

THE ROLE OF AIESEC IN IMPLEMENTING SDGS NO. 4 THROUGH GLOBAL VOLUNTEERS IN THE SUPHANBURI, THAILAND

Rahmad Eko Wiranto ¹, Shannaz Mutiara Deniar ¹, Bhornpat Pornsuratana ²

¹ Universitas Muhammadiyah Malang, Malang, Indonesia

² Sriratwittaya School, Sam Chuk, Thailand

*Corresponding Address: rahmadekowiranto@webmail.umm.ac.id

Received: 26 Januari 2022 | Approved: 20 April 2022 | Published: 25 May 2022

Abstract: This research examines the role of AIESEC as an international organization in facilitating the implementation of SDGs through Global Volunteers in Suphanburi, Thailand. The SDGs' implementation affects getting involved and contributing actively to making the world a better place, especially regarding "Quality of Education." As a forum for facilitating education, it is necessary to consider the need for space for international organizations to provide various roles. As one of the significant organizations, AIESEC plays a role in providing real action to youth by contributing to the development of globalization. The research method uses qualitative research through library research from several journals, news, and data from AIESEC in this research. The result shows that the implementation of SDGs through Global Volunteers realizes and facilitates the development of education, especially in Suphanburi, which is a challenge, but can develop and will continue to evaluate how to create a globally supportive role. Therefore, AIESEC facilitates global values, activities, and program initiatives to support by implementing SDGs no 4, which is in the form of direct teaching materials to educate children in schools and communities to improve the quality of education and broaden horizons globally from English Day Teaching, Community Service, and also Global Village.

Keywords: AIESEC; SDGs; Quality Education; Global Volunteer

Abstrak: Penelitian ini membahas peran AIESEC sebagai organisasi internasional untuk memfasilitasi implementasi SDGs melalui Global Volunteers di Suphanburi, Thailand. Implementasi SDGs mempengaruhi untuk terlibat dan berkontribusi secara aktif dalam membuat dunia menjadi tempat yang lebih baik, terutama "Kualitas Pendidikan". Sebagai wadah untuk memfasilitasi pendidikan, perlu dipertimbangkannya kebutuhan ruang bagi organisasi internasional untuk memberikan berbagai perannya. Sebagai salah satu organisasi besar, AIESEC berperan dalam memberikan aksi nyata kepada kaum muda dengan berkontribusi pada perkembangan globalisasi. Metode penelitian menggunakan penelitian kualitatif melalui studi pustaka dari beberapa jurnal, berita, dan data dari AIESEC dalam penelitian ini. Hasil penelitian menunjukkan bahwa implementasi SDGs melalui Global Volunteers menyadari dan memfasilitasi perkembangan pendidikan khususnya di Suphanburi yang merupakan tantangan, tetapi dapat berkembang dan akan terus mengevaluasi bagaimana menciptakan peran yang mendukung secara global. Oleh karena itu, AIESEC memfasilitasi nilai-nilai global, kegiatan, dan inisiatif program untuk mendukung dengan melaksanakan SDGs no 4 yang berupa bahan ajar langsung untuk mendidik anak-anak di sekolah dan masyarakat untuk peningkatan kualitas pendidikan dan memperluas wawasan secara melalui English Day Teaching, Community Service dan juga Global Village.

Kata kunci: AIESEC; SDGs; Kualitas Pendidikan; Global Volunteer

INTRODUCTION

United Nations established the Sustainable Development Goals program, well-known as SDGs, on September 25, 2015, and was present as the theme of the sustainable development program. The theme of this program: is "Changing Our World: The 2030 Agenda for Sustainable Development," which has 17-point goals and 169 targets. This program has been implemented for over 15 years. The SDGs are universally applicable, meaning that they are intended for all countries without exception. Thus, every country has the moral to support achieving the goals set in the SDGs program. In addition, this global program has been followed by approximately 193 countries. The SDGs have the main principle of "Leave no one behind," which means that no one is behind. This principle is interpreted in two important ways: procedural justice and substantial justice. Procedural justice prioritizes involvement in entire development processes. Meanwhile, substantial justice emphasizes the effectiveness of policies and programs in responding to community problems (SDGs, 2021).

The SDGs program is part of the Millennium Development Goals (MDGs) program. Previously, the MDGs resulted in an agreement from 189 heads of state and representatives consisting of 8 main goals. The agreed program period is from 2000 to 2015 from the millennium declaration (Sutopo et al., 2014). Many countries have the MDGs through several indicators agreed upon in each country, without any laws. This encourages the global community's commitment to the implementation of the MDGs. Not only that, many parties evaluate the implementation of the MDGs.

Broadly speaking, the key is that the MDGs can bring about significant changes in the world. It is associated with the most effective poverty reduction process in human history. In addition, this program reduces the child mortality rate. As a result, the implementation of the MDGs brings positive changes to the world.

