

***The Main Components of Self-Development Model
to Enhance Non-Formal Education Facilitators' Potential in
Lifelong Education Management***

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Abstract

Recently, lifelong learning has been essential in knowledge-based economy and learning society. Thai laws and policies indicated lifelong learning was one of the ways to sustain community development. Thus the non-formal educators had to acquire knowledge and skill by self-development in lifelong learning management. The purpose of this study was to find the main components of Self-development program to enhance educators' potential in lifelong learning management. The design of this research was qualitative study, which was triangulated by systematic reviewing, best lifelong learning management center observation, key person interviewing.

The findings were self-development consisted of 1) design to learn 2)self-diagnosis 3)set goal 4)finding appropriate resources 5)recruit of other people 6)attempt to do 7)self-evaluate and lifelong learning management of Thai non-formal educators comprised of services, fundamental education, career and life education, society and community development, Thai wisdom conservation.

The process should start from social capital and Thai wisdom. Self-development may be Thai wisdom application such as meditation and inside self-seeing. In conclusion, there were 7 main components of Self-development in lifelong learning management, which should start from social capital and Thai wisdom led to human, monetary capitals and resources using as necessary. That meant sustainable development and reciprocity between self-development and lifelong learning management especially Thai wisdom.

Keywords: Lifelong learning, Self - development, Lifelong education management, Non-formal facilitator's potential

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Introduction

The National Education Act B.E. 2542 (1999) and its Amendments (Second National Education Act B.E. 2545 (2002)), Article 15 stipulates that the educational arrangement shall be based on the lifelong education and the education consists of 3 forms including formal education, non-formal education and informal education. The education or learning is necessary for persons all ages. Education and learning could help them to have information, skill, experience and intellectual development in order to deal with various situations (Sumalee Sangsri, 2008). The lifelong learning has happened all time in life and it is covering any place like in a classroom, school, community and work place. And also it comes from mass media or various forms of activities. The lifelong education focuses to develop people who able to adjust them to changes in the world and develop potential of each person. Because the lifelong education could help promoting the well known and skilled person on their career making for better life. (Kiley and Cannon, 2000). Also, the lifelong education helps promote the mobilization of resources in the society to develop knowledge, thinking, and human ability in order to solve the problem and develop the quality of life continuously from birth to death (Udom Choeikeewong, 2008)

However it is necessary to have an organization that has in charge management lifelong education direction for successful lifelong education and continuously learning whole life of Thai people. The Office of the Non-formal and Informal Education is one of an organization for this. And they have promoted and coordinated non-formal and informal education work on the Promotion of Non-formal and Informal Education Act, B.E. 2551 (2008) as the law to drive the educational management to be under the intention of the National Education Act B.E. 2542 (1999). Therefore role of Non-Formal Education for supporting and help the inaccessible and people who desire for lifelong learning that have been increasing day by day. (Sombat Suwanapitak, 2011). So The office of Non-Formal Education and Informal education is the place which opens up opportunity for people who do not have a chance reaching to formal education or who need to enhancing their knowledge skills, occupation and incorporate them with their potentials.

Therefore, the most important factor for pursuing non-formal education is facilitators who promote non-formal learning students and people in community and developing quality of education, research, development of curriculum and educational innovation in the different community, gathering data and information that involves with informal education and formal education in community, monitoring and assessing informal education and formal education system for them student and people in community. The facilitators have to acquire a lot of knowledge and skills to help their students to learn, with main duties as follows: 1. Plan for the lifelong education management such as surveying community in order to prepare for community database and cooperating with network parties; 2. Preparing and providing for community learning activities such as the course of non-education in basic education level, managing vocational training or continuous learning by short-term course for developing career, developing life skills and developing society and community to promote reading, managing education activities for community development; 3. Providing service in learning, information of the community, community service center for serving on learning media as community radio; 4. Supporting the community activities on society, culture, and tradition, promoting the establishment of

community group or community club; 5. Building learning network in the community and coordinating for cooperation from network parties, the experts, the local intellectuals, and non-formal and informal education volunteer. (The Office of the Non-formal and Informal Education, 2011)

