



Empowering Youth Through Cultural and Citizenship Education: A Strategic Learning Model to Combat Alcohol Consumption in Khon Kaen Province

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Abstract: This study presents the development and implementation of a strategic learning model that integrates cultural and citizenship education to address youth alcohol consumption in KhonKaen Province. The model, which combines local cultural practices with responsible citizenship principles, was tested in a pilot program involving youth aged 15-19. The results showed significant reductions in alcohol consumption and improved attitudes toward responsible behavior. The study highlights the importance of cultural relevance and community involvement in educational interventions. Recommendations for expanding the model to other regions and integrating it into national education programs are provided, along with suggestions for future research on the role of cultural and citizenship education in shaping youth behavior.

Keywords: Youth alcohol consumption, cultural education, citizenship education, behavioral change, community involvement

1 Introduction

Alcohol consumption among youth in Khon Kaen Province has become a significant public health concern. Studies indicate that adolescent alcohol use is influenced by various factors, including peer pressure, family dynamics, and the availability of alcohol within communities (Murgraff, Parrott, & Bennett, [1999](#); Steinhausen & Metzke, [2003](#)). The consequences of alcohol consumption at a young age are far-reaching, impacting not only physical health but also educational outcomes and social behavior (Jernigan et al., [2010](#)). Youth who engage in drinking are more likely to suffer from academic underachievement, increased risk-taking behaviors, and mental health issues, contributing to broader societal challenges (Miller et al., [2007](#)). In Khon Kaen, like many other regions in Thailand, these challenges are exacerbated by cultural influences that can normalize alcohol use among young people (Room, [2005](#)). Therefore, addressing this issue requires interventions that consider both the cultural context and the specific needs of the youth population. This study aims to develop and implement a strategic learning model that integrates cultural and citizenship education to reduce alcohol consumption among youth in Khon Kaen Province. By combining local cultural values with citizenship education, the model seeks to empower youth to make informed, responsible decisions regarding their health and social behaviors. This approach not only



targets alcohol consumption but also promotes broader social awareness and civic responsibility, providing a sustainable framework for behavioral change (Greenfield et al., [2003](#)).

This study is guided by the following research questions:

1. How can education effectively reduce youth alcohol consumption?
2. What role can cultural and citizenship education play in shaping youth behavior and attitudes toward alcohol?
3. How can a strategic learning model be developed to integrate these educational components in a way that is both culturally relevant and effective?

The objectives include:

1. Designing a culturally informed educational intervention that targets the root causes of alcohol consumption among youth.
2. Implementing the strategic learning model in selected communities in Khon Kaen Province.
3. Evaluating the effectiveness of the model in reducing alcohol consumption and promoting responsible citizenship among participants.

This research will contribute to the broader efforts of improving youth well-being and public health by providing a model that can be adapted and applied in other regions facing similar challenges.

2 Literature Review

Youth alcohol consumption is influenced by a range of social, psychological, and cultural factors. Social influences, such as peer pressure and the normalization of drinking in social settings, play a significant role in encouraging alcohol use among adolescents (Borsari & Carey, [2001](#)). Additionally, cultural attitudes towards alcohol, particularly in communities where drinking is a common practice during festivals and social events, can make it difficult for young people to resist participating (Heath, [2000](#)). The psychological factors include the use of alcohol as a coping mechanism for stress, anxiety, or peer acceptance (Cooper, [1994](#)). Understanding these interconnected factors is essential for developing effective interventions that address the root causes of alcohol consumption among youth (Windle, [1999](#)).

Education is a powerful tool for fostering behavioral change, especially when it incorporates elements of cultural and citizenship education. Citizenship education emphasizes the development of responsible and informed individuals who contribute positively to society (Torney-Purta, Lehmann, Oswald, & Schulz, [2001](#)). By integrating these concepts into the curriculum, educators can help students understand the consequences of their actions, including the impact of alcohol consumption on their health, relationships, and future opportunities (Hoskins et al., [2008](#)). Educational programs that focus on building critical thinking skills, promoting ethical decision-making, and encouraging civic engagement have shown promise in influencing positive behavioral changes among youth (Schuitema & Veugelers, [2011](#)).