However, the implementation of the MDGs has weaknesses in terms of preparation and implementation, which are very bureaucratic and seem exclusive without involving civil society. Therefore, the preparation of the SDGs is believed to be able to continue the MDGs values that have not been achieved evenly, to be a continuation of having the same but broader objectives to solve the surrounding problems. The implementation of the SDGs itself includes applying 17 main points focused on humanity, the environment, and the economy (United Nations, 2015). Then the implementation of the SDGs targeted developing countries, including Southeast Asian countries. The application of points that focus on humanity and society, SDGs no. 4, namely "Quality Education," plays an essential role in alleviating underdevelopment in better education. Education is the key to advancing society and the country, and it is stated in its implementation that it is essential to provide opportunities for good quality education to prosper together, especially for socioeconomic

development (Asia-Pacific Sustainable Development Goals, 2021). Therefore, it is a top priority to improve the quality of inclusive education and provide equal distribution of education for all citizens. The Southeast Asia region is experiencing several problems, especially regarding access and opportunities for each community to improve. In addition, the lack of qualified education personnel in remote areas also reduces the quality of education in this region (ASEAN Post, 2015). More than seven thousand educational institutions in the Southeast Asia region are equipped with different education systems. This means that many education systems will be a challenge for efforts to improve the quality in the region. One of the ASEAN countries that need to improve it is Thailand.

According to the Education Development Index, the level of education in Thailand is ranked 89th out of all countries globally, at a value of 0.608 (Bashori, 2021). Regionally, according to the World Economic Forum and the Borden project, Thailand ranks 57th out of all countries in Asia. For the most part, Thailand has an education system but still lacking to improve at the Asia level. In measuring the quality of education, the Thai government uses the national test to assess the level of education in Thai schools. Thailand's education system is based on educational reform and is regulated by the Thai constitution, specifically the 1999 National Education Law, which explains the implementation of policies such as expanding compulsory education, ensuring learning quality, improving educator quality, and mobilizing resources. Thailand has yet to improve the quality of its information, and foreign languages are currently a barrier to understanding global happenings. It is crucial to realize between policy and vision for higher education (Tabucanon et al., 2021). Learning English, for example, is a challenging subject due to the limits of the teaching profession, resulting in a weak learning system, and social impact and government policies are insufficient in providing material resources in Thai schools (Khaur et al., 2020). According to Informed, Thailand collaborates with international agencies and institutions to improve its education. Thailand's government and citizens recognize that the country's educational system is inadequate for learning foreign languages.

Thailand is one of the countries that focuses attention on improving educational standards. This is predicated on the belief that education in Thailand has long-term ramifications for the country's economic development and prosperity. According to data released by Trading Economics, the unemployment rate in Thailand is 1%, with total unemployment of 439.3 thousand persons. (Trading Economics, 2021). Although these two elements have no direct implications, it can infer the state of education in Thailand by looking at data on the number of unemployed and the availability of jobs in Thailand. The Thai government runs a student loan fund that helps students pay for their education. Suphanburi, Thailand, is one place in Thailand where this is the case. There is still a shortage of access to excellent education in the area. Thailand should seek to address the issue of equal access to high-quality education. Schools are not far away; half of Thailand's schools are at the root of this

problem. In terms of learning quality, two out of every three smaller schools have severe concerns. The possible risk is being unable to attend school until schools are forced to close, which can be costly to the Thai government and the community (Mala, 2021). It was explained that the Suphanburi area has potential for qualified education management because individual characteristics, community conditions, and external and internal environments affect participation between the community and schools. However, the role of activities in the educational system requires effort. There are several challenges in regulating the education system there, such as the need for government skills, community, and participation in the ease of administration to promote and create harmony for the community through innovative education (Ruanpan, 2021).

The government targets 20,000 students who live in marginalized communities and study in small schools. However, there are only 400 schools in eight provinces such as Kalasin, Maha Sarakham, Roi Et, Nan, Ratchaburi, Suphanburi, Nakhon Pathom, and Samut Songkhram areas. They also want to encourage people to improve their language skills due to many tourists and jobs from foreign countries. Therefore, English can be an essential education, even though the community is still having difficulty accepting access to information, especially in remote schools in search of educators who are proficient in foreign languages (Bangkok Post, 2021).

Since the development of countries within the ASEAN region in 2015, they cannot be separated from their responsibility to prepare themselves to manage interactions with overseas countries in communication that cannot be separated from English. The authorities proposed that Thais research English because English is the most influential language that connects them with ASEAN contributors. Therefore, gaining knowledge of English is necessary. They believe that they cannot wholly prepare their children to be globally competitive once they are not equipped with English. For example, Global Englishes as interest scholars see how Thai students need the context (Bamroongkit & Aowsakorn, 2021). A few matters for educators within the Suphanburi region strongly trust that once they may be prepared with the proper skills and competencies in English, they can impact their college students also to research and use the language.

Consequently, it is crucial to identify the need for English teachers to offer a program to strengthen it. (Lasaten et al., 2014). It is critical to increase access to education and reach out to those who experience educational disparities mainly due to financial issues. However, in this contemporary technology, the programs held are not best within the shape of educational funding assistance but additionally voluntary matters. Voluntary assistance can be received via organizations, institutions, or volunteer establishments, especially in education. The organization contributes to making progress towards the country's development, in this case being able to implement the SDGs in the Southeast

Asia region. AIESEC is an international organization working to increase its contribution to implementing the region's SDGs values. AIESEC is a global platform for youth to develop their leadership potential through international internships and voluntary opportunities (AIESEC, 2021). Established in 1948, AIESEC is a youth-led, not-for-profit, non-governmental organization. Generally, AIESEC membership consists of 114 countries and territories, covering more than 7000 organizations. AIESEC also assists Thailand in dealing with educational issues in collaboration with the United Nations. Through activities, several programs are implemented as an effort to deal with problems in Thailand so that they are used as steps to advance the country. One of them is the Global Volunteer activity, which is one of the programs held by AIESEC to help implement the SDGs implementation by carrying out social projects in the world that can bring about peaceful and secure change. Through the Quality of Education, it is the right thing to implement the SDGs to help problems in Thailand through AIESEC.

