



The Approaches of Developing Based on the Concept of Competency Based Curriculum for Social Entrepreneurship of Vocational Education Programs in Thailand

Anuchai Ramwarungkura *

Faculty of Education, Kasetsart University, Thailand

Received 11 July 2023; Received in revised form 7 September 2023

Accepted 9 September 2023; Available online 14 December 2023

Abstract

The purposes of this research were to: 1) study learners' desired social entrepreneurship competencies and 2) study the needs of desired competency development of social entrepreneurship and developing competency-based curriculum for social entrepreneurship. The population and sample sized are 110 social entrepreneurs, 13 experts in social entrepreneurship, 547 education administrators, 1,569 teachers and 76 experts in vocational education management, 2,315 persons in total. Questionnaires were used to collect the data. Data analysis employed mean, standard deviation, priority needs index (PNI) and exploratory factor analysis. Content analysis was used to analyze qualitative data.

The findings revealed that social entrepreneurs' desirable competencies of students consist of 17 core competencies and 35 functional competencies. The factors in establishing a social entrepreneurship initiative could be classified into 2 aspects: i) cooperation and resource management and ii) vocational education provision. Guidelines for developing a competency-based curriculum for social entrepreneurship revealed that formal education, non-formal education, and dual education management have successfully developed short-course modules, the creation of new learning programs, to the enhancement of entrepreneurship competencies within business and management courses. Additionally, job training within social enterprises and business incubation centers at vocational education colleges, as well as the accumulation of credits in a credit bank system.

Keywords

Competency based curriculum, Social entrepreneurship, Vocational education

Introduction

The country vision as stipulated in the National Strategy is “to become a developed country with security, prosperity and sustainability in accordance with the Sufficiency Economy Philosophy”. There are six groups of indicators which will be used to evaluate the National Strategy’s success, one of the indicators is development of human capital. Vocational education, as instrument for human resource development, is designed for learners to acquire knowledge, skills and competencies specific to a particular occupation or trade or class of occupations or trades (UNESCO, 2022). UNESCO cites that their strategy for technical and vocational education is related to their sustainable development goals (SDGs) which seek to support country members to develop vocational education and ensure workers have the skills needed in the labor market.

The Organisation for Economic Co-operation and Development (OECD) defines social enterprise as “an entity, which trades goods and services, that fulfils a societal objective and whose main purpose is not the maximization of profit for the owners but its reinvestment for the continued attainment of its societal goals” (OECD, 2016). Thailand passed the Social Enterprise Promotion Act B.E.2562 (2019) with the intention to promote business operations by creating jobs for the underprivileged while resolving social and environmental issues and developing communities, society, the environment and related common interests (Phumpueng & Jongjakapun, 2022). Therefore, social entrepreneurship has gained more popularity because it gives importance to driving a social mission by using entrepreneurs’ attributes to deliver value to society and financial independence, leading to self-reliance. The occurring social mission is social problem solving or social need response. Social entrepreneurs differ from traditional entrepreneurs in the goals they hope to achieve. Social entrepreneurs work to create positive social and environmental change. Missions determined are focused on the creation of value to society and opportunities to improve society, including the creation of innovation to solve social issues or social needs. The bottom of the pyramid (BoP) concept attracts the attention of scholars and practitioners as they realize the economic potential of emerging markets which is also addressed by social enterprises (Prahalad, 2006; Prahalad & Hart, 2002; Sottini et al., 2022). Furthermore, social entrepreneurship relates to sustainable development and the triple bottom line consisting of economic, social, and environmental objectives (Elkington, 1997; Prahalad, 2006; Thelken & Jong, 2020).

Social entrepreneurship adapts to ensure operational performance of social enterprises is able to achieve sustainability and profits are returned to society in the form of monetary returns like taxes paid to the government and non-monetary returns like social activities or the leading revenue source for social enterprises to finance their social objectives. (Abu-Saifan, 2012; Brooks, 2008; Dees, 2001). Abhi (2017) opines that the model

requires the firms to blend value creation and economic benefits by ensuring their operations provide sufficient revenues. It promotes sustainability since the firms do not rely on external financing that may be unpredictable based on quantity and availability (Gupta et al., 2020).

At present, vocational education management in institutes of vocational education in Thailand is focused on entrepreneurship as it can build motivation, skills, knowledge, and gives opportunities to learners to receive direct experience and become self-employed and establish their own business or become highly-qualified employees. Entrepreneurship education helps learners become competent employees and possibility be good entrepreneurs (Badawi, 2013). Vocational education is education management that focuses on general education and the world of work (Barlow, 1974; Calhoun & Finch, 1976; Evans & Herr, 1978; Prosser & Quigley, 1949) or it can be said that vocational education focuses on preparing people with trade skills that they can immediately apply to a specific job (Evans & Herr, 1978; Prosser & Quigley, 1949; Ramwarungkura, 2015). The research employed a mixed-method research design, encompassing both quantitative and qualitative approaches. The research objectives were to 1) study learners' desired social entrepreneurship competencies and 2) study the needs of desired competency development of social entrepreneurship and developing competency-based curriculum for social entrepreneurship. The ultimate goal was to adapt the concept of entrepreneurship in vocational education, shifting the focus from profits to social responsibility. The research addressed the desired social entrepreneurship competencies of learners and the necessary components for competency-based curriculum development. Its intention was to provide a guiding framework for vocational education colleges seeking to create competency-based curriculum for social entrepreneurship in alignment with the country's sustainable development goals.

Literature Review

The research on guidelines for developing vocational education curriculum according to competency-based curriculum to achieve social entrepreneurship consists of the following concepts, theories and research.

Social Entrepreneurship

The goals of social entrepreneurship differ from conventional entrepreneurship. Traditional entrepreneurs focus on the creation of commercial value or profits, social entrepreneurs work to create social value where the society or the community benefits. Social entrepreneurship is instrumental in advancing the Sustainable Development Goals (SDGs) outlined by the United Nations for the 2015-2030 period. Social entrepreneurs contribute to sustainable development by implementing interconnected economic, social, and environmental approaches, collectively working towards the creation of a better world. (Chia & Wei, 2016). The primary objective of social entrepreneurs is to address issues and foster

the development of communities, society, and the environment by employing business mechanisms, strategic planning, and sustainable operations to achieve long-term sustainability. This leads to the three components of the triple bottom line, namely: 1) economic - with a focus on enterprise profitability and financial returns to ensure business survival and sustainable transformation, 2) social - emphasizing the well-being of people in communities, including community strengthening, local development, and infrastructure enhancements to create more employment opportunities, and an improved quality of life for communities and 3) environmental - with an emphasis on environmental sustainability, including conservation efforts, reduced consumption of natural resources, and minimizing environmental and global impacts as much as possible. (Cagarman et al., 2020; Elkington, 1997; Prahalad, 2006; Sottini et al., 2022; Thelken & Jong, 2020).

Social entrepreneurs play a significant role in driving societal change by both cultivating and preserving social values. They actively engage in the process of innovation, development, and continuous learning, without being constrained by resource limitations. Additionally, they bear a significant responsibility towards their target groups and strive for positive outcomes. In essence, social entrepreneurs need to embody leadership qualities to facilitate the accomplishment of social development in the 21st century. Social entrepreneurs should possess the following characteristics:

1) Have a vision to create a change in society through social system reform which will cause sustainable improvement or development (Dees, 2001; Dees et al., 2002).

2) Create social awareness by improving society, which is the most important goal of social entrepreneurs, not profitability or return on investment. Therefore, the success of social entrepreneurs is measured from social impact and not profit from business operations. In other words, it is a way to solve social problems or social needs that have not been responded to private companies or the government. Social entrepreneurship is beneficial to society as motivation for implementation (Brooks, 2008; Dees, 2001).

3) Being committed to seeking opportunities by viewing obstacles as opportunities to develop or improve a business. Consideration is made to market situations. Attention is paid to market signals in conjunction with the operations to achieve social goals. Social entrepreneurs need to combine innovation with entrepreneurship, social goals and sustainable finance generated from selling products or services (Brooks, 2008; Dees, 2001).

4) Having new creative ideas that lead to innovation, thinking outside the box, and bringing an idea to apply to new situations, including understanding that innovation does not mean success. Failure may occur at any time but such failure must be used as an opportunity to learn to achieve success (Dees, 2001; Picazo et al., 2020; Sottini et al., 2022).

5) Having responsibility to society and stakeholders, in terms of persons who consume both products and services, through the operations in response to social needs and

value creation for people in society to make social impact and investors who would like to make society a better place, based on the operations of social enterprises (Brooks, 2008; Dees, 2001).

Abu-Saifan (2012) stated that social entrepreneurs are individuals who advance social missions through the application of distinctive traits and principles, providing value to society while aiming for financial independence, self-sufficiency, or sustainability. This definition sets social entrepreneurs apart from traditional entrepreneurs as shown in Table 1.

Table1 Unique and common characteristics of profit-oriented entrepreneurs and social entrepreneurs

Characteristics of profit-oriented entrepreneurs and social entrepreneurs		
Profit-oriented entrepreneurs	Characteristics common to both type	Social entrepreneurs
1. Achievement motivation	1. Innovation creation	1. Goal achievement leadership
2. Risk acceptance	2. Organizational dedication	2. Emotional management
3. Managing within limited resources	3. Creative thinking acceptance	3. Transformational leadership
4. Strategic thinking	4. Leadership	4. Opinion leader
5. Value creation	5. Being alert to business opportunities	5. Social value creation
6. Holistic thinking	6. Persistence	6. Being alert to social situations
7. Strategic planning for profitability	7. Determination	7. Management ship
		8. Visionary person
		9. High responsibility

Source: Adapted based on Abu-Saifan (2012).

Based on the definition and characteristics of social entrepreneurs mentioned above, Abu-Saifan (2012) and Defourny et al. (2021) divided four commonly used models of social entrepreneurship according to characteristics of social entrepreneurs into 4 models.