Various educational models have been implemented to address alcohol and substance abuse among youth. One successful approach is scenario-based learning, which engages students in real-life situations that require them to apply knowledge and make decisions, thereby enhancing their critical thinking and problem-solving abilities (Jonassen & Hernandez-Serrano, [2002](#)). Another model emphasizes the promotion of organizational citizenship behaviors in schools, encouraging students to take responsibility for their actions and make contributions to their communities (Organ, [1997](#)). This approach fosters a sense of belonging and accountability, which can be effective in reducing risky behaviors, including alcohol consumption (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, [2011](#)).

3 Research Methodology

3.1 Research Design: This study employs the Research and Development (R&D) methodology, which involves a systematic process of developing and testing a strategic learning model designed to reduce alcohol consumption among youth. The R&D methodology is chosen for its effectiveness in producing practical solutions through iterative design, testing, and refinement. The study follows four key phases: (1) Data Collection: Gathering baseline information on youth alcohol consumption and cultural attitudes in Khon Kaen Province. (2) Model Development: Designing the strategic learning model, integrating cultural and citizenship education principles to address the identified issues. (3) Implementation: Piloting the learning model in selected communities to test its effectiveness in real-world settings. (4) Evaluation: Assessing the impact of the model through pre- and post-intervention evaluations, gathering feedback from participants, and refining the model based on the findings (KPI, 2020). This approach allows for a flexible and responsive intervention that can be adapted as new data and insights are gathered throughout the research process.

3.2 Target Population and Sampling: The target population for this study is youth aged 15-19 in Khon Kaen Province. This demographic is identified as being at higher risk for alcohol consumption, making them a critical focus for intervention. The sampling method used in this study is stratified random sampling, ensuring that the sample is representative of different communities within the province. This approach allows for the inclusion of diverse socio-economic backgrounds, ensuring that the findings are generalizable to the broader youth population in the region. Stratified random sampling divides the population into subgroups (e.g., urban vs. rural, school-attending vs. non-school-attending youth) and randomly selects participants from each group. This method ensures that the sample is reflective of the entire population and that the intervention can be tailored to different community needs.

3.3 Data Collection Methods: Surveys, interviews, and focus groups are the primary data collection methods used in this study. Surveys are designed to gather quantitative data on youth alcohol consumption patterns, attitudes toward drinking, and knowledge of the risks associated with alcohol use. The survey questions are structured to provide a comprehensive understanding of the factors influencing youth behavior, including social influences, cultural norms, and individual motivations. Interviews with key stakeholders, such as educators, community leaders, and healthcare professionals, provide qualitative insights into the challenges and opportunities for addressing alcohol consumption among youth. These interviews also help identify potential cultural barriers to intervention and gather recommendations for tailoring the model to the local context. Focus groups with youth participants allow for in-depth discussions about their experiences with alcohol, their perceptions of cultural and citizenship education, and their feedback on the proposed learning model. This participatory approach ensures that the intervention is informed by the voices and needs of the target population.

4 Development of the Strategic Learning Model

4.1 Conceptual Framework: The conceptual framework for this strategic learning model is built on the integration of cultural education and citizenship education principles. Cultural education emphasizes the importance of local customs, beliefs, and practices in shaping individual behaviors and community values. By incorporating cultural elements into the learning model, this approach ensures that the intervention resonates with the youth in Khon Kaen, making it more relevant and effective. Citizenship education, on the other hand, focuses on developing responsible and informed citizens who actively participate in their communities. It encourages youth to understand their roles and responsibilities within society, promoting

ethical behavior and decision-making. The integration of citizenship education into the model provides a foundation for fostering critical thinking and civic engagement, essential for long-term behavioral change in relation to alcohol consumption. The framework combines these two educational approaches to create a holistic model that addresses both the cultural context of the youth and their roles as responsible citizens. This dual focus aims to empower students to make informed decisions that benefit both their personal well-being and their communities.

