-reliant human beings who can create trust, harmony, generosity, and a sense of altruism as the great values that will eventually lead to happiness and fulfillment in their own lives and for society. This meaningfully helps tackle any issues affected by global interconnectivity which calls for ethical reflexivity that foregrounds difference, complexity and uncertainty as indicated by Rizvi (2019). This could be abated by introducing the consciousness of human value creating and global citizenship that will bring in peace and strength of hope in the world. In accordance with the human value education principles and the world citizenship philosophy (Ikeda, 2009), scholars in cooperation with educational administrators, school managers and all the parties involved need to impart to learners and youngsters a set of human values emphasizing the global citizenship concept and the value creating philosophy, such as respecting both oneself and others' human value for living together in harmony, cultivating the service mind and social justice-oriented interaction, and conducting a knowledge and wisdom-based life.

To effectively translate into action the above-mentioned universal principles and concepts, there should be an alternative education model endowed with approaches focusing on innovative ideas and real practices, equipped with authentic assessment. Such a type of assessment covers learners' development, learning behavior, participation in activities and evaluation jointly conducted by the learners themselves, peers, teachers and parents, which has become a critical challenge for any educational institution and for which alternative schools, especially those holding the high scope and holistic learning approaches, are the pioneering institutions. In addition, it is required that the principles of human value creating global citizenship and the related

concepts are to be integrated to the school curriculum and all aspects of learner-based management to inspire learners, teachers and all people concerned to be aware of the value and goodness in themselves and to transfer the positive ideas and power to others. To this point, it is worth investigating an appropriate school management model to develop students emphasizing the human value creating global citizenship concept, and probing into how school leaders, teachers and parents cooperate in translating into practice the human value creating concept in all the related aspects of alternative school management, which could become valuable lessons learned for any other alternative schools both in and outside the country.

This study aimed to: (1) investigate the current and expected states of the practices on human value creating global citizenship in alternative schools in Thailand; (2) explore the solutions and development approaches for implementing the human value creating global citizenship concept in alternative schools; (3) propose a suitable human value creating global citizenship-oriented school management model in alternative schools.

Literature Review

A "human value creating-oriented global citizenship" concept derives from a universal perspective of soft side management and humanistic education according to the value creating philosophy, covering the critical issues of peace and happiness through education, alongside sufficiency and sustainability, that aims to foster global citizens. Such a concept comprises the following practice-based approaches: (1) teaching a variety of soft skills through an interdisciplinary approach; (2) elevating learners' confidence in their potential, while strengthening relationship and love between learners and teachers, and valuating affectionate ties between learners, teachers and school leaders; (3) exalting quality of life to foster global citizens and promote a peaceful, respectful and happiness-oriented culture through education (Ikeda, 2009). To implement this concept in schools, the value creating precepts and other related universal ideas, need to be integrated into the related administrative tasks, including academic affairs focusing on management of curriculum, teaching and learning activities and assessment, as well as student affairs emphasizing teacher-learner relations, both in co-curricular and extracurricular activities. These principles and philosophy meaningfully help cover any actions and behavior that improve "Human Value Creating-oriented Global Citizenship" (Charoenkul & Tomioka, 2021) of a learner as a value creator.

Also, they are consistent with the 21st Century Humanistic Education concept of Hongladarom (1995) and Organization for Economic Cooperation and Development [OECD] (2019) that emphasizes the need to foster a learner to turn a well-rounded person who possesses a high capability of decision making, thinking critically, adapting himself/herself to the global changes and being endowed with a service mind, social justice and wisdom, which could lead to a brighter future for mankind, the society and environment. Moreover, he/she is supposed to become a self-reliant human being who contributes to the benefits of others amidst the rapid changes of the social values and ways of life in the 21st century (Firdaus & Mariyat, 2017; Soka Gakuen, 2012). The above-mentioned ideas have brought about concerns for human-oriented development towards global citizenship all over the world. Accordingly, human value creating education has been recognized as a concept that helps generate global citizens and cultivate the belief in peace and happiness in a society. This significantly supports the UNESCO Sustainable Development Goals (SDGs), especially Goal 4.7, demonstrating the strong commitment to ensure that all learners are equipped with the knowledge and skills needed for promoting sustainable development through education for sustainability and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of any contributions to sustainable development.