1) The entrepreneurial nonprofit model (ENP) includes nonprofit organizations that carry out profit-generating activities with the purpose of implementing their social goals. Social enterprises using this strategy shall operate both socially and commercially to ensure they can achieve self-reliance and financial stability. Revenue and profit shall be used to improve social value delivery (Abu-Saifan 2012; Defourny et al., 2021; Social Enterprise Promote Act B.E.2562, 2019).

2)The public-sector social enterprise model (PSE) involves public bodies collaborating with nonprofit organizations to outsource various services, such as care services, or services

typically provided by work integration social enterprises. (Abu-Saifan 2012; Defourny et al., 2021).

3) The social-cooperative (SC) model links mutual interests with stakeholder interests or the whole community by their social mission. Social enterprises use this strategy to achieve social goals in a sustainable manner with financial freedom. Founders and investors are able to receive financial benefits from operating performance (Abu-Saifan 2012; Social Enterprise Promote Act B.E.2562, 2019; Defourny et al., 2021).

4) The social-business (SB) model is based on a business model attempting to balance economic and social objectives and create a 'blended value' (Social Enterprise Promote Act B.E.2562, 2019; Defourny et al., 2021). It can be considered a non-profit enterprise, social purpose business, or income-generating enterprise established to assist poor and disadvantaged populations or create economic opportunities. SB is a business-oriented organization established to advance a social cause in a financially sustainable manner (Abu-Saifan 2012; Abdul Kadir et al., 2019; Social Enterprise Promote Act B.E.2562, 2019; Defourny et al., 2021).

The Organization for Economic Co-operation and Development (OECD) places a significant emphasis on social goals and their impact. They believe that the goals of social entrepreneurship are to solve social problems and respond to social needs by using innovation for development. The goal of social entrepreneurship is to create a positive social impact rather than maximizing profit. The role of social entrepreneurship in addressing social, economic, and environmental challenges, fostering collective success and promoting social cohesion. Social entrepreneurship not only contributes to job creation within communities but also creates knowledge-based social innovation. It achieves this through the development of knowledge-based social innovations within social enterprises. This approach focuses on three key elements: 1) value creation - Social enterprises generate substantial social value 2) social innovation - Innovation is harnessed to address social issues effectively 3) economic activities - Revenue is generated to fund social problem-solving efforts. These activities promote collaboration among individuals and organizations within civil society, driven by the principles of social innovation and economic initiatives. This definition is based on four critical criteria: social value, civil society, social innovation, and economic activities. (Mulyaningsih et al., 2016; Picazo et al., 2020; Sottini, et al., 2022; Wirtz & Volkmann, 2015;).

In Thailand, social entrepreneurship is driven in the form of strategies and laws on social enterprises, namely strategies for creating awareness and learning of social enterprises in Thailand (Phumpueng & Jongjakapun, 2022). The principles for developing the model and capability of social enterprises including strategies for developing channels to access sources of funding and resources are as follows. 1) Having social and environmental goals not maximum profit. Social and environmental goals are clearly set at the beginning.

2) The operational model is based on financial sustainability. 3) Promoting social and environmental responsibility. Production and operation processes do not cause any long-term impact on health and well-being, society, and environment. 4) Profits return to society. Profit from operating performance are brought to magnify outcomes so as to achieve the objectives determined in 1) or profits are reinvested in society and communities at a higher rate than the dividends distributed to shareholders. 5) Operations are carried out with transparency and good governance. The information related to the operations is prepared systematically and disclosed to the public (Thomson, Alvy & Lee, 2000).

In the Social Enterprise Promote Act B.E.2562. (2019), a social entrepreneur is characterized as a business operator with the primary goal of fostering employment, placing significant emphasis on addressing community issues and contributing to the development of communities, society, or the environment. Their focus extends to enhancing competitive advantages both domestically and internationally. Social enterprise in Thailand is divided into 4 characteristics, i.e., 1) a social enterprise that does not wish to share profits to partners or shareholders, 2) a social enterprise that wishes to share profits to partners or shareholders, 3) an individual social enterprise and a community social enterprise and 4) a social enterprise registered as a juristic person. All 4 types of social enterprise must have revenue no less than 50% generated from the sale of goods or services. Social enterprises that do not wish to share profits to partners or shareholders are an exception and are required to have revenue less than 50% generated from the sale of goods or services. Social enterprises may use no less than 70% of their profits to serve their main objectives legally and share no more than 30% of their profit to enterprise owners or shareholders. The profit allocated for the benefit of society and the distribution to enterprise owners or shareholders is derived from the net profit of the business, with deductions for corporate income tax, a reserve fund, and contributions to the fund supporting social enterprise promotion. Profits used to benefit the society must comply with the following conditions:

1) There is a resolution of the general meeting of company's shareholders, an agreement of all shareholders of a juristic partnership or a resolution of juristic person committee on characteristics of investment or business expansion from profits contributing to positive effects on communities, society, environment or public that lead to the goals of sustainable development. Details are sufficient for implementing the proportion of money spent, duration of the implementation, including outcomes and effects obtained (Abu-Saifan 2012; Defourny et al., 2021; Social Enterprise Promote Act B.E.2562, 2019).

2) Monitoring and evaluation processes, as well as operational performance reports, are presented to the chief executives of a legal entity and disclosed in the financial statements.

Good governance of a social enterprise consists of 1) there is a policy to counter against all forms of corruption and the operations are not engaged with misconduct and bribery 2) There is implementation of good governance as determined by relevant laws, principles, practices or guidelines, including holding a committee discussion, a meeting of shareholders, correct audit and tax payment. 3) There is an appropriate system of internal control and risk management. The operations consist of honesty, transparency, and reliability. 4) There is the disclosure of correct and sufficient information on the enterprise, operations report, and financial report to public regularly and annually. However, practice limitations exist concerning policy support measures from both the government and private sectors, particularly in terms of knowledge enhancement and personnel development, as well as access to intangible networks and markets (Phumpuon&Jongjakapun,2022). Social entrepreneurship can be summarized as follows:

1) Social entrepreneurs make decisions about necessary resources and the access to resources. Generally, there are 3 types of resources, i.e., (1) revenue generated from normal business operations, support from foundations and the government, especially money from a source of funds at the beginning or known as initial investment, (2) human resources, both volunteers and company employees, and (3) education, knowledge, experience, and expertise in marketing that affect competitive advantages (Mulyaningsih et al., 2016; Picazo et al., 2020; Sottini et al., 2022).

2) Social entrepreneurs are aware of an opportunity to create social value. Social entrepreneurs recognize opportunities where others perceive obstacles. In other words, they identify potential in areas lacking a social response and the capacity to foster the development of a sustainable network. (Abu-Saifan 2012; Defourny et al., 2021; Social Enterprise Promote Act B.E.2562, 2019).

3) Social entrepreneurs are environmentally friendly, especially in the production process. They seek to develop operations that do not cause any long-term impact on well-being, society, or the environment (Elkington, 1997; Mulyaningsih et al., 2016; Picazo et al., 2020; Prahalad,2006; Thelken & Jong, 2020; Sottini et al., 2022).

Competency-Based Vocational Education Management

The Vocational Education Act B.E.2551 (2008) prescribes that vocational education is a process to produce and develop manpower to serve professional, technical, and technological workmanship. Vocational training enhances knowledge and encompasses both short-term and long-term programs, which are offered both within and outside vocational education colleges. In essence, vocational education management and vocational training represent the essential processes for both production and workforce development, aiming to boost productivity and advance a nation's economic and technological growth to align with international standards.

According to the philosophy of vocational education, vocational education is managed in accordance with Prosser's Sixteen Theorems on Vocational Education (1949) to reach the maximum benefit of manpower and labor development. Many attempts have been made throughout subsequent years to re-phrase or update these statements, without success. There are certain minimum standards without which one may not reasonably expect to operate a program of vocational education and be effective generally in programs of either preparatory or extension education. Emphasis is placed on managing vocational education to have efficiency, making people who finish the education have knowledge and basic skills for working. Therefore, vocational education colleges need to prepare for various aspects, including teacher readiness, the provision of training materials, and effective management. (see Table 2).

Table 2 Conclusion of vocational education provision in accordance with Prosser's sixteen theorems on vocational education

Topic	Vocational education provision
1. Administrator	1) Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way they can most effectively profit by the instruction. 2) The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized. 3) While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum per capita cost, vocational education should not be attempted.
2. Curriculum	1) Vocational education must recognize conditions as they are and must train individuals to meet the demands of the "market" even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable. 2) The only reliable source of content for specific training is an occupation is in the experience of masters of that occupation. 3) For every occupation there is a body of content which is peculiar to that occupation and to which has practically no functional value in any other occupation.
3. Learner	1) Vocational education trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.

Table 2 Conclusion of vocational education provision in accordance with Prosser's sixteen theorems on vocational education (continued)

Topic	Vocational education provision
3. Learner	2) Vocational education enables each individual to capitalize his interest, aptitudes and intrinsic intelligence to the highest possible degree 3) Vocational education for any profession, calling, trade, occupation or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it. 4) Vocational training will be effective in proportion as the specific training experiences for forming the right habits of doing and thinking are repeated to the point the habits developed are those of the finished skills necessary for gainful employment. 5) For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally or socially effective. 6) The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs.
4. Teacher	1) Vocational education will be effective in proportional as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach. 2) Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves.
5. Environment	Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work.
6. Training materials and instruments	Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself.

Source: Prosser's Sixteen Theorems on Vocational Education (Prosser & Quigley, 1949)

Vocational education curriculum development is focused on competency-based education for working. Base on the literature review, there are 2 concepts of competency-based education, namely, competency-based education in the UK and competency-based

education in the United States. The essence of these competency-based education concepts is shown below:

1. According to competency-based education in the UK, competency is a standard of the quality of outcomes from working. Emphasis is placed on work standards or occupational standards of practitioners of a career. Those practitioners should possess competency standards evaluated from vocational colleges or workplaces. Those standards are linked to specific job roles and can range from lower to higher levels of job performance. Job evaluation can be compared to occupational standards, and the alignment between a job's requirements and an organization's criteria determines the job's performance level (Hoffmann, 1999; McClelland, 1975; Ramwarungkura, 2015).