4.2 Components of the Model: The strategic learning model is structured around six key components, collectively referred to as S-CLE-NA: (1) Set the Aim: Establishing clear objectives for reducing alcohol consumption among youth. This component focuses on setting achievable goals that align with both educational and behavioral outcomes. (2) Right Contents: Ensuring that the curriculum content is culturally relevant and incorporates key elements of citizenship education. This includes lessons on the consequences of alcohol use, the importance of health and well-being, and the role of cultural values in decision-making. (3) Learning Management: Implementing effective teaching strategies that engage students and encourage active participation. This includes the use of interactive activities, discussions, and scenario-based learning that allow students to apply what they have learned to real-life situations. (4) Evaluation: Regular assessment of student progress and the effectiveness of the model. Evaluation methods include pre- and post-tests, surveys, and feedback from both students and educators to track behavioral changes and knowledge retention. (5) Networking: Building partnerships with local organizations, schools, and community leaders to support the implementation of the model. Networking ensures that the model is sustainable and has the backing of key stakeholders in the community. (6) Adaptation: Continuously adapting the model based on feedback and evaluation results. This component emphasizes the importance of flexibility and responsiveness to the changing needs of the students and the community. (7) Each component of the S-CLE-NA model is designed to address specific aspects of youth behavior and education, ensuring a comprehensive approach to reducing alcohol consumption.

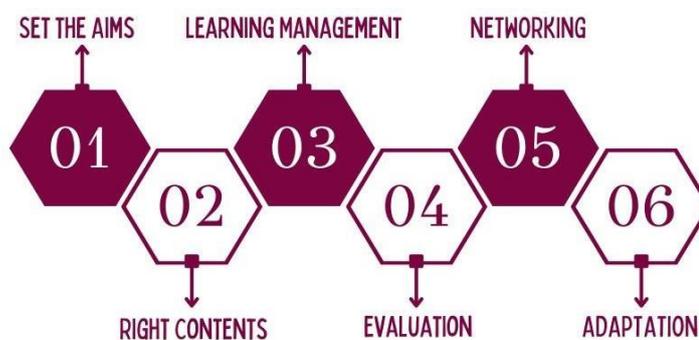


Figure 1: S-CLE-NA Model

4.3 Cultural Relevance and Citizenship Education: Cultural relevance is central to the success of this model. In Khon Kaen, where cultural traditions and social norms play a significant role in shaping youth behavior, it is crucial that the educational intervention aligns with the local context. This means incorporating cultural practices, values, and community events into the learning process, making the model more relatable and effective. Citizenship education further enhances this cultural approach by teaching youth to see themselves as active participants in their communities. By promoting responsible social behavior and decision-making, citizenship education helps students understand the impact of their choices on their families, peers, and society at large. This dual focus on culture and citizenship provides a strong foundation for long-term behavioral change, encouraging students to take ownership of their actions and make decisions that align with both their cultural values and civic responsibilities.

5 Implementation of the Model

5.1 Pilot Implementation: The pilot program for the strategic learning model was implemented in select communities in Khon Kaen Province, focusing on youth aged 15-19 who were identified as being at risk for alcohol consumption. The program was designed to test the effectiveness of the model in a real-world setting, involving participants from various socio-economic backgrounds and school environments. The curriculum design for the pilot was structured around the components of the S-CLE-NA model, integrating cultural and citizenship education into the lessons. Educational interventions included a mix of classroom-based activities, scenario-based learning, and community engagement projects. Teaching strategies emphasized interactive participation, where students were encouraged to reflect on their cultural values, discuss their roles as citizens, and explore the consequences of alcohol consumption through guided discussions and role-playing exercises.

Key activities during the pilot included: (1) Scenario-based learning exercises: Students engaged in real-life scenarios where they had to make decisions related to alcohol use, allowing them to practice critical thinking and problem-solving in a controlled environment.

(2) Cultural integration workshops: These workshops connected students with local traditions and cultural practices, helping them understand the significance of cultural identity in decision-making. (3) Citizenship projects: Students participated in community service projects that emphasized the importance of civic responsibility and positive contributions to society (King Prajadhipok's Institute, 2020). (4) Evaluation and Assessment: To assess the effectiveness of the model, a combination of pre-test and post-test evaluations was conducted. These assessments measured changes in knowledge, attitudes, and behaviors related to alcohol consumption among participants. The pre-test evaluated the baseline knowledge and attitudes of students regarding alcohol use, while the post-test assessed how these factors had changed after participating in the pilot program.

