

**SUSTAINABILITY SOCIAL ENTERPRISE
CASE STUDY : PANYOTAI WALDORF SCHOOL**

The image features a large, faint watermark of the Mahidol University logo in the background. The logo is circular, with a blue outer ring containing Thai text. Inside the ring is a yellow emblem depicting a traditional Thai stupa or pagoda. The name 'MAHIDOL UNIVERSITY' is written in English around the bottom half of the inner circle.

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FULFILLMENT OF THE REQUIREMENTS FOR
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M.M. (MANAGING FOR SUSTAINABILITY)

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ABSTRACT

Social enterprises distinguish themselves from non-profit organizations as they have the ability to generate profits. However, unlike conventional businesses, their profits are not solely distributed to investors. Instead, they focus on benefiting all stakeholders and promoting social and environmental development. Extensive research in this field aims to identify effective strategies for managing social enterprise operations to ensure their long-term sustainability and growth while also promoting business development.

The case study, Panyotai Waldorf School, is a social business service that has proven its worth in society and the environment through its focus on child development, which leads to community and social improvement along with great concern for the environment. Through a qualitative research approach, stakeholders, including the key founder, teachers, school employees, current and former parents, students, and alumni, were interviewed. Additionally, I have personally participated in and closely observed the school's operations for over six years as one of the school's parents.

After conducting extensive research, it has been determined that the school has effectively aligned itself with the Sustainability Strategy and Theory of Corporate Sustainability. This has been accomplished by fostering a strong culture of sustainability within the organization. The school has implemented efficient corporate sustainability practices and processes, which have led to high levels of sustainability performance across Triple Bottom Lines outputs, Stakeholder Satisfaction, and Brand Equity. These factors have played a significant role in the school's growth and success. Moreover, the school's operations have been instrumental in achieving multiple United Nations' Sustainable Development Goals (SDGs), underscoring the organization's commitment to promoting social and environmental development.

KEY WORDS: Corporate Sustainability/ Social Enterprise/ Sustainability Leadership/
Sustainability Social Enterprise/ Triple Bottom Lines

54 pages

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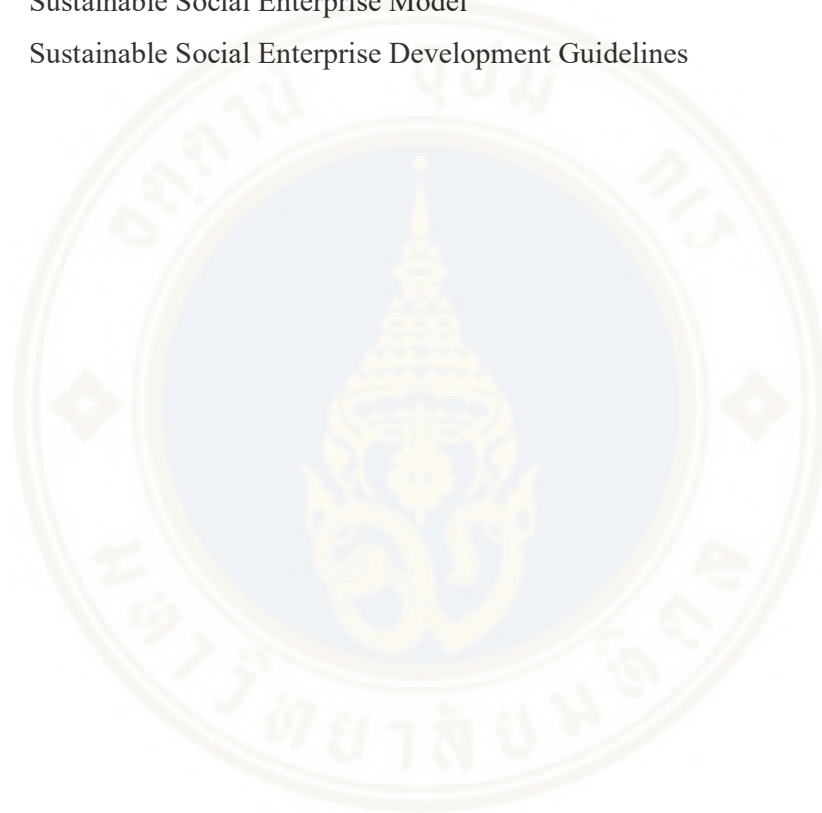
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CHAPTER I

INTRODUCTION

1.1 Research Background

Education Service is the business that provides impact on social direction and economic growth. Thailand Ministry of Education has continuously developed standard curricula for public schools along with giving support to private schools. There are also many parents providing homeschooling with a specific curriculum for their children. Since homeschooling became legal in 1999 with support from the Ministry of Education, the number of homeschooling has significantly increased. In the same year, the Ministry of Education announced support for schools that did not apply a standard curriculum and gave a definition of 'Progressive School' to get a compromise for schools and students' evaluation while they found many schools that apply their own curriculum are exceeding the standard.

Currently, Private Schools in Thailand are allowed to apply standard curricula to achieve objectives determined by the Ministry of Education or alternative curricula with their personal objectives under the supervision of the Ministry of Education to diversify ways of learning to increase the quality of education for Thai children and being options for parents when selecting a school that fit their expectations and financial requirement.

While searching for a school for my daughter, I found a private school that has the unique characteristic of developing children according to their individual physical and mental development, treating them as a human with fewer external influences such as cartoons, games, electronic devices, internet, mobile phone, noisy music or any kind of media. I have made the decision to take my daughter to this school and have experienced the school operations for over six years. As part of the community, I have found this school has developed its own strong culture and consistently delivers their value throughout over 20 years of operations with an impressive background.

Panyotai Waldorf School was officially founded and certified as a 'Private - Progressive School' by the Ministry of Education in 2007, with 200 students from pre-school, kindergarten to grade 9. Initially, the school was formed by a group of 6 homeschooled students in 1996. In 2001, Panyotai Waldorf Foundation was established to accommodate more children in responsiveness to parents who wanted their children to join the educational center. There were around 50 students with financial assistance from Waldorf School Network Worldwide along with all parents' support. Presently, Panyotai Waldorf School has around 400 students from early years, kindergarten through high school with financial stability and steady growth, more and more parents would like their children to join the school each year.

The school curriculum has consistently applied Waldorf Education based on the philosophy of Rudolf Steiner, founder of anthroposophy since the Homeschool group was formed and has developed the curriculum according to changes in environment and social context over decades. Teachers at Panyotai Waldorf School not only graduated with a specialization in education, but they also graduated from various specializations, as they are parents of homeschooled students who continuously teach even their children are graduated with a high understanding in anthroposophy, the philosophy that finding definitions of human being and relationship of spiritual that connect human to wisdom by nature. Applying anthroposophy to Waldorf Education is the way to develop a human from insight (spiritual) by embedding love, morale, and ethics under a lively and nurturing environment that has brought to the classroom and develops all students from 'Hands, Heart, and Head'. The curriculum focuses on the holistic development of children from physical body, mental, and intelligence that is appropriate to their age. The development of Waldorf Education might not be rapidly seen within one or two years. Still, it would take a long time to shape students' insight and be firmly rooted until they are ready to deliver their ability and knowledge through their will. Hence, there is no rushing or standard evaluation for all students. Still, teachers will evaluate students individually according to the background of who they are. Grading is concealed from all children until they graduate from high school to keep them focused on their own development rather than competition.

There are many schools in Thailand that applied Waldorf Education with their own way of operations and management. Many schools hired professional, well-

trained Waldorf teachers with properly organized management teams like other private school operations.

Unlike other private schools, Panyotai Waldorf School has a specific way of operations based on its own unique background from a group of Homeschool with a strong mission and vision of the key founder, Doctor Porn Pan-o-sot. He has developed the curriculum from Waldorf philosophy to integrate with Thai culture and social context along with his awareness of social development.

Around 40 years ago, after Doctor Porn Pan-o-sot graduated from the Faculty of Medicine at Chulalongkorn University, he has a strong interest in helping underprivileged people. He was working in public hospitals and opened his own clinic, with most of the patients were underage prostitutes in Bangkok. During that time, he found desperate poor people from upcountry were not only forced by the economy but also influenced by materialism and consumerism to become prostitutes. His patients increased year by year, and prostitutes became younger. Instead of being deceived by brothel agencies, they have made their own decision for their career by mistakenly getting higher incomes, less effort, and making more money for their families without awareness of the violence and the consequences of being prostitutes.

“You could not imagine my patients, ages around 12, with scars from abused and infected from their work. At that moment people were not aware of AIDS, but half of my patients were infected already. Many of them could not return to normal life after getting abused.”

From that moment, Doctor Porn was thinking about not just helping them in the short term by raising funds or just making donations, but there should be some solution to rescue those poor children from desperate situations permanently, furthermore, there should be preventive measures for all children in the future. Among social value that has been influenced by materialism and consumerism, strengthening children’s terminal value of ethics, morale, and virtues is necessary for urgency, Doctor Porn realized Education that can elevate consciousness and awareness of personal value is the most crucial factor in getting them out of delusion, not only for disadvantage children but also education that provides consciousness of living humankind should be distributed as part of all children’s learning. When people from the middle and privileged classes are shaped to understand and have empathy for those in the lower

class, he believes the society will be improved, and underprivileged children will also have more opportunities to elevate their living quality. That thought has been embedded in his mind since then.

Dr. Porn has four kids with the opportunity to study from their early years and primary school abroad until he moved back to Bangkok with his family. Doctor Porn saw the gaps from his past experience in the standard curriculum of schools in Thailand, consistent with his ambition of developing education that can elevate the insight value of ethics with a lifetime love of learning. Doctor Porn found Waldorf Education which integrated the development of the physical body and spiritual of mind, wisdom, and creativity as a human being, has aligned with the value of education that he was looking for. He spent a few years in the USA for a master's degree in Waldorf Education (Kindergarten, Primary, and High School), in 1996 Waldorf Curriculum was distributed to a small homeschool group by Doctor Porn with six students in a garage classroom, four are his children and another two children from his friends who were looking for alternative education for their children. Meanwhile, he continuously coordinates with the foundation to apply his knowledge from Waldorf Education to help disadvantaged and disabled children recover from physical and mental illness to be ready for the real world.

