

การผสมผสานการเรียนรู้และการศึกษานอกระบบในสภาพเงื่อนไข ของระบบโรงเรียนปกติ

Incorporating Non-formal Learning and Education into Formal Schooling Conditions

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแนวคิด หลักการ และวิธีการทางการศึกษาและการเรียนรู้
นอกระบบโรงเรียนในการจัดกิจกรรมการเรียนรู้ในโรงเรียน กลุ่มตัวอย่าง ประกอบด้วย นักเรียนจำนวน
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จำนวน 14 โรงเรียน และมีอาจารย์นิเทศสถานศึกษา จำนวน 26 โรงเรียน ผลการวิจัยพบว่า
การศึกษาและการเรียนรู้นอกระบบโรงเรียนสามารถผสมผสานและบูรณาการกับสภาพการศึกษาของ
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ควรเน้นการส่งเสริมความรู้ความเข้าใจที่ถูกต้องเกี่ยวกับการศึกษาและการเรียนรู้นอกระบบ
ปรับทัศนคติให้ทุกคนทุกฝ่ายเข้าใจการศึกษาและการเรียนรู้นอกระบบโรงเรียนให้มากขึ้น

คำสำคัญ: การศึกษานอกระบบโรงเรียน / การเรียนรู้นอกระบบ / การนิเทศ



Abstract

This descriptive research method was aimed to explore the incorporation of the concepts, principles, and methodology of non-formal education and learning into formal school settings and conditions. Research participants comprised 26 student teachers majoring in non-formal education who did their teaching practicum during May-September 2015 at 14 schools, and their 26 school supervisors. The results showed that the incorporation of non-formal education and learning into formal school settings and conditions was seen as possible. Changes in the instruction approach at the Faculty of Education should be established. Attitude modification toward non-formal education and learning among stakeholders should be the first priority to address those changes contributing to the actualization of the expected incorporation.

Keywords: Non-formal Education / Non-formal Learning / Schooling Provision

Introduction

The key emphasis of educational systems reform in Thailand has been on the promotion of lifelong learning among Thai people. It has been recognized that educational management must aim at encouraging people to be lifelong learners. To achieve this, all forms of education and learning including formal, non-formal, and informal should be linked or integrated in order to facilitate people being able to access educational and learning opportunities and sources throughout every phase of their life.

Educational institutions of all kinds have been expected to be among significant places where lifelong education and learning is promoted and supported. They should be places where learners could expose themselves to open and friendly educational

and learning environment contributing to the instillation in them lifelong learning skills and attitudes including self-awareness, learning curiosity, self-directing in a learning process, and the love of learning. Central to the achievement of those institutions, teachers are seen to be major essence. In addition to teaching, teachers who could encourage learners to grow up as lovers of learning must be good at arranging learning approaches and ways to satisfy learners' learning needs and styles. In this sense, the ability to link and incorporate the three forms of education and learning namely formal, non-formal, and informal into school settings and conditions is seen to be essential.

As part of teacher education programs offered at a university level, teaching practicum is a very important part where



student teachers could conduct their professional practice as lifelong education and learning contributors. In recognition of this importance, the Department of Lifelong Education, Faculty of Education at Chulalongkorn University saw it was a preliminary start when student teachers from a Bachelor Degree in Education Program majoring Non-formal Education was sent for their professional practicum at schools in the first semester of the academic year 2016. It was the Department's perception that students from the Program should obtain a certain extent of concept and principles of non-formal education and learning. Their practicum at schools would provide them a good opportunity to transfer their theoretical knowledge and understanding from classes to actual contexts. However, it was the first time that the Department sent their students to do the practicum practice in formal school setting, there has been therefore no evidence informing how non-formal education and learning could be incorporated into formal educational settings. Responsive information and experience being reported from student teachers and their school supervisors would form a basis to develop guideline for applicable incorporation of non-formal educational and learning concept, principles, and methodology into formal school situations. Based on that guideline, the promotion of lifelong learning is seen to be attained by learners and school levels contributing to the achievement of

meeting the expectation of the educational reform in Thailand.

Objective of Study and Literature Review

The study was aimed at exploring the reflections on the incorporation of concept, principles, and methodology of non-formal education and learning into formal school settings and conditions of student teachers under the supervision of school supervisors.

According to the National Education Act B.E. 2542 and its Amendments followed by the Non-formal and Information Education Promotion Act B.E. 2551, education management in Thailand should take into account the conceptual framework of lifelong learning for all people. Lifelong learning is the inclusion of three major forms education and learning, namely formal, non-formal, and informal (The Office of the Education Council, 2010). Based on this framework, educational institutions are expected to be a major source where the three forms of education and learning could be organized inclusively.