These shows that the non-formal education facilitators have various roles and works in their workplace on general administration, planning for learning, managing learning, and providing service on media and learning center, and coordinating for cooperation with the network. This requires them to be on site and actual environment for work and for managing lifelong education. Therefore, non-formal education facilitators have to always acquire for knowledge in order to develop such potentials. In developing the potential, must be enhancing follow non formal education facilitators roles are promoting, encouraging, and developing quality of non formal education, service and provide objectives, forms, curricula, methods of provision and course or training durations which are flexible and diverse according to the needs of student and community. In order to develop such potentials, it depends on 2 forms including 1. Internal potential consisting of attitudes, personal characteristics, and motivation; 2. Visible, measurable skill consisting of knowledge and skill in managing lifelong education as stated by spencer&spencer, 1993 and McClelland, 1999. postulates that “Potentials can show in 2 parts as Visible and Invisible visible potential can show like Knowledge is what a person knows about a specific topic and skill are the thing that people can do well and Hidden potential it a personality as trait, motive, attitudes values beliefs”

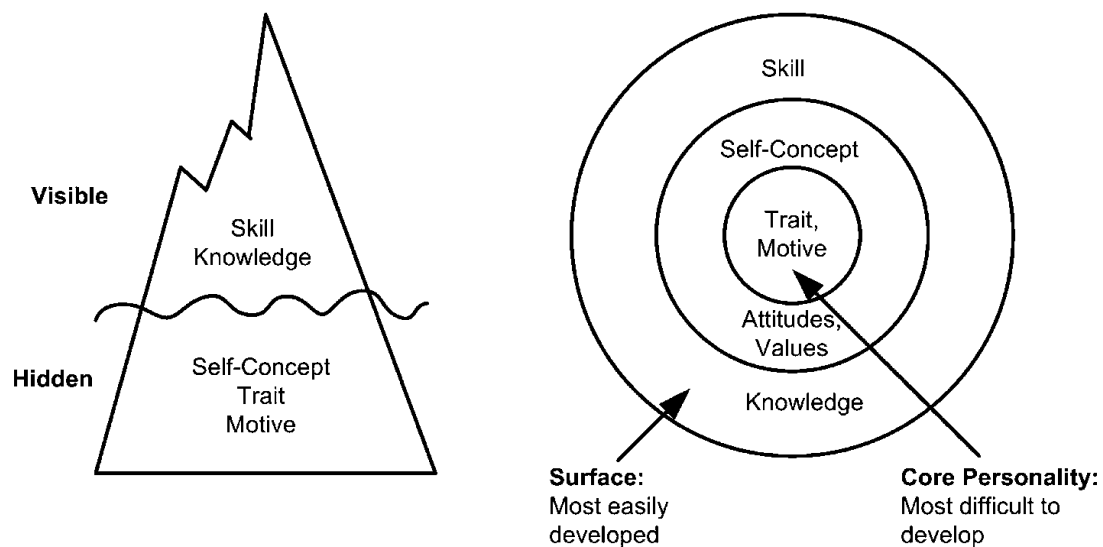


Figure 1: 2 parts of Potentials as Visible and Invisible (Spencer&Spencer, 1993 and McClelland, 1999)

In developing any matter, it should start at the person or the learner first. So, self-development plays an important part in developing a person because self-development is the most important of a person in life and in performing work because it can help improve the quality of life and work. The person who always develop oneself would be the one with wider range of knowledge and better ability and skill at performing work in terms of knowledge, ability, skill, attitude, moral, ethics, and the concept in performing work with the aim to allow the person to develop potential and ability in

work efficiently and fully as well as to have tool in seeking for knowledge to keep up with change of the world and to benefit the society. As Megginson and Pedler (1992) postulates that “A self-development as a process which Non-formal education facilitators can take the primary responsibility for choosing what, when and how to learn. They also suggest that this implies a certain freedom in choosing what not to learn, although this may raise certain tension with others in the organization, Community and their students”. Non-formal education facilitators who have self-development would have self-development process to development themselves that consists of 7 steps including 1.Desire to learn because if workers want to learn about their work it would lead them to success at work, 2.Self diagnosis to analyze oneself and then, 3.Set goals, 4.Find appropriate resources, 5.recruit other people, 6.Strict ability and perseverance,and finally, 7.Self Evaluation. (Megginson.D and peddler.M, 1992)