Increased in the number of students, the new location for school activities is required. With support from all parents and his wife, Khun Janpen Panosot, Panyotai Waldorf Foundation was founded in 2001 with 50 students. As a foundation, Doctor Porn get support from not only parents but also Waldorf School Network worldwide that raised fund for the foundation. School is relocated from a garage to a more proper location at a rental house in Panya Village.

'At that time, our students increased, and I was the most worried that moving to the new location would affect many families to get support and make it difficult to reach the new location. We tried to find a proper space nearby the same location that could fit the number of our students, but that was way too expensive. Discussion among all parents agreed that, if the quality of the school is the same, size or location would not be an important factor, they could provide school bus, operated by parents to ensure safety, for children who live far away from the new location.'

Based on the Homeschool operation, collaboration and relationships among parents are very strong. Funding not only came as money, but many parents took an effort from their specialization to take part in school growth, architects, engineers, and artists taking roles in the construction and renovation of new school. Many parents spent their time learning Waldorf Education and taking Waldorf Teaching course locally and abroad to understand more about the curriculum to apply teaching not only for their children but also becoming professional Waldorf school teachers until now.

According to the mission of expanding good education to a broader range of students along with ethics and moral development, when the new location was ready in 2001, Dr.Porn brought children who needed help from the foundations to the class, among all parents worried and concerned. The meeting was arranged to inform all parents about his intention. All parents are understanding in Waldorf and Anthroposophy, so it is easy to bring the shared vision of sharing plenty of education for a wide range of people. The program plans to share the love that general students have from their families with their friends who were born with less love and opportunities. At the same time, poor children with tougher physical bodies taught their friends that people are different and equal among them. Teachers will be taking part in close observation and a balanced atmosphere in the class. Sharing love and understanding other people is part of the learning process in Waldorf Education. Panyotai Waldorf School consistently accepts underprivileged and disabled students to join the general class. The school has collaborated with groups of volunteer parents to develop a hybrid course where disabled students can join normal classes combined with specific courses for disabled students called “Palatorn” by applying Anthroposophy as the alternative way for their recovery and development.

After official registration as a Private School under the Ministry of Education, the school fee has been settled at the optimum rate to ensure a broader range of students can join the school and sufficient for maintaining the quality of school operations; parents with financial difficulties could also get help from school foundation with full scholarship or discount.

Table 1.1.1 School Enrollment Fee

Level	Fee (THB)	Music class (THB)	Lunch (THB)
Parent-Child pre-school group (2 days/week)	12,000	-	(**only students above grade 6 who would like to have school lunch)
Kindergarten	30,500	-	
Grade 1-4	32,000	-	
Grade 5-8	33,500	6,000	5,000
Grade 9-12	36,000	6,000	5,000

Significantly, the school offers parents the option to be flexible with their budget by paying for optional lunch fees. Students above 6th Grade are encouraged to bring their own prepared lunch box not only to reduce their school fees but also to let all students take responsibility for their lunch box and to reduce food waste. Students have to bring food they want to eat with proper portion to finish it at lunchtime, but the school also provide a meal for those who have difficulties preparing their lunch box. In practice, there is also a discount for parents who have many children if they require support from the school. On the other hand, parents with higher financial status may willing to pay more than the standard school fees to help support other families, as well as pay for music classes.

Panyotai successfully gains a wide range of parents from different financial and educational backgrounds to bring their kids to school and have equality in education. Officially, Panyotai School has a standard uniform that is submitted for school registration. Still, to reduce unnecessary costs for parents, students are allowed and commonly wear modestly private clothes to school with the rules of plain shirts or T-shirts, Pants, Jeans, or Skirts based on activities on each study levels with proper sneakers or shoes, cartoon and branding pattern is strictly prohibited. In the morning, students can get straight to their classroom without a line-up for national anthem activity like standard school.

Physically, many people would feel strange when stepping into the school without a flag pole. Single-storied buildings are located as land plots available without

air-conditioning, and many shady big trees around the school make the classrooms not too hot in summer. There is no colorful playground like other schools. Students are allowed to climb up on the big trees located in front of their class. The playground is made of wood, rope, and rocks with natural color. Around two decades of school operations, the school consistently gets a high degree of collaboration between parents and school to create a preferable children's environment 'like home, like school'. The school encourages parents to participate in the Parental School program, which aims to enhance their knowledge of child development, promote healthy routines for children, and provide basic Anthroposophy classes to improve their understanding of Waldorf Education. Upon joining the school, I immediately felt surrounded by a loving and empathetic environment.

Parents are interviewed as part of the school application process to assess their ability to provide strong support and adhere closely to the school's guidelines in order to maximize the effectiveness of the curriculum. There are no interviews or exams for children, only basic tests to measure their physical readiness. These tests include jumping, clapping their hands, and holding a stick, and they only take 10-15 minutes. Parents are encouraged to raise children on their own or with assistance from close family members such as grandparents who understand school directions. As motioned earlier, all kinds of media and electronic devices are prohibited both at school and at home to avoid unnecessary influences that will impact children's development until reaching 10th Grade when students are ready with maturity to analyze and identify public information. It is recommended that parents steer clear of pre-made and automated toys and instead prioritize handmade toys for their children.

Student house visit from the class teacher, once before the beginning of kindergarten class and once during term break before 1st Grade class begins, when the new primary class teacher has been assigned. The house visit has the objective of ensuring the family has well understanding of school operations and good coordination for children's well-being under a consistent environment between school and home. A Class teacher from the first grade in primary school level will be with the same class of students until 9th Grade according to standard Waldorf Curriculum Practice.

Parents are encouraged to participate in parent classes and group sharing sessions frequently to gain knowledge in children's development and to align their

practices at home with those of the school. Parents' meeting is organized bi-monthly in group meeting to share about the class operation and one-on-one session between the class teacher and parents to share children's development individually. The class teacher is easy to reach and always open to giving consultant to parents and students. On the other hand, the teacher is actively reaching parents immediately when observing irregularity in students. With high collaboration from parents, there are many school activities for all parents that are organized by parents who have been trained or have knowledge relative to children's development, home care wellness, art therapy, handicraft, and Waldorf Practice under the school's supervision. Many parents have joined the class for self-development with pleasure.

Cooperative Organic Shop was founded under Panyotai School by a group of parents located at the frontal part of the school to welcome all parents and general customers nearby who are considering healthy food products. The shop is operated by a group of volunteer parents with the ambition to bring healthy food and products not only for students and families within the school but also for the community. The growth of the shop is relative to the increasing number of new families joining the school. Supplier evaluation is conducted among organic and pesticide-free farmers by farm visits from cooperative teams to survey and interview the intention of farmers who have a strong will to produce quality products for healthy people. Pesticide tests are conducted frequently to ensure the safety of products.

1.2 Motivation for research

With a business goal to benefit society and the environment, social enterprises commonly have challenges in economic performance, especially short-term profit and business growth. The primary motivation of this research is to find corporate sustainability as critical to the success of the social enterprise in practice to benefit society, the environment, and a wide range of stakeholders, along with achievement in business growth and proving long-term profit can deliver great business performance to survive and prosper along with the achievement of improvement in environment and society at large. To elevate understanding of process and procedures to achieve business growth of social enterprise in practice, the case study has explored how the school build

trust and motivate all parents to be part of the organization and make an effort to do voluntary work at the school along with long-term engagement from stakeholders such as teachers, staff, alumni parents and students and the community. The research will also be looking for business management theories among school operations as factors of the steady growth of the business without expectation of short-term profits.

1.3 Industry Value of the Research:

The paper is expected to value entrepreneurs and business owners who looking for a business model that could have made growth along with giving benefits to society, the environment, and a wider range of stakeholders. The research would like to prove the realistic model of Social Enterprise that could survive and prosper along with consideration of society and the environment. The research will also show the powerful benefits of having strong engagement with stakeholders to increase Brand Equity in the business which will be a competitive advantage to the business in the long run.

For the industry, School has been known as part of the community and impactful to social development for a long time. Embed positive mindset in younger generations will be reflected long term in their thought and behavior when they grow up. Education is part of key social business that impacts national economic growth and stability from the quality of the population. The future of human capital not only requires knowledge for career development but consideration of social and environmental should also be part of learning to establish a sustainability mindset for all stakeholders, especially students, among global environmental and social crises. The research will introduce a successful school model that not only brings corporate sustainability for business growth but also delivers vision and values of environmental and social concern among their students and families consistently from over twenty years of operation with the expectation to expand these values to the wider community.

CHAPTER II

LITERATURE REVIEW

2.1 Sustainability Social Enterprise

Social Enterprise is a business that aims to develop the environment and society with specific objectives that serve its primary purpose to improve society at large by applying business strategy, knowledge in business management, and innovation to sustain the company and generate income itself instead of relying solely on funding or donation, and use the profit from business operations to benefits a wider range of stakeholders instead of shareholders. Without donation, social enterprise has to prove their success through the quality of products and services and effective business management to deliver a strong performance as same as other business to acquire customers who are willing to pay for products and services.

Effective management and strategy are necessary for the business type that requires high effort in operations and strong relationships among stakeholders with nominal long-term profits. Significantly, the sustainability strategy is aligned well and will enhance business performance to endure difficult economic and social situations, which social enterprises regularly encounter. According to the characteristics of social enterprise, sharing values and beliefs about the development of the environment and society is most important to engage and motivate all stakeholders. It will be part of shaping sustainable organizational behavior that will be reflected through corporate-decision making and practices of the organization. Sharing values and beliefs also strengthens organizational culture, the most essential part of sustaining an enterprise. (Ketprapakorn, N., & Kantabutra, S. 2022)

The Theory of Corporate Sustainability, which integrated a variation of the sustainable leadership model for corporate sustainability development, is one of the critical factors for the growth of social enterprise from aligned objectives of social and environmental improvement aspects. Significantly, the initiative of sustainability culture from having a corporate sustainability vision and values to communicate among

organizational members consistently will create an emotional commitment to all organizational operations and direction through Corporate Sustainability practice and process for achievement in Triple bottom lines and Customer satisfaction. Achievement from Corporate Sustainability practice and process will create emotional commitment among a broader range of stakeholders to the organization, from customers, suppliers, community members, etc., and engage all stakeholders to understand sharing vision and values and be part of organizational culture. Sharing of sustainability vision and values among all stakeholders will also be an achievement of corporate sustainability, while all stakeholders have an emotional commitment along with a well understanding of corporate sustainability operations that have the purpose to benefit a wide range of stakeholders, including social and environmental. With support from all stakeholders, an organization can achieve Brand Equity and be resilient in long-term operations.

