

**EXPERIENCES OF NON-FORMAL EDUCATION**  
**A Study of Motivation Sources and Empowerment among Facilitators**

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**Master's Thesis**  
**Social and Public Policy**  
**Master's Program in**  
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**University of Jyväskylä**  
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## **ABSTRACT**

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The aim of the thesis is to gain more understanding of the motivation sources and empowerment outcomes of the participants who are facilitators in non-formal education. The conceptual framework includes concepts of motivation and empowerment. Altruism and egoism describe interconnection between motivation sources and concepts of motivation in parallel. To explain the empowerment outcomes, the specific concepts of empowerment are constructed by data-driven approach. The life story interview and participant observation are applied for data collection, and the thematic analysis is adopted as a tool to categorize and analyze the data. The interview data consists of eight facilitators from five organizations in three different countries: The United States, Finland, and Thailand.

The results indicate that, first, participants have numerous motivation sources which emphasize altruism and egoism in different ways, and second, non-formal education participation has empowered facilitators, learners, and/or societies. Based on the findings on empowerment outcomes in this study, it is obvious that further research conducted consistently in longer duration is needed to produce more in-depth knowledge about empowerment outcomes. This study brings to the light that the previous experiences are essential to involve or continue in non-formal education.

The results indicate powerful motivations have inspired facilitators to continue in non-formal education, and that has empowered and influenced people and communities. This study reflects positive and negative motivations that can be led to learning design development, and it could be helpful to support existing and future education policy making.

Key words: non-formal education, facilitator, motivation, altruism and egoism, empowerment

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## Acronyms

AEGEE Europe	Association des États Généraux des Étudiants de l'Europe, known as European Students' Forum in English
ESL Program	English as a Second Language Program
GSSJC	Girl Scouts of San Jacinto Council
GSUSA	Girl Scouts of the USA
HFBC	Houston's First Baptist Faith Center
LIFT Program	Literacy Initiative for Today Program
OECD	Organization for Economic Co-operation and Development
SDGs	Sustainable Development Goals
SDG4	Sustainable Development Goal 4
STEM	Science, Technology, Engineering, and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISDR	United Nations Office for Disaster Risk Reduction
WAGGGS	World Association of Girl Guides and Girl Scouts
WOSM	World Organization of Scout Movement

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# 1. INTRODUCTION

This study investigates motivations and empowering experiences of facilitators gained in non-formal education. Non-formal education is an important topic because it acts as a mean to provide opportunities and accessibility in many forms of education by including learners from all age groups and backgrounds to participate in learning voluntarily. Non-formal education also helps participants to pursue their dreams in education and to develop their potential. The United Nations 2030 Agenda for Sustainable Development Goals (SDGs) are the blueprint to achieve a better and more sustainable future for all (United Nations n.d.). It was employed in 2015 which has seventeen goals address the global challenges to achieve by 2030 (United Nations n.d.). The education-related goal is Sustainable Development Goal 4 (SDG4) “Quality education for all” means to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO 2016, 7). In addition to education in formal settings, learning through non-formal education can give learners the possibility to develop their values, skills and competencies rather than the ones developed in the formal education framework (AEGEE Europe 2011, 9). Non-formal education can be understood as a part of lifelong learning. For instance, UNESCO (n.d.) presents non-formal education as based on integrating learning and life which includes learning activities for people of every age, in all contexts (family, educational institute, society, workplace, etc.) and using different modalities (formal and informal education), that together respond to a wide range of learning-related needs and demands. Lifelong learning can promote personal, social, and professional development with a purpose to improve life quality.

Mernier (2007, 1) indicates that non-formal education is often employed in countries where not everybody has access to the formal education setting. It is typically conducted as community-based programs that attract under-privileged groups in terms of accessibility, duration, curriculum, and teaching-learning environment, e.g. by adult education during night schools in order to decrease illiteracy. On the other hand, in the privileged countries where people have more access in formal education, non-formal education is rather a complementary education scheme alongside of the formal education. It is also provided by youth organizations.



In order to achieve SDG4, non-formal education is a mean that helps to reduce inequality, increase accessibility in quality education, and promote lifelong learning opportunities. Quality education is not only about quality learning, but also about accessibility to a safe environment to learn. Non-formal education and quality learning programs can provide safe environments to learn and develop human potential outside of school.

The current study intends to explore different life events that motivated people to become facilitators in non-formal education, and how they were empowered and have influenced their participants and/or societies. I was inspired to study non-formal learning, because this kind of learning has made impacts in people's lives, and enabled lifelong learning and extending the opportunities that are not readily obtained from formal education. I wanted especially to study non-formal education from the perspective of facilitators, because they have experiences in non-formal education as participants before becoming facilitators, and they are part of learning journey who have authority to create learning experiences that impact their participants and the societies.

This thesis presents facilitators' sources of motivations and empowerment experiences in non-formal education. It studies specifically motivation sources as those sources are from facilitators background in non-formal education, not general motivation occurs in other events in their lives. I conducted the data collection with facilitators in three different countries, the United States, Finland, and Thailand, by adopting life story interview and participant observation approaches. This experience has given me more understanding on meaningful motivations and powerful empowerment experiences in different contexts that have changed people's lives and their perspective. I decided to study from different types of non-formal education instead of only one type or one organization as I would rather this study to present non-formal education in wider context.

There are reasons to study non-formal education in these countries. For example, the United States has accepted migrants and refugees who need to develop their communication skills to be able to survive and integrate into a new society, so there are organizations offer non-formal learning to them such as ESL courses, literacy programs, and youth programs. Finland has had Scouting as leisure activities for young people that also helps to bring the community together. But in Thailand, this kind of non-formal education program has adopted non-formal learning approach in the program collaborated with schools. This kind

of learning in Thailand can be a supplement to formal education at schools means something makes an addition or completes (Merriam Webster 2015; Oxford Dictionary 2015, cited in Moncrieffe 2016, 14). Non-formal education as a supplement provides a learning platform that can enhance or fill teaching and learning gaps within formal education when necessary (Moncrieffe 2016, 14).

The importance of this study is related to the results concerning empowerment from non-formal education. These results could benefit future education policy planning and learning development management. By finding out the motivational sources of facilitators, and understanding why non-formal education is important to them, I can promote this kind of learning and encourage non-formal education programs to create more learning activities and develop learning processes to serve learners' needs in order to increase accessibility in quality education and support learners to develop their competencies.

The concepts of motivation, egoism and altruism are relevant since those concepts explain facilitators' reasons to involve in non-formal education if they are motivated to do because of themselves or others, which is also explained in the relation with six motivation themes. Moreover, the notion of empowerment is central because it helps to describe empowerment outcomes from participating in non-formal education that constructed the concepts with the data-driven methods.

## **1.1. Goals of the Study and Research Questions**

The current study expects to gain more understanding of the motivation sources that participants have from their experience in non-formal education, and empowerment outcomes of the participants who are facilitators in non-formal education by responding the following questions:

1. What events and issues in people's life stories motivated them to become facilitators in non-formal education?

Since participants have different backgrounds, they might have different motivations to participate in non-formal education. With this question, I would like to study participants' stories from the beginning when they started getting involved in non-formal education in

order to find out the key events, participation, experiences, feeling, and what factors inspired them to become facilitators.

2. In what kind of ways facilitators in non-formal education were empowered, and further, have themselves influenced their participants and/or societies?

The participants have been involved in non-formal education as facilitators to teach and/or facilitate in sessions or learning activities. They might have experiences how they are empowered and influenced others. With this question, I aim to find out the outcomes of participation in non-formal learning, and explore how non-formal education supported the facilitators and their learners to develop their competencies that might make impacts in their societies.

## **1.2. Background and Basic Information of Participants' Organizations**

For this study, I have contacted five non-formal education organizations and programs in the United States, Finland, and Thailand to invite their facilitators in non-formal learning to involve in this study. The facilitators participated in this study as individual participants who have experiences in non-formal education and would like to share, they did not represent any organization. In order to gain more understanding about the organizations and programs, their background and basic information are provided as follow.

### ***Girl Scouts of San Jacinto Council, the United States***

Girl Scouts of the USA (GSUSA) is a youth organization that started in 1912. Currently, has 2.5 million members across the United States, more than 1.7 million girl members and 750,000 adults (Girl Scouts of the USA n.d.). Mission of the organization is “Girl Scouting builds girls of courage, confidence, and character, who make the world a better place” (Girl Scouts of the USA n.d.). Girl Scouts of San Jacinto Council is part of GSUSA located in Houston, Texas area. It is a community-based organization that has about 56,000 girl members and 17,000 adult members. Girl Scouts offers every girl a chance to practice a lifetime of leadership, adventure, and success (Girl Scouts of San Jacinto Council n.d.). Girl Scouts of San Jacinto Council (n.d.) presents that the Girl Scouts Program has offered activities for girls to prepare for a lifetime of leadership, success, and adventure in a safe,

no-limits place designed for and by girls through educational activities. Through participation, they will gain necessary skills in four areas that form the foundation of the Girl Scout Leadership Experience: 1) Science, technology, engineering, and math (STEM) 2) Outdoors 3) Life Skills and 4) Entrepreneurship. I decided to select Girl Scouts of San Jacinto Council because it has provided out-of-school learning programs to young and adult members in the United States through National and Local curriculums. The learning activities have held at the campsites, learning centers, outdoors, and appropriate places for girls to learn. It is obvious Girl Scouts could be considered as an organization use non-formal learning methods.

### ***Literacy Initiative for Today Program (LIFT Program), the United States***

The program has offered English Language courses, and enrichment courses in English Language for adult learners. Through the conversation with the director of LIFT Program, the program was established in 1991. Since students are migrants and immigrants from other countries, the program has also provided students assistance to resettle in the United States. For example, supporting students to write their own resume for college and job applications. The courses have held at the University of St. Thomas in Houston, Texas, USA on Saturdays in Fall and Spring semesters. All of teachers in the program are volunteers who received a training from the program prior to teaching. Nowadays, there are about four-hundred and fifty students each year in the program. Even though the courses have held at the educational institution, I still consider LIFT Program as a non-formal education. The program was supported by the university to use its classrooms and facilities there, but it has not employed attendance and grading system as in formal education. Most of the adult learners have full-time employment, so the LIFT Program is more flexible to students in order to serve their needs and availability.

