

Review of: "Participatory budgeting for public involvement in environmental sustainability at a Thai university"

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This article addresses a very important topic in the context of higher education institutions (HEIs), involving participatory budgeting (PB) and environmental sustainability.

It would be interesting that the abstract could more clearly translate the specific findings.

The ideas around PB, considering its scope and implementation are detailed and discussed, then linked to sustainable projects in higher education implementation.

The paper then discusses a case study involving PB at a Thai university.

I was very interested in the detailed PB course outline (Table 1) and the clarifying examples given by students relating the PB implementations in Table 2.

I found the PB voting site very interesting (<https://sola.pr.kmutt.ac.th/gump>), as well as the information available here: <https://sola.pr.kmutt.ac.th/meg/>, promoting English in Thailand, and serving as clear examples of the tools that can be used at a technological level to promoting students engagement in sustainability in an attractive way.

The ranking of the students' project selection gives clues to what interventions are valued in terms of sustainability.

It is interesting to see the data treatment given to the responses, where specific terms arise, translated in Tables 3 and 4. Examples of arguments given by the respondents towards the PB are also enlightening.

The discussion could perhaps go far beyond the positive response to the use of PB in policy making and further address/discuss the gap in the literature at this respect, involving wider literature contribution.

Though conclusions are somewhat included in the discussion, I believe the article would benefit from emphasizing the practical implications, as limitations, already mentioned, in a separate section, thus demonstrating how relevant this topic, and consequently this particular article, are.

It would be also interesting to see some further descriptive statistics, beyond the frequencies in the tables, perhaps translated into graphical content.

What I found of particular interest in this article was the ability to translate the activities developed in the context of teaching into a meaningful manuscript, able to be used by other HEIs, and serve as example of a beneficial sustainability

pedagogical approach, within technological I universities, such as the one included as a case study.