

บทความวิจัย (ภาษาอังกฤษ)/ Research Article (English)

The Development of Informal Education of Opportunity Foundation, Nangrong District, Buriram Province

การพัฒนาการจัดการศึกษาตามอัธยาศัยของมูลนิธิเพื่อให้อาเภอ นางรอง จังหวัดบุรีรัมย์

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Abstract

To support and improve learning in response to the unique needs of each student requires a variety of important principles and methods that are beneficial to learners. Therefore, this research aims to study the development problems, development guidelines, and the development results of The Development of Informal Education of Opportunity Foundation, Nangrong District, Buriram Province. Target groups were determined without relying on probability using a specific selection method, consisting of a group of 18 development partners and volunteers, 4 key informants, 15 learners, a total of 37 people. Research tools included a problem conditions questionnaire, cognitive assessment form, development evaluation form, participation observation form, and interview form with a consistency index equal to 1.00 for every issue. There are 4 steps in collecting data: diagnosis step, and implementation step by organizing workshops, measurement step by jointly conducting, observing, evaluating project activities, and reflection stage by organizing group discussions. The data was analyzed by analyzing the content in a descriptive format and using descriptive statistics to analyze the average, and standard deviation.

The results of the research found that 1) children in the foundation still lack skills and should be improved and developed. 2) the group of co-researchers and volunteers have the highest level of knowledge and understanding of organizing informal education. 3) environment analysis consists of internal factors: strengths with 18 items, and weaknesses with 15 items, and external factors: opportunities with 13 items, and challenges with 8 items. 4) development guidelines can be determined by 6 development skill projects, totaling 72 indicators. 5) overall development performance is at a high level, and 6) the overall development performance is at a high level. There is a project to develop life skills based on the Philosophy of Sufficiency Economy at the first level. As for the project to develop English literacy at an average level with suggestions that is, it should be incorporated into the organization's policy in order to achieve continuous management excellence.

Keywords: The Development of Educational Management; Informal Education; Opportunity Foundation

บทคัดย่อ

การให้การสนับสนุนและปรับปรุงการเรียนรู้เพื่อตอบสนองต่อความต้องการตามคุณลักษณะพิเศษของนักเรียนแต่ละคนจำเป็นต้องมีหลักการและวิธีการที่สำคัญอย่างหลากหลายและเป็นประโยชน์ต่อผู้เรียน ดังนั้น งานวิจัยนี้จึงมีวัตถุประสงค์เพื่อศึกษาสภาพปัญหาการพัฒนา ศึกษาแนวทางการพัฒนา และศึกษาผลการพัฒนา การจัดการศึกษาตามอัธยาศัยของมูลนิธิเพื่อให้อาเภอ นางรอง จังหวัดบุรีรัมย์ กำหนดกลุ่มเป้าหมายโดยไม่อาศัยความน่าจะเป็นด้วยวิธีการเลือกแบบเฉพาะเจาะจง ประกอบด้วยกลุ่มผู้ร่วมพัฒนาและจิตอาสา 18 คน กลุ่มผู้ให้ข้อมูลสำคัญ 4 คน กลุ่มผู้เรียน 15 คน รวมทั้งสิ้น 37 คน โดยใช้เครื่องมือการวิจัย ประกอบด้วย แบบสอบถามสภาพปัญหา แบบประเมินความรู้ความเข้าใจ แบบประเมินผลการพัฒนา แบบสังเกตการมีส่วนร่วม และแบบสัมภาษณ์ ที่มีค่าดัชนีความสอดคล้อง

เท่ากับ 1.00 ทุกฉบับ ในการเก็บรวบรวมข้อมูล 4 ขั้นตอน คือ ขั้นวินิจฉัยและขั้นตอนการดำเนินการโดยการจัดประชุมเชิงปฏิบัติการ ขั้นวัดผลโดยร่วมกันดำเนินการ สังเกตการณ์ ประเมินผลโครงการ กิจกรรม และขั้นสะท้อนผล โดยการจัดสนทนากลุ่ม และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหาในรูปแบบเชิงบรรยายและใช้สถิติเชิงพรรณนาในการวิเคราะห์หาค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัย พบว่า 1) เด็กในมูลนิธิยังขาดทักษะและควรมีการปรับปรุงและพัฒนา 2) กลุ่มผู้ร่วมวิจัย และจิตอาสามีความรู้ความเข้าใจการจัดการศึกษาตามอัธยาศัยในระดับมากที่สุด 3) การวิเคราะห์สภาพแวดล้อม ประกอบด้วย ปัจจัยภายใน คือ จุดแข็ง มีจำนวน 18 ข้อ จุดอ่อน มีจำนวน 15 ข้อ และปัจจัยภายนอก คือ โอกาส มีจำนวน 13 ข้อ และความท้าทาย มีจำนวน 8 ข้อ 4) แนวทางการพัฒนาสามารถกำหนดโครงการพัฒนาทักษะได้ 6 โครงการ รวม 72 ดัชนีชี้วัด 5) ภาพรวมผลการดำเนินงานพัฒนาอยู่ในระดับมาก และ 6) ภาพรวมของการพัฒนาอยู่ในระดับมาก โดยมีโครงการพัฒนาทักษะชีวิตตามหลักปรัชญาเศรษฐกิจพอเพียงอยู่ในระดับมากเป็นอันดับแรก ส่วนโครงการพัฒนาทักษะการอ่านออก เขียนได้ ภาษาอังกฤษอยู่ในระดับปานกลาง โดยมีข้อเสนอแนะคือ ควรมีการนำไปบรรจุเป็นนโยบายขององค์กร เพื่อให้เกิดการบริหารจัดการไปสู่ความเป็นเลิศอย่างต่อเนื่อง