### ***English as a Second Language Program at Houston's First Baptist Faith Center (ESL Program), the United States***

Houston's First Baptist Faith Center belongs to Houston's First Baptist Church in Texas, USA. It offers English Language Classes to adult learners. There are class instructors and assistants who volunteer with their compassion to teach English Language to new immigrants in the United States. The program provides professional training and materials

to volunteers (Houston's First Baptist Church n.d.). A long-time volunteer at the center stated that it has offered English Courses for more than thirty years. There are teaching volunteers and administrative volunteers who assist regularly throughout the year. Each course lasts from August to April and meets twice a week; students can decide to attend in the morning and/or evening. There are students from several countries, with most of them being Spanish Language speakers. Currently, it has more than two-hundred students each year. The main idea at the beginning was to help people to know more about Christianity through English Language studies. It started teaching students English Language from the Bible. Later, the Bible studies were separated from the English studies that students can attend voluntarily. The ESL Program was included in this study because it is a learning opportunity for adult learners who would like to develop their communication skill in English Language. It welcomes everyone who is interested in learning English. This program is helpful for new immigrants to settle and prepare for next phases of their lives in the United States. The learning methods are flexible for every student, the teachers' evaluation is through learning process that is not a grading system. The program has made impacts in people's lives and communities.

Even though there are numerous recent immigrant ESL adult students who graduate from high school, Goldschmidt et al. (2003, cited in Garza 2016, 23) indicates that these students are not sufficiently prepared for the college transition. Goldschmidt et al. (2003, cited in Garza 2016, 23) has offered a "precollege program" which encourages students to work and study skills before officially starting the academic year in order to prepare ESL students academically, encourage them to build a network and create friendships, and decrease any segregation they might have from the larger community. The program is similar to the LIFT Program and ESL Program included in this study that have offered similar courses to non-native English speaking learners in order to support their resettlement and integration in various ways.

### ***Barge Program, Thailand***

The Barge Program is an organization to offer environmental learning that started in 1995 in Thailand (Barge Program n.d.). Its vision is "Educating and connecting individuals and communities to raise environmental awareness and take active responsibility for a globally sustainable future" (Barge Program 2016). It provides experiential learning programs which

focus on the watershed and other diverse environments in Thailand. Facilitators in the program are staff members from several countries who are experienced in environmental and social studies. It arranges barge and land-based field trips to international students in Thailand and overseas while embodying the principles of Education for Sustainability. The program aims to increase participants' awareness to promote global sustainability and take action in their daily lives (Barge Program n.d.). I selected the Barge Program to be part of current study because it is a private organization that has adopted non-formal learning methods to facilitate in learning activities. It has worked with international students in Thailand and from abroad. The program has coordinated with participants regarding to their learning objectives and expectations prior to the study trips.

### ***The Guides and Scouts of Finland, Finland***

The Guides and Scouts of Finland is a youth organization that has the mission “to educate and support young people in a way which takes into consideration they individual traits and developmental needs”. The objective is “to raise children and young people to be balanced, active, independently thinking and responsible members of both local and global society” (The Guides and Scouts of Finland 2018, 3). Guiding and Scouting is a versatile hobby, which purpose is to support human growth. It has the Scout Method which is a tool for leaders to plan and evaluate activities in order to reach a set aim in Scouting. The Finnish Scout Method is based on the Guide and Scout Methods of World Association of Girl Guides and Girl Scouts (WAGGGS) and World Organization of Scout Movement (WOSM). The methods are commitment to the values of Scouting, symbolism, continuous learning, patrol method, learning by doing, adult support, good deed a day, and activities in nature. The program teaches skills, knowledge, attitudes and values that help one to develop the fullest potential. (The Guides and Scouts of Finland 2018). The Guides and Scouts of Finland is considered as a non-formal education since it is an out-of-school program that uses non-formal learning methods. It provides young members with opportunities in local and international levels with support from the adults. The program has changed young people's lives in many different ways.

### **1.3. Overview of the Report**

My initial observations of the data examined showed that facilitators are motivated to serve in non-formal education since they have prior experience with learning processes and/or results. The motivations to become facilitator tend to be positive. As well, the outcomes discussed reflect empowering processes that encourage people to become better persons and have better lives. Although the study collected the data from facilitators in different organizations and countries, the collected interviews are analyzed as one set of data. These organizations were selected as they could provide potential informants who could have the interview in English language. The number of informants does not represent the facilitator amount of the organizations. Each organization has several facilitators, but the potential informants have had background in non-formal education that can relate their own experience to current position, and they were accessible during the data collection period. There were only a couple issues in data collection period such as scheduling the interviews within very limited time, and some organizations could not offer the events for participant observation.

This research studies the motivations and empowerment from non-formal education experiences of facilitators who are volunteers and staff members as individuals. The introduction, research questions, and background and basic information of facilitators' organizations were presented in Chapter 1. In Chapter 2, theoretical framework consisting of the concepts of motivation and empowerment are explained. Chapter 3 indicates data collection and analysis methodology used throughout this study, include ethical consideration and limitations of the study. The findings are presented in Chapter 4, and discussion and conclusions can be found on Chapter 5.

## **2. THEORETICAL FRAMEWORK: MOTIVATION AND EMPOWERMENT IN NON-FORMAL EDUCATION**

This chapter will present a review of relevant theories and their relation to the current research and theorization. These theories have helped to guide this study by highlighting the concepts of importance within an analysis of motivation and empowerment aspects. Starting with the definition of non-formal education, which is explained in general and in the current context, and the meaning of facilitator in non-formal education. Secondly, the concepts of motivation used in analysis of sources of motivation of the research participants is presented. Thirdly, the notion of empowerment is explained by integrating concepts from previous studies.

### **2.1. Non-Formal Education**

According to OECD (2014), definition and differences of formal education and non-formal education that “formal education and training is defined as planned education provided in the system of formal educational institutions such as schools, colleges, and universities, and which generally constitutes a continuous ‘ladder’ of full-time education for children and young people. It could be offered by public or private”. Non-formal education is defined as a sustained educational activity that does not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to individuals of all ages (OECD 2014, 1).

UNESCO-UNEVOC (2015) presents that in the late 1960s and early 1970s, non-formal education became part of the international discourse on education policy. It can be seen as related to the concepts of recurrent and lifelong learning. Tight (cited in UNESCO-UNEVOC, 2015) introduces that whereas the most recent concepts have to do with the education and learning extension throughout life, non-formal education is about 'acknowledging the importance of education, learning and training which takes place outside recognized educational institutions'. In the 1970s, Fordham (cited in UNESCO-UNEVOC, 2015) introduces four characteristics that could be associated with non-formal education are: relevance to the needs of disadvantaged groups, concern with specific categories of person, a focus on clearly defined purposes, and flexibility in methods and organization.



AEGEE Europe (2011) indicates that non-formal education is an organized educational process which takes place alongside the mainstream systems of education and training. Usually, it does not lead to certification. Individuals participate on a voluntary basis, and they actively involved in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’) include a wide range of competencies such as interpersonal, communication, organizational and conflict management, intercultural awareness, leadership, planning, organizing, co-ordination and practical problem-solving skills, teamwork, self-confidence, discipline and responsibility. Non-formal education is unique because individuals and participants are the actors actively involved in the education or learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. Non-formal does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development (ibid., 9).

It is also dependent on country contexts. Non-formal education might cover education programs in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The Survey of Adult Skills listed possible non-formal education activities which include open or distance learning courses, private lessons, organized sessions for on-the-job training, and workshops or seminars. (OECD 2014, 1).

For the current research, non-formal education is defined as educational programs that are planned and provided by non-school system. It does not require a full-time participation, instead it is flexible for participants’ availability. It may take place indoors or outdoors. Educational programs accept participants of different age groups and backgrounds, depending on objectives of the programs and participants’ needs. Non-formal education gives participants possibility to develop their potential and have interactive experience. The participants are actively involved in the learning process and participated on a voluntary basis. The types of non-formal education programs included in this study are adult literacy programs, youth programs, and life skill – environmental program.

### *Relation with Social Contexts*

Non-formal education is a mean to accessibility in education and lifelong learning. The Sustainable Development Goals (SDG 4), “Quality education for all” has the goal to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations 2015).

UNESCO (2016) presents that since the early 1970s, international organizations such as UNESCO and the OECD and institutions of the European Union have been the main proponents of the view that “learning is a lifelong process and that all education should be organized around that principle” (Schuetze 2006, cited in UNESCO 2016).

The political discourse evolution on lifelong learning was about influenced by humanist vision, advocated lifelong education as the core notion for educational policies in both developed and developing countries, and concept to the economic, social, cultural and environmental challenges that societies and communities have throughout the late 1970s to 1996. The report in 1972 was seen as a turning event and the beginning of a period of optimism in international education policy, as it recognized that education was not a privilege for an elite anymore, or a matter for only one age group. Instead, it concluded that education should be both universal and lifelong (UNESCO 2016).

The concept of lifelong learning has changed over time. UNESCO (2016) the basic selection criteria for inclusion is that policies deal with the full range of provision of learning opportunities, from early childhood through school to further and higher education. Furthermore, the selection extends beyond formal education to non-formal, and informal learning for out-of-school youth and adults, thus covering a lifelong perspective (all ages, socio-economic status, education levels, and learning ability in all life contexts).

However, non-formal education in many parts of the world is still an opportunity to access variety forms of education. It is open to any age group, gender, and socio-economic status. The learners can make their own decision to participate in, as well as the duration. Non-formal education is a journey of learning that leads participants to the lifelong learning and helps to fulfill the goal of SDG4.

### ***Facilitator in Non-Formal Education***

Facilitator is a leader of processes, a provider of tools and techniques, a resource for the group in the area of problem-solving techniques that can get the work accomplished quickly and effectively in a group environment. A facilitator supports learners to bring out the full potential of every individual and the entire group (Council of Europe 2009, 37). The responsibilities of facilitator are different depends on type of the event. Council of Europe (2009) presents that facilitator makes sure the processes occur, either by doing them or by monitoring the group and intervening as needed. The facilitator is the keeper of the task and pays attention to the group work process. The facilitator helps the group stay focused and build cohesiveness, to responsible for their task well, as well as develop the product.

There are different types of learning processes or activities in non-formal education which necessary to have facilitators to facilitate in those programs. The function of facilitation is to keep a meeting or training event focused and moving, and to ensure equal levels of participation (Council of Europe 2009, 37). Unlike teachers in formal education, facilitators in non-formal education programs do not necessarily need to have certain educational qualifications. It is likely that they have specific training for particular courses such as facilitation skills training and English teaching.

The facilitators or research participants of the current study act as language teachers, learning or program facilitators, and coordinators. They lead or facilitate the learning processes, provide resources that can get activities accomplished, and support participants to learn and develop their potential throughout the learning activities.