Thus, this research wants to know the role of organizations that support SDGs no. 4 by implementing the activities carried out. Then the reason why the research uses Thailand is that the application of empowerment carried out by AIESEC with education related to socio-cultural has the involvement and development of volunteer activities in the area, especially in Suphanburi, which is the focus to help provide education and implement an education system that is good for students there. Of course, as a developing country, Thailand is also trying to close some gaps and is becoming a center for the country's progress in tourism, technology, and agriculture, especially in science broadly, which can help overcome unmet needs.

METHODS

This research uses a descriptive type of research. This study will explain how the implementation carried out by AIESEC on the SDGs focuses on education in the Global Volunteer Program, which targets the Suphanburi area, Thailand. The data collection technique used in this research uses Library Research, which means that it uses secondary data in this research. Data such as reports, pictures, and documents electronically can support the writing process, such as websites discussing SDGs support and descriptions of activities from AIESEC, international organizations, and programs related to SDGs. With an in-depth presentation of the data studied so that it can be analyzed in detail and clearly.

The Methods Research uses a conceptual approach from the role of International Organization and Sustainable Development Goals: Quality Education. Berridge G. R and Alam Jame (2003) state that Non-Governmental Organizations or known as international non-governmental organizations are

private entities that engage in international organizations and relevant conferences and focus on non-governmental organizations (INGO). The application also often plays an active role in volunteering and moving globally. Therefore with instruments to achieve international success to trigger initiatives from individuals to pursue interests beyond national boundaries, the role of INGOs is to increase the breadth and develop not for profit but more reaching the rights (Charnovitz, 2006). Second, through the reach of the Sustainable Development Goals, it covers aspects of life from economic, social, political, and environmental aspects. There is also concern about the sustainable development of quality education. One of the points in SDGs no. 4, "Quality education," can offer an approach to a global problem. Quality education explains how equity can be achieved and quality education for all. (SDGs, 2021).



Figure 1. SDGs no. 4 "Quality Education"

Through the implementation of SDGs no. 4, they defined that from this development goal, they attempted to seek troubles that passed off within the global so they can be stepped forward through programs carried out, so that they may meet the needs of human aspirations with the aid of improving people's welfare. SDGs no. 4 tries to assist in providing identical high-quality education and will build and progress so that it continues to improve on social needs and justice. This empowerment explains that AIESEC can try to give its role, one of which is in Thailand. Regions need proper needs, one of which is education, namely the Suphanburi area, which will help complete and prosper the fulfillment of insight needs for the nation's next generation so that there will be restored in society and the country peace from education itself. The implementation was carried out targeting the following indicators:

Table 1. Indicator SDGs no. 4

No	Indicator point of SDGs no. 4
1	It maximizes the quality of educational facilities, whether for anyone, regardless of background for others, and is safe and peaceful.

- 2 Provide available funds to developing countries in the form of training, learning, communication, and technology
- 3 Providing quality teachers through global collaboration with developing countries

The concept of sustainable development has been a concern for decades and indeed can be an approach that can provide an assessment. This depicts a form of sustainability that exists in the world. It is stated that sustainable development aims to improve the welfare of the people and fulfill human needs and aspirations. In essence, sustainable development aims to seek equitable distribution of development in the present or the future (Azis & Napitulu, 2010). Therefore, the principle of sustainable development is none other than incorporating social, environmental, and economic concerns into all areas of decision-making so that there is integrated decision-making in achieving these goals. As part of the INGO (International Non-Government Organization), this wants to create a movement toward realization.

RESULTS AND DISCUSSION

Focus on Program Problems

As International Organization, AIESEC focus on the role of the youth movement through the social project. Mainly the role of youth in the international arena is growing in numerous domains of technology in the social field (Tang et al., 2017). AIESEC has a role to play as an implementation actor. It is stated that AIESEC plays a vital role in pursuing the vision of peace through various activities such as decision-making, reporting, and the organization's structure. AIESEC activities are intended to build leadership potential in young people, especially students, and promote peace. Another noted that the focus would aid in fulfilling the SDGs through various social programs such as education, humanity, and the environment, most of which have positive outcomes (Putri, 2018). AIESEC uses social activities through the Global Volunteer program "Sawasdee Thailand" with a planned and systematic mechanism with structured learning materials. Global Volunteer is one of the programs held by AIESEC to help implement the SDGs implementation by carrying out social projects in the world that can bring about peaceful and secure change. In the learning material taught in English, as in the background section, it is explained that one of the problems of education in Thailand is access to communicating and understanding knowledge globally. Then the Sustainable Development Goals in Quality Education through the implementation of SDGs no. 4, they explained that from these Development Goals trying to work out problems that occur in the world so that they can improve through implemented programs so that they can meet the needs of human aspirations by

improving people's welfare. SDGs no. 4 attempts to contribute to providing education of equal quality and will build and advance the country so that it continues to rise in terms of social needs and justice. Thailand, like any other country, needs an equal increase in education. On average, when it comes to rural areas, the quality of education is low and fails to meet needs. It is stated that the problem of educational goals is very minimal to be understood and needed by teachers, the government and policymakers can provide an understanding of the importance of the meaning of education because not only the relationship between parents and schools but from the approach of communities as empowerment can be able to establish good quality education (Wiboonuppatum, 2020). This empowerment explains that AIESEC can try to give its role, one of which is in Thailand. Regions need proper needs, one of which is education, namely the Suphanburi area, which will help complete and prosper the fulfillment of insight needs for the nation's next generation so that there will be restored in society and the country peace from education itself.