คำสำคัญ: การพัฒนาการจัดการศึกษา; การจัดการศึกษาตามอัธยาศัย; มูลนิธิเพื่อให้ออกัส

Introduction

Humans are the most important resource for national development. Therefore, human resource development must be a continuous process throughout life. World society from the past to the present have placed great importance on education as an important foundation for improving people's quality of life in every dimension. Therefore, human resource development must be a continuous process throughout life. For this reason, Organizations at the international, national, and local community levels are aware of their educational roles and duties, providing continuous support for education aimed at promoting equal opportunities and lifelong learning for all. It is a global development framework for jointly achieving sustainable, social, economic, and environmental development without leaving anyone behind. Within the year 2030 sets the Sustainable Development Goals as a guideline for each country to act together in order to ensure that everyone has comprehensive and equitable quality education, and support opportunities in lifelong learning (Office of the National Economic and Social Development Council, 2016). Therefore, education becomes an important tool in the development of human quality (Keesukphan, 2023). Adhere to the principle of lifelong education for the people. Social participation and developing the learning process regularly and continuously. Provide people with rights and equal opportunity to receive basic education of no less than twelve years that the government must provide thoroughly and with quality without charging costs in the form of formal education, non-formal education, and informal education by holding the student-centered principle.

Learners have the ability to learn and develop themselves and are considered learners are the most important, which emphasizes the participation of all sectors by decentralizing administration and management from the central government to committees, educational area offices, educational institutions, and local government organizations (National Education Act 1999, 1999).

Management for the success or failure of an educational institution depends on the behavior of participating in the implementation of the goals, and accepting common goals by giving everyone the opportunity to freely think, and work together to reach the goal. The study of research on the problem of the role, and importance of teachers has decreased. Due to progressive changes in technology whether it's a computer, an iPad or a smartphone, with just a touch of your fingertips all the answers can be displayed quickly. Contrasting with the image of a teacher standing in front of the class, and telling students to write down or memorize what they should know. From a study of research on changing the teaching style by using technology to help organize teaching and learning, it has created a gap and inequality in the use of technology among children and youth that changes, and has an impact both directly and indirectly towards children (Kasetsart University, 2022). There are reports of problems arising from the education system. It is found that the majority of school-age children still have problems with intelligence quotient (IQ) which is lower than the international standard average, while emotional intelligence (EQ) has a lower average score than normal due to nutritional problems of mothers and children. Economic and social factors, and family care all affect children's behavior and life skills (Ministry of Education, 2017). From several studies of the performance of non-formal and informal education centers, it was found that they still face problems in many areas. It is unable to respond to the spirit of non-formal education that must be flexible, and able to develop students for their true learning (Manurung et al., 2021). As for the quality of management, quality of learners or service recipients, media teaching materials, and lacking quality equipment, as well as the educational networks in the area are not yet connected with working as it should (Arsathong & Julsuwan, 2024).

Therefore, The Development of Informal Education of Opportunity Foundation, Nangrong District, Buriram Province which has been considered for issuing a license to establish a foundation on April 19, 2007, permit number ศ.ปฐ. 2/2550 from the Buriram Provincial Cultural Office. It is a private shelter that is a non-profit organization under the Ministry of Social Development and Human Security with a vision to develop children and youth to be good people, public consciousness, and knowledgeable and morality under management of Opportunity Foundation according to the concept of Philosophy of Sufficiency Economy. The purpose of the foundation is to manage assets allocated specifically

for charitable, public, religious, artistic, scientific, literary educational, or other public benefits, all without seeking personal gain, and in accordance with the provisions of the Code. It must not be for the benefit of any person other than to carry out the purpose of the foundation itself (Department of Provincial Administration, 2013). It uses a participatory action research process that everyone in the organization, and volunteers to participate in development, coordinate work, think, plan, and carry out the process together at every step of the development, and to facilitate the creation and development of the quality of life of children so that they can continue to grow and live happily in society.

Research Objectives

1. To study the problems conditions for the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province.
2. To study the guidelines for developing informal education of Opportunity Foundation, Nangrong District, Buriram Province.
3. To study the results of the development informal education of Opportunity Foundation, Nangrong District, Buriram Province.

Literature Review

Management concept focuses on managing actions through the actions of personnel, which is a set of functions that determines the direction for using resources intelligently and cost-effective efficiently, and making right decisions effectively. There are criterias which determine the analysis and study in order to have the best way of working to achieve goals together with others that will lead to the achievement of the organization's goals, and create benefits for the organization for all parties involved (Drucker, 2006; Taylor, 2002). As George and Jones (2014) mentioned the nature of management has been described as an organizational planning process, navigation and control, personnel and administrative resources. Carry out work to achieve the organization's goals with efficiency, productive and expand the definition of organizational resources as assets including people with knowledge, skills and experience, machinery, raw materials, computers and technology, patents, capital, and loyal customers, etc. Therefore, the process that leads to the achievement of organizational goals by relying on personnel and administrative resources. If considered in a broad perspective, it will be found that it consists of its three characteristics are 1) a process of continuous and interrelated activities, 2) an emphasis on achieving organizational goals, and 3) working to achieve goals by combining personnel and administrative resources (Yawirat, 2013). In this regard, the management process incorporates behavioral science into administration called POLE. It is the responsibility of administrators that

begin with planning, organizing, leading, and evaluating (Laowichian, 2015) by using the SWOC Analysis technique, which is the first step towards organizational sustainability. It is to identify internal factors: strengths: S and weaknesses: W, and external factors: opportunities: O, and challenges: C (Moeed, 2023).