The human value creating-oriented education concept has become universally recognized as part of learning how to live together, one of the four pillars/aspects of learning defined by United Nations Educational, Scientific and Cultural Organization [UNESCO] (2014b). Such a pillar is related to the value creating and human-oriented approaches due to its concentration on development of sympathy and empathy for others, understanding their cultures and histories, as well as their spirituality. This significantly helps pave the way for reciprocity and interconnectedness between people across the world to take action on or carry out any projects and activities, or even to wisely manage the inevitable conflicts in a peaceful way. The pillar of learning to live together comprises 13 illustrative competencies: (1) empathy; (2) an understanding of other culture; (3) cultural sensitivity; (4) an awareness of discrimination; (5) mutual acceptance; (6) tolerance; (7) communication skills; (8) teamwork; (9) leadership; (10) trust; (11) political participation; (12) community involvement, and (13) concerns for the environment. This also coincides with the Nine Values of the National Framework for Values Education in Australian Schools (2005 as cited in UNESCO, 2014b), consisting

of: (1) concerns and compassion for self and others; (2) doing one's best and trying hard to achieve worthy and admirable things; (3) pursuing and protecting the common good for a just society or social justice; (4) freedom or to be liberated from unnecessarily threatening interference, and to dare to stand for the rights of others; (5) honesty and trustworthiness; (6) integrity; (7) being considerate to others and other people's viewpoints; (8) responsibility or being accountable for one's own decisions/deeds and solving problems in a constructive and peaceful way, and (9) being aware of others and their cultures, to accept diversity, and to be included and to include others.

Amongst outstanding researchers in the area of value creating and global citizenship education, Sharma (2019) suggests some intriguing ideas on integrating the value creating perspectives into six key components of value creating global citizenship-oriented education including: (1) perceiving peace and non-violence as being central to the human rights agenda; (2) believing in the value-creating capacity for social self-actualization; (3) being concerned about interdependence, common humanity and a global outlook; (4) being aware of the climate change as planetary citizens; (5) being committed to reflective, dialogic, and transformative learning; (6) being committed to sustainable development through intercultural views. This is supported by Education Service Australia (2011), Toh et al. (2017) and Bickmore et al. (2017), who previously indicated the core themes in global citizenship education, highlighting an understanding of global and civic conflicts and decision, respect for diverse perspectives, cross-cultural understanding, and a commitment to global social justice and equity. It is also corroborated by the Office of Educational Council (OEC, 2021), who put forward one of the key learning outcomes addressed in the proposals of a learning system responsive to transformation of the future world 2040, that the critical characteristics of a desirable citizen in the future world calls for a responsible and competent global citizen who: (1) is equipped with ethics, morals and global consciousness; (2) dares to reasonably express his/her opinion while being open to any different ideas; (3) makes decision based on self-responsibility for the common good of the world community; (4) respects cultural diversity; (5) holds honesty, self-discipline with awareness of his/her own duty and respect for the rights of others. These characteristics could be constructed and reinforced by the school collaborative instructional activities as suggested by the Elementary Teachers' Federation of Ontario [ETFO] (2010). All the above theories and concepts corroborate the findings of an in-depth study of the main concepts regarding human value creating global citizenship discovered by Charoenkul

and Tomioka (2021) who pointed out the following characteristics of human value creating global citizenship: (1) have high respect for human value of oneself and others to support living together in harmony; (2) embrace sufficiency alongside sustainability; (3) cultivate the service mind and to support the social justice-oriented interaction; (4) proactively encourage value creating and reasonableness-oriented critical thinking, while enhancing creative thinking; (5) conduct a knowledge and wisdom-based life, being endowed with the ability to distinguish between right and wrong while conducting life based on morals and ethical standards for the common good. These characteristics are to be translated into action mainly through the academic affairs focusing on a morals-oriented or integrated curriculum, collaborative instructional activities and positively reflective evaluation, and student affairs highlighting teacher-learner relations and learner activities operated on a basis of strong peer support, applying a whole school approach with an emphasis on the shared vision, values and the schools' alignment of goals and objectives, collaborative activities and the interconnection between schools, parents and community. Such ideas are synthesized and connected to explore a proposed human value creating global citizenship-oriented school management model.