2. According to competency-based education in the United States of America, Competency comprises attributes exhibited by individuals, which manifest in the form of rational work behavior, resulting in the performance expected by organizations. Individuals' internal attributes manifest in efficient work behavior and deliver work outcomes that align with the objectives set by organizations. Comparison of attributes is likened to an iceberg, with six distinct parts above and below the waterline. The visible portion of the iceberg comprises 1) knowledge and 2) skills, while the submerged, unseen part encompasses 3) social roles, 4) self-awareness, 5) habits, and 6) work motivation (Hoffmann, 1999; McClelland, 1975). The meaning of competency from the United Kingdom and the United States is compared in Table 3.

Table 3 Differences of the concept of competency by the United Kingdom and the United States of America

Topic	United Kingdom approach	United States approach
1. Purpose	Evaluation and endorsement from occupational organizations or government agencies	Evaluating of practices among personnel in organizations
2. Emphasis	Characteristics of work, knowledge and skills	Individual behavior and good attributes suitable for organizations
3. Development process	Creating work standards for duty and job proficiency	Creating behavior suitable for organizations
4. The role of organizations	Expertise in a particular job	Good attributes to organizations
5. Working concept	Emphasis is placed on professionalism	Characteristics of working focus on changing behavior rather than professionalism

Table 3 Differences of the concept of competency by the United Kingdom and the United States of America (continued)

Topic	United Kingdom approach	United States approach
6. The scope of content	Competencies needed are generated from job proficiency and job duty	Competencies needs are generated from organizations
7. Measurement	The criteria from occupational organizations or evaluation criteria of vocational education colleges	The criteria of organizations compared to working
8. Evaluator	Occupational organizations or vocational education colleges are evaluators	Supervisors in organizations are evaluators
9. Outcomes	Occupational standards	Organizational employees have more efficiency
10. Application	A guideline for competency-based curriculum development for vocational education	A guideline for individual development plan (IDP) in organizations

Source: Adopted from Gavavan and McGuire (2001) and Ramwarungkura (2015)

It was found that the concept by the UK gives importance to job standards as the criteria for selecting and developing personnel in organizations by taking job positions rather than job holders into consideration. The concept by the United States pays attention to input, namely, various attributes that shall generate better performance in developing personnel in organizations to be in accordance with an organizations' expectation. Today, competencies are adopted to develop competency-based curriculum for vocation education provision, which can be divided into core competency and functional competency.

Core competency is an organization's unique capabilities, knowledge and skills that create a solid competitive advantage. It is the qualification that everyone in the organization must be instilled in the form of a shared value so as to achieve organizational goals, such as basic knowledge of the organization, honesty, curiosity for new information, responsibility, and associative thinking. Prahalad and Hamel (1994) conducted a study on the core competencies needed by industries and indicated that they are divided into 3 competencies, namely, 1) market access competencies which refer to the skills associated with organizations and customers, such as competencies in sales management and marketing as well as transport and distribution. 2) Integrity-related competencies which are the skills necessary for working in organizations. They enable organizations to be driven according to organizational objectives since these competencies instill a good attitude in organization members, such as time management. 3) Functionality-related competencies are skills that organizations invest to

develop competitive advantages. They are unique in each organization and cannot be easily imitated. Organizational competencies that should be developed are 1) specific skills of each position in organizations, 2) organizational learning, 3) knowledge important to organizations, 4) organization development, 5) organizational structure improvement, and 6) innovation used in organizations (Hoffmann,1999).

Functional competencies are the required knowledge and skills necessary for an occupation. Standards are employed to establish work proficiency and performance criteria. They can be categorized into sub-work and scope of work. 1) Common functional competency represents the attribute that every position within the same work group must possess. 2) Specific functional competency refers to the particular attributes required for each position within the work group.

Conceptual Framework

The conceptual framework employed in this study incorporated the concepts of competencies, vocational education provision, and social entrepreneurship. Figure 1 illustrates the models of competency in relation to social entrepreneurship and Prosser's sixteen theorems on vocational education development based on the concept of competency-based curriculum for social entrepreneurship of vocational education programs in Thailand.

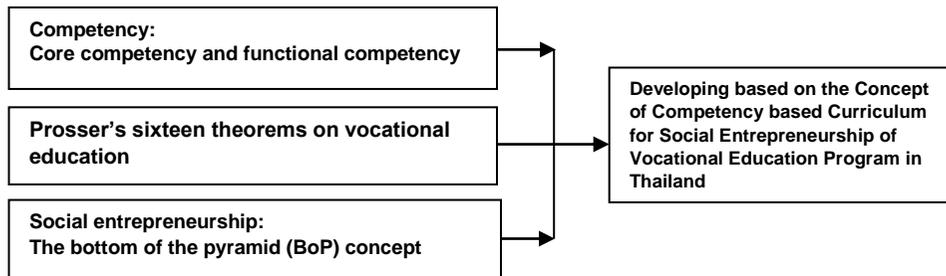


Figure 1 Conceptual Framework

Source: Author

Methodology

This research is divided into 2 phases as shown in Figure 2.

Phase 1 was divided into 2 parts and focused on learners' desired social entrepreneurship competencies in Thai vocational education. It investigated the necessary competencies of social entrepreneurs.

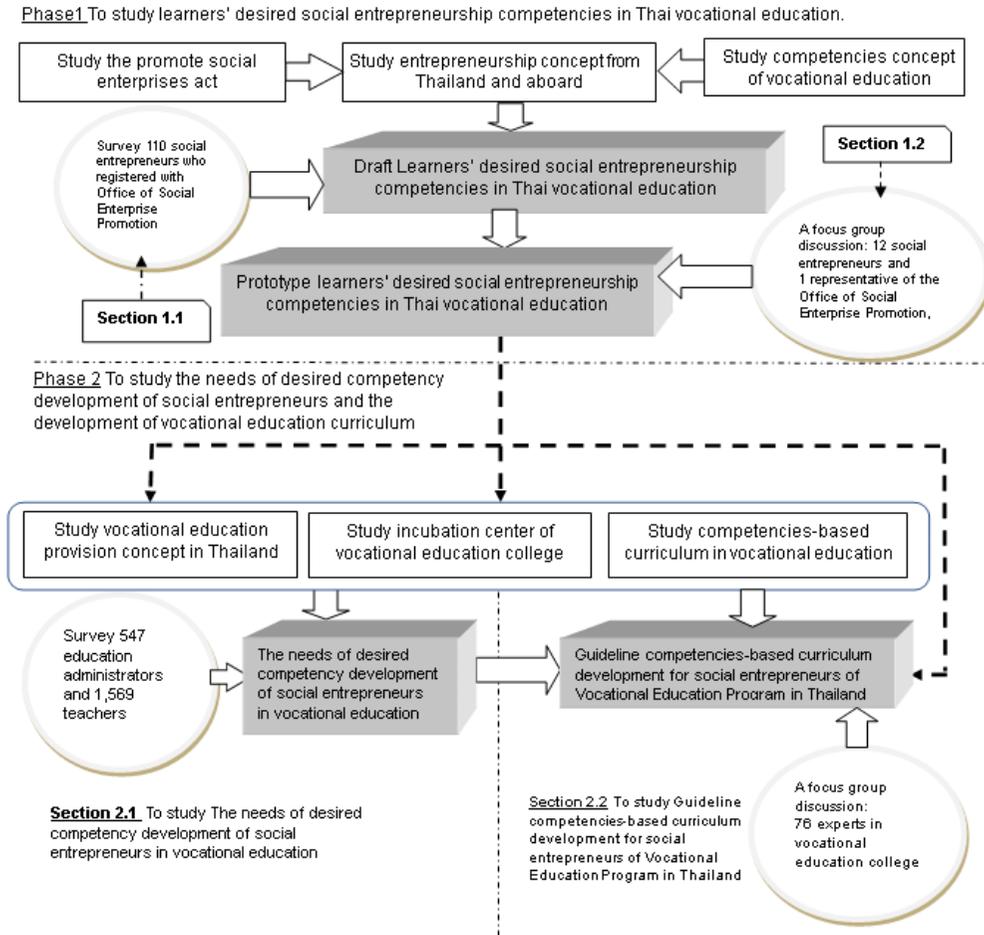


Figure 2 Research Plan

Source: Author

In the first phase, as detailed in section 1.1, the researcher surveyed the core competency and functional competency of 110 social entrepreneurs out of the total 182 registered with the Office of Social Enterprise Promotion using a questionnaire, representing 60.44% of the population, as indicated in Table 4.

Table 4 The number of social enterprises.

Types of social enterprises	Number of social enterprises		%
	Total	Complete data	
1. Social enterprises that do not wish to share profits to partners or shareholders.	126	77	61.11
2. Social enterprises that wish to share profits to partners or shareholders.	30	16	53.33
3. Social enterprises established as a group of persons or community social enterprises.	12	4	33.33
4. Social enterprises registered as a juristic person.	14	13	92.86
Total	182	110	60.44

In section 1.2, a focus group was conducted with 12 social entrepreneurs and 1 representative of the office of social enterprise promotion. Participants were selected by purposive sampling, so as to confirm desired social entrepreneurship competencies suitable for learners in Thai vocational education. The instruments used in phase 1 were a 5-point rating scale questionnaire and a focus group discussion guideline to confirm the desired competencies. The index of Congruence (IOC) ranged from 0.80 to 1.00, Cronbach's alpha coefficient was 0.9811. Data of the first phase were analyzed using percentage, mean, standard deviation and content analysis.