## **2.2. Concepts of Motivation**

This research studies the motivations of facilitators which the majority of them are volunteers, so that I have applied motivations for volunteering to describe facilitators' motivations in this study. The motivations for volunteering have been extensively studied in different fields of research, and produced numerous theories, including altruism (Simmons et al. 1977, cited in Phillips & Phillips 2011, 25), egoism (Schervish & Havens 1997, cited in Phillips and Phillips 2011, 25). One of the common features in a number of theories of voluntary motivation is the understanding that it is a combination of egoistic and altruistic

motives. As expressed, motives are often explained as an altruism-egoism combination (Clary et al. 1996; Smith 1996; Nylund 2000; Van Til 1988, cited in Yeung 2004, 23) that can support description of motivation sources in several viewpoints.

The researchers from previous studies have shown that people usually have more than one reason to volunteer (Unger et al., cited in Lay et al. 2015). Frisch et al. (cited in Lay et al. 2015) state that the bipartite model indicates that people are motivated to volunteer by concerns for self (egoistic motives) and others (altruistic motives) (Okun et al., cited in Lay et al. 2015). The current study provides essential perceptions into facilitator motivation, offering an altogether complex picture.

Phillips et al. (2011) present that egoism motivates behavior for the notion of self-enhancement or self-enrichment (can be related to economic models), altruism is conceptualized as a generally selfless motivator. Altruistic helping behavior includes the execution that is both self-initiated and attempt without expectation to earn any reward (Bierhoff 1987, cited in Phillips & Phillips 2011, 25).

Egoism is defined as behavior intended to benefit oneself (Phillips & Phillips 2011, 25). Egoism in the motivation to volunteer can refer to psychological or ethical egoism. First, the psychological egoism is the theory refers to the notion that human conducts are always motivated by self-interest (Solomon 2009, cited in PayPerVids 2017). It claims that all individuals act to promote their own interests, and that this aim is the final goal of all individual behavior. The individuals always intend to promote their self-interests or how people behave, rather than how people should behave (Seven Pillars Institute 2017). People might do it because it makes them feel better about themselves. Even though, psychological egoism consists of several observations of human behavior, it claims that all human behavior can be explained as an attempt to further an individual's self-interest proves quite challenging. There are some individuals who seem to engage in acts which have unclear benefit to their own well-being and sometimes virtually no hope of conferring a benefit to them. If one accepts psychological egoism, acts of extraordinary self-sacrifice are quite difficult to explain (Seven Pillars Institute 2017).

Second, ethical egoism is a normative claim, which states that moral beings should do what is in their best self-interests, (UK Essays 2018). It is the view indicates that each of human

ought to pursue his/her own self-interest, and no-one has any obligation to promote anyone else's interests. It is thus a normative or prescriptive theory: it is concerned with how we ought to behave (Westacott 2019). People are motivated to do because they are only interested in, not for anything else.

There are several reasons that make humans behave egoistically, for example: rewards, promotions, social recognition which are common for individuals, but some people might be motivated by emotional factors. Egoism has been attempted to be both a powerful and an unpredictable motive (Phillips & Phillips 2011, 25).

Altruism is related to acts such as self-sacrifice, and thus, they are normally regarded as the opposite of self-interested acts. The nineteenth century French mathematician and philosopher, Auguste Comte is generally credited with being the first to use the term "altruism". With its Latin root of "alter", meaning "other". He defined altruism as a selfless motivation that exists in direct juxtaposition to egoism, which is a self-centered motivation (Gottheil 1997, 126). The altruistic ideology (known as The Principle of Beneficence) states that people have a moral duty to aid others, even at the sacrifice of individual self-interests (Singer 1999, 229). People desire to help others without regard for their own interests or well-being. There is a research on altruism related to a basis of previous research which examined different situations including cases of individual heroism, in which an individual risks personal safety in order to help another (Piliavin et al. 1981, cited in Phillips & Phillips 2011, 25). Altruism has been included in characterizations of volunteers also (Allen and Rushton 1983; Clary 1986; Clary and Orenstein 1991, cited in Yeung 2004, 23), for instance, while others (e.g., Smith 1981; Stebbins 1996, cited in Yeung 2004, 23) have concluded that it is a mistake to see volunteers as highly altruistic - volunteerism being an instrumental activity, though not necessarily selfish (Yeung 2004, 23).

Social psychological theories often distinguish between altruistic and egoistic motivations for prosocial behavior. Altruistic behavior is typically thought of as the type of prosocial behavior that is motivated by a genuine desire to benefit other person, without any expectation of benefits to oneself (Feigin et al. 2014; Eisenberg & Miller 1987, cited in Lay & Hoppmann 2015, 1). An altruism theory can be described as the theory which some reactions are motivated by the ultimate purpose to increase other people's well-being, rather

than considering self-benefits and values (Miller 2003, 73). People are concerned with positive reactions with others, not rewards nor substances.

Yeung (2004) has discussed in the study of volunteer motivation on egoism and altruism, the results of the study indicate that voluntary works offer self-fulfillment which happened in the informants' experiences as realization of self-expression, personal interest (can be spiritual), abilities, or creativity. However, personal well-being is advanced in volunteerism by, for example, experiencing joy, positive emotions, as well as a sense of courage, peace of mind, consolation, and comfort. The research participants referred to the form of activity they participate in and its meaningfulness, cheerfulness, or concreteness as being rewarding "Joy... joy is the real profit". Furthermore, they had gained emotional rewards and security in volunteerism, including experiences of success, and the feeling of being needed and increase a sense of worth (Yeung 2004, 33). The outcomes from the study have complex relationship and it is difficult to explain separately. The discussion on motivation results presents interconnection of egoism and altruism.

In conclusion, on the basis of the review of concept of volunteer motivation, the starting point for the analysis of this study is that the research participants have both egoism and altruism motivated them to become facilitators in non-formal education. These analysis will present complex relation between motivation concepts and motivation sources.

### **2.3. Concepts of Empowerment**

Kabeer (1999, cited in Taipale 2015, 9) indicates that empowerment can be defined as process of change which people who unable to make choices can gain those capability. The ability to make choices can be explained through three inter-related dimensions of resources, agency and accomplishments. (Kabeer 1999 cited in Taipale 2015, 9). She defines the resources in wider contexts such as economic, human and social resources. The individual and structural changes are inter-connected means the individual resources, agency and achievements are shaped by the structure (Kabeer 1999, cited in Taipale 2015, 9).

Most definitions of empowerment give the term a positive value to improve people circumstances, and gather the notion that it has to come from within an individual or group (Laverack 2009, 3). The behaviors of people to become empowered are different, as well as

what it means to be empowered that is not the same. Thus, empowerment is context and population specific.

Theories of empowerment include both processes and outcomes (Swift & Levine 1987, cited in Zimmerman 2012, 45). The theory describes that actions, activities, or structures may be empowering, and that the outcome of such processes results in a level of being empowered. Both empowerment processes and outcomes vary in their outer form because the standard can be different for all people in all contexts (Rappaport 1984; Zimmerman 1995, cited in Zimmerman 2012, 45).

Empowerment has been discussed widely in different fields of study, and in a variety of disciplines. In what follows, I discussed certain elements of empowerment that proved to be important for my analysis. These include capacity development, community empowerment, social influence, pay it forward, and strengthen family relationship as described below.

First, capacity development, according to the United Nations Development Program (UNDP 2006, cited in Ayehsabur 2013, 30) capacity is the ability of individuals, institutions, and societies to perform functions, solve problems, set goals, and achieve those goals in a sustainable way.

The UNISDR (2017) further defines capacity development that is the transformation by which people, organizations and societies to promote and develop their capacities over time to achieve social and economic goals. It is a concept that extends the term of capacity building to enfold all aspects of creating and sustaining capacity growth over time. Capacity development involves learning and various types of training, but also continuous efforts to develop institutions, political awareness, financial resources, technology systems and the wider enabling environment. It can be described that if capacity is the means to plan and achieve, then capacity development describes the ways to those means (UNDP 2009, 5). Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management (UNISDR 2017). The capacities could be obtained either through formal training and education or through learning by doing and experience (UNDP 2008, cited in Ayehsabur 2013, 30).

Refer to the UNDP (2008, cited in Ayehsabu 2013, 30) defines capacity development as “the process through which individuals, organizations and societies obtain, strengthen and maintain their capabilities to set and achieve their own development objectives over time”. In this study, capacity development was considered as the transformation that empower individuals, organizations, and communities to develop their capacities in literacy, skills, knowledge, and it may lead to the career advancement.

Second, social influence is a powerful concept that can influence people’s decision (Sedera et al. 2017, 825). It is described as a directive role that “actors” play to shape the beliefs and actions of individuals (Crano 2000, cited in Sedera et al. 2017, 825). Various disciplines have studied the social influence impact like marketing (Sridhar et al. 2012; Khare 2013, cited in Sedera et al. 2017, 825), politics (Bond 2012; Huckfeldt 1995, cited in Sedera et al. 2017, 825), management (Hsieh 2008; Wang 2013, cited in Sedera et al. 2017, 825), and criminology (Young 2014; 2013, cited in Sedera et al. 2017, 825). Those studies indicate that social influence has the ability to change people’s perspective (Moutinho 1987; Tanford 2015, cited in Sedera et al. 2017, 825). It is also explained as the change in person’s behavior, thoughts, feelings and attitudes that results from interaction with another individual in society. It can be intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer. Social influence has various explanations in psychology field. It is usually used to summarize the field of social psychology. It studies “how thoughts, feelings and behavior of individuals are influenced by actual, imagined or implied presence of others” (Allport 1968, cited in Civil Service India n.d.). As a result, it is obvious that social influence could change people’s intentions, beliefs and behaviors (French 1956; Marsden 1981, cited in Eesley & Wang 2017, 636), for example risk taking in groups (Cartwright 1971, cited in Eesley & Wang 2017, 636), political ideology polarization (Baldassarri et al. 2008, cited in Eesley & Wang 2017, 636), and the elites’ role in organizational behavior (Mizruchi 1989, cited in Eesley & Wang 2017, 636)

Persuasion can be defined as "...a symbolic process in which communicators try to convince other people to change their attitudes or behaviors regarding an issue through the transmission of a message in an atmosphere of free choice" (Perloff 2003, cited in Cherry 2018). Generally, persuasion involves a deliberate attempt to influence others which is a form of social influence, and people’s respond to such influences can depend on various factors. The listeners are not forced, they are free to choose. Methods of transferring



persuasive messages can occur in a variety of ways, including verbally and non-verbally via several forms of communication (Cherry 2018).

In the current study, facilitators have created social influences in their participants. They reflected that their participants have had delightful motivations to set goals and pursue them, and non-formal learning could motivate students to engage more in learning activities.

Third, community empowerment. Laverack (2009) presents that communities are groups of people that might or might not be spatially connected, but people who share common interests, concerns or identities. Communities may be local, national, international or even global in nature and may have either specific or broad interests. Empowerment in the general sense is ‘...the process by which disadvantaged people work together to increase control over events that determine their lives’ (Werner 1988, cited in Laverack 2009, 3). The definition of community in this study means the areas or societies where facilitators and their non-formal education learners live and be parts of them.