Methodology

This research applied an explanatory sequential design consisting of a quantitative approach to gather some fundamental data prior to applying a qualitative approach to elicit additional in-depth information from participants. Using such an approach, the researcher could obtain both quantitative and qualitative data to respond to all the research objectives. The sample population in this study comprised 17 alternative private schools under supervision of the Office of the Private Education Commission, Ministry of Education, Thailand. The study was divided into three phases in accordance with the research objectives.

Phase 1: To investigate the current and expected states of the practices on human value creating global citizenship in alternative schools, the researcher conducted a quantitative approach using a survey on the opinion of school managers, teachers, as well as primary and secondary students.

Phase 2: To explore the solutions and development approaches for implementing the human value creating global citizenship concept in alternative schools, the researcher conducted a qualitative approach carrying out some case studies comprising a variety of cooperative schools, interviewing and arranging focus group discussions

between school managers, teacher and school board representatives, as well as classroom and student activity observations.

Phase 3: To propose a suitable human value creating global citizenship-oriented school management model, the researcher applied a mixed-method approach to elicit both the qualitative and quantitative data. The sample population included 17 alternative schools providing both primary and secondary education while upholding the main concept of value creating education as core values/policies.

Participants

Participants 1

Participants who responded to the questionnaires were 211 school managers including principals, vice-principals in charge of academic and student affairs; heads of sections/divisions both at primary and secondary levels, 192 teachers, as well as 146 sixth grade, ninth grade and twelfth grade students, randomly selected from each level of education, 549 in total.

Participants 2

Participants who contributed to the interviews and focus group discussions included 12 school managers, 24 teacher and school board representatives, totally 36, from six case studies purposively selected from the cooperative schools with a high rate of questionnaire returns and on a voluntary basis.

Participants 3

Participants who took part in the validation of the proposed school management model were purposively selected 10 experts and academics who specialized in global citizenship, value creating education and school management.

Data collection and Analysis

For phase 1, the researcher developed four sets of questionnaires for school managers, teachers, primary and secondary students, validated by experts in value creating education, human-oriented school management and global citizenship, with the IOC of 0.80–1.00, and approved by the IRB Committee for Social Sciences and Humanities, according to the IRB regulations including the participants' consent. Two questionnaire sets concerned the current and expected states of human value creating global citizenship-oriented school management for school managers and teachers, while the other two emphasized practices on

human value creating global citizenship from the learners' viewpoint. In this regard, the five aspects of human value creating global citizenship concept were integrated into each aspect of school management. Data were analyzed using frequency, percentage, mean, standard deviation and $PNI_{Modified}$.

In phase 2, three sets of interview questions, covering both the means (academic and student affairs) and ends (human value creating global citizenship) variables, were used for each group of participants. In addition, an observation as well as a focus group discussion form for school managers and teachers, as well as school board representatives, were used for supporting and verifying the data derived from the questionnaires and interviews. Content analysis, frequency and percentage were used for operating the qualitative data derived from the interviews, observations and focus group discussions.

In phase 3, the researcher arranged a focus group discussion between and interviews with 10 experts and academics to validate the proposed school management model in terms of accuracy, appropriateness and feasibility. Data from the former part were analyzed by frequency, percentage, while those from the latter were analyzed by content analysis.

Results

The research results are divided into two main parts: quantitative data, obtained from the questionnaires, and qualitative data, derived from the interviews, observations and focus group discussions.

