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A FLEXIBLE MODULE FOR STAFF DEVELOPMENT IN NONFORMAL EDUCATION IN THAILAND

A Dissertation Presented

By

SOMPRASONG WITHAYAGIAT

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1980

Education

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NONFORMAL EDUCATION IN THAILAND

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By

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For My Parents and Teachers

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ABSTRACT

A Flexible Module for Staff Development in

Nonformal Education in Thailand

February 1980

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This study focuses on the elements which must be considered when formulating a flexible staff development training program for nonformal education in Thailand. The structural and philosophical frameworks which contribute to the design, development and implementation of such a program for nonformal education are explored.

The review of the literature examines staff development and nonformal education and the linkages that occur between the two concepts.

Primary sources were predominantly used when examining the existing staff development modules being used in Thailand. Those modules developed by staff of the Department of Nonformal Education as well as modules development by other agencies give a cross section of various staff development attempts in nonformal education.

The contextual elements surrounding the staff development efforts were researched and an attempt was made to see how the socio-economic, political and educational factors of Thailand have an effect

on any program that might be developed. Also a study of the individual Thai personality is made and the implications of these characteristics on training activities and content.

A needs assessment was conducted with the personnel in the Nonformal Education Department at all three administrative levels: the Central Office in Bangkok, the Regional Nonformal Education Centers and the Provincial Lifelong Education Centers. This in-depth study provided many ideas on relevant information that must go into the planning and implementation stages of the staff development module.

The design of the module is developed in units. The units articulate the goals, objectives, abbreviated content, activities, staff requirements, time allocations, resources, and evaluation. The module is flexible because it is divided into core and alternative or elective units. Each unit is independent and can be used partially or fully to respond to the needs of the various trainees.

The study concludes with recommendations for further use of the staff development module and a description of the application of the study to other situations.

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C H A P T E R I

INTRODUCTION

"Rapid change has become our way of life."[1] Our society has never been static; it has continued mobilizing rapidly since the beginning of the world to adjust itself toward the most appropriate situations. Most of these changes have been created by mankind to facilitate adjustment to the environment and to make themselves happy.

Staff who work in organizations have to change with the environment also. They have to improve themselves to meet the needs of the organization as well as their individual needs in order to mobilize themselves and their organizations.

Nonformal Education (NFE), a new educational concept, is currently accepted as one of the most effective changes in education because NFE seems to serve a variety of clientele in many organizational settings. This change requires more highly skilled professionals in Nonformal Education. Unfortunately, there are few trained persons who are working in nonformal education organizations. Therefore, many methods are currently being explored to improve the personnel in nonformal education. Staff development is one of the approaches that is being thought of to facilitate organizational improvement and individual growth.

To achieve a comprehensive staff development program for non-formal education all levels of personnel must make a commitment to become involved in the program, from the planning through to the evaluation.

Thailand is one of the most progressive countries in its attempts to develop nonformal education. They realize that nonformal education is an effective approach to empower the people to improve their lives, their families, their communities, and ultimately their nation.

The Ministry of Education has established many nonformal education centers throughout the whole country in an attempt to reach the vast majority of rural and urban people in a short period of time. These Centers will be organized at all administrative levels (central, regional, provincial) with the ultimate goal of reaching the local level. However, at the beginning stage, only the regional and provincial centers have been implemented. Facilities and personnel have not yet been allocated for the local level.

The Adult Education Division, which was responsible for non-formal education throughout the country became the Department of Nonformal Education in July of 1979. This newly created department will serve all administrative levels in terms of educational techniques and management.

To meet the demands of a growing nonformal education program new staff will have to be recruited to work in the new Department at the central office, and regional and provincial centers. However,

Thailand has trained only formal education personnel and has become aware of the techniques and theory of nonformal education only in the past few years. Therefore, most newly recruited staff will have insufficient background in nonformal education.

An additional factor to consider when thinking of staff development is a process to develop and promote methods of collaboration among NFE-related agencies. Many agencies have requested the Ministry of Education to help them train their staff in nonformal education. Ministry of Education officials realize that this kind of exchange of staff development content and procedures will be a good opportunity to disseminate NFE concepts to other agencies to create an effective approach for all potential clientele of nonformal education--the villagers.

Training both the new Department staff and inter-agency personnel is a major task that needs more qualified trainers and effective staff development modules. This lack of trainers and training methods points toward a need for some kind of flexible staff development module. The overall problem then becomes what is the most effective or appropriate staff development module to accomplish this task?

The Ministry of Education is concerned with developing appropriate nonformal education staff development modules for training personnel. This study, therefore, will be useful in providing an effective module for producing experienced and qualified nonformal education personnel for the Ministry of Education, especially the Department of Nonformal Education.

In addition, it is anticipated that this module will be useful for the other agencies which are interested in utilizing nonformal education ideas: Ministry of Interior, Ministry of Defence, for instance. This module might also be adapted for use at the university level to provide nonformal education courses to undergraduate and graduate students.

The purpose of the study is to develop a flexible nonformal education staff development module for the Ministry of Education in Thailand that will be relevant to the needs of the varied settings of the regions and provinces as well as the central office of the Nonformal Education Department.

This module will be a general flexible module to use at the national level for central and regional levels; it will be adaptable for use at the provincial and local levels. It is hoped that this module will be of some help to other agencies which have programs or activities that might use nonformal education such as Community Development, Agricultural Extension, Public Health.

This module will be useful for helping personnel to gain more knowledge, skills and attitudes to improve their capacities as practitioners of nonformal education.

To accomplish this purpose the study will attempt to answer the following questions:

(Overall question) What would be a flexible staff development module in nonformal education for the Department of Nonformal Education, Ministry of Education, Thailand?

1) What is the nature of existing concepts and practices of Staff Development/Nonformal Education Training modules as noted in the literature?

2) What has the Department of Nonformal Education already done in staff development? How have they been effective or ineffective? Why?

3) What are the current needs of the Department of Nonformal Education in staff development?

4) What conditions and factors specifically related to Thailand should be considered in designing and improving staff development modules in nonformal education?

5) What are some alternative staff development strategies and techniques that take these needs and considerations into account to develop a flexible module?

In order to address the above questions the following procedures will be followed:

1) Critical review of the literature: staff development, nonformal education, and training modules.

2) Survey of current staff development programs: in nonformal education at the Department of Nonformal Education, and other nonformal education related agencies.

The anticipated participants in the survey will include:

--administrators in Department of Nonformal Education
--training specialists in Department of NFE
--sample of past trainees (personnel in Department of NFE)
--personnel in other agencies.

The planned methods will include participant observations, key-informant interviewing, and reviewing of documents/reports. These anthropological survey techniques might help to identify the specific details of existing staff development programs in the Department of NFE.

The guidelines that will be followed in the survey will include:

--What were the needs, resources, and constraints of the particular staff development programs?
--What were the goals and objectives of the staff development training?
--Who were the trainers? How were they trained?
--Who were the trainees and how were they selected?
--How was the program managed?
--What was the program design and content?
--When and where was program held?
--How was the program evaluated?
--What were the strengths/what to improve?

3. Survey of staff development needs will include:

The anticipated participants in the needs survey will be:

--Director General/Deputy Director General of Department of Nonformal Education
--Training specialists at central office (Department of NFE)
--Directors of NFE Regional Centers
--Directors of Provincial Lifelong Education Centers: samples will be done randomly from the north, northeast, south and central provinces
--Newly recruited personnel.

This survey of individual and organizational needs will be done by using a questionnaire with a sample of nonformal educators at the Regional and Provincial Centers because that method will be convenient in terms of time and budget. However, if the possibility of interviewing exists, a face-to-face needs analysis would be preferable. For the sample of personnel at the central office questionnaires and interviews will be used. Interviews will also be used with the

Director General/Deputy Director General because of time constraints and out of respect for the position.

4. Analysis and diagnosis of Thai conditions and factors will be carried out through reviewing documents and utilizing the writer's experience in Thailand. In brief, the conditions and factors to be considered are:

--Thai character
--Economics
--Culture
--Social customs
--Politics
--Education
--Administrative system
--Nonformal Education Department

5. Creating a staff development module: This module will be relevant to the central, regional, and provincial levels. In addition the module will be flexible to allow for alternative strategies and techniques for adaptation to meet individual and organizational training needs and objectives.

The following major terms are included in this study:

Staff Development: A process to improve, strengthen, and renew an organization/individual to function smoothly, efficiently and productively.

Nonformal Education: An educational activity organized to serve the needs of the population not in formal schools.

Department of Nonformal Education: An institution that is in charge of nonformal education activities in Thailand (formerly known as the Adult Education Division).

Ministry of Education: An institution responsible for formal and nonformal education in Thailand.

Training: An active process to improve an individual's knowledge, skills, and attitude.

Flexible: An adaptation to the appropriate circumstance.

Following the introduction, the study is organized into these chapters:

Chapter Two reviews perspectives on staff development: the definition and the methodology which focuses on recommended modules. Nonformal Education concepts and programs in Thailand are presented in order to look over staff development and how it relates to training in Nonformal Education.

Chapter Three surveys the existing staff development modules in Nonformal Education in Thailand. The chapter describes the survey methodologies and several staff development modules developed by the Ministry of Education and other ministries who work with activities related to Nonformal Education. Each staff development module is analyzed for its strengths and things to improve. The chapter ends with the considerations for a flexible staff development module for Thailand.

Chapter Four assesses needs in staff development for nonformal education in staff development for personnel in the Nonformal Education Department: the Central office, Regional NFE Centers, and Lifelong Education Centers. The chapter explains the survey methodologies and the results found from the survey. The chapter also ends with the considerations as applied to the author's flexible staff development module.

Chapter Five presents the factors and conditions in the Thai context which will affect the author's flexible module. The top factors and conditions are presented with the possible recommendations.

Chapter Six proposes the appropriate module for central, regional and provincial nonformal education centers as well as other NFE-related agencies; and how to adapt the module for various situations.

Chapter Seven contains the conclusions and recommendations of the study.

C H A P T E R I I

STAFF DEVELOPMENT FOR NONFORMAL EDUCATION

A. Staff Development

Staff development is one of the most effective approaches for developing personnel competence as well as task improvement. Organizations can improve their own success if they utilize staff development: personnel frequently perceive new experiences from in-service training. Bishop (1976) points out that "staff development is the career counterpart of pre-service education. It provides for change, renewal, quality education, and professional competence."[2]

Nylen (1967) sees staff development as having two inter-related aspects. One is in the direction of group improvement and the other is in the direction of individual member growth. The individual is in a position to influence groups or organizations. Whenever the individual is qualified or improved the organization can improve as well. On the contrary, the organization will be less successful when individuals are not fully developed.

Meyer (1966) sees staff development as a deliberate administrative process which grows out of the requirements of agency practice and the learning needs of the staff. The program is related to the development of all staff social services, clerical and ancillary personnel which directly or indirectly affect services to individuals, groups or the community. She goes on to say:

> Staff development may aim toward improving the attitudes of staff, encouraging them to think and make sound judgements, and supporting their desire to learn. It may be perceived as a contribution to staff retention, a countermovement to an emergency ridden type of practice, a model of professional social work behavior, or an administrative effort to help staff in the difficult jobs they have to perform.[3]

Meyer goes on to explain the purpose of staff development to "train staff so that practice is improved, the policies of the program of the agency are carried out more effectively and its clients are better served."[4]

Another view of staff development is that it is the key to positive action in education (Bishop, 1976). It is a critical means for responding to the changing political and economic situation, as well as to the needs of the educational enterprise. Staff development requires personal as well as professional commitment. Thus, good human relations, participant involvement, and individualization are crucial.

Staff development tends to focus upon the needs and competencies of the instructional personnel, administrators, supervisors, teachers, and support persons. They include effective leadership procedures, improved planning, or management approaches, instructional skills related to particular context and program areas, diagnostic and interpretive procedures, utilization or production of media and materials, and content acquisition and curricular application. "Staff development projects tend to emphasize target personnel and assume that the activities will result in improved understandings, competencies and professional gain, which will also contribute to learner achievement."[5]

O'Banion (1978) states that ". . . staff development programs are always idiosyncratic. They are designed to reflect institutional and personal need, and may differ dramatically from one institution to another."[6]

Ulin (1976) defines the primary purpose of staff development: "to design and implement a systematic and comprehensive process to improve the competencies and professional behavior of teachers, administrators and other personnel involved in delivering services to clientele."[7] Staff development programs differ from some forms of teacher training. The word "staff" implies a critical linkage between changes in learner behavior and changes in the organization of which they are a part. Teacher training focuses primarily on the individual and provides learning experiences based on curricula content and instructional needs. Staff development provides learning activities which derive from the interrelationship between individual needs and individual expectations and those of the organization of which they are a part. New staff behaviors impact upon the structure, policies, and the climate of the organization. The response of the organization in turn affects the behavior of the staff.

Another dynamic is also operational. Organizations change their structure and policies in response to pressures for increased productivity, and for more effective utilization of their financial, physical and human resources. These changes impact upon the behavior and attitude of the staff. How the staff responds to these pressures determines the effectiveness of organizations. New skills and

relationships are required for the on-going process of analyzing the interaction between individuals and their organization and for planning and delivering the necessary learning experiences.

Ulin finally concludes that the clear evidence has now emerged that the primary purpose of a staff development program is "to improve the ability of both staff members and the organization to respond to the changing demands of their shared work environment."[8]

Bishop outlines the general objectives as follows: 1) To convey knowledge or information about new ideas and/or an intended change, including the rationale, concepts, objectives, and strategies involved. 2) The development of competencies which involve a combination of information and related skills. The competencies could include the opportunity to observe, to practice, to experiment, to prepare, to transact, to evaluate, and should be in a situation to receive prompt feedback and reinforcement regarding style and effectiveness, followed by an opportunity to try again. 3) A third objective is to seek commitment: a personal positive attitude is necessary for a job. That attitude cannot be secured by obtaining knowledge alone: it needs interaction, involvement, participation, identification, and support.

Schroeder (1966) recommends four basic principles of staff development, but she believes that they will not be easy to follow unless there is conviction about their importance. The four principles can be summarized as follows:

1) Staff development should be continuous and ongoing. Schroeder believes that staff development should be an uninterrupted

progression. All staffs should have an opportunity to attend workshops, in-service training, or other kinds of staff development programs in order to improve their potential for working in their agency.

2) Staff development should be planned. The planning "is the crucial determinant of staff development."[9] The plan should be related to the needs and/or problems of the staff and/or the agency. Schroeder strongly believes that time and financial support must be planned carefully because they play an important role to any training. She further points out that the allocation of time and money must be based on a plan that is suitable both for the agency and for each member of the staff.

3) Staff development should cover various techniques. The educational techniques selected to accomplish the various objectives are important to a successful outcome. There are many techniques that will be used appropriately depending on a variety of circumstances. The organizers should select those that will help the staff gain increased skills. Schroeder suggests the selection should be part of the joint planning among the staff and participants.

4) Staff development should be an integral part of the total program. Schroeder thinks that staff development will be worthwhile if it is recognized by the administrators and the staff. They must see their own problems or needs and discuss these to arrive at some solution. Outside consultants may be needed to point out the cause of the problems and guide them towards the solutions. All segments

of the agency should be included to contribute to the planning, budgeting, time allowances, and so on.

Meyer (1966) states that staff development should focus on the following:

> The methods of staff development naturally derive from its aims and underlying premises. It is not the aim to inculcate expert professional knowledge, or to apply new ideas outside the context of the staff experience. Beginning where the staff is, it should place its chief focus on the personnel's existing knowledge and skills, building slowly from that place to a level commensurate with the task to be accomplished. In other words, the method relies on the problems presented in daily practice; it doesn't reach for theory, but utilizes content derived from the staff's readily available experience.[10]

Bishop (1976) believes that improvement and renewal activities are the major responsibilities of those charged with leadership functions in education. He continues to say that:

> Staff development activities can range widely from ad hoc and individual involvement to highly organized and large group activities. Every element of the educational enterprise possesses in-service and staff development implications that demand not to be viewed as an add-on to the present program. As indicated, they must be considered as an integral feature, not one that occurs a few days before the regular school year, after school day classes, or during the summer vacation. They must be woven into the ongoing substantive, procedural, and organizational fabric of the system.[11]

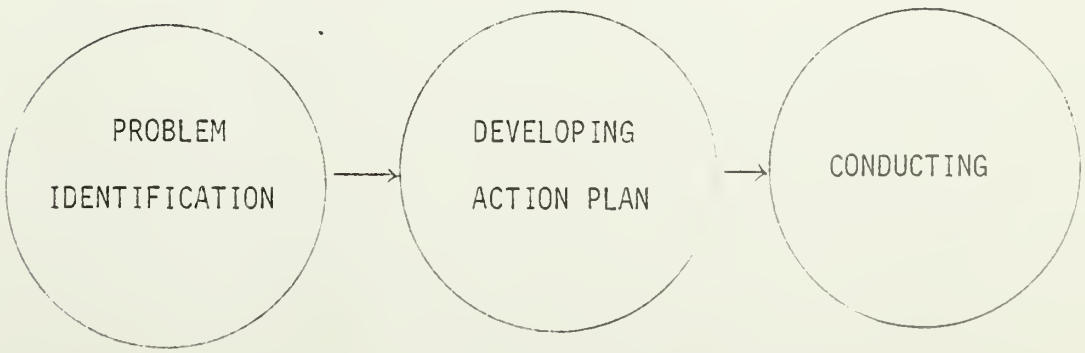
Good staff development programs are intensely human and personal processes. Well-drawn and well-conceived plans for such development are the most conclusive commitment that a school system can exhibit towards its personnel and their achievements. If humanness is not included in the conceptualization and structure of the plans, it is unlikely that it will surface in the implementation and evaluation phases. The human element should be emphasized, based

on the premise that planning for development is integral to other continuing processes, that planning is adequately delineated and reviewed, and that planning is a part of communication and a sharing enterprise (Bishop, 1976).

Ulin (1976) suggests the following considerations in a staff development program. Political realities, both internal and external, affect the nature of the staff development program. Administrative support and available funds are factors that are most important in organizing a program for staff. A staff development program that relies primarily on internal resources will be very different from one that relies on external resources. And finally, the institutional climate and the state of readiness for development in the staff will determine program activities.

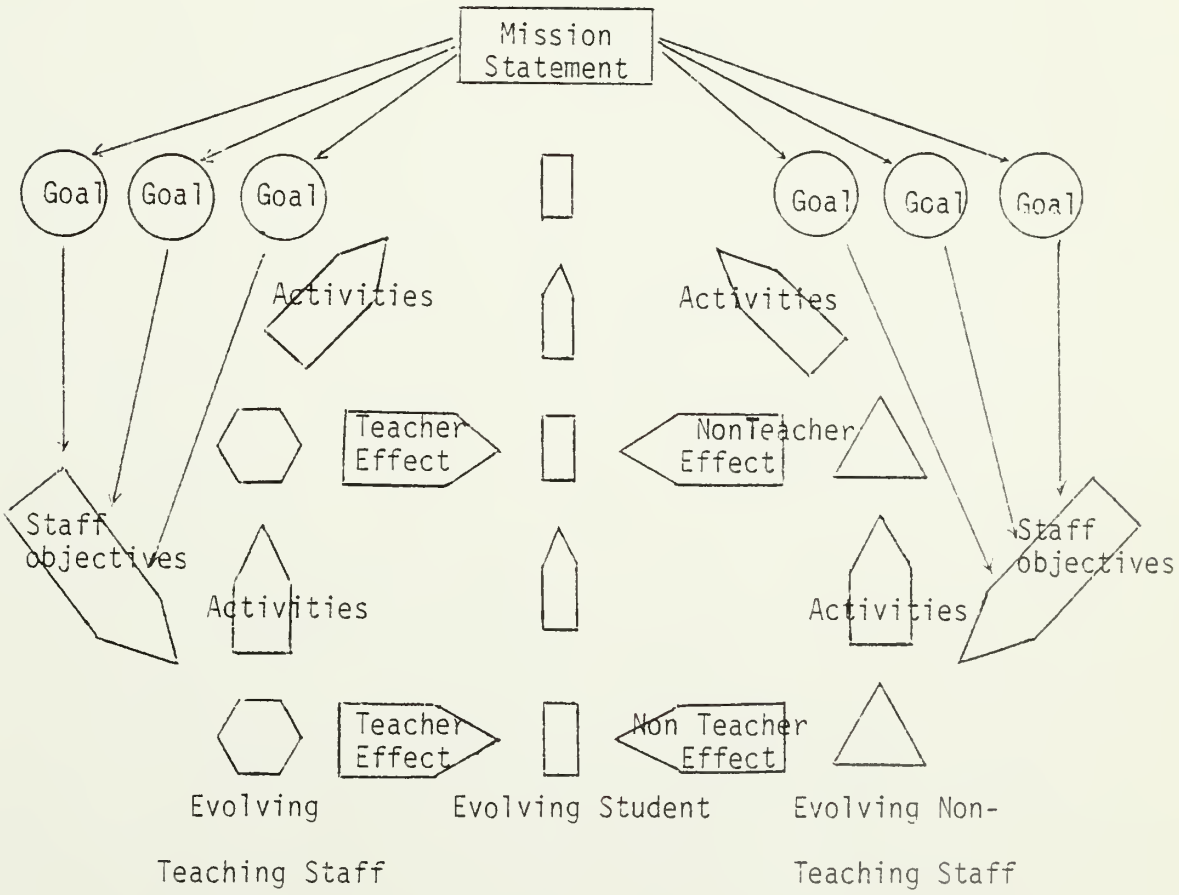
Staff development model also reflect a certain way of treating the issues. Stiller (1976) presents a module that serves persons who will be responsible for providing in-service programs for career guidance personnel. His model is composed of three stages: stage one is problem identification; stage two is developing an action plan; and stage three is conducting the inservice program.

Figure 1: Inservice Programs for Career Guidance Personnel Model12



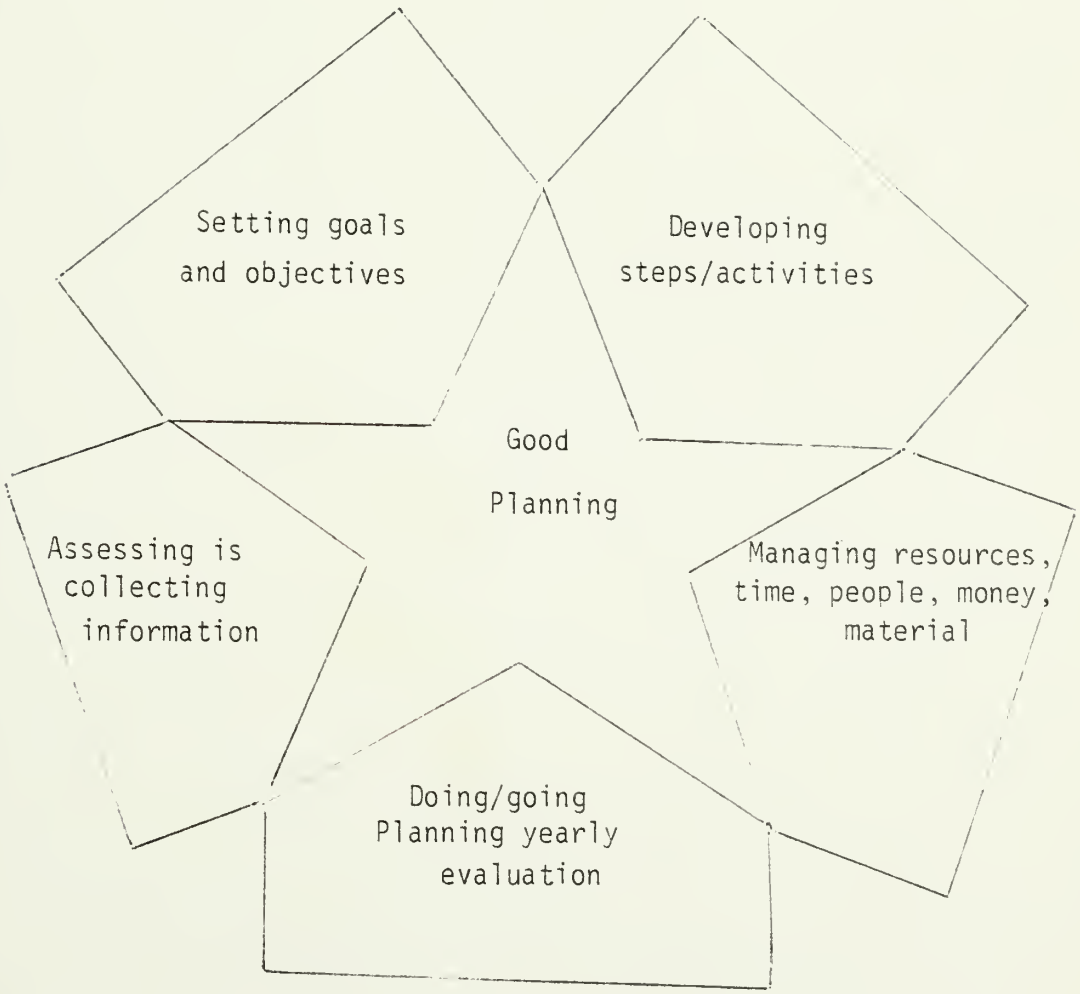
Anderson (1977) proposes a staff development program for overseas school. He starts with the mission statement which serves as a foundation or guideline of basic philosophy of the institution. Prior to other activities a needs assessment is done; after this process goals are set; then activities will be planned to meet the goal.