Along with effectiveness in sustainability strategy, social enterprise could enhance its performance to compete over competitors in the market. On the other hand, a Coopetition Strategy could create positive output from collaboration between competitors.

2.2 Theory of Corporate Sustainability

Corporate sustainability is the way that an organization grows with the capacity to deliver strong performance, endure difficult economic and social situations, and maintain a leadership position in its relevant market in the long run. The theory of corporate sustainability found that a sustainable organization comprising a sustainable organizational culture could efficiently deliver organizational vision and values to all stakeholders, from Internal stakeholders within an organization to External stakeholders, and lastly, deliver to Distal stakeholders. In practice, a combination of corporate sustainability processes of Perseverance, Resilience Development, Moderation, Geosocial Development, and Sharing will lead organizations to achieve Triple Bottom Lines (TBLs) outputs of economic prosperity, social equity, and environmental quality to escalate organizational sustainability. Sustainable success is associated with successfully fulfilling the requirements of stakeholders (Norman and Macdonald, 2003). By achieving triple bottom lines, a wider range of stakeholders are

satisfied and will be engaged and committed to the organization, like being part of organizational members, which will have a further positive effect on Brand Equity to maintain organizational leadership in the relevant market with competitive advantages.

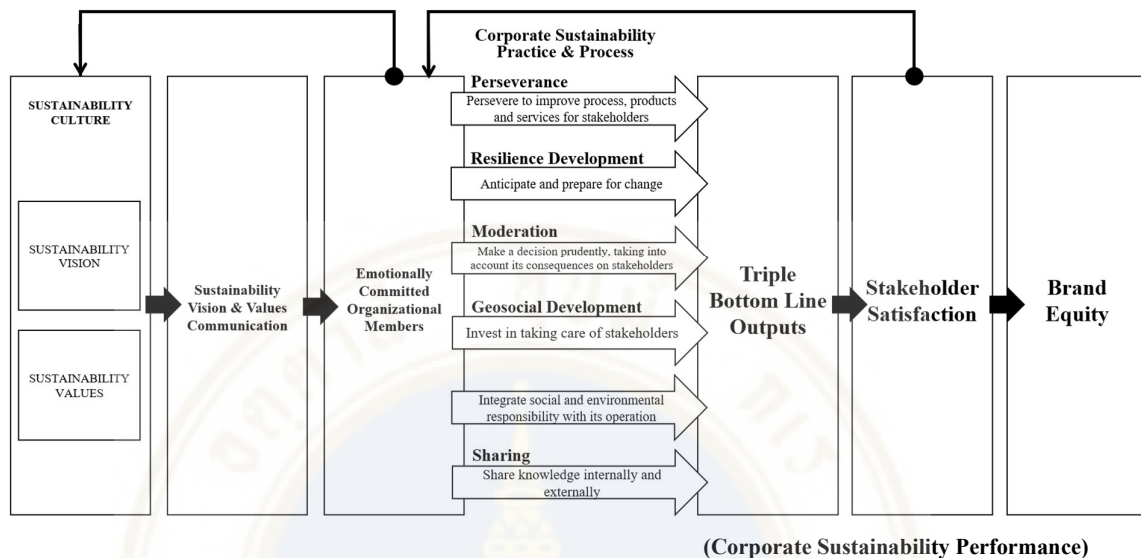


Figure 2.2.1: Mahidol Integrated Theory of Corporate Sustainability

(Kantrabutra, S. and Ketprapakorn, N. ,2020)

Sustainability Organizational Culture;

Culture is the way we do things around here or what keeps the herd moving in roughly the right direction (Deal and Kenedy, 1982). Organizational culture is the way a group of people think and behave to move their group without written rules. Vision, values, and strategy take part in defining organizational direction, while leadership is giving organizational members direction that is aligned with organizational direction and moving or behaving in the same way to strengthen organizational culture. A strong corporate culture will bring effectiveness and high performance to the organization because of the ability of all members who have the capacity to move the group to achieve goals that align with the corporate vision and values, even in a crisis or environmental change. Moreover, a positive organizational culture will become a competitive advantage caused by long-term development and not easy to imitate in a short period of time. Developing a sustainability vision inspired by consideration of the environment and social values as organizational direction, along with sustainable leadership that

shapes the way of thinking and behavior of organizational members according to a shared vision, will create a strong sustainability organizational culture, the most critical part of a sustainability organization.

Sustainability Vision and Values Communication;

Vision is the result of combining other components such as core values, mission, and strategy (Collins & Porras, 1994). Significantly, vision influences organizational activities and is the initiative of the transformational process. Communicating the vision is essential to deliver organizational values, goals, and strategy, an unclear vision will directly affect organizational culture, which could lead to long-term organizational decline. Effective vision should be brief and clearly show the future of the organization and the stability of the vision itself. There should also be some challenges toward the future of the organization to motivate and inspire organizational members. Sustainability Vision and Values Communication follows the characteristics of effective vision and will consistently deliver sustainability values that guide sustainability activities in the long run.

Emotionally committed to organizational members;

The initiative by shaping sustainability organizational culture without written rules, organizational members will be inspired by sustainability vision with organizational culture development through soft control and peer pressure. Sustainability culture will naturally embed into organizational members and reflect through their way of thinking and behavior by committing to be part of the organization.

Corporate sustainability practice and process;

To achieve a sustainable organization with Triple Bottom Lines output, stakeholders' satisfaction, and brand equity, five practical processes are to be applied.

- Perseverance; Persevere to improve processes, products, and services for customers, to ensure customers get quality from goods and services.

- Resilience; Development to anticipate and prepare for environmental change and be flexible to any economic and social situation.

- Moderation; Decision making in a prudent manner by taking into consideration of consequences on stakeholders.

- Geosocial Development; Rather than making a short-term profit, taking care of stakeholders is part of an investment. Besides, social and environmental responsibility will also be integrated into all operations.

- Sharing; Conduct knowledge sharing internally and externally for holistic development.

Corporate Sustainability Performance;

Achievement of applying sustainability organizational practices and processes will be reflected through the corporate sustainability performance of Triple Bottom Line Output, Stakeholder Satisfaction, and Brand Equity.

Triple Bottom Line Output (Elkington,1997) is economic prosperity, social equity, and environmental quality, which could be indicated by quantitative and qualitative measures. A sustainability organization with economic prosperity will have strong financial conditions while performing a sustainability organization process that takes account of a wider range of stakeholders. Based on effective Moderation, Geosocial development, and Sharing, social equality, and environmental quality will be achieved by taking care of all stakeholders equally and considering not only customers but also all stakeholders and the environment upon investment and operations. Furthermore, as many stakeholders are satisfied, as much organization gains benefit from the emotional commitment to the organization like organizational members, which is related to brand equity. Stakeholders can be part of corporate reputation and enhance brand equity.

2.3 Sustainability Social Enterprise Model

(Ketprepakorn, N. and Kantabutra, S., 2019)

With a similar concept between Social Enterprise and Sustainable Enterprise focuses on social and environmental aspects and gives benefits to a wide range of stakeholders to survive and sustain the organization. Sustainable Social Enterprise Guideline has been developed to be a reference as a practical process for social enterprise development towards sustainability.

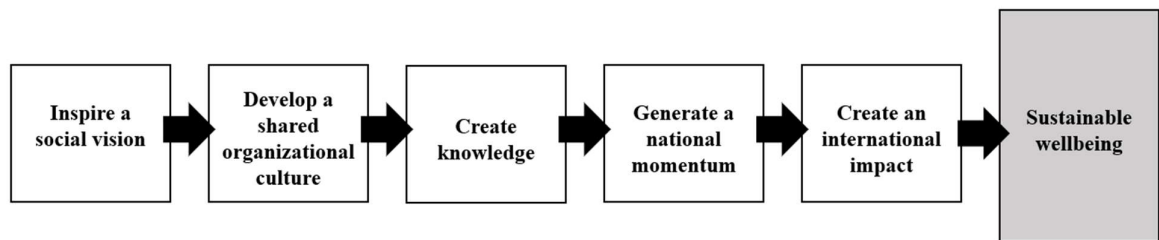


Figure 2.3.1 Sustainable Social Enterprise Development Guidelines

(Ketprepakorn, N. and Kantabutra, S., 2022)

Inspire a social vision;

Social Enterprise generally has the primary purpose of environmental and social development, inspiring a social vision that will emphasize and clarify the organization's goal and mission with future aspects of environmental and social development. The inspired social vision could be the pain point or gap in the society in which the development will impact society at large.

Develop a shared organizational culture;

Significantly, the emergence of Social Enterprise came from the insight value of ethics and empathy, the development of shared organizational culture by giving the direction of the organization from clear vision and value along with sustainable leadership that aligned will direct organizational members to see the same goal to achieve under a shared vision. Developing a strong corporate culture among social enterprises is necessary, as the business has quite a sensitive financial situation from the operations of creating long-term profit and benefits a wide range of stakeholders. A strong culture will create self-reliance, immunity, and resilience to endure difficult economic and social situations.

Create Knowledge;

Knowledge sharing is part of a sustainability organization in which the knowledge that is related to the business should be applied based on the field of interest and applied in practice to all stakeholders, including competitors, to make the highest impact on society.

Generate a National Momentum;

The success of Social Enterprise can generate national momentum through the growth of the business, which means more customers or stakeholders are engaged and committed to the same value of social development.

Create an International Impact;

Social Enterprise could make a broader impact at a larger scale through international expansion or making international alliances that have consistency in value and goal.

The guideline shows effective development of a Sustainability Social Enterprise can bring wider benefits to society by growing businesses that lead to a wide range of Sustainable well-being.

2.4 Sustainability Strategy: Coopetition Strategy

Competitors, when identified as part stakeholders, can also bring mutual benefit to the organization by sharing knowledge for innovation, creating bargaining power for cost minimization, and minimizing risk. Without short-term profit maximization, Social Enterprise could efficiently apply a coopetition strategy with the possibility to create a wider impact on social and environmental development by sharing knowledge and practice among competitors and gaining higher negotiation power towards distal stakeholders, such as government or regulator.