Issues	Past	Future
Relationship between productivity enhancement of employees and research and innovation	No linkage	Linkage within the same National Research and Innovation Policy Council
Policy determination	Not explicit	N/A
Research grants	Distributed to too many organizations ignored on social science and humanities	Primary funded by National Research Council of Thailand
Relationship resources (such as graduates, researches, etc.)	No linkage	Response the needs of people
Information on higher education, science, research and innovation	Distributed, incomplete	Providing national database system connection

Figure 2. The challenges and future trends in Thailand in the 21st century

Thailand's education problems have become a necessity to be resolved quickly. From several things mentioned, education needs essential satisfaction for quality service in planning, international acceptance, and service (Yilmaz, 2022). Therefore, AIESEC seeks to contribute to providing a forum for access to education itself. Then those who emphasize social issues are their concerns, namely about the potential and ability to build peace. Youths have an essential meaning that they provide, becoming a peace process that will make it very clear for those interested in giving a form of meaning to peace with multi-generations (McEvoy-Levy, 2021). Giving AIESEC a role is carried out by the Suphanburi area itself. Several things are carried out with activities provided through Exchange Participants and Volunteers between countries. This role will lead to positive things in spreading the importance of access to proper education widely by implementing the SDGs.

Mechanism Program

The AIESEC program itself has a project to support positive global activities, which means there are domestic and international actors participating in the Global Volunteer Project. This program is none other than helping the implementation of the SDGs by carrying out social projects in the world that can bring about peaceful and secure change (AIESEC, 2020). According to the AIESEC Report (AIESEC in Thailand, 2019), the implementation mechanism in SDGs no. 4 carried out through the Sawasdee Project the providing opportunities to students, teachers, and local communities to experience cross-cultural experiences by having opportunities for teaching activities, English Day, Community Service, Global Village, and other cultural activities. The target for Thai region including the Suphanburi area. It was explained in the implementation of the activity as a 6-week project in Thailand through the focus of volunteering English or foreign teachers for students in Thailand by providing education and cultural exchange to students and communities in rural areas of Thailand. The implementation spread through Global Volunteer into targeted school areas, namely Mueangsuphanburi School, Sriratwittaya School, Watmaisitthawas School, Bantablakorn School. As for the form of the Sawasdee Project activities given in the SDGs implementation indicators no. 4 in Suphanburi through the description of the activity.

No. 1	Creating standard teaching materials and activities. All the schools are in the rural area where they have small chance to learn English properly with limited teaching materials, therefore this is a chance to bring an impact using your creativity and problem-solving skills. All interns will teach English base on Thai Learning by doing and think outside the box.
No. 2	Teaching Basic English using attractive themes to create fun English learning environment in the school, such as: Sport, Music, Culture, Cartoon, or Food week. Teach English to Thai teachers once a week.
No. 3	Providing opportunities to students, teachers, and local people to experience your home culture. Training the students and local people to create handicraft from own country-showcase their culture.
No. 4	Becoming an ambassador of country and have a chance to represent it during teaching activities, English Day, Global Village and other cultural activities-must bring traditional souvenir.

Figure 3. Sawasdee Project (Global Volunteer) Focus to SDGS no. 4

Therefore, the activity formed both in a broad program, making it possible to establish connections to learn and implement what has been done. Multicultural communication, where the

role of participation is to provide awareness through global issues and adapt to current conditions. AIESEC utilizes and realizes that adapting appropriate programs is a challenge, but they can develop and will continue to evaluate how to create a program that looks at the existing global conditions and even learns about it through the program that was formed. The process shown along with globalization has changed the shape of human interaction and social relations (Terhi, 2012). This is supported by an OECD report that states that youth, especially university students, have the initiative to carry out movements on global issues where rapid social change and increasingly global concerns involve young people embarking on leadership responsibilities while proving multicultural awareness, competency, and ethical systems.