Figure 2: Staff Development Program for Overseas Schools[13]



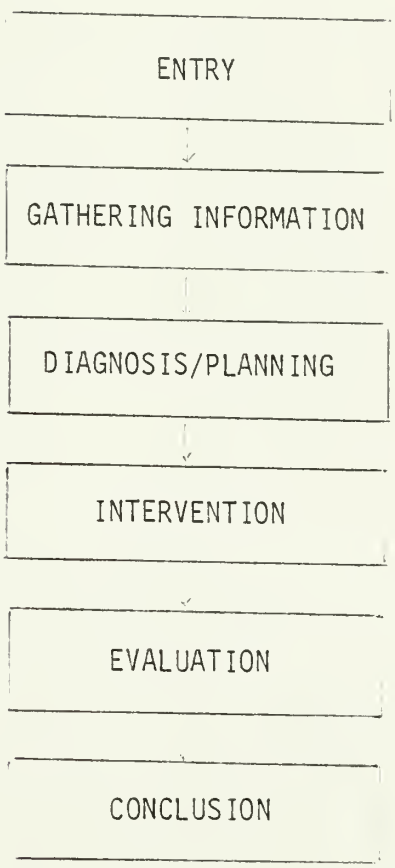
Schmitthausler (1978) proposes the planning model in staff development for the school staff. He presents his ideas about good planning in the following diagram:

Figure 3: Planning Model for Staff Development[14]



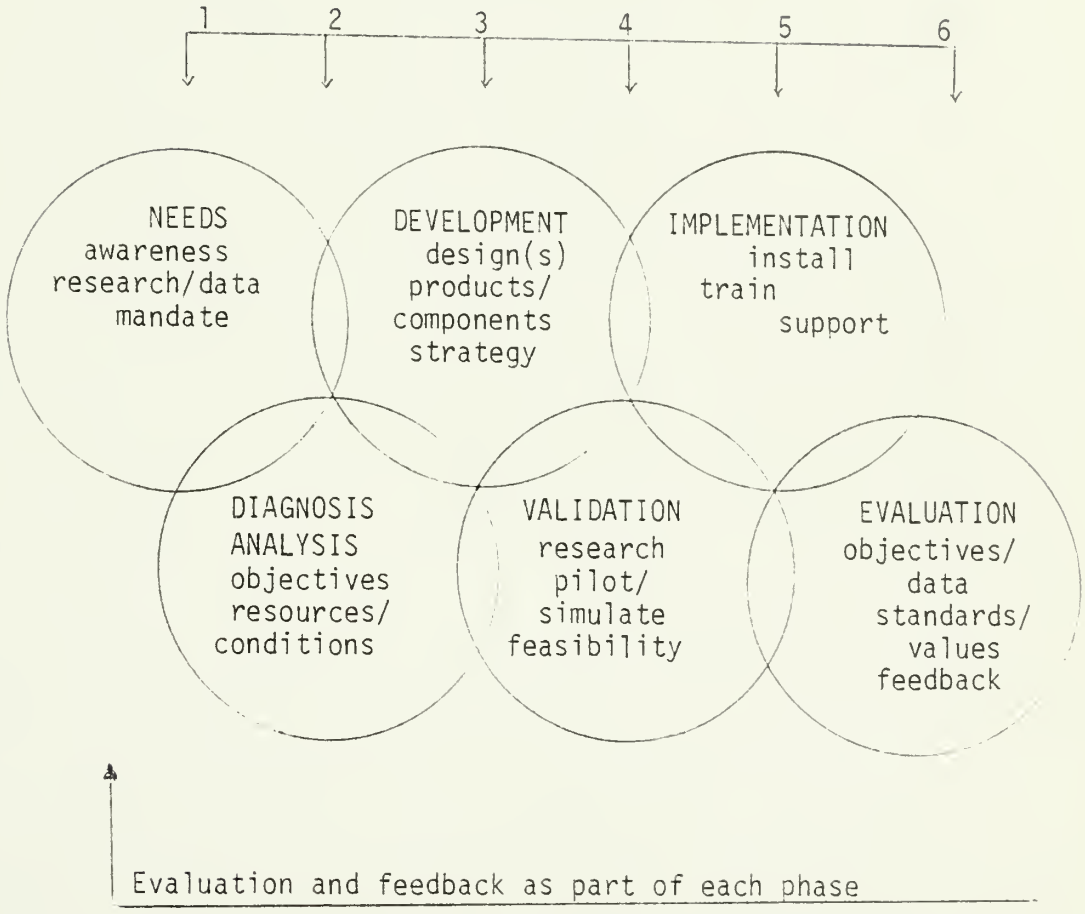
Another model similar to staff development models is the organizational development model which has been proposed by Huse (1975).

Figure 4: Organizational Development Model[15]



The model that seems the most comprehensive and one that will be referred to again in this study is one designed by Bishop (1976).

Figure 5: Bishop's Staff Development Model[16]



To add a more detailed explanation of this model the following steps of the progressive process can be outlined:

1) Needs: (awareness, research/data mandate). Needs can arise from a variety of sources and can exist in a variety of forms. Needs should be assessed by those planning and participating in the program of staff development.

2) Diagnosis Analysis: (objectives, resources/conditions, specifications). Needs will be analyzed and transfered to goals and objectives in this step. Needs and objectives have multiple origins. Their determination is a critical phase in planning for staff development. Goals are general statements that are useful as departure points for planning and it is necessary to develop objectives from which specific plans are converted to activities. Goals and needs should be translated to achievable objectives. This process requires the consideration of constraints, resources and consequences.

3) Designing: This is a process of structuring the elements and means so that the stated objectives can be achieved. "Standard of imported designs have utility, but they should be modified to fit the local situation."[17] Bishop thinks that the task of the design phase should be three-fold: a) to describe the instructional strategy that is used in the attainment of the desired objectives, b) to lay out the conceptual pattern, which includes the work segments and process of the project undertaken, and c) to show this pattern within the context in which it will operate. Bishop emphasizes the design may not include all of the details, but it must explicate the major elements, i.e., those ingredients that have evolved from the planning sequence.

4) Validation: This is the procedure whereby the design is tried out. The staff that is selected and involved in program piloting is usually critical to an assessment of appropriateness and adequacy and offers a unique and an important contribution in identifying the problems as well as determining the impact, soundness, and efficiency of the proposed solution.

5) Implementation: This is the critical phase of any staff development project. This is the step when the project is conducted and when the objectives impact upon persons and programs to bring about the planned change. The implementation demands full commitment from those that are directly involved in the new program.

6) Evaluation: Bishop recommends the formative and summative evaluation for staff development. He believes that evaluation should involve the entire staff development process--from the needs assessment through to the evaluation phase.

Staff development can be carried out in various forms: Management reorganization, salary incentives, diagnostic and interpretive supervision, counseling, improved recruitment and selection procedures, group and individual training, etc.

B. Training

It is a common misunderstanding that all staff development problems can be solved through training. However, because training is a popular approach in the Department of Nonformal Education, we will explore that term and its relation to nonformal education.

An organization needs to achieve an optimum goal of productivity, but the gap between actual performance and what is needed has always occurred. Training is one of the most effective methods to reduce the gap and to guide that organization to reach its own goal as Johnson (1976) points out:

> An organization, whether public or private, exists and grows because it provides the community with goods or services the community sees as worthwhile. To do this efficiently the organization must function at an optimum level of productivity. This level is a direct result of the collective effort of all employees. Yet not every employee works at the level established by the standard of performance for the job he or she holds. Similarly, groups of employees may not consistently produce up to standard. When there is a difference or gap between actual performance and what is needed (the standard), productivity suffers. Training can reduce if not eliminate this gap. It does so by changing the behavior of individuals--by giving them whatever skill, or attitude or specific items of knowledge they need to perform up to that standard.[18]

It is obvious that the terminal objective of training is to help achieve the goals of the organization through optimum use of manpower. Training can solve a variety of manpower problems which act against maximum productivity. These problems can emerge within any group: line, staff, unskilled, paraprofessional, professional, and lower, middle, and upper management. Johnson believes that training will help an organization to:

--increase productivity
--improve the quality of work and raise morale
--develop new skills, knowledge, understanding, and attitudes
--use correctly new tools, machines, processes, methods, or modifications thereof
--reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs
--implement new or changed policies or regulations
--fight obsolescence in skills, technologies, methods, products, markets, capital, management, etc.
--bring incumbents to that level of performance which meets the standard of performance of leadership
--ensure the survival and growth of the enterprise

Training can become a functional part of the organization whenever the operating problem exists which can be solved in whole or in part through structured and controlled training activities. The following are examples of such problems:

1) Newly employed persons need to become acquainted with the organizational goals, policies, structure, products or services, etc.

2) A new policy is to be implemented: supervisors and others whose work will be influenced by the policy are brought together.

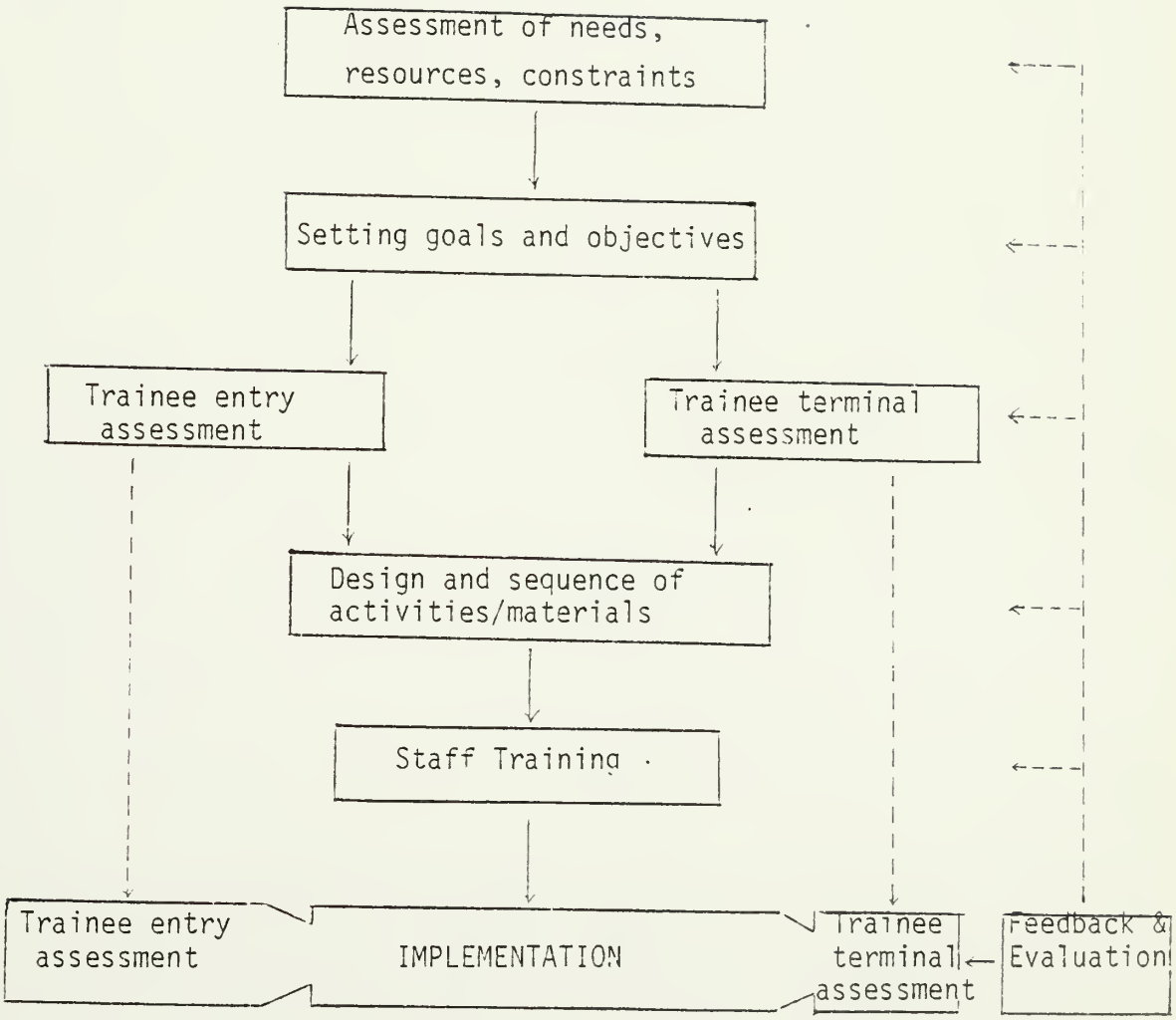
3) A new procedure, a new record form, or a new machine is being introduced. Everyone concerned is brought together for explanations, demonstrations, question periods, reactions, and practice.

4) The quality of written reports, letters, or other documents needs to be improved. All persons concerned are scheduled into one or more training sessions in which they review or develop standards, study or compose samples of desired material, practice, etc.

The organization might use its own sources for organizing training. If the organization itself is not capable of supplying needed instruction, resources outside the organization can be used.

Nonformal education has just emerged in this decade. Many basic principles have been studied and training has been found to be a most important approach to develop personnel. The Center for International Education (CIE), School of Education, University of Massachusetts/Amherst, is one of the institutions which emphasizes training in nonformal education. One of the most popular and useful models for training and nonformal education is as follows:[19]

Figure 6: Nonformal Education Training Model[19]



Two popular trends in nonformal education training are the experiential method and learner centered approach. Because these methods will be used later on as the flexible module for staff development unfolds it seems imperative that we take a closer look at these two concepts.

Experiential training is currently a popular method for learning both inside and outside the formal school system. It was developed by the United States Peace Corps as a program of experience-based training. Elam quotes Wight and Hammons who mention the importance of experiential training:

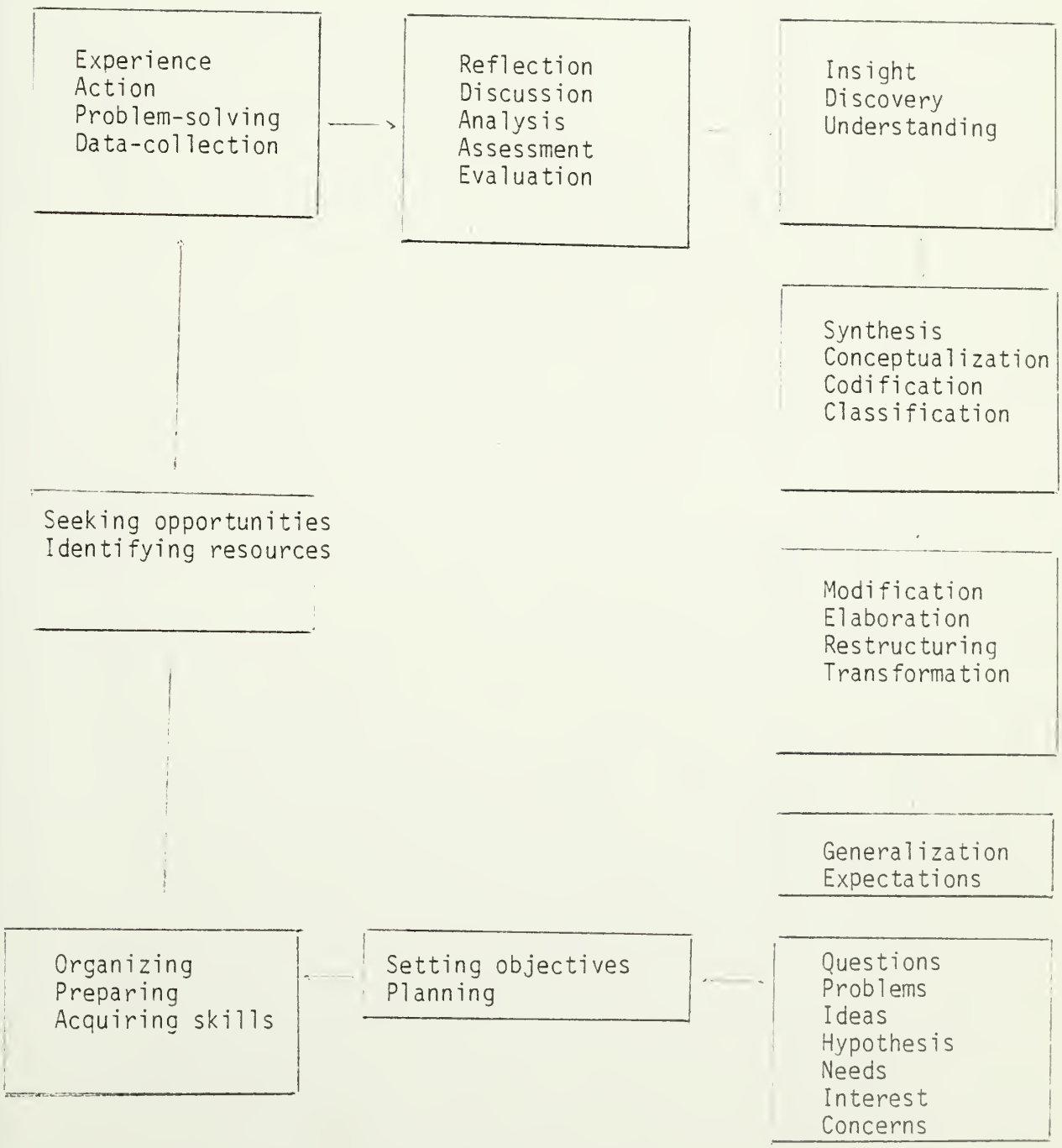
> Experiential training is designed to shift the focus of attention from the trainer to the trainee; to learning rather than training; creative thinking and problem solving rather than memorization; and responsibility for initiative and exploration rather than conformity.[20]

Elam further describes that in the experiential model objectives are determined by both trainers and trainees who work together to identify problems and resources, to explore and evaluate alternatives/ solutions to problems, and to reflect on and conceptualize the total experience. Trainers are responsible for structuring a training process which trainees can internalize and use for continued learning after the training program is terminated.

> In experiential training the trainer serves primarily as facilitator, catalyst, and resource person. Much as a coach, in the beginning provides rules and structure, he helps each person develop skills and understanding to play the game or to perform effectively, and he works with each individual to help him continuously improve his performance. He emphasizes cooperation and team work, so that the team member and each individual can contribute as much as possible to the effectiveness of the total team.[21]

The experiential training model can be conceptualized schematically as follows:

Figure 7: The Experiential Learning Model[22]



Kindervatter (1977) presents the concept of learner-centered training which is drawn from the experiential training concept. She briefly lists her main generalizations:

--Content and objectives should be based on learner needs and presented from the learners' perspectives;

--Methods which catalyze active participation and interaction of learners rather than passive information gathering;

--Materials should provoke and pose problems, rather than provide answers;

--Teachers who are not teachers, but facilitators;

--Learning which is not only cognitive, but also leads to new awareness and behaviors in the learners' lives.

C. Nonformal Education Concept

Nonformal education is a new educational term that has gained increasing popularity since the late sixties. Recently it has been examined in terms of its role in maintaining or changing socio-economic conditions, especially in rural areas. Currently, nonformal education is organized side by side with formal education. No one really knows how and where nonformal education came from. There is an assumption that nonformal education was developed from three roots--Educational Practitioners, Education Planners, and Education Critics.[23]

1. Educational Practitioners

Nonformal education was probably developed by educators who work as practitioners or field workers in a variety of educational activities: religious education, skills training, youth clubs, community

development, cooperative extension service, adult education, literacy, libraries, cooperatives, military, radio/correspondence, etc.

2. Educational Planners

Planners normally try to find solutions for the various problems they are confronted with. When education, for example, is confronted with budget deficiencies, planners attempt to seek causes and appropriate new approaches or strategies to replace or supplement the traditional programs. Planners have found that nonformal education is one of the best approaches for budget problems.

Many organizations are involved in this task: UNESCO, UNICEF, ICED, World Bank, USAID. Planning sections have implemented different activities to develop nonformal education; defining issues; collecting case studies; making regional surveys; and providing integrated planning.

3. Educational Critics

During this decade many distinguished educators, philosophers, and sociologists criticized traditional education and recommended other interesting alternatives which would be more relevant to the human needs in such a rapidly changed society. It may be that the original idea of nonformal education came from this root.

The catalysts of this root have encouraged many professionals to study and research nonformal education. As a matter of fact, a comprehensive and standard definition of nonformal education is not yet available in common usage. At present nonformal education is known less than the term of formal education. Often nonformal education has been interpreted as being without form or discernable structure, organization

or purpose. Any definition of nonformal education has its basis in the purposes of the definers.

A well-known and used definition of nonformal education is offered by Coombs (1975):

> Nonformal is any organized and semi-organized educational activity operating outside the regular structure and routine of the formal system, aimed at serving a great variety of larning needs of different subgroups in the population, both young and old.[24]

Coomb's definition seems to be so broad that nonformal education may cover all activities in urban and rural development: agriculture extension, adult education, skill training outside the formal system, youth clubs, and various community programs of instruction in health, nutrition, family planning, and cooperatives.

Klies, et al. offers this view:

> Nonformal education is any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content, media, time units, admission criteria, staff, facilities and other system components are selected and/or adapted for particular students, populations or situations in order to maximize attainment of the learning mission and minimize maintenance constraints of the system.[25]

To make nonformal education clearer Klies and his colleagues noted the variations of nonformal education characteristics: (1) It is not likely to be identified as "education." (2) It is usually concerned with immediate and practical missions. (3) It usually occurs outside of schools. Any situation which affords appropriate experiences may be employed as the learning site. (4) Proof of knowledge is more likely to be by performance than by certificates. (5) It usually does not involve highly organized content, staff or structure. (6) It

usually involves voluntary participants. (8) Instruction is seldom graded and sequential. (9) It is usually less costly than formal education. (10) It usually does not involve customary admission criteria. Potential students are those who require the available learning or who are required by the situation to know it. (11) Selection of mentors is likely to be based more upon demonstrated ability than on credentials and voluntary leaders are frequently involved. (12) It is not restricted to any particular organizational curriculum or personnel classification; and it has great promise for reviewing and expanding any of them. (13) It has potential for multiplier effects, economy, and efficiency because of its openness to utilize appropriate personnel, media and other elements which may be available in a given situation without concern for externally imposed, often irrelevant and usually impressive criteria and restraints.[26]

The Center for International Education, University of Massachusetts/Amherst, believes that nonformal education provides a vehicle for national development through promoting individual development. Nonformal education provides an opportunity for people to learn whatever will help them in their own lives, which in turn, contributes to the growth of their communities. The content of learning programs in nonformal education should be relevant to the learners' needs, the problems and situations they face each day. The processes and structures of learning programs must promote creative and active participation which will enable learners to approach their life problems outside the learning group with new attitudes and behaviors. This approach, which begins with the learners' needs, and promots interaction and dialogue

amongst learners, can be summarized by the two concepts of learner-centeredness and mutuality.

Nonformal Education Dimensions

Etling (1975) emphasized six dimensions of nonformal education to give a fuller understanding of the nature of nonformal education.[27]

1. Learner Centered. In nonformal education, participants will create a learning environment themselves rather than needing to have it imposed from the outside because a learner-centered environment will help encourage more responsiveness of educational enterprises and fulfill the learner needs.

2. Cafeteria Curriculum. In nonformal education the curriculum tends to feature options, choices, and flexibility rather than sequential, prescribed, and required. Any curricula should be developed from the community itself.

3. Horizontal Relationship. Any activities should be learner-centered and individualized. The relationship between learners and educators should be a horizontal relationship. It means that the educators may view themselves in a role of the helper, enabler, catalyst. A term for this role is "facilitator."

4. Reliance on Local Resources. Nonformal education should rely on local resources so that communities will get involved and keep the cost of investment low.

5. Immediate Usefulness. Nonformal education emphasizes "functional learning" that bears immediate and direct relationships to the life style of learners. Nonformal education activities tend to be short term with a present-time orientation. The learner needs

will be met in a matter of weeks or months.

6. Low level of Structure. Because of a great diversity in many aspects of nonformal education (the ages at which people are involved as learners, prerequisites, length of courses, and so forth) the structure must be flexible. With its flexibility nonformal education is more innovative and can more easily take account of sub-cultures and minority needs.

D. Nonformal Education in Thailand

The present nonformal education programs are generally developed to induce "khit pen"[28] capabilities among learners, provide them with adequate skills training, and give them access to sources of information useful to their daily lives.

The specific programs created and operated through the system vary greatly in form, content, and specific objectives in response to changing needs and priorities. The following is a list of programs which are designed to respond to one or a combination of the following broad needs of various segments of the out-of-school population.

Basic knowledge and skills: Basic general knowledge and the skills (literacy, numeracy, problem-identification, problem-solving) which aid information gathering and self-study.

Vocational/occupational skill development: Skills needed to improve current occupational practices, earn supplementary income, and secure jobs.

Timely Information: A regular flow of up-to-date information required to keep pace with social, economic, and technical changes

and to serve as basis for decision-making.