Key indicators measured during the evaluation included: (1) Knowledge improvement: Students' understanding of the risks associated with alcohol consumption and their awareness of cultural and citizenship responsibilities. (2) Behavioral change: Reductions in self-reported alcohol consumption and related risky behaviors. (3) Attitudinal shifts: Changes in students' perceptions of alcohol use, including increased recognition of the negative consequences and a stronger commitment to making responsible choices. Analysis of the evaluation data revealed significant improvements in both knowledge and behavior among participants. Students demonstrated a stronger understanding of the cultural and social implications of alcohol use and reported a decrease in their alcohol consumption after the intervention. (4) Feedback and Adjustments: Feedback from participants, educators, and community members was crucial in refining the model for broader implementation. Focus groups and surveys were conducted to gather input on the strengths and weaknesses of the pilot program. Participants expressed appreciation for the integration of cultural elements, which made the lessons more relatable and impactful. Educators provided valuable insights into the challenges of delivering the curriculum, including suggestions for improving teaching strategies and materials. Community members highlighted the importance of ongoing support and involvement to ensure the sustainability of the program. Based on the feedback received, several adjustments were made to the model, including: (1) Enhanced teacher training: Providing additional resources and training for educators to effectively deliver the curriculum and facilitate discussions on sensitive topics. (2) Cultural adaptation: Further tailoring the curriculum to better align with specific cultural practices in different communities within Khon Kaen. (3) Increased community engagement: Strengthening partnerships with local organizations and leaders to support the program's continued success and integration into community life.

6 Results and Discussion

6.1 Impact of the Model on Youth Alcohol Consumption: The implementation of the strategic learning model resulted in a significant reduction in alcohol consumption among youth in Khon Kaen Province. Pre-test and post-test evaluations revealed a measurable decrease in self-reported alcohol use, consistent with studies that highlight the effectiveness of educational interventions in altering health-related behaviors (Jernigan et al., [2010](#)). This decrease can be attributed to an increased understanding of the risks associated with alcohol consumption, which aligns with Ajzen's ([1991](#)) Theory of Planned Behavior, suggesting that when individuals are informed about the negative consequences of their actions, they are more likely to change their behavior.

Participants demonstrated a shift in attitudes toward alcohol use, emphasizing the importance of cultural values and citizenship in guiding their decision-making processes. This shift is consistent with the principles of citizenship education, which fosters responsible behavior by linking individual actions to societal well-being (Torney-Purta et al., [2001](#)). The strategic learning model's integration of cultural education with citizenship principles allowed the intervention to resonate deeply with the participants, making it more relevant and impactful, as previously noted in similar culturally informed educational interventions (Heath, [2000](#)).

By linking the consequences of alcohol consumption with local cultural practices and community expectations, the model enabled students to view their behavior in a broader social context. This finding supports the work of Bandura ([1986](#)) on social learning theory, which posits that individuals are more likely to change their behavior when they see the alignment of those behaviors with socially accepted norms and values. The model's success in fostering long-term behavioral change can also be linked to the cultural relevance of the intervention. Studies have shown that culturally tailored programs are more effective in influencing youth behavior, as they align with the participants' lived experiences and community norms (Resnicow et al., [1999](#)).

Furthermore, the model's emphasis on citizenship education reinforced students' awareness of their roles and responsibilities within their communities. This aligns with Durlak et al.'s ([2011](#)) findings that social and emotional learning programs, which emphasize responsible decision-making and community involvement, lead to significant improvements in behavior and attitudes. The combination of cultural and citizenship education in the strategic learning model encouraged participants to take ownership of their decisions, fostering a sense of accountability and moral responsibility, which contributed to sustained behavioral change.

6.2 Comparative Analysis: Compared to other existing approaches for addressing youth alcohol consumption, the strategic learning model demonstrated distinct advantages. Traditional interventions primarily focus on health education, emphasizing the physical risks associated with alcohol use, such as the dangers of addiction, liver disease, and impaired cognitive development (Jernigan et al., [2010](#)). While such models are effective in raising awareness, they often fail to account for the cultural and social factors that strongly influence youth behavior (Windle, [1999](#)). The strategic learning model, in contrast, incorporated cultural relevance and citizenship education, providing a more holistic approach to fostering behavioral change, which is consistent with studies suggesting that educational interventions are more impactful when tailored to cultural and community-specific contexts (Resnicow et al., [1999](#)).