Figure 4. Implementation activity program

AIESEC also offers a strategy of representing the organization globally through collaboration with the United Nations as part of the "Youth 4 Global Goals". It is an initiative that aspires to build a movement among young people to contribute to the SDGs. This initiative aims to encourage youth to take action to make the world a better place and go beyond conventional responsibilities in activism. It is said that there are 3 focuses in the framework of youth activation: awareness, knowledge, and movement. It has the shape of activity as actor for promoting international and cross-cultural forms of volunteerism to adjustment, resulting in motivation and skills that help strengthen it. (Sallie, 2018). This easy framework allows the organization to identify entrance points in working with them for the project. Then, as a learning process in English, it does not only use simple methods but can be interactive. Interactive learning, such as hands-on activities, reading, and listening, must

include character education and local wisdom better to affect the learning process (Laili, 2017). One of the statements from AIESEC in Bangkok stated that in readiness for activities in the Suphanburi area, in the Incoming Preparation Seminar is to know more about the project, AIESEC, and Thailand (Suphanburi) profoundly in order for them to learn and understand their society, to meet the other Exchange Participant from all over the world, to exchange experience and cultures of their own, to be the first step of getting out of comfort zone and expand the boundary of learning. Moreover, they will provide the tools to be better prepared to teach Thai students. It supported the result of the implementation with the statement:

- a. To create cross-cultural understanding among youths,
- b. To experience Thai culture and the Thai education system,
- c. To make an impact on world issues,
- d. To develop young international volunteers to become leaders of tomorrow.

Education Value and INGO Role in Implementation Activities

Education has a significant role in each field, resulting in its focus. As a value of the activities that have been conducted, Education Assistance contributes to providing the needed countries through educational assistance that can become a model of equality and an opportunity to provide awareness for a community. The value that AIESEC brings is based key role of SDGs for education. They try to protect and defend the rights of the community's needs. It implies a vital role that the provision of transactional training, rather than merely institutional enhancement, is significantly responsible for the presence of a capacity-building from them to youth society (Sophie et al., 2019). It can be seen that the education system must be adequately implemented because there are still many education systems in the country that still do not fulfill the standards that are practicable to do. By implementing educational activities, the goal of a Basic Education System has targeted to focus on the curriculum taught to the Thais by increasing all students' capacity as an educator. It has become the main strength for Thailand to achieve balanced development such as physical strength, knowledge, and morality. Thus, as citizens and members of the global community, students must recognize their commitment and responsibility (Buaraphan, 2013). It is understood that the effectiveness in preparing the progress of the current system, progress is needed through global and multicultural youth activities. The implementation through the concept of SDGs no. 4 reveals the value of inclusive form, equitable and Lifelong Learning (Sunthonkanokpong et al., 2019). Besides, the focus on the description above allows the implementation of quality teacher education, especially if examining the comparison between teachers have lower socioeconomic backgrounds. So, it is necessary to improve education in Thailand. It is required to develop an orderly and student-centered form of learning. AIESEC

facility the potential by a program held along with deliver SDGs goal. Following the movement of youth-led organizations, it is clear that the existence of their role has raised youth awareness of their participation in decision-making processes (Abdullah, 2020). Implementing flexible delivery learning programs equivalent to academic education, delivering capacity-building training programs for teachers, and establishing literacy and numeracy programs are all characteristics of program development (Educate a Child, 2020). The benefits of practical field education, as well as the significance of global service as a means for social-justice teaching, have long been recognized in social work education (Lough, 2019).

Considering the development of international organizations, which are now increasingly advanced, international organizations have overcome various global problems. International organizations have the essential aspects in achieving their goals. Therefore, the role of international organizations is to accomplish the goals to be achieved for the environment. It can be considered in the same league as a country. The way INGO's roles are Assembling sector's fields, increasing knowledge and experience in the field of development, and working with youth to build trust in human beings (Schmitz, 2020). AIESEC is an international organization engaged in managing global problems and plays a role in supporting the achievement of the SDGs, mainly in the education field. The role of AIESEC will reveal the importance of education quality for countries to persist in development. Therefore, it is not only as representatives of individuals but also in groups, in which later these individuals are in the international community.

Inhibiting and Supporting Factors Program Implementation

The implementation also requires an evaluation that allows for running programs that support quality education indicators. The implementation is explained through the results of the implementation through these activities.

No.	Activity	Obstacle factor	Supporting factors
1.	English Teaching & English Day	- Not all classes can get English lessons.	- The attractiveness of the teaching creates a learning atmosphere more interesting
2.	Community Service	- Limited time and communicating with local community and parents of students - Dense study hours make teachers and students unable to prepare optimally.	- Schools and local community are very support implementation of the activities
3.	Global Village	- Limited items or supplies that we can carry, can't display optimally	- Both School and University facilitate the required place and property. - People are also very interested in cultural performances

Figure 5. Evaluation Report Exchange Participant Program

From the evaluation that has been mentioned above, the role of AIESEC as an international organization is considered quite good in providing various positive values. This does not escape the role of the development of globalization, which has enabled this international organization to expand to various countries and rural areas. It also demonstrates its essential role in Suphanburi by inviting young people to travel to identify and create their future activities and analyzing the usefulness in conditions of globalization in various fields such as education, society, and culture. The youth motivations to volunteer program (Šuba, 2017) described various other single reasons that motivate young people who want to contribute with their energy, thoughts, and materials to the AIESEC program. According to reports by one of the schools in Sam Chuk, the program is satisfactory to be implemented, especially for parents and students interested in experiencing it. The school could manage well to understand by introducing the education culture held on ASEAN Day. Another way, the participant could directly change the condition of how students have encouragement to have education with came up the lesson. They could have experienced English lessons and the intercultural interaction activities.