From Table 1, it was found that the current state of practices on the human value creating global citizenship concept in alternative schools is, overall, at a high level ($\bar{x} = 4.08$, $SD = 0.87$). While considering each aspect, it turns out that all the three components of management

of academic affairs as well as student affairs are all rated high, having the highest mean on school curriculum development ($\bar{x} = 4.13$, $SD = 0.83$), followed by teaching and learning management ($\bar{x} = 4.11$, $SD = 0.84$), and the lowest mean on co-curricular and extra-curricular activities focusing on learners' well-rounded learning skills, intellectual competencies, service mind and social responsibility, which are parts of student affairs ($\bar{x} = 3.98$, $SD = 0.94$).

The expected state of practices on the human value creating global citizenship concept in alternative schools in Thailand is, overall, at a high level ($\bar{x} = 4.43$, $SD = 0.77$). While considering each aspect, all three components of management of academic affairs and student affairs are also rated high, having the highest mean on school curriculum development ($\bar{x} = 4.46$, $SD = 0.74$), followed by teaching and learning management ($\bar{x} = 4.45$, $SD = 0.74$) and the lowest mean on co-curricular and extra-curricular activities ($\bar{x} = 4.38$, $SD = 0.81$).

The modified priority need index analysis results reveal that, overall, the highest need falls on both co-curricular and extra-curricular activities highlighting the significance of human and cultural values as well as a wisdom and knowledge-based life, which are parts of student affairs ($PNI_{Modified} = 0.100$), followed by assessment and reflection ($PNI_{Modified} = 0.084$), emphasizing the significance of enhancing positive power in learners and encouraging them to conduct self-assessment and self-reflection, teaching and learning management ($PNI_{Modified} = 0.083$), emphasizing a process of constructive and metacognitive learning to enhance learners' value creating dialectic critical thinking under collaboration between the school, learners, parents and the community, and school curriculum development ($PNI_{Modified} = 0.082$), highlighting the importance of a practice-based course or program with an emphasis on social justice, cross-cultural understanding and sustainable development, respectively.

Table 1 The overall results of the current versus expected states, and the priority needs of practices on the human value creating global citizenship concept in alternative schools in Thailand

The Human Value Creating Global Citizenship-oriented school management	Overall picture				PNI _{Modified}	Rank
	Current		Expected			
	\bar{x}	SD	\bar{x}	SD		
Aspect 1: Academic affairs						
1.1 School curriculum development	4.13	0.83	4.46	0.74	0.082	4
1.2 Teaching and learning management	4.11	0.84	4.45	0.74	0.083	3
1.3 Assessment and reflection	4.10	0.86	4.43	0.77	0.084	2
Aspect 2: Student affairs						
Co-curricular and extra-curricular activities	3.98	0.94	4.38	0.81	0.100	1
Total	4.08	0.87	4.43	0.77	0.090	

Note: The mean values were analyzed and classified into 5 levels: 4.50–5.00 stands for the current/expected state at the highest level; 3.50–4.49 means the high level; 2.50–3.49 stands for the moderate level; 1.50–2.49 means the low level, and 1.00–1.49 stands for the lowest level.

However, it is noticeable that, overall, the $PNI_{Modified}$ of two main aspects fall between 0.082–0.100 indicating a minimal gap between the highest and the lowest $PNI_{Modified}$ (0.018), so it may not be necessary to classify between the higher and lower groups of the priority need indices.

This signifies that both types of activities do meaningfully reflect the real meaning of application of knowledge or the effective practice of conducting a knowledge and wisdom-based life focusing on the well-rounded knowledge, skills and intellectual competencies while encouraging learners' participation in proposing public service or service mind-oriented activities and in expressing ideas reflecting social responsibility, maintenance of human and cultural values. Such supports the research findings of Charoenkul and Tomioka (2021), who discovered that a set of critical values sometimes exist or become integrated into the school curriculum in the form of optional courses or the related co-curricular and extra-curricular activities.