1. Basic knowledge and skill:

The programs available in this category are the following:

a. Functional Literacy and Family Life Planning Project (FLFLP)

FLFLP was initiated in 1970 to pursue the following objectives:

-to develop the process of problem solving and critical thinking which will enable the learners to attain happiness;

-to prepare the learners to seek and to utilize the resources from the extension services which will help them to improve the quality of their lives; and

-to provide literacy skills and numeracy skills which will serve as learning tools.

This program is usually provided for the rural communities. Anyone who is over 15 years old and anxious to learn is entitled to this program. The functional literacy program was originated to help the people know themselves and their communities better, to learn how to think critically, to learn how to solve their problems and how to acquire relevant information to help them in their decision making.

The curriculum for this program is developed from the local problems, interests, and needs. Therefore, the curriculum varies depending upon the local area. Classes are organized into teaching-learning experiences and offered at schools, temples, learner's homes or wherever the learners and teachers feel there is a comfortable environment. The learners and teachers will discuss problems both of

a specific and general nature. The objective here is to identify the causes and consequences of problems and work out guidelines to solve the problems which will satisfy the respective needs of the individuals and the community. In addition, the learners obtain skills in reading, writing and arithmetic which will become useful tools for them in seeking further knowledge and information that can be important in their daily lives.

b. Adult Continuing Education Program

The academic stream of the adult education program provides second-chance opportunities for individual interests. Learners who graduate from these courses will be entitled to certification equivalent to that obtained from the regular school system. Classes under this project will be set up in schools or other buildings which belong to the government or private associations and organizations. Local resources of the day-school system or other agencies will be employed in education activities for adults. This program has its own curriculum which is equivalent to the elementary and secondary levels of education. Course levels available are:

1) Fundamental education--1st and 2nd levels (equivalent to grade 2 and 4 respectively) which requires 6 months to complete. This curriculum is used in every adult school except where the functional literacy program operates.

2) Level 1 (grade 1&2) and level 2 (grade 3&4) requires 6 months each to complete and is usually arranged in schools in the cities for those who intend to continue their higher education.

3) Level 3 (grade 5-7) requires 1-1/2 years to complete.

4) Level 4 (grade 8-10) which requires 1-1/2 years to complete.

5) Level 5 (grade 11-12). Only this level has a curriculum which is similar to the formal school system.

The course content for the level 3 and 4 programs is divided into the following 6 fields of study: Thai, English, Mathematics, Hygiene, Sciences, and Social Studies. In the past a learner was required to take two courses a semester, each semester being six months long. But presently the curricula is undergoing revisions from an academic nature to a functional nature. The purpose of the conversion is to revise the content so it will be more relevant to the conditions and problems encountered in the daily living. Also it will encourage adults to learn the Khit pen process.

2. Vocational/Occupational Skill Development

Three types of programs are designed to provide short-term skill training courses for the population that has limited formal schooling.

-Adult Vocational School

-Mobile Adult Vocational Units

-Mobile Trade Training School

a. Adult Vocational School

This program started in 1949. The courses are usually arranged in the evening in regular vocational or secondary schools. Generally each school offers a choice of 7-12 courses ranging from auto-mechanics, radio repairing, and accounting to typing and agriculture. Attempts have been made in recent years to revise the curricula to make it more

responsive to local needs. Therefore, the content and the duration of the curricula differs from one school to another. The instructors are hired on a part-time basis and most of them are regular vocational teachers, government officials, shop owners and merchants. Since the schools utilize the facilities of regular vocational or secondary schools, they operate mainly in urban and heavily populated areas.

b. Mobile Adult Vocational Units

This program, which started in 1950, is designed as mobile units to create training for rural people. Each unit has 3-5 permanent instructors and equipped to give skill training in many areas such as agriculture, dressmaking and mechanics. All units are under the administration of provincial education officers. The decision for transfering the unit from one village to another is based upon the requests of local authorities or villages. The unit usually remains in a village for three months but may stay on for another term if there is sufficient demand from a particular village.

c. Mobile Trade Training Schools

The main aim of the program is to promote the occupational skills of the rural population. Another secondary aim is more political and social in nature: improved living standards and promotion of better understanding between the government and the people. At present, there are 47 schools, each with 7-14 permanent instructors and a principal. Curricula choices are in the areas of industrial arts and home economics: auto mechanics, radio and television repair, small and large engine mechanics, dressmaking, cooking, etc.

3. Timely Information

There are many programs provided in this category:

a. The Public Library

The public library is a multi-purpose educational activity which aims to serve people of all ages and all levels of education. They attempt to induce good reading habits among the people so that people can utilize their spare time productively. Another objective of the library is to provide up-to-date news and information. Existing library services are available in the following categories:

1. Provincial Library--There is one in each province and it is usually located in highly populated urban areas.

2. District Library--This library is usually located in big districts.

3. Mobile Library--There is one book-mobile and three floating libraries, the latter operating on large rivers. Advanced notice is given to the community prior to a visit by one of these mobile units.

b. Village Newspaper Reading Center

A village newspaper reading center is a place where the people can come to read daily newspapers, periodicals, and other printed materials. It also can be used as a place for village meetings and other activities. The objectives of the VNRC:

1) To function as the village's news center and, thus, encourage an exchange of ideas;

2) to prevent relapses into illiteracy;

3) to promote positive attitudes toward reading; and

4) to help villagers keep up with the news and changes that

concern them so they can make appropriate adjustments.

The villagers build their own center cooperatively and choose a site which is easily accessible. The government supplies the center with 2 daily newspapers selected by the villagers. Each center has its own committee selected from the villagers to organize the center. This committee helps to improve the overall quality of the reading materials by working cooperatively with the district and provincial officials.

The Ministry of Education plans to help the villagers establish approximately 26,000 centers by 1981 (about half the total number of Thai villages).

c. Public Education Activities

Public education activities try to inform the public about all news, announcements, articles of general interest, and publicity concerning government activities. Movies are shown in rural communities. The target population for the public education units is remote villages and the villagers are informed in advance of the coming activity.

Other New and Popular Nonformal Education Programs

a. Interest Groups

The Interest Group program is organized in response to requests from any group which wants to receive short-term training in a wide range of subjects. The program topics are based on the problems, needs, and interests of the people. In this way they will gain knowledge and experience and be able to improve themselves and their communities.

Groups are composed of at least 15 people and have a common interest in some subject that will be useful for them. They begin by

writing a brief description of their study plan and sending it to either the district or provincial education offices to get permission. Budget money must be allocated for the instructor who is selected either by the group of people or by the local officials. After they have received permission they can start their activity; on some occasions they might have to bring their own materials.

After attending the course, the group may acquire knowledge and skills to enable them to help their families and themselves. This is a good program for individuals who want to spend their spare time wisely. Some sample subjects that the groups have chosen are: orchid raising, bee keeping, chicken raising, fish farming, custard preparation, Thai classical music, law in daily life, mushroom growing, etc.

b. Radio Corespondence

At present radio broadcasting is playing an important role in every community. Radio has a distinct advantage over other educational programs in that it can reach areas where other means of communication cannot. Also, the majority of the rural population is capable of owning a radio. From a survey conducted by the National Statistics Bureau in 1974 there were 6,688,501 households in the country and out of this number 4,743,668 households (70.9 percent) had radios. This statistic might be due to the popularity of transistor radios which are available at reasonably low prices and can operate on batteries. Thus, radio has an advantage over other mass media in that it can offer educational opportunities to the majority of the people at little expense in time and money.

The Ministry of Education has endorsed radio correspondence for nonformal education as a means for development of one of its most important projects. They feel this project will render more educational opportunities for the deprived rural population. The nature of the programs will take into consideration the needs of listeners. For example, the programs for the rural and urban populations with low levels of education will use local dialects and simple language. Continuing education, interest group programs and others may employ radio as a means to make their programs more effective and widespread.

The various nonformal education programs have their emphasis in the rural areas rather than urban. The Thai government seeks an 80:20 rural-urban ratio with respect to its total program services. This critical decision concerning the implementation of nonformal education programs seems like an appropriate policy considering the high percentage of the out-of-school population who are seeking opportunities to improve their lives.

Many nonformal education units have been established in the villages to offer the rural people programs that are relevant to their needs. The Village Newspaper Reading Centers, Mobile Vocational Training, Walking teachers, for instance, are concerned with the rural areas.

E. Staff Development and Nonformal Education

There is much to be said about each one of these subjects but there does not exist much literature on the subject of staff development in nonformal education. The only literature that relates to this

topic deals with staff development in adult education.

Several countries, especially developing countries, have attempted to develop nonformal education programs to "empower" their own people. One of the critical problems facing the development attempt is to find qualified personnel to fill positions in nonformal education. In order to solve this problem, staff development is proposed to train personnel to understand the skills, knowledge, and attitudes involved with nonformal education.

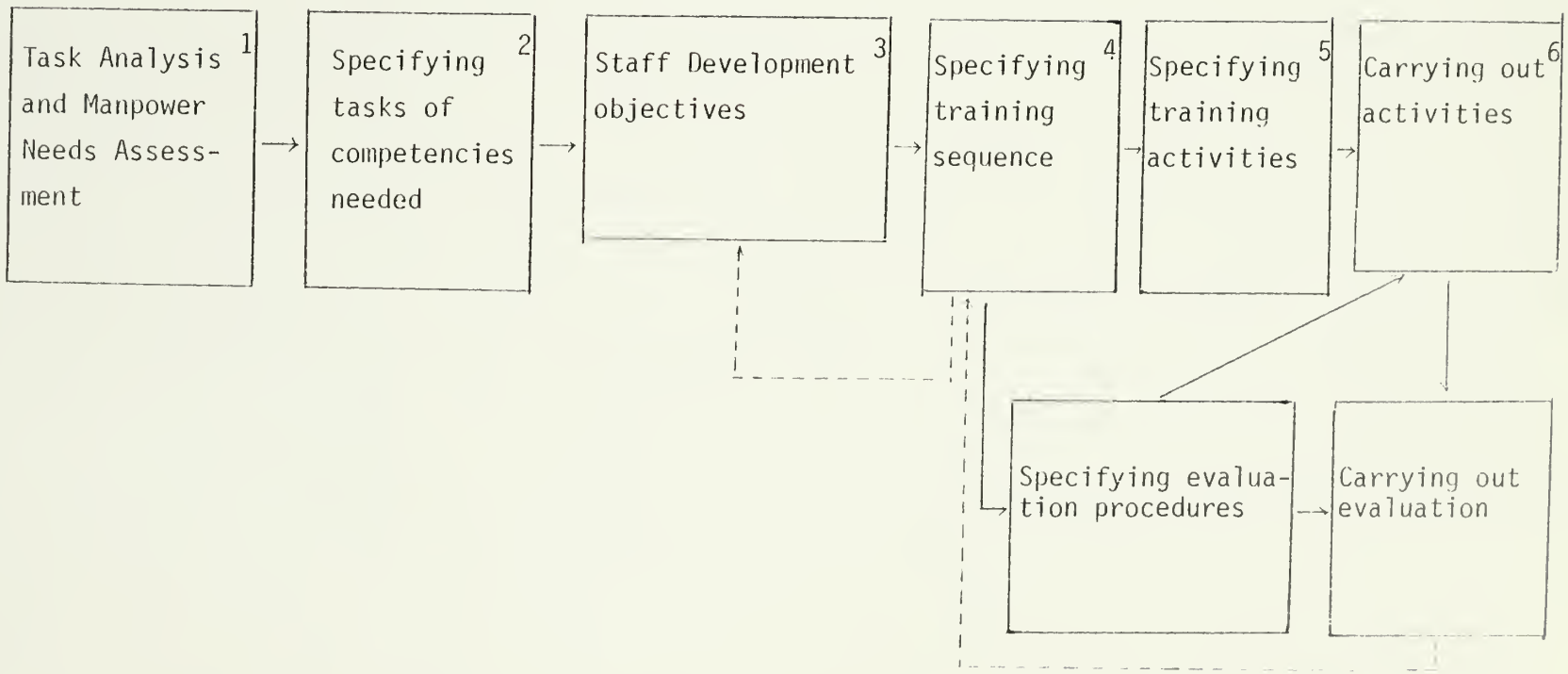
From Bishop's model of staff development and the nonformal education training model that was proposed earlier we can compare them and find many similarities. Both models start with a needs assessment to find out what the clientele needs, their interests and where they are. After that a needs analysis is used to analyze information and interpret the goals and objectives. When these have been set, the development of appropriate strategies will be followed to support the goals and objectives. Before implementing the program the staff training and validation have to be carried out to check out the results of the program development thus far. When the strategies are re-considered and rewritten the implementation phase can be done. Evaluation of all steps (formative) should be ongoing with the final outcome (summative) evaluation completed at the end.

Table 1: Comparison of Staff Development Model and Nonformal Education Model

STAFF DEVELOPMENT MODEL	NONFORMAL EDUCATION TRAINING MODEL
1. Needs Assessment: Awareness, research/data mandate	1. Assessment of needs, resources, and constraints
2. Diagnosis Analysis: objectives, resources/conditions, specifications	2. Goal setting and setting objectives
3. Development: design, product/components strategy	3. Development and sequence of strategies and materials
4. Validation: research pilot/simulate feasibility	4. Staff training
5. Implementation: install, train, support	5. Implement program
6. Evaluation: objectives/data standard/value feedback	6. Evaluation of training and feedback

Spear (1976) presents the following model in his research:

Figure 8: A System Model for Staff Development in Adult Education[29]



The first step in the implementation of the process, as Spear describes it, is to conduct a needs assessment to determine what tasks are actually performed by an instructor. Ideally the first step will have been a determination of learner objectives which in turn will affect instructor tasks. If the resources of the project are limited, the all-important relationships between learner objectives and instructional knowledge, attitudes, behaviors and skills have to be estimated on the basis of past experience.

The second step is to extract from the limitless range and scope of the teacher's knowledge, behaviors, skills and attitudes those that are most important for learner success, with these teacher characteristics organized according to instructional tasks. The tasks, tentative as they might be, are to serve as the initial basis for the individual staff development plans.

To restate the training tasks as behavioral objectives is the third step. Thus the individual can establish respective criteria standards and means for measurement, an objective that will encourage a greater emphasis on individualized training. Finally performance objectives provide for a more meaningful and effective system of evaluation.

Specifying a training sequence is the fourth step in the process. This procedure is kin to the practice of developing learning prescriptions, because of the nature of the objectives. Teacher trainers arrange the sequence of training to meet individual needs.

The fifth step is to specify training activities. In this

process the objectives and the appropriate sequence dictate the training format and resources to be employed.

Carrying out the training activities is the next step. If some attention is given to the first five steps the activities are reasonably consistent with the original reasons why the learner is in the training process.

Concurrent with step five, specific evaluation procedures are planned. When a training program is designed significant energies should be devoted to the development of an evaluation plan that informs the participants of the extent to which individual objectives are being met. In addition, the evaluation should consider the extent to which the training objectives are achieved through the employed training activities. Finally the evaluation should determine if the staff development system has attained its objectives.

The final step is to implement the evaluation. Through feedback a flow of information is to be fed into the system to minimize the discrepancy between intent and practice.

A staff development procedure as Spear describes it might be useful for assisting the educators to develop nonformal education staff training. Charter (1978) points out an important list of considerations that relate to staff development and nonformal education/adult education:

> The persons who are engaged in the adult education enterprise are the educators of adults. It is noted, however, that they are not always identified as educators of adults. Nevertheless, they all have the same roles and responsibilities. Most of them recognize the need for their own further development, referred to as inplant, on-the-job, in-service, staff development training, professional development, or continuing education.[30]

Charter also categorizes the needs for staff development of educators of adults into four stages:

1) The need concerning preparation of persons to enter into the field of adult education;

2) The need concerning those persons who enter the field without specific preparation to function effectively in the present job or role in adult education. Charter believes that such persons require orientation to the field of adult education and to the particular agency and role to which they have been assigned.

3) The need for all educators of adults to continue their education in order to work effectively to achieve the designated objectives now before them, as well as to prepare for new and changing positions and responsibilities either within the agency or elsewhere in the field of adult education;

4) And the need for preparing the professionally related roles for adult educators and particularly the career-oriented people, before retirement.

It is on the second and third stages that I propose to develop my own staff development module for the adult/nonformal educators of Thailand.

F. Conclusion

Staff development as a theory and as a practice has been explored by many distinguished specialists. Training has also received considerable attention in recent years as one facet of staff development. The two concepts seem to be closely related because many of their

components are similar. And both have two interrelated aspects. One aspect is in the direction of group improvement. The other is in the direction of individual member growth. Staff development and training are both concerned with group and individual settings and with the complex, interrelated forces which affect the relationships between and among people in their activities.

In the particular case of this study staff development is seen to be broader that training due to the focus staff development puts on the larger set of social, political, economic, philosophical and religious contexts. Training is a particular way of treating the issue of staff development in a complex organizational context.

C H A P T E R I I I

ATTEMPTS IN NONFORMAL EDUCATION STAFF DEVELOPMENT BY THE MINISTRY OF EDUCATION/THAILAND

A. Introduction

The Ministry of Education through the Nonformal Education Department (formerly the Adult Education Division) has realized that a crucial consideration for expanding nonformal education programs throughout the whole country is to develop their staff to understand the concepts of nonformal education and how it is implemented. Consequently, the Nonformal Education Department has tried to create staff development modules with various kinds of content and strategies for different audiences. The personnel who became involved in developing these modules are from inside and outside the Department and have collaborated with other agencies both within the Ministry of Education, other agencies in Thailand, and agencies abroad. A major collaborator in four of these modules is the Center for International Education, School of Education, University of Massachusetts/Amherst. They have sent consultants to work with the Department of Nonformal Education; these modules will be described in more detail in this chapter.

The staff development modules in nonformal education in Thailand can be classified into two general areas:

1. Staff Developoment Modules

The modules are developed directly for the staff at the Central Office in Bangkok, the Nonformal Education Regional Centers, Lifelong Education Centers, and other NFE-related agencies.

2. Teacher/Facilitator Training Modules

The modules are developed for the teachers and the facilitators who work directly with the schools or the villagers. However, these can be counted as NFE staff development because they are the spear heads for disseminating the NFE concept to the society, the community, and the villages. Also these facilitators have many opportunities to transfer into all levels of the nonformal education structure.

B. Methodology

To study the existing staff development modules in nonformal education, the following methods were used:

Key informant interviews

Participant observations

Review of documents

1. Key informant interviews

a. Instrument development

The author developed an interview guide in English and it was reviewed and revised by the University of Massachusetts/Amherst dissertation committee. After the guide was rewritten it was translated into Thai by the author. A pilot version was tried out with personnel at the Central Office in Bangkok in order to ascertain whether the interview guide would yield the kind of information that would be useful for a staff development module. From the pilot interviews, the

interview guide was revised again. The final version appears in Appendix A.

b. Instrument implementation

The author interviewed personnel who have been in charge of training and some of the past trainees who were participants in the varied staff development training programs. Interviews were used to gain information about:

1) Functional Education Level 3-4 Teacher Training Module

The interviews were held with one trainer in the NFE Department; one staff member who attended one of the training sessions and one teacher.

2) Person-Centered Participatory Learning Module

One trainer and two trainees at the Central Office in Bangkok and two trainees from the Regional Centers were interviewed.

3) Youth Training Module

One trainer and one trainee from a Provincial Center were interviewed.

Interviews were used with these modules specifically because the author needed additional information than what could be gained from the existing documents. A second reason for using the above people and modules was because they were more accessible to the author.

2. Participant observation

The author attended several staff development modules in the role of facilitator or participant observer. The modules were reviewed before the observations took place: both during the planning

process and the implementation phase of the workshops. An observation form was prepared in advance in order to help focus on the crucial information that can be applied to the author's own future modules. The observation form appears in Appendix A. The following staff development modules were observed:

a. Planning and Evaluation for Nonformal Education

The author had an opportunity to observe both the planning and implementation steps. The actual workshop took place at the Northeast Nonformal Education Regional Center at Ubolrachathani.

b. Functional Literacy Teacher Training Module

The author was involved with this module as one of the planners and facilitators during many of the workshops over a period of several years.

3. Review of documents

Most of the staff development modules were read before the interviews or observations occurred. Some of the modules, reports, reflections and evaluations yielded enough information so the decision was taken not to use other survey methods in order to save time for other parts of the study.

The guidelines for reviewing the modules, followed a similar format as the interview guide. The modules that were reviewed in this manner were:

a. Organizational Development Module

This training was developed in collaboration with the University of Massachusetts/Amherst. The author was also present to participate in

some of the preliminary planning. The materials available are only from the planning phase as it was implemented after the field survey was done in Thailand by the author.

b. Vocational Teacher Training Module

This module was developed by the Department of Nonformal Education staff in order to train teachers in the new vocational curriculum, teaching-learning methods and evaluation techniques.

c. Community Development Personnel Training Module

This module was developed by the Department of Community Development of the Ministry of Interior. The purpose of studying this training was to pull out some of the effective ideas that were developed by another agency.

d. Family Planning Training Module

This was developed by the Ministry of Public Health in order to train nurses in family planning.

C. Analysis of the Staff Development Modules

Each of the existing nonformal education staff development facilitator training modules implemented in Thailand has its own strengths and things to improve. Through an analysis of the training it is hoped that future training modules will be improved; that planners and facilitators can be motivated to improve their skills and plans; that nonformal education can be improved so the ultimate audience/receivers--the villagers--can have a better life.

The analysis of the existing staff development modules can also assist the author to gain more ideas about what and how to implement and plan staff development training.

This study and analysis of the modules was more difficult than originally planned. There were many side effects to this exploration. Personnel, who were in charge of the training could not respond to the interviews due to their large workload or loss of memory of the actual details of the training itself. Also many documents were lost or incomplete. However, since the author works in the Nonformal Education Department most of these barriers were overcome and enough useful information was gathered for this task.

The analysis of each module will include a summary of the overall modules and the strengths and areas to improve. The final conslucions/ summary is based on three distinct experiences:

--An internal analysis of staff development modules through reading and critiques.

--The author's experiences as a staff member of the Nonformal Education Department

--The author's attendance in the workshops as a participant and facilitator and an observer.

The analysis, however, will only contain the crucial points that will be relevant to the author's staff development module.

1. Functional Education Level 3-4 Teacher Training Module

The main methods used to survey this module were: interviews with the trainer and a trainee; document review and the author's experiences in developing and implementing the module.

The purpose of this module is to train the personnel (trainers) from the Central Office, Regional Centers, and Lifelong Education Centers and teachers who will work with functional education at level 3-4/ This module was implemented for three years. The seven-day training content includes: the philosophy of adult education in Thailand; adult education psychology; the curriculum of functional education level

3-4; adult education teaching techniques; and adult education evaluation and measurement.

Group dynamics, plenary discussions, lectures, critical incidents, role plays, games, songs, films, slides, demonstrations and practice teaching are the various techniques used in this module.

This is an attempt to disseminate the NFE concepts and techniques to personnel who are involved with formal education during the day and who teach adults after school. The module itself is valuable but the implementation phase of the training cannot lead to the success of the program because the policy of the department required training adult education teachers in a short period of time. Therefore each training session had to include a large number of trainees and the ratio of trainees to trainer was very high.

Table 2: The Strengths and Things to Improve of Functional Education Level 3-4 Teacher Training Module

STRENGTHS	THINGS TO IMPROVE
1. The module itself gives articulate explanations to the trainers.	1. A needs assessment for the adult teachers should be done.
2. Several training techniques are used such as critical incidents, role plays, communication games, etc.	2. Only the facilitators planned the training programs.
3. Having the recommendations of the training participants.	3. There were few qualified trainers.
	4. No feedback from the trainees after training.

2. Person-Centered Participatory Learning Module

The module was developed by the Nonformal Education Department staff and a University of Massachusetts/Amherst graduate student. It was the first of three modules that were specifically designed for staff development purposes between the Nonformal Education Department and the Center for International Education. It could be said that it paved the way for the next two modules that came shortly thereafter.

The module was prepared to enable the key facilitators, Central Office staff, and Regional and Provincial personnel to gain self-confidence and mastery in the practice of the participatory learning process. The training was designed for five days and emphasized communication concepts; the participatory learning process; and planning for the workshops.

The strategy of the training focused on the experiential learning process; the trainees participated in activities; reflected and analyzed their experiences and conceptualized what they gained from the activities. Training techniques included: games, story telling, brain storming, role playing, films, short lectures, etc.

The author had an opportunity to talk with some of the trainers and trainees. The information gained is described in the following table.

Table 3: The Strengths and Things to Improve of the Person-centered Participatory Learning Process

STRENGTHS	THINGS TO IMPROVE
1. The designer organized meetings with the Regional trainers and Central Office trainers to find out what they needed and what level they were at.	1. The trainees thought that some of the activities were for "children".
2. Activities encouraged the trainees to generalize concepts from their own experiences plus new experiences learned from the activity itself.	2. Training materials in English made some of the trainees frustrated.
3. Training materials were well-prepared in an English version.	3. The facilitators did not follow the module as originally designed. They were not sure of unfamiliar activities.
4. The trainees applied some activities for their own training.	4. Too much flexibility during the training created lack of mutual respect between the trainees and the trainers.

3. Youth Training Module

The module was developed collaboratively between personnel from the Nonformal Education Department and the University of Massachusetts/ Amherst. The author used the interview method for the study and a review of the relevant documents. The training aims to enable youth to

have competence to improve themselves and their neighbors' lives.