Phase 2 of the study focused on the needs of desired competency development of social entrepreneurs and the development of vocational education curriculum, divided into 2 sections. In Section 2.1, the focus was on surveying the competency needs for social entrepreneurship development and vocational education curriculum development. The needs of desired competency development of social entrepreneurs in Thai vocational education were studied in 4 fields among 2,116 persons as seen in Table 5.

Table 5 Questionnaire respondents.

Types of Samples	Number	%
1. Administrators of vocational education colleges	547	25.9
2. Heads of department/teachers of industry field	709	33.5
3. Head of department/teachers of commerce field	733	34.6
4. Head of department/teachers of agriculture field	44	2.1
5. Head of department/teachers of home economics field	83	3.9
Total	2,116	100.0

In section 2.2, the researcher identified guidelines for developing competency-based curriculum for social entrepreneurship in Thai vocational education by using focus groups. The focus groups consisted of representatives from the vocational education commission, administrators of vocational education colleges, and representatives of heads of departments and teachers, 76 persons in total. The instruments used in the second phase were a questionnaire and a focus group discussion guideline. Data in the second phase were analyzed using percentage, mean, standard deviation, factor analysis, and content analysis.

Findings

The research findings from Section 1.1, which focused on the core competency and functional competency of social entrepreneurs, are presented in Tables 6 and 7.

Table 6 Social entrepreneurship core competency of respondents.

Core competency	μ (σ)	Result
1. Service mind in community and social development	4.45 (.808)	Highest
2. Social entrepreneurship vision for community and society	4.32 (.823)	Highest
3. Cooperative network development with community and society	4.25 (.859)	Highest
4. Social and environmental friendliness	4.27 (.845)	Highest
5. Innovation development for social and community problem solving	4.10 (.938)	High
6. Initiative of developing or organizing activities to promote participation with community	4.21 (.802)	Highest
7. Community learning source development to promote social entrepreneurship	4.05 (.833)	High
8. Teamwork to promote social entrepreneurship	4.22 (.892)	Highest
9. Decision-making to solve community problems	4.19 (.862)	High
10. Being coordinator and facilitator between the organization and community and society	4.20 (.799)	Highest
11. Systematic thinking in solving community and social problems	4.24 (.812)	Highest
12. Honesty in entrepreneurship	4.51 (.701)	Highest
13. Sustainable development concept	4.35 (.771)	Highest
14. Commitment to entrepreneurship	4.35 (.882)	Highest
15. Transparency of social enterprise	4.51 (.701)	Highest
16. Social and community responsibility	4.45 (.737)	Highest
17. Spirituality in social entrepreneurship	4.40 (.732)	Highest
Total mean score	4.30 (.671)	Highest

(N = 110)

According to Table 6, the total mean score of social entrepreneurship core competency of respondents was at the highest level ($\mu = 4.30, \sigma = .671$). The top 3 competencies were honesty in entrepreneurship ($\mu = 4.51, \sigma = .701$), social and community responsibility ($\mu = 4.45, \sigma = .737$) and service mind in community and social development ($\mu = 4.45, \sigma = .808$).

Table 7 Social entrepreneurship functional competency of respondents.

Functional competency	μ (σ)	Result
1. Understand the community context	4.18 (.792)	High
2. Analyze problems and careers of people in the community and society	4.06 (.849)	High
3. Understand the principles of the creation of vocational career innovation	3.91 (.808)	High
4. Understand the fundamental principles of accounting and finance of social enterprise	3.85 (.940)	High
5. Analyze financial statement, cash flow statement and income statement of social enterprise	4.10 (.938)	High
6. Analyze cost and price structure of social enterprise	3.61(1.059)	High
7. Analyze returns or benefits of social enterprise	3.81 (.963)	High
8. Analyze feasibility of social enterprise in the community and society	3.78(1.008)	High
9. Evaluate the worthiness between social enterprise and private enterprise	3.92 (1.033)	High
10. Being coordinator and facilitator between the organization and community and society	3.75 (.988)	High
11. Analyze manpower in human resource management of social enterprise	3.90 (.967)	High
12. Understand the principles of good governance in social enterprise development	3.69 (.993)	High
13. Understand the principles of adult learning and social and community difference	4.07 (.936)	High
14. Understand the principles of the development of a curriculum or activities related to social enterprise	3.81 (.862)	High
15. Design a curriculum or activities related to social enterprise	3.82 (.826)	High
16. Evaluate a curriculum or activities related to social enterprise	3.66 (.870)	High
17. Analyze the needs of human resource development of social enterprise	3.83 (.866)	High

Table 7 Social entrepreneurship functional competency of respondents (continued)

Functional competency	μ (σ)	Result
18. Understand the principles of the philosophy of sufficiency economy for operating social enterprise	3.89 (.961)	High
19. Understand the difference between the law on social enterprise and the law on private enterprise	3.69 (.974)	High
20. Understand marketing principles for social enterprise management	3.87 (.930)	High
21. Analyze customer demands for making a marketing plan of social enterprise	3.91 (.991)	High
22. Design products or services that can create differentiation in marketing of social enterprise	3.85 (.969)	High
23. Understand the principles for pricing products and services	3.82 (.900)	High
24. Analyze distribution channels of products or services of social enterprises	3.83 (.966)	High
25. Analyze sale promotion of social enterprise products or services	3.84 (.944)	High
26. Evaluation marketing strategies of social enterprise	3.81 (.963)	High
27. Write a social enterprise marketing plan	3.85 (.855)	High
28. Understand the principles of strategic management	3.88 (.906)	High
29. Analyze external and internal factors affecting social enterprise	3.79 (.920)	High
30. Make a strategic plan for social enterprise management	3.81 (.899)	High
31. Evaluate strategies for social enterprise management	3.78 (.942)	High
32. Understand the system of the production of products or services of social enterprise.	3.94 (.921)	High
33. Design the production of products or services of social enterprise	3.89 (.871)	High
34. Understand information system for social enterprise management	3.77(.885)	High
35. Design information for social enterprise management	3.69 (.886)	High
Total mean score	3.83 (.763)	High

(N = 110)

According to Table 7, the total mean score of social entrepreneurship functional competencies of respondents was at a high level ($\mu = 3.83$, $\sigma = .763$). The top 3 competencies were the understanding community context ($\mu = 4.18$, $\sigma = .792$), the understanding the principles of good governance in social enterprise development ($\mu = 4.07$,

$\sigma = .936$) and the ability to analyze problems and careers of people in the community and society ($\mu = 4.06, \sigma = .849$).

Opinions towards a guideline for developing Thai vocational education curriculum in the dimension of social entrepreneur are presented in Table 8.

Table 8 Competency-based curriculum development model to achieve social entrepreneurship of vocational learners to social entrepreneurs

Items	Number	%
1. Competency-based curriculum development model to achieve social entrepreneurship		
i) Write a social enterprise business plan	86	78.2
ii) Module	65	59.1
iii) Emphasis is placed on the curriculum for certificate of vocational education or high vocational certificate	45	40.9
2. Learning content to achieve social entrepreneurship competencies		
i) The concept of sustainable development	99	90.0
ii) The basics of finance and accounting	83	75.5
iii) Community and social research	81	73.6
iv) Marketing	74	67.3
v) The concept on creating community networks	73	66.4
vi) Human resource management	64	58.2
vii) Human resource development	58	52.7
viii) The concept of innovation creation	50	45.5
ix) The social enterprise law	48	43.6
x) The concept of information system for management	46	41.8
xi) The concept of the philosophy of sufficiency economy	40	36.4

(N=110)

Table 8 reveals that the predominant competency-based curriculum development model (78.2%) centered on the writing of a social enterprise business plan. In terms of the learning content necessary to achieve social entrepreneurship competencies, the top three were the concept of sustainable development (90.0%), basics of finance and accounting (75.5%), and community and social research (73.6%).

In the initial phase of Section 1.2, focus group discussions involved 12 social entrepreneurs and one representative from the Office of Social Enterprise Promotion, aiming to validate the desired competencies of social entrepreneurs that are suitable for Thai

vocational learners. The content analysis of the focus group discussion is divided into 2 topics: core competency and functional competency.

It was found that core competency for vocational learners are desired attributes of vocational learners to enhance social entrepreneurship. According to the consensus in the focus group discussion of experts, there are 17 core competencies in creating social entrepreneurship that are appropriate to vocational learners. Emphasis should be placed on knowledges, skills and attributes according to the following opinions:

Expert 1 said that *"....I agree with the core competency since the operations of a social enterprise have specific characteristics that we need to take into consideration like building a network, innovation development, enhancing teamwork, especially spirituality in being a social entrepreneur which is essential in operating the enterprise...."*, consistent with Expert 2 who said that *"....I agree with the expert 1 but would like to add that social enterprise is a new enterprise in Thailand. Social enterprise is different from general enterprises is the concept of sustainable development. Importance should be given to making a community learning source which is social capital. The other point is transparency and honesty at work...."*

Expert 3 said that *"....I agree with the core competency but would like to stress on solving problems of the community in which learners live..... Learners may understand that how to solve community problems is not only solving their own problems but also community problems that everyone needs to share responsibility...."* Expert 4 added that *".... the capital vocational education has is learners can create small innovation from problems arising or without any problem. If learners bring those problems and raise a question and solve it with an instrument made, they will have problem-solving thinking...."* Expert 5 added that *"...the future trend we need to be aware of is enhancement of environmental conservation and instilling love for environment in children. That will be excellent..."*

According to the consensus among the focus group experts, there are 35 entrepreneurial functional competencies needed to achieve social entrepreneurship among vocational learners. Emphasis should be placed on knowledge and skills of social entrepreneurs.

Expert 1 said *".....I agree with the operations presented but would like to add that educational colleges should provide business education like vocational education, commerce, accountancy while faculty of business should add the word like for society...but today global top trending topic is sustainable development. General business or social business should have ESG; environmental, social, good governance...."*, consistent with Expert 2 said *".....I totally agree. I believe they become entrepreneurs with good governance reasonably. They should learn these things beneficial to the society, learn how to be a good*

entrepreneur, how to take care of their employees, social responsibility and I would like them to realize that this is their duties they have to do and take responsible for the society....”