One of the model's key strengths was its adaptability to local cultural contexts, making it more effective in engaging students. Research has shown that culturally adapted interventions, which reflect the values and norms of specific communities, lead to greater participant engagement and more sustained behavioral changes (Heath, [2000](#)). This was a central feature of the strategic learning model, allowing it to resonate more deeply with youth in Khon Kaen Province, where local customs and community practices play a significant role

in shaping behavior. The model's integration of citizenship education further enhanced its impact by encouraging students to think critically about their roles and responsibilities within their communities, aligning with findings that emphasize the importance of civic engagement in promoting responsible behavior (Schuitema & Veugelers, [2011](#)).

However, the model's flexibility also presented challenges, particularly the need for ongoing adjustments to ensure that the curriculum remained culturally relevant across different communities. This issue is highlighted in research on culturally adapted interventions, which often require continuous feedback and refinement to maintain effectiveness in diverse cultural settings (Organ, [1997](#)). Additionally, the model's reliance on community support for sustainability posed potential limitations. In areas with limited resources or weak community engagement, maintaining the momentum of the intervention could prove difficult. As Durlak et al. ([2011](#)) pointed out, community involvement is crucial for the long-term success of behavioral interventions, but it can also be challenging to sustain in regions with varying levels of support.

Despite these challenges, the model's strengths outweighed its limitations. Its focus on cultural integration and citizenship education promoted a deeper understanding of the social and moral implications of alcohol use. This approach fostered long-term behavioral change, as participants were encouraged to view their decisions within a broader social framework, consistent with Ajzen's ([1991](#)) Theory of Planned Behavior, which posits that individuals are more likely to alter their behaviors when they perceive their actions as being aligned with both personal and social norms. Ultimately, the strategic learning model's ability to promote sustained behavioral change and its flexibility in adapting to local contexts made it a superior approach when compared to more traditional health-focused interventions.

6.3 Cultural and Educational Implications: The success of the strategic learning model underscores the critical role of cultural and citizenship education in addressing social issues like youth alcohol consumption. Grounding the intervention in local cultural practices allowed the model to resonate with the students' lived experiences, a finding consistent with research that emphasizes the effectiveness of culturally relevant pedagogy in promoting engagement and behavioral change (Ladson-Billings, [1995](#)). By aligning the educational content with cultural norms, values, and traditions, the model ensured that the lessons were not only educational but also personally meaningful to the students. This approach mirrors the work of Resnicow et al. ([1999](#)), who found that culturally tailored health interventions are more likely to result in sustained behavior change due to their relatability and relevance.

The emphasis on citizenship education further enhanced the model's impact by encouraging students to reflect on their responsibilities within their communities. Citizenship education, which promotes ethical decision-making and social responsibility, has been shown to foster a greater sense of accountability among students (Torney-Purta et al., [2001](#)). By framing alcohol consumption within the broader context of social and moral obligations, the model encouraged students to view their personal choices as part of a collective responsibility, thereby increasing the likelihood of long-term behavioral change. This finding aligns with the principles of social and emotional learning (SEL), which have been linked to improved behavioral outcomes in similar educational interventions (Durlak et al., [2011](#)).

These findings have important implications for future educational practices, particularly in regions with strong cultural identities. Integrating cultural elements into educational interventions can significantly improve student engagement, as it connects abstract lessons with tangible cultural experiences (Heath, [2000](#)). Moreover, by embedding social and cultural values into the curriculum, educational interventions can enhance the sustainability of behavior change, as students are more likely to internalize lessons that reflect their community's expectations (Ajzen, [1991](#)).

The success of the strategic learning model suggests that similar approaches could be

adapted to address other social issues, such as substance abuse or violence prevention, in culturally diverse contexts. Educational interventions that combine cultural relevance with citizenship education offer a holistic approach to behavioral change, addressing both individual and societal factors. This approach is particularly relevant in today's globalized world, where addressing local cultural practices can provide a foundation for promoting ethical behavior and social responsibility across diverse populations (Schuitema & Veugelers, 2011).