CHAPTER III

RESEARCH METHODOLOGY

Exploration of research that focuses on the sustainability characteristic of the organization, which is related to organizational culture and insight value that all stakeholders perceive in the same way to mobilize and move the organization forward effectively, quantitative research from the following resources has been conducted under permission of school committee;

3.1 Semi-Structured Interview from stakeholders' perspective

A pre-determination set of open-ended questions is oriented to create a semi-structured interview. A semi-structured interview has been referred to as a 'conversation with a purpose' (Burgess, 1984). The informal interview has been conducted among all respondents in particular order to cover all topics of the research. Open-ended questions also allow further discussion over the topics that increase understanding of the different perspectives of the interviewer and interviewees. Furthermore, open-ended questions always lead to discussions that elevate a higher level of understanding.

The interview is conducted at school after weekend activities. Each interview takes around 30 minutes to 1 hour from Internal stakeholders and External stakeholders, including school founder Dr.Porn Panosot, current parents of high school students, primary school students, new coming parents of kindergarten, primary school teachers, high school students, Kitchen Staff, and staff in the cooperative shop. The interviewees are selected based on the relationship level of the school to explore understanding of organizational value and to measure the consistency of delivery of organizational value to the stakeholders. The interview guideline will focus on the achievement of communicating organizational value and the emotional commitment of the stakeholders to the organization. The Semi-Structured interview has been conducted to evaluate corporate sustainability performance according to the Theory of Corporate

Sustainability framework and explore further characteristics of being a Sustainability Social Enterprise. Questions are intentionally to encourage interviewees to share their direct experience and expose their feelings or thoughts about current organizational operations. Furthermore, all questions are accommodated with space for sharing ideas of how the organization could improve to gain higher stakeholder satisfaction.

The interview was conducted among the broadest range of stakeholders possible within the limitation of time to evaluate corporate sustainability performance. The interview has been designed to reach stakeholders with a variety of roles and backgrounds that the organization has engaged them together to evaluate the effectiveness of communicating organizational value, which will be reflected in the shape of organizational culture and achievement of corporate sustainability performance.

From interview questions, corporate sustainability performance is physically reflected in school growth and community improvement, close observation is conducted while joining school activities and conferences. The school has achieved Triple Bottom Lines output along with Stakeholders' Satisfaction and Brand Equity.

Interview 1

Dr. Porn Panosot

A key founder of the Panyotai Waldorf School

Date of interview 19 July 2023

Location Panyotai Waldorf School

Duration 30 minutes

Interview with Dr. Porn conducted at Panyotai School. In preparation for the interview, I have read his biography about his turning point of becoming a Waldorf teacher, which gives an in-detail history of founding this school. The interview focuses on consistency in his values of love, empathy, and sharing by delivering healthy education to society, giving opportunities to underprivileged children by providing equality in education, and developing a curriculum that elevates awareness of morals and empathy for social development.

Table 3.1.1 List of Questions for Interview 1, The Key Founder

Assessment Topic	Question
Sustainability Culture (Sustainability Vision and Values)	1. How do you feel about the school's growth from the first day of operations as a homeschool with six students?
Sustainability Culture (Sustainability Vision and Values)	1. Are there still disadvantaged students from the foundation joining the class like in the past? 2. How do you think about Panyotai community development? 3. How do you think about the future of this school?
Sustainability Vision and Value communication	1. How do you think the effectiveness of the courses provided for parents and people who are interested in Waldorf works? 2. How do you think the school conference influences all parents as part of the community?
Emotionally Committed Organizational Members	1. Did you ever face the problem of acquiring volunteers for activities or school tasks? How did you deal with it? 2. In the past 20 years, how would you overcome a financial crisis during school expansion?
Corroborate Sustainability Practice & Process	1. For about 20 years of school operations, environmental change would significantly influence and be harder to handle, especially disconnecting small children from media and technology.

Table 3.1.1 List of Questions for Interview 1, The Key Founder (cont.)

Assessment Topic	Question
Corroborate Sustainability Practice & Process (cont.)	<p>2. Is there any development or change in school operation, who and how to make decisions about the change? (Moderation)</p> <p>3. How do you make decisions about school expansion and how does it affect the community around the school? (Geosocial Development)</p> <p>4. What do you think about being the center of Waldorf Education in Thailand, and how does school work arrange the local and international seminars among national Waldorf Teachers? (Sharing)</p>

Interview 2 (Group interview)

Parents of current students (4 Parents from Kindergarten, 4th, 5th, 9th Grade)

Date of interview 10th June 2023

Location Panyotai Waldorf School

Duration 1 Hour 45 minutes

Parents interview is conducted after the welcoming new parents' conference that gathers new-coming parents of kindergarten, current parents of high school and primary school students, alumni's parents who come to share experience about being part of the community and their children's development from kindergarten through high school with next step forward after graduated. The interview was conducted by grouping all parents together after the meeting, like a general sharing session that the school always conducts. Open-ended questions focusing on the reason for applying their children to the school. Further questions explore the degree of commitment to themselves as part of the organization. Questions are also inclusive of exploration in Corporate Sustainability Practices and Processes that fulfill Perseverance, Resilience Development, Moderation, Geosocial Development, and Sharing in common students'

and parents' activities to achieve corporate sustainability performance. Level of understanding in organizational vision questions are conducted individually to measure organizational culture strength as well as customer satisfaction.

Table 3.1.2 List of Questions for Interview 2, Current Parents

Assessment Topic	Questions
Sustainability Culture (Sustainability Vision and Values)	<ol style="list-style-type: none"> 1. How do you know this school, and why choose Panyotai Waldorf School? 2. What is your expectation? 3. How much do you spend time with school activities?
Sustainability Vision and Value communication	<ol style="list-style-type: none"> 1. What do you think about the classes or courses that the school arranged for parents? 2. Did you often join school conferences, and how do you think about it? 3. What do you feel about attending school conferences? 4. How do you think about sharing sessions among alumni's parents and current parents?
Emotionally Committed Organizational Members	<ol style="list-style-type: none"> 1. How do you think about voluntary activities in the school? 2. Before applying your kids to this school, did you know that the school requires high support by joining school voluntary activities? 3. How do you think about voluntary activities in the school? 4. Have you ever shared your positive experience with other people from outside the school?

Table 3.1.2 List of Questions for Interview 2, Current Parents (cont.)

Assessment Topic	Questions
Emotionally Committed Organizational Members (cont.)	5. Have you ever heard people talking about school operations in a negative way? How do you feel or your reaction to that?
Corroborate Sustainability Practice & Process	<p>1. Do you think changing the way of admission to university will affect your children's next step in their study path? (Perseverance & Resilience Development)</p> <p>2. Is it harder to keep your kids away from technology in a present environment outside the school, and how to deal with it? (Moderation)</p> <p>3. How do you feel being part of the community? Have you fully applied school direction for considering children's environment along with environmental considerations at home? (Geosocial Development)</p> <p>*(Sharing is inclusive in Sustainability Vision and Value communication)</p>

Interview 3

Ms. Sujeera Suweeranon (Kru Pu)

1st Grade Teacher (2023) / School Committee

Date of interview 24th June 2023

Location Panyotai Waldorf School

Duration 45 minutes

The teacher interview was conducted at school after my one-on-one meeting with the class teacher as a mother of 1st Grade student. According to Waldorf education, a Primary school teacher will be following the student in the class from 1st Grade

through 7th Grade which will create a strong relationship between the teacher, students, and their family throughout 7 years of development. Ms. Sujeera Suweeranon or Kru Pu being part of Panyotai School for 14 years. After graduating from the Faculty of Political Science, Chulalongkorn University, Kru Pu spent her early year after graduated at Social Research Institute before found her interest and ambition in educating children when there was an opportunity to attend ‘Rattayakom’ the course that Dr.Porn arranged to deliver higher understanding in Anthroposophy, Children development, and Waldorf Education over ten years ago. The interview followed the exploration of Corporate Sustainability Theory from the reflection of sustainability culture through corporate sustainability performance.

Table 3.1.3 List of Questions for Interview 3, Teacher

Assessment Topic	Question
Sustainability Culture (Sustainability Vision and Values)	<ol style="list-style-type: none"> 1. Why did you join Panyotai School? 2. How do you feel about the school's growth, from the first day of joining the school? 3. What is the motivation in your career? 4. How do you think about the future of this school?
Sustainability Vision and Value Communication	<ol style="list-style-type: none"> 1. What are the common sharing topics in teacher’s meetings? 2. Was the teachers’ meeting motivating or inspiring you? 3. In parents’ meetings, did you frequently deliver school vision and value to all parents?
Emotionally Committed Organizational Members	<ol style="list-style-type: none"> 1. Did you ever face the problem of resistance or objection in school practice from students and parents? how would you overcome the situation? 2. Did you give consultants to students and parents outside of working hours?

Table 3.1.3 List of Questions for Interview 2, Teacher (cont.)

Assessment Topic	Question
Emotionally Committed Organizational Members (cont.)	3. What do you think is the most challenging part of being a Waldorf Teacher at this school?
Corroborate Sustainability Practice & Process	1. How often do you participate in career development or self-development training for Waldorf teachers? (Perseverance) 2. During Covid Pandemic, how did you manage class and your students? Are there any students from your class resigned? (Resilience Development) 3. When there were problems or difficult situations regarding your students, parents, or other staff, how did you handle the situation? (Geosocial Development) 4. Have you ever shared knowledge in Waldorf Education and your experience, other than teachers and parents within the school? (Sharing)

Interview 4 (Group Interview)11th Grade Students (3 students)

Date of interview 23 June 2023

Duration 60 minutes

Location Panyotai Waldorf School

Students' interview is conducted from 11th Grade, high school students. The interview takes a shorter time than parents in the school auditorium after their presentation of term-break social volunteer activities to find their engagement with the school and community and the way that they understand organizational vision and values from the student's point of view.