Expert 3 added to the opinions of Expert 1 and Expert 2 “....I finished industrial technician education. What I would like industrial technicians to have been business management skills, followed by public mind or volunteer mind. It will make vocational learners understand that business operations and social services can be done at the same time....”, consistent with Expert 4 said “....SE should be added to learners to learn about the law formulation, types of companies so that they will learn about business like Mana Social Enterprise. If we go in depth about business, it will be a pattern....”

It can be concluded that core competency and functional competency of vocational learners and social entrepreneurship are important to vocational learners. Experts have unanimously agreed that 17 core competencies are desired attributes in vocational learners to enhance social entrepreneurship while 35 functional competencies are about necessary knowledge and skills for learners of vocational education in each course.

Phase 2 of the study focused on the needs of desired competency development of social entrepreneurship and the development of vocational education curriculum. Section 2.1 studied the results of the needs of desired competency development for social entrepreneurship, focusing on core competency and functional competency, as shown in Tables 9 and 10.

Table 9 Needs of core competency development of social entrepreneurship

Core competency	The mean of expectation		The mean of authenticity		Priority needs index	
	\bar{x} (SD)	Result	\bar{x} (SD)	Result	PNI	Ranking
1. Service mind in community and social development	4.55 (.615)	Highest	3.88 (.809)	High	.220	17
2. Social entrepreneurship vision for community and society	4.43 (.652)	Highest	3.71 (.805)	High	.247	12
3. Cooperative network development with community and society	4.50 (.658)	Highest	3.76 (.826)	High	.253	11
4. Social and environmental friendliness	4.42 (.677)	Highest	3.94 (.827)	High	.223	16
5. Innovation development for social and community problem solving	4.42 (.677)	Highest	3.54 (.823)	High	.316	1
6. Initiative of developing or organizing activities to promote participation with community	4.44 (.657)	Highest	3.66 (.804)	High	.268	7

Table 9 Needs of core competency development of social entrepreneurship (continued)

Core competency	The mean of expectation		The mean of authenticity		Priority needs index	
	\bar{x} (SD)	Result	\bar{x} (SD)	Result	PNI	Ranking
7. Community learning source development to promote social entrepreneurship	4.45 (.670)	Highest	3.60 (.830)	High	.302	3
8. Teamwork to promote social entrepreneurship	4.52 (.652)	Highest	3.75 (.845)	High	.265	8
9. Decision-making to solve community problems	4.38 (.689)	Highest	3.55 (.839)	High	.310	2
10. Being coordinator and facilitator between the organization and community and society	4.42 (.694)	Highest	3.67 (.871)	High	.276	6
11. Systematic thinking in solving community and social problems	4.37 (.679)	Highest	3.56 (.840)	High	.300	4
12. Honesty in entrepreneurship	4.60 (.623)	Highest	3.92 (.852)	High	.230	15
13. Sustainable development concept	4.56 (.631)	Highest	3.76 (.844)	High	.282	5
14. Commitment to entrepreneurship	4.49 (.636)	Highest	3.76 (.849)	High	.261	9
15. Transparency of social enterprise	4.59 (.633)	Highest	3.87 (.867)	High	.254	10
16. Social and community responsibility	4.63 (.587)	Highest	3.93 (.843)	High	.237	14
17. Spirituality in social entrepreneurship	4.52 (.647)	Highest	3.82 (.839)	High	.241	13
Total mean score	4.50 (.489)	Highest	3.75 (.643)	High		

(n = 2,116)

According to Table 9, the top 3 needs of core competency development of social entrepreneurship are innovation development for solving social and community problems ($PNI_{mod} = .316$), decision-making to solve community problems ($PNI_{mod} = .310$), and community learning source development to promote social entrepreneurship ($PNI_{mod} = .302$).

Table 10 Needs of functional competency development of social entrepreneurship

Functional Competency	The mean of expectation		The mean of authenticity		Priority needs index	
	\bar{x} (SD)	Result	\bar{x} (SD)	Result	PNI	Ranking
1. Understand the community context	4.48 (.644)	Highest	3.74 (.801)	High	.251	34
2. Analyze problems and careers of people in the community and society	4.37 (.684)	Highest	3.55 (.798)	High	.290	29
3. Understand the principles of the creation of vocational career innovation	4.43 (.676)	Highest	3.61 (.835)	High	.297	27

Table 10 Needs of functional competency development of social entrepreneurship (continued)

Functional Competency	The mean of expectation		The mean of authenticity		Priority needs index	
	\bar{x} (SD)	Result	\bar{x} (SD)	Result	PNI	Ranking
4. Understand the fundamental principles of accounting and finance of social enterprise	4.33 (.724)	Highest	3.50 (.857)	High	.316	13
5. Analyze financial statement, cash flow statement and income statement of social enterprise	4.29 (.751)	Highest	3.39 (.872)	High	.354	1
6. Analyze cost and price structure of social enterprise	4.29 (.721)	Highest	3.42 (.856)	High	.337	2
7. Analyze returns or benefits of social enterprise	4.31 (.712)	Highest	3.46 (.864)	High	.331	7
8. Analyze feasibility of social enterprise in the community and society	4.32 (.707)	Highest	3.50 (.840)	High	.312	16
9. Evaluate the worthiness between social enterprise and private enterprise	4.31 (.715)	Highest	3.49 (.849)	High	.308	18
10. Understand the difference between the business model of social enterprise and the business model of private enterprise	4.34 (.712)	Highest	3.57 (.843)	High	.280	32
11. Analyze manpower in human resource management of social enterprise	4.37 (.695)	Highest	3.53 (.840)	High	.310	17
12. Understand the principles of good governance in social enterprise development	4.43 (.694)	Highest	3.64 (.853)	High	.284	31
13. Understand the principles of adult learning and social and community difference	4.42 (.698)	Highest	3.66 (.848)	High	.271	33
14. Understand the principles of the development of a curriculum or activities related to social enterprise	4.44 (.669)	Highest	3.65 (.856)	High	.285	30
15. Design a curriculum or activities related to social enterprise	4.42 (.668)	Highest	3.59 (.845)	High	.304	23

Table 10 Needs of functional competency development of social entrepreneurship (continued)

Functional Competency	The mean of expectation		The mean of authenticity		Priority index PNI	needs Ranking
	\bar{x} (SD)	Result	\bar{x} (SD)	Result		
16. Evaluate a curriculum or activities related to social enterprise	4.38 (.691)	Highest	3.58 (.840)	High	.291	28
17. Analyze the needs of human resource development of social enterprise	4.37 (.689)	Highest	3.54 (.831)	High	.307	20
18. Understand the principles of the philosophy of sufficiency economy for operating social enterprise	4.54 (.637)	Highest	3.82 (.839)	High	.249	35
19. Understand the difference between the social enterprise law and the private enterprise law	4.37 (.708)	Highest	3.50 (.839)	High	.326	11
20. Understand marketing principles for social enterprise management	4.37 (.717)	Highest	3.55 (.846)	High	.299	26
21. Analyze customer demands for making a marketing plan of social enterprise	4.36 (.722)	Highest	3.54 (.847)	High	.300	25
22. Design products or services that can create differentiation in marketing of social enterprise	4.37 (.733)	Highest	3.50 (.857)	High	.325	12
23. Understand the principles for pricing products and services	4.37 (.711)	Highest	3.54 (.847)	High	.305	21
24. Analyze distribution channels of products or services of social enterprises	4.36 (.719)	Highest	3.54 (.830)	High	.303	24
25. Analyze sale promotion of social enterprise products or services	4.35 (.726)	Highest	3.53 (.839)	High	.305	21
26. Evaluation marketing strategies of social enterprise	4.33 (.730)	Highest	3.46 (.853)	High	.327	10
27. Write a social enterprise marketing plan	4.33 (.728)	Highest	3.47 (.860)	High	.335	4
28. Understand the principles of strategic management	4.32 (.733)	Highest	3.45 (.845)	High	.337	2
29. Analyze external and internal factors affecting social enterprise	4.36 (.723)	Highest	3.49 (.850)	High	.329	9

(n = 2,116)

Table 10 Needs of functional competency development of social entrepreneurship (continued)

Functional Competency	The mean of expectation	Result	The mean of authenticity	Result	Priority index PNI	needs Ranking
	\bar{x} (SD)		\bar{x} (SD)			
30. Make a strategic plan for social enterprise management	4.34 (.720)	Highest	3.47 (.852)	High	.332	6
31. Evaluate strategies for social enterprise management	4.32 (.731)	Highest	3.46 (.854)	High	.334	5
32. Understand the system of the production of products or services of social enterprise.	4.35 (.705)	Highest	3.51 (.842)	High	.314	15
33. Design the production of products or services of social enterprise	4.36 (.729)	Highest	3.51 (.845)	High	.315	14
34. Understand information system for social enterprise management	4.38 (.707)	Highest	3.55 (.849)	High	.308	18
35. Design information for social enterprise management	4.36 (.724)	Highest	3.49 (.863)	High	.330	8
Total mean score	4.37 (.558)	Highest	3.54 (.670)	High		

(n = 2,116)

According to Table 10, the top 3 needs of functional competency development of social entrepreneurship are the ability to analyze financial statements, cash flow statements and income statements of a social enterprise ($PNI_{mod} = .354$), analyze cost and price structure of a social enterprise ($PNI_{mod} = .337$), and understand the principles of strategic management of a social enterprise ($PNI_{mod} = .337$).

Social enterprise factors for vocational education colleges were analyzed through variable analysis and the weight of variables was determined by means of statistical principles. Varimax orthogonal rotation in factor analysis and principal component analysis were performed as shown in Table 11.