However, at present, self-development of non formal education facilitators is found to be at a very low level although it is done continuously but is still impractical as stated by the Director of Provincial office of the Non-formal and Informal Center of Bangnampriew Sub District in that “non-formal education facilitators have develop themselves in form of self- directed learning via various activities by conversation with the expert, by survey in the real area in community, by exchanging knowledge and experience among themselves, by studying for more information on the local area, by reading, by asking their supervisor or coaching, and then by applying knowledge to manage lifelong education”. So if non-formal education facilitators have always developed their self-development to enhancing potentials of lifelong education management all the time, them will can be used to aid the organization in achieving goals and objectives. Enhancing performance in the existing job, advancing your career, developing specific skills. (Mumford, 1993)

This is consistent with the interview of the non-formal education facilitators of Norachate Sub-district Non-formal and Informal Center closed to Bangkaew Sub-District in that “Since each Sub-district has its own characteristics in terms of information, the people in the community who are non-formal education facilitators then have to seek for knowledge by themselves because there is not much training from the Central Region, and the content is too wide. Each non-formal education facilitator would receive knowledge from the community as the main one through conversation with the experts in the community, reading, asking from buddy civil servant in charge, or study more in the subject that one wants to learn to build and develop potential in managing lifelong education to be of more efficiency. This shows that self-education of non-formal education facilitators is not patterned. Also, each non-formal education facilitator has one’s own technique in developing oneself in order to apply knowledge and skill in building potential in managing life-long education differently.

Finally research will suggest that the pattern and form of learning in self-developing in order to build potentials in managing lifelong education in both parts are Visible and Invisible visible potential can show like Knowledge is what a person knows about a specific topic and skills are the thing that people can do well and Hidden potential it a personality as trait, motive, attitudes,values beliefs by Megginson and Pedler (1992) Process to development enhancing self-development of non-formal education facilitators in Thailand for make people in community have lifelong learning and

sustainable communities. As The National Education Act B.E. 2542 (1999), and its Amendments (Second National Education Act B.E.2545 (2002)) principles are education shall aim at the full development to Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people.

Research question

1. What are the components and processes of self-development for non-formal education facilitators to enhance lifelong education management potentials?
2. What are The Self-development learning model that can enhance lifelong education management potentials of Non-formal education facilitators?
3. What are the factor, Conditions and limitation that influence to the success of implementation The Self-development learning model to enhance lifelong education management potentials for Non-formal education facilitators?

Research objectives

1. To analyzing the components and self-development learning process of non-formal education facilitators for enhances potentials of lifelong education.
2. To develop the Self-development learning model to enhance lifelong education management potentials for Non-formal education facilitators.
3. To study the factor, conditions and limitations resulted from using the Self-development learning model to enhance lifelong education management potentials for Non-formal education facilitators.
4. To propose the policy and knowledge to recommendations about a self-development learning model to enhance potentials of lifelong education management for non-formal education facilitators to non-formal education facilitators.

Scope of the study

Population and sample:

Researcher has chosen a study sample by purposive sampling and snowball samplings are Non-formal education facilitators of the Office of the Non-formal and Informal Education in Sub-District. Who work at the Provincial office of non-formal and informal education in Chonburi Province. That divided in 3 groups as

1. Director of The provincial office of the Non-formal and Informal Education and Supervisors of the Provincial Office of the Non-formal and Informal Education.
2. Non-formal education facilitators
3. Professor in university who expert about Non-formal education Facilitators.

Variables used in the study:

Variables studies in this research include: Independent variables: the Self-development learning model to enhance lifelong education management potentials for Non-formal education facilitators. And Dependent variables which are Non formal education facilitators can enhance lifelong education management potentials.

Content:

The content involves the components and the process of a self-development learning that collected systemic reviewing literature or documentary study and from 21 experts from Delphi technic (Open-ended Form)

Expected benefits and application

1. Non formal education facilitators can enhance lifelong education management potentials that involves 2 forms are visible potentials as knowledge, skills, etc. and invisible potentials are attitudes, personal characteristics and motivation, etc.
2. Knowledge and information that got resulted from phase 1-3 can recommendations and guideline to make non formal education facilitators develop themselves and sent to “The office of the non-formal and informal education” to enhance potentials or bring to use with training program of non-formal education facilitators.