With respect to non-formal education and learning, the main purpose of its delivery and promotion is to fulfill educational and learning needs and opportunity of individuals. The belief embedding non-formal education and learning is that individuals are entitled to access to education with flexibilities of objectives, formats, management, durations,



and evaluations. All these aspects should come in accordance with the particular characteristics, problems, and needs of learners in order that their education and learning may proceed continually and not be confined to a formal schooling system only (Pathumcharoenwattana, 2014). Non-formal school management consists of several major principles. The first is the principle of needs; learners are encouraged to survey and realize their own needs, and instructors or teachers should manage the learning or education to suit particular problems and needs. Second, the principle of relevancy involves education management that is relevant to the nature of problems, ways of life, surroundings and past experience of learners. The third principle is called the principle of application; this is education management that enables learners to apply the acquired knowledge to their living in the immediate future. Based on this principle, learners thus need to be educated through a problem-based learning approach. Next, the principle of flexibility means that education management should be flexible. Learning schedules, learning venues, teachers, teaching methods, learning methods should be changed easily to suit any new situations. For example, learning can be done in varieties of formats, such as discussions for knowledge exchange, self-experiment or research, learning by doing, studying from documents and textbooks and attending normal classes.

Finally, the lifelong education management should also take into account the principle of participation; learners should participate so that they can learn together, support one another and befriend group members. This principle makes group members help and support one another, leading to closer friendship. In addition, learners can develop the senses of self-discipline and responsibility (Nopakun, 1980; Nikamanont and Chawasu, 2000, Sangsri, 2002; Rogers, 2005). Meanwhile, some suitable processes for non-formal education include self-learning, experience-based learning, learning together, learning for changes, etc. (Merriam and Bierema, 2014). In terms of the technique for learning experience management, relevant parties should place emphasis on the extent of learners' participation as well as particular objectives of learning in various aspects, such as intellect, mind, and skills (The Office of Non-formal and Informal Education, 2010).

Teacher training programs play a crucial role in providing student teachers with knowledge and skills in integrating or incorporating non-formal education and learning into a formal schooling system. At the Faculty of Education, Chulalongkorn University, a five-year Bachelor Degree in Education Program majoring Non-formal Education has been offered by the Department of Lifelong Education. Since the program was designed to conform with the Teacher Professional Standard B.E. 2556 (2013) set





forth by the Teachers Council of Thailand, graduated student teachers must have high standards regarding knowledge, professional experience, teaching performance, and personal behaviors (Secretariat Office of the Teachers Council of Thailand, 2014). Teaching practicum in educational institutions is a requirement for student teachers to perform and gain professional experience in actual contexts. Through the practicum, student teachers are expected to combine concepts, principles, and methodology of non-formal education within formal school settings. They are also expected to produce materials, techniques, learning strategies, and innovations contributing to the attainment of effective learning process (Faculty of Education, Chulalongkorn University). Not only does this expectation meet the Teacher Professional Standards, it is also an attempt of the Department of Lifelong Education to address the goal the National Education Act B.E. 2542 and the Non-formal and Information Education Promotion Act B.E. 2551 which are deemed to be educational law governing the provision and administration of educational systems in Thailand.

Research Methodology

The descriptive research method was collect data during May- September 2015 from 26 student teachers majoring Non-formal Education who did their teaching practicum at 14 schools in the first semester

of the academic year 2016, and their 26 school supervisors.

Processes of Study

The study was undertaken through the following procedures.

1) Organizing workshop to develop lesson plan for incorporating concepts, principles and educational methodologies of non-formal learning and education into formal schooling system for those student teachers on May 16, 2015.

2) Implementing those developed lesson plans under supervision from both school and university supervisors during May to August 2015.

3) Analyzing the lesson plans using lesson plan analysis form.

4) Analyzing student teachers' perceptions toward incorporating concepts, principles and educational methodologies of non-formal learning and education into formal schooling system.

5) Interviewing school supervisors about the incorporating concepts, principles and educational methodologies of non-formal learning and education into formal schooling system for those student teachers

Research Instruments

The instruments included (1) 64 lesson plans of incorporating concepts, principles and methodology of non-formal education and learning into formal school settings and



conditions developed by student teachers through the approval of their supervisors from schools and university; (2) open-ended questionnaires for student teachers about the incorporation of concepts, principles and educational methodology of non-formal education and learning into formal school settings and conditions; (3) interviewing questions with school supervisors concerning the incorporation of concepts, principles and educational methodology of non-formal education and learning into formal school settings and conditions.