“Community empowerment includes personal (psychological) empowerment, organizational empowerment and broader social and political actions. Community empowerment is therefore both an individual and a group phenomenon” (Laverack 2009, 3). Community empowerment is most consistently viewed as a process in the literature (something used to accomplish a particular objective), for example, ‘...a social-action process that promotes participation of people, organizations and communities towards the goals of increased individual and community control, political efficacy, improved quality of life and social justice’ (Wallerstein 1992, cited in Laverack 2009, 3). Nevertheless, community empowerment can be viewed as an outcome also and it is specific to the individual, group or community involved. However, community empowerment is not defined as simply a collection of empowered individuals, but it also indicates to community, organized action to improve the life quality in a community (Perkins and Zimmerman 1995; Wilson 1996, cited in Rega and Vannini 2018, 200). Participating in the communities can equip members with new skills and develop their problem-solving ability (Eklund 1999, cited in Ruottinen 2014, 24). The outcomes of community empowerment can have a very long period of time, it may take several years to start showing the results (Laverack 2009, 3).

The empowerment outcomes of this study have shown community development results in three categories: inclusion, social integration, and community service. Facilitators have made impacts in their participants through non-formal learning which increased wider results in their communities (in their groups, societies, and schools).

Fourth, "pay it forward". The concept is quite simple to understand. When someone has done something for you (which is not expecting something in return), you can pay it forward by doing something for another person or persons (that not expecting something in return neither), and sometimes the outcomes can go beyond expectations of the original act (Floyd 2017, 5). Islam (2009, 2) presents that "pay it forward" is used to describe the concept of asking that a good turn be repaid by having it done to others instead. Generally, in contract law, there are two parties but there is the concept of the third-party beneficiaries. Pay it forward only applies this contract law concept so that third party beneficiary be a stranger to the creditor (or obligee). More particularly, the creditor (obligee) offers the debtor (obligor) the option to pay the debt forward by lending it to a third person instead of paying it back to the original creditor. Payments and debt do not need to be money, but can be good deeds. In sociology, this concept is called "generalized reciprocity" or "generalized exchange". A related transaction, which starts with a gift instead of a loan, is alternative giving.

Baker and Bulkley (2014, 3) indicates the classic definition of generalized reciprocity cites obligation as the reason for paying it forward: "An individual feels obligated to reciprocate another's action, not by directly rewarding his benefactor, but by benefiting another actor implicated in a social exchange situation with his benefactor and himself" (Ekeh 1974, cited in Baker & Bulkley 2014, 3). However, the positive emotion of gratitude rather than obligation may explain paying it forward (McCullough et al. 2008, cited in Baker & Bulkley 2014, 3).

Pay it forward does not require complicated thoughts, just kindness toward others. The change in roles may not been recognized immediately (Floyd 2017, 5). But practicing pay it forward will make the giver aware of unexpected kindness from strangers toward the giver, and you might find you are becoming more thankful for everyday kindness and consideration from people you don't even know (Islam 2009, 3).

There are facilitators in this study who have influenced their participants through non-formal learning that made them wanted to pay it forward to other people or younger generations. Their participants decided to come back in non-formal education where they have learned to help to facilitate learning activities for others.

Fifth, strengthening family relationship has been seen as a feature in empowerment. The quality of relationship is important, a healthy family relationship provides members with the support, encouragement and empathy that they need (Revilla n.d.). It helps family members feel secure and loved. Family interaction is the initial and most lasting influence that the members will ever know. The experience with family members has helped to form basic and core belief on identity and behavior (Inner Wisdom n.d.). Singh (2017) presents that family time is a significant factor which helps to create strong bonds, love, connections, and relationship among the family members. Spending quality time with family members supports in coping with challenges, instill a feeling of security, inculcate family values, fill children with confidence, and much more.

The outcomes of non-formal education participation in this study have indicated that it has helped to strengthen family relationship. The participants shared what they have learned from non-formal education with their children, and they have ability to assist their children to do homework that helped to develop trust in the family.

In conclusion, the two main concepts used in the analysis in this study are volunteer motivation, which are defined as consisting of egoistic and altruistic elements, and empowerment, which is defined as process and/or outcome of development in non-formal education. In the next chapter, I will present the methodological approach of this study.

### **3. METHODOLOGY**

In this chapter, I will present the overall methodology of the study. The current research is the qualitative research, it has employed life story interview and participant observation approaches for data collection. I applied thematic analysis to analyze the data by categorizing it into themes and creating tables to explain the themes (that will be shown in the Findings Chapter). It has also indicated reliability, ethical consideration, and limitations of the study.

#### **3.1. Methodological Design and Methods**

##### *Qualitative Research Design*

Qualitative research focuses on describing life extensively as the reality is seen as consisting of diversified components (Hirsjärvi et al. 2010, cited in Hakanen 2016, 44). It studies with words rather than numbers, and usually generates the theory out of research. The qualitative research is focusing on investigating research participants' interpretation of the social world, and that signification is on understanding that world (Bryman & Bell 2007, cited in Hakanen 2016, 44). Hence, the objective is to reveal unexpected aspects and inspect the data in a detailed manner (Hirsjärvi et al. 2010, cited in Hakanen 2016, 44). The qualitative research's attribute is to generate detailed information on a considerably smaller number of informants and situations when compared to quantitative methods (Hakanen 2016, 44). The sample size is typically small, and participants are often purposefully selected. DeFranzo (2011) in qualitative research, there are some common methods include individual interviews, focus groups (group discussions), and participant observations.

This research studies the outcome of participation in non-formal education through life story interviews of facilitators who have had experience in non-formal education. I selected overall qualitative research design because it helps to gain more understanding of participants' own reasons and opinions through conversations which supports to develop ideas for analysis. Both unstructured and semi-structured techniques can be used as data collection methods in qualitative research. In this small-scale study on motivation and empowerment of facilitators in non-formal education that studied from their own experiences. I adopted life story interview as a primary tool, and participant observation as

a secondary tool for data collection. It used thematic analysis to categorize and identify the themes in order to present data in obvious themes.

### ***Life Story Interview***

Life story is defined as the phenomenological representation of someone's past, present, and future (Habermas & De Silveira 2008, cited in Dunlop & Walker 2013, 235). I adopted life story interview approach as it enables to study participants' experience in non-formal education from their childhood or adolescence to their adulthood. Narration can furnish person to have ability to explain and understand both personal consistency and developmental change (Pasupathi et al. 2007, cited in Dunlop & Walker 2013, 235). The interview questions asked about events happened in non-formal education participation and connection to participants' experience. Life storytelling allows researchers to have guidance, supplements one's own experience, recovers living worth, and promotes relationship in community (Atkinson 2002, 121-122). Atkinson (2002) states that a life history is the way a person chooses to tell a story about his or her life. It is as honest and complete as possible, also details that the teller remembers of it and what he or she would like others to know about it, usually it is a result of a guided interview by another person. The outcome of life story is the narrative essence of what has happened in the person's life. The story can cover period from childhood to the present or before and beyond. It includes events, situations, experiences, and feelings of a lifetime. In my study, this means life story interview approach has allowed me to collect data by interviewing participants from their childhood experience to present. It helps participants to reflect their important events, experiences, and feelings that happened to them. They were able to tell story with confidence and express their feelings through storytelling. The advantage from a life story is getting to see how people experience and understand their own lives, especially over time. It helps to identify and connect situations of one person to another, and link childhood to adulthood (Atkinson 2002, 121-122).

I consider this relevant to my study because the aim of doing life story interview is to give interviewees an opportunity to tell their own stories in a way that they choose to tell. It gives participants space to tell their stories and helps to connect childhood stories to adulthood that links to relevant person.

### *Participant Observation*

Participant observation is considered as a fine investigation of social life and life experience (Oeye et al. 2007, 2299). The observation process allows researchers involve in persons' social life in order to experience how daily routine activities are practiced (Lincoln and Denzin 2003; Lofland et al. 2006, cited in Oeye et al. 2007, 2299). The participant observation was employed as a secondary source during the interview period. I conducted participant observation in relation to five interviews out of nine. Those to be observed were selected on the basis of their availability and readiness to be observed. Some parts of observation data were used to describe the context and provide general information about facilitators' roles, while other parts were used to aid in analysis description.

The inclusion of participant observation as a data collection tool aids in validating the study by making the researcher more aware of the culture itself (Kawulich 2005, 8-12). Participant observation in particular, compared with non-participant observation, helps to engage with the potential participants and forge rapport. As described by Kawulich (2005, 8-12) participant observation will give the researcher a more in-depth understanding of the culture and the subject of the research allowing for fine tuning of the questions that should be asked and the language that will make the participants most comfortable. The interaction within the target community helps to build a contextualized base for the study and an understanding of the social norms.

In this study, the participant observation helped me to enhance the quality of the data obtained from the interviews and it supported quality of the data interpretation (DeWalt & DeWalt 2011, 19). It assisted me to understand more on research participants' role as facilitators and their responsibilities, diverse contexts, and interaction between facilitators' and their learners. Participation observations were useful as a complement for both data collection and analysis (DeWalt & DeWalt 2011, 19). The overall observation made during the data collection supplements the primary data gathered from the interviews, and supports the data analysis in this study. For example, observing interaction among facilitator and his/her learners helped to explain the context how facilitator is accepted among the learners, and what kinds of interaction can motivate and support learners.

### **3.2. Data Collection**

The current research used a set of open-ended questions on a variety of experience-related topics. The main focus of the interviews was on participants' motivational events and their empowerment effects. The interview themes were developed on the basis of discussion in literatures (e.g. "What motivates people to volunteer? The case of volunteer AIDS caregivers in faith-based organizations in KwaZulu-Natal, South Africa" by Akintola 2010, and "NFE Book: The impact of non-formal education on young people and society" by AEGEE Europe 2011) in order to facilitate life story telling. The themes were: 1) how non-formal education experience of participants inspired them to involve in non-formal education as facilitators, and 2) how facilitator role has empowered themselves and their participants.

The data collection for this study was conducted between October 2016 to February 2017. I started to contact the organizations in The United States, Thailand, and Finland which offered non-formal education learning as those programs were relevant to my study framework and were accessible for data collection. The following organizations were selected: Girl Scouts of San Jacinto Council (GSSJC) – Girl Scouts of the USA, Literacy Initiative for Today Program (LIFT Program), English as a Second Language Program at Houston's First Baptist Faith Center (ESL Program), Barge Program in Thailand, and Guides and Scouts of Finland (Partio Finland). The study focuses on individual experiences rather than as organizations' representatives, so that all of participants were not represented any organizations.