Informal education is a lifelong learning process without a fixed form of education or learning. There is no curriculum that determines the framework for activities or the scope of learning. Therefore, learning depends on needs, and the individual's motivation to learn. The main mission has been determined which consists of 1) organizing basic education with the appropriate format and methods, and there are various curriculum substances in line with the needs for knowledge, basic skills for living and working create a stable life and able to live happily together in society. 2) organize education for career development, develop knowledge, abilities, and skills in occupations of individuals and groups according to different goals. 3) organizing education to develop life skills. It's a learning process to enhance knowledge and abilities of individuals to be able to manage oneself with happiness, peace, and safety in society, and 4) provide education for social and community development. It is the integration of knowledge and skills from education that learners have or acquire from participating in activities using various learning styles using the community as a base for learning development, and social capital is a tool for organizing learning. To develop, and strengthen society and communities to be self-reliant according to the Philosophy of Sufficiency Economy. The people live together happily according to the democratic governance method as well as living in a good environment with sustainable development (Office for the Promotion of Non-Formal and Informal Education, 2017).

Developing students' skills in reading and writing is an instructional arrangement that must be organized in a systematic way by selecting teaching methods that are appropriate for teaching, the skills necessary for teaching are stimulating thinking, using questions, telling stories, lecturing, explaining, and expressing opinions (Department of Academic Affairs, 2002). Desirable characteristics for modern Thai people, should include: 1) Wisdom is one who knows cause and effect, has discernment in differentiating good and bad, knows what should be done and what should not be done based on reality, knows how to solve problems intelligently without bias, be aware of changes that occur quickly and in various ways, know the value of Thai wisdom and culture, know how to choose and receive outside science and culture amidst the chaos and competition of Thai society in the modern economic era. 2) The mind is having shame about wrongdoing, and behaving in a system of correctness. 3) Society is helping each other without selfishness, be aware and follow your rights and responsibilities towards others, society, and humanity, solve problems peacefully, respect the rights and freedoms of others according to democracy, have a spirit of determination to develop and be ready to cooperate creatively in a peaceful society, and know how to use, conserve and enhance natural resources and

the environment. In terms of morality and ethics, it is the cultivation of goodness in the mind, such as gratitude, diligence, frugality, honesty, unity, discipline, and kindness. Think only good things all the time, resulting in behavior until becoming a good example physically, verbally, and mentally for co-workers (Saleesongsom, 2022; Wasi, 1994) consisting of 1) Panyapala is a person who is well-versed in matters around him. 2) Viriyapala means diligence in performing duties. 3) Anavajjapala means working with honesty, and 4) Sanghapala means having good relationship with others (Office of the Civil Service Commission, 2010). Music therapy is the use of musical experiences for the purpose of enhancing health within the context of a therapeutic relationship (Bruscia, 2014), which allows participants to relax, socialize, adapt, and connect through participation from various experiences and leading to the creation of shared musical resources in everyday life (Brault & Vaillancourt, 2022), and the Philosophy of Sufficiency Economy is a philosophy that is both a concept, a principle, and a guideline for self-guidelines of individuals and organizations. By taking into account moderation with one's own potential and environmental conditions in order to be self-reliant by relying on reasonableness and having good immunity within oneself. By using knowledge correctly and academically with caution along with having morality, honesty, not disturbing each other, sharing, helping each other, cooperating in harmony, work together in unity, and be ready to accept change (Klambut, 2021). Focusing on an economy with a moderate practice model connects all matters together including economics, mind, society, and culture (Wasi, 2007).

Participatory Action Research according to the research cycle, participants in research must be united in carefully thinking and reflecting on the results in order to reduce attitudes towards the results that must be accepted from action research (Dick & Carey, 1985). According to the development cycle of "DAMR" Participatory action research starting from 1) Diagnose stage is to know basic information which may occur from the interview process. The steps and timing of conducting research questions that affect the results or possible inaccuracies. It should be carried out immediately after the diagnosis is completed in order to reduce the error that may occur from questions and situations that occur in relation to time, it can affect the interpretation of the results. 2) The Act stage becomes more complex with each cycle. It will be seen that the growth of development process, operations, results, and integration is carried out in the form of a "Meta Cycles" method (Coghlan & Branick, 2001) which must be stimulated co-researchers to further the process according to the objectives. 3) The Measure stage has measurement criteria for evaluating participatory action research through multi-cycle analysis to explain changes from the action steps that occur in order to optimize development. The measurement must be consistent with the stated objectives of the study or research. This stage follows a (variable) period of time during which the proposed solutions are carried out in the field. At this time, some secondary problems may arise, and they should be managed effectively. Sometimes targeted focus groups facilitate reflection on the

intervention program and on the overall effectiveness of the project. (Costa & Andreus, 2020) 4) Reflect on results. It is an operation to create an efficient process with standards by reflecting on both the thought process and attitude towards operations. It can be seen changes in the organization towards development, resulting in a higher quality organization, including reflection of the results of errors that occur in the organization in order to lead to development action or return to the diagnosis stage. This leads to the development and implementation of the measurement process again to achieve maximum efficiency (James et al., 2008). The researcher has synthesized and summarized the literature review and applied it to create a conceptual framework for the research. Shown as picture 1