Table 11 Analysis of social enterprise factors of production of vocational education colleges through Varimax orthogonal rotation in factor analysis

Variable	Factor Loading
Cooperation and resource management of vocational education colleges	.815
1. A budget of vocational education colleges	
2. Instruments, equipment or facilities in innovation development	.814
3. Participation in curriculum development with social entrepreneurs	.750
4. Cooperation from the community in learning management	.710

Table 11 Analysis of social enterprise factors of production of vocational education colleges through Varimax orthogonal rotation in factor analysis (continued)

Variable	Factor Loading
5. Entrepreneurship incubation center of vocational education colleges	.675
6. Cooperation between vocational education colleges or education service area offices	.636
7. Cooperative networks from social enterprises	.611
Eigenvalues	7.419
Variance (percent)	57.071
Vocational education provision	
1. Vision, mission, and identity of administrators of vocational education colleges	.848
2. Policies promoting/supporting learning management from administrators of vocational education colleges	.824
3. Teachers' capabilities in teaching and learning management of vocational education colleges	.672
4. The role of vocational education colleges in solving social/community problems	.670
5. Curriculum or activities of vocational education colleges	.591
6. Learning environment generating innovation development	.563
Eigenvalues	1.043
Variance (percent)	8.020
Kaiser- Meyer – Olkin	
Bartlett's Test of Sphericity	.943
Approximation Chi – Square	17,783.792
df	78
Sig.	.000

(n = 2,116)

According to Table 11, it was found that all 13 factors had Kaiser-Meyer-Olkin values greater than 0.5 and the significance of the correlation was equal to .000 less than .05, meaning that factors were correlated and appropriate to factor analysis. The varimax orthogonal rotation in 13 factors analysis found factors into 2 aspects. The first cluster was cooperation and resource management of vocational education colleges. Eigenvalues were 7.419 and factor loading ranged from 0.815 to 0.611. The second cluster was vocational education provision. Eigenvalues were 1.043 and factor loading ranged from 0.848 to 0.563.

Section 2.2 focused on the essence of the results of the focus group discussion and consisted of educational institution administrators, heads of departments, and teachers from different fields, a total of 76 participants. The focus group discussion aimed to validate the guidelines for developing vocational education curriculum in Thailand. The details are as follows:

The expert focus group reached unanimous consensus on the guidelines for developing a competency-based curriculum for social entrepreneurship. The guidelines for developing a social entrepreneurship competency-based curriculum connect formal education, non-formal education and dual education to the credit bank system by converts knowledge and experience into credits within vocational education programs. Social enterprises, including business incubation centers which can be divided into 4 characteristics:

Characteristic 1: Competencies related to social entrepreneurship are integrated into formal vocational education through business and entrepreneurship courses. This includes core competencies and functional competencies of social entrepreneurship stored within a credit bank system, which facilitates the transfer of knowledge and experience within vocational education colleges.

Characteristic 2: The development of social entrepreneurship courses, aligned with both core competency and functional competency, includes extracurricular activities facilitated through business incubation centers. Additionally, social service and internships are integrated into formal vocational education.

Characteristic 3: The development of a competency-based curriculum for social entrepreneurship is a collaborative effort with social enterprises within the dual education system. This aims to expand the social entrepreneurship course within the credit bank system, enabling knowledge and experience transfer within vocational education colleges. Furthermore, formal vocational education encompasses the management of job training and academic services in partnership with social enterprises and workplaces.

Characteristic 4: The development of courses is carried out in a modular format, covering formal, non-formal, and dual vocational education management. Of particular focus is non-formal vocational education management, offering short-term modules to facilitate the transfer of knowledge and experiences from vocational education colleges into the credit bank system. This development also includes short-term courses designed to serve communities, workplaces, social services, and business incubation centers within vocational education colleges, as illustrated in Figure 3.

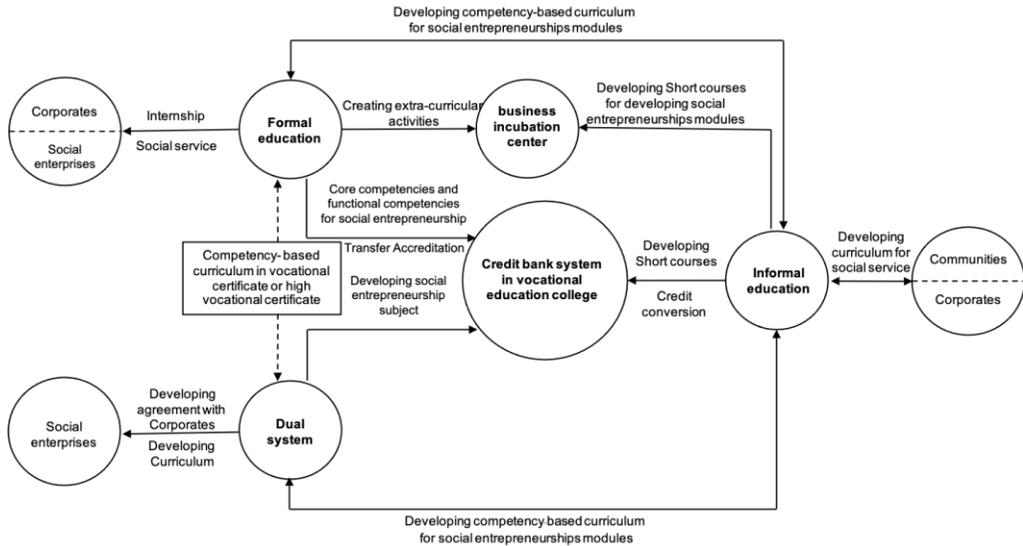


Figure 3 Guidelines for Developing Social Entrepreneurship Competency-Based Curriculum of Vocational Education Provision in Thailand

Source: Author

With regard to core competencies and functional competencies enhancing social entrepreneurship, The focus group discussion resulted in unanimous agreement to divide the core competency and functional competency sections into the following modules:

Core competencies are divided into 3 modules, i.e., Module 1 – Community service mind and the development of network of cooperation consist of 5 competencies, Module 2 – Sustainable development for social and community responsibility consists of 6 competencies, and Module 3 – Spirituality in social entrepreneurship consists of 6 competencies.

Functional competencies are divided into 6 modules, i.e., Module 1 – community and social accessibility consist of 4 competencies, Module 2 – accounting and finance for social enterprises consist of 6 competencies, Module 3 – manpower management and laws consist of 4 competencies, Module 4 – curriculum and learning development consist of 5 competencies, Module 5 – marketing for social enterprises consists of 7 competencies, and Module 6 – strategic management for social enterprises consists of 8 competencies. The Competency based Curriculum for Social Entrepreneurship of Vocational Education Program in Thailand is shown in Figure 4.

Conclusion and Discussion

Through the development approaches based on the concept of competency-based curriculum for vocational education programs in Thailand, the researcher identified a total of 17 core competencies and 35 functional competencies necessary for the attainment of social

entrepreneurship. This led to the formulation of guidelines for creating a competency-based curriculum aimed at fostering social entrepreneurship within the context of vocational education in Thailand. The findings from the research also indicated that the core competencies curriculum can be divided into 3 modules. These included the development of general education with the objective to develop vocational students achieve and excel in their endeavors, determination in social entrepreneurship, good governance, a positive attitude towards environmental conservation and maintenance in a sustainable manner in communities and society. The curriculum for functional competencies can be categorized into 3 modules. These included the developing knowledge and skills related to social entrepreneurship, specifically with a foundation based on economic and business administration principles. There were 2 key factors have been identified as crucial in enhancing vocational students' capacity to excel in social entrepreneurship and in facilitating the effective management of vocational education within the framework of a competency-based curriculum for social entrepreneurship. These factors were determined through factor analysis, specifically: 1) collaboration and Resource Management within Vocational Education Colleges and 2) provision of Vocational Education. These factors must be accepted by educational personnel, teachers, and educational institution administrators who need to work collaboratively to develop students to achieve attributes of social entrepreneurs as shown in Figure 5.

Educating about Social Entrepreneurship of Vocational Education Modules in Thailand

Core Competency for Social Entrepreneurship of Vocational Education Program

Module 2: Sustainable development for social and community responsibility

- i) Social and environmental friendliness
- ii) Innovation development for social and community problem solving
- iii) Sustainable development concept
- iv) Commitment to entrepreneurship
- v) Transparency of social enterprise
- vi) Social and community responsibility

Module 1: Community service mind and the development of network of cooperation

- i) Service mind in community and social development
- ii) Cooperative network development with community and society
- iii) Initiative of developing or organizing activities to promote participation with community
- iv) Community learning source development to promote social entrepreneurship
- v) Being coordinator and facilitator between the organization and community and society

Module 3: Spirituality in social entrepreneurship

- i) Social entrepreneurship vision for community and society
- ii) Teamwork to promote social entrepreneurship
- iii) Decision-making to solve community problems
- iv) Systematic thinking in solving community and social problems
- v) Honesty in entrepreneurship
- vi) Spirituality in social entrepreneurship

Functional Competency for Social Entrepreneurship of Vocational Education Program

Module 1: Community and social accessibility

- i) Understand the community context
- ii) Analyze problems and careers of people in the community and society
- iii) Understand the principles of the creation of vocational career innovation
- iv) Understand the principles of the philosophy of sufficiency economy for operating social enterprise

Module 2: Accounting and finance for social enterprises

- i) Understand the fundamental principles of accounting and finance of social enterprise
- ii) Analyze financial statement, cash flow statement and income statement of social enterprise
- iii) Analyze cost and price structure of social enterprise
- iv) Analyze returns or benefits of social enterprise
- v) Analyze feasibility of social enterprise in the community and society
- vi) Evaluate the worthiness between social enterprise and private enterprise

Module 3: Manpower management and laws

- i) Analyze manpower in human resource management of social enterprise
- ii) Understand the difference between the social enterprise law and the private enterprise law
- iii) Understand the principles of good governance in social enterprise development
- iv) Understand the difference between the business model of social enterprise and the business model of private enterprise