Conceptual Framework

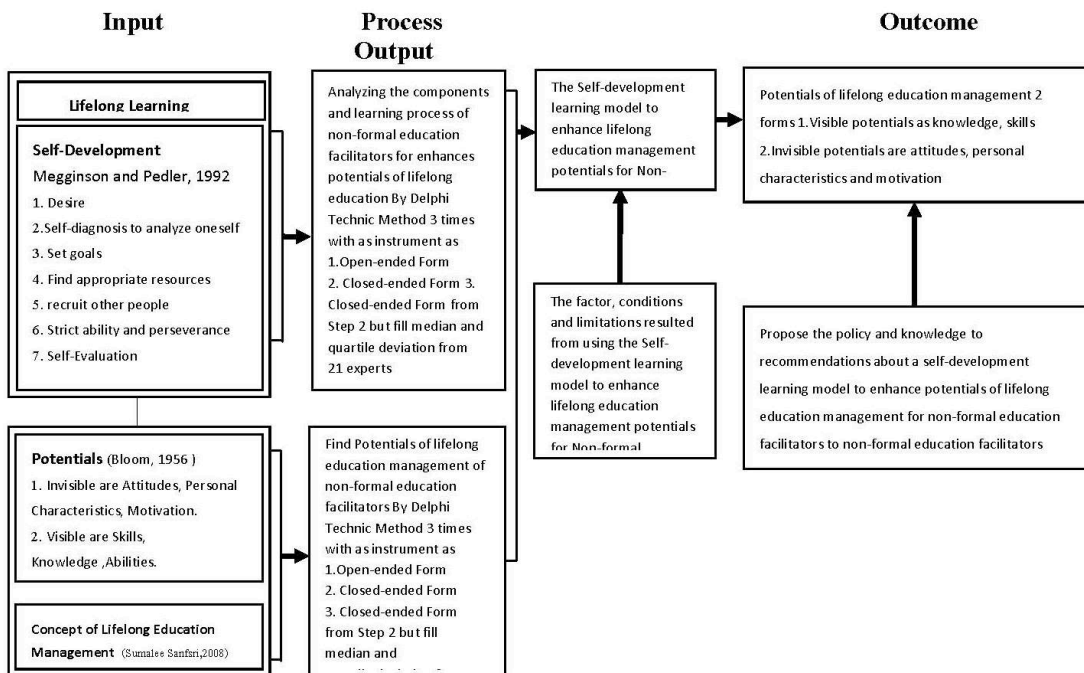


Figure 2: Conceptual Framework

Methodology of enhancing self-development and potential of non-formal education facilitators

This study uses Delphi Techniques and Quality research method. Researcher designed this study by dividing it into four phases as follows,

Phase 1, First step had to analyzing the components, the elements, and learning process of non-formal education facilitators for enhances potentials of lifelong education management from systemic reviewing literature or documentary study about Lifelong learning education, Self-development, Potentials for enhance lifelong

education management, non-formal education facilitators in Thailand. Then a field visit at the provincial office of the Non-formal and Informal Education in Chonburi province to interview and collecting characteristic of non-formal education facilitators. Second step using Delphi technique 3 times by interview the experts and sampling group 21 people are 1) Director of The provincial office of the Non-formal and Informal Education 2) Supervisors of the Provincial Office of the Non-formal and Informal Education 3) Non-formal education facilitators 4) Professor in university who expert about Non-formal education Facilitators.

Phase 2, Collecting all data and information from first phase for develop to create a self-development learning model to enhance potentials of lifelong education management for non-formal education facilitators.

Phase 3, To test a self-development learning model to enhance potentials of lifelong education management for non-formal education facilitators and study the factors, conditions, and problems of using a self-development model to enhance potentials of lifelong education management for non-formal education facilitators. In this phase researcher will be applied a self-development learning model to enhance potentials of lifelong education management for Non-formal education facilitators to sampling group in Chonburi province by using study Case by Case method.