Based on the activities, AIESEC is concerned about continuing to impact the conditions in Suphanburi Education by taking advantage of the existing globalization support, especially for young people to get involved directly. It can be seen that although some of them have shortcomings from the findings provided, this supports a statement that youth are fundamental as immediate and potential political players, as well as in influencing sustainable and positive progressive change so that they have an action for justice, equality and prosperity of it (Koskela, 2021). The program implemented focuses on Thailand's education problem, primarily in language studies. In education fields, it was

revealed that Thais learn more about the local content, which drives them to experience difficulties working on or dealing with global material subjects. It should be noted that there are still many students who have difficulty understanding the education materials taught in English. One in ten teachers confessed to experiencing difficulty providing education material in the English language, which is following the government's rules.

Meanwhile, the students are impatient in practicing English and have inadequate English material outside of class activities. Thus, it ultimately makes them feel insecure, both in communication and understanding the materials. However, in that sense, if the teacher senses that students can apprehend the importance of English, some of them want to learn English with foreigners or native speakers. The English language in Thailand is implemented through a more active learning system. Thailand's education system is still at the rear in terms of knowledge, curriculum, and ineffectiveness in dealing with diversity and globalization. Especially in manifesting their genuine concern and awareness in improving their communication skills (Noom-ura, 2013). It should be acknowledged that both educators and education providers appear to have already more programs that require and are mindful of this need. It is essential to encourage children who live in rural areas with the aim that they can acquire their dreams and develop their potential talents or skills. It is also an incentive to strengthen relationships and trust as Volunteer (Hechenberger, 2019). The research given here makes the point for perceiving youth leadership as a continuous actor, with the concept of embracing a wide range of activities by the roles played by various youth around the world. Then several things are related if young people come together to help advance forms of evidence to design, implement, and evaluate youth leadership to increase its effectiveness (Pruit, 2017). From research, it is evident that AIESEC has many high-quality impacts on the development of the youth who take part in the program. AIESEC has provided opportunities for young people to support changes in the global community, gain knowledge and experience, meet local communities, and see new cultures to establish a sense of social responsibility for the world's well-being in which they are living, especially implementation to Suphanburi.

CONCLUSION

Providing implementation of SDGs no. 4 through Global Volunteer has empowerment through implemented programs. By implementing the Sustainable Development Goals for society, organizations and the government in which they can take part in achieving these activities. AIESEC has goals, achievements, and values with implementation realized so that it can be overcome by increasing the level of education. This development has also expanded to include relationships involving several stakeholders and other countries by building connections through AIESEC's role in

implementing, supporting the SDGs, and helping development in the country and the community. Based on this explanation, the concepts of the INGOs and Sustainable Development Goals in Quality Education could analyze the role played by AIESEC in supporting the achievement of SDGs point 4 in Thailand in the international youth organization section. AIESEC is an international organization moving to advance contributions to the SDGs to help deal with the problems of the education system in Suphanburi, Thailand. Through the Global Volunteer Program, Sawasdee Thailand provides access to teaching in English to improve the education practice in Thailand. Wherefore, the role played by AIESEC in implementing SDGs no 4 is a direct way for teaching materials and foreign languages to educate children in schools and communities to help improve the quality of education and broaden horizons globally from English Day, Community Service, and also Global Village. Thus, although the implementation can be carried out, further research is needed to help increase progress in assisting activities, especially regarding the lack of education in rural areas.

REFERENCES

Abdullahi Muhammad. (2020). Impact of International Non-governmental Organisations (INGOs) on Youth Development in Yobe State, Nigeria. In: The International Seminar on Regional Politics, Administration and Development.

<http://repo.uum.edu.my/id/eprint/28047>

Administrator. (n.d.). *Tujuan Sustainable Development Goals*. SDG Indonesia. Retrieved November 10, 2021, from <https://www.sdg2030indonesia.org/>

AIESEC in Thailand. (2019). Sawasdee Project. AIESEC in Bangkok University Report Booklet.

AIESEC in Thailand (2020). Sawasdee Project Report

Allen, C., Nejdawi, R., El-Baba, J., Hamati, K., Metternicht, G., & Wiedmann, T. (2017). Indicator-based Assessments of Progress Towards the Sustainable Development Goals (SDGs). *Sustainability Science*, 12(6), 975-989.

Azis, I. J. (2010). *Pembangunan Berkelanjutan-Peran dan Kontribusi Emil Salim*. Kepustakaan Populer Gramedia.

Bamroongkit, S., & Aowsakorn, P. (2021). The Development of Online Global Englishes-based Listening Materials to Enhance Thai Learners' Listening Comprehension. *Rangsit Journal of Educational Studies*, 8(2), 83-98. <https://doi/10.14456/rjes.2021.13>

Bangkok Post, Education Ministry Aims to Recruit Native English Teachers. Retrieved November 14, 2021, From Bangkok Post website

<https://www.bangkokpost.com/thailand/general/1984007/education-ministry-aims-to-recruit-native-english-teachers>

Bashori, Ahmad, Indonesia Posisi ke-5 Pendidikan di ASEAN, Retrieved November 15, 2021, From Aksi website <http://aksi.id/artikel/46859/Indonesia-Posisi-ke-5-Pendidikan-di-ASEAN>

Bennet, A. Le Roy. (1995). *International Organization*. London: George Allen and. Unwin Publisher Company.