Module 4: Curriculum and learning development

- i) Understand the principles of adult learning and social and community difference
- ii) Understand the principles of the development of a curriculum or activities related to social enterprise
- iii) Design a curriculum or activities related to social enterprise
- iv) Evaluate a curriculum or activities related to social enterprise
- v) Analyze the needs of human resource development of social enterprise

Module 5: Marketing for social enterprises

- i) Understand marketing principles for social enterprise management
- ii) Analyze customer demands for making a marketing plan of social enterprise
- iii) Design products or services that can create differentiation in marketing of social enterprise
- iv) Understand the principles of pricing products and services
- v) Analyze distribution channels of products or services of social enterprises
- vi) Analyze sale promotion of social enterprise products or services
- vii) Evaluation marketing strategies of social enterprise
- viii) Write a social enterprise marketing plan

Module 6: Strategic management for social enterprises

- i) Understand the principles of strategic management
- ii) Analyze external and internal factors affecting social enterprise
- iii) Make a strategic plan for social enterprise management
- iv) Evaluate strategies for social enterprise management
- v) Understand the system of products or services of social enterprise
- vi) Design the process of products or services of social enterprise
- vii) Understand information system for social enterprise management
- viii) Design information for social enterprise management

Figure 4 Developing Competency based Curriculum for Social Entrepreneurship of Vocational Education Program in Thailand

Source: Author

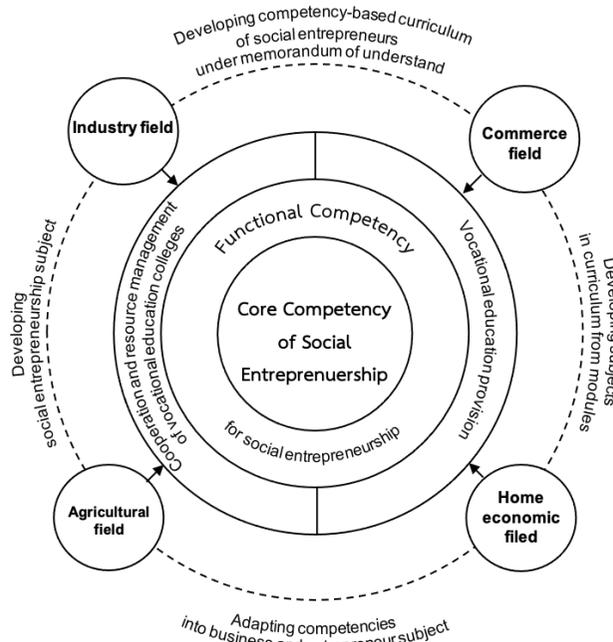


Figure 5 Model of Competency based Curriculum for Social Entrepreneurship of Vocational Education Program in Thailand.

Source: Author

Practical Implications

With regard to adopting the concept of social entrepreneurship competency to develop vocational education students, it has the potential to enhance the curriculum for certificates in vocational education, high vocational certificates, and bachelor's degrees in technology or operations. Core competencies and functional competencies are incorporated into the design of program learning outcomes (PLOs) to guide the structuring of learning activities throughout the academic year. This includes the design of course learning outcomes (CLOs) and the coordination of extra-curricular activities related to social entrepreneurship competencies, as well as academic and vocational services, within a vocational institution's business incubation center. As for the short-term competency-based curriculum for non-formal education, the curriculum is developed in the form of core competency module and functional competency module. Each module is assessed, leading to knowledge and experience transfer accordingly. With reference to dual system management, the development of competency-based curriculum of vocational educational institutions in collaboration with social enterprises, and job training by trainers in social enterprises, the connection of vocational education management in all 3 systems is

implemented through a credit bank system. Credits are accumulated for the sake of adjusting educational expertise in the future.

"In terms of the success factors associated with the development of a competency-based curriculum to achieve social entrepreneurship, these factors encompass aspects of vocational education management, including academic services, curriculum development, vocational services, the competencies of educational institution administrators, and collaboration between educational institutions and social enterprises, particularly in the context of competency-based curriculum development. Additionally, emphasis is placed on enhancing the training of instructors within social enterprises to facilitate a better understanding of individual competency assessment for achieving success in social entrepreneurship.

Theoretical Implications

In this research, the concept of social entrepreneurship, competencies for human resources development, and the concept of vocational education management of Prosser & Quigley (1949) were employed. Data related to the concept of social entrepreneurship were collected from social entrepreneurs and regulators in accordance with the law on promoting social enterprises. The benefits derived from this initiative include the acquisition of essential core competencies and functional competencies required for success in social entrepreneurship. These competencies have a significant impact on the growth and development of vocational education students across various sectors, including industry, commerce, home economics, and agriculture. Core competencies and functional competencies serve as valuable guidelines in the creation of a competency-based curriculum tailored to the needs of vocational education students pursuing social entrepreneurship. Notably, it has been determined that the curriculum could involve the development of a course module or a series of short-term courses comprising 9 modules. According to Prosser's vocational education management, it was found that factors related to enhancing social entrepreneurship among vocational education students are vocational education management and factors related to the cooperation made between vocational educational institutions and social enterprises to curriculum development and trainer/instructor development as well as the abilities of administrators of vocational educational institutions.

Limitations

Cooperation in developing a competency-based curriculum, particularly the dual system, faces limitations primarily due to constraints related to the areas or locations of social enterprises. The current challenge is that the number of social enterprises in Thailand remains relatively small in comparison to vocational educational institutions. Consequently, forming networks or community and social collaborations isn't readily achievable.

Furthermore, it's worth noting that the range of social enterprises in Thailand does not fully align with the courses determined by the Office of Vocational Education Commission.

Discussion

The following discussion is divided into 4 research questions. Emphasis is placed on seeking answers about desired competencies of social entrepreneurs for vocational education students, the needs of social entrepreneurship development, factors enhancing the success of vocational education management, and guidelines for developing competency-based curriculum in vocational education in Thailand.

1) What are desired competencies of social entrepreneurs appropriate to students in Thailand vocational education?

There are 17 desired core competencies of social entrepreneurs appropriate to students in Thailand vocational education, which students in vocational education should possess to enhance social entrepreneurship. This aligns with the approach in the United States and the principles outlined by Prahalad & Hamel (1994) and Hoffmann (1999), which emphasize input factors and organizational work processes. Most of them are specific characteristics of how social enterprises are operated. Emphasis is placed on the process of human resources development in terms of social entrepreneurs' attitudes. It serves as a method for cultivating motivation and characteristics, in line with the insights of McClelland (1975), Prahalad & Hamel (1994) or individual's characteristics that drive a social mission using entrepreneurs' attributes to deliver value to society based on financial independence, self-reliance, sustainability in social innovation development including environment awareness (Abu-Saifan, 2012; Dees, 2001; Picazo et al., 2020; Sottini et al., 2022). Out of the 35 functional competencies, these encompass the essential knowledge and skills that vocational education students require to foster entrepreneurship. This approach aligns with McClelland's perspective in 1975, which emphasized the importance of standards and the quality of performance outcomes, particularly in relation to career standards and the professional standards expected of practitioners in their respective fields. In the context of Thailand, these career, professional, and vocational education standards are intricately connected with the practical integration of knowledge and social entrepreneurship skills into social enterprises. This integration is achieved by considering specific job positions in terms of job descriptions, rather than solely focusing on the individuals who occupy those roles.

2) What are the needs of social entrepreneurship desired competencies appropriate to Thailand vocational education colleges?

With regard to the needs of social entrepreneurship desired competencies appropriate to Thailand vocational education colleges, it was found that the needs of core competency development are innovation development to solve social and community problems and decision making to solve community problems. Educational institution

administrators and teachers felt that innovation is essential for developing students in vocational education. Therefore, core competency development must be speedily implemented. This discovery is in harmony with the findings of Abu-Saifan (2012), Chainut et al. (2019), and Dee (2001), all of whom emphasized the utilization of innovation for the advancement of communities and social development. Their perspectives emphasized the importance of thinking beyond conventional boundaries, fostering systematic thinking, and applying innovative ideas to address social challenges. The creation of community learning resources to bolster entrepreneurship plays a vital role in achieving sustainability. Social entrepreneurship, at its core, seeks to empower society and communities to sustain themselves. As a result, it is imperative for students to grasp the concept of development and actively contribute to the sustainability of society and communities. This is consistent with Phumpueng & Jongjakapun (2022), Picazo et al. (2020), and Sottini et al. (2022) who stated that social enterprises focus on sustainable development to encourage people in society or communities to survive without dependency on the government sector. However, according to sustainable development principles, students have to be taught to have a sustainable development mindset.

In relation to the needs of social entrepreneurship functional competency development, it was found that social enterprises need to conduct financial statement analysis, statement of cash flow analysis, income statement analysis, as well as cost and price structure analysis. One of the goals of social entrepreneurship is to make a social impact rather than to make maximum profits (The Organization for Economic Co-operation and Development: OECD, 2016). To comprehend the principles of strategic management in the realm of social enterprises, it is essential for social entrepreneurs to possess the capability to craft a marketing plan and conduct strategic evaluations. These skills are fundamental for running a profit-generating enterprise capable of addressing social issues. Strategic management, planning, and evaluation, often referred to as economic activities, are vital components that social enterprises must incorporate into their operations. (Mulyaningsih et al., 2016).

3) What are the factors causing success in the development of competency-based curriculum for social entrepreneurship?

It was found that there are 2 groups of factors causing success in the development of competency-based curriculum for social entrepreneurship. 1) Factors associated with cooperation and resource management within vocational education colleges are crucial elements in the establishment of a collaborative network between vocational education institutions and social enterprises, aimed at the development of a social entrepreneurship curriculum. This aligns with the perspectives of Barlow (1974) and Ramwarungkura (2016), who emphasized that the effectiveness of vocational education is realized when colleges

closely plan and conduct their programs in collaboration with businesses and industries. Furthermore, it underscores the importance of establishing networks within the academic service sector, connecting with society and communities to address the evolving needs of curriculum development that align with the requirements of social enterprises and students. This also highlights the significance of fostering cooperation between vocational colleges and external organizations. 2) Factors related to the administration of vocational education colleges. Educational institution administrators must set a vision, mission, identity, and role of their vocational education colleges. This includes creating policies, promoting/supporting teaching and learning management. This is consistent with Prosser & Quigley (1949) and Ramwarungkura (2016) who stated that vocational education institution management shall be efficient when it can adapt to social needs and technological advancements, specifically in the context of addressing social and community challenges. This adaptability hinges on factors such as the competence of college administrators and improvements in education provision policies.