For management of academic affairs, it reveals that, overall, the highest $PNI_{Modified}$ falls on assessment and reflection, emphasizing formative assessment to monitor students providing positive notes as feedback to encourage students' learning. This corroborates with what was stated by OECD (2019), which emphasizes the significance of conducting assessment for student development and their capability of adapting themselves to global changes.

Besides the quantitative data mainly used for drafting a human value creating global citizenship-oriented school management model, some qualitative data, derived from six case studies through the interviews with school managers, teacher representatives and academics, observation of classrooms and student activities, documentation and focus group discussions, were collected to support and complement the quantitative information and to serve as foundation for developing a human value creating global citizenship-oriented school management model.

Overall, school managers, teacher representatives and academics unanimously agreed that schools should concentrate more on extra-curricular activities, promoting participation from teachers, learners, parents and communities, while focusing on various models of activity management that help create new bodies of knowledge or innovations to be usefully applied to everyday life and to the social benefits and emphasizing a service mind and creative thinking to construct educational innovations through arrangement of a variety of activities that help generate innovative ideas or innovations to be used for solving problems and developing society. Moreover, school should also concentrate on the skill of

co-existence or living together with other people in the society, guiding learners to understand and accept the way of life and the culture of their communities and training them to be flexible and adjustable to any situations. School managers should support participation from the parties concerned and stakeholders, transferring the related bodies of knowledge to make them understand and be aware of the significance of organizing the activities that help create learners' respect for human value in themselves and others to live together happily and peacefully while opposing any kinds of violence, students' service mind, their social justice-based interactions with others and capability of conducting a knowledge and wisdom-based life. Teachers should collaborate with learners in any approaches of assessment and reflection, guiding them to reflect on their own competencies, providing feedback to learners and parents and concentrating on timely assistance. Accordingly, learners should be encouraged to conduct self-assessment through the project-based and/or career-based activities, so that they can improve their self-directed learning skills, alongside the desirable characteristics of good citizens. They should also be encouraged to develop and propose self-development maps or self-reflection plans. Besides, school managers and teachers should emphasize the application of constructionist or self-construction of knowledge theory as an alternative approach to support students' learning, being aware of an individual's characteristics and learning styles. Teachers may transfer or cultivate any desirable characteristics in learners through various practice-based activities promoting them to learn from real life. Learners could be encouraged to go for a field study at the community and to initiate or take part in activities creatively designed for connecting the school and community to the sustainable development goals (SDGs).

The above findings obtained from the in-depth interviews, observations and the focus group discussions are consistent with those derived from the questionnaires, and conform to the whole-school management approach suggested by Charoenkul and Tomioka (2021), who indicated its significance in their proposed conceptual framework on the human value creating global citizenship-oriented school management.

A human value creating global citizenship-oriented school management model, covering implementation approaches, was drafted using the foundation data obtained from the questionnaires, interviews, observations, documentation and focus group discussions. It was presented in the focus group discussion between 10 experts and academics: three experts with knowledge and experience in human value creating education,

four experts in global citizenship and three experts in school management, to verify the accuracy, appropriateness and possibility of implementing the proposed school management model. The goals and practical approaches were ranked by PNI_{Modified}, while the core values and the related details of all components were derived from interviews, focus group discussions and experts' evaluation. The evaluation result of the (drafted) school management model reveals that all the experts unanimously agreed that, overall, the proposed model was appropriate and

plausible. However, they suggested that the five core values, called “CEGGS” standing for: (1) collaboration; (2) empathy; (3) generosity; (4) growth mindset, and (5) social justice, should be added to the proposed model. Also, they recommended that the school should apply a plan-do-check-act (PDCA) process for identifying the roles and duties of all the parties concerned.

The main components and the key information of the approved and finalized school management model are shown in Figure 1.