Data Analysis

Qualitative data were analyzed by content analysis and inductive conclusion.

Results and Discussion

Lesson plans for incorporating non-formal education and learning into formal school conditions, it was found that the plans they had to be divided into two categories. The first category was the plans for classroom instruction where the concepts, principles and/or methodologies of non-formal education and learning were incorporated. The second one was the plans for extra curriculum activities such as off-hour remedial sessions, learning enhancement activities of student's clubs, and other kinds of learning resources.

The student teachers who implemented classroom instructional plans reported that their students enjoyed the instruction they

provided. Through the plans, student teachers encouraged their learners to participate in group process such as discussion, role-play, and games. In case of non-formal education and learning incorporation, student teachers reported that they tried to create an active learning environment and provide more opportunity for their learners to reinforce their learning needs. This conduct was in line with non-formal education and learning principle on helping learners feel safe, relaxed, self-esteem uplifting, and see learning as challenges, especially for learners who may have had negative experiences in traditional classroom environments. In addition, the environment as such was seen to promote positive risk-taking and honest, respectful dialogue, enabling learners to actively cooperate with the facilitators, with one another, and with the content in learning situation (Department of Housing and Urban Development, 2000). However, the student teachers reflected that it was quite difficult to prepare lesson plans that combined non-formal education and learning into formal instruction. This was congruent with what noted by a school supervisor that *"...at first, student teachers did not have their learners' background which affected their class sessions. Another problem was that they could not control their class when trying to set non-formal learning environment...."* (Interviewed July 27, 2015).



Consequently, extra-curriculum activities were able to be implemented as planned. The only issue reported by student teachers pertained to learning remedial sessions. The difficulty in offering this kind of non-formal education and learning was getting the school's understanding about differences between intensive tutorials for those who needed extra-learning in addition to what they gained from normal school periods, and non-formal remedial programs for those who could not follow well in normal class sessions.

Information from school supervisors revealed that the incorporation of non-formal education and learning in formal school conditions needed clarification. Mutual understanding and agreement on the concepts, principles, and methodology of non-formal education and learning between everyone involving in teaching practicum should be concluded prior to the commencement of school year. One school supervisor made the emphasize that it was necessary for stakeholders to understand their roles for helping student teachers to accomplish their practice in school that *"...the university should organize both formal and informal meeting to discuss the existing matters with the incorporation of non-formal education in school curriculum....."*.

Most school supervisors reported that non-formal education and learning might

increase lively classroom. They said, *"...I think she should apply different non-formal education and learning techniques during her class to create fun and enjoy learning environment....."* (Interviewed July 27, 2015). To make better skills, school teachers should follow the student teacher's role. On the other hand, there were comments from schools supervisors that the incorporation might affect the amount of learning content students should complete in response to the objectives of schools curriculum. They indicated that *"...student teachers took a certain period of time to organize their games that might leave a little time left for learners to learn the content..."* (Interviewed June 5, 2015)

The research results implied that the incorporation of non-formal education and learning into formal school settings and conditions was seen to be possible. Difficulties faced by student teachers and the reluctance of school supervisors reflected however at least three things that needed to be worked on. First, there should be changes in the instruction approach at the Faculty of Education. Greater linkage between courses in non-formal education major and in other content major should be established in order to help student teachers. Second, greater understanding about non-formal education should be encouraged among those involving in teacher educational curriculum. Third, educational





innovation should start from changing stakeholders' attitude from the traditional practices toward the search of new challenge which might be contrast to one's own traditional frame of reference.

Conclusion and Recommendations

Using non-formal education for teaching is premised on the propositions that each student can learn as their needs. The non-formal education approach will allow inclusive teaching practices that take into account the abilities of all students and address the diverse range of students. Non-formal education is a key to provide opportunities for every student to become a lifelong learner. It provides excitement and challenges for every student to prepare himself for learning, both as part of the formal school curriculum and as part of a

wider whole-school program. This could include participation in experiences external to the school but linked to the school curriculum such as community activities, life skills program, and educational field trips, etc. Over the past decade, there has been a broadening of the Non-formal education concept, process, and practice in formal education setting. In particular there has been an increased emphasis on the role of Non-formal education, both as explicit approach and as a key process of life long education in Thailand. The link between school and community is enshrined in every school. Every student should understand and acknowledge the value of local cultures and possess the knowledge, skills and awareness to contribute to and benefit from, reconciliation between Thailand and global community.



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