Phase 4, Gathering the results of phase 1-3 propose the policy and knowledge to recommendations about a self-development learning model to enhance potentials of lifelong education management for non-formal education facilitators to non-formal education facilitators. Use outcome to propose the policy recommendations for non-formal education facilitators to enhance potentials of lifelong education for applying with their work or life.

Research findings

Researcher studied on Phase 1 are analyzing the components, the elements, and self-development learning process of non-formal education facilitators for enhances potentials of lifelong education management from systemic reviewing literature and field visiting found as.

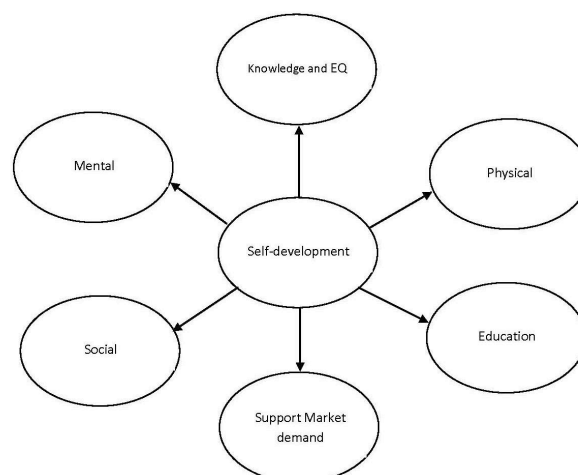


Figure 3: Components of self-development (Sangan suthilertarun, 2000)

Research found first aim is The component of self-development learning that can support and enhances potentials of lifelong education management of non-formal education facilitators that have experts say about it are Sangan suthilertarun, 2000 said self-development have 6 components are 1. Knowledge and EQ development, 2. Physical development, 3. Mental development, 4. Social development, 5. Education development, 6. Develop yourself for support market demand.

And The Office of the Basic education commission, 1998 said about the components of self-development are 1.develop in occupation 2. Physical develop 3. Mental develop

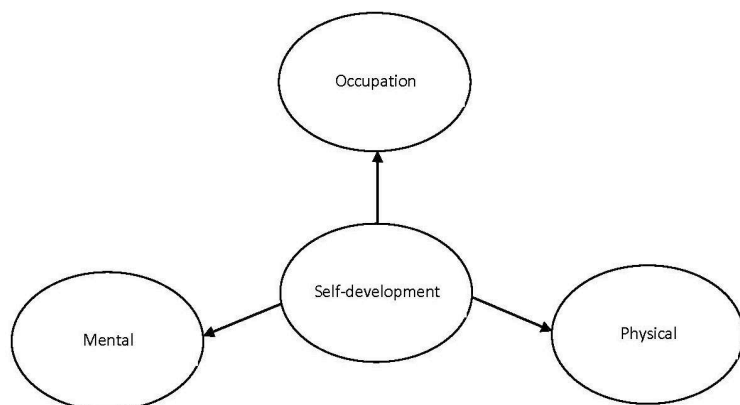


Figure 4: Components of self-development (The Office of the Basic education commission, 1998)

So the components, the elements, of non-formal education facilitators for enhances potentials of lifelong education have 6 components are 1. Develop about EQ and Knowledge 2. Develop about Physical 3. Develop about mental 4. Develop about Social 5. Develop about Education in occupation 6. develop yourself for support market demand.

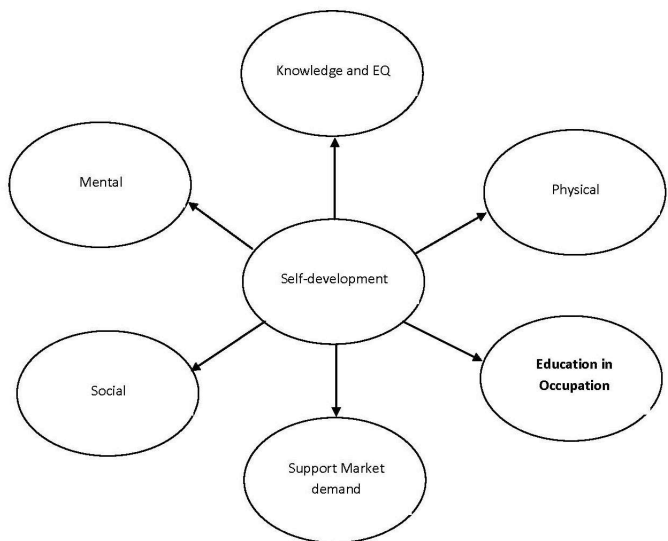


Figure 5: The component of self-development learning to enhances potentials of lifelong education management of non-formal education facilitators

