



# Guidelines of learning activities for improving competencies of out-of-school teachers

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## Abstract

To help the out-of-school teachers who took part in the project funded by the Equitable Education Fund (EEF) build their competencies, this article intends to provide the outcomes of learning exercises and offer advice. The implementation included two training workshops with participation from 3,161 out-of-school teachers. These workshops included instruction to advance out-of-school teachers' abilities in psychology and learning management. As a research tool, questionnaires were employed to gather the data. The results revealed that essential content for out-of-school teachers comprises inspiring out-of-school teachers and children; educational psychology for different ages; creating a learning plan; designing a proper learning process; enhancing the facilitation skills; information about laws, regulations, and guidelines for helping children; network building; and networks and professional learning communities (PLC); preparation of teaching materials; and assessment and evaluation, respectively. The activity pattern is a workshop. The overall event results show that those participants reported high satisfaction with different management and training activities.

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## Introduction

Education is the key to the country's population development. As UNESCO reported on the situation of out-of-school children in 2019, there are still a total number of out-of-school children around the world of more than 258.4 million consisting of 59.1 million or 23 percent of elementary school children (6–11 years old),

61.5 million or 24 percent of junior high school children (12–14 years old), and 137.8 million or 53 percent of high school children (15–17 years old). In addition, the data from Equitable Education Fund (EEF), found that more than 800,000 children aged 3–17 years in Thailand are out of school and excluded from the education system. In Bangkok alone, there are more than 899,958 children outside the education system, accounting for 34.03 percent

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of the whole country. The problem of out-of-school children has caused economic and social damage to Thailand worth up to 330 billion baht every year, representing 3 percent of the country's gross national product (GDP), which is equal to the average of Thailand's economic growth over the past decade. Although the Thai education system has high investment, the situation of out-of-school children in Thailand continues to deteriorate in all areas of the country, jeopardizing Thailand's economic development opportunities to come out of the middle-income trap. In 2019, there were more than 800,000 children and youths aged 2–25 years who lived outside the education system, which is likely to increase. And there is a risk of entering three dangerous cycles which are being low-income workers, getting life and health at risk, and prostitution especially for girls and juvenile delinquents who are caught up in drugs and robbery (The United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023). The inequality among children and youth is caused by many factors, such as structural problems in the country, family problems, unsafe schools, and dangerous environmental problems. Especially in the situation of COVID-19, the inequality intensified. The government should reflect on and review the policy as soon as possible, looking at family, society, and environmental problems (Chitradub, 2020; Education Equality Fund [EEF], 2020).

Teachers and people working with out-of-school children are very important. They must continuously develop the knowledge and skills related to working and cooperating with stakeholders in all sectors of society. Sri-Ngernyung (2020) synthesized and defined the meaning of out-of-school teachers by collecting quantitative and qualitative data from approximately 180 institutions and found that (1) out-of-school teachers in the private sector are those who work without any affiliation. There are both qualified and non-qualified teachers. The names may vary, such as a community learning center teacher, the Moken (also 'sea people'), street teacher, or homeless child teacher. These teachers work outside the school area and work with youth who are disadvantaged or children in difficult conditions, at-risk groups, or homeless (permanent, temporary, and migrant children). Their roles are focused on teaching life subjects or skills. Most of them are self-funded or have support from foundations and associations; (2) The overview of the current work of out-of-school teachers in each region will take care of out-of-school children according to the nature of problems in each region. Most of the catering is from local government

teachers and non-formal education institutions; (3) Organizations, groups, or people who take care of various groups of children and youth, require cooperation with many partners. In some cases, the budget may be quite high compared to the income (e.g., budget money, donations). The current tools and personnel in the team are not enough; (4) Out-of-school teachers also need to develop their competence so that they can help and develop out-of-school children to have appropriate skills, a good working system, and learn to increase knowledge according to the aptitude and needs of everyone; and (5) out-of-school teachers must also seek budgets to support and develop necessary skills for children, such as learning skills, current life skills and vocational skills for children to earn a living for themselves and their family. Therefore, the development of out-of-school teachers' competencies is essentially related to the development of out-of-school learners.