I introduced my research project to some staff members and volunteers from those organizations and asked for their support to find current facilitators who have background in non-formal education to take part in my study. Then, I contacted facilitators by sending them emails and calling them to introduce myself and my research project. Later, I asked them if they would like to be part of my research project and their availability, and we scheduled the interviews.

### *Interview Process*

Altogether, I have reached out to nine facilitators and had nine interviews during October 2016 – February 2017. However, seven interviews were face-to-face interviews, and two of them were conducted over the video call. Though, one of the interviews did not gain sufficient data for the study, so they were data from eight interviews included in this research study. None of participants were representing the organizations; they have shared their experiences in non-formal education from their childhood and their current roles in those organizations only.

The study participants of eight facilitators will be shown in the Table 1, and they will be referred to as P1, P2, P3, P4, P5, P6, P7, and P8.

**Table 1 Study Participants**

<b>Participant</b>	<b>Gender (M/F)</b>	<b>Organization / Program</b>	<b>Position</b>
P1	F	Girl Scouts of San Jacinto Council	Volunteer
P2	F	Girl Scouts of San Jacinto Council	Staff
P3	M	Literacy Initiative for Today Program	Volunteer
P4	M	Houston’s First Baptist Faith Center	Volunteer
P5	F	Houston’s First Baptist Faith Center	Volunteer
P6	M	Barge Program	Staff
P7	F	Barge Program	Staff
P8	M	Guides and Scouts of Finland	Volunteer

Before I started the interviews, I had an informal conversation around fifteen minutes with every single participant to get to know them, make them feel comfortable, and adjust language level for the interview process. I informed them the interview objectives and process, then asked for their consent to record the interviews for transcription usage.

The interview questions (Appendix 2) were conducted before all of interviews started in order to construct studying framework, concerning each participant’s experience. It helped to guide participants during the interview process following life story timeline, and kept the interview structure respectively. Some of the questions were adjusted with participants’



background and experience during a couple days prior to each interview, and through informal conversation before starting the interview. The length of interviews varied between fifteen to thirty-five minutes. From eight interviews, I gathered about forty pages of raw data in transcribed interviews.

### ***Observation Process***

The settings of the interviews that I selected were the settings that participants familiar with which helped them to have atmosphere of their own experience and feel comfortable at the interviews. The following Table 2 shows period of interviews and observations, settings, and roles of researcher during the observations.

**Table 2 Interview and Observation Settings**

<b>Parti- cipant</b>	<b>Interview</b>	<b>Interview Setting</b>	<b>Observation</b>	<b>Observation Setting</b>	<b>Researcher's Role</b>
P1	23 Oct. 16 Face-to-face	Girl Scout Camp Agnes Arnold	21-23 Oct. 16	Girl Scout Camp Agnes Arnold	Volunteer
P2	26 Oct. 16 Face-to-face	Participant's house	-	-	-
P3	24 Oct. 16 Face-to-face	LIFT Program's office	-	-	-
P4	24 Oct. 16 Face-to-face	Participant's house	18 Oct. 16	Classroom at HFBFC	Volunteer
P5	25 Oct. 16 Face-to-face	HFBFC	25 Oct. 16	Classroom at HFBFC	Volunteer
P6	15 Dec. 16 Face-to-face	Barge Program's office	2-4 Nov. 16	Study trip in Thailand	Intern
P7	20 Dec. 16 Face-to-face	Barge Program's office	15-18 Nov. 16	Study trips in Thailand	Intern
P8	23 Feb. 17 Video call	Online	-	-	-

However, I was able to have participant observations with five participants which each observation length lasted from around two hours to four consecutive days. During the observation, I made systematic notes on my notebook as bullet points while participating. After the observation, I expanded those observation data I collected by adding more detailed explanation. Altogether, I gathered five pages of observation notes. The data from observation notes would be supporting interview data for data analysis process.

My experiences with conducting interviews were very positive since all of participants were motivated and able to share their stories. Even though, some of participants required more time to prepare for the interviews because they were very excited, but all of them were comfortable at the interviews. Though, some participants did not understand the questions clearly at some moments, I explained it to them once more while probing.

My role as a researcher at the participant observations was different depended on organizations and situations. First, I was a volunteer with Girl Scouts of San Jacinto Council to facilitate in workshops at the training event with the research participant. I could arrange participant observation while the research participant was training in workshops.

Second, I was a volunteer twice at the ESL Program. at the ESL Program. The first time, I assisted the research participant in the classroom, and the other time I helped another research participant with general administration in the meeting room. I observed interaction in the classroom and at the center during the studying period.

Last, I was an intern to work in environmental trips with international facilitators of the Barge Program. I traveled with them on the trips and could observe them while working.

The advantage of being involved in the situation was making participants feel comfortable and familiar with the researcher. Moreover, I was able to experience and understand more about the context of studies.

It was a privilege to get to listen to their life stories as some of them were touching and very personal. I really appreciated their valuable time to attend my interviews.

### **3.3. Data Analysis**

The research data was consisted of eight interviews from facilitators in non-formal education. The interview employed qualitative life story interview and participant observation approaches. During the data collection, I was searching for appropriate data analysis methods as it would support the interview and transcription processes.

Thematic analysis was chosen for this study among the methods of qualitative research analysis which Braun and Clarke (2006) states that shall to be seen as a “foundational method for qualitative analysis”. It is a method rather than a methodology (Braun & Clarke 2006; Clarke & Braun 2013, cited in Maguire & Delahunt 2017, 2) that means thematic analysis unlike several qualitative methodologies, it does not attach to a specific epistemological or theoretical perspective. In addition, this is a “fluid and dynamic” approach, with room left for adjustment in the interview situation and afterwards (Guest et al. 2012, cited in Muikku, 2017, 32) which makes the analysis more flexible.

#### ***Thematic Analysis***

Thematic analysis has been recognized as a useful method for identifying, analyzing and reporting patterns within data through employing an in-depth description of themes (Attard & Coulson 2012, cited in Eynon et al. 2016, 10-11). It was conducted to identify main themes and rearrange patterns in the data. The method was used in this study due to its flexibility and capability to explore a complex and detailed set of data (Braun & Clarke 2006, cited in Quiroga & Hamilton-Giachritsis 2016, 360). Braun and Clarke (2006) provided a six-step guide for conducting a thematic analysis. I have adapted this six-step model to categorize the data, create and define themes, and develop some coding tools as following process.

The first step is to become familiar with the content. The researcher needs to read and re-read the transcripts, and become familiar with entire data before moving to the next stages. It is helpful to make notes and record impressive events. When I started this step, I was listening to the interview recordings several times and transcribed them carefully into texts. I tried to be familiar with the data by reading and making notes, as well as highlighting key words or events out of the transcriptions.

The second step is to generate initial codes. It is often that qualitative interviews are used to generate new ideas and insights, so that is impossible to pre-code the possible responses (Oishi 2011, 5). It is the step to start organizing data in a systematic and significant way. Coding helps to decrease lots of data into small groups of meaning. It could be different types of coding, and method will be prescribed by researcher's standpoint and research questions. In my coding process, I used open coding which means there was no pre-set codes, but it was developed and modified the codes while working through the coding process. I coded each group of data and made notes of interesting words and events that relevant to the research questions. I generated the codes manually and worked through hard-copied transcripts with pens and highlighters to find relevant data to the research questions.

Step three, preliminary codes were categorized into potential themes. As it was described earlier that theme is a pattern that captures something significant or interesting out of the data and/or relevant to research question. There are no concrete rules about what makes a theme as Braun and Clarke (2006) explained. The theme is characterized by its significance. In this process, I tried to search for the themes by sorting out the data, and by making mind mappings and tables. At the end of this step, I could categorize themes and add codes into each theme which seemed to indicate something specific about the research questions. Motivation themes appeared in this step are such as continuity, people, value, self-actualization, religion, and community. Empowerment themes discovered are outcomes of facilitators themselves or others, for example in capacity building, career, continuity, and relationship in family. (Appendix 3-4). Throughout the process, reliability checks were continuously performed to ensure that coded extracts matched the identified themes.

Fourth step, review and develop themes. In this process, the themes were reviewed and adjusted by considering questions: if the themes are appropriate, whether the themes overlap or are separate themes, and how the data support the themes. Relationships among the themes and every single interview, and across all of interviews need to be considered. In this phase, I reviewed and developed the themes and tried to prove if the themes have sufficient supportive data. Some of the themes were overlapping and some data could be related to more than one theme, so I adjusted the themes and organized the data once more by applying ideas from previous discussions in other research studies (e.g. "What motivates people to volunteer? The case of volunteer AIDS caregivers in faith-based organizations in KwaZulu-

Natal, South Africa” by Akintola 2010), and connecting the groups of data to research questions. As an outcome of this process, I built tables to explain the interview data and the themes.

Step five is to define themes. This is the final improvement of the themes, and its objective is to ‘..identify the ‘essence’ of what each theme is about’ (Braun & Clarke, 2006, cited in Maguire & Delahunt 2017). This phase is to define the themes and sub-themes, and to find if they relate to each other. I defined the themes by integrating discussions from previous studies, and improvising some explanations out of the data. I identified two main themes: motivation and empowerment. The themes formed up categories of the data for analysis process.

The last step is to select compelling extracts and reflect these to research questions. Normally, the final product of research studies is some kinds of report or article. In this study, after the themes were defined, the next final step was reporting. The results of my thematic analysis will be discussed in the following Chapter 4.

### **3.4. Reliability**

The most critical issue in research is the validity and reliability (Bernard 2006, quoted by Guest et al. 2012, cited in Muikku 2017, 33). The researcher is the most significant tool to ensure the reliability of qualitative study. The definition of the researcher was emphasized as the creator and the interpreter of the research frame (Tuomi & Sarajärvi 2009, cited in Isotalo, 2017, 43). There is the researcher’s responsibility when conducting the research, collecting the data, and interpreting the content and contexts. It is important to keep in mind to be aware of using my own assumptions throughout the study process in order to increase the reliability in the research.

The results of a qualitative study are based on the uniqueness of individuals, so that do not mean at generalizations (e.g. Tuomi & Sarajärvi 2009, cited in Isotalo 2017, 43). Thus, the target group of prospective participants for my research were selected carefully after reviewing their experiences with contact persons from their organizations, and the participants have sufficient experience in non-formal education to involve in this study.

Therefore, I considered the participants' qualifications and sample size are appropriate for the objective of my study as it is a small scale qualitative research that presents different sources of motivation of facilitators, and empowering outcomes of non-formal education participation.

To be genuine to the participants is the most important part of data analysis and research management (Sutton & Austin 2015, 226-231). All my participants were native in English language, or were able to communicate in English fluently, so that the English language was used throughout the research production, none of translation was required which did not cause any confusion in translation. During the interview, I notified the participants to inform me if they need more explanation or if misinterpretation occurred. I also presented participants' authentic quotations in the findings chapter to enhance its reliability (Hirsjärvi & Hurme 2008, cited in Isotalo 2017, 44). Furthermore, I included some observation notes as a secondary source in order to supplement the data analysis.