Berridge, G. R., & James, Alan. (2003). *A Dictionary of Diplomacy*, Palgrave Macmillan

Buaraphan, Khajornsak. (2013). Educational Quality of Small Schools in Thailand. *European Journal of Social Sciences*. 41. 130-147.

By youth, for youth. AIESEC. (n.d.). Retrieved May 14, 2022, from <https://aiesec.org/about-us>

Ruanpan, C. (2018). Reinforcement of Community Participation in Education Management: A Case In Suphanburi Province. *Scholar: Human Sciences*, 10(1), 66-66.

Charnovitz, S. (2006). Non-governmental organizations and international law. *American Journal of International Law*, 100(2), 348-372.

Davis, J. M., Henson, S., & Swiss, L. (2020). In INGOs, we trust? How individual determinants and the framing of INGOs influence public trust. *Development in Practice*, 30(6), 809-824. <https://doi.org/10.1080/09614524.2020.1801593>.

Emas, R. (2015). The concept of sustainable development: definition and defining principles. Brief for GSDR 2015. *Sustainable Development Goals Knowledge Platform. United Nations*.

Goal 4: Quality Education: UNDP in Indonesia. UNDP. (n.d.). Retrieved May 14, 2022, from <https://www.id.undp.org/content/indonesia/en/home/sustainable-development-goals/goal-4-quality-education.html>

Global competency for an Inclusive World - OECD. (n.d.). Retrieved November 17, 2021, from <https://www.oecd.org/education/global-competency-for-an-inclusive-world.pdf>

Global Volunteer. AIESEC. (n.d.). Retrieved November 15, 2021, from <https://aiesec.org/global-volunteer>

Hechenberger, Estefanie (2019). The Impact of International Volunteers on Education Quality in Developing Countries – An assessment of Organisations' Volunteer Recruitment and Management Practices. *Iberoamerican Journal of Development Studies*. Vol 8, No. 2:142-17. https://doi:10.26754/ojs_ried/ijds.421

- Jones, A. (2011). Theorizing International Youth Volunteering: Training for Global (Corporate) Work? *Transactions of the Institute of British Geographers*, 36(4), 530-544.
- Kaur, A., Young, D., & Kirkpatrick, R. (2016). English education policy in Thailand: Why the poor results?. In *English language education policy in Asia* (pp. 345-361). Springer, Cham.
- Khidhir, S. (2018, December 21). *Inequality in education*. The ASEAN Post. Retrieved November 13, 2021, from <https://theaseanpost.com/article/inequality-education>
- Koskela, Teija & Kärkkäinen, Sirpa. (2021). *Student Teachers' Change Agency in Education for Sustainable Development*. *Journal of Teacher Education for Sustainability*. 23. 84-98. <https://doi.org/10.2478/jtes-2021-0007>.
- Martens, K., & Kruse, J. (2015). NGOs as Actors in Global Social Governance. *Actors and Agency in Global Social Governance*. doi10.1093/acprof:oso/9780198743996.003.0009
- Kumar, S., Kumar, N., & Vivekadhish, S. (2016). Millennium development goals (MDGs) to sustainable development goals (SDGs): Addressing unfinished agenda and strengthening sustainable development and partnership. *Indian journal of community medicine: official publication of Indian Association of Preventive & Social Medicine*, 41(1), 1.
- Lasaten, R. C. S., Pacis, C. Y., & Villanueva, L. B. (2014). English language needs of teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi, Thailand. *Researchers World*, 5(4), 135.
- Laili, M. (2017). Integrating Character Education and Local Wisdom in Developing English Teaching Material. *Education and Human Development Journal*, 2(2). <https://doi.org/10.33086/ehdj.v2i2.1383>
- Laurie, N., & Baillie Smith, M. (2018). Unsettling geographies of volunteering and development. *Transactions of the Institute of British Geographers*, 43(1), 95–109. <https://doi.org/10.1111/tran.12205>
- Lough, B. J. (2019). International volunteer service. In *Encyclopedia of social work (20 ed.)*. Oxford University Press.
- Mala, D. (2020, August 6). *New Education Fund a boost for Rural Kids*. <https://www.bangkokpost.com>. Retrieved November 14, 2021, from <https://www.bangkokpost.com/thailand/general/1963391/new-education-fund-a-boost-for-rural-kids>