Problems are found in out-of-school children towards economic and social development and the effect of children dropping out of school on the development of the country. Therefore, it is an important mission of both the government and private sectors to have personnel working with these groups to adapt and improve themselves. Out-of-school teachers are an important mechanism in helping children to enter the education system or to have a suitable career. Out-of-school teachers are an important mechanism in helping children to enter the education system or to have a suitable career. The development of competencies of out-of-school teachers is, therefore, an urgent matter for the benefit of out-of-school children. Helping out-of-school children to receive appropriate support and promotion of lifelong learning includes further development as an individual, family, community, and society. The sample content of learning activities and content in this article is part of the supporting project for the Development of Teachers and Children in Non-Formal Education Year 2020 with the support of the Education Equality Fund (EEF) (Pathumcharoenwattana et al., 2021), which aims to systematically develop out-of-school teachers and children.

### *Research Objectives*

To present guidelines for organizing learning activities for developing the competencies of out-of-school teachers to proper help and support lifelong learning for out-of-school children.

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## Methodology

The project funded by the Equitable Education Fund (EEF) includes training on improving the skills of after-school instructors. Out-of-school instructors and related individuals in charge of the side projects under the three main projects made up of the population and the samples: (1) a project to support the knowledge of and create a network for out-of-school teachers and students in Bangkok based on civil society; (2) a project to support and create mechanisms for out-of-school teachers and students; and (3) a spatial network coordination project for developing out-of-school teachers and students consisting of 41 sub-projects. There are 3,161 teachers in total (including the 3 main programs), but we have chosen to focus on 52 leaders who have the potential to impart their training-related knowledge and experience to other teachers in the workshops.

### Data Collection

The research tool utilized to gather information from out-of-school instructors was a questionnaire. An assessment of non-formal education teacher development workshops serves as the major tool. Three subject-matter experts validated the instruments. In order to suit the needs of instructors, there are many data collection methods that help out-of-school teachers improve their competencies. In this study, descriptive statistics such as frequency and percentage were used.

### Data Analysis

Frequency and percentage were descriptive statistics that were used in this study.

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## Results

The outcomes of learning exercises and offering instructions to help out-of-school instructors enhance their abilities are as follows: field visits to support and monitor the implementation of the sub-projects and surveys on competence-building concerns; It was discovered that to inspire out-of-school instructors and students received 41 votes as the issue that they wanted the most, then educational psychology for various age groups received 40 votes. With 38 votes, the third task is to develop a learning plan and a learning process, and with 35 votes, it is to improve facilitation abilities. Information

about laws, rules, and policies for assisting children is ranked sixth with 30 votes. Network development and professional learning communities (PLC) are ranked sixth with 28 votes, seventh with 24 votes respectively, and last with 22 votes, is the creation of instructional materials, ranked seventh. To develop the abilities of out-of-school instructors, a workshop was conducted. It included the following components: (1) A Psychology and Learning Management for Out-of-School Children, and (2) A Workshop for empowering out-of-school instructors, which have the following details:

### *Workshop for Developing the Competencies of Out-of-school Teachers: Psychology and Learning Management for Out-of-School Children.*

The outcomes of the workshop on psychology and learning management for out-of-school youth, which took place from December 1–3, 2020, at Crowne Plaza Bangkok Lumpini Park, were released. The goal was to provide inspiration and knowledge about psychology and the dynamics of dealing with children who are not in school to out-of-school teachers and childcare providers. Participants will also receive instructions for creating the learning process and evaluation. The workshop's material is broken into 8 activities. Expectation is an icebreaker activity used in the first activity to help workshop attendees from different backgrounds understand one another and the aim of the program. Each group will be divided by birthdate and hometown, and they will then go on to get to know each other. The second activity is an icebreaker meant to lower barriers between participants and let them realize their own power and the significance of their job. In the background, music will be played to help participants feel a part of the environment. Participants will meditate in threes to unwind and think back on their personal experiences that are useful and meaningful to others. They will then bring flowers and tell their own life narrative in style and their finest tales of helping out-of-school kids in the past. After that, people in the group tell their own stories before they illustrate the story using free-form floral arrangements. Finally, the presenter summarizes the lessons learned using friends' stories. Lastly, the lecturer summarizes learning by using the iceberg model for self-reflection. What we do or see is something posted up above the water, but many things that are underwater including feelings, attitudes, values, beliefs, and expectations result in behaviors that can be seen. The third activity, how to manage learning effectively, gives participants the chance to consider issues and exchange personal tales pertaining