Table 3.1.4 List of Questions for Interview 4, Students

Assessment Topic	Question
Sustainability Culture (Sustainability Vision and Values)	<ol style="list-style-type: none"> 1. How do you feel about studying in this school and know each other since kindergarten? 2. What do you think about the best part and most challenging parts of studying in this school? What are they?
Sustainability Vision and Value communication	<ol style="list-style-type: none"> 1. How do you feel spending your 11th and 12th grade, the whole month during school break, volunteering at the foundation for disabled or disadvantaged children? (Part of the curriculum) 2. Is there any lesson learned from the activities? (Optional question)
Emotionally Committed Organizational Members	<ol style="list-style-type: none"> 1. How do you think about daily working within the school for cleaning and maintenance? 2. How do you think your activities are valued by this school? 3. Have you ever initiated and coordinated community activities for school purposes, how would it succeed?
Corroborate Sustainability Practice & Process	<ol style="list-style-type: none"> 1. How do you like school operations? Did you take part in school improvement? (Perseverance) 2. What do you think was the toughest part study at Panyotai? how did you get over it? (Resilience Development) 3. Have you ever consulted or discussed your problems with the class teacher? How was the outcome? (Moderation)

Interview 5

Khun Wee (Age 59) and Khun Noi (Age 62)

Kitchen Staff

Date of interview 26th July 2023

Duration 30 minutes

Location Panyotai Waldorf School

Healthy school meal provided by the school kitchen is strictly controlled to use organic ingredients and less seasoning. Khun Wee joined the school in 2009 and Khun Noi in 2011. They are living in the community near the school. They are working on daily meal preparation for students and teachers according to seasonal ingredients. They have been trained to cook with low seasoning on various menus. Over ten years working at the school kitchen, they have gained knowledge in nutrition and diet from school practice and applied knowledge to their daily life, also sharing their knowledge with their family. School kitchens also conduct waste management by separately recycling garbage and leftover food and ingredients to compose and use as fertilizer.

Table 3.1.5 List of Questions for Interview 5, Kitchen Staff

Assessment Topic	Question
Sustainability Culture (Sustainability Vision and Values)	<ol style="list-style-type: none"> 1. How do you know this school? 2. How do you feel working in this school? 3. Is there any change in the school since you first apply for the job? 4. Have you ever joined school charity activities?
Sustainability Vision and Value communication	<ol style="list-style-type: none"> 1. How well do you understand meal preparation in school? 2. How do you think your job benefit to all students and teachers?
Emotionally Committed Organizational Members	<ol style="list-style-type: none"> 1. How was your life during Covid Pandemic? 2. Have you ever found irregularity in school meals and how did you do?

Table 3.1.5 List of Questions for Interview 5, Kitchen Staff (cont.)

Assessment Topic	Question
Emotionally Committed Organizational Members (cont.)	3. How much portion is left over daily? How did you manage the meal? 4. Have you ever thought about cooking a more flavorful meal? Why?
Corroborate Sustainability Practice & Process	1. Did you take any courses or training to understand more about nutrition and diet? (Perseverance) 2. From seasonal ingredients, what criteria have you made to create the menus? (Moderation) 3. Did you share your knowledge of healthy food with your friends, neighbors, or family? (Sharing) 4. Is garbage management in the kitchen hard for you? Did you apply garbage management at home? (TBLs)

Interview 6

Khun Eung (58)

School Cooperative Shop Staff

Date of interview 23rd June 2023

Duration 25 minutes

Location Panyotai School

Khun Eung, 58, is a cooperative shop staff who joined the team when the Covid pandemic attacked. She lives near a national housing apartment next to the school. She knows this school from her neighbors working in the school and being part-time workers when the school needs an extra workforce. During the pandemic, there was no daily work for her, and she was in trouble. Volunteer parents agreed to offer her a job to take care of the shop since then. She graduated 4th Grade and cannot read or make calculations. With generosity within the Panyotai community, the operation team has announced to support her ability, everyone who comes to make a purchase when another staff is not available, please make a register of your own shopping list and leave

it with her. Money collection will be made afterward. The interview was conducted like a general daily conversation to comfort her and get information from her point of view. The questions are to evaluate how much she understands in school operations, how her relationship with others, and what benefit she has gained from this job other than salary.

Table 3.1.6 List of Questions for Interview 6, School Cooperative Shop Staff

Assessment Topic	Question
Sustainability Culture (Sustainability Vision and Values)	1. How do you like working in the shop? 2. How do you think about parents and students here? Does it seem strange to you without a flag pole and school uniform? 3. How do you think about your future in this school?
Sustainability Vision and Value Communication	1. Why do you think you got this job? 2. Is the rule and regulations here annoying you? 3. Do you usually apply what all parents recommend to you about taking care of your health and developing your ability to read at home?
Corroborate Sustainability Practice & Process	1. How do you like the cooperative shop operation? Did you take part in shop improvement? (Perseverance) 2. How do you recommend organic products to your customers? (Moderation) 3. Have you ever shared the benefits of pesticide-free products with your friends or family? (Sharing)

3.2 Data Collection from School Conference

Sharing session is frequently conducted both officially by the school and occasionally by a group of parents to share their experiences and knowledge of taking care of children of different ages from kindergarten to teenage, along with school practices among current parents, especially new-coming parents. Sharing sessions also being communication channels to deliver vision and values to strengthen organizational culture and engage all stakeholders.

3.2.1 Sharing session from alumni's parents

Khun Wonchai Peerapat (Profession Architect, Age 61)

Event: Panyotai Welcome New Parents 2023

Date 10th June 2023

Location: Panyotai School Auditorium

Khun Wonchai was invited to share about his two daughters when joining Panyotai Waldorf School Class 4 (2000) and Class 8 (2004). He shared his experience from the first day of making the decision to take his kids to alternative education until he graduated from the university.

The activity is not only to convince about the effectiveness of the curriculum but also to share the school vision and values of collaboration and empathy among the Panyotai Community.

Khun Wonchai shared about the challenge of bringing his daughters to alternative education when there were not so many people knew about Waldorf Education. Back in that time, the school had just relocated from a house in the village to the new land plot (present location). It was not yet completed and missing many elements of a Waldorf school from his perspective. The school location was more like empty land with a hut. Khun Wonchai is one of the parents who took his specialization as architect and construction in the first phase of the official school establishment together with other parents' support.

The new path of education was a challenge for all parents at Panyotai at the beginning. Without alumni as a model or reference, they have to develop their understanding of Anthroposophy and Waldorf Education themselves to ensure confidence in school practice. Khun Wonchai was one of the parents who made an effort

to develop an understanding of Waldorf Education to make sure he was on the right path. In the beginning, when he first experienced Waldorf through Panyotai school, he felt the school might be like doctrine or religion while the curriculum talked about spiritual or insight development. He began to spend more time searching for knowledge in Waldorf Education, and finally, he found the curriculum aligned with the education values that he was looking for. Around twenty years ago, it was not easy without a smartphone and search engines such as Google. It took years until he had a sufficient understanding of Waldorf Education from many sources, including the Parents' Classroom provided by Dr. Porn, for all parents to understand more about Waldorf Education and how to make a good environment for kids at home.

Khun Wonchai always doubted in Dr.Porn's school Practice, but every time he approached Dr.Porn, he was requested to join school activities to understand more about what he had developed and why he did something. He found that he could apply his knowledge in Waldorf Education by joining school activities and being a volunteer at school, also understanding more about school operations and curriculum in practice.

Even though his children graduated from the school over seven years ago, Khun Wonchai is currently working as a part-time instructor for 11th and 12th Grade students, teaching them about the History of Architecture with his expertise in the field.

3.2.2 Sharing session from alumni's parents

Khun Parichart Srithanya (Profession Artist, Age 53)

Event: Panyotai Welcome New Parents 2023

Date 10th June 2023

Location: Panyotai School Auditorium

Khun Parichart's daughter was in class 8 (2004). She shared the reason for making the decision to take her daughter to Panyotai Waldorf School, the obstacles of being in an alternative school and how she got over them, and reflection on how her daughter, after graduating from the university, benefits the school and Panyotai community had given to her.

At the beginning class of the school operation, Khun Parichart had the same challenge as Khun Wonchai, and she had been on the same path of searching for the curriculum and knowledge about Waldorf Education along with joining training classes

for parents about Anthroposophy and Waldorf Education provided by the school. After training, she gained more confidence and could identify the advantages of the curriculum. She mentioned Waldorf as the healthy way of education that frees her daughter. Freedom in this term means being free from parents and social expectations, and children will have the ability and passion to learn what they are interested in for the rest of their lives. Further, parents' classes also educate them to believe in their children with a growth mindset.

Family and environment after school are another major factor in Waldorf Education. From the first day of attending school, Khun Parichart experiences empathy and collaboration among the Panyotai community, which is part of children's development, especially small children when they are at a stage of learning by imitation. To participate in Waldorf Education, all families at Panyotai are requested to avoid the access of children from electronic devices and media such as mobile phones, radio, television, magazines, or even newspapers until they are in 10th Grade. Also, extra courses outside school need to get permission from the class teacher. With an understanding of Waldorf education and consequences, Khun Parichart strictly followed school direction and found it brought positive outcomes for her daughter.

Significantly, Panyotai School has consistently operated with the same direction of knowledge sharing among parents from many courses provided to make sure all parents understand the school's direction and operation. On the other hand, sharing sessions with experienced parents also emotionally engages all parents together.

3.2.3 Sharing session from alumni's parents

Khun Khun Asawin Wannopas (Profession Engineer)

Event: Private Sharing Session

Date 17th June 2023

Location: 141 Activity Group Classroom

Khun Asawin and Khun Wanna are parents of alumni Class 4 (2000) and Class 6 (2002). He shared his reason for moving his children to Panyotai school, How Panyotai school has changed their lives, their experience of growing up children in the Panyotai community, and their children's path to the university.

They were making the decision to move their children from a well-known public school, as he found there were too many students in the class and his son could not fit well to concentrate on the lesson. The first impression of Panyotai was when they were looking for a new school and were allowed to sit in the 2nd Grade Class at Panyotai, with only ten students in the class. The teacher could give close attention to all students and share love and empathy through body language, tone of voice, and song to all students. They found a heart-warming classroom that would fit their children well and immediately make an enrollment. When there was no ranking in the class, there was less competition, and there was full sharing with better and stronger relationships among students and parents. The community was full of love and coordination.

Khun Asawin was also part of school development, as Khun Wonchai, from his background in electrical engineering, had taken his knowledge in school construction during the early year of Panyotai Waldorf School. He emphasized collaborative culture and empathy among parents, teachers, and school staff that embedded in all school operations since then.