The role of the researcher in qualitative research is not a simple task since the researcher has to be able to access the thoughts and feelings of study participants, and that might be personal to them (Sutton & Austin 2015, 226-231). Even though, I was a participant or volunteer of three out of five organizations, I informed my positionality in the research to participants clearly that I am a researcher and an outsider of those organizations. I described to the participants that my relationship and the interview data would not affect my studying grades, myself, participants, or the organizations. The interview aims to study facilitators' different experiences with non-formal education only, not aiming to evaluate anything of the organizations. I believe that clarification of those roles helped to make participants feel more comfortable to give the interview.

Interpretation of the data is depending on the theoretical standpoint taken by researchers. Having awareness helps to avoid interpreting other people's narratives from researcher's own viewpoint (Sutton & Austin 2015, 226-231). In the interpretation and analysis processes, I have adopted data-driven approach which did not engage with any literature in the early phase, the represented data and quotations were chosen from the themes. Then, the concepts were employed to describe the data.

The ethical consideration in this research increased reliability as the researcher informed all of participants about confidentiality, and the rights of researcher and participants in this study. The discussion and conclusions chapter reflected additional information that was not included in other chapters, those contexts enhance the researcher and readers to understand more dimensions in this study.

### **3.5. Ethical Consideration**

Ethics are a key consideration when doing any type of research and it is important to use ethical tools when gathering data in order to foster relationships of trust and maintain the comfort of the research subjects. Throughout the entirety of the research period, I took ethical considerations into account for this study. The studying participants need to be fully notified about the objectives, research methods, confidentiality, and possible risks of the study before participating in the study, and their participation needs to be genuinely voluntary (e.g. Tuomi & Sarajärvi 2003; Curtis et al. 2014, cited in Isotalo 2017, 45).

Prior to the interview process of this study, I reached out to participants individually to inform them about research information and ask if they would like to voluntarily participate in the study. On the day of the interview, introduction (Appendix 1) was given to each single participant to explain purpose of the study interview process. It was presented that their names would not be mentioned in any parts of the research or revealed to anyone except the researcher. Then, I asked their consent to record the interviews for transcription usage, and notified that the recording will be listened by researcher only and will not be used elsewhere. Respondents were notified their right not to answer a question if they do not feel comfortable. This introductory process allowed for the assurance of informed consent from the respondents which is stressed by many authors detailing research methods (Gibbs 2007; Neuman 1994; Lewis-Beck et al. 2004, cited in Naukkarinen 2017, 42). The interviews were completed anonymously, and although demographic data was included, there was no reporting of names or any personal information which can be identified of the participants. One of advantages of the open-ended interview in this study is that participants were given autonomy to respond from their own experience without thinking about any others.

The interviews were conducted by the researcher at different private locations where participants were familiar with in order to provide them intimate atmosphere that make them

feel comfortable. The observation was involved in the study, but it was only used to supplement the context of data analysis. The researcher observed in situations as an observer or participant when participants welcomed only. All of interview data has been kept confidentially by researcher and not shared with anyone else. The research study will be share as the final product only.

### **3.6. Limitations of the Study**

Throughout the studying process, there are some limitations in this study regarding the research design, data collection, methods, concepts, and data analysis should be discussed and recognized.

At the beginning of the research design, besides of motivation and empowerment aspects, I proposed to study long-term impacts from non-formal education. However, the data collection period was limited and I could not have sufficient data of their participants. This research could only study motivation of facilitators and empowerment experience of facilitators and their participants in non-formal education shared by the facilitators.

The selection of organizations and participants had some struggles at the beginning as an organization in Finland where I was volunteering could not provide potential participants, so I had to contact some other organizations instead. There were some challenges during data collection. For example, some participants were so excited and required longer orientation before the interviews started, and some participants spent more time to recapture their experiences as it has been decades ago.

The interview approaches used were life story interview and participant observation that were appropriate for the study, however I was able to do participant observation with only five out of nine interviews because of availability of the participants and their events. Altogether, I could conduct nine interviews, but one of the interviews did not provide sufficient information, so they were only eight interviews included in this study.

The analysis process was complex at the beginning since I was trying to find proper analysis models to follow. I had changed the structures several times until I was able to apply models



from previous studies into my research. Thematic analysis was appropriate to categorize the data, but the themes need to be explained and presented clearly.

## **4. FINDINGS: MOTIVATIONS AND EMPOWERMENT EXPERIENCES**

This chapter will explain findings on the basis of the data-driven, thematic analysis of the research material. The overall purpose of the data gathering was to find answers to questions related to how non-formal education facilitators were motivated to become facilitators, and what are empowerment outcomes of facilitators and their participants from non-formal education participation. The first part examines different motivation sources of research participants who are facilitators in non-formal education. The second part indicates empowerment outcomes from non-formal education participation in facilitators, their participants and/or societies.

The extracted themes are presented in Table 3 Motivation Themes Definition, and Table 4 Findings of Motivation Sources presents different motivation sources. The Table 5 Empowerment Themes Definition that explained description of the themes as analyzed out of the data collected. and Table 6 Findings of Empowerment Outcomes presents empowerment outcomes of each participant identified on the tables. The ideas to create findings tables for clear explanation was developed on a basis of an example of a report “Bubble Map: GSLE Outcomes and Youth Development Assets” by Girl Scouts of the USA (2012).

## 4.1. Motivation

In this section, I will present different motivation sources that emerged from the data, and then, will discuss them against the elements of egoism and altruism as explained in Chapter 2. As a result of thematic analysis, six main themes related to motivation were identified. Table 3 presents themes, sub-themes, and their description, and the Table 4 indicates the relationship between the motivation sources and research participants.

**Table 3 Motivation Themes Identified in Interviews**

Themes	Sub-Themes	Description
1 Reactivity		Addressing their own experiences
	Positive Experiences	From positive experiences, facilitators want to continue in non-formal education or pass it on
	Negative Experiences	From negative experiences, facilitators want to re-produce similar activities and improve them
2 People		Facilitators were influenced from someone
3 Values		Satisfying humanitarian obligation to help others or showing empathy for others
4 Community Service		Have a passion for community works
5 Religion		Blessing and encouragement from God, and showing God's love and care for others
6 Social or Network		Meeting new people and making connections

**Table 4 Findings of Motivation Sources**

This table indicates findings of motivation sources of each participant identified on the table with key symbols.

Motivation Sources	Participant							
	P1	P2	P3	P4	P5	P6	P7	P8
1 Reactivity								
- Positive Experiences	●					●	●	●
- Negative Experiences				●	●			
2 People		●					●	
3 Value					●			
4 Community Service			●					
5 Religion				●	●			
6 Social or Network			●					

Key symbol ● on the table identifies sources each facilitator was motivated by.

Theoretically, I identified two main aspects of volunteer motivation: egoism and altruism. These meant that facilitators are motivated to do it for themselves and/or others. In what follows, I will discuss the six themes identified in the analysis in relations to this particular theoretical conceptualization.

The relationship among motivation concepts and the themes are complex. In each theme can be cross described with egoism and altruism. Even though, each facilitator is motivated by something, for example reactivity, that reactivity motivation can be egoism and/or altruism at the same time. In many cases, it is difficult to define them clearly because of the complexity in motivation sources if people are motivated to do something, but also motivated to do it for themselves or for others.

First, under the theme of reactivity, facilitators addressed their own experience in non-formal education and mentioned that they would like to continue participating and facilitating in non-formal education. However, they referred to positive and negative experiences, so that this theme was broken into two sub-themes: Positive Experiences, and Negative Experiences.

- *Positive Experiences*

There are facilitators who mentioned about their positive experiences in non-formal education and want to continue those tradition by providing positive experiences to others.

As expressed by four facilitators as below,

“I do remember that I obviously had a good time, so that is the most important. I think when you are learning something from the Girl Scouts you have more freedom and asking questions, deciding which way you want to go, or in classroom it’s all regimented. I did enjoy it and I wanted to come back” (P1).

To support expression of P1, the participatory observation notes are added at this point. I noticed that while she was serving as a facilitator, she had a good time indeed. Her participants paid attention to her training as they responded her quickly all the time. Her sense of humor made them laugh and enjoy in learning. Many of them thanked her by giving her hugs at the end.

“You know, I always said that my first memory of education was when there was a touring planetarium came around my primary school. It was there for a week and I remember I was being so excited the whole week it was there. All I could think about was going in the planetarium. When it happened that came out that I decided that I was going to do science. Even in primary school, I wanted to do a science degree. And looking back on that moment, I think that was when I started interested in education. This kind of education is everything for me” (P6).

From the observation, P6 was an outgoing facilitator and he stayed active all the time that motivated his participants feel energized and feel included in learning. The observation notes are supported his positive experience motivation that it seemed he was energized like in the event he experienced in childhood, so that he can continue this active learning experience.

“I used to go to a wildlife club that the school ran when I was in the junior school. We used to do things like pond dipping, investigated the different ponds we had and the wildlife around the school site. I was very lucky. It was quite green and had a lot of field and some woodlands around our school to guarantee bird watching and things like that. I always feel like I’m much better go on things if I can physically do it” (P7).

Observation notes present that P7 was so energetic and fun. She gave instruction and safety session that caught her participants' attention right away at the beginning. She facilitated hands-on learning activities with joy, and her participants had a good time.

“I came from a small village where there was not so much to do, and the Scout made me get to meet other kids and get something reasonable to do. I liked camps and I enjoyed being out. I think in the Scouts, you can learn by doing. I think it's more interesting to do and learn at the same time. If you just go and learn from the book, I think you can get bored easily. But in the Scout, we do it outside like a campsite and field trips. So I think it's more interesting and you get to do it, and everybody can participate. I liked it when I was young. Then I wanted to give the experiences to my own kids, so they can get the same satisfaction that I had” (P8).

P8 expressed his impression in learning in Scouting when he was young. He has served as a Scout Leader in his community and has tried to extend similar learning experience to his own children.

- *Negative Experiences*

There are two participants mentioned about their negative experiences that made them want to re-produce similar learning activities, but they would improve them in order to offer better experiences than they had. As stated,

“I could remember being in a Math class, for example. I liked Math but my teacher. If you give a wrong answer, he calls you stupid and you feel embarrassed in front of everybody. I said if I ever get the position that I teach someone to do something, I'll never make them feel they're stupid. You know I'll just do the opposite” (P4).