The training module was developed for a fourteen-day training program which emphasizes both vocational skills (these varied according to the interests of each group: mushroom growing, water pump repair, etc.) and problem solving related skills (such as goal setting, analyzing the causes of problems, and planning). The module used experiential learning methods and materials in which the learner was very active.

The module was first implemented in 1977; the trainees were from provincial centers and villages. The personnel from the provincial centers were the trainers. The following 8 units were included:

a. Creating the atmosphere
b. Working together as a group
c. Setting goals for our lives
d. Planning how to reach our goals
e. Solving problems as a team
f. Occupational skills workshops
g. Sharing our knowledge with our communities
h. Planning a project for our village

Short lectures, brainstorming, group discussions, work groups, games, guest interviews, puppets, photographs, role plays, critical incidents, demonstrations, and practice have been used in this module.

Table 4: The Strengths and Things to Improve of Youth Training Module

STRENGTHS	THINGS TO IMPROVE
1. Well-planned; module was tried out and reviewed among the trainees.	1. No process of needs assessment of the youth themselves.
2. Many new and interesting techniques: photographs for problem-solving, puppets, etc.	2. Implementation of this module has been ceased due to lack of support from the Central Office.
3. The trainees had practice working directly in the village.	3. The people who handled this module must have more training skills because some of the activities seem complicated.
4. The outcome of the workshop (the project plan for the village) could be used immediately when the trainees returned home.	4. Training for 14 days needs a large budget.
5. Trainers from the Regional and Provincial centers seemed to appreciate this training and they could work with the village youth by themselves.	5. Using some a-v aids might discourage facilitators in terms of budget and lack of skills to operate the equipment.

4. Vocational Teacher Training Module

The author studied this module by reading documents developed by the staff of the Nonformal Education Department. The department has developed a new curriculum for functional education level 3-4 whereby

the students can select vocational courses for his/her program. This change confused the staff and teachers and they needed to be retrained. The department, therefore, has developed this training module to help the teachers understand the new curriculum, texts, teacher's manual, and measurement and evaluation.

The trainees are staff at the Regional and Provincial Centers and teachers in the adult vocational schools. The trainees attended the training for five days which covers the content of trends and policies of adult education; adult education philosophy and psychology; curriculum; texts; teachers' manuals; measurement and evaluation in vocational education.

Lectures, discussions, field trips, critical incidents, games, and practice are employed in this module.

Table 5: The Strengths and Things to Improve of Vocational Teacher Training Module

STRENGTHS	THINGS TO IMPROVE
1. Using various training techniques	1. No evidence of needs assessment.
2. Module clearly explains the process of training; each activity has stated objectives, content, and implementation steps.	2. Some training days contain too much content and activities.
3. There are pretests, posttests, and other evaluation methods used during training.	
4. Field trips.	

5. Community Development Personnel Training Module

The author reviewed documents developed by the Community Development agency, Ministry of Interior. The purpose of the training was to train the newly recruited community development personnel to understand the community development concept. The training covers forty-five days including many courses: philosophy of community development; principles of community development; social structure; human relationships; principles of coordination; leadership; public speaking; community education; recreation; and field work. The training techniques were varied: lectures, group dynamics, demonstration, and practice working in the real community.

Table 6: The Strengths and Things to Improve of Community Development Personnel Training Module

STRENGTHS	THINGS TO IMPROVE
1. Well-planned content	1. The module does not show what strategy is used; assume mostly lecture techniques.
2. Trainees have a chance to practice field work; less emphasis on classroom work.	2. No evidence of evaluation.

6. Family Planning Training Module

The training module has been developed by the Ministry of Public Health. The author surveyed this module from reading documents published by that institute. The purpose of that training was to train the Border Patrol nurses to gain skills in family planning, mother-child care, nutrition, and first aid for the villagers. The duration

of training is ten days including such content as: population problems; review of anatomy and physiology; sex education; birth control; sanitation; nutrition; school hygiene; mother-child care; health education; and first aid.

Demonstration, role play, group discussion, a-v aids, lecture, games, critical incidents, practice have been used in this training.

Table 7: The Strengths and Things to Improve of Family Planning Training Module

STRENGTHS	THINGS TO IMPROVE
1. The contents are relevant to objectives.	1. The module does not explain the activities in detail.
2. The module used many strategies.	2. Needs assessment process is not shown.
3. The trainees have an opportunity to exchange ideas/experiences	3. Lecture method is used too frequently.
4. The trainees have a chance to practice the skills.	
5. Every activity has an evaluation process; most of them are question-answer, observation.	

7. Planning and Evaluation for Nonformal Education Module

The module was developed by personnel in the Nonformal Education Department and a University of Massachusetts/Amherst graduate student. The module was designed for the key-facilitators from the Regional and Provincial Centers to be able to understand planning and evaluation in

the context of nonformal education, and be able to apply these principles to their own training situations. The module was designed for five days. It included the following: basic principles of nonformal education; planning and evaluation for nonformal education; and training design.

The module used group discussion, short lecture, a-v aids, fishbowl, role plays, critical incidents, and practice.

The author had an opportunity to participate in reviewing the plans and implementations phases. Generally, the author sees this module to be quite successful in terms of planning and implementation. For planning, the designer studied the real needs of the clientele before setting goals and objectives. The clientele had a chance to plan the workshop side-by-side with the facilitators which corresponds with the principle of participatory training. For the implementation, most trainees were enthusiastic to participate in the workshop. The proof of the value of this module will be to assess whether the regional groups can develop their own training designs. The trainees express that they needed to attend more staff development programs.

Table 8: The Strengths and Things to Improve of Planning and Evaluation for Nonformal Education Module

STRENGTHS	THINGS TO IMPROVE
1. The consideration of needs, resources, and constraints is helpful for module design	1. Assessment of needs should include some trainees if time is available; should not just include personnel in charge of staff development.
2. Goals and objectives are clear and linked to the needs set by the designers.	2. All activities/exercises should be tried out to help the facilitator gain confidence and test the materials.
3. Trainees helped plan the workshop.	3. Some facilitators were not clear about the module so the activities were changed. This lead to lack of confidence in the organizers of the workshop by the trainees.
4. Content is relevant to needs, goals, and objectives.	4. There were fifty trainees; difficult to create a good atmosphere.
5. Designers tried to use several activities or techniques to make the content understood and to motivate the trainees to actively participate.	5. The program could not follow the schedule due to time constraints; some activities had to be skipped.
6. The trainees had an opportunity to practice their experiences which would be useful for them in a real situation.	6. Evaluation methods were planned but not implemented.
7. Some activities were tried out before the implementation phase.	

Table 8: Continued

STRENGTHS	THINGS TO IMPROVE
8. Facilitators tried to create a good atmosphere by using games, songs, when the trainees were bored from the heavy content.	
9. Facilitators used an activity to meet the trainees' expectations of the workshop.	

8. Functional Literacy Teacher Training Module

The survey methods used in this were participant observation and review of relevant documents. The author actually was involved in the planning and implementation phases of this module. This training served as a guide for Central Office personnel, and Regional and Provincial trainers who were responsible for organizing and conducting Functional Literacy Training in their particular areas. In turn, the trainers who will train the teachers or facilitators have to be trained. Thus this module is used for training both staff and teachers.

The trainees learned the principles and practices of the Thai adult education philosophy; adult education psychology; Functional Literacy curriculum; texts; teachers' manuals; teaching-learning methods; and measurement. The strategies used in this module are varied: Critical incidents, brainstorming, group discussion, lecture, role play, practice teaching, audio-visual aids, games and songs.

Table 9: The Strengths and Things to Improve of Functional Literacy Teacher Training Module

STRENGTHS	THINGS TO IMPROVE
1. A needs assessment from the Regional and Provincial trainers.	1. Less academic knowledge stressed.
2. Participatory planning among trainers, administrators from the Central Office and Regional and Provincial Offices.	2. In the beginning of the workshop the trainees were frustrated with the new techniques that they were unfamiliar with.
3. Training techniques supported the contents; conceptualization came from practice not theory.	3. Some activities seemed less serious and were an attempt to create a friendly atmosphere; the trainees believed that they gained less knowledge from them.
4. Pretest and posttests were used.	
5. Trainees had a chance to practice their experiences.	
6. Training atmosphere is nonformal; this helped the trainees to participate in discussions.	
7. The module itself explains the step-by-step process of training and the rationale for each exercise.	

9. Organizational Development Module

The purpose of the organizational development module is to respond to the needs of the Central, Regional and Provincial personnel to improve

the training sections of their offices. The five-day workshop had as its trainees trainers and other personnel from the three different levels of nonformal education administration. The contents of the workshop contained units on the following subjects: organizational development; problem solving; decision making; group effectiveness; conflict resolution; and evaluation for nonformal education.

The strategies utilized were a combination of teacher and learner-centered techniques: self instructional materials, lectures, role plays, fish bowl, large and small group discussions, critical incidents, panels, force field analysis, etc.

This module was the third in a series of workshops designed by the Nonformal Education Department and the University of Massachusetts/ Amherst. The workshop was implemented in September, 1979, and no evaluation or feedback was available at the time of this writing. The comments in the charge below are based on an analysis of the planning stages where the author was present to observe and interview the participants, trainers and planners.

Table 10: The Strengths and Things to Improve of Organizational Development Module

STRENGTHS	THINGS TO IMPROVE
1. Workshop was designed to meet needs as assessed from a previous workshop.	1. Not enough input from Thai staff in initial stages of planning.
2. Designed to have practical value to use in the trainees' own situation.	2. Lack of information on organizational development in the Thai context; only Western materials.
3. Designed to use participants' experiences as a base for activities/content.	3. No opportunities for staff training or material testing.
4. Use of a combination of teacher-centered and learner-centered materials/activities.	

D. Conclusion and Implications of Analysis

The Nonformal Education Department in the Ministry of Education has put time and money into staff development and in-service training for their own staff and for others who are interested in this area. The future plans for the Department contain staff development endeavors. Also, other Ministries and agencies have taken a role in organizing staff development for activities related to nonformal education. The Ministry of Interior and the Ministry of Public Health, for instance,

have tried to formulate programs that will help their staff develop skills, knowledge, and attitudes in their respective fields.

Any nonformal education staff development modules that have been written by the Ministry of Education or other ministries are valuable and critical to the advancement of nonformal education. And, through progress in the areas of nonformal education, the grass-roots people, particularly the rural people, will gain the fruits of this labor.

This exploration of the staff development modules that were available to the author will be useful for future staff development planners and trainers. The history of past attempts/involvements can point out how the present and future personnel can improve their own training modules.

The staff development modules as analyzed in this chapter seem to rely on:

--Administrative policy -their support or nonsupport will influence the development of the staff.

--Module designers and facilitators -their capabilities or incapabilities will influence the module in the planning and the implementation stages.

--Strategies of needs assessment, strategies of planning, strategies of training are all important to the effectiveness of the module.

--Collaboration -working together among administrators, designers, facilitators and clientele will have to be considered when thinking of staff development.

Studying the existing staff development modules in the field of nonformal education in Thailand has pointed out some important considerations that need to be explored before the module for this paper can be developed:

1. Assessing the needs of the clientele is an essential step to carry out prior to other activities; and the activities must, in turn, respond to the trainee needs.

2. The planning or implementation phases should be organized collaboratively. Personnel should be involved vertically and horizontally. The top management as well as the grass-roots people should be involved and lend their support to those projects that concern and/or involve them.

3. The contents and the training techniques should be selected to match the philosophy of the nonformal education agency and the motivational level and interests of the trainees.

4. Training activities should be selected and designed to help the participants gain academic knowledge, skills, and attitudes; they should also help the trainees find ways to adapt the information gained to their own situations.

5. Relaxation is an important aspect of staff development training programs too.

6. Both formative and summative evaluation should be included. The evaluation methods should be simple and easy to handle so the facilitators will not become discouraged or feel uncertain.

CHAPTER IV

NEEDS ASSESSMENT DATA FOR NONFORMAL EDUCATION STAFF DEVELOPMENT

A. Definition and Assumptions

In order to define the phrase "needs assessment", the word "need" should be first defined. A dictionary definition of "need" includes phrases such as "something that is lacking" or words such as a "deficiency". A more descriptive word for us here might be "discrepancy", which simply indicates a difference between what is and what is desired. Thus needs assessment can be conceptualized as the process of determining the gap between where one is and where one wants to be.

It is important to look at some of the underlying assumptions that might make the needs assessment process successful. One important factor is the consideration of adult learning needs as developed by Malcolm Knowles. He points out that the term pedogogy, used to describe in a general way the art of teaching, refers to the teaching of children. He prefers the term andragogy, which comes from the Greek "aner" (with the stem andr-), meaning man or adult and "agogus" meaning guide. Thus andragogy refers to the art and science of teaching adults. Several assumptions are involved in the theory of andragogy, but two of these are relevant to the process of needs assessment. As Garrison (1975) points out:

> First, andragogy assumes that as individuals mature into adults, they become increasingly self-directed in their approach to learning. Instead of being 'other-directed' adults want to be able to assess their own needs, take the initiative in defining their learning goals, and implement their own learning strategies. Second, children for whom learning is not much more than an accumulation of knowledge, tend to be subject-oriented, whereas adults are more problem-oriented in their learning. Adults desire to learn in order to solve specific problems they are faced with in their everyday lives and work.[31]

It should become readily apparent that when change is being implemented in groups of individuals, resistance and resentment is liable to exist. Part of this is due to the natural resistance to change and partly occurs because the adults desire for self-directedness has not been honored. In other words, those responsible for designing an effective staff development program must involve potential participants in its initial planning. And, there is not a better place to start that process than with the needs assessment.

B. Purposes of Needs Assessment

There are many purposes associated with conducting a needs assessment. Garrison (1975) summarizes those purposes best.[32]

1. The first purpose is the actual assessment of discrepancy needs. It is one of the basic planning steps leading to the design of specific staff development activities and programs.

2. The second purpose is to obtain information from staff members on what they perceive should be the general nature and directions for a staff development program. Many people have been given the responsibility for staff development, knowing that they have at least some support from the administration and some ideas of what

the administration would like to see them do. However, what about the staff members themselves? What do they feel the goals of staff development should be? What general areas do they want to include under staff development? How do they see the program being evaluated? And what kind of incentives or rewards would they like to see instituted for their participation in staff development activities? The answer to these can be obtained through the needs assessment process.

3. The third purpose for conducting a needs assessment is to identify strengths. It is possible to identify people in institutions with specific strengths, skills, and competencies who would be willing to share those skills with others and help with certain attitudes.

4. The final purpose for conducting a needs assessment is to gather data that will provide information for writing proposals.

The definitions, assumptions, and purposes described above form the basis for the needs assessment for nonformal education staff development in Thailand.

C. Needs Assessment Methodology

The following methods were used to assess the needs of staff of the Nonformal Education Department in Thailand:

1. Key informant interviews:

a. Methodology

Questions for the interviews were taken from the questionnaire[33] with some modifications according to the position of the person interviewed. The following were included in the interviews:

--Director of the Operational Division (former Director of the Adult Education Division)

--Director of the Nonformal Education Development Division

--Chief of Staff Development Section

--Consultant in training for the World Bank project in Nonformal Education.

b. Results

The following information was considered significant:

1) It is imperative to have nonformal education staff development modules for new personnel because most of the new staff were teachers in the elementary and secondary school and are familiar with the formal education system.

2) The new personnel should be trained to have general knowledge, attitudes and practice in nonformal education as soon as possible.

3) The staff development for nonformal education should focus on participatory processes, creative thinking, human development, democratic environment, etc., in order to support the Thai khit-pen philosophy.

4) Relating to the fact of the new personnel with formal education, and the department's need to have them work in nonformal education, it is necessary to change attitudes in addition to give them new skills and knowledge.

5) Training that occurs once and for a short period of time is not going to be adequate. It is necessary to have continual upgrading and training throughout the careers of the department staff.

6) Considerations must be given to the formal backgrounds of the trainees; departmental considerations; bureaucratic constraints; and budget and time problems.

7) Training should consider both new and old methods.

8) The module for staff development that is developed should be flexible so that it can be used for all levels of administrative personnel: central, regional, and provincial.

2. Observation

a. Methodology

Observations were utilized in two situations: during office working time and during seminars and workshops. The form for the office and workshop observations was designed by the author and his colleagues and is included in Appendix A.

For an office observation the author spent time talking with colleagues in the different divisions in the Nonformal Education Department and took that opportunity to observe activities. To observe the real situations occurring in the office the author didn't inform the clientele except when it was necessary.

For the workshop observations, the author spent time attending two workshops. One workshop was concerned with the volunteers for nonformal education who will be working with activities at the village level. The second workshop dealt with planning and evaluation for nonformal education. The purposes of these observations were to survey the existing nonformal education staff development programs of the Department and to assess the needs of the personnel in the Department.

b. Results

The following relevant information was gathered during the observation of the two workshops and the office activities:

1) The personnel are involved in so many new activities that they can be thought of as being in a new learning environment. They need self confidence to conduct their responsibilities successfully. This can be gained through increased skills, knowledge and attitude development in nonformal education and related subject areas.

2) Many people are interested in the field of nonformal education extension workers, college students, university students, and others. These people are constantly asking for information regarding this topic area.

3) Human relationships among the personnel are not very good due to the mix of new and old staff. These persons come from different backgrounds in working and academic experiences. If they are trained they might learn to work collaboratively for the goals of nonformal education.

4) Many of the people in the central office are being over-worked due to the shortage of trained personnel. They have to do their jobs in Bangkok and also be up-country to organize training, workshops, seminars, or meetings. Their work in Bangkok suffers when they are absent so much and schedules are not being met. This causes a lot of frustration and disorganization in the central office staff.

5) Specific training activities or techniques are used over and over again in workshop and seminars and sometimes with the same trainees. The trainees complain that they are bored and would like new activities. The trainers also complain that they are overworked and do not have time to explore new ways of teaching or training.

6) The planning stages of the workshops that I observed did not include all of the facilitators or any of the participants. In addition, some

of the activities were not tried-out before hand.

7) And, relating to the planning phase again, most training plans were not followed as originally planned. Some of the facilitators define nonformal education planning as loose and unplanned and did not have a thoughtfully planned workshop. Some of the contents, techniques, times, places, etc., were left too unstructured.

8) Workshops were planned without assessing the needs of the participants but instead were determined by questioning someone in the central office who "knew" what these needs were.

9) Formative and summative evaluations were more or less neglected by the designers and the facilitators. This neglect might be due to a fear of evaluation because of lack of training or lack of a resource person in the field of evaluation.

10) Most trainees do not follow the concepts or ideas or philosophy that they were trained in: they are consistent with the traditional or formal system; the modules are not well-developed; the facilitators are unqualified; the environment of the training is not conducive to another method.

3. Questionnaire

a. Instrument development:

The following steps were followed in developing the questionnaire for the personnel in the Nonformal Education Department:

1) The first draft was developed in English and modified with input from the dissertation committee.

2) The second draft was prepared after members of the committee read, commented on and corrected various parts.

3) The third draft was modified according to the suggestions of colleagues in Thailand. The basic result of those modifications was to make some of the questions on the pilot survey more open-ended to allow for broader and more varied categories.

4) The questionnaire was translated into Thai by the author.

5) The pilot questionnaire was tried out with personnel at the central office in Bangkok, a Regional Center in Lampang, and a provincial center in Nan. These personnel were asked to answer the questions and also to evaluate the questionnaire using the following criteria:

--understanding of the questions

--format of the questionnaire

--sequence of items

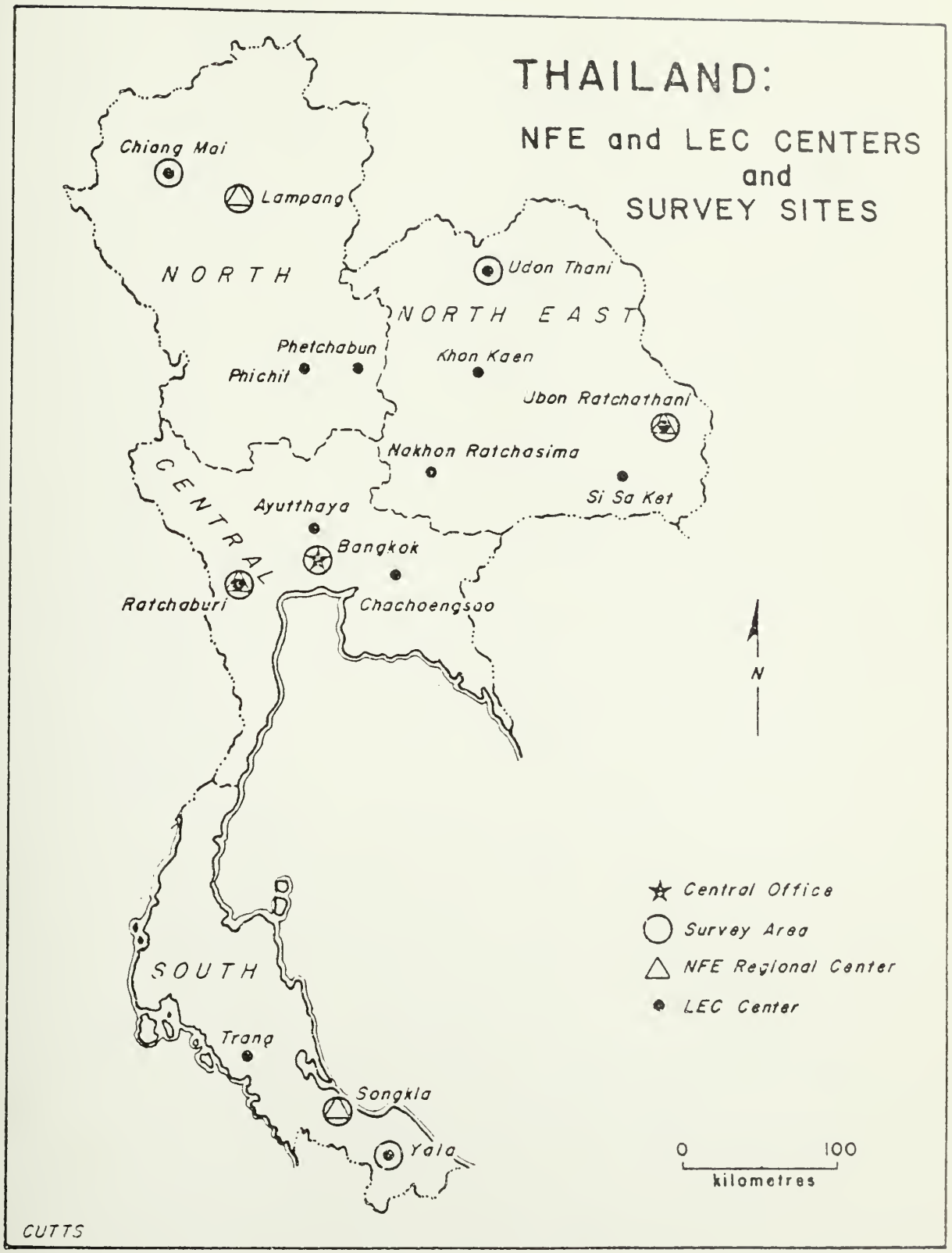
--other comments

6) Analysis and revision of questionnaire based on feedback from the clientele. Feedback included: reorganization of sequence, combining items to avoid repetition, and some rewording.

7) The final revision appears in Appendix A.

b. Instrument Implementation

The questionnaire was submitted to personnel at the central office in Bangkok, regional centers, and provincial centers. Personnel were contacted at their places of work or while they attended workshops. The actual distribution of the papers was handled by the author and colleagues at the different administrative levels of the Nonformal Education Department.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NFE and LEC CENTERS
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SURVEY SITES
Chiang Mai
Lampang
NORTH
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Ubon Ratchathani
Nakhon Ratchasima
Si Sa Ket
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c. Results

There were 107 personnel of the Nonformal Education Department who responded to the questionnaire; 64 responses (60%) are male and 43 responses (40%) are female. The central office personnel represent 27% (29 responses); regional staff represent 30% (32 responses) and the provincial staff represent 43% (46 responses). Table 11 illustrates this breakdown:

Table 11: Sex and Region Composition of Respondents

SEX	CENTRAL		REGIONAL		PROVINCIAL		TOTAL	%
	person	%	person	%	person	%		
Male	15	14	21	20	28	26	64	60
Female	14	13	11	10	18	17	43	40
Total	29	27	32	30	46	43	107	

The ages of the respondants vary from 23 to 62 years with the mode falling between 25 and 35, which accounts for 53% of the population sampled. Those holding bachelor's degrees account for 48% of the sample. See Tables 30, 31 in Appendix B for more information. Only 7% of the sample indicated that they had had adult education certificates.

Table 12: Nonformal Education Certification Among NFE Staff

NFE Certification	CENTRAL		REGIONAL		PROVINCIAL		Total	
	person	%	person	%	Person	%		%
YES	3	3	3	3	2	2	8	7
NO	26	24	29	27	44	41	99	93

The sample reflected a number of varying positions within the Department for Nonformal Education. About 19% work in administrative positions with an equal amount working as trainers. Teachers represented 24% of the sample and most of these come from the provincial level. Some of the respondants selected the category of "other" but these numbers are not significant. It is interesting to note that 4 people indicated that they did not know what their positions were but followed the orders of those above them. See Table 32 in Appendix B. for more information.