to kids who are not in school. First, groups are divided into seven categories based on the different types of kids inside. To address the question of how to manage to learn effectively, each group will discuss and summarize the responses together. This will include the nature of the target, difficulties, concerns, methods of solving problems, and work lessons. The fourth activity is knowledge acquisition. “Child Developmental Psychology: Looking into Eyes, Understanding Mind” This activity is a lecture by speaker 1 to increase psychological understanding of working with children who have behavioral difficulties, children who have experienced trauma as children, and children with special needs. The next step is for each group to submit their ideas for a 2-minute presentation, in which they must address the question: “Is there a way to encourage the target children to feel valued, meaningful, and important, how will I be, OK?” The fifth activity, the check-In exercise, asks participants to reflect on their emotions. Exchange inspiring tales with one another by asking each person to select a card that best captures and portrays their emotions at that moment. After that, feelings are shared and exchanged in a group of 3–4 people. Participants will learn how to create a learning plan and evaluate learning with children in the sixth activity, Knowledge-Gaining on Learning Management. The second speaker is welcome to share their experiences about the importance, planning, and preparation of an effective learning process that results in genuine change as well as how to create a learning plan based on the principles of active learning and evaluation. In the seventh endeavor, the topic for speaker 3 is active learning process design and different learning assessments. Effective learning that results in transformation will lead to new perspectives, a deeper understanding of life’s meaning, and values. By utilizing a cooperative learning method, each person could share their experiences, reflect on their knowledge, and apply that knowledge to make positive changes using theories like Edgar Dale’s learning theory, active learning, The Nature of Human Learning, etc. The eighth activity, a workshop on learning management design, allows participants to start experimenting with learning activities and evaluating the management of educational institutions. Participants are separated into seven groups based on the different types of kids. Each group then creates learning management systems and evaluations suitable for their intended audience, utilizing the guidelines outlined in Activity 7. Representatives from each group will then host an idea-sharing session.

25 out of 44 participants, or 11 percent, completed a training evaluation form for out-of-school instructors, which examined their knowledge of psychology and

learning management strategies for children. This study took place on December 2–3, 2020. 52 persons were classified as male and 14 as female, making up 56 percent of the total. Most participants (20%) were in the age group of 21 to 30 years, which is divided into 21 to 25 years and 26 to 30 years. The age groups of 31 to 40 years and 46 to 50 years, which each had 4 participants, accounted for 16 percent of the total. Two people, each over the age of 50, made up 8 percent of the population, while one person, under the age of 20, made up 4 percent. In addition, 23 people took part on both days, December 2–3, 2020, representing 92 percent, and one-day participants, on December 2, 2020, 2 people, accounting for 8 percent of the total number.

For the overall assessment results on the management aspect, it was found that the suitability of the training venues and the speakers had knowledge and abilities appropriate to the training topics. The mean was 4.72 and 4.56, respectively. The location was convenient but there was a suggestion that there should be more green places to add more shade and to increase efficiency of learning. Participants appreciated the preparation of useful content but suggested the speaker speak more slowly, increase the time to understand each part of the content, and increase the time to share and exchange within the group as well as proposing to have a facilitator in small groups to create a learning atmosphere in the activities. In terms of the suitability of the training period, the suitability of food and snacks scored high at 4.00 in each category. There were comments on increasing the event days to accommodate the diverse content and give participants more time to understand the multi-issue content. As well as increasing the presentation and discussion time, it was suggested to have more variety of food, and to consider the container and food for those who follow Islam. In terms of training activities, such can be divided into two days, the assessment of training activities on 2 Dec. 2020 with a total of 6 activities. (Creating pieces from colorful flowers) and learning ladder activities. The score was at the highest level. The mean values were 4.56 and 4.52, respectively. While How to Manage Learning Effectively, Knowledge-Gaining “Looking in the Eyes, Knowing the Mind, Child Developmental Psychology”, Recreation activities and surveying expectations, and learning summary activities were scored high. The mean for each activity was 4.48, 4.32, 4.32, and 4.16, respectively. The participants were satisfied with the activities but there was a suggestion to extend the time to gain deeper learning and to concentrate more, and if there were some breaks and having time to share and exchange ideas with other participants, such would help