- McEvoy-Levy, S. (2021). *Youth as social and political agents: Issues in post-settlement peacebuilding* (p. 33). Joan B. Kroc Institute for International Peace Studies, University of Notre Dame.
- Michel, S. (2015). Education in Thailand: When Economic Growth Is No Longer Enough. *London Review of Education*, 13(3), 79-91. <https://doi.org/10.18546/LRE.13.3.11>
- Nazar, R., Chaudhry, I. S., Ali, S., & Faheem, M. (2018). Role of quality education for sustainable development goals (SDGs). *International Journal of Social Sciences*, 4(2), 486-501. <https://doi.org/10.20319/pijss.2018.42.486501>.
- Nishizaki, Y. (2008). Suphanburi in the fast lane: Roads, prestige, and domination in provincial Thailand. *The Journal of Asian Studies*, 67(2), 433-467. <https://doi.org/10.1017/S0021911808000661>
- Noom-Ura, S. (2013). English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs. *English Language Teaching*, 6(11), 139-147. <https://doi.org/10.5539/elt.v6n11p139>.
- Park, K. H. (2020). Trend of income inequality in Asia and effects of education. *Contemporary Educational Research Journal*, 10(2), 42-59. <https://doi.org/10.18844/cej.v10i2.4681>.
- Pruitt, L. (2017). *Youth leadership: an annotated bibliography*. Monash University Plan International.
- Putri C. K, (2018). Peran AIESEC Local Committee (LC) Bandung dalam Mendukung Pencapaian Sustainable Development Goals (SDGs). *Global Political Studies Journal*, 2.1. 41-55. <https://doi.org/10.34010/GPSJOURNAL.V2I1.2008>.
- Puspitasari, D. (2019). English Language Teaching in Inclusive Class: a Challenge. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 11(1), 37-46. <https://doi.org/10.5281/zenodo.3559221>
- Rhein, D. (2017). International Higher Education in Thailand: Challenges within a Changing Context. *Journal of Alternative Perspectives in the Social Sciences*, 8(3).
- Schmitz, H. P. (2020). International NGOs: Legitimacy, Mandates, and Strategic Innovation. *Transnational NGOs: Current and Future Challenges*.
- Sethakul, Panarit & Utakrit, Nattakant. (2019). Challenges and Future Trends for Thai Education: Conceptual Framework into Action. *International Journal of Engineering Pedagogy (iJEP)*, 9(4). <https://doi.org/10.3991/ijep.v9i2.10220>.

- Sallie Yea, Harnng L.S and Mark G. (2018). *International Volunteerism and Development in Asia-Pacific*. The Geographical Journal, <https://doi.org/184.110-114>. 10.1111/geoj.12254.
- Sophie F. Fiammetta W and Kirsten W (2019). *Toward Achichive a Thriving, Credible, and Sustainability: Youth Civil Society*. *Civil Development Alternative, Society Report*.
- Šuba, P. (2017). Motives for young people to volunteer abroad: A case study of AIESEC interns from the perspective of volunteer tourism. *African Journal of Hospitality, Tourism and Leisure*, 6(3), 1-11.
- Sutopo, A., Arthati, D. F., & Rahmi, U. A. (2014). *Kajian indikator sustainable development goals (SDGs)*. Jakarta: Badan Pusat Statistik.
- Sunthonkanokpong, Wisuit & Murphy, Elizabeth (2019). Quality, Equity, Inclusion and Lifelong Learning in Pre-service Teacher Education. *Journal of Teacher Education for Sustainability*, Vol, 21. 91-104,
- Tabucanon, A. S., Sahavacharin, A., Rathviboon, S., Lhaetee, H., Pakdeesom, D., Xue, W., & Charmondusit, K. (2021). Investigating the critical issues for enhancing sustainability in higher education institutes in Thailand. *International Journal of Sustainable Development and Planning*, 16(3), 503-514. <https://doi.org/10.18280/ijstdp.160311>
- Tang, Hh.H., Wong, YY.J. (2017). Maysoun Sukarieh and Stuart Tannock: Youth Rising? The Politics of Youth in the Global Economy. *Journal of Youth Adolescence* 46, 2398–2400. <https://doi.org/10.1007/s10964-017-0735-z>
- Terhi Rantanen, (2012). *The Media and Globalization*. Westminster Papers in Communication and Culture 3(1):109, London: Sage Publisher.
- Thailand*. Thailand | Educate a Child. (n.d.). Retrieved January 5, 2021, from <https://educateachild.org/our-partners-projects/country/thailand>
- Thai Education: Problems with the System, Retrieved November 15, 2021, from Inford website: <http://inford.org/thai-education-problems-with-the-system/>
- The official website of the Tourism Authority of Thailand. (n.d.). Retrieved November 14, 2021, from <https://www.tourismthailand.org/Destinations/Provinces/Suphan-Buri/239>
- Trading Economics: Tingkat Pengangguran di Thailand Retrieved November 15, 2021, from <https://id.tradingeconomics.com/thailand/unemployment-rate>

United Nations, Asia-Pacific Sustainable Development Goals Outlook, Retrieved November 17, 2021, From United Nations Sustainable Development website: https://sustainabledevelopment.un.org/content/documents/2427AP_SDG_Outlook.pdf

United Nations, Resolution Adopted by the General Assembly on September 25, 2015. (2015) Retrieved November 15, 2021, From United Nations website: https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf.

White, A. J., Sero, R., Scanga, L. H., Cummins, M. M., Lile, J. R., Stott, N. K., & Leach, J. (2020). The Right Tools at the Right Time: Improving volunteer education and support. *Journal of Youth Development*. 15(4), 110-144. <https://doi.org/10.5195/jyd.2020.878>.

Wiboonupattum, R. (2002). Evaluating the quality of an elementary school in rural Thailand: villagers' perspectives. *International Education Journal*, 3(2), 104-113. Retrieved from <http://iej.cjb.net/>, accessed November 20, 2021.

Yılmaz, K., & Temizkan, V. (2022). The Effects of Educational Service Quality and Socio-Cultural Adaptation Difficulties on International Students' Higher Education Satisfaction. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221078316>

Youth 4 global goals initiative powered by AIESEC. Youth 4 Global Goals. (n.d.). Retrieved November 18, 2021, from <https://youth4globalgoals.org>.