7 Challenges and Limitations

7.1 Challenges in Implementation: During the implementation phase of the strategic learning model, several practical challenges arose, particularly related to logistical and cultural barriers. One major challenge was coordinating with various schools and community organizations to ensure consistent delivery of the curriculum across different settings. The model required significant collaboration between educators, local leaders, and community members, which sometimes led to delays and miscommunication. Additionally, there were cultural barriers that needed to be addressed. While the model aimed to integrate local cultural practices into the curriculum, there were variations in cultural norms and values between different communities within Khon Kaen Province. This required ongoing adjustments to ensure that the educational content was relevant and sensitive to the diverse cultural backgrounds of the participants.

7.2 Limitations of the Study: The study faced several limitations that may have affected the outcomes. The sample size was relatively small, which limits the generalizability of the findings. Although the study provided valuable insights into the effectiveness of the model, the small sample size means that further research with a larger population is necessary to validate the results. Another limitation was the duration of the pilot program. The study was conducted over a relatively short period, which made it challenging to assess the long-term impact of the model on youth alcohol consumption. Longitudinal studies would be required to determine whether the observed behavioral changes are sustained over time. The geographic scope of the study was also limited to specific communities within Khon Kaen Province. While the model was tailored to the cultural context of this region, it may need further adaptation to be applicable in other regions with different cultural practices and social dynamics.

7.3 Suggestions for Improvement: Based on the challenges and limitations identified, several recommendations can be made to improve the strategic learning model. First, expanding the sample size and increasing the duration of the program would provide a more comprehensive evaluation of the model's effectiveness. A larger, more diverse sample would allow for greater generalizability of the findings and a better understanding of how the model performs across different demographics. Second, enhancing collaboration between community leaders and educators is crucial for addressing logistical challenges. Establishing clear communication channels and regular check-ins can help ensure that all stakeholders are aligned and that the program is implemented consistently across different settings. Finally, ongoing cultural adaptation should be a core component of the model. While the integration of cultural practices was a key strength, continuous feedback from participants and community members can help refine the curriculum to better meet the needs of diverse populations. This adaptability will ensure that the model remains relevant and effective as it is scaled to other regions and contexts.

8 Conclusion

The implementation of the strategic learning model demonstrated its effectiveness in reducing alcohol consumption among youth in Khon Kaen Province. The integration of cultural and citizenship education proved to be a key factor in fostering long-term behavioral change.

Participants exhibited a significant decrease in alcohol consumption, coupled with improved attitudes toward responsible social behavior. The model's adaptability to local cultural practices ensured that the educational content resonated with students, making it more impactful and relevant. The findings highlight the potential of culturally informed educational interventions to address complex social issues, such as substance abuse, by combining traditional knowledge with modern educational practices. The strategic learning model not only influenced individual behaviors but also contributed to the development of a stronger sense of civic responsibility among the participants (Journal of Social Science and Cultural, 2024). To further validate and expand the model, it is recommended that future research focus on implementing the strategic learning model in other regions of Thailand, particularly in areas with diverse cultural practices. This expansion would help determine the model's scalability and adaptability to different cultural contexts. Additionally, longitudinal studies should be conducted to assess the long-term impact of the model on youth behavior, particularly in terms of sustained reductions in alcohol consumption and continued civic engagement (King Prajadhipok's Institute, 2020). Integrating the model into national education programs could enhance its reach and effectiveness. By embedding cultural and citizenship education into the formal curriculum, the model can be institutionalized, ensuring that its benefits are extended to a broader population. Continued research on the role of cultural and citizenship education in shaping youth behavior is crucial for refining the model and developing new approaches to address other social challenges, such as drug abuse and violence prevention.

9 Recommendations

For the strategic learning model to be sustainable and impactful on a larger scale, government policies must support educational programs that address youth alcohol consumption. The Thai government could implement policies that integrate cultural and citizenship education into the national curriculum, making these programs accessible to all schools. Allocating resources for teacher training, curriculum development, and community engagement would enhance the model's effectiveness and reach. Furthermore, policies should promote cross-sector collaboration between education, health, and social services to address the multifaceted nature of youth alcohol consumption (King Prajadhipok's Institute, 2020). Additionally, the government can play a critical role in funding and supporting public awareness campaigns that target youth alcohol consumption, drawing on the success of educational programs like the strategic learning model. National campaigns that emphasize the importance of cultural values and responsible citizenship can reinforce the lessons learned in schools, creating a cohesive approach to behavior change across different environments.