make the training more effective. The assessment of the 5 activities on December 3, 2020, found that all 5 activities had a high-level score: Learning Reflect, Knowledge-Gaining Design learning management and evaluation, Workshop on Learning Management Design, and Check-In activity come after the Summary activity, with their respective means being 4.44, 4.28, 4.24, 4.24, and 4.16. The exercises provided rich and engaging material, but there was little time for training, so the participants had to focus a lot, which contributed to tiredness, especially since many of them came from upcountry. Overall, it was concluded that future workshops should include time management and meal planning.

### *Workshop for Empowering Out-of-school Teachers*

A workshop for empowering out-of-school teachers was held on April 5–6, 2021, at Nuvo City Hotel Bangkok, with the aims to enable teachers and people working with out-of-school children to foster positive attitudes at work and provide guidelines for managing their own emotions in work as well as giving inspiration in the developing out-of-school children. The training content activities can be divided into 8 activities. The first activity, the relationship detective activity, promotes the relationship between the participants and builds readiness to participate in further activities. By having participants draw 6 squares on the paper given to them, the speaker will set the qualifications for each box along with writing the names of other participants who met those qualifications. After that, the participants would go back and ask the person who was in that box again but changed the question to a new set. Then participants are asked to share their answers with others. The second activity, Growth Mindset, is to enhance understanding of growth attitudes and promote learning. It starts with a video tutorial by Graham Shaw (Why people believe they can't draw - and how to prove they can), and having all participants try their hand at drawing along with the clip. Then, the speaker gives a lecture on the growth mindset, the lens of the retina that we use to see things. Mindsets can be divided into two groups; (1) Fixed Mindset, and (2) Growth Mindset; these two mindsets affect learning and attitude towards things. Then there is a lecture about the learning zone, which is a creation of a safe space for learning through activities to explore their learning area. The area is divided into 3 parts: (1) Comfort Zone, (2) Learning Zone, and (3) Panic Zone. Then, provide knowledge on how to give constructive feedback to improve learning and development using the principle of AAR: After, Action Review through watching

Austin's Butterfly: Models, Critique, and Descriptive Feedback video along with doing the Dominoes activity. Participants were asked to split into groups and place one domino each, taking turns until the time was up, and the group with the highest number of dominoes would win. The third activity, Emotional Intelligence & Emotion is an activity to practice skills and to see the importance of emotional intelligence. The speaker lets participants think about words that have "mind" in them, then watch clips of people communicating and showing their emotions which are important factors. So, by knowing how to suppress your feelings, such helps to deal with the emotions that arise appropriately, which is beneficial to yourself and those around you. The speaker will also present elements of emotional intelligence consisting of (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management. The fourth activity, Jukebox, is to promote beneficial relationships by building a network of information that will be supportive to work. The speakers play songs for the participants to guess the song title and the singer's name. After that, they gathered into groups of 5 to discuss the music being played. In this session, the speaker allows everyone to go and ask other participants who are not in their group, then give the answers and count the scores. This activity shows the importance of networking, getting to know each other, and having connections, which will help us work successfully with the 3C principles of success, namely, (1) Concept, which means having knowledge and understanding of what we are doing; (2) Credit, that is, having work and experience, which gives us self-confidence and builds credibility; and (3) Connection, meaning having an acquaintance, having a network that understands and is ready to support us until we create the expansion of a wider circle. The fifth activity, Human Nature, is an activity to understand and be aware of the perspectives of ourselves and others. This starts with the speaker's lectures about the nature of human beings. After that, the views and opinions of the participants were exchanged. Participants were asked to look at pictures and describe what they saw, in which different participants saw different pictures. This phenomenon is known as Figure & Ground perception. Humans naturally choose perception based on their prior experience and perceive it through familiar perspectives. However, knowing how to perceive it will allow you to choose behaviors that are more suitable for work. As well, working relationships need to be discussed and checked to reduce misunderstandings caused by perceptions and help prevent self-perception. The sixth activity, Oasis of Happiness, is to promote the care