The sharing was also about the effectiveness of growing their kids in a media-less environment, with the advantage of school practice. As part of the curriculum, during term break in 11th Grade, his son had a chance to work as a volunteer in a social foundation. The activity inspired their son to become a doctor after spending three weeks at a refugee camp hospital in Maesod, Tak (Thai – Myanmar Border). The process of becoming a doctor from an alternative school is not easy since students are not being trained under intensive standard academic exams. Finally, their son got back to them with information about the opportunity to study at the Faculty of Medicine in the Philippines, where he was certified by The Medical Council of Thailand. Currently, he has become an intern doctor at Samutprakarn Hospital with a passion for his career. Their daughter spent a gap year after 12th Grade. She found her passion in Psychology and made an effort to study the German language during a gap year to apply for Psychology Engineering in Dresden, Germany. Obviously, with less effort and expectation from parents, children could have their own path with the self-esteem of finding the way to achieve their goals by themselves.

Khun Asawin and Khun Wanna shared direct experiences that prove the school's vision and values were realistic and practical, which was demonstrated consistently through all school activities and healthy education from their generation until now. Many activities were created by a group of parents for people within Panyotai School and external stakeholders, such as activities to funding for retired teachers, a donation to the community through a temple nearby, recruiting people in the community to be staff. This cooperative shop prioritizes private organic farmers as the suppliers, etc. They have emphasized coordination between parents and the school. Panyotai School always has support from parents in action, which shows consistency in sharing love and empathy in the Panyotai community, and they wish new parents will continue this value as a contribution to the school.

3.3 Publication and Public Source

3.3.1 Literature of Biography and School History

The book “Departure from Holding Syringes to Chalk on the Blackboard” in Thai “สลัดเข็มฉีดยามาจับชอล์ก” is Dr.Porn’s book published in 2002. This book discusses the inspiration and history behind the founding of the Panyotai Waldorf School. It describes the author's strong ambition to improve children's quality of life and his deep concern for social issues. The book also includes details about the author's decision to leave his career as a physician to become a full-time Waldorf teacher, which was a turning point in his life. It is a part of the school's communication about its vision and values. Many parents have learned about Panyotai Waldorf School and its direction from this book before enrolling their children.

The book's story highlights the school's commitment to love, empathy, and collaboration in providing quality education for all children. Through interviews with stakeholders and observations of school operations, it is evident that the school has upheld these values for over 20 years. Parents introduced me to the book during a school open house as a way to better understand the school's direction and objectives.

3.3.2 Public Interview of the Alumni from Panyotai Waldorf School

Khun Tanya Sritanya

Date of interview 6th April 2023

After the sharing session at Panyotai School, I approached Khun Parichart to get her consent to use her sharing in the research. I asked her to interview her daughter to get information about school operations from an alumni point of view. With time limitations, Khun Parichart introduced me to the website and article of her daughter's interview.

The interview was conducted by Mappa Learning, the platform that provides various articles about lifetime learning and inspiration for new ways of learning. Khun Tanya was invited to share the story and her experience at Panyotai Waldorf School. She was sharing about the school environment, practice, and education that became part of her growth.

From the interview, she has an understanding of school direction and practices that she experienced with an understanding of how the school environment impacts her life. Coordination and understanding from the family in school practice is an essential factor for children's development at Panyotai Waldorf School. The school consistently educates parents and requires high collaboration to apply knowledge at home to benefit their children. Family with readiness to coordinate is the significant requirement criteria from the school when evaluating students during admission. She is thankful to her mother, who brought her to this school and let her understand and be herself with support for what she has been doing.

I was later talking to Khun Parichart on the phone after finishing reading her daughter's interview about her belief and trust in her daughter and the idea from the interview. She has stated her understanding of school practice that taught her daughter to have good thoughts and be a good person, as shown in the student slogan of "We come to school to learn to be a good adult," understanding of school vision and values along with school practice has also built trust and believe between Khun Parichart and her daughter.

3.4 Close Observation of School Operations

It has been almost seven years since I last participated in school and parent activities. At first, I was curious about the Waldorf Curriculum, which was new and unknown to everyone. Just like other parents, I wanted to make sure that I made the right decision for my daughter and our family by choosing the right educational

program. When I expressed my interest in enrolling my one-year-old daughter at the school, the administrative team inquired about my understanding of Waldorf Education and the school's operations. They introduced me to the weekly parent session on Saturday mornings called "Rathayakom," which means "the arrival of a new path." The session aimed to help parents understand the curriculum better before deciding if it was the right fit for their children. The class focused on children's development and provided a basic knowledge of Anthroposophy. The session was inspiring, and I could apply the knowledge I gained in raising my child. It made me more interested in the school's teaching approach and curious about what the Waldorf Class would be like.

The Summer Waldorf Teacher's training welcomes teachers from all over the country, volunteers from children's foundations, parents who want to apply the Waldorf curriculum to homeschooling, and parents who want to understand more about the Waldorf teaching approach. The training includes instructors from the Center of Anthroposophy Goetheanum Switzerland and experienced Waldorf teachers from local schools and around the world. It not only covers teaching knowledge and practice but also includes discussion sessions that share how Waldorf schools worldwide collaborate to take part in children's development. The training is held annually during summer school break and lasts for two to three weeks. Other than ensuring the teaching approach is consistent with parents' expectations, participating in teacher training has improved parents' understanding of school practices and operations. This has allowed many parents to collaborate more effectively with the school.

As part of the admission process, parents will be interviewed to assess the readiness of their family to follow the school's direction and understand of not only the curriculum but also the school's values and culture. This interview will also gauge the family's willingness to become a part of the school's community and commitment to development within it.

Once per semester, the school holds a meeting for parents to discuss the school's goals and vision. These meetings cover topics such as children's development, school operations, upcoming activities and coordination, and voluntary support requirements. The school encourages collaboration between parents and the community to help achieve these goals. Additionally, twice per semester, parents meet with their child's class teacher in both group and one-on-one sessions. These meetings provide

updates on the child's development and communicate the school's vision and values consistently. Parents are expected to understand the school's goals, vision, and values from these meetings to coordinate well with the school. Parents' opinions and concerns are always welcome and teachers are very easy to reach with high responsiveness. Serious problems regarding school operations and children's matters will be discussed among the school committee to get the final solution and to ensure it will benefit children as a priority, along with consideration of consequences to the overall school community and related stakeholders.

The collaboration between schools and parents is high, not only to create a conducive learning environment at home but also because parents are willing to volunteer in various school activities. These activities include construction, cleaning, gardening, staffing the cooperative shop, and being teacher's assistants. Volunteer parents also organize activities under the school's supervision, such as handicraft workshops for new parents to make toys and school accessories for their kids. They also hold homecare sessions to share basic healthcare knowledge for kids and families and exchange experiences on how to raise children of different ages, from kindergarten to teenagers. Additionally, parents have established funding to provide special medical care and retirement benefits for teachers. The teachers' fund receives direct financial support from parents, as well as funds raised through the sale of products made by volunteer parents, with all profits going to the fund.

CHAPTER IV

FINDINGS ANALYSIS

Regarding Semi-structured Interviews, Sharing events, Public sources, and Close Observation by insight view from joining school activities, an in-depth finding analysis will be provided to identify the development of Sustainability Social Enterprise characteristics over the theory of Corporate Sustainability from the case study. Integrated theory and interview, along with insight observation, have provided an understanding of how social enterprises can achieve steady growth and have immunity to environmental change.

4.1 Corporate Sustainability

School is an educational service that has a large impact on national development. Quality of education will increase wealth in human capital, which is essential for economic growth. Not only educational services but the school is expected to be part of the community that coordinates between students, parents, teachers, and people in the community. Under individual management and operations, Panyotai Waldorf School is focusing on long-term profit and circulating profit to benefit a wider range of stakeholders under the school's vision and goal to develop the quality of children and society.

Shaping organizational culture by Consistently Deliver Vision and Value

From the case study, Panyotai Waldorf School has shaped a sustainability culture from over 20 years of operations by consistently delivering sustainability vision and value in practice. The school successfully engages with a wide range of stakeholders to achieve corporate sustainability performance.

A clear vision statement has been delivered to parents since the first day of school admission in the handbook to identify organizational vision and values through children and parents clearly,

Vision Statement

“Panyotai has integrated development of physical body and spiritual value of mind, wisdom, and creativity for the absolute human being.”

Student Slogan

“We come to school to learn to be a good adult.”

Characteristics of effective visions have been delivered through organizational vision statements and student slogans to communicate clear vision and value with brevity, Clarity, Future orientation, Challenge, and Abstractness, along with the ability to inspire.

Forming from a homeschool educational center, the school consistently required a high degree of participation and coordination from parents for school development, not only depending on financial aspects but also the collaboration among parents of being school volunteers to deliver the substantial value of empathy and love among all community members, furthermore, from the leadership aspect, being empathy and collaborative in practice will be shown to all children in the school as a role model. As a consequence of children's development, small children learn from imitating adults. Empathy and collaboration are the first things that little children will see from their parents and the school operations that will be embedded as personal values when they are growing up as adults. By understanding reason from school communication, the interview shows many parents are more willing to make an effort on school voluntary activities.

The interview found that the parents' courses that the school has provided emphasized the organizational vision and value by action. Panyotai Waldorf School has not only classes for students but also many courses to elevate understanding in Waldorf Education for parents, not only learning about the subjective of the course but also vision and value embedded into parents' class to inspire sustainability social vision of giving the healthy education to all children with love to growing up with ethics as an absolute human being. The course has emphasized parents' self-development to be part of children's growth, as well as teachers. While the development of little children depends

on imitation of their environment, being good parents and Teachers who spend long hours a day with children is necessary.

Parents' learning class and school volunteer activities were shown to be successful in sustainability vision and value communication that developed to emotional commitment as organizational members by having a shared vision to reach the same goal of children's development to be part of the society in the future as good adults.

4.2 Corporate Sustainability Practice and Process: Action

According to the school background, the establishment of this school was to the social requirement of quality education that could nurture ethics and internal values in children to have immunity from external influencers that could sway embedded graceful attitude insight. Perseverance of Dr.Porn and all parents who did not give up on developing the educational path that can fulfill children's spiritual strength from the inside even though there were plenty of obstacles. In 1996, when six parents made the decision to provide homeschooled education for their children, it was illegal with less support from educational institutions. Dr. Porn made an effort to find a way to put the name of all students into a private school that he has a good relationship with. At the same time, he is one of the key persons who impel the Ministry of Education to diversify national education to have legal Homeschool and acceptance in Progressive School Curriculum, which succeeded in 1999. Under a strong vision of providing quality learning, Dr.Porn has developed Waldorf education integrated into Thai culture and context, which aligned well with Rudolf Steiner's educational concept. Significantly from its history, the organization has proven perseverance to make an effort to provide quality education for all stakeholders.