The question regarding an indication of whether they had ever taken any courses in nonformal education yielded that 76% had never taken any nonformal education or adult education course. Of the 24% that indicated that they had taken courses the range of titles were: adult psychology, adult learning, principles of adult and continuing education, curriculum development, planning and evaluation of adult education, and group dynamics. A small number did indicate that they

had studied adult education at the Master's level in the United States. See Table 35 in Appendix B for more information.

The question of workshops in nonformal education yielded a strong positive response: 71% indicated that they had participated in adult education/nonformal education workshops or seminars and 29% said that they had never participated in such training. Most of these respondants did have opportunities to attend training because in the past three years (1976-79) the Department of Nonformal Education (AED) offered many courses in this area. The workshops that were listed by the respondants were: Regional and Provincial Center Administration Seminar; Functional Education Teacher Training Level 3-4; Functional Literacy Teacher Training, Radio Correspondence Teacher Training; Vocational Education Teacher Training; Interest Group Seminar; and Village Newspaper Reading Center Seminar.

The respondants indicated that they had attended the workshop both as trainees and trainers: 31 persons organized or facilitated the training and 60 persons were trainees. Also some of the personnel participated in both capacities depending upon the level or the situation. See table 36 in Appendix B for more information.

The next set of questions dealt with the question of their preferences regarding a future workshop. The preferred length of the intended workshop was 1-7 days as selected by 77% of the educators, 17% preferred 2-3 weeks and 6% thought that they needed more than 3 weeks as shown in the following table.

Table 13: Duration of Proposed NFE Workshop

DURATION	CENTRAL		REGION		PROVINCIAL		TOTAL	%
	person	%	person	%	person	%		
Less than 1 day	-	-	-	-	-	-	-	-
1-7 days	24	22	22	21	36	34	82	77
2-3 weeks	4	4	6	6	8	7	18	17
More than 3 weeks	1	1	4	4	2	2	7	6
TOTAL	29		32		46		107	

When asked where they would like to hold this future workshop 22% selected the sea, 13% selected a small town, 11% wanted the city and 6% chose a camp. Most of them (about 51%) checked the "other" option mentioning a wide variety of places. A convenient place for living and transportation was the choice of 24 persons. See Table 37 in Appendix B for more information.

The next section of the questionnaire deals with problems and needs that the staff are having on their particular job. After tabulating the results the problems and needs were grouped in four categories: personnel, facilities, coordination and administration. The largest percentage of respondants (50%) indicated that they felt that the personnel in the Nonformal Education Department needed to be trained in the area of nonformal education. Another 38% felt that they needed organizational development because of administrative problems, diverse leadership styles, and the bureaucratic system.

Another group (16%) responded that there should be increased coordination among personnel in the respective Divisions and with outside agencies. And another 15% indicated the need for improved facilities.

Table 14: Problems and Needs of NFE Personnel

PROBLEMS/NEEDS	CENTRAL		REGION		PROVINCE		TOTAL	%
	person	%	person	%	person	%		
Less qualified personnel should be trained in NFE	14	13	19	18	20	19	53	50
Office facilities, supervision, transportation, documents on NFE should be improved/ developed	6	6	3	3	7	7	16	15
Coordination among personnel and with outside agencies should be improved	5	5	4	4	9	8	18	16
Organizational Development	12	11	10	9	19	17	41	38

The questionnaire asked the personnel to rank the top five topics in nonformal education. Rank number 1 was given 5 points; rank number 2, 4 points; rank number 3 was given 3 points; rank 4 given 2 points; and rank 5 given 1 point. By adding up all the points the following table reflects the choices and a final ranking by the author.

Table 15: Nonformal Education Topics by Choice (Ranking)

NFE Topic	CENTRAL		REGION		PROVINCE	
	Score	Rank	Score	Rank	Score	Rank
Scope of NFE	51	4	62	2	89	3
Meaning of NFE	17	10	35	6	45	5
Relationship between NFE and Formal Educ.	27	8	25	11	24	10
NFE Planning	21	9	54	3	71	4
Purpose of NFE	55	3	47	4	131	1
Role of NFE	28	7	41	5	30	9
NFE Management	57	2	77	1	91	2
Roots/origins of NFE	0	15	0	15	2	15
NFE Philosophy	72	1	26	10	34	8
NFE Materials	7	13	2	14	19	11
Teaching-learning approaches	30	5	34	7	41	7
NFE Evaluation	15	12	14	12	17	13
NFE Curriculum Development	16	11	28	8	16	14
NFE & Rural Development	29	6	27	9	42	6
NFE Training	4	14	10	13	18	12

Other topics that were recommended were: the role of the teacher in the community and class; integrated rural development through a nonformal education approach; the function of the nonformal educator; the responsibilities and discipline of the government official, etc.

In order to understand the ranking in a clearer and more concise way a comparison of the ranking of the top seven topics will be helpful.

Table 16: Comparison of Ranking of the NFE Topics

CENTRAL	REGION	PROVINCE
1. NFE Philosophy	NFE Management	Purpose of NFE
2. NFE Management	Scope of NFE	NFE Management
3. Purpose of NFE	NEW Planning	Scope of NFE
4. Scope of NFE	Purpose of NFE	NFE Planning
5. Teaching-Learning Approaches	Role of NFE	Meaning of NFE
6. NFE and Rural Development	Meaning of NFE	NFE and Rural Development
7. Role of NFE	Teaching-Learning Approaches	Teaching-Learning Approaches

For ranking the training techniques the same process of ranking and assigning points is followed as in the previous question. The results are shown in the following table.

Table 17: Training Techniques Choices

TECHNIQUES	CENTRAL		REGION		PROVINCE	
	Score	Rank	Score	Rank	Score	Rank
Group discussion	98	1	119	1	172	1
Plenary discussion	36	6	61	4	1-3	3
Critical incidents	49	3	62	3	64	4
Role play	21	7	26	7	34	7
Simulation	7	10	1	12	3	12
Games	12	9	14	9	22	9
Audio-visual aids	44	4	33	6	58	5
Brainstorming	83	2	82	2	1-5	2
Lecture	40	5	50	5	51	6
Songs	2	11	6	10	5	10
Folklore	1	12	2	11	4	11
Study hour	19	8	22	8	33	8

Other techniques that were suggested are independent study and field practice. If we compare the top seven ranked items in another table we can see how the choices compare with each other.

Table 18: Comparison of Ranking Training Techniques

CENTRAL	REGION	PROVINCE
1. Group discussion	Group discussion	Group discussion
2. Brainstorming	Brainstorming	Brainstorming
3. Critical incidents	Critical incidents	Plenary discussions
4. Audio-visual aids	Plenary discussions	Critical incidents
5. Lecture	Lecture	Audio-visual aids
6. Plenary discussion	Audio-visual aids	Lecture
7. Role play	Role Play	Role play

The information above shows that all three administrative levels have similar opinions about training techniques.

The following comments were generated regarding nonformal education training for new personnel. About 30 persons (28%) suggested that the orientation for new personnel should be a priority and the content should include: background in NFE, organization of the Department, coordination, sociology, rural development, health and agriculture. A second category of respondents, 27 persons (25%) felt that training techniques should be varied and be appropriate to adult

learning needs. Another 13 persons (12%) suggested that the facilitators and organizers should be qualified in knowledge, skills, and experience in training. The other suggestions included ideas for staff development that will be included in the flexible module proposed in Chapter 6. See Table 38 in Appendix B for more information.

D. The Conclusion: Implications for a Staff Development Module

The needs assessment conducted in Thailand has provided the folowing information:

1. Staff development in nonformal education is required for the department to provide adequate background for personnel at all levels: central office, regional office and provincial centers.

2. The process of staff development should be a continuous one to upgrade personnel at different points in their careers. And since most personnel are coming from a formal education background it is necessary to help them make the transfer to nonformal education practices and theory.

3. The staff development plans should consider the level of organizational control and relate that to the type of content and techniques that are to be used. Looking at the Tables 15 and 17 we can see that some topics are similar and some are not necessarily consistent across administrative levels. These facts should be taken into consideration as shown in the following chart.

Table 19: Relationship of NFE Topics Across Administrative Levels

CENTRAL	REGION	PROVINCE
NFE Philosophy	NFE Management	Purpose of NFE
NFE Management	Scope of NFE	NFE Management
Purpose of NFE	NFE Planning	Scope of NFE
Scope of NFE	Purpose of NFE	NFE Planning
Teaching-Learning Approaches	Role of NFE	Meaning of NFE
NFE and Rural Development	Meaning of NFE	NFE and Rural Development
Role of NFE	Teaching-Learning Approaches	Teaching-Learning Approaches

4. All three levels selected the topics of NFE Management, Purpose of NFE, Scope of NFE, Teaching-Learning Approaches. From this information the author has concluded that the content of a flexible module might include a core content and alternatives:

CORE CONTENTS	ALTERNATIVES
NFE Management	NFE Philosophy
Purpose of NFE	NFE Planning
Scope of NFE	Role of NFE
Teaching-Learning Approaches	Meaning of NFE
	NFE and Rural Development

5. Another consideration arising out of the needs assessment is the type of training technique that is appropriate for each level. All administrative levels suggested group discussion, brainstorming, and critical incidents as the top choices. Other training techniques should be utilized as appropriate.

6. There is a need to have formative and summative evaluations as part of the staff development module. A follow-up program should be included in the planning stages.

The problems and needs identified in the questionnaire address a variety of topics. Some are staff development problems and others are organizational and managerial problems. Of the staff development problems identified not all can be solved through training. However, for the purposes of this study, the problem of improving the non-formal education qualifications of the Department personnel will be explored using training as the primary technique.

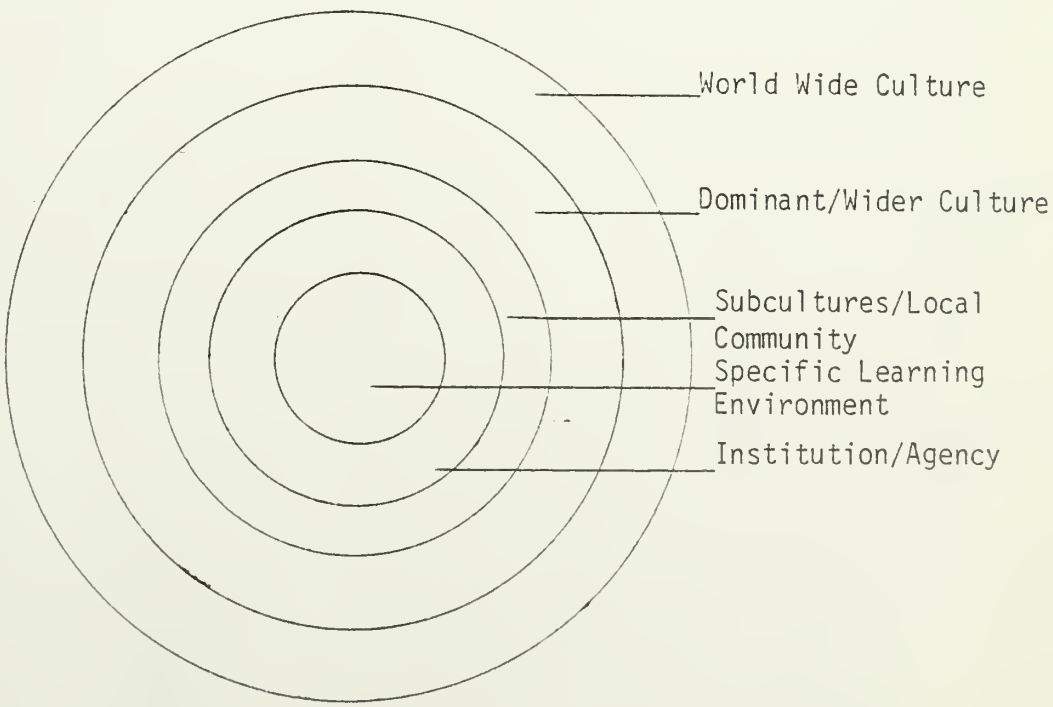
C H A P T E R V

CONSIDERATIONS FOR NONFORMAL EDUCATION STAFF DEVELOPMENT IN THAILAND

A. Contextual Considerations

To begin developing any staff development module it is necessary to consider the context within which the specific learning situation/ environment will occur. Bishop defines context as "the circumstances that surround the project activity-organizational climate, pressures, processes, and resources; it defines the parameters or limits within which the project activity occurs."[34] Reed further explains this by using the following diagram:[35]

Figure 9: The Contextual Diagram



The political, social, cultural and economic situation of a particular setting are important factors when planning for a staff development project or any other related activity.

If we look at Thailand with a "world wide" perspective we must understand the relationship between this southeast Asia country and its relationship with the rest of the world. Thailand has had much influence from the "West" in terms of education. Many educational materials that are used in Thailand had their origin in the United Stats or other so-called "developed" countries. Many professionals and students have exchanged ideas and their work for many years and these ideas have been used to develop programs and projects. Many agencies are involved in Thailand in the capacity of donors or volunteers.

There are a variety of modules in management, administration, training, staff development, for instance, that have been developed from the western concept, particularly the United States. These concepts and modules are being used in various parts of the world: they have to be accepted, modified or applied to their own situation because of the deficit of personnel, resources, references, texts, and other research materials. If many of these "foreign" ideas can be adapted to fit the situation they might be useful for the developing countries.

In order to decide whether any staff development module will be feasible the following considerations of the Thai context have been explored. There are some general situations and facts that could affect this module. They have been explored from a varied list of

sources: interviews, observations, books, and personal experiences of the author.

B. Thailand-Land of Freedom

Before going further toward the deeper context of nonformal education in Thailand, the author would like to present a general picture of Thailand in order to help the readers understand the background of Thailand--its land and its people.

1. Geography: Thailand is a tropical country in the Indo-Chinese Peninsula of Southeast Asia. It is bordered by the Lao People's Democratic Republic and Democratic Kampuchea on the north and east, Malaysia and the Gulf of Thailand on the south and Burma on the west.

Thailand covers about 200,000 square miles with an area slightly smaller than France. The country is divided into four natural regions by rivers and mountains: the Northern region, the Norhteast region, the Central region, and the Southern region. These regions have little significance in civil or military administration, but their descriptive names are frequently used in presenting forms of information and in defining locations.

Most areas of Thailand are rural. There are about 48,904 villages and these are varied according to the amount of households; the average number of people in a household is six. Some of these villages are close to town, but some are distant. Travel, thus, becomes difficult because of lack of vehicles, roads, and time constraints. Moreover, some villages are isolated and walking is the only means of access.

2. History: Thailand was once known as Siam but in 1939 became "Thailand." The Thai proudly call their country muang Thai or "Land of the Free," because the nation has always been ruled by the Thai without foreign overlords. The state has jealously and successfully guarded its political independence. Thailand, alone among the countries of Southeast Asia, never has been under western colonial domination.

The people of Thailand appear to have originated in China and like the Chinese are of Mongolian stock. They migrated southward along the Yangtsu valley and settled in the area now known as Thailand. Thailand's history, then, is a story of migration, warfare, and independence. But it is not a history of militarism. Despite centuries of war, the Thai never prized the military virtues. "The Thais were less interested in ruling others than in learning and profiting from them."[36]

If Thai history is the history of warfare it is also a history of borrowing and assimilation. Although the Thais have guarded their political independence, they have often experienced heavy foreign cultural influence. During their journey from Nanchao to the sea the Thais lived in the shadow of rich and powerful civilizations--Chinese, Cambodian, Burmese. Through trade they met others--Indian, Japanese, European. "Their history shows the Thai to be better emulators than creators, better students than teachers. They have been borrowers rather than bearers of culture."[37]

There is none of the missionary spirit in the Thai culture, no urge to carry vast and transforming ideas to other people. From many

sources at many times the Thai have borrowed cultural elements, and integrated them into their existing system, adapting them to match traits of their own character. This process is still continuing and is one of the outstanding features of social change in modern Thailand.

3. Social structure: "The social system of Thailand contains few comprehensive formal institutions. The Thai are not a nation of joiners."[38] Generally the Thai like to join among close friends and are curious to join with others but they need more time to feel comfortable with another group.

Blanchard further explains that trade unions, professional societies, clubs, political parties, school associations, and so forth, are few in number and of slight importance.

The Thai society seems to be organized laterally rather than vertically. Only two structures, the temple and governments, are built in pyramid form and encompass the whole country. An individual's life is not surrounded by numerous institutional codes. Each man is, in large measure, free to make his own way.

The Buddhist religion requires each individual to seek his own salvation unaided and unhindered by others. The government lays down few rules for strict enforcement, and even Thai nationalism does not demand that the citizen love his country and its way to the exclusion of all others. Neither state nor temple imposes heavy and frequent demands on the individual.

This is not to say that the individual directs his way without outside direction because since birth he was formed by four major structures--family, village, temple and nation. They provide him

with direction and destination.

4. The people: The peoples of Thailand represent many ethnic, racial, and linguistic divisions. Racial differences have little importance because the Thai do not count race among the determinants of behavior or consider particular physical traits as marks of superiority or inferiority.

The population of Thailand, which was about 17.6 million immediately after the Second World War, now numbers over 42 million. The rapid increase has largely been due to advances in personal hygiene and medical services which caused a fall in the number of deaths, particularly among children. The rural population forms some 85% of the people.

The Thai are the dominant ethnic group. They form nearly 82% of the population and speak different dialects. They can communicate with each other as most of the different groups can speak the Thai language, the official language, if they need to attend school. The majority of the Thais are Buddhists. The Chinese, estimated at over 3 million, are the largest ethnic minority in the country and stem from a culture distinctly different from that of the Thai. Over 50% of them live in the southern Central plain.

The Malays, numbering more than a million, are concentrated in the Southern Region and constitute the majority of Thailand's Muslim population. "The Malays in Thailand represent a fairly homogeneous minority that has been highly resistant to assimilation into the national culture."[39]

The other non-Thai groups are the Indians and Pakistanis who are engaged in trade, the Cambodians left over from the ancient Khmer Empire and the Vietnamese in the northeast. These minority groups are too small or too isolated to enter importantly into the dominant Thai pattern of life and outlook. The principle hill-tribes who live outside the Thai stream of life are Meos, Karens, Lahus, Lissus, and Khas.

5. The economy: The economy of Thailand has for centuries been predominantly agricultural, based on rice--the staple food of the people. Even today, Thailand remains an agricultural country. Agriculture, including livestock, forestry and fisheries, is the main economic activity and agricultural products constitute the largest component of the national income.

Besides rice, rubber has for long been the second most important product, but the uncertainty of the international market has some effect on production. Also there has been a rapid and substantial growth of crops other than rice, such as maize, cassava, kenaf, cotton, sugar cane, tobacco, fruits, and vegetables. This diversification in agriculture was motivated in the first instance by the necessity to avoid excessive dependence on the export of a few products on the one hand and the growing external and internal demand of the faster growing cash crops on the other.

The villages are the basis of the country. Their economy is basically agricultural, and the agriculture is basically rice. Some movement has occurred in recent decades away from rice and away from agricultural production, but the villages still regard themselves essentially as rice farmers. A typical farm family works together as

an integrated unit during the rice season. They carry on an important part of their field work, (essentially transplanting, harvesting, and threshing) through reciprocal labor exchanges with other families who are also kinsmen, friends or neighbors.

In addition to rice, the village farmers also raise oxen or buffalo for farm use, not primarily for sale. Some villages raise pigs for sale to the merchants and some villagers raise chickens for sale in the town market. Pig and chicken raising have both increased considerably in the village. About one-third of the village families raise either pigs or chickens, but some of them on a very small scale. All of the villagers catch fish during the rainy season, for eating and not for sale.

> Thailand's agricultural policy follows its tradition of individual freedom and gives farmers ownership of their land and the right to make their own decisions on resource use. This places the responsibility for important decisions regarding use of land, labor, and capital resources on farmers who, typically, have had little formal education. And the scarcest factor of Thai farmers is management.[40]

Thai farmers have the ability to grow their rice but many lack the ability to be able to market their crop. Therefore, the merchants or the middle men are in a position to exploit the farmers. Cooperative movements have been tried with the farmers but thus far they have not been very successful because of the Thai individualism, lack of experience with such ideas, poor education, mistrust, etc.

In the past, most farmers owned their own land but presently most of them have to rent the land from the landlord to grow rice for their living. Also some farmers have left the farm to take a risk in the city: the hope for better wages and work. This situation has caused

economic problems in the village and the Thai government has considered this a priority in their current policy statements.

6. Politics: Thailand was governed by an absolute monarch until 1932, when a bloodless revolution led to the establishment of a constitutional monarchy. Numerous coups occurred which led to numerous new constitutions. In all cases, however, the King retained only nominal powers, while the government was either dominated by an oligarchy or democracy.

"Bayond family, village and religion, only two other objects attract the peoples' loyalty and devotion--King and country."[41] Every citizen knows his country has a King, and that his King is to be respected and revered, honored and obeyed. the King is the living symbol of the unity of the nation. The Thai villager is a royalist at heart. His picture of the world would be incomplete without the King's image at the center. The Thai people love the King because he makes frequent visits to all parts of the kingdom and takes an active interest in the welfare of his people. The Queen also occupies much the same position of respect and honor as the King and she too is very active when it comes to the happiness of the Thai people.

The Thai love their country. They are aware that it has been the "land of the Thai" for many centuries, and they are proud that they have never been under foreign rule.

The present-day Thailand has had a government by election, but the Prime Minister and some of the Ministers are appointed. The government is supported by the representatives elected by the population

and the senators appointed by the King through the nomination of the Prime Minister.

Political parties have recently been organized and gradually have captured the interest of the people to consider electing the political party instead of electing individuals in order to maintain power in the government. Most elections, even the most recent, have been ignored in the villages because the people generally mistrust the candidates. "Political freedom in the western sense is a concept and fact of small meaning for most Thai, to whom freedom is more a social and customary experience than a matter of formal rights and laws."[42]

C. The Thai--The Modest Person

"Whoever arrives at your home you should welcome them."

An old proverb is told from generation to generation. Thus when guests visit a Thai family the hosts will greet them with warm hospitality, lots of food, and good words. Even if the visit occurred without any appointment in advance, the guests will be accepted. When the guests admire the hospitality or the good taste of the food, the Thai host might smile and say that the hospitality is not as good as it should be. They are glad to hear the nice admiration but they are very modest. The modesty is the polite way of Thai people in many situations.

Most Thai feel that both men and women should be modest, generous, respectful to elders and to others to whom respect is due, self reliant, moderate, serene, and that they should have a "cool heart" and the ability to deal with conflict indirectly.

Some of the above characteristics will be briefly described to clarify their meaning and their implications for a training situation.

1. Saving face: A Thai value somewhat related to the Chinese concept of saving face is that of kreng chai. It involves the desire to be self-effacing, respectful, humble, and extremely considerate, as well as the wish to avoid embarrassing other people (and oneself), intruding upon them, or causing them to extend or trouble themselves. Kreng chai is also defined as "an acceptance of different people as they are, without actually condoning their values or what they are doing. This characteristic is normally expressed through a desire not to cause offense however strong the disagreement."[43]

Since a Thai dislikes being considered weak, cowardly, or afraid, the concept of kreng chai can be used to rationalize weakness where it exists. Thus a participant in a training situation can say to himself: "The thing which prevents me from criticizing this facilitator is not fear of him/her but rather thoughtfulness in not wanting to upset and disturb social relationships. I don't want to put this facilitator in an embarrassing situation." Western agencies frequently have reported difficulty in hiring Thai assistants because of this trait. Applicants are reluctant to take jobs for which they fear they are not qualified; they feel too "kreng chai" to risk the embarrassment which failure would bring to themselves and to the agency. Kreng chai is also a factor in a Thai's reluctance to answer direct questions in any but the vaguest possible terms. "Such

attitudes help explain why the Thai like to use a middleman in negotiations or in other relationships where the principals might risk embarrassment if they dealt with each other directly."[44]

2. The enjoyment of life: The Thai enjoy life, and their usual human intercourse is easy and friendly. Thai greetings as they pass each other on the waterways and the roads are jolly, and the hospitality they offer to strangers is unauspicious and gracious.

The tendancy to avoid unhappy or emotionally charged situations and the anxieties of preparing for the future or lamenting the past causes the Thai to live mostly in the present, to enjoy above all the passing moment. They rate highly the desire and ability to have a good time (sanuk).

Sanuk is defined as "the desire for immediate pleasure with the family or with close friends. Little consideration is given to future consequences of present pleasurable activities."[45]

Many observers have described the Thai as easygoing, hospitable, carefree and as having a delightful sense of humor. In general, the Thai is much more relaxed than his Western counterpart, is more concerned with immediate pleasure amongst family and friends than with the larger society. The Thai is prepared to accept his immediate environment as given, and to enjoy himself as much as possible within that environment.