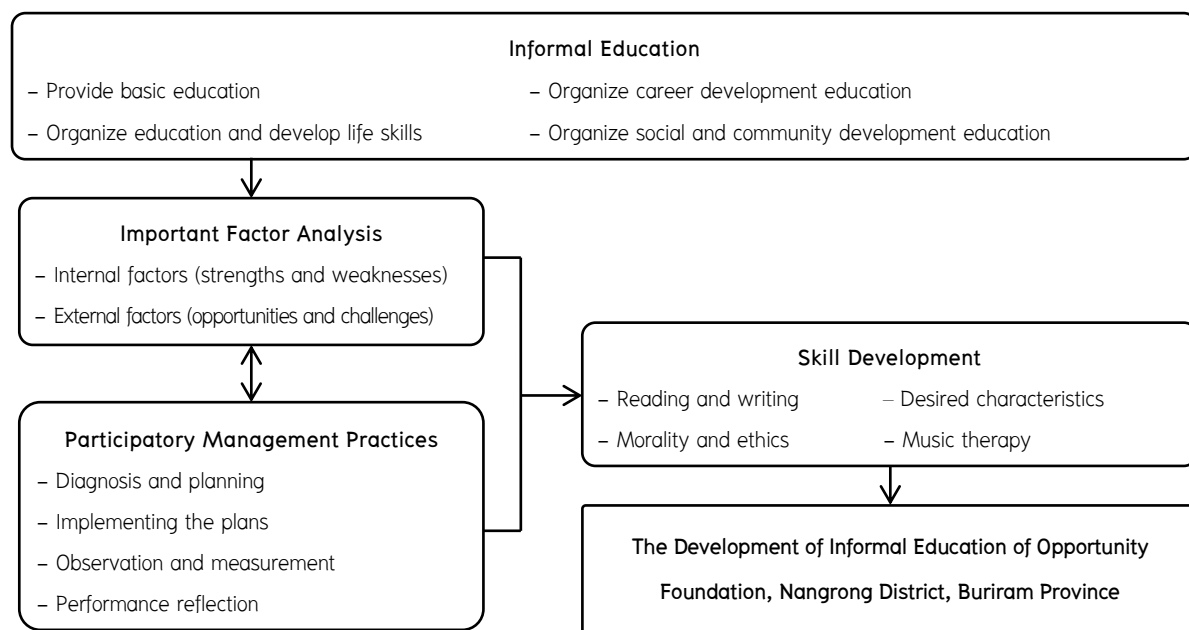


Figure 1. Conceptual framework

Research Methodology

This research used a Participatory Action Research process for developing The Development of Informal Education of Opportunity Foundation, Nangrong District, Buriram Province has the following research methods:

Population and target group

The population used in the research is practitioners and those involved within the Opportunity Foundation, Nangrong District, Buriram Province, a total of 37 people (Opportunity Foundation, 2019). Define 3 target groups without relying on probability, consisting of 18 people of development partners, executive committee members of the foundation, and volunteers, a group of 4 key informants who are executive director, and head of departments, and target group of 15 children under the care of the Opportunity Foundation through a specific selection method.

Research Tools

There are 5 research instruments for data collection, consisting of:

1. The problem questionnaire has 12 open-ended questions regarding 1) curriculum organization and its consistency with service recipient children 2) methods of organizing informal education 3) problems of measurement and evaluation 4) development of measurement and evaluation 5) knowledge and abilities of personnel 6) methods for organizing learning of personnel 7) background of children under care 8) needs that need to be improved or develop children for the better 9) problems and obstacles in educational management 10) areas that should be improved in educational management 11) real conditions in educational management 12) educational management in problematic areas, and should be improved.

2. Assessment of knowledge and understanding before and after personnel development, 2 issues: development of informal education, and participatory action research

3. Evaluation form for the development of informal education in 6 areas, consisting of 1) Thai literacy skills, 2) English literacy skills, 3) desired characteristics skills, 4) morality and ethics skills, 5) music therapy skills, 6) life skills according to the Philosophy of Sufficiency Economy.

The research tools, items 2 and 3, are closed-ended questions with a 5-level rating scale. The rating criteria are 5 points equal to the greatest, 4 points equal to much, 3 points equal to moderate, 2 points equal to less, and 1 point equal to the least (Likert & Likert, 1976).

4. The development participation observation form has open-ended questions related to voluntariness, cognition, participation in meetings, exchange of ideas, an interest and regularity in participating in activities.

5. The interview format has open-ended questions and Selecting answers related to utilization, applying knowledge and skills to work, and using technology to develop work. Satisfaction with success in developing all 6 areas of using work development methods with co-workers. Successful results in child development and benefits that children receive from development.

Finding the quality of 4 research tools by presenting 5 experts to consider giving opinions, suggestions, and scoring to evaluate the correctness of the content (Validity). The criterion for the consistency of the questions with the research objectives is +1 point when you are sure there is consistency, 0 points when you are not sure there is consistency, and -1 point when you are sure there is no consistency (Tirakanan, 2006). The obtained scores are analyzed to find the index of consistency between the questions with research objectives (Item-Objective Congruence Index: IOC) using the formula for calculating IOC, and selecting items with an IOC value of 0.50, and above (Tirakanan, 2006). It appears that the value Equal to 1.00 every issue.