Community involvement is essential for the long-term success of the strategic learning model. Strategies for engaging communities in the ongoing implementation of the model include: (1) Community workshops and forums: These can be organized to educate parents, local leaders, and community members about the model and its goals. Engaging the broader community ensures that cultural values are reinforced outside of the classroom and that young people receive consistent messages about responsible behavior. (2) Parental involvement: Encouraging parents to participate in school activities and discussions about alcohol consumption can strengthen the impact of the educational program. Parents play a key role in shaping their children's behavior, and their support is critical for reinforcing the lessons learned in school. (3) Youth leadership initiatives: Empowering youth to take on leadership roles within their communities can further embed the principles of cultural and citizenship education. Youth-led projects that promote healthy lifestyles and alcohol-free events can serve as positive examples for their peers.

Building strong partnerships between schools, local governments, and community organizations is crucial for sustaining the model's impact. Collaboration can ensure that the

resources and expertise of various stakeholders are pooled together to support the program. For example: (1) Schools can partner with local health organizations to provide students with access to counseling services and information on the risks of alcohol consumption. (2) Local governments can offer logistical and financial support for extracurricular activities that promote cultural and civic engagement, helping to keep students engaged in positive community initiatives. (3) Community organizations, including cultural and religious groups, can serve as key allies in promoting the values of the strategic learning model. These organizations can provide platforms for students to practice the citizenship skills they have learned, reinforcing the importance of contributing to their communities. By fostering collaboration between these various entities, the strategic learning model can be more effectively integrated into the fabric of the community, ensuring that its impact extends beyond the classroom and into everyday life.

The strategic learning model, which integrates cultural and citizenship education, represents a holistic approach to addressing complex social issues, such as youth alcohol consumption. By combining local cultural values with the principles of responsible citizenship, the model fosters both individual behavioral change and community engagement. The framework draws from educational theories that emphasize the importance of aligning learning with the cultural context, as well as promoting ethical behavior and social responsibility through citizenship education. Cultural education allows students to connect their personal choices with the values of their community, making the learning process more relevant and impactful. Citizenship education, on the other hand, encourages youth to see themselves as active participants in society, responsible for their actions and contributions. Together, these components create a learning environment that promotes critical thinking, decision-making, and long-term behavioral change. The effectiveness of this model has been demonstrated in pilot programs, particularly in regions like Khon Kaen Province, where cultural identity plays a significant role in shaping social behaviors. By embedding cultural practices into the curriculum and encouraging civic participation, the model successfully reduced alcohol consumption among youth and improved their attitudes towards responsible behavior. For the model to have a broader impact, it must be supported by government policies and community collaboration. The integration of this model into national education systems, combined with ongoing community involvement, can ensure its sustainability and success in other regions facing similar challenges.

Originality & Body of Knowledge

Originality: This paper introduces an innovative strategic learning model that integrates cultural and citizenship education to address the critical issue of youth alcohol consumption in Khon Kaen Province, Thailand. Unlike traditional interventions focused solely on health education, this model emphasizes the dual pillars of cultural relevance and civic responsibility, creating a holistic approach to behavioral change. The originality of the study lies in its ability to tailor educational interventions to local cultural practices, while also fostering a sense of community and personal accountability among youth. By combining theoretical frameworks with practical applications, the paper contributes a fresh perspective on leveraging education as a tool for societal change.

Body of Knowledge: The study makes a significant contribution to the academic discourse on behavioral change through education by bridging the gap between cultural pedagogy and citizenship education. It advances knowledge in several areas, including the role of culturally tailored interventions in fostering sustainable behavior change and the importance of citizenship education in promoting ethical decision-making and social responsibility among youth. The paper also provides a replicable framework for integrating local cultural values into national education programs, emphasizing the importance of

community collaboration and adaptability. Through its focus on reducing youth alcohol consumption, the model highlights the broader potential of educational strategies in addressing complex social issues, offering valuable insights for educators, policymakers, and community leaders globally.

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Declarations

Conflict of interest: The authors declare no conflicts of interest.

Ethical treatment of experimental subjects (animals & human): The research was conducted in compliance with the principles of the Helsinki Declaration regarding human subjects, so formal ethical approval was not required. All participants, who were students, volunteered anonymously, and the study adhered to local laws and institutional regulations. The confidentiality of participants' data was strictly maintained.

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