3. The cool heart: Another common characteristic of the Thai is to face any problem with peace. In other words, they should calm down when they have any frustration, anger or other situation that

might make them lose their temper. Most of the Thai are trained to have a cool heart and frequently use the Thai words mai pen rai, which means "never mind" in English. According to Blanchard:

> One of the most widely used terms is mai pen rai ('it doesn't matter' or 'never mind'), which signifies the Thai desire to keep relationships peaceful and on an even keel, to shrug off the little frustration and disagreement of life, to prevent anger or passion from coming to the surface. It is a formula for minimizing the needless difficulties which, as the Thai see it, naturally arise if personal and social relationships are not kept under control. Another term chai yen (literally cool heart). A person should possess equanimity not be chai ron (hot heart, that is, hot-tempered). Thus the Thai consider it highly desirable to avoid direct expressions of aggression, anger, or hatred.[46]

In the planning and implementation of staff development in non-formal education in Thailand, the Thai characteristics should be considered as some of the aspects which may affect the module.

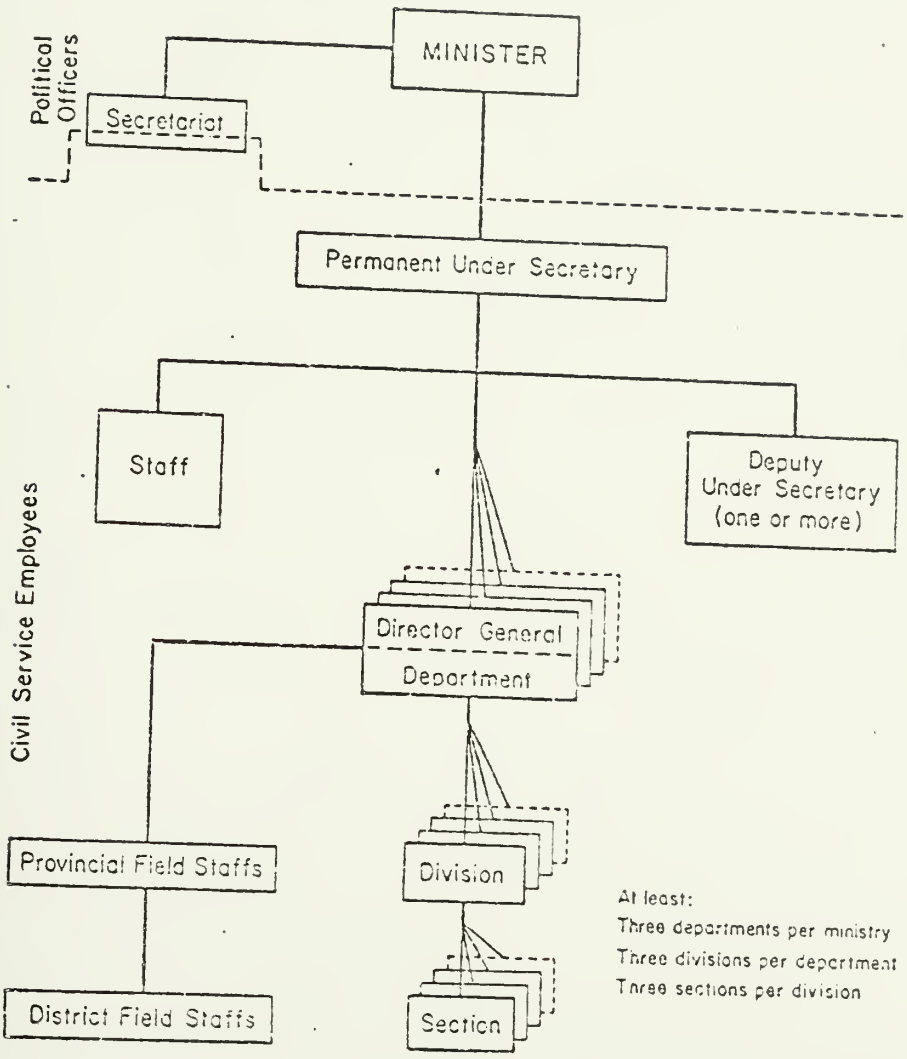
D. The Thai Administrative System:

Administrative bodies of Thailand fall into two categories: ministries and quasi-autonomous agencies. All ministries are organized within the same basic pattern as shown in the chart on the next page.

The Cabinet is responsible for the formulation of government policy. The day-to-day administration of the country, however, is carried out by the Civil Service comprising officers of various services and grades. The political head of each ministry is a minister of state who is responsible to the Prime Minister.

Each minister of state represents his ministry in the cabinet and transmits to the ministry the policy decisions and directions of the Prime Minister and the cabinet. He is responsible to the Prime

Figure 10: The Structure of A Typical Thai Ministry[47]



Minister for the execution of such policy.

Immediately below the minister and directly responsible to him is the permanent under secretary of state, who is the highest ranking career officer in the ministry. Aided by one or two deputy under secretaries and a small staff, he advises the minister, handles non-political matters, provides administrative supervision, and represents the ministry on many boards and committees. Below the permanent under secretary are some departments, usually three or more in each ministry.

Each department is headed by a director general and one or more deputy directors general. The director general is appointed by the King with the approval of the Prime Minister. "Although vested with specialized functions many of the departments have no specificiation of their powers other than the act that create them and the granting of their annual budget.[48]

Within each department are three or more divisions headed by the director or chief of divisions. Their functions are to administrate the routine work and propose projects to the director general for approval. Budget allocation, staff development projects, promotions, punishment, for instance, have to be approved by the department director general.

Each division consists of several sections, headed by a head of section. They also function, similar to the division director; as a routine worker they receive the orders from the director and follow them. Any tasks are ordered from the top two sections and the sections

have to process and pass up through the top for approval before implementing them with the clientele or grass-roots people at the provincial or local level.

E. Nonformal Education Organization: The Ministry of Education and Nonformal Education Department

The Ministry of Education is divided into eight departments, two commissions, one departmental level secretariat and two institutions directly answerable to the Minister. All of the departments have autonomy to operate within their particular fields. However, the Under Secretary's office does exert some control of financing, planning, budgeting, and local administration of the entire system under the Ministry of Education. The Departments are: General Education, Vocational Education, Teacher Training, Physical Education, Fine Arts, Nonformal Education, Educational Techniques, Religious Affairs, Private Education Commission, and the National Cultural Development Commission.

It is the Department of Nonformal Education that is responsible for running all nonformal education programs operated by the Ministry of Education in addition to other responsibilities. The Nonformal Education Department has just been established in 1979; it can trace its roots to the Adult Education Division because most activities and organizational structures conform to the division. This particular department is divided into five divisions and the Secretariat Office.

The Division of Planning is responsible for gathering information on nonformal education for planning short and long term projects, planning and controlling the budget, collecting and analyzing statistics for research and producing research documents, evaluating and following

up all nonformal education programs, coordinating with all agencies concerned with nonformal education both in and out of the country, and acting as the secretariat of the National Committee of Nonformal Education.

The Division of Nonformal Education Development is responsible for analyzing and developing nonformal education curricula for Functional Literacy, Continuing Education and Vocational Education; analyzing and developing texts, teacher manuals, and teaching-learning materials/methods in nonformal education; analyzing, planning, and implementing programs for staff development for the department staff, teachers, volunteers, and other personnel; cooperating with other agencies in curriculum; text development and training; and developing standardized tests in nonformal education and developing procedures to control the standard of Functional Education. Vocational Education, and so forth.

The Division of Operations is responsible for planning, implementing, serving, controlling, and follow-up in Functional Literacy, Continuing Education, Vocational Education, Interest Groups, Public Library, Village Newspaper Reading Center, Mobile Library, Mass Communication programs, and control of the nonformal education regional centers and lifelong education centers.

The Division of Educational Technology is responsible for serving both formal and nonformal education by using new technologies.

The Division of Educational Materials is responsible for organizing educational museums for students and the public, such as organizing planetariums, for example.

The Secretariat Office is responsible for all administrative routines of the Department: public relations, correspondence, banking, personnel, building, and procurement.

In an attempt to decentralize to the local level and to develop nonformal education relevant to the local needs, the Ministry of Education has established the Regional Nonformal Education Centers and Provincial Lifelong Education Centers.

Regional Nonformal Education Centers operate under the authority of the Department of Nonformal Education. There are four such centers in Thailand. Each center is composed of a Director and a Deputy Director and the following six sections: Administrative, training, mass media, research and development, operational support, and educational materials.

The regional centers are responsible for:

--assessing local learning needs, living conditions, problems, and educational resources in their area of responsibility;

--developing the capacity of educational administrators, supervisors, community leaders, and volunteers and others involved in nonformal education both within the Ministry of Education and without;

--conducting experimental or demonstration projects and inspecting and supervising adult education activities;

--providing resource and data services in nonformal education.

The Centers are used for various purposes including agricultural experimentation or demonstration work. In order to foster coordination

among Centers and other agencies that are engaged in nonformal education, the Ministry of Education has established a Steering Committee to provide guidelines and directions.

Lifelong Education Centers (provincial level) are located, for the most part, in the provincial capital districts and are under the direct administrative control of the provincial authorities and work under the guidance of provincial level, interagency steering and operating committees. They rely on the Department of Nonformal Education and the regional centers for broad policy guidelines and, when necessary, technical support services. Their main responsibilities include:

--to serve as a central coordinating and resource unit for all government and non-government nonformal education activities in the provinces;

--to disseminate technical knowledge and information through public libraries, village newspaper reading centers, and audiovisual centers;

--to provide educational services through functional literacy and second-chance education classes, adult-vocational schools, mobile vocational units, and interest groups;

--to organize special cultural, educational and recreational programs;

--to serve as operational arms for the radio correspondence programs;

--to organize and conduct learning exchanges designed for individual and group learning needs with existing community resources;

--provide counseling and guidance services regarding nonformal education programs to target populations; and

--to assist regional center staff to develop curricula and materials and conduct research and evaluation studies.

F. Thai Nonformal Education Philosophy Khit Pen

Thailand, through the Adult Education Division (AED), of the Ministry of Education, has tried to develop NFE activities following the Thai nonformal education philosophy. The assumptions underlying this philosophy are drawn directly from Buddhist philosophy. First, life is suffering; second, this suffering can be cured; third, in order to cure this suffering, the origin of the suffering must be identified; only then can those who seek solutions choose the right way or ways that will alleviate the suffering of the people.

> The Buddha believes that birth was painful, old age was painful, sickness was painful, death was painful; sorrow, lamentation, dejection and despair were painful. Contact with unpleasant things was painful. Not getting what one wishes was painful.[49]

It seems to be that our whole life span is painful, but we need to find happiness. Therefore, there is a constant struggle to avoid pain and to try to reach happiness. The best way to minimize the pain of suffering is to eliminate craving or desire because these cause suffering. The Buddha classified cravings into three categories: Firstly, for most persons the craving for sensual delights is dominant. This refers to the desire to have pleasure in all the sensations which can be satisfied by the five bodily senses. Secondly is the craving for recognition, fame, position, wealth, prestige and power. Thirdly,

is the craving to get away from all experiences and existences into a state of nothingness. All cravings, to whatever object or non-object they are directed, are the causes of suffering.[50]

It might be argued that it is ideal and not practical for human life to curb these desires because it will stop the drive and enthusiasm of human beings. If people eliminate these cravings, then modernization or technological progress won't occur. The Buddha realized that man's mind was very complex; some individuals can minimize his or her cravings, but attempts to seek what he/she needs is endless. The Buddha, therefore, suggested a way that would be acceptable for people to follow their quest for happiness. This solution was called "The Middle Way" or "The Noble Rightfold Path."

> Now this, O monks, is the noble truth of the way that leads to the cessation of pain, this is the noble eightful path, namely, right view, right intention, right speech, right actions, right livelihood, right effort, right mindfulness, right concentration.[51]

Based on Buddhism, Thai values and culture, Dr. Kowit Vorapipatana, developed the Khit pen philosophy to be used for non-formal education. He wanted to maintain this word in the Thai language as it cannot be translated directly into English. This philosophy refers to critical thinking, rational thinking, problem solving and the like. Others claim it involves all these processes "and more."

Khit in Thai is the verb "to think." Pen, when following another verb is an evaluation term implying a satisfactory level of performance of the preceding verb in the view of the speaker.[52] For example, if one can swim, we can say that he/she way nam pen (way nam - swim).

Therefore, Khit pen, roughly translated means knowing how to think in the right way.

Khit pen as a process may be defined in the following way. A person approaches a problem and seeks potential solutions to it by considering or analyzing data about:

-his personal situation, including his values (feelings), capabilities, weaknesses and resources;

-his environment, including his community's social, cultural political, and physical condition;

-the best accumulated knowledge available related to the issue and its potential solutions

These factors are not difficult for Thai rural people to understand and accept. Ninety-five percent of the Thais are Buddhists and Thai culture as a whole is deeply rooted in Buddhist thinking.[53]

Reflecting the Khit pen philosophy, the Thai nonformal education philosophy is postulated on the following basic assumptions:[54]

-All people seek happiness as their ultimate goal;

-Each person must define happiness for themselves on the basis of his or her own experiences, beliefs, abilities;

-While individuals may find it difficult to define happiness for themselves they will tend to be happy when they are in harmony, both emotionally and physically, with their environment, or most realistically, when they realize they are doing the best they can to move toward such a harmony;

-Since education and other development activities should be designed to serve the individual, they must assist his/her search for the tools (attitudes, skills, and information) that will enable him/her to adapt themselves and their environment in order to create their own level of harmony.

In program terms the following general tenets emerge:

-Curriculum should focus on the real and immediate problems of learners and their community;

-Materials should pose problems or describe potential problem conditions and provide related technical information or indications as to where such information can be obtained;

-Learning sessions should be held in an atmosphere conducive to sharing experiences and ideas;

-The instructional processes should require learner participation, draw on learner experiences and seek learner's solutions to learner and community problems;

-The teacher's role in discussions is to facilitate, to encourage learners to consider the problems and their potential.

Poverty and underdevelopment are the crucial problems causing suffering in Thailand, particularly in the rural areas. Therefore, the people should be trained in active problem analysis and solution-finding rather than resignation to fate or luck. Men and women should be able to use the khit pen philosophy to reach a solution in light of their own situation and that of their community, using the best technical knowledge available. Nonformal education must direct special concern to the individual and the community as these matters are often neglected in school traditions which emphasize technical and pure academic knowledge. Nonformal education should encourage individuals to feel responsible for using analysis and reflection to get at the root of the causes of daily life problems; to consider optional courses of action or inaction; and to choose, after due consideration, which option to pursue.

G. Personnel in the Nonformal Education Department

The promotion of the Adult Education Division to the Department of Nonformal Education is a good sign when viewing the development of

nonformal education. However, since it has happened so rapidly personnel and budget resources are not enough to support some of the organizational posts. Originally there were 294 persons who worked for the NFE Department; the Ministry of Education has proposed to increase this number of 655 positions. However, at present the personnel committees have only approved 361 positions for the first phase of the new department.

1. Sources of personnel: The present staff of the Nonformal Education comes from various places:

a. Personnel who used to work for the Adult Education Division: Those who have worked with the AED believe that they have much more experiences in nonformal education and/or adult education. The NFE Department seems to depend on these personnel for present activities.

b. Personnel who used to work with Educational Technology Division and Educational Materials Division: These divisions belonged to the Educational Techniques Department in the past and were transferred to the NFE Department by law. The personnel still think that they are working with the old department and nonformal education is new for them.

c. Personnel who transferred from other agencies: These personnel have transferred from the various agencies such as elementary schools, secondary schools, other departments, and universities. Most of these persons have high levels of formal education and are anxious to work in the field of nonformal education. They are presently observing the ways of the AED personnel.

d. Newly recruited personnel: These groups of personnel have just finished colleges or universities, some have some nonformal education background and some do not. They are also trying to adjust themselves to the environment and they are enthusiastic to work because they have fresh energy.

2. Reasons personnel came to work with the Nonformal Education Department: All personnel who transfer or pass the selection committee to work with the NFE Department have their own reasons. They can briefly be described in four categories:

a. Intention to help the grass-roots people: NFE has been recognized as one of the most appropriate approaches to the grass-roots people. Personnel who have a high intention to help the village people are satisfied to work in this field.

b. A challenging, new experience: NFE is still a new field that provokes the workers to try out their energies. Many personnel who transfer to the new department need to try out their ideas and be challenged in the NFE field.

c. Facing barriers in their former jobs: Some personnel in the NFE Department who have transferred have done so to avoid some problems that irritate them and their work situation. They believe that the new department will create a better working atmosphere.

d. Need of a position: Human beings need incentives for their work. Position is one incentive that motivates people to work. Thus, some personnel who transfer to the new department need a good or higher position. The greed involved with seeking new positions is one hazard of any agency.

3. Interpersonal relationships: When many personnel come from a variety of sources they usually have an impact upon the work situation because they have different characters, ideas, experiences, and so forth. Some of the obvious situations that already have occurred in the new department, based on observations, questionnaires, and interviews, are the following:

--Personnel are uncomfortable in their work situation because of the establishment of the new Department: there is lack of coordination among different divisions and lack of direct communication on a face-to-face level;

--personnel are aware of the new positions: these positions might separate the people into many groups, might isolate some personnel or some persons may resign from a job; also this competition might destroy already existing friendships;

--some personnel are not being put into the correct jobs according to their skills and experiences; the positions might not be a promotion; and some persons might be put in certain jobs because they disagree with the director of a division, chief of section.

These might be among the current problems the new department is facing; other factors might be hidden at the present time. One thing is certain, that these problems have to be solved to create a productive atmosphere in the new department.

H. The Conclusion--Setting Prioririte Among the Factors:

The context of Thailand described briefly in this chapter ranges from the general to the specific--the socio-economic, administrative

structure, the NFE Department structure, and the personnel conflicts/ issues. These will be useful to the author in considering factors for developing a flexible module for Nonformal education in Thailand. They will be used as resources and constraints which will lead the author to the appropriate ways of making a module responsive to various needs.

Based on the author's 16 years of experience working in Thailand, literature about Thailand, and discussions with colleagues who have worked with the NFE Department, the following set of factors were considered the most important.

1. Organization:

The NFE Department itself plays an important role in staff development. Some considerations that might affect the program are:

a. The present "unstable" conditions of the Department. Since the NFE Department was just established in 1979 it still needs time to make itself stable in terms of personnel, money, management, and so forth.

b. The people in high positions need to have a strong belief/commitment to staff development if it is to be successful.

c. The top-down administrative structure can also have an effect on staff development programs.

d. Coordination between sections is the heart of working together. Staff development needs the cooperation from the different levels of personnel in planning, implementation, and evaluation.

2. Availability of resources (people, money, materials):

Resources are needed to support any staff development program. Written materials are not always available in the Thai language;

personnel are not always qualified or available to carry out the training program; budget considerations are important; other resources are also factors.

3. Motivation/Incentive: Some personnel need varied kinds of motivation to participate in a workshop and the trainers must be in touch with what these factors are: new information, recognition, promotion, money. If some of these factors cannot be offered to the personnel they may not be interested in attending the staff development endeavor.

4. Thai personality: Various factors will influence the activities that are planned for staff development: keeping their feelings inside, saving face, enjoying life, modesty, cool heart, etc. Planners must consider all of these which are part of the Thai participants' personalities.

5. Khit pen philosophy: This philosophy seems to influence all training within the department. Most activities are linked with specific methods to develop the ability to solve problems. Staff development strategies/activities should focus on this philosophy and provide participants with opportunities to practice these skills.

6. Personal differences: There are many people in the Non-formal Education Department: some work in the central office, the regional offices, provincial offices and in the local projects. Also their duties are varied: administration, training, teaching, research, librarians, mass communication specialists, etc. The variety of personnel will affect the planning and implementation of staff

development programs.

A summary of these factors can be found on the following pages.

Table 20: The Summary of Factors, Affects and Possible Recommendations

FACTOR	AFFECT	POSSIBLE RECOMMENDATIONS
Organization	Will or won't have staff development program Participatory module or one-man show	Personal contract Module promote the department direction, and creative, positive action within the department
Availability of resources	The module will or won't be well-planned and implemented	The module should not be more complicated or expensive than resources allow Plan ahead Invite qualified people in the department to plan and implement. Train more trainers for the next generation. Translate needed materials
Motivation/ Incentives	Discourage or encourage people to join program. People will actively participate or be bored.	Content, materials, activities should be interesting and meet needs. Attendance should be considered in promotion.
Thai personality	Participants' attention during workshop	Activities should create knowledge, skills, attitudes, practice and fun.
khit pen philosophy	The high authorities will accept or will not accept the module; if the module harmonizes with philosophy or direction of the organization it should be accepted.	Activities/strategies should motivate the people to have critical thinking, problem solving experiences.

Table 20: Continued

FACTOR	AFFECT	POSSIBLE RECOMMENDATIONS
Personal Differences	Respond or will not respond to needs of personnel	Staff development module should be flexible--have a core curriculum and a flexible curriculum which meets the differences.

C H A P T E R V I

A FLEXIBLE NONFORMAL EDUCATION STAFF DEVELOPMENT MODULE FOR THAILAND

The previous chapters (survey of current needs, analysis of past staff development modules, and study of feasibility considerations) provide some information concerning the needs of the personnel in the Nonformal Education Department in Thailand. This information guides the author regarding resources and constaints which might affect the flexible staff development module for nonformal education.

A. Review of Needs

The needs of the staff development program for nonformal education in Thailand have been outlined in detail in the previous chapters. These needs can be summarized to state that the personnel in the Nonformal Education Department need staff development training to make their work in the area of nonformal education more effective and efficient. These modules should be composed of appropriate content and strategies and they should be flexible for the three different levels of personnel: central, regional and provincial.

B. Resources

There are many resources that might be utilized in facilitating this flexible module. They can be identified as follows:

1. Personnel (Inside and outside of the Nonformal Education Department)
   - 1.1 Administrators
   - 1.2 Trainers and facilitators
   - 1.3 Planners
   - 1.4 Recearch and evaluation specialists
   - 1.5 Budget specialists
   - 1.6 Extension workers
   - 1.7 Participants, personnel
   - 1.8 Villagers
2. Materials and facilities
   - 2.1 Nonformal education textbooks and documents
   - 2.2 Office equipment
   - 2.3 Office materials
   - 2.4 Transportation
   - 2.5 Audio visual aids
   - 2.6 Place for office work
   - 2.7 Place for planning meetings
   - 2.8 Place for rehearsal or validation
   - 2.9 Place for implementation of training
3. Budget
   - 3.1 Budget for planning
   - 3.2 Budget for implementation
   - 3.3 Budget for follow-up/evaluation
4. Staff development modules which have been done in Thailand.

5. Some philosophies and assumptions underlying staff development programs and nonformal education.

C. Constraints

Some anticipated constraints might include:

1. Time availability of personnel

1.1 Time of high ranking administrators

1.2 Time of planners of training

1.3 Time of trainers and facilitators

1.4 Time of participants

1.5 Time of support staff

Most personnel in the nonformal Education Department seem to be overworked. Planning and implementing steps might face these constraints.

2. Budget

The budget for nonformal education is little when compared with other components of the budget. The budget allocation for staff development might also be small in comparison to other activities.

3. Administrative Policy

Even though the Nonformal Education Department considers staff development as an essential activity, the urgent day-to-day tasks in the department become more of a priority. Administrative routines, building the establishment/organization, procurement, etc. seem to be the tasks that are done first and it becomes harder to pay attention to the general overall staff development that need to be done.

4. Attitude of the personnel

4.1 Most participants have a background in the formal

education system; it might take time to facilitate this group to understand nonformal education theory and practice.

4.2 The administrators are also trained in the formal education system. And because staff development has just recently emerged the administrators might not see the usefulness of it as it applies to nonformal education or their particular departments/divisions/sections.

5. The competence of training and facilitating staff in staff development for nonformal education.

6. There are few qualified facilitators and trainers. Also some of the qualified trainers and facilitators are not presently in the positions of training in the recent reorganization of the New Nonformal Education Department.

7. The coordination functions of the organization might present conflicts which affect the planning and implementing phases of the staff development program.

8. Evaluation specialists are few in this area and may not provide an effective staff development feedback mechanism.

9. Incentives and motivation

If there are not enough incentives for participants, the motivational factor for participation in the training might be decreased.

10. Political concerns

The change in the political situation might also affect the program.

D. Overall Goal of the Module

The goal that is sought in this staff development module is:

TO IMPROVE THE PERFORMANCE OF THE NONFORMAL EDUCATION PERSONNEL AND TO INCREASE THE NUMBER OF QUALIFIED PROFESSIONALS IN THE FIELD OF NONFORMAL EDUCATION.

E. Overall Objectives

The overall objective of this staff development module can be articulated as:

THE PARTICIPANTS WILL GAIN UNDERSTANDING OF PRINCIPLES AND PRACTICE IN NONFORMAL EDUCATION UNITS.

These units include: Nonformal Education Management; Scope of Nonformal Education; Purpose of Nonformal Education; Teaching-Learning Approaches in Nonformal Education; Nonformal Education Philosophy; Nonformal Education Planning; Role of Nonformal Education; Meaning of Nonformal Education; and Nonformal Education and Rural Development.

The program and performance objectives will be described in each unit.

F. The Philosophy Behind the Flexible Staff Development Module

The philosophy to make this staff development module flexible relies on the following considerations:

1. The module will be classified into two types of units: core units and alternative/elective units.

2. Each unit is independent and can function or be used on its own. The Nonformal Education Department or other NFE-related agencies might utilize any of the units which they think might be useful or appropriate to both their organizations and the individuals within those groups.