“I saw the need to help because I had the same experience as people who were here. I came from Panama and didn't know much English. I had doing dishwashing and daycare, those kinds of jobs. When I was in my country, I did credit union, commissary all that, but here I couldn't get that job because I didn't know enough English. And I realized how much I frustrated washing dishes and cleaning and all that because I didn't know the language. I wanted to help them, so that they don't have to do the same thing” (P5).

From the observation, P4 was very encouraging and open-minded. He respected all of his learners and taught with empathy. His students expressed their appreciation to him for helping them to learn. The other observation, P5 was able to communicate in English and

Spanish, so that was helpful as many of her participants were native in Spanish. She always helped to explain things to the students who did not understand much English. I could notice her intention that wanted to encourage the students to have better communication skills as she was in that kind of situation before.

Therefore, motivations related to reactivity towards either positive or negative experiences can be analyzed through egoism and altruism. In the terms of egoism and altruism, reactivity as discussed in the data, implies that facilitators have either positive or negative experience motivation to become facilitators in non-formal education can be egoism and/or altruism. Those motives can be explained that some of them have egoistic motives to do it because of their own positive experience inspired them to continue, so it concludes that is their own interests and/or it makes them feel better about themselves to do. Some of them have altruistic motives that motivated from their own negative experience and wanted to help others to avoid those kinds of experience. However, ones who have positive experience also have altruistic motives to continue for others. It can be considered that both of them have egoistic motives as a secondary intension because after they have taught and facilitated at the center, the outcomes made them feel positive about themselves.

Second, some facilitators were motivated by some other people to attend non-formal education. Because of motivators' actions or outcomes that made the facilitators feel motivated and would like to involve. As expressed by two facilitators,

“I finally found a mentor that wanted me to grow as a person. It’s very hard to motivate yourself as an adult but once you find someone who believes in you, you start believing in yourself. It’s really good to get it done when you are in your early 20s. So it was a blessing for me, but other than that, it was having a mentor” (P2).

“David Attenborough inspired me to get into animal and started with. Then I had very good science teachers at school that were quite involved in nature and environment. I think I followed their lead and enjoy their enthusiasm for the subject which rubbed off for me, also rubbed off students I teach. I think definitely being inspired by the people. My dad as well, he’s quite keen on nature and wildlife, and we used to spend a lot of time bird watching particularly when I was younger. We lived quite close to the countryside, so we used to go out and do lots of nature walk and watch the rabbits and deers and foxes, and look for sign of different animals that live in the wood, something like that. Yes, I definitely inspired by other people” (P7).

The motivations related to people who inspired facilitators can be explained through egoism and altruism. The one who has a mentor feels secured as she acted like a mentor to her learners. It is altruism as she wanted to do for others, at the same time, her responsibilities make her proud of herself which considered as egoism. The other one was inspired by a famous person, her teacher, and her father. That is how she wanted to keep on similar roles and share with others. It is clearly presented that it is altruism as she wanted to do for others, and it is egoism as she wanted to do because she was interested in nature and non-formal learning.

Third, there is a facilitator motivated by satisfying humanitarian obligation to help others or showing them empathy. Even though, her motive is related to religion stated in religious motivation section, but she also has a value motive to see the needs of people that they needed help, so she decided to serve, as stated,

“The Lord asked me to do this when I was a freshman in the university. And I said no, I couldn’t do it because I didn’t know enough English. Now, I don’t think so, I still speak English the way I would like to, but I saw that these people have more need than I did. They didn’t know English, but I could understand, read, and write a little bit more” (P5).

Her motivation related to value has shown that she was more altruism than egoism as she referred to the needs of other people that she could help. Even though she thought her abilities were not good enough, but she was willing to help.

Fourth, one research participant related the volunteer motivation to community service. The facilitator has a passion for community works as he saw the importance of knowing languages in the community, as expressed,

“They have to speak the language and to be able to function in the society. It’s very difficult if you don’t speak the language. I like giving back to the community” (P3).

Even if, the facilitator has intention to give back to the community that explained as altruism, but giving back to community was his interest and it might make him feel positive about himself which described as egoism as well.



Fifth, religious beliefs motivated to volunteer, some facilitators have volunteered for a religious-based organization. They mentioned they have encouragement and blessing from God, and wanted to share the love and care of God with others. As stated by two facilitators,

“I was single at that time. As I said, the pastor of the First Baptist Church talked to the singles ‘listen, we start a new ministry and we need new people to teach English classes’. Before that my participation at church was going to the church on Sunday, going to the gym, and playing basketball. The singles would do thing every now and then, they always went out to eat after church. I just go to church and hang out with singles, but I wasn’t really doing anything, any kinds of work in the church. This opportunity came up is like God spoke to me said you’re going to do that. I thought about that I said ‘well, maybe I could do that’. I was afraid that I couldn’t do because I didn’t have formal training. They said you can speak English, you can teach English. It was something to offer to people as a way that showing them that volunteers out here want to help you and they do it from their heart and from love of God” (P4).

From the observation, at the end of his class, he was praying for his students and sending them good thoughts. It seemed he had a strong belief in God and wished that others would have it someday.

“I’m a Christian. I want to obedient to what God tells me to do, say go and make this happen. My adolescence here I didn’t want to be a teacher, but my mom didn’t have money to send me to school. So I got married and have my children. Then, God work out the difference. He brought me here to the United States, and he gave me a scholarship at Houston Baptist University. My own experience is my motivation, my motivation is my experience. I know that I didn’t do this for myself, but God did it for me. Because I saw the lead and the Lord leaded my heart, you can do it, so I did. And if I tell them that God do it for me, they will call him, and he’ll do it for them also. I hope that this can help someone because that’s my point. To help someone to taste and see that the Lord is good. You don’t try, you don’t know how it taste. God has a plan for everyone (P5).

The observation notes indicate that before the classes begin, there was a Bible study for students to attend voluntarily. The facilitator was helping in the praying for students. It seemed that the religion has huge influences in her life.

The motivations related to religion can be described as altruism and egoism. Facilitators feel that they have received encouragement from God that made them want to do good things for others which is altruism. On the other hand, they do it because of their interest in religion and those action might make them feel good which is egoism.

Sixth, social networking was also among the motivations to volunteer. There is a facilitator who are motivated by getting to meet new people and make connections. It inspired him to become a facilitator, as expressed,

“They are really appreciative and it’s a lifelong relationship. It opens up so many new eras that you can meet people and learn about different cultures, different society” (P3).

His motivation related to networking can be considered as egoism than altruism. He expressed advantages of having networks that motivated him to do which is from his interest considered as egoism, but through this role can also be altruism as it is works for others.

In conclusion, all of facilitators have various motivation sources to become facilitators in non-formal education. The motivations are from their own experiences, belief, mentors, networking, and passion to do good things. The analysis in this study cross explained motivation sources with egoism and altruism parallely. All of facilitators have served in non-formal education because they have intension to provide learners accessibility in quality education and positive learning experience, and support them in many different ways. The facilitators expected that their commitment and action can make positive impacts for their learners and societies. I considered that all of facilitators’ main motivations are altruism. On the other hand, some of facilitators mentioned that they decided to become facilitators because of their own interests in specific topics or interest in helping people. Even though, their motivation before serving as facilitators was to do it for other, but after they have served, they feel fulfilled and feel better about themselves as they could encourage and support the learners. The motivations that facilitators have before becoming facilitators are their own interests, but later, they feel positive with their action and commitment which can be considered as egoism. It is not simple to explain egoism or altruism alone as the relation is complex. So nearly all of motivation sources in this study can be related to both egoism and altruism.

## 4.2. Empowerment Outcomes

As a result of the analysis, I identified five main themes of empowerment outcomes which three of them have sub-themes. Table 5 presents description of the empowerment themes and sub-themes as follow. The Table 6 shows how research participants were connected to different themes as well as whether the empowerment outcomes were related to self, the others, or both.

**Table 5 Empowerment Themes Definition**

<b>Themes</b>	<b>Sub-Themes</b>	<b>Description</b>
1 Capacity Development		It enables non-formal education participants to develop their competencies
	Career Advancement	Gain career advancement and more employment opportunities
2 Community		Community development
	Inclusion	Bring community together and include community members
	Social Integration	Integrate foreigners into new societies
	Community Service	Environmental work
3 Positive Influence		Motivate others in positive ways
	Delightful Motivation	Motivate others to set goals and achieve them
	Engage in Learning	Encourage learners to engage more in non-formal learning
4 Pay it Forward		Participants who have involved in non-formal education pay it forward and support next generations or others
5 Strengthen Family Relationship		Develop healthy relationship in family

**Table 6 Findings of Empowerment Outcomes**

The findings table indicates different empowerment outcomes of each participant identified on the table with key symbols.

Empowerment	Participant							
	P1	P2	P3	P4	P5	P6	P7	P8
1 Capacity Development	●	●	●	◆	◆	●	●	◆
- Career Advancement			■	■	■			■
2 Community								
- Inclusion					■			■
- Social Integration		■	■	■	■			
- Community Service						■	■	
3 Positive Influence								
- Delightful Motivation		■						
- Engage in Learning						■	■	
4 Pay it Forward	■		■					
5 Strengthen Family Relationship				■	■			

Key symbols on the table mean the impacts with:

- Self
- Others
- ◆ Both self and others

Empowerment outcomes were categorized into five main themes and six sub-themes that will be explained as below.

First, capacity development emerged as an important empowerment outcome. Non-formal education has enabled its participants to develop their competencies, including knowledges, and skills. All of facilitators mentioned competencies that they have developed, and their participants have progressed through non-formal education participation as follow.

P1 has developed her training, social, and life skills, and gained knowledge about outdoors. “If I had not been a volunteer, I would not do what I do now. Because in high school, I was singing in a choir. However, I would never ever have sung in front of anybody at any time because I was so shy. Being

in Girl Scouts and started with little girls I found that I could teach that little girls. I can lead 2,000 people at one time singing a song now”.

“I have enjoyed what I do as a volunteer. I also teach songs and games. And in my age, I’m probably one of a few that teaches that type of thing beside of the outdoor curriculum. I enjoy while people learn”.

“The life skills I learned in Scouts and I learned those as a child. I had them when I became an adult. I pretty know how to survive because that’s a type of class I teach in the outdoors. I know how to put up my tent. I know how to cook in lots of different ways. I know what to cook. I know how to do trail, how to do things that a lot of people don’t know how to do”.

From the observation of P1, the facilitator was training outdoor skills, teaching songs and dance to her participants at the enrichment training. She was able to train with confidence, and her participants really enjoyed learning and responding her humor. She could teach, explain, and summarize her courses clearly with joy. It seemed that she has developed her knowledge, training, and interpersonal skills through facilitator role.