of the mind, thoughts, feelings, and emotions that are suitable for us. The speaker gave a lecture on the seeds of happiness by comparing feelings to seeds in the mind. Such covers whether to cultivate good or bad thoughts in one's mind. Then lecture was on creating an oasis of happiness using the principle of curing questions to relieve suffering, cultivating a place of happiness and cultivating happiness in life. The seventh activity, resilience, self-care is an activity to provide tools for self-exploration and self-care by explaining the importance of taking care of yourself, and stress observation, which can be stimulated by work or life, resulting in anxiety or stress. The body naturally has two human autonomic nervous systems: the sympathetic nervous system, or the system of "fight or flight" preparation, and the parasympathetic nervous system, or the system of rest, also known as survival mode, which can cause "losing the ability to see the world". The speaker gets the participants to put both hands around their eyes and try to open and close the palm to compare them to when there is stress. The only thing you see is the problem as if closing your eyes to the extent where you can see fewer things. The eighth activity is Self-Care Skills. The speaker describes self-care skills using BEN principles, which consist of (1) Breath it: Breathing deeply through your emotions to help stimulate relaxation. (parasympathetic); (2) Embrace it: Embrace the emotion that is being felt in the moment; (3) Name it: Name the emotion precisely as you feel it, taking one breath in and out. For example, "I am feeling anxious..." or feeling alone, angry, stressed, etc.

The workshop was evaluated on April 5 and 6, 2021, and 42 out of 44 participants completed an overall training assessment form, with 18 men accounting for 42.9 percent of the total, 22 women accounting for 52.4 percent, and an undetermined 2 individuals accounting for 4.8 percent. The age group of 50 and over had the highest percentage of participants (7 people, or 16.7 percent), followed by the age groups of 21 to 25 years, 31 to 35 years, 41 to 45 years, and 46 to 50 years, with 6 people each, or 14.3 percent, 26 to 30 years, and 36 to 40 years, with 5 people each, or 11.9 percent, and only 1 participant under the age of 20, or 2.3 percent, respectively. On the days of April 5 and 6, 2021, 41 participants joined as well, representing 92.8 percent. Participants joined for only one day on April 5, with 2 people, representing 4.8 percent, and on April 6, 1 person, accounting for 2.4 percent of the total.

Overall, assessment results can be divided in terms of management, which found that all 4 aspects: suitability of training venues; training period, food and snacks,

and the speakers have knowledge, abilities and are suitable for the training topic, have the highest score. When considering each aspect, it was found that the suitability of speakers was knowledgeable, competent, and suitable for the training topic had the highest mean of 4.83. This was followed by the appropriateness of the time with an average of 4.57. Event days should be added to accommodate the diverse content and give participants more time to understand the multi-issue content. The suitability of the training venue, the training period, and the suitability of food and snacks had the same mean of 4.50. There were suggestions for arranging a place near the airport to make it more convenient to travel. The training activities were divided into 2 days, namely, the assessment of training activities on April 5, 2021, with a total of four activities: Learning zone, Growth Mindset, Relationship Detective, and Emotional Intelligence (EQ) activities the highest score. The mean values were 4.76, 4.71, 4.62, and 4.57, respectively, indicating that the participants were satisfied with the activities, though there is a suggestion to extend the duration of the discussion. And for the assessment of training activities on April 6, 2021, there were a total of 5 activities; Oasis of Happiness, Resilience, and Self-care, Self-care activities, Relaxation Techniques for self-care, Human Nature, and the Jukebox activity had the highest level of opinion. The means were 4.71, 4.71, 4.71 4.60, and 4.57, respectively. Furthermore, participants would like to have training in 3 areas: (1) skills and activity organizing such as the training of trainers, and teacher development to become a coach, recreational activities, ice breaker activities, caring for disabled children, caring for children with LD, ADHD, educational psychology for specific groups, child development, children at high risk in the streets, emotional control, how to talk to children, designing activities for out-of-school children, conflict management; (2) Self-care psychology; dealing with one's thoughts towards others, stress management, emotional intelligence, encouragement, approaching and building trust with an unapproachable group of children and parents, techniques for approaching out-of-school children; and (3) management; teamwork, financial management, team-building techniques.