3. Several core units have been suggested to assist the Nonformal Education Department at the central, regional and provincial levels in the areas of their needs and interests. The units include, as prioritized by the personnel themselves, the following: Nonformal Education Management; The Purpose of Nonformal Education; Scope of Nonformal Education; and Teaching-Learning Approaches in Nonformal Education.

4. Additional units to support the core units can be selected from a list of alternative/elective units. Each administrative level can choose those units which are most appropriate to their needs. Also the agencies in other Ministries that want to improve their personnel in nonformal education can also select from the core and alternative units for their staff.

5. Each unit will be composed of program objectives and each program objective will be broken down to performance objectives.

These can be adapted to different content and strategies depending upon the needs and interests of the specific audience.

6. The implementation phase of the module can be varied also. The staff development program might be held over a one-week period or it might be continuous over a longer period. Because the units are independent they can be used in any kind of sequence or time period depending upon the resources, needs, and constraints of the organizations and the individuals.

G. Strategies/Activities

Nine units have been developed for the staff development program. Each unit contains sections regarding the elements of the training activities: objective, content, activity, time allocations, staff involved and type of evaluation.

These units will be based on an underlying philosophy which supports learner-centered training and participatory and experiential methods. This philosophy was revealed in interviews with the former Adult Education Division Director and other staff and clientele in the Nonformal Education Department. In addition, questionnaire responses indicated a trend in that direction.

UNIT I: MANAGEMENT IN NONFORMAL EDUCATION

OVERALL GOAL: Participants will become more effective in management in nonformal education.

PROGRAM OBJECTIVE:

1. Participants will be able to identify the importance of management in nonformal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to identify the role of management in all organizations.

b. Participants will be able to identify the reasons why nonformal education needs management.

c. Participants will be able to distinguish between effective and ineffective management.

PROGRAM OBJECTIVE:

2. Participants will be able to describe the relation between the group and the individual within a group.

PERFORMANCE OBJECTIVES:

a. Participants will be able to analyze the role of a group.

b. Participants will be able to analyze the role of the individual within a group.

c. Participants will explore the individual roles that will maintain a group.

PROGRAM OBJECTIVE:

3. Participants will be able to recognize the components of leadership.

PERFORMANCE OBJECTIVES:

a. Participants will be able to analyze the leadership style they possess or practice.

b. Participants will be able to analyze their own organization leadership.

c. Participants will be able to share ideas regarding healthy and unhealthy organizations in terms of leadership.

d. Participants will be able to describe the three styles of leadership: autocratic, laissez faire, and democratic.

PROGRAM OBJECTIVE:

4. Participants will be able to identify communication issues.

PERFORMANCE OBJECTIVES:

a. Participants will be able to share the communication process within their own organization.

b. Participants will be able to diagnose some causes of communication conflicts.

c. Participants will be able to explain the model of communication.

d. Participants will be able to distinguish one-way and two-way communication.

e. Participants will be able to suggest effective communication processes in management of nonformal education organizations.

PROGRAM OBJECTIVE:

5. Participants will be able to explore the characteristics and principles of group decision making.

PERFORMANCE OBJECTIVES:

a. Participants will be able to identify and advantages of group decision making.

b. Participants will be able to specify the assumptions of group decision making.

PROGRAM OBJECTIVE:

6. Participants will be able to build coordination.

PERFORMANCE OBJECTIVES:

a. Participants will analyze their own organization in terms of coordination.

b. Participants will share the coordination pattern in their own organization.

c. Participants will be able to brainstorm ideas for a feasible coordination process.

d. Participants will be able to specify the best kind of coordination within their own organization.

e. Participants will be able to demonstrate the coordination process.

PROGRAM OBJECTIVE:

7. Participants will be able to arrange for participatory planning.

PERFORMANCE OBJECTIVES:

a. Participants will be able to identify the components of participatory planning.

b. Participants will be able to describe an effective participatory planning process.

c. Participants will be able to organize participatory planning in their own organization.

Table 21: Unit 1: Management in Nonformal Education

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1a	The important role of management in organization	2-3 critical incidents of management in organizations Group discussions on important role Large group sharing	1 facilitator per group	1 hr	Newsprint Critical incidents	Checklist on degree of participation and content of discussion
1b	The need for effective management in NFE	Brainstorm needs of management for NFE Group discussion Share existing management in their own organization Large group sharing	1 facilitator per group	1 hr	Newsprint	Checklist on degree of participation and content of discussion
1c	Effective and ineffective management	2 role plays of effective and ineffective management	2 facilitators	1 hr	Role plays Newsprint	Observation checklist
2 a,b,c	Group procedures and individual role in a group	Fishbowl roleplay: small group arrange a meeting and others observe the role of the different individuals in the group Discussion of roles Discussion of how to work well in a group	2 facilitators	1 hr	Role plays Individual role in a group sheet Role checklist	Observation checklist on on participation

Table 21 (Continued)

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
3a	Individual leadership styles	Diagnose own leadership style and share in small group	2 facilitators	20 min.	Newsprint	Observation checklist
3b	Organizations have their own management style	Small groups share experiences in management in their own organizations	2 facilitators	½ hour	Newsprint	Observation checklist
3c	Leadership styles will affect organizational situation	Role play of healthy and unhealthy organizations Large group discussion	2 facilitators	1 hr	Role plays Newsprint	Checklist of participation and content presentation
3d	Leadership style can be classified into 3 categories: autocratif; laissez faire, and democratic	Group dynamics activity Discussion	3 facilitators	45 min	Submarine hunting activity Newsprint	Observation checklist
4 a,b	Communication in individuals' organizations	Sharing experiences in group Make a list of communication problems Brainstorm the causes of communication problems and discuss	1 facilitator	40 min	Newsprint	Observation
4 c	Communication elements: sender, message, channel, receiver	Mini-Lecture Discussion	1 facilitator 1 resource person	½ hr	Newsprint A-V aids	Observation attention and discussion

Table 21 (Continued)

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
4d	Two kinds of communication: one and two-way	Group dynamics of communication Brainstorm and discuss	2 facilitators	1 hr	Drawing pictures exercise Paper, newsprint	Observation
4 e	Effective NFE management needs effective communication	Group discussion Sharing in a large group	1 facilitator	½ hr	Newsprint	Observation
5a	Individual and group decision making; advantages and disadvantages of each	Divide the group into several structures: individuals, pairs, small groups, large groups; their task is to make a decision about some issue Feedback to large group on process	2 facilitators	40 min	Issues for discussion	Observation
5b	Three patterns of group decisions: a single person or minority makes the choice, the majority rule and consensus	2 role plays of single and majority patterns of decision making Group dynamics on consensus Discussion	2 facilitators	1 hr	Role play Moon game Newsprint	Observation checklist
6a,b	Organizations will have their own coordination process	Individuals analyze coordination in their own organizations Large group sharing	1 facilitator	½ hr	Newsprint	Observation checklist

Table 21: (Continued)

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
6 c,d,e	How to improve coordination	Brainstorm realistic coordination suggestions Select the most effective coordination pattern and plan how to implement it in their own organizations	1 facilitator	1 hr	Newsprint Papers	Evaluation from their planning
7a	Elements of participatory planning: gathering information, analysis, selection, planning	Slide presentation and discussion focusing on participatory planning	1 facilitator 1 resource person	45 min	Slides Newsprint	Observe attention and question-answers
7b,c	Effective participatory planning will come from democratic leadership: sharing, cooperating, respect	Small groups plan a project Feedback on process and result of planning	1 facilitator per group	½ hr	Newsprint Paper	Project plans
Evaluation of Unit	Itemized response individually and in large groups		1 facilitator	15 min	Paper	

UNIT II: PURPOSE OF NONFORMAL EDUCATION

OVERALL GOAL: Participants will be able to realize and understand the purpose of nonformal education.

PROGRAM OBJECTIVE:

1. Participants will be able to identify the needs of society.

PERFORMANCE OBJECTIVES:

a. Participants will be able to share ideas about social change.

b. Participants will be able to understand the relationship between people and social change.

c. Participants will share ideas which focus on various approaches which will be relevant to the needs and changes in society.

PROGRAM OBJECTIVE:

2. Participants will be able to explain nonformal education and development.

PERFORMANCE OBJECTIVES:

a. Participants will be able to share ideas of usefulness of nonformal education to society.

b. Participants will be able to analyze the most appropriate uses of nonformal education to reach societal goals.

c. Participants will be able to explain how nonformal education contributes to self-directed and problem- centered learning.

d. Participants will be able to generate purpose of non-formal education as it relates to societal goals and changes.

Table 22: Unit II: Purpose of Nonformal Education

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1a	Society is not static but always in change	Critical incident Group discussion	2 facilitators	40 min	Critical incidents Newsprint	Checklist on participation and group presentations
1 b	People will live better in society if they can adjust themselves to the environment; to harmonize with society	Mini lecture with slides Discussion	1 facilitator 1 resource person	½ hr	Slides Newsprint	Observation of participation and question-answer
1 c	There are several approaches to help people adapt to societal changes	Brainstorm approaches Discussion Mini conclusion lecture	1 facilitator	½ hr	Newsprint	Response from participants in brainstorm
2 a,b	NFE as an approach to help people in society	Group discussion; sharing experiences on usefulness of NFE Consensus of considerations of usefulness of NFE	1 facilitator	½ hr	Newsprint	Observation
2 c	NFE helps people through self-directed, self-help and problem centered approaches	Mini lecture with slides Discussion	1 facilitator 1 resource person	40 min	Slides Newsprint	Observation
2 d	NFE can help empower people	Brainstorm purpose of NFE	1 facilitator	40 min	Newsprint	Feedback from participants
Evaluation of unit	Itemized response individually and large group		1 facilitator	½ hr	Paper	

UNIT III: SCOPE OF NONFORMAL EDUCATION

OVERALL GOAL: The participants will be able to describe the extent (scope) of nonformal education.

PROGRAM OBJECTIVE:

1. Participants will become familiar with the definition of nonformal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to share ideas of what they feel in nonformal education.

b. Participants will be able to state ideas of nonformal education which others have generated.

c. Participants will be able to compare nonformal education ideas between themselves and famous educators.

d. Participants will be able to generate nonformal education ideas.

PROGRAM OBJECTIVE:

2. Participants will be exposed to the basic works in the field of nonformal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to explore nonformal education activities.

b. Participants will be able to classify nonformal education activities.

c. Participants will be able to analyze their own programs regarding the classifications.

d. Participants will be able to generate the scope of nonformal education.

Table 23: Unit III: Scope of Nonformal Education

	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1 a,b	Definition of nonformal education	Participants write individual definitions of NFE Participants read literature re: NFE Large group discussion	1 facilitator	1 hr	Newsprint Written materials on NFE	Observation checklist on participation
1 c,d	NFE concept from a variety of sources	Participants share ideas in a group to compare ideas of each definition; similarities and definitions Participants will brainstorm and generate the appropriate definition of NFE	1 facilitator	40 min	Newsprint	Observation Outcome of discussions
2 a	Many programs, activities are involved in NFE	Discussion to share expriences in NFE activities	1 facilitator	45 min	Newsprint	Observation
2 b,c,	NFE can be divided into categories	Mini-lecture with slides and reading material Separate in groups and discuss activities and whether or not they fit into categories	1 facilitator 1 resource person	45 min	Slides Written materials	Observation
2 d	Scope of NFE	Participants brainstorm and discuss how to generalize the scope of NFE	1 facilitator	½ hr	Newspring	Checklist from outcome
Evaluation of unit	Use Layered Evaluation Technique		1 facilitator	15 min	Paper	

UNIT IV: TEACHING-LEARNING APPROACHES IN NONFORMAL EDUCATION

OVERALL GOAL: Participants will become familiar with nonformal education teaching-learning approaches at both a theroetical and practical level.

PROGRAM OBJECTIVE:

1. Participants will be able to identify and describe the general teaching-learning approaches.

PERFORMANCE OBJECTIVES:

a. Participants will be able to name the teaching-learning approaches.

b. Participants will be able to analyze the strengths and weaknesses of each training-learning approach.

PROGRAM OBJECTIVE:

2. Participants will be able to explore which teaching-learning approaches are appropriate for nonformal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to explore the concepts of nonformal education.

b. Participants will be able to identify the relevant teaching-learning approaches as they apply to nonformal education.

c. Participants will be able to articulate the nonformal education teaching-learning approaches.

PROGRAM OBJECTIVE:

3. Participants will be able to apply the nonformal education teaching-learning approaches to their own learning situations.

PERFORMANCE OBJECTIVES:

a. Participants will be able to plan a lesson using a particular teaching-learning approach.

b. Participants will be able to demonstrate the teaching-learning approach through their lesson.

c. Participants will be able to evaluate the teaching-learning lessons/approaches.

Table 24: Unit IV: Teaching-Learning Approaches in Nonformal Education

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1a	Variety teaching-learning approaches in education	Participants share experiences in teaching-learning approaches that they use or know Read written materials	1 facilitator	1 hr	Written materials Newsprint	Observation
1 b	Strengths and weaknesses of teaching-learning approaches	Role play some approaches Individuals write strengths and weaknesses of each approach and share in a group	1 facilitator	1 hr	Newsprint Role plays	Observation
2 a,b,c	NFE helps the learner to be self-directed and problem centered. Teaching-learning approaches should be consistent with these concepts	Mini lecture on NFE concepts Brainstorm relevant NFE approaches Participants generalize effective NFE approaches	1 facilitator 1 resource person	1 hr	A-V aids Newsprint	Checklist
3 a	Teaching-learning lesson plan	Divide participants into groups and each will plan their own lesson representing a teaching-learning approach	1 facilitator per group	3 hr	Paper	Observation

Table 24 (Continued)

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
3 b,c	Teaching-learning demonstrations	Representatives of group will demonstrate teaching in a large group. The learners might be peers or villagers. Others will observe General discussion	3 facilitators	½ hr per group	Observation form	Observe outcome of lessons
Evaluation of unit	Open-ended statements, outcome of lesson plan and demonstrations		1 facilitator	20 min	Paper Question form	

UNIT V: THAI NONFORMAL EDUCATION PHILOSOPHY

OVERALL GOAL: Participants will be able to understand the philosophy of nonformal education in Thailand.

PROGRAM OBJECTIVE:

1. Participants will be able to explore the Thai nonformal education philosophy.

PERFORMANCE OBJECTIVES:

a. Participants will be able to describe the Thai context.

b. Participants will be able to identify the problems that face the Thai society.

c. Participants will be able to explore their own philosophy to improve the Thai society.

d. Participants will be able to compare the Thai nonformal education philosophy and their own.

PROGRAM OBJECTIVE:

2. Participants will be able to understand the various other philosophies of nonformal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to explore the various nonformal education philosophies.

b. Participants will be able to compare the Thai nonformal education philosophy and others.

c. Participants will be able to analyze the crucial concepts of the other philosophies and be able to understand ways to utilize them in their own situation.

Table 25: Unit V: Thai Nonformal Education Philosophy

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1 a,b	Thai context is concerned with socio-economic, political, cultural, education, etc. Social change happens rapidly which causes problems for the Thai people	Participants will read critical incidents and discuss issues	1 facilitator	45 min	Critical incidents Newsprint	Observation
1 c	Participants' philosophy	Participants will formulate own assumptions or philosophy regarding living in a changing society	1 facilitator	40 min	Newsprint	Observation
1 d	Thai khit pen philosophy	Mini lecture plus slides Reading written materials Compare khit pen with their own philosophy Share ideas with large group	1 facilitator 1 resource person	1 hr	Written materials Slides	Observation
2 a	General NFE philosophies/ assumptions	Reading written materials Discuss the issues as assigned by facilitator	1 facilitator	40 min	Newsprint	Observation
2 b	Similarities and differences between Thai NFE philosophy and other NFE philosophies	Group discussions of topic/content Sharing ideas in large group	1 facilitator	40 min	Newsprint	Observation

Table 24: (Continued)

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
2 c	Application of NFE philosophies to their own situation	Individuals consider how philosophies can be applied to their unique situations Share ideas with large group	1 facilitator	45 min	Newsprint	Checklist on participants' considerations and presentations
Evaluation of unit	Give assignment to participants to generalize the khit pen philosophy		1 facilitator	20 min	Paper	

UNIT VI: PLANNING FOR NONFORMAL EDUCATION

OVERALL GOAL: Participants will become effective planners in non-formal education.

PROGRAM OBJECTIVE:

1. Participants will be able to describe the setting of non-formal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to identify the constraints and resources of the nonformal education setting in their own organization.

b. Participants will be able to recommend some alternatives for improving the nonformal education setting.

PROGRAM OBJECTIVE:

2. Participants will be able to identify the variables in planing.

PERFORMANCE OBJECTIVES:

a. Participants will be able to share experiences in planning within their own context.

b. Participants will be able to explore and share the planning process.

c. Participants will be able to name the important variables to consider in planning.

PROGRAM OBJECTIVE:

3. Participants will be able to conduct planning in nonformal education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to collect their own data and information.

b. Participants will be able to plan together.

c. Participants will be able to show and critique the plans.

Table 26: Unit VI: Planning for Nonformal Education

	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1 a,b	Constraints and resources in NFE setting; what are the alternatives to improve NFE	Case study Group discussion to identify the constraints and resources found in case study Compare these to their own situation Discussion of solutions for constraints	1 facilitator	1 hr	Case Study Newsprint	Checklist on participation
2 a,b,c	Planning variables	Brainstorming planning experiences Group discussion of above concepts Large group generalize planning variables	1 facilitator per group	1 hr	Newsprint	Observation
3 a,b,c	Data collection process	Participants work together to plan a NFE activity by using their own data Share plans with large group Comment, critique, and adjust plans	1 facilitator per group	1 hr	Data Newsprint	Checking the planning project
Evaluation	Interview each planning project group to listen to ideas		1 facilitator per group	20 min	Interview guide	

UNIT VII: THE ROLE OF NONFORMAL EDUCATION

OVERALL GOAL: Participants will be able to identify the role of nonformal education.

PROGRAM OBJECTIVE:

1. Participants will be able to understand the current socio-economic situation.

PERFORMANCE OBJECTIVES:

a. Participants will be able to explore the socio-economic situation.

b. Participants will be able to exchange ideas on the socio-economic situation.

c. Participants will be able to analyze the changes and ideas for improving the socio-economic situation.

PROGRAM OBJECTIVE:

2. Participants will be able to describe the role of nonformal education for society.

PERFORMANCE OBJECTIVES:

a. Participants will be able to share their experiences regarding nonformal education programs for society.

b. Participants will be able to identify the usefulness of nonformal education for society.

Table 27: Unit VII: Role of Nonformal Education

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1 a,b,c	The society is composed of many conditions and it is always changing in both good and bad situations. The solution for improving the bad situation is necessary	Simulation about the problems in society and the alternatives to improve the society Discussion	3 facilitators	3 hr	Simulation plan	Observation
2 a,b	Nonformal education as useful for society	Role play NFE in the village Discussion	2 facilitators	2 hr	Role play story	Observation
Evaluation of unit	Feedback from participants representatives		1 facilitator	½hr	Participants	

UNIT VIII: MEANING OF NONFORMAL EDUCATION

OVERALL GOAL: Participants will be able to understand the meaning of nonformal education.

PROGRAM OBJECTIVE:

1. The participants will be able to compare the different levels/types of education.

PERFORMANCE OBJECTIVES:

a. Participants will be able to describe their own work in education.

b. Participants will be able to distinguish among formal, nonformal, and informal education.

c. Participants will be able to compare their work with the educational types.

PROGRAM OBJECTIVE:

2. The participants will be able to explain the nonformal education concepts developed by the professionals.

PERFORMANCE OBJECTIVES:

a. The participants will be able to explore the definitions/concepts in nonformal education which have been developed by professionals.

b. Participants will be able to analyze and compare those ideas.

c. Participants will be able to share ideas of which definitions/concepts will be relevant to their own context.

Table 28: Unit VIII: Meaning of Nonformal Education

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1 a,b,c	Education: formal, nonformal, informal, incidental	Participants read description of education activities and definitions of education types Each individual considers formal, NFE, informal, incidental, and give reasons Share their considerations and reasons in a group Generalize the meaning of each type of education Group discussion to classify what type their education activities belong to	3 facilitators	2 hr	Descriptions Newsprint	Listening to the presentation
2 a,b,c	Concepts, definition of some distinguished educators	Participants read the short written materials and compare the concepts in a group discussion to select which one will be relevant to their own situation	1 facilitator per group	1 hr	Written materials	Observation
Evaluation of unit	Open-ended questions and face-to-face interviews		3 facilitators	Varied	Open-ended questions and interview guide	

UNIT IX: NONFORMAL EDUCATION AND RURAL DEVELOPMENT

OVERALL GOAL: Participants will be able to state the ideas relating nonformal education and rural development.

PROGRAM OBJECTIVE:

1. Participants will be able to describe the concept of rural development.

PERFORMANCE OBJECTIVES:

a. Participants will be able to describe the rural context.

b. Participants will be able to identify and diagnose the problems in rural areas.

c. Participants will be able to explore the concept of rural development.

PROGRAM OBJECTIVE:

2. Participants will be able to be exposed to nonformal education and rural development.

PERFORMANCE OBJECTIVES:

a. Participants will be able to exchange experiences about nonformal education programs in rural areas.

b. Participants will be able to identify the strengths and weaknesses of nonformal education programs in rural areas.

c. Participants will be able to demonstrate how to utilize nonformal education in rural development.

Table 29: Unit IX: Nonformal Education and Rural Development

OBJECTIVE	CONTENT	ACTIVITY	STAFF	TIME	RESOURCES	EVALUATION
1 a	Rural context	Study tour to the village; participants observe, interview, etc. and share their experiences	1 facilitator per group	1 day	Transportation Interview guide Observation form	Checklist on participation Check assignments
1 b,c	Problems in rural area	Participants analyze problems in rural areas Mini lecture on concept of rural development Discuss existing rural development programs and propose effective rural development programs in small groups Share ideas with large group	1 facilitator per group	3 hr	Newsprint Overhead projector	Observation Discussion
2 a,b	NFE programs in rural areas	Participants exchange experiences in NFE in rural areas Discuss the strengths and weaknesses of these programs	1 facilitator	1 hr	Newsprint Participants	Observation
2 c	NFE program plan for rural development Participants observe and share the experiences to improve programs	Divide participants into groups to plan a NFE program for a rural area Try out the program in village	1 facilitator per group	1 day	Village and villagers Participants	Checking the NFE plan
Evaluation of unit	Evaluate from the planning assignment and participation in group tasks		1 facilitator per group	1 hr	Program plan	

H. Validation (Staff Training)

Before the implementation of this module with the actual participants, it should be studied by the trainers, facilitators and resource persons who will be involved in this staff development program. Ideally they would have been involved in the planning phases of the original module, but if not, this is the point where they can contribute to the final implementation phase. These trainers and facilitators should represent all administrative levels (central, regional, and provincial centers) in order to listen to and exchange ideas with the people who work closely with the ultimate clientele. This staff can add or subtract units if they think that certain topic areas would be more appropriate than others. In addition the staff can adjust and adapt each individual unit to fit their own situation and context.

In addition to selection of units and adaptation of existing units the staff should be encouraged to add other segments that are important in any training program: pre-units for introductory activities; ice breaking and recreational activities; summative units; etc.

Staff training is another important phase of this validation section. The individuals involved in the ultimate implementation of the module need to be trained in the specific activities in order to gain experience and confidence in all units that will be utilized. The validation or try-out phase of the module might take place among the staff themselves, but trying out the activities and materials in the real situation with a sample of the intended clientele is recommended.

The validation of activities and materials should follow the plans as closely as possible in order to be able to examine the variables involved in the training process. If the validation phase calls for changes it will yield to a more effective implementation phase when these are added to the existing units.

I. Implementation Phase

The first step in this phase is the proposal of the module to the Nonformal Education Department. When it is approved, it can be implemented at all administrative levels. The anticipated beginning for this module is at the central office. There are several reasons for this decision: budgetary savings; ensure the effectiveness of the module; training of facilitators; and motivation of personnel in authority to support the staff development program.

Another option to the above is to begin the implementation phase as a pilot project. Some of the units might be carried out in some of the centers and evaluated on their effectiveness. After a small number have been used the Department can aim for a nation-wide program.

J. Evaluation of the Module

Formative evaluations have been designed for each staff development activity. And summative evaluations have been created for each unit. In addition to these, an evaluation scheme should be written for the entire module.

The evaluation methods that might be included in a staff development module are:

1. The participant entry assessment: The purpose of this is to study the participants' academic background, work experience, expectations, attitudes, etc., at the beginning of the module.

2. The participant terminal assessment: This is designed to study the growth of the participants when the implementation of the unit(s) has been completed.

3. A follow-up program: When the staff development module ends, a follow-up program should be implemented. Examples of how this follow-up program could be carried out might include:

a. A one-day meeting among participants to exchange concepts, skills or attitudes that they can apply to their jobs. Also included should be what could be improved about the Unit(s) or added or deleted.

b. Observation: The trainers or resource persons could observe the participants who attended the staff development programs in order to study the behavior, work styles, etc. to evaluate whether the unit(s) were effective.

4. Interviews: After the staff development module has been finished, interviews might be held with the participants at regular intervals to evaluate the results of the unit(s).