With a strong culture and a high degree of commitment to the organization from stakeholders, Resilience Development has shown that the School always gets supported not only from a financial aspect but also by stakeholders who are making an effort to get the organization out of difficult situations. The case study shows financial support is always required during school relocation or expansion. Not only financial funding for school, but all stakeholders are also making an effort of their ability and specialization to get relocation and expansion done to benefit new parents who wish to take their kids for this educational path.

Moderation has also been shown in the school operations. According to the story, when relocating the school location, there was the consideration of families that lived near the existing location and had to travel far away. A new location was selected prudently to support all stakeholders. The moderation process has been done consistently in many decision-making by engaging all stakeholders and ensuring the decision-making aligns with the school's mission and vision.

Not only benefits internal stakeholders within the school, but many activities have also been assigned as part of the curriculum to benefit society and the environment. 11th and 12th-grade students have to work as volunteers for social foundations, such as foundations for disability and disadvantaged children, both within Bangkok and upcountry during school break. School operation has a high concern for the environment. Without air conditioning systems, there is less energy consumption, and food waste has been controlled by precise calculation for meal preparation. Students from 4th grade are encouraged to bring their own lunch box with an appropriate amount for themselves. Food waste from the kitchen will be collected and composed of fertilizer. Students and the parent community initiate many more activities to benefit society and the environment for Geosocial Development.

As the center of Waldorf Education in Thailand, Panyotai School has become a host for many Waldorf Educational events and conferences and is giving support to homeschool parents and many private schools that would like to apply Waldorf education to their curriculum.

The interview and observation found that the Panyotai community has plenty of sharing events internally. There are many courses initiated by parents, and get support from the school by providing a classroom or location. Parents who could not join the course on a weekday could also get knowledge sharing by those who attended the original courses, in which all knowledge initially was taught by professionals of each specialization who sometimes from abroad, all students are parents and teachers who are willing to share knowledge to each other. the course provides such as Watercolor, Werbeck singing, Eurythmy, Homeopathy: homecare, Biodynamic plantation, etc.

4.3 Corporate Sustainability Performance

The interview and observation found that Panyotai Waldorf School has successfully applied Corporate Sustainability Practices and Processes to achieve Corporate Sustainability Performance that has been significantly proven by the outcomes of being Self-reliance with the ability to stand on their own, Immunity to external shock or environmental change and Resilience with ability to recover from crisis quickly and become even stronger.

4.3.1 Triple Bottom Lines (TBLs)

Social: The school achieves building a strong community by engaging all stakeholders. Many staff members are people in the community around the school, and the school always takes part in leading in community development, such as building cambers along community roads to slow down cars driving through the community and giving assistance to people in the community during COVID-19. The school has been maintained by volunteer parents and high school students, which will develop relationships and empathy in society.

The Organic Mart Corporation is an excellent example of a collaborative effort among parents who are committed to creating a healthy community. Their store is open to anyone seeking to buy or sell organic and healthful products. When searching for suppliers, this group of parents doesn't only look for branding or organic certifications. They also reach out to farmers who have a deep passion for providing their customers with healthy food, even if they lack the capability to complete complicated certification paperwork.

Curriculum that requires 11th and 12th grade to join social services have also made an impact on social considerations in the long run. The interview found many parents also joined the school, causing the disability of their children, but would like them to experience and spend time with general friends in the class. A hybrid curriculum for disabled students has reflected the social value that schools are concerned about equality in education, along with embedding empathy among all students and communities.

With financial assistance from Waldorf School Network Worldwide during school establishment at the beginning, Panyotai Waldorf School has its own fund to help other Waldorf Schools where it requires financial support, especially in poor countries.

Environment: The curriculum encourages parents to understand the connectivity between humans and the environment. The school environment commonly has open space and green with a playground made from nature such as sand, wood, and rocks. Children are allowed to walk with bare feet to touch the ground and grass. All rooms in the school are non-air conditioning, not only to save energy, but ventilation is necessary for a healthy environment. Food waste from the canteen will be composed and fertilized for all trees and plants around the school.

Economy: With optimum school fees, schools allow a wider range of students to join equally. Collaboration between students, parents, and staff causes low operational costs and makes long-term profits. Without school uniforms, parents are spending less each year compared to other schools. Parents in kindergarten are encouraged to make hand-made toys for their kids. The school has steadily growth and has developed many courses not only for school children and parents but also providing education for people or other schools wishing to apply Waldorf education to their curriculum. Many lecturers from worldwide Waldorf School Network are invited to share their knowledge in anthroposophy, and Panyotai School become the center of Waldorf education in Thailand. Furthermore, the Expansion of school land boundary with new buildings to support more students has indicated the growth of the business.

4.3.2 Stakeholders Satisfaction

Significantly, effective corporate sustainability practices and processes in school operations have satisfied a wide range of stakeholders. The observation has proven satisfaction will make stakeholders emotionally committed as organizational members, which will be part of the motivation to take a higher effort to enhance organizational performance.

4.3.3 Brand Equity

Nowadays, Panyotai Waldorf School is one of the well-known progressive schools for parents who looking for alternative education for their children.

In the beginning, Waldorf Education was doubted by conservative educators because of characteristics of the curriculum that focused on growing deep-rooted inner spiritual stability until children are ready to expose ability and capability at the age above nine years old, which seems too slow compared to traditional education. With the perseverance of Dr.Porn and all parents, the alumni have proven the quality of students that bring trust and satisfaction to all stakeholders to strengthen brand equity.

4.4 United Nations' Sustainability Development Goals (SDGs)

In addition to achieving the Triple Bottom Line, Panyotai Waldorf School's operations have also contributed to several Sustainability Development Goals, which demonstrate impact on social development as a sustainable social enterprise.

Good Health and Well-being: Not only providing knowledge, but Panyotai School is also highly concerned about students and their families health by educating all parents and encouraging them to consider physical and mental health as a priority. Parents are working closely with experienced teachers to ensure all students have a consistent life rhythm. They should have enough rest according to their age, and most school outdoor activities are provided for all students to ensure they have enough exercise. Children and their families consider having healthy and safe food. Students from preschool through grade 9 are prohibited from all electronic media such as television, computers, and mobile phones for better mental health by having more engagement with their parents. Parents are highly aware of overusing antibiotics and over-treatment while bringing their kids to the hospital.

Quality Education: inspired by Waldorf Education, Panyotai Waldorf School provides a curriculum that motivates children to have a lifetime love of learning. Alumni show students graduated with quality and consistent growth of the school, showing more parents consider this alternative education for their children. Furthermore, as a center of Waldorf Education in Thailand, Panyotai School not only provide education for their students but also provides training to teachers in other school that wish to apply the Waldorf concept to their school curriculum.

'If you are talking about degrees or the number of students that could be admitted to high-reputation universities, our students might not show that quality of

success. They always fail but if you are looking for students that are eager to learn and not easily give up on what they are doing, our students are really successful from that perspective.'

Reduced Inequality; Under Doctor Porn's intention of helping a wider range of children to have alternative education, affordable school fee has been settled, and parents who have a limited fund for their children could get support from those who have more opportunities by giving higher fees as school fund. Without daily school uniforms, but considering proper wear that suits school outdoor activities, parents spend less on uniforms each year and allow students less barrier among each other. All students are not required to go to extra courses or tutorial school before grade 10 until they find their capability and interest, allowing all children to have equality in the school environment. Furthermore, Panyotai School consistently allows disadvantaged and disabled students to join the class with support and empathy from all classmates. Panyotai School has proven positive development under the harmony of both general students and their special friends.

4.5 Sustainability Strategy: Coopetition Strategy

Under a strong organizational culture, Panyotai Waldorf School has had distinctive operations along with high engagement with stakeholders for more than two decades, which is hard to imitate and is a competitive advantage to the business.

Panyotai has shared its knowledge and experience in Waldorf Education with other private schools and homeschool parents with the expectation to expand Waldorf Education practice to benefit children and their families extensively. With limitation to accommodate more students, knowledge sharing among teachers and other schools has allowed many families to experience Waldorf Education in other locations, for example, Tripat Waldorf School in Pathumtani, Dulyapat Living School in Khonkean, Homkwan Waldorf School in Chiangmai and Porplearn Waldorf Learning Center in Songkhla. Summer Waldorf Teacher Conference is organized annually at Panyotai Waldorf School by inviting instructors locally and abroad from the International Waldorf School Network with various knowledge in Waldorf Education to share their knowledge and direct experience from different contexts along with a discussion of Waldorf Education development. The conference also allows parents and

other people who are interested in Waldorf Education to join. Panyotai Waldorf School occasionally arranges a private seminar for other Waldorf school teachers and parents from another school who would like to develop and apply their understanding of children's development at home.

Relationship between Waldorf schools in Thailand has increased awareness of alternative education among parents as customers with higher negotiation power to the Ministry of Education as a regulator when proven the curriculum is effective and benefit children development.



CHAPTER V

CONCLUSION & RECOMMENDATION

5.1 Establishment of A Sustainability Social Enterprise

Based on the literature review, Social Enterprise performance that focuses on benefits a wide range of stakeholders with social value could have poor operation affected by poor financial performance from long-term profit. Analysis of findings from the case study shows the integration of Corporate Sustainability Theory is the key to success and approach to enhance Social Enterprise Performance by maintaining social value. Corporate Sustainability not only provides a short-term goal for the growth of the business and short-term profit to shareholders but also focuses on long-term benefits to a wide range of stakeholders, from producers, suppliers, employees, and customers to social and environmental, which will contribute to long-term growth for the organization. Significantly, the integration of corporate sustainability theory into the social enterprise can enhance operational processes and practice and become a corporate competitive advantage along with achievement in business growth.

According to the nature of business, social enterprise requires a high degree of collaboration and effort to benefit all stakeholders. Strong vision and values to benefit society and environment, have demonstrated a strong culture to motivate and inspire organizational members to have efficiency in performance through corporate Sustainability Action practice and process with achievement in delivering sustainability performance of Triple Bottom Lines and Stakeholder Satisfaction which are the key performance to develop brand equity, while successfully gained emotional commitment from customers and all stakeholders.