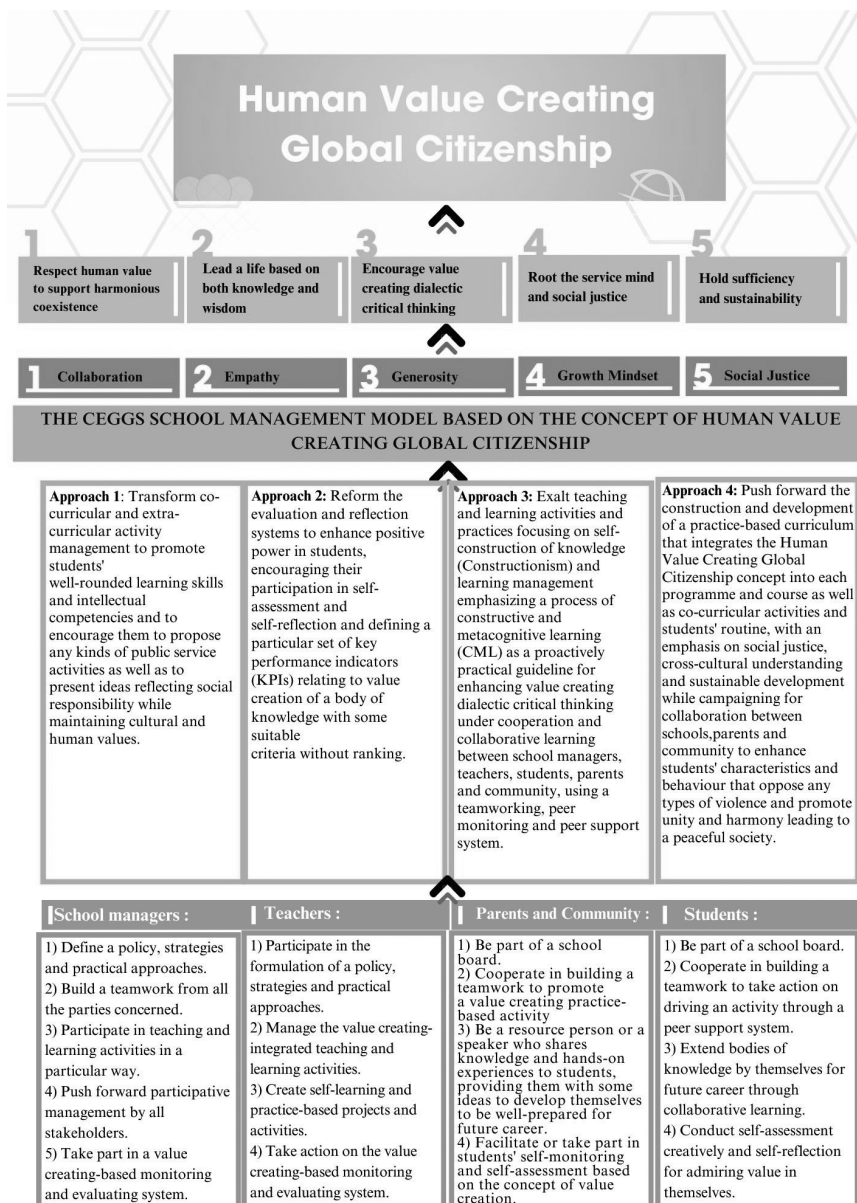


Figure 1 The Human Value Creating Global Citizenship-oriented School Management Model: CEGGS

The Human Value Creating Global Citizenship-oriented School Management Model: CEGGS comprises five goals: (1) respect human value to support harmonious coexistence; (2) lead a life based on both knowledge and wisdom; (3) encourage value creating dialectic critical thinking; (4) root the service mind and social justice; and (5) hold sufficiency and sustainability. The five core values or key principles of the proposed school management model to be used for generating an effective process of collaboration between the school managers, teachers, students and parents/community cover “CEGGS” standing for: (1) collaboration; (2) empathy; (3) generosity; (4) growth mindset, and (5) social justice.