5. Checklists: Checklists or questionnaires might be handed out to the participants in order to gain information about the usefulness of the development program for actual job performance.

It is also recommended that evaluation specialists in the Department could further help strengthen this process.

C H A P T E R V I I

CONCLUSIONS AND RECOMMENDATIONS

A. Summary

Nonformal education, the educational activity designed to serve all clientele outside the school system, needs qualified personnel to manage and organize all its programs. Effective and efficient programs call for personnel who understand the skills, knowledge, and attitudes related to nonformal education.

Two barriers to meeting that goal are personnel who have been trained solely in the formal school system and lack of nonformal education institutes to train the personnel in new content and techniques. Therefore, opportunities for training personnel in nonformal education seem to be necessary and crucial to development of nonformal education programs.

Staff development is one of the most appropriate approaches to develop background in nonformal education for personnel in the field. The principles of staff development need to be taken into consideration to make programs fuirtful. Needs assessment of the clientele is the first crucial point. This process will assist us to understand where the clientele is at and where they want to be. Secondly, goals and objectives must be set to meet the assessed needs. The third step is development of appropriate strategies,

activities, and materials to reach the goals and objectives. Fourthly, the validation of the design must be done in order to make sure that the design will be worthwhile. And that the design will help the staff to rehearse the activities and materials for experience and confidence. The implementation step is the challenge step, where the design helps the clientele meet their needs as earlier assessed. The final step is evaluation to help the organizers, administrators, and planners to know that the time and energy they invested has been helpful to the trainees.

Current staff development modules developed by the Thai staff and a needs survey of the personnel in the Nonformal Education Department were the next phases of formulating a flexible staff development module. The three administrative levels were given equal consideration as to needs and problems. The study of the modules and the needs assessment indicate that the Department requires the improvement of the personnel in the area of nonformal education. The contents selected by the staff are varied among the personnel which verifies the principle of maintaining a flexible structure.

Another crucial point to consider is the selection of strategies that will facilitate the participatory process among the trainers and trainees for maximum learning among the adult education specialists.

In addition, to support the formulation of the staff development module the study considers facts and assumptions about Thailand. This exploration is based on references, the author's experience in Thailand, the observations of work situations and training activities.

This study describes the socio-economic situation, Thai characteristics, the administrative system, and the specific situation in the Non-formal Education Department where the module will be used in the majority of instances. These considerations helped the author consider the resources and constraints that might ultimately affect the module.

After the final phase is the actual design of the flexible staff development module for Thailand. The design is composed of nine independent units. The units themselves are composed of goals, objectives (program and performance), abbreviated content areas, activities, staff requirements, time allocations, needed resources, and evaluation techniques. The independent units are classified as core and elective/alternative units which means that each institution can select among the units it feels are most appropriate for their own personnel and situation.

B. Recommendations

The following recommendations have come out as a result of this study:

1. The author strongly recommends that this module be considered for use among the Thai staff in order to adapt it where necessary. Participatory planning and implementation should include the author, facilitators, trainers, administrators, and a sample of participants and should be done before organizing any actual training programs.

2. This module might be used as part of another module. It might be attached to an existing staff development module in Thailand if the staff thinks that it will be appropriate. And, in turn, any module can be attached to this module. The staff can select some or all of the unit to add on for ultimate flexibility.

3. Another consideration is that the facilitators who will organize this module should study it first and should rehearse it and/or be trained before the implementation phase. Then the module itself will be useful for the personnel and head toward the development of the grass-roots people. A pilot project might be a way to begin to implement this content and methodology.

4. Administrative support should be solicited in order for staff development to have an adequate budget and personnel required for effective programming. It has been concluded that without this support nonformal education personnel might not receive adequate training for their development and the development of the organization.

5. Materials that are appropriate for the Thai situation should be developed to compliment the units in the staff development module. Nonformal education training staff should be assigned to develop these materials and test them out for appropriateness.

6. Motivation of the personnel to attend the staff development programs is a crucial point to be elaborated. Besides the content of the module itself the other recommended incentives to motivate the personnel are: promotions, stipends, salary increases, institutional recognition, paid travel, relaxed time and opportunities to participate in personal and professional growth.

7. The universities and other agencies involved in staff development for nonformal education must be recognized and considered important in this process. They are the most important institutions for producing skilled professionals. If the module is presented and approved by the universities and other agencies, they can be called on to assist the Nonformal Education Department in training personnel. Also resource persons from the universities can be used for staff development in nonformal education.

The Department personnel should be encouraged to get professional growth at the universities. The Ministry, the universities, and other agencies should work on improving their coordination efforts for maximum use of trained personnel.

8. The process of staff development syould be a continuous one. This staff development module alone will not be enough to improve the capabilities of the staff in the Nonformal Education Department. Companion staff development modules need to be created on other topics that are of interest and are needed by the personnel who have worked in the department for a long period and for those who are newly recruited. A "one-shot" program will not prove to be effective for future skill, knowledge, and attitude improvement.

C. Barriers/Problems

The author recognizes that there are some barriers to this staff development proposal. Even though this module has been developed to respond to the needs of the clientele and has taken into consideration the Thai context, it is possible that the needs could change

before the module is implemented or the contextual factors could be altered. In a country like Thailand which is in a constant state of change it is realistic to assume that the needs of the nonformal educators and the environment within which they are working will not remain static. Therefore, before this particular module can be implemented there needs to be research on whether or not actual conditions under which the module was created still exist.

This particular module was developed by an "insider" to the situation as the author was a staff member of the Nonformal Education Department before pursuing doctoral studies. However, it cannot be assumed that the perceptions and assessment of the author are necessarily correct. The module was not planned in collaboration with the training staff in Thailand and, therefore, that fact becomes a barrier to the implementation of the module. The involvement of the training staff, facilitators, and administrators, in the planning and implementation phase of the staff development module is crucial. However, upon returning to Thailand the staff may still be overworked and may not have the time to become fully involved in this module. Collaboration might not occur.

Another barrier which compounds the above problem is the fact that the author may not be involved in the replanning phase or the implementation due to a change in job responsibilities. Other persons who are in charge of staff development will have their own modules and ideas of what is needed in this area. It is hoped that the author can work side-by-side with the new staff development personnel to be able

to transfer "ownership" of the staff development module from one hand to the other.

Administrative support and enthusiasm for the staff development concept has a lot to do with problems and barriers that this project might encounter. It will be very difficult to implement this particular set of units without the consent and encouragement from the top administration in the Ministry of Education.

Because of the nature of this project the staff development module presented here appears static and rigid. This would appear to be a barrier in that the project seems completed and is ready to be handed down to someone to implement. This module is intended to be a resource paper for those involved with staff development and it is expected that the module will undergo many changes before the actual content and strategies are implemented.

And the final consideration in this section relates to the amount of motivation and interest on the part of the trainees. Because they have not actually been a part of the planning process they might now show much enthusiasm for the topic. Also many of the new staff have been involved in a variety of different types of training and they may feel that this one is just like the others. Efforts will have to be made to correct both of these barriers from the beginning of this staff development project in Thailand.

D. Strengths

Probably the most outstanding strength of this staff development module on nonformal education is its flexibility. It has been designed

in units and each unit is independent. This feature of the staff development process negates the feeling that this is an entire package of staff development materials and must be used in full to get the most productive benefits. Facilitators and trainees will be able to decide which of the units are most appropriate to their own particular situation and needs. And because this module is designed as a working paper the facilitators/trainees in Thailand are free to adapt it and modify it as they see fit.

Another strength of this module is that the development of the program or the design is based on the needs of the clientele who will participate in the future staff development programs in Thailand. And for this reason it has immediate usefulness.

A third strength is that the module was developed by persons who have a knowledge of the Thai context and situation in the Non-formal Education Department. Many times departments are dependent on resources that were written from the Western point-of view or modules that were written by outside persons who come in to Thailand as technical assistants. In this case a deliberate attempt was made to try and make the module as free from outside help as possible.

The above considerations for this staff development module will be dealt with when the author returns to Thialand and attempts to put theory into practice.

FOOTNOTES

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CHAPTER V:

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APPENDICES

APPENDIX A

INTERVIEW GUIDE

Objective: To survey the current and past staff development programs.

Method: Interviews with administrators, training specialists, and past trainees.

Questions:

1. What specific staff development programs have taken place in the 2 years? What were the topics?

2. What were the needs, resources and constraints of the particular staff development module?

3. What were the goals and objectives of the training?

4. Who were the trainers? How were the trainers trained?

5. Who were the trainees and how were they selected?

6. How was the module managed?

7. What was the module design and content?

8. What kind of methods were used?

9. When and where was the training held?

10. How was the training evaluated?

11. What were the strengths? What could have been improved?

12. What was your general overall feeling about the training? Did it help you do your job better?

(The exact questions that will be asked each group will depend upon their function/role within that particular training program. Also some preliminary data collection will take place and some of the questions will be a confirmation or clarification of written documentation.)

OBSERVATION OF OFFICE WORKING SITUATIONS

	EXCELLEN"	VERY GOOD	GOOD	FAIR	POOR
Administration (Management)					
1. Giving order					
2. Decision making					
3. Initiation					
4. Receiving orders					
5. Human relations					
6. Communications					
Academic 1. Understanding policies					
2. Understanding philosophy					
3. Understanding NFE					
4. Program planning					

Other Observable needs: _____

_____

_____

_____

WORKSHOP OBSERVATION

Name of Workshop_____

Date_____ Place_____

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Preparation 1. Participatory planning					
2. Time for planning					
3. Planning					
4. Ideas recommended in planning					
5. Need for participant consideration					
Implementation 1. Goal, objective setting					
2. Content					
3. Methods of training					
4. Participation					
5. Evaluation/feedback Process					

Other observable needs: _____

_____

_____

_____

NONFORMAL EDUCATION TRAINING NEEDS SURVEY (ENGLISH VERSION)

In order to develop an effective and efficient staff development model in Nonformal Education, please give your appropriate recommendation

1. Sex_____

2. Age_____ Years

3. Highest level of education _____

4. A degree in Nonformal Education/Adult Education_____

_____

5. Present major responsibility/concern:

- ◯ Administration
- ◯ Planning
- ◯ Training
- ◯ Curriculum Development
- ◯ Teaching
- ◯ Other (Please specify) _____

6. How long have you worked with the Nonformal Education Department (AED)?

- ◯ Less than 1 year
- ◯ 6-10 years
- ◯ 1-5 years
- ◯ Over 10 years

7. Did you work somewhere else before coming to the NFE Dept. (AED)?

- ◯ Yes
- ◯ No

If yes:

7.1 Where?_____ 7.2 Where?_____

What function?_____ What function?_____

How long?_____ How long?_____

8. Have you taken any courses in Nonformal Education/Adult Education in any institution?

◯ Yes ◯ No

If yes: Please specify courses as you remember:

_____

_____

_____

9. Have you ever participated in a Nonformal Education/Adult Education workshop, seminar, or any training in the past three years (1976-79)?

◯ Yes ◯ No

If yes: Please fill in this table

WHEN	HOW LONG DID IT	YOUR ROLE (TRAINER/TRAINEE)	TOPICS

10. If a workshop were given in Nonformal Education how long would you prefer this program to be?

◯ less than 1 day ◯ 2-3 weeks

◯ 1-7 days ◯ more than 3 weeks

11. Where would be the most preferable place for this training?

◯ city ◯ camp

◯ small town ◯ other (please specify_____

◯ near the sea

12. Looking at your present job, what are your problems or needs?

_____

_____

_____

_____

13. What topics in Nonformal Education would be the most appropriate for the training of newly recruited personnel for the Department of Nonformal Education? Please rank the top five from the following list:

_____Scope of NFE

_____Meaning of NFE

_____Relationship between NFE and FE

_____NFE Planning

_____Purpose of NFE

_____Important role of NFE

_____NFE Management

_____Roots/origins of NFE

_____NFE philosophy

_____NFE materials

_____Teaching-learning approaches to NFE

_____NFE evaluation

_____NFE curriculum development

_____NFE and rural development

_____NFE training

_____Others (please specify)_____

14. Please rank the following training techniques that would be useful for the newly recruited personnel for the Department of Nonformal Education: (rank the top five)

_____Group discussion	_____Games
_____Plenary discussion	_____Audio-visual aids
_____Critical incidents	_____Brainstorming
_____Role play	_____Lecture
_____Simulation	_____Songs
_____Folklore	_____Study tour

_____Others (Please specify)_____

15. What further comments/suggestions do you have regarding NFE training for newly recruited personnel for the Department for Nonformal Education?

_____

_____

_____

_____

_____

NONFORMAL EDUCATION TRAINING NEEDS SURVEY (THAI VERSION)

แบบสำรวจความต้องการในการอบรมสัมมนาการศึกษานอกโรงเรียน

เพื่อให้การอบรมสัมมนาการศึกษานอกโรงเรียนมีประสิทธิภาพและประสิทธิผล ขอให้ท่านเสนอแนะความคิดเห็นตามที่ท่านเห็นว่าเหมาะสมที่สุด

1. เพศ ____

2. อายุ ____ ปี

3. วุฒิสูงสุด _____

4. วุฒิทางการศึกษานอกโรงเรียน _____

5. หน้าที่รับผิดชอบหลักในปัจจุบัน

○ บริหาร ○ วางแผน

○ อบรม ○ พัฒนาหลักสูตร

○ สอน ○ อื่น ๆ โปรดระบุ _____

6. ท่านได้ปฏิบัติงานในกรมการศึกษานอกโรงเรียนหรือกองการศึกษาผู้ใหญ่เป็นเวลานานเท่าไร

○ น้อยกว่า 1 ปี ○ 1-5 ปี

○ 6-10 ปี ○ เกินกว่า 10 ปี

7. ท่านเคยรับราชการหรือทำงานที่อื่นมาก่อนหรือไม่

○ เคย ○ ไม่เคย

ถ้าเคย

7.1 ที่ใด _____ 7.2 ที่ใด _____

หน้าที่ใด _____ หน้าที่ใด _____

ระยะเวลา _____ ระยะเวลา _____

8. ท่านเคยศึกษาวิชาการศึกษานอกโรงเรียนหรือการศึกษาผู้ใหญ่มาบ้างหรือไม่

○ เคย ○ ไม่เคย

ถ้าเคย โปรดระบุวิชาที่ท่านเคยศึกษาเท่าที่จำได้

9. ท่านเคยเข้าร่วมในการอบรมสัมมนาการศึกษานอกโรงเรียนหรือการศึกษาผู้ใหญ่ในระหว่าง 3 ปี ที่ผ่านมา (2519-2522) หรือไม่

○ เคย ○ ไม่เคย

ถ้าเคย โปรดเติมข้อความต่อไปนี้

เมื่อใด (ปี)	ระยะเวลา (วัน)	เป็นผู้ให้การอบรม หรือ เป็นผู้รับการอบรม	หัวเรื่องในการอบรม

10. การอบรมสัมมนาเพื่อให้พื้นฐานเรื่องการศึกษานอกโรงเรียนควรจะมีระยะเวลานานเท่าไร

○ น้อยกว่า 1 วัน ○ 1-7 วัน

○ 2-3 สัปดาห์ ○ มากกว่า 3 สัปดาห์

11. สถานที่อบรมสัมมนาการศึกษานอกโรงเรียนควรจะจัดขึ้นในที่ใด

○เมืองใหญ่ ○ชายทะเล

○เมืองเล็ก ○ค่ายลูกเสือ

○อื่น ๆ โปรดระบุ .....

12. จากประสบการณ์การทำงานในปัจจุบัน ท่านมีปัญหาหรือความต้องการอะไรบ้าง

.....

.....

.....

.....

.....

13. โปรดเรียงลำดับหัวข้อเรื่องการศึกษานอกโรงเรียนซึ่งท่านคิดว่าจะช่วยพัฒนาให้บุคลากรใหม่ของกรมการศึกษานอกโรงเรียนเข้าใจในเรื่องการศึกษานอกโรงเรียนเพิ่มมากขึ้น ขอให้เลือกเรียงลำดับเพียง 5 ข้อ

.....ขอบข่ายของการศึกษานอกโรงเรียน

.....ความหมายของการศึกษานอกโรงเรียน

.....ความสัมพันธ์ระหว่างการศึกษานอกโรงเรียนกับการศึกษาในโรงเรียน

.....การวางแผนการศึกษานอกโรงเรียน

.....ความมุ่งหมายของการศึกษานอกโรงเรียน

.....ความสำคัญของการศึกษานอกโรงเรียน

.....การจัดดำเนินงานการศึกษานอกโรงเรียน

.....ที่มาของการศึกษานอกโรงเรียน

.....ปรัชญาที่เกี่ยวข้องกับการศึกษานอกโรงเรียน

.....วัสดุอุปกรณ์การศึกษานอกโรงเรียน

.....กลวิธีการเรียนการสอนการศึกษานอกโรงเรียน

.....การประเมินผลการศึกษานอกโรงเรียน

.....การพัฒนาหลักสูตรการศึกษานอกโรงเรียน

.....การศึกษานอกโรงเรียนกับการพัฒนาชนบท

.....การอบรมสัมมนาการศึกษานอกโรงเรียน

.....หัวข้อเรื่องอื่น ๆ โปรดระบุ .....

14. โปรดเรียงลำดับความสำคัญของกลวิธีในการอบรมสัมมนาการศึกษานอกโรงเรียน ต่อไปนี้โดยเลือกเพียง 5 ข้อ

_____ อภิปรายกลุ่มเล็ก
_____ อภิปรายกลุ่มใหญ่
_____ กรณีตัวอย่าง
_____ การแสดงบทบาทสมมุติ
_____ การแสดงเสียนแบบ
_____ เกมส์
_____ โสตทัศนศึกษา
_____ การระดมพลังสมอง
_____ การบรรยาย
_____ เพลง
_____ นิทาน
_____ ทัศนศึกษา
_____ อื่น ๆ โปรดระบุ _____

15. ข้อเสนอแนะอื่น ๆ ในการจัดอบรมการศึกษานอกโรงเรียนสำหรับบุคลากรใหม่ในกรมการศึกษานอกโรงเรียน

_____

_____

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ขอขอบคุณ

APPENDIX B

Table 30: Age of Respondents

AGE (Year)	CENTRAL		REGION		PROVINCE		TOTAL	%
	Person	%	Person	%	Person	%		
Less than 25	3	3	2	2	1	1	6	6
25-30	12	11	4	4	10	9	26	24
31-35	8	7	7	7	16	15	31	29
36-40	3	3	9	8	8	7	20	19
41-45	1	1	4	4	7	7	13	12
46-50	-	-	3	3	3	3	6	6
51-55	1	1	2	2	1	1	4	4
56-60	-	-	1	1	-	-	1	1
over 60	1	1	-	-	-	-	-	-

Table 31: Highest Level of Education of Respondents

CERTIFICATION	CENTRAL		REGION		PROVINCE		TOTAL	%
	Person	%	Person	%	Person	%		
Less than bachelor	3	3	3	3	31	30	37	35
Bachelor	15	14	22	21	14	13	51	48
Masters	9	8	7	6	1	1	17	16
Doctorate	2	2	-	-	-	-	2	2

Table 32: Present Major Responsibility of Respondents

POSITION	CENTRAL		REGION		PROVINCE		TOTAL	%
	Person	%	Person	%	Person	%		
Administration	3	3	4	4	13	12	20	19
Planning	5	5	1	1	1	1	7	7
Training	5	5	8	8	7	7	20	19
Curriculum Development	3	3	8	7	-	-	11	10
Teaching	-	-	3	3	23	21	26	24
Other	13	12	8	7	2	2	23	21

(For Other Responsibilities as Related to Table 32)

POSITION	CENTRAL	REGION	PROVINCE	TOTAL
Any assignment	4	-	-	4
Finance	1	-	-	1
Correspondence	4	-	-	4
Publishing	1	-	-	1
Radio Programmer	1	1	-	2
Coordination	2	-	-	2
Audio-Visual Aids	-	1	-	1
Research/ Evaluation	-	4	2	6
Library	-	1	-	1
Operations	-	1	-	1

Table 33: Length of Time Worked for NFE Department (AED)?

DURATION (years)	CENTRAL		REGION		PROVINCE		TOTAL	%
	person	%	person	%	Person	%		
Less than 1	6	6	12	11	8	7	26	24
1-5	15	14	13	12	17	16	45	43
6-10	8	7	4	4	14	13	26	24
more than 10	-	-	3	3	7	7	10	10

Table 34: Previous Work Assignment of Respondents

CHOICE	CENTERL		REGION		PROVINCE		TOTAL	%
	person	%	person	%	person	%		
Yes	22	21	27	25	36	34	85	79
No	7	7	5	5	10	9	22	21

(For additional data related to Table 34)

IF YES, WHERE?

PLACE	CENTRAL	REGION	PROVINCE	TOTAL
Division of General Education Dept.	6	10	4	20
Secondary School	8	5	5	18
Elementary	1	10	20	31
Vocational Educ. Department	1	2	3	6
Educational Techniques Dept.	1	-	-	1
University	1	-	1	2
Private Fndtn.	1	-	-	1
Parliament Assembly	1	-	-	1
Rural Accelerate Program	-	-	1	1
National Power Commission	-	-	1	1
Ministry of Agriculture	2	-	1	3
TOTAL	22	27	36	85

Table 35: Enrollment in Courses in Nonformal Education/Adult Education

CHOICE	CENTRAL		REGION		PROVINCE		TOTAL	%
	person	%	person	%	person	%		
Yes	9	8	8	7	9	8	26	24
No	20	19	24	22	37	35	81	76

IF YES, SPECIFY COURSES

COURSES	CENTRAL	REGION	PROVINCE	TOTAL
Teaching-Learning for adults	4	-	1	5
Adult Psychology	5	6	7	18
Principles of Adult and Continuing Education	1	2	6	9
Community School	3	3	4	10
Adult Education Curriculum Dev.	2	2	2	6
Planning and Evaluation in Adult Education	2	1	5	8
Seminar in International Development	1	-	-	1
Community Development	-	1	1	2
Group Dynamics	-	2	3	5
TOTAL	18	17	29	64

Note: Some people answered more than once.

Table 36: Participation in NFE/AE Workshops, Seminars, Any Training in Past Three Years (1976-79)

PARTICIPATION	CENTRAL		REGION		PROVINCIAL		TOTAL	%
	person	%	person	%	person	%		
Yes	18	17	22	19	37	35	75	71
No	11	10	10	9	9	8	32	29
TOTAL	29	27	32	30	46	43	107	

IF YES, WHAT WAS THE TITLE OF THE TRAINING?

TRAINING TITLE	CENTRAL	REGION	PROVINCE	TOTAL
Seminar on Administration of Centers	7	3	20	30
Radio correspondance teacher-training	2	2	1	5
Functional Education Teaching-Training	5	8	15	28
Functional Literacy Teacher-Training	7	6	8	21
University and NFE Seminar	2	1	-	3
Training of trainers	2	1	1	4
Vocational Education Teacher Training	2	3	7	12
Interest Group Seminar	1	5	8	14
Person-Centered Participatory Learning	1	2	-	3
Youth Training	-	2	5	7
Seminar on Village Newspaper Reading Centers	-	1	4	5
TOTAL	29	34	69	132

Note: Several persons responded more than once.

Table 36 (continued)

CHOICE	CENTRAL	REGION	PROVINCE	TOTAL
Trainer	10	10	11	31
Trainee	8	14	38	60
TOTAL	18	24	49	91

Table 37: Preferred Place for Proposed NFE Workshop

PLACE	CENTRAL		REGION		PROVINCE		TOTAL	%
	person	%	person	%	person	%		
City	1	1	4	4	6	6	11	11
Small town	1	1	8	7	4	4	13	13
Near the Sea	4	4	5	5	14	14	23	22
Camp	3	3	2	2	1	1	6	6
Other	20	19	13	12	21	20	54	51
TOTAL	29		32		46		107	

Table 37: (Continued)

IF OTHER, SPECIFY PLACE

PLACE	CENTRAL	REGION	PROVINCE	TOTAL
Convenient place	6	9	9	24
Village	2	1	4	7
Regional centers	3	2	3	8
Provincial centers	1	1	2	4
Bangkok	-	-	1	1
Mountains	3	-	1	4
Quiet place	5	-	1	6
TOTAL	20	13	21	54

Table 38: Further Comments/Suggestions on NFE Training for Newly Recruited Personnel in NFE Department

COMMENT	CENTRAL	REGION	PROVINCE	TOTAL
New personnel should have orientation to include: background on NFE Dept.; organization; coordination; sociology; rural development; health; agriculture	7	11	12	30
Training techniques should be appropriate to adults; variety of techniques: practice real situation, study tour, problem solving, audio-visual aids, resource persons	11	7	9	27
Organizers and facilitators should have adequate knowledge in content and skills; experience in training	4	2	7	13
Staff development should be a continuous process	3	1	-	4
Training should be organized in small groups	3	-	-	3
Training content should be based on trainees' job/function	2	1	1	4
There should be a follow-up process	3	2	2	7
Duration should be short and not interfere with routine work	2	-	-	2
Training plan should be well-organized; implementation should follow the plan	-	2	1	3
Training atmosphere should not be serious; emphasize participation	-	-	1	1
Do not use foreign language	-	1	3	4
TOTAL	35	27	36	98