It can be seen that the participants who are out-of-school teachers and children need activities to develop their competence in terms of knowledge, skills, and good attitude in working with out-of-school children, such as educational psychology for different ages; creating a learning plan; designing a proper learning process; enhancing the facilitation skills; information about laws, regulations, guidelines for helping children;

network building; and networks and professional learning communities (PLC); preparation of teaching materials; and assessment and evaluation. The activity pattern suitable for the development of out-of-school teachers is a workshop. This kind of activity helps to strengthen the morale of working out-of-school teachers, and the knowledge can be applied to the actual work as well.

In conclusion, the workshop's instructional design placed a strong emphasis on teachers using their newly gained knowledge in real-world settings to help out-of-school children.

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## Discussion

Developing the essential competencies for out-of-school teachers requires specific, work-appropriate development patterns and guidelines that emphasize the competency-based training model. Emphasizing the ability to work is important. Such requires the ability that exists in the person to perform the task. If any person can work, he or she is called a person who has competence. On the other hand, if a person is unable to work, he or she is called incompetent. Enhancing people's ability to work creates competence in the person. Therefore, competence design and training people to be competent for work is essential in developing efficient out-of-school teachers.

The purpose of competency-based training is to develop the ability of the worker, and making that person perform that task as well. Therefore, competence-based training or competency-based training means using the abilities necessary for work as the base of training or used as the content to be trained. To make trainees competent according to the content, it is necessary to understand and be able to apply basic concepts and principles related to the competency base. Therefore, establishing clear working standards is a standard set in the form of competency of various professional groups used in the development of personnel to achieve operational performance according to the established standards. This will consist of elements including the professional standard framework, required information for employment, sub-competence and performance criteria, skills and knowledge that require evidence of competency assessment, and the scope of the content. Furthermore, it will incorporate life skills crucial to enabling personnel to perform their work according to competency standards. If the organization can develop its personnel to meet professional standards, it will lessen inefficiency within the organization. In competency-based training focuses on the development of the abilities of the worker enabling

that person to perform the specific task. Therefore, the human resource or the person responsible for determining the necessary needs and/or designing training or training assessment must understand and apply basic concepts and operate principles relevant to competency bases and be able to manage the development of teachers and workers continuously. This can provide teachers with the knowledge, understanding, and competencies that are relevant to the current change of target, including the complexity of each case of out-of-school children and in society (Charunkaittikul et al., 2024), and develop workers to have a sufficient number and quality as well.

The essential contents for out-of-school teachers comprise inspiring out-of-school teachers and children; educational psychology for different ages; creating a learning plan; designing a proper learning process; enhancing the facilitation skills; information about laws, regulations, and guidelines for helping children; network building; and networks and professional learning communities (PLC); preparation of teaching materials; and assessment and evaluation, all of which are important to help out-of-school children especially in the current situation with more complexity of the problem (Faculty of Social Administration, Thammasat University. 2018). The teaching process and activities that correspond to the context of the area and working together as a learning community are very important to raise the quality of the country's education. Reducing inequality and poverty and understanding how to solve such problems are in line with sustainable development goals and national policies, which set goals for out-of-school children to return to study at least until they complete compulsory education and are able to develop professional skills according to their aptitude, and have the potential to be self-reliant in life.