The research received Human Research Ethics Certification from Sakon Nakhon Rajabhat University, number HE 66-041, on May 29, 2023.

Data Collection

Data collection was carried out according to the Participatory Action Research (PAR) cycle calendar as follows.

Step 1 Diagnose and Step 2 Act starting with having a group of co-developers, volunteers, and a group of information providers to answer the knowledge and understanding assessment before developing personnel. Then a workshop was organized to clarify knowledge and jointly study the problem using the SWOC Analysis technique (UCDAVIS College of Agricultural & Environmental Sciences, 2023) by considering internal factors: Strengths Weaknesses, external factors: namely Opportunities. And Challenges of Opportunity Foundation, Nangrong District, Buriram Province. The analysis is divided into 3 groups, consisting of executives, individuals, and organizations. Then jointly design an exchange of knowledge and set guidelines for developing development projects and important indicators. When the workshop was finished, the researcher had the group of co-developers, volunteers and the key informant group answer the knowledge and understanding assessment after personnel development using the same assessment.

Step 3 Measure by jointly carrying out projects and activities developed with the target group, which are children under the care of Opportunity Foundation, Nangrong District, Buriram Province, with a group of co-developers, volunteers and a group of key informants. After the operation was completed, the results of the project were measured with a group of co-developers and volunteers along with participant observation.

Step 4: Reflect by holding a Focus Group Discussion to jointly consider development projects that were successful and those that need improvement with a group of key informants.

Data Analysis

Data obtained from workshops, observations, and group discussions used content analysis by classifying problems and approaches. Categorize and summarize internal factors, external factors, opinions and suggestions in descriptive form of research (Srisa-Ard, 2017). As for the data obtained from the evaluation, descriptive statistics were used to analyze the mean (Mean: \bar{X}) between 4.51–5.00 means the highest level, 3.51–4.50 means a high level, 2.51–3.50 means medium level, 1.51–2.50 means low level, and 1.00–1.50 means the least level (Likert & Likert, 1976).

Research Results

1. Studying the problems conditions for the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province. It was found that children in the foundation still lack skills and should be improved and developed in 6 areas, consisting of 1) Thai literacy, 2) English literacy,

3) desirable characteristics, 4) morality and ethics, 5) music therapy, and 6) living according to the Philosophy of Sufficiency Economy, where skill development is an important tool for organizations to cope with change and enable children to live happily in society according to their own standards. As an example interview:

“...Developing education for children in the foundation is a new dimension for foundation workers. I am confident that this development operation will be truly successful...” (Head of Human Resource, 9 March 2023)

“...The development of informal education is a learning arrangement that encourages children to develop life skills, but most children must still use the principles of psychology in nurturing their development to achieve development guidelines. We are short of staff and also lacking of knowledge and understanding in developing children effectively. It is a delicate matter...” (Executive Director, 8 June 2023)

“...Clear division of activities to provide understanding of operations and work development as intended. Personnel and volunteers are still accustomed to working simply and according to their ideas or situations rather than having procedures...” (Head of Social Work and Psychology Department, 8 June 2023)

“...I think, it should be developed by using a lot of music because music will help encourage and soften children’s hearts, and reduce symptoms of depression. As for morality and ethics, it will encourage children to be good people, and help increase children’s awareness of behavior and conduct themselves in a good manner...” (Chairman of the Board, 8 June 2023)

Table 1. Development of knowledge and understanding of informal education of Opportunity Foundation, Nangrong District, Buriram Province.

Lists	Before the meeting (N=22)			After the meeting (N=22)		
	\bar{X}	S.D	Level	\bar{X}	S.D	Level
1. Informal education management	2.51	0.50	Low	4.62	0.92	Highest
2. The importance of developing informal education management	2.50	0.50	Low	4.64	0.93	Highest
3. Information skills media and technology	2.48	0.49	Low	4.65	0.93	Highest
4. Life and career skills	2.48	0.50	Low	4.67	0.93	Highest
5. Knowledge and understanding of participatory action research	2.49	0.50	Low	4.59	0.92	Highest
Average overview	2.49	0.50	Low	4.63	0.93	Highest

From Table 1, it is found that the overview in development of knowledge and understanding of the development of informal education. Workshop participants' knowledge and understanding before the meeting was at a low level ($\bar{X}=2.49$, S.D.=0.50), and was at low level every item. The items at the lowest level were information, media and technology skills ($\bar{X}=2.48$, S.D.=0.49). As for after development, they were at the highest level ($\bar{X}=4.63$, S.D.=0.93), and were at the highest level every item. The items at the highest level were life and career skills ($\bar{X}=2.49$, S.D.=0.50).

Table 2. Analysis of guidelines for developing informal education of Opportunity Foundation, Nangrong District, Buriram Province.