4) What are the guidelines for developing social entrepreneurship competency-based curriculum in Thailand vocational education?

It was found that the management of formal vocational education, non-formal vocational education, and dual vocational education in Thailand successfully develops competency-based curriculum. This is achieved through the inclusion of business and entrepreneurship courses in the formal vocational education management, the development of entrepreneur-focused courses, and the collaborative curriculum development with social enterprise. This aligns with Barlow (1974) and Prosser & Quigley (1949) who emphasized that vocational education and training are most effective when their curriculum aligns with the labor market demands and the needs of students, equipping them with valuable skills and knowledge for the job market. The curriculum can be designed as a short-term program. Tools employed in the development of competency-based curricula, with a focus on transferring knowledge and experience, include the credit bank system. This system recognizes prior learning and provides credits within vocational education programs.

Suggestions for Future Research

1. Exploring Collaborative Strategies and Factors: Future research should delve into the strategies, key factors, and collaborative models utilized by the Office of Vocational Education Commission and the Office of Social Enterprise Promotion. This research should aim to discern how these collaborations lead to the development of a comprehensive master plan for social entrepreneurship.

2. Competency Development for Trainers: A valuable avenue for future research involves examining competency development models for trainers within social enterprises. Investigating the strategies and practices that enhance the competence of trainers can

provide valuable insights into improving the training and education provided to social entrepreneurs.

3. Competency-Based Curriculum Development: Further research should focus on the development of competency-based curriculum models specifically for certificate of vocational education and high vocational certification programs. Understanding how to tailor curricula to equip students with essential competencies for success in vocational fields is of great importance.

Funding Acknowledgements

This project was funded by the National Research Council of Thailand (NRCT) University (Grant No. N42A650279) and Kasetsart University Research and Development Institute.

References

- Abhi, S. (2017). Can social entrepreneurs do well by doing good? Blending social and economic value creation -an investigation. *Academy of Entrepreneurship Journal*, 23(2), 1-21.
- Abu-Saifan, S. (2012). Social entrepreneurship: Definition and boundaries. *Technology Innovation Management Review*, February 2012, 22-27.
- Badawi, A.A. (2013). TVET and entrepreneurship skills. In S. Majumdar & K. Ananiadou (Eds.), *Revisiting global trends in TVET: Reflections on theory and practice* (pp.275-308). UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training.
- Barlow, M. L. (1974). *The philosophy for quality vocational education*. The American Vocational Association Inc.
- Brooks, A. C. (2008). *Social entrepreneurship: A modern approach to social value creation*. Prentice Hall.
- Cagarman, K., Kratzer, J., & Osbelt, K. (2020) Social entrepreneurship: Dissection of a phenomenon through a German lens. *Sustainability*, 12, 7764.
- Calhoun, C.C., & Finch, A.V. (1976). *Vocational and career education*. Wadsworth Publish Inc.
- Chia, A., & Wei, L.Y. (2016, August 24). *How social enterprises can help us meet the SDGs*. <https://blogs.adb.org/blog/how-social-enterprises-can-help-us-meet-sdgs>.
- Chainut, A., Suwanjan, P., Papat, P., & Pimdee, P. (2019). Needs assessment for the global-mindedness of vocational certificate students under the Office of the Vocational Education Commission. *Mediterranean Journal of Social Sciences*, 10(2), 25-33.

- Dees, J.G. (2001, May 30). *The meaning of "Social entrepreneurship"*. https://centers.fuqua.duke.edu/case/wp-content/uploads/sites/7/2015/03/Article_Deess_MeaningofSocialEntrepreneurship_2001.pdf.
- Dees, J. G., Emerson, J. & Economy, P. (2002). *Enterprise nonprofits: A toolkit for social entrepreneurs*. Wiley.
- Defourny, J., Mihály, M., Nyssens, M., & Adam, S. (2021). Introduction: Documenting, theorizing, mapping and testing the plurality of SE models in central and eastern Europe. In *Social Enterprise in Central and Eastern Europe*. Routledge. <https://doi.org/10.4324/9780429324529>.
- Elkington, J. (1998). Cannibals with forks: The triple bottom line of 21st- century business. *Environmental Quality Management*, 8(1), 37-51.
- Evans, R. N., & Herr, E.L. (1978). *Foundations of vocational education*. Charles E. Merrill Publishing.
- Forde, A. (2022). Consolidating Ireland's indigenous social enterprise sector: A policy perspective. *Irish Journal of Management*, 41(2), 93-102.
- Garavan, T. N., & McGuire, D. (2001). Forum competencies and workplace learning: Some reflections on the rhetoric and the reality. *Journal of Workplace Learning*, 13(4), 144-163.
- Gigauri, I., Panait, M, Apostu,S.A., & Raimi, L. (2022). The essence of social entrepreneurship through a Georgian lens: Social entrepreneurs' perspectiveS. *Administrative Sciences*, 12, 1-10.
- Giudici, A., Combs, J.G., Cannatelli, B.L., & Smith, B.R. (2020). Successful scaling in social franchising: The case of impact hub entrepreneurship. *Theory and Practice*, 44(2), 288–314.
- Goztonyi, M. (2023). Social enterprise development in a disadvantaged community. *Society and Economy*, 45(1), 53–67.
- Gupta, P., Chauhan,S., Paul, J., et al. (2020) Social entrepreneurship research: a review and future research agenda. *Journal of Business Research*, 113, 209-229.
- Hoffmann, T. (1999). The Meaning of Competency. *Journal of European Industrial Training*, 23(March), 275-285.
- Kerlin, J. A. (2009). *Social enterprise: A global comparison*. University press of New England.
- Martin, F., & Thompson, M. (2010). *Social enterprise: Developing sustainable businesses*. Palgrave Macmillan.
- McClelland, D.C. (1975). *A competency model for HR management specialists to be used in the delivery of the human resource management cycle*. McBear.

- Mulyaningsih, H.D., Gatot, Y.G., & Rudito, B. (2016). Knowledge-based social innovation process in social enterprise: A conceptual framework. *Advanced Science Letters*, 22(5-6),1393-1397.
- OECD. (2013). *Policy brief on social entrepreneurship*. Publications Office of the European Union.
- OECD. (2016, July 24). *Social entrepreneurship in Europe- An OECD-European Commission Project*. <http://www.oecd.org/cfe/leed/social-entrepreneurship-oecd-ec.htm>.
- OECD (2020, March 6). *Boosting social entrepreneurship and social enterprise development in Estonia: In depth policy review*. <https://doi.org/10.1787/8eab0aff-en>.
- Paili, M. R., Syuhada, N., Hassan, A., Jamaluddin, N.A.A., Ismail, I.S., & Samsuddin, M.E. (2022). Social enterprises entrepreneur and social impacts to community: A review paper. *Journal Social Sciences and Humanities*, 20(1), 43-52.
- Picazo, M., Teresa, M., Martín, A.A.G., & Soledad, C.M.M. (2020). Effects of sociocultural and economic factors on social entrepreneurship and sustainable development. *Journal of Innovation & Knowledge*, 6, 69–77.
- Phumpueng, J. & Jongjakapun, K. (2022). Measures for social enterprise promotion pursuant to the social enterprise promotion act B.E. 2562 (2019). *Rajapark Journal (Humanities and Social Sciences)*, 46(May – June 2022), 262-278.
- Prahalad, C.K. & Hamel, G. (1994). *Competing for the future*. Harvard Business School Press.
- Prahalad, C.K., & Hart, S.L. (2002). Fortune at the bottom of the pyramid. *Strategy +Business*, 26, 2–14.
- Prahalad, C. K. (2006). *The fortune at the bottom of the pyramid*. Pearson Prentice Hall.
- Prosser, C.A., & Quigley, T.H. (1949). *Vocational Education in a Democracy*. American Technical Society.
- Ramwarungkura, A. (2015). *Paradigm of vocational education*. Chulalongkorn Publications.
- Ramwarungkura, A. (2016). Development of cooperative strategies of local administration organizations for the provision of vocational education. *Kasetsart Journal of Social Sciences*, 37, 86–98.
- Wirtz, M., & Volkmann, C. (2015). *Social entrepreneurial ecosystems as a means for social science research and transition urban contexts*. University of Western Sydney.
- Social Enterprise Promote Act B.E.2562. (2019). http://www.ratchakitcha.soc.go.th/DATA/PDF/2562/A/067/T_0032.PDF.
- Sottini, A., Ciambotti, G., & Littlewood, D. (2022). Engaging symbiotic ecosystems to build community centered business models for the BoP: Evidence from small social enterprises in East Africa. *International Small Business Journal: Researching Entrepreneurship*, 40(8), 935–965.

- Theiken, H. N., & Jong, G. (2020). The impact of values and future orientation on intention formation within sustainable entrepreneurship. *Journal of Cleaner Production*, 266, 1-12.
- Thompson, J., Alvy, G., & Lees, A. (2000). *Social entrepreneurship: A new look at the people and the potential*. *Management Decision*, 38(5), 328–338. Vocational Education Act B.E.2551. (2008). http://www.ratchakitcha.soc.go.th/DATA/PDF/2562/A/067/T_0032PDF.
- UNESCO. (2022, January 24). *Draft document for UNESCO Strategy for TVET 2022-2029: Transforming Technical and Vocational Education and Training for Successful and Just Transitions*. <https://en.unesco.org/sites/default/files/draft-unesco-strategy-for-tvet-2022-2029.pdf>.