And next aim found was analyzing self-development learning process of non-formal education facilitators for enhances potentials of lifelong education management. By systemic reviewing literature from self-development concept of Cooper (1973), O'Connor (1980), Boydell,T (1985) and Megginson and peddler (1992) and field visiting found the processes that most suitable with enhances potentials of lifelong education management of non-formal education facilitators have 8 processes are 1. Desire to learn, 2. Self-diagnosis/find problem, 3. Set goals and plan for learn and develop yourself, 4. Finding appropriate resources and media, 5. finding support of other people concern, 6. Attempt to do, 7. Self-evaluation, 8. finding new method and review

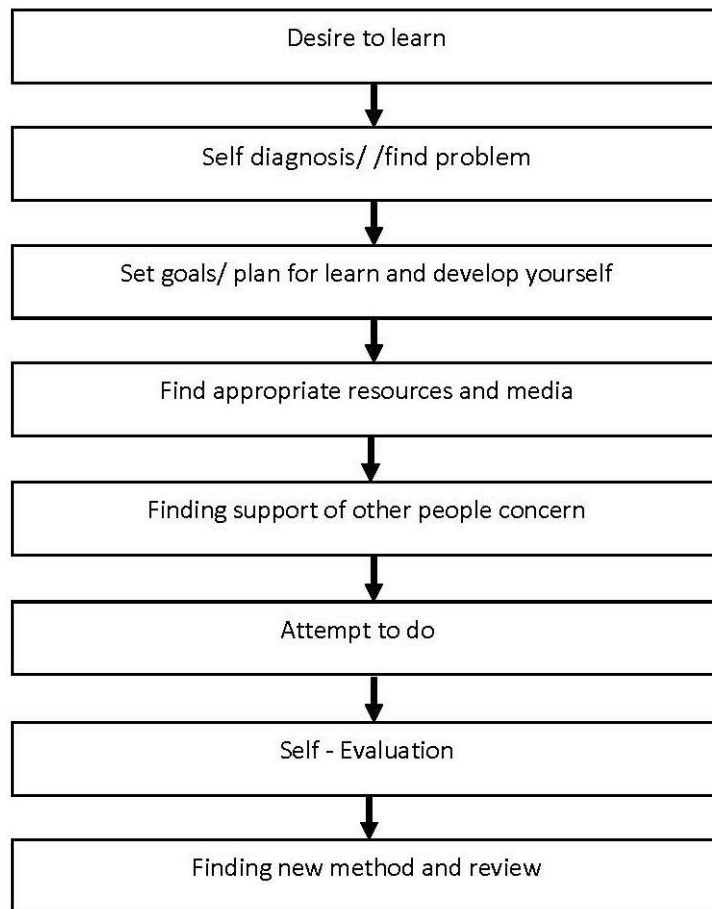


Figure 6: Self-development learning processes of non-formal education facilitators to enhances potentials of lifelong education management

After upper step then researcher will sent all analyzed resulted of the components, and self-development learning process of non-formal education facilitators to enhance potentials of lifelong education management from systemic reviewing literature and field visiting to 21 experts by using Delphi technique 3 times to prove all information and data.

Conclusion

Finally, the non-formal education facilitators who attained to enhancing potential of lifelong education management and self-development will gain information of the components and learning process of non-formal education facilitators for enhance potential of lifelong education management, to create the self-development learning model to enhance lifelong education management potentials for non-formal education facilitators. And get new knowledge and guideline of a self-development learning model to enhance potentials of lifelong education management for non-formal education facilitators' pattern. Include the factors, conditions, and problems of using a self-development model to enhance potential of lifelong education management for non-formal education facilitators that can apply to work.

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