Discussion

With reference to the findings, the above five core values are recognized as the socially fundamental characteristics, or the school ethos, shared and widely accepted by the school members in the case studies, mainly aiming to impart to learners, teachers and educational personnel the naturally basic knowledge, skills and characteristics of human value creating citizens in response to the global trends and changes, as emphasized by Ikeda (2009). This corroborates what was stated by Sharma (2019), who pointed out that global citizenship education consists of a concern for interdependence, common humanity, a global outlook, an understanding of climate change as planetary citizens, a responsibility for reflective, dialogic and transformative learning, an engagement in sustainable development through intercultural views, a faith in the value creating capacity for social self-actualization, as well as a recognition of peace and non-violence as a crucial part in the human rights agenda. It also supports the research findings of Charoenkul and Tomioka (2021) who found that the whole school management approach normally emphasizes the school shared vision and core values. Moreover, five goals of the human value creating global citizenship-oriented school management model conform to the learning outcome of a quality and responsible citizen, proposed by the Office of Education Council (OEC, 2021), which comprises KPIs one to four concerning morals, ethics and a global mindedness, a dare to reasonably express opinion while being open to other different ideas, supporting the goals of a learner's ability to conduct a knowledge and wisdom-based life, to cultivate the service mind and social justice-oriented interaction, as well as to embrace sufficiency and sustainability, whereas KPI five coincides with the goal of respecting human value in oneself and others

to support living together in harmony while opposing violence. Also, one of the key five goals of the proposed school management model regarding social justice-oriented interactions and cross-cultural understanding conforms to what was indicated by Bickmore et al. (2017) who emphasized the importance of understanding of the act on human rights and children's rights in the global context. Besides, the proposed model suggests four practical approaches as stepping stones to promote students' human value creating global citizenship in alternative schools.

The first practical approach is consistent with what was stated by the Asia Pacific Centre of Education for International Understanding under supervision of UNESCO (Toh et al., 2017), which suggested a policy formulation to support global citizenship education, indicating all the levels of participation from school managers/school leaders through all the stakeholders and parties concerned. This conforms to what was stated by UNESCO (2014a), which indicated the roles of teachers in transferring to learners a body of knowledge concerning the principles of global citizenship. This corroborates the ideas proposed by Education Services Australia (2011) concerning an “experience-based learning” approach, recognized as a constructivist technique, which emphasizes activities relating to the real-life experiences as an approach to constructing knowledge and value for learners themselves. This also supports developing learners to become active citizens, as emphasized by OEC (2019), as it helps promote participation from parents and the community who will have a chance to take part in the school activities starting from decision making, transferring knowledge and skills to learners, supporting their ideas and voices while encouraging them to become more concerned about human rights and global issues and enhancing their feelings of value in themselves.

The second practical approach is consistent with the approaches defined by the quantitative data and six case studies in this research, as it focuses on student development and learners' formative self-assessment and peer assessment. This assessment approach conforms to what was defined by OECD (2019), which has arranged a Program for International Student Assessment, called PISA, which aims to evaluate and assess students' or learners' understanding and their capability of adapting themselves to global changes, as well as their ability to evaluate the situations and surroundings, having teachers as facilitators who provide suggestions on the suitable practices and procedures.

The third practical approach conforms to what was stated by the UNESCO (2014a), which has promoted development of teaching and learning activities

emphasizing conscious and systematic selection of knowledge, skills and value in learners, introducing current situations and issues as case studies. Such teaching and learning development took shape from a policy formulation in response to the changing situations and settings to support learners' self-construction of knowledge through collaborative teaching and learning management. It is recognized a constructivist-based learning approach, previously highlighted by ETFO (2010), which highlights collaborative teaching and learning that will eventually lead to learners' creative and innovative thinking.

The fourth practical approach is consistent with a universal policy spelt out by UNESCO (2014a) concerning promoting arrangements of either formal or informal teacher training programs on developing teaching plans and managing co-curricular activities both in and outside the classroom in accordance with the guidelines obtained from studying a human value creating global citizenship education-oriented curriculum and subjects in both school and non-school environment.