	Service recipients' level	Individual level	Organization level
Strength (S)	1. Children ready to learn 2. Children are cultivated in morality 3. Children respect rules and regulations. 4. Children have love and unity among each other 5. Children have good self-management skills	1. Personnel are dedicated, sacrificed, and committed to their work 2. Personnel are united. 3. Most personnel have more than 10 years of working experience and are like family 4. The working system according to the scope and workload is clear 5. Personnel are at an age where they are ready to perform their duties 6. Personnel are honest	1. It is a Global Organization with adequate budget support 2. There is continuous personnel development 3. Have a clear organizational structure 4. The management team has a variety of expertise 5. Executives have the vision 6. There is budget flexibility and transparency 7. Located in the center of the city 8. Career skills are promoted, and morale boosted with adequate welfare
Weakness (W)	1. There is cultural diversity 2. Children have emotional, social and intellectual differences 3. Cannot determine the qualifications of service recipients	1. The number of personnel is not consistent with the workload 2. There is cultural diversity 3. Being close like family causes too much	1. Not receiving any budget support from government 2. Resource management is not yet worthwhile and does not bring maximum benefit
Weakness (W)	4. Not appreciating the opportunity received 5. Lack of necessary communication skills in foreign language 6. Being psychologically re-treated by the legal process	consideration, causing an obstacle to work performance 4. Lack of necessary communication skills in foreign language	3. The organization is still unable to rely on itself 4. Receive the main budget from a single source 5. The name of the organization is not an easy name to understand the purpose of the organization
Opportunity (O)	1. Receive opportunities to develop life skills continuously 2. Receive educational opportunities 3. Receive the opportunity to receive medical treatment 4. Receive sufficient four requisites 5. Receive opportunities to socialize in various ways.	1. Good personal network provides continuous support for various factors in child development from The Veterans of Foreign Wars 2. Individual-level networks support donations of consumer goods.	1. Have a strong network of partners 2. Receive continuous trust and budget support from The Veterans of Foreign Wars 3. The community participates in supporting the foundation's activities 4. Government organizations cooperate 5. Foreign organizations give credibility and cooperation 6. Opportunity Foundation supports basic education

Table 2. (Cont.)

	Service recipients' level	Individual level	Organization level
Challenge (C)	1. The process of giving legal evidence causes mental repetition 2. Children use social media and technology inappropriately and imitate aggressive behaviour 3. The hospital system is not conducive to providing treatment to children who need special care	1. Personnel adapt relatively slowly to rapid technological change 2. Family burden: low income is not consistent with the economic situation, causing mental stress, affecting work performance, especially efficiency in caring for children	1. The policy for requesting budget support from the government is limited and has inflexible conditions 2. Applying for registration as a public charity organization for donors to use as a tax deduction has rules and regulations that are restrictive and have inflexible conditions 3. The unstable global economic situation has resulted in seeking budget support from the government and within the country

From Table 2, it was found that internal factors consisted of strengths at the executive level with 5 items, individual level with 6 items, organizational level with 7 items, and weaknesses at the executive level with 6 items, individual level with 4 items, and organizational level with 5 items. As for external factors consisted of opportunities at the executive level with 5 items, individual level with 2 items, organizational level with 6 items, and challenges at the executive level with 3 items, individual level with 2 items, and organizational level with 3 items.

2. Guidelines for developing educational management of Opportunity Foundation, Nangrong District, Buriram Province was found that 6 development projects could be determined, with a total of 72 indicators, shown as follows.

Table 3. Projects and indicators for developing informal education of Opportunity Foundation, Nangrong District, Buriram Province

Development Projects	Indicators
1. Thai literacy	Reading skills 1) Accuracy in pronunciation of consonants 2) Accuracy in pronouncing vowels 3) Accuracy in pronouncing tones 4) Accuracy in pronunciation and spelling, and does not match the spelling rules. 5) Accuracy in reading words with reduced vowels 6) Accuracy in reading words with transformed vowels 7) Accuracy in reading words with diphthongs 8) Accuracy in reading words with leading letters 9) Accuracy in reading Words with orthography 10) Accuracy in reading words containing “ร” (“R”)

Table 3. (Cont.)

Development Projects	Indicators	
	Writing skills	
	1) Accuracy in dictation	
	2) Accuracy in writing words with diphthongs	
	3) Accuracy in writing words with leading letters	
	4) Accuracy in writing words with spelling rules, and does not match the spelling rules.	
	5) Accuracy in writing words with orthography	
2. English literacy	1) Basic listening skills	3) Reading aloud skills
	2) Creative communication skills according to age	4) Writing skills
3. Desired characteristics	1) Patriotism, religion, and monarchy	6) Commitment to work
	2) Honesty	7) Love Thainess
	3) Discipline	8) Have public consciousness
	4) Be eager to learn	9) Focusing on benefits for others
	5) Live in sufficiency	
4. Morality and ethics	1) Be punctual and respect rules and regulations	
	2) Be aware of your own roles and responsibilities	
	3) Have gratitude	
	4) There is unity among the group	
	5) Have a good conscience towards society and the public.	
	6) Be humble	
	7) Have manner	
	8) Be responsible to yourself and the public	
5. Music therapy	1) Stress management	4) Promote emotional management
	2) Relieve mental pain	5) Promote social skills management
	3) Develop communication skills	6) Physical and mental rehabilitation
6. Life skills according to the Philosophy of Economy Sufficiency	Component 1 Moderation	
	1) Economical	2) Sufficient living
		3) Sufficiency
	Component 2 Reasonableness	
	1) Use resources wisely and carefully	
	2) Sustainable use of resources	
	3) Reducing expenses and increases income	
	Component 3 Self-immunity	
	1) Having a strong mind	
	2) Adaptation and readiness to accept change	
	3) Savings and lifestyle planning	
	Condition 1 Knowledge	
	1) Seeking knowledge	3) Thorough knowledge and caution
	2) Using technology that is appropriate to resources	4) Development and inheritance of folk wisdom
	Condition 2 Ethics and virtues	
	1) Honesty	3) Diligence and perseverance
	2) Generosity	4) Unity

Table 3. (Cont.)

Development Projects	Indicators		
Dimension 1 Economic aspect			
1) Financially planning	2) Having immunity	3) Living life of sufficiency	
Dimension 2 Social aspect			
1) Help others	2) Unity		
Dimension 3 Culture			
1) Love and value in being Thai			
2) Preserve good culture			
3) Know how to distinguish and accept other cultures			
Dimension 4 Environmental aspect			
1) Know how to use resources wisely and carefully			
2) Choose to use existing resources with the highest value and benefit.			
3) Restore resources to achieve maximum sustainability			

From Table 3, it is found that 6 development projects, 72 indicators are classified as Project 1: Thai literacy, 15 indicators, divided into reading skills, 10 indicators, writing skills, 5 indicators, Project 2, English literacy with 4 indicators. Project 3: Desired Characteristics Skills: 9 indicators. Project 4: Moral and Ethical Skills: 8 indicators. Project 5: Music therapy skills: 6 indicators, and Project 6, life skills according to the Philosophy of Sufficiency Economy, has 30 indicators, divided into 3 components: component 1 moderation has 3 indicators, component 2 reasonableness has 3 indicators, component 3 immunity has 3 indicators. 2 conditions: condition 1 knowledge has 4 indicators, condition 2 morality has 4 indicators, and 4 dimensions: dimension 1 economic aspect has 3 indicators, dimension 2 social aspect has 2 indicators, dimension 3 has culture has 3 indicators and dimension 4 environmental has 3 indicators.

3. To study the results of the development informal education of Opportunity Foundation, Nangrong District, Buriram Province. Shown as Table 4 and Table 5

Table 4. Implementation of the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province

Lists	\bar{X}	S.D	Level
1. The quality of documents on the development of informal education.	4.32	0.64	High
2. Knowledge and understanding about the development of informal education.	4.40	0.40	High
3. Knowledge and understanding of guidelines for developing informal education.	4.43	0.47	High
4. Meetings to discuss and exchange various opinions.	4.75	0.77	Highest
5. Personnel work together to develop themselves and exchange ideas for developing work in a variety of ways.	4.32	0.56	High
6. Having a creative work development design.	4.43	0.64	High
7. There is a joint use of technological and media to develop interesting learning arrangements.	4.05	0.58	High
8. Personnel join in building morale among co-workers to help improve the working atmosphere.	4.43	0.47	High
9. Service recipients participate in activities and are happy in doing activities.	4.43	0.47	High
10. Personnel focus on developing their work with diligence against obstacles that arise.	4.05	0.58	High

Table 4. (Cont.)

Lists	\bar{X}	S.D	Level
11. Personnel participate in development process.	4.43	0.47	High
12. People adapt to their co-workers, and take on the leader and follower roles appropriately.	4.05	0.58	High
Average overview	4.34	0.51	High

From Table 4, it is found that the average overview of the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province is at a high level. When classified into items in order from highest to lowest, the top 3 were found to be at the highest level, namely meetings to discuss and exchange various opinions. ($\bar{X}=4.75$, S.D.=0.77). The second rank was at a high level with 5 items: 1) having a creative work development design ($\bar{X}=4.43$, S.D.=0.64) 2) knowledge and understanding of guidelines for developing informal education 3) Personnel join in building morale among co-workers to help improve the working atmosphere 4) Service recipients participate in activities and are happy in doing activities, and 5) Personnel participate in development process ($\bar{X}=4.43$, S.D.=0.47). The third rank is at a high level: knowledge and understanding about the development of informal education ($\bar{X}=4.40$, S.D.=0.40)

Table 5. Development of informal education of informal education of Opportunity Foundation, Nangrong District, Buriram Province

Development Projects	\bar{X}	S.D	Level
1. Thai literacy	4.09	0.67	High
2. English literacy	3.82	0.72	Medium
3. Desired characteristics	4.14	0.72	High
4. Morality and ethics	4.40	0.76	Highest
5. Music therapy	4.12	0.78	High
6. Life skills according to the Philosophy of Economy Sufficiency	4.45	0.76	High
Average overview	4.11	0.73	High

From Table 5, it is found that the average overview of the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province is at a high level ($\bar{X}=4.11$, S.D.=0.73). When considering each development project, it is found that it was at a high level, totaling 5 projects, arranged in order from highest to lowest. It was found that the first place was Life skills according to the Philosophy of Sufficiency Economy ($\bar{X}=4.45$, S.D.=0.76). Followed by morality and ethics skills ($\bar{X}=4.40$, S.D.=0.76), desired characteristics skills ($\bar{X}=4.14$, S.D.=0.72), music therapy skills ($\bar{X}=4.12$, S.D.=0.78), Thai literacy ($\bar{X}=4.09$, S.D.=0.67), and is at a moderate level in English literacy skills ($\bar{X}=3.82$, S.D.=0.72), respectively.

Table 6. Reflections on the results of the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province.

Development Projects	Traces of activity	Successful results		Suggestions
		Satisfied	Dissatisfied	
1. Thai literacy skills	Reading bible, individual reading, mixing works games, dictation and practice	√		
2. English literacy skills	Self-introduction and greetings, reading scriptures, watching English series and practice	√	√	Should be designed and developed further.
3. Desired characteristics skills	Showing respect, good deeds journal ,and learning results	√		
4. Morality and ethics skills	Behavioral observation record, good deeds journal, note book	√		
5. Music therapy skills	Behavioral observation records, music learning activities, singing, playing music, have the courage to perform music in public, record behavioral observations	√		
6. Life skills according to the Philosophy of Sufficiency Economy	Good deeds journal, record behavioral observations	√		

From Table 6, it is found that reflection on the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province, all 6 projects, 72 indicators of the researcher and co-researchers, overall results found that projects 1, 3, 4, 5, and 6 achieved successes according to the project aims. The researcher and co-researchers agreed that monitoring should be stopped and development in the research process should end in the first cycle. However, there is 1 project, which is Project 2, development of English literacy skills should be designed to develop more work in the 2nd cycle in order to achieve the goals more efficiently, as shown in the example interviews.

"...Most children still lack skills in both reading and writing. Few children can read and write due to having little basic skills. There were continuing problems from studying with co-researchers at school before. Therefore, the development of English literacy skills should be further developed by those in charge of the project and by the researchers..." (Head of Finance and Accounting, 12 September 2023)

Discussion

The situation in organizing informal education of Opportunity Foundation, Nangrong District, Buriram Province still encounters the problem of children under the care of the foundation lacking reading and writing skills in both Thai and English. Desired characteristics skills that each person

differs, which they may look for or want to have in a person or be what they want to be or have in themselves. Moral and ethical skills, which are a system of values or standards that an individual or society wants to adhere to in order to achieve justice, equality, and peace in society. As for music therapy, it is a process of restoring mental and physical health that will help enhance the recovery of one's quality of life and life skills according to the Philosophy of Sufficiency Economy, also creates conditions in which individuals and society can live sustainably through creativity and the use of resources in an appreciable manner. It is to enhance understanding, support and responsibility for the use and development of the resources of society and the environment in the long term, Netpanna Yawirat (Yawirat, 2013) mentioned that planning is related to the success of the organization in the near future both in the short term and long term, because management begins with the planning function, it demonstrates the importance of well planning to achieve the organization final results (Sararatana, 2012).

Guidelines for developing informal education of Opportunity Foundation, Nangrong District, Buriram Province is a skills development project with a process focused on supporting, and stimulating learning that takes place within the organization so that the organization can proceed with the activities, and steps that have been planned, set goals, creating a development environment, training, support, exchange of knowledge including systematic measurement and evaluation. This can be said to be a process that focuses on creating an environment that can stimulate and develop skills for learners by using project operations as the main tool that is comprehensively appropriate according to the context and needs of the learners. Arsathong and Julsuwan (2024) explained that management focuses on quality throughout the organization that is continuously improved and developed, increasing its ability to compete with other organizations and being able to survive according to the environment and/or factors that changes all the time.

The overall picture of the development of informal education of Opportunity Foundation, Nangrong District, Buriram Province is at a high level, with the project to develop life skills according to the Philosophy of Sufficiency Economy is at high level as the first. This is in line with the research of Thanitta Klambut (Klambut, 2021) regarding the development of an additional course curriculum on living according to the Philosophy of Sufficiency Economy, social studies, religion and culture learning group of Grade 5, found that students who study using the additional subject curriculum regarding living according to the Philosophy of Sufficiency Economy, there is a high level of satisfaction. While the research of Siriwat Mokharat and Chamnian Phonhan (Mokharat & Phonhan, 2023) found that the guidelines for developing the results of educational administration according to the Philosophy of Sufficiency Economy in schools under the Maha Sarakham Municipality are appropriate and possible at the highest level. As for the project to develop English literacy skills, it was ranked last in the middle level. Therefore, the author has an opinion that an environment that supports reading and writing English

should be created for learners with interesting and easy-to-understand content. Using technology to support and assist in learning English, creating games or activities that focus on English reading and writing that are interesting, including using questioning to stimulate thinking and understanding, and create concrete motivation for students to be interested in English reading and writing. For example, research by Hasbullah et al. (2023) suggests integrating a Multiple Intelligence Learning Approach (MILA) with interactive, analytical, and reflective features that cover elements of linguistics, mathematics. Images, physical movement, music, interpersonal relationships, nature, and existentialism or spirituality that can be used as guidelines to improve students' English writing skills appropriately and precisely.

Suggestion

Suggestions for development

To develop Opportunity Foundation towards success, the informal education development project should be incorporated into the organization's policy by specifying success indicators and using the success indicators to improve, and develop them to be consistent with the environment of integrated organizational management.

Suggestions for next research

Components and indicators regarding the organization's integrated learning management should be studied to find additional, and comprehensive indicators to increase efficiency in the management of informal education leading to excellence.

Output/Outcome/Impact

The Opportunity Foundation's informal education development projects, 6 projects, totaling 72 indicators, can be used as tools and guidelines in the process of promoting access to moral and fair education, and developing the skills of individuals in society. Especially in groups with poverty in order to meet the needs, respond to the reality of the learners, and to create opportunities to access learning that is truly appropriate for the target population that needs assistance in Opportunity Foundation in Thailand.

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