Panyotai Waldorf School is one of the social enterprises that have a strong vision under the social aspect of children's educational development to make an impact on society. The school has steadily growth from 6 homeschooled students as an educational center to Panyotai Waldorf School with 400 students from kindergarten to High school within over 20 years of operation, with the ability to deliver strong financial

and social performance, Self-reliance, Immunity, and Resilience that can be evaluated by corporate sustainability performance.

The case study has shown a Sustainability Culture that shaped all stakeholders' way of thinking and behavior with peer pressure and soft power from the community with consistency in delivering clear value and vision throughout 20 years of operations along with effective vision statements. Teachers and Parents have the same goal of seeing their children grow up with love and happiness. Significantly, sustainability vision and value become an inspiration as part of Social Enterprise to motivate action and performance. Effective vision and value communication will stimulate emotional commitment that aligns with the vision of the organization. Panyotai successfully communicates its vision and value through many channels, from effective vision statements to school conferences that are conducted bi-monthly to consistently deliver the school vision and build trust among stakeholders and within all courses arranged by the school.

Achievement of integrating corporate sustainability practice and process to social enterprise operations is indicated by sustainability performance output in relationship with sustainable practice in Leadership, Resilience Development, Sharing, and Stakeholder Focus, also reflected in the outcome of Brand Equity, Socioeconomic Performance and Environmental Performance that aligned with business requirement.

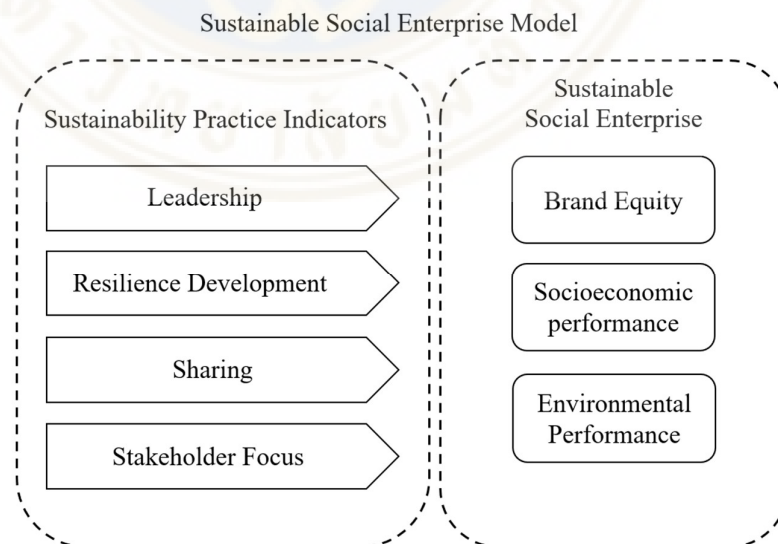


Figure 5.1.1: Sustainable Social Enterprise Model

(Ketprepakorn, N. and Kantabutra, S., 2019)

Leadership

By consistently delivering on its clear vision and values, the organization establishes a strong culture and shared goals to achieve in common. Successful leadership in sustainability social enterprise is the process of achieving a common goal that benefits social and environmental aspects with the ability to deal with the changing environment to sustain the organization.

Panyotai Waldorf School, with accurate goals in education and social development, has successfully developed leadership in responsiveness to their business need. Initially, the visionary leadership of Dr. Porn in the early years of operations inspired all stakeholders to give high collaborate to contribute to his ambition of quality and equality in education that benefits social development. In the expansion of Panyotai Waldorf school with more children and families joining, leadership has been developed towards an organic paradigm by having a school committee and involving more stakeholders, teachers, parents, students, and staff to strengthen organization culture according to vision and values. All stakeholders can collaborate and participate in school operations in various activities, and leaders emerge according to the requirements of the activities or situation. Decision-making is commonly made in groups by including all stakeholders under consideration of shared organizational goal.

Resilience Development

Part of the achievement in social enterprise management is to eliminate sensitivity in financial performance and environmental change to sustain the organization. Compiling emotional commitment to the organization among all stakeholders in the long term will be a great support to the organization and be a powerful tool to enhance organization performance and allow the organization to survive during a crisis or environmental change.

Significantly, the school is consistently conducting activities among all stakeholders to increase understanding of school operations along with sharing vision and values to build strong relationships and gain high collaboration. Achievement of resilience development has been shown from support from stakeholders when the school was in a difficult situation or required assistance.

Sharing and Stakeholder Focus

In sustainability, social enterprise practice, and process, sharing is part of operations to deliver organizational vision and values, along with responsibility in operations to deliver quality products and services. To benefits a wide range of stakeholders, sustainability organization will make an effort in process and product development for stakeholders instead of customers. The investment will be determined under stakeholder beneficial with responsibility along with knowledge sharing internally and externally.

Panyotai Waldorf School has brought the philosophy of “Three-Folding Society” from Rudolf Steiner to building a school community. One of the core ideas is uncoerced operation. When the values of the school are embedded among all stakeholders, sharing is common in Panyotai School. As mentioned in the case study, many parents are willing to pay the higher rate of school fees for others without the announcement of official funding, furthermore, when the school calls for collaboration such as in school development or other social activities, voluntary work is well coordinated from all stakeholders.

A consequence of achievement in sustainability practice has obviously been reflected through Brand Equity, Socioeconomic Development, and Environmental Performance. All stakeholders have supported Panyotai School and have steady business growth along with being one of the well-known Waldorf schools in the alternative school industry. The growth of Panyotai Waldorf School has raised awareness of educational quality in Thailand and is an alternative for parents. School operations also have high environmental concerns and are role models for students and families of awareness in a materialistic society and over-consumption of resources.

5.2 Sustainability Social Enterprise Development

The Sustainability Social Enterprise Development Guideline is another approach to enhancing social enterprise’s performance by planning to grow business toward sustainable well-being, which will benefit society and the environment at large in the long term.

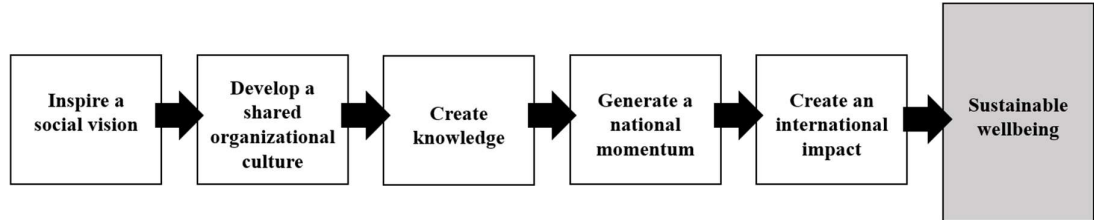


Figure 5.2.1: Sustainable Social Enterprise Development Guidelines

(Ketprepakorn, N. and Kantabutra, S., 2022)

With the common goal of social enterprise to develop the environment and society with specific objectives that serve its primary purpose to improve society at large, the initiative of social enterprise requires inspiration from the social development aspect, as the case study demonstrates from Dr.Porn motivation and inspiration from his past career as a doctor, which story sharing successfully draw inspiration towards organizational members and all stakeholders.

Shared organizational culture development will identify the clear goal of the organization from organizational vision and values, which will bring a clear direction to the organization to achieve social and environmental development goals. Over twenty years of operation, Panyotai Waldorf School has successfully developed strong shared organizational culture not only within the organization but also delivering to all stakeholders. A strong organizational culture has gained a high degree of collaboration from stakeholders with motivation to achieve organizational goals. Furthermore, stakeholders can give forward value to their further connections, which will create an impact on social development at large.

In the expansion of social and environmental improvement, knowledge and practice in social enterprise are valuable to share publicly to ensure the knowledge will have as large an impact as possible to benefit society, the environment, and a wider range of stakeholders. Panyotai Waldorf School has continuously shared knowledge in children development and Waldorf Education among teachers, parents within the schools, external stakeholders, and competitors, as they have found value in Waldorf Education and considering the benefit of expanding knowledge to other schools to reach out for more students and families, while the school has limitation to accommodate the increasing number of students, with expectation in consequence of social development.

As one of the critical national developments, education is the social business that could create a national impact from the effectiveness of its operations. Integration of corporate sustainability is not only impacting business growth but also expected to embed sustainability mindset and practice to all stakeholders, including students and their families, to drive the country towards sustainability development in practice. Achievement in Triple Bottom Lines output from school operations under collaboration between School, Students, and Parents has developed awareness in social and environment among all stakeholders, with the expectation from stakeholders to bring their concerns and knowledge from school to apply in daily life and expanded to their community.

Quality Education become one of 17 Sustainability Development Goals (SDGs). Education development has brought international concern as part of life quality development. Panyotai Waldorf School became a member of the International Waldorf School network in 2001 while the school required financial assistance to founding Waldorf School in Thailand. Presently, under the shared goal of expanding healthy education wider for social development, Panyotai Waldorf School become a funder to other Waldorf Schools that require financial assistance, especially in poor countries, with collaboration from Thailand Waldorf School Network and all stakeholders.

Successful Social Enterprises not only develop their business performance for business growth and profits, but effective social enterprise performance also has to deliver the values of social and environmental development along with financial performance to sustain the business and give the highest benefit to a wide range of stakeholders. Corporate Sustainability Theory and Sustainability Development guidelines have demonstrated critical sustainability development within the organization for business growth and apply corporate sustainability practices and processes to achieve corporate sustainability performance that benefits a wide range of stakeholders. Engagement between internal, external, and distal stakeholders in the organization will sustain the organization with long-term support. Integration between corporate sustainability and social enterprise practice will develop organizational sustainability towards self-reliance, immunity and resilience along with social and environmental development in long term.

CHAPTER VI

LIMITATIONS OF THIS STUDY

The main limitation of this research is reflected in the limited number of interviewees in data collection to indicate corporate sustainability performance. Sustainability Enterprise has the same concept as Social Enterprise. It is expected to benefit and satisfy a wider range of stakeholders, including Internal stakeholders within the organization, External stakeholders from the outside organization, which the organization can control both types of stakeholders, and Distal Stakeholders that influence the survival of growth of the firm through the external stakeholders. With the limitation of time, the interview and insight observation did not reach out to Distal Stakeholders that related to school operations, such as the Ministry of Education, Foundations, and Competitors. Further sustainability practices in other school or educational business with different way of management could be apply to searching for different practice in sustainability.

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