P2 was empowered to become a role model “In think any generation, we all go through the same thing, were young like you, were spoiled, we sheltered ourselves, and now as a facilitator and I see the girls act the same way I acted. It’s similar but it’s different in the language we used, the type of mentor or role model that they believe, so it’s a little harder with technology. It makes me try to be a good mentor or role model”.

P3 has awareness on importance in learning languages “I think no matter how hard we have it, that someone else has it worse than you. To be able to help these people and to see the gratitude, it’s rewarding. I have awareness I could tell my daughters that learning languages in order to function in the society is important”.

P4 has developed his teaching and interpersonal skills, and has contributed to his participants’ learning progress “I’m pretty much self-taught as far as being a member of the informal education teacher society. I developed techniques just from watching other people. I was more sensitive to what that felt like, so I had more potential to be more understanding when people couldn’t catch on something. I was more disposed to explaining it and helping them to get in their own pace. So that’s one thing that is a part to help me more understanding and patient with people”.

“If you speak the language, for example English, you would have more success working or finding a job. So by teaching people how to do that helped me feel that I actually contributing to their progress.

I've been shopping sometimes, and people would come up to me and say hi teacher, how are you? You were my teacher like 5 years ago. I was in your class and you really helped me a lot. Not everybody said that but a lot of people that recognized me and saw me would come up to say you really helped me get over of the fear of learning the language. A lot of cases I think it makes people more confident that they are able to learn thing that outside what they've known before" (P4).

From my observation notes with P4, the facilitator was teaching and encouraging students to read and pronounce words, and helping them to correct pronunciation patiently. They used the book as a main source and had extra materials that the facilitator provided. The relationship between facilitator and his students was informal. They talked about their stories and lives, smiled and laughed together during the break and the end of the class. Students had a good time with him, and they planned for the coming classes together. It showed that the facilitator has developed his teaching and interpersonal skills greatly, especially it was self-taught. He was so encouraging.

P5 has empowered to practice her attitude and teaching skills, and it helped her participants to have better communication skills "I have to teach everyone the same way and don't let them feel that you are below another. I let them feel equal. So I've learned a lot and I still learning. We never finished learning this because every person is different, and every person has different need".

"Because there examples that others who came here. It helps people to communicate better".

I was observing P5 while she was facilitating. She arrived at the center early to prepare the facilities, documents, and snacks for everyone. She supported the teaching on that day, did not teach in classroom. She prepared things with love and cares. Her relationship with students and other volunteers was very informal. Her students talked to her and even asked for her advice for the schools for their children development. It seemed she was loved and respected as she has treated everyone well. I could see how good she was from the reaction she received from her students.

P6 shared what has he learned from a role of facilitator "It developed my adaptation skill a lot because I don't have any interests in historical temple from Thailand. It's not my thing, but obviously you do the job you have to learn the stuff. You have to do the reading. Just get on board of that, really. You have to, and I think I'm able to do that now".

From the observation with P6, the facilitator was able to facilitate in hands-on learning activities confidently. The sessions were about history, culture, and environment. Many

participants enjoyed learning with him. The end of the trip, students said goodbye to facilitators with their joy. It seemed that the facilitator role has helped him to develop his adaptation skill as he mentioned. Moreover, it helped to widen his knowledge and facilitation skills.

P7 has developed her facilitation and teaching skills “Obviously there are a lot of students that have English as a second language or additional language. I have to adjust my teaching style to make sure that appropriate for those kinds of student that I haven’t worked with particularly before. So that’s been interesting looking at thing like non-verbal communication and the way that I present what I’m saying, thinking about the tone of voice and the speed which I speak which is normally 100 miles an hour, so I slowing down to give them an opportunity to process what I’m saying. So that’s pretty fun. Learning different techniques to keep students engage outside of the classroom as well, a lot of the sites that we visit are very stimulating places which is great, but you have to be able to hold students’ attention to get approach what you want to say. So learning different techniques and be able to do that somewhere that’s very exciting”.

The observation with P7 helps to clarify how facilitator has developed her facilitation and teaching skills. While she was teaching, she ensured her students could hear her and understand clearly. She explained instruction and safety concerns slowly and repeated it when needed. Her facilitation was energized that kept the students involved.

P8 was empowered to be more confident, and young Scouts in his group learned necessary skills to use in their daily life “I think I was a shy kid, so being a Scout and a volunteer has given me confidence to get out there and meet the people and talk to people. Because I don't have learner skill, so it's easier to do something and meet people because I can do something. I don't know how to explain but has given me the confidence. It makes me more comfortable to talk to people. Like in our camp, I have met many people from around the world, so it's easy to talk to people”.

“In my group, I think mostly boys get the skills that they can use in army. In Finland, every boy gets to go in the army, so they have learned the same kind of tents like in army. They know the tents and how to put it. They have an advantage than other kids, especially kids from the city. They can live in the forest, they can put up the tents something like that, so that's the one thing they get from the Scout. So it's like basic skills that they learned from the Scout, the boys can use it in the army” (P8).

As part of the capacity development, the theme of career advancement occurred. The non-formal education participants have gained more knowledge and skills that lead to career advancement and more employment opportunities. As stated,

“If you look at the different people that we helped through the years, I think it’s amazing. The one story that I tell, we had a young man that was working on the roof, doing the roof repair. And then somehow, he found out there were English classes. So he came to our classes. He went through all the levels, then he went on to the university here and he graduated. He’s a teacher now” (P3).

P4 shared that his former students got better careers and have developed communicative skills after participating in the courses “Just my students I’ve seen them working in the offices instead of sweeping the office. People that are working in doctor’s offices as medical assistants and things like that. People that working in supermarket because unless they work in the supermarket where they speak Spanish, if you try to work somewhere else like a Kroger or Randal, we have to speak English. People working in those places too because they learn language and they are able to work in an environment where Spanish is not the only one language that been spoken, be able to communicate better in English in different types of capacity”.

I was observing P4 throughout the session, his students also shared a bit about what has happened to them on that day in order to practice speaking. It seemed they had progress in career to do administrative or coordination jobs in English language since they smiled while talking, unlike mentioning about their previous field jobs that did not require much speaking in English.

P5 indicated how non-formal education learning has helped her students to advance the formal studies and career “I had one took the GED (General Education Development), now he’s working at a nice company, like an industrial company. He is a boss now. He came here to learn speaking English, he took the classes here, then he took the GED. He passed the GED and he got this job”.

P8 presented that one of his participants got a job because of his experience in non-formal education “When I was younger, a younger Scout in my Scout group get the profession because what he learned about Scouting. He's now a guy in Lapland that makes trip tours to tourists. I think that's the thing”.

Second, the theme of Community was central when discussing empowerment outcomes. Community was discussed through three sub-themes: Inclusion, Social Integration, and Community Service.

- ***Inclusion***

Non-formal education has played a role to bring the community together and include community members. As expressed below,



“I have one lady that came here and she didn’t speak English at all. She learned English, joined our church. Now she sings in a choir, she’s in the pray team for Christmas” (P5).

P8 shared his experience how non-formal education has brought community together

“In Vesilahti, we have a small society, so the Scouting is a big part of young people's lives. They aren't so many activities in children's lives. In Vesilahti, has sports, soccer and other sport groups, Scouting, and some smaller activities, but not so much to do. So it's a remarkable thing in our society that there is a Scouting in Vesilahti. I think it's the biggest hobby in our society. It's huge. In Finland, Scouting is still appealing, and we get so many kids that want to be Scouts. That's amazing. It gets people together”.

- ***Social Integration***

Non-formal education has helped foreigners to integrate into new societies through participating in learning activities. As expressed by four facilitators below.

P2 explained how non-formal education has supported her participants from other country to integrate into American society “Currently, I work with middle school and high school girls to talk more about contemporary issues that can help them with the daily life. I also created the program for Myanmar refugees to help them to understand the American lifestyle, so they can collaborate being themselves from their country and living in America”.

P3 shared how of non-formal education has supported English language learners “Because this is helping them to learn English, and weather they have to study to take the board for medicine or they study to be an engineering, establish their degree. Here in the States, it helps them as part of the process, and help them to establish, and to be a fortune part of society”.

P4 stated how non-formal education inspired his participants to have progression “When they start seeing that they make process on their jobs because they know the language. They tend to be more motivated to help other people”.

P5 explained how non-formal education has strengthened the community “And it does make a difference, and they bring to their children. Sometimes, they will come and see, I want to share this with you a little bit. There is a lady who knows how to bake cake, she baked it and brought it here. So it’s not about the English but we learn a lot about the culture. Living together, sharing, giving a ride. What they had tonight, they said they help to build community. One would call the other one that I would like to go school tonight, but I don’t have a ride. Those will pick one up. So it really brings

community together. At Christmas time, we remember the children and give them a gift. So they bring the children here, we have a lot of presents. We give them and show that we care, care more than just the ESL. The children love that and decided to come to Sunday school because we care”.

- ***Community Service***

There are outcomes from non-formal education participation that participants worked on environmental issues in their communities. As stated,

“..one of the places we stayed down in Chantaburi. The school has environmental committee that requested the environmental committee to go on the trip. We started putting recycling bins around the resort, and started implementing environmental strategy. They started it before I came but they have been implementing and growing those strategies. Both us and school kind of pitching in together to lobby them to do that. It’s really good” (P6).

“We’ve done a lot of work on water pollution-testing water quality. Students are moving quite short at, how bad it is while going into the river, and how they themselves contribute those kinds of thing. So we have a discussion the end of the trip, what they can do and they can suggest ideas on saving water or switching to not using soap. I feel it’s quite positive steps taking by students. I’ve known a couple of the trips the students have written letters to headteachers themselves to encourage the schools to become more sustainable for example the packaging that contains a lot plastic – they’re looking for something maybe can washed off and can be used instead of plastic all the time. How they can me more sustainable in school by setting recycling program, having water monitor and energy monitor. So it’s quite motivated students that going to go back and encourage teachers and staff in the school to be more involved with sustainability” (P7).

Third, the theme of Positive Influence refers to instances where facilitators who have made positive influence in their participants. This theme has two sub-themes: Delightful Motivation, and Engage in Learning.

- ***Delightful Motivation***

Being able to set goals can help people to pursue their dreams and succeed in their objectives. Non-formal education participation has shown the result that there is a facilitator who motivated her participants to be able to set goals and achieve them. Those goal can be either long-term or short-term.

P2 indicated that “I think they definitely need to build confidence, self-esteem in themselves first before they can succeed in their lives. I bring female community leaders to their setting, so they know that there are other girls with power and have grown up. So I brought pharmacist, financial advisor, and girls who just graduated from high school who about to attend college to keep them more motivated. The girls, we talked about goals. Last year, they all wanted to either make on a role, join the soccer team. Just small, short term goals, and they were able to archive it”.

- ***Engage in Learning***

There are facilitators states how non-formal education has encouraged learners to engage more in non-formal