Conclusion and Recommendations

The CEGGS school management model is an alternative for school managers or leaders who require flexible and practicable approaches focusing on the human value creating global citizenship concept for developing learners to respond to the need of the society and the world community. With reference to the second practical approach focusing on student development and learners' formative self-assessment or peer assessment, policy makers, educational administrators are supposed to take an important role in identifying the significance of students' learning achievements or outcomes that demonstrate their competencies and performance in adapting themselves to the global and social changes. Therefore, the instruments to be used for monitoring and assessment could be designed and created following the global citizenship education-based content to be integrated into the school curriculum and related activities. Regarding the third practical approach highlighting development of teaching and learning activities, school managers may explore the principles of creating global citizens corresponding to the state policies and apply them to the school policy development for further design of teaching and learning approaches enhancing learners' self-construction of knowledge while upgrading their teamworking skills through a peer support system. For the fourth practical approach emphasizing teacher development and co-curricular activities, resource persons and experts in each field may be invited to share ideas and experiences

on creating and developing a teacher's development plan as well as approaches and procedures to be effectively implemented, which may be demonstrated in the form of charts or infographics to be disseminated to teachers, educational personnel and the school board for mutual understanding and future collaboration between all the parties concerned.

As the highest priority needs on management of student affairs concerning the co-curricular and extra-curricular activities, school managers and all the parties concerned should highly concentrate on arranging both types of activities to follow the human value creating global citizenship concept, that will significantly help widen opportunities for learners to reflect their knowledge and to understand how to valuably apply it. Moreover, it may truly serve as a guideline for practices on conducting a knowledge and wisdom-based life. For management of academic affairs with the highest priority need on respecting the human value for living together happily, the Office of Private Education Commission (OPEC) should collaborate with schools in promoting development of a morals-integrated curriculum in accordance with the human value creating global citizenship concept, concentrating on respecting human value for living together peacefully and happily. This means that a school curriculum is supposed to be equipped with the contents, activities and projects relating to: (1) promoting learners' awareness of social diversity and cross-cultural understanding; (2) building and bonding lasting friendship amongst peers while creating a collaborative atmosphere, and (3) emphasizing and instilling in learners trust in working and living together towards their holistic development.

From the qualitative study of six cases, it turns out that each school focuses on vision-oriented management highlighting collaborative teaching and learning, student development strategies, a school curriculum comprising tasks, activities and projects that help promote action learning and enhance learners' capability of self-assessment, self-reflection and team working, especially those reflecting the human value creating global citizenship concept which recognize learners as leaders, teachers as facilitators and counsellors, school managers as supporters, and parents as collaborators. Therefore, school managers should promote and provide support for teachers to effectively manage a set of collaborative teaching and learning activities, focusing on a peer supporting system-oriented learning management process. To accomplish this, it requires formulation of a policy on management of teaching and learning activities that: (1) guide learners to apply and to get accustomed to a peer supporting system rather than competitions and (2) motivate them to learn

how to monitor and take care of their peers who need help both in academic performance and personal life. Moreover, they are supposed to become leaders who support a monitoring and evaluation system following the human value creating global citizenship concept that encourages learners to conduct self-assessment, having teachers as facilitators and consultants.

Regarding the research results obtained from the focus group discussions between school managers and teacher representatives, and between experts and academics who verified the model, which suggest development of a manual for implementing the school management model for all the parties concerned, schools under supervision of any offices or institutions should collaborate with parents and the community members in applying the proposed “CEGGS” school management model along with a manual for implementation, in which the roles of all the parties concerned are clearly defined for further practices in the same direction. This could be followed by a further study on developing a policy and strategies for enhancing human value creating global citizenship of learners at all levels of study in all types of schools, or a study on an analysis of internal and external factors as well as the related components affecting implementation of the proposed CEGGS management model, with an emphasis on co-curricular and extra-curricular activities as well as a monitoring and evaluation system.

Conflict of Interest

The author declares that there is no conflict of interest.

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