Therefore, it is crucial to promote and support the development of competencies for out-of-school teachers at different operational levels from the project level, district level, and central level. In terms of the teacher development process, creating working tools, networking, and joint operations, and managing to learn using a variety of methods such as workshops, organizing a participatory learning platform, learning exchange through the professional learning community process, and having systematic follow-up supervision. (Bali, 2022; Padmanabhan, et al., 2021; World Bank, 2020). Organizations such as higher education institutions should play a role in raising the level of workforce development in this regard, as Charunkaittikul et al. (2020) explained that higher education institutions in the country should develop a collaborative network with

players which are various sectors of society in a way of developing and enhancing the competence of players in the educational ecosystem and learning for out-of-school children. This will increase access to opportunities and improve the quality of education and learning of out-of-school children both directly and indirectly by organizing activities to develop the potential of the network players who play a role in promoting access to education and learning outside of school children. Various organizations - including the Non-Formal and Informal Education sector, local government agencies, NGOs, private sector entities, and government bodies- can collaborate as a unified system to support a learning ecosystem that enhances educational opportunities for out-of-school children. This collective effort aims to foster inclusive learning pathways and expand access to education through cooperative initiatives among key stakeholders. (Bahmani, 2016; Charungkaittikul et al, 2020; Sørensen, 2020).

Additionally, the research findings demonstrated that the aforementioned workshop successfully implemented the principles of Edgar Dale's learning theory, principles of learning process design, active learning, and the nature of human learning, in accordance with the UNESCO Institute for Lifelong Learning (2022), which highlighted the importance of effective teacher preparation for educators in both pre-service and in-service training, as well as the importance of professional standards for adult educators.

### *Suggestions for Developing Out-of-School Teachers' Competencies*

Promoting the competencies of out-of-school teachers should be focused on teachers as developers and volunteer teachers. Promoting the competencies of the teacher as developers comprises of building the existing out-of-school teachers in the area; upgrading skills and tools at work; adjusting the integrated work in the area with relevant departments; developing curriculum for out-of-school teachers at the project level, regional level, and core curriculum; aiming to develop children's competency in systematic work to solve problems; and encouraging the gathering of knowledge and exchanging experiences of teachers. Promoting the competencies of volunteer teachers includes developing teachers to be able to coordinate until a spatial working mechanism is formed, opening spaces and building working skills for out-of-school children, etc. Guidelines to develop the competencies of out-of-school teachers should focus on analyzing the former competency of out-of-

school teachers; understanding the organization's goals; developing teachers based on competence in the terms of knowledge, skills, and attitudes related to working for out-of-school children; finding new groups of teacher leaders; supporting the development of specific or issue knowledge, job goals, and conveying and exchanging experiences; creating appropriate tools for out-of-school teachers through surveys to design data collection methods; analyzing children's data to understand the cycle of problems, designing help aid, as well as establishing a clear joint operating network by exchanging knowledge and taking lessons together regularly. The content of out-of-school teachers' competency development consisted of (1) Knowledge: law; educational psychology for different ages; program designing principles; community media; professional learning communities (PLC); and Assessment; (2) Skills: facilitating learning; reflection; teamwork and network coordination; emotional control; non-violent communication; Case management; and (3) Attitude: empathy; compassion; kindness; trust and the belief in human potential.

To plan, analyze, and develop curricula or activities to develop the competency of teachers and workers, government organizations like the Office of the Non-Formal and Informal Education, the Equitable Education Fund (EEF), and higher education institutions involved with the development of out-of-school teachers should adopt the necessary competencies obtained from this research. The process must be based on actual needs and the ability for such activities to continue to foster a good outlook, effective working abilities, and proper and accurate understanding, as well as reasonable welfare and living costs.

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### **Conclusion**

Given the complexity of the issues involving out-of-school children in contemporary context, it is imperative that out-of-school teachers increase their competencies. To make improvements in the region, personnel must have a positive attitude toward children as well as knowledge and experience dealing with a variety of target groups. However, promoting lifelong learning, learning for self-development, and learning for qualifications, respectively, as well as a process of self-reflection and knowledge exchanges, are all appropriate development outcomes for out-of-school children. The process of developing the competencies of out-of-school teachers must be carried out systematically, continuously, and with verifiable proof. The quality of life for children who



are not in school will improve because of consistent and ongoing practice to improve the quality of life of out-of-school children, their families, and the community.

Furthermore, the recommendations include: (1) ensuring that everyone has access to high-quality education, training, and lifelong learning to meet the needs of the target groups; (2) assisting out-of-school teachers and/or educational staff in implementing competence-based teaching and learning approaches; and (3) encouraging value for lifelong learning among out-of-school children.

### Conflict of Interest

There are no conflicts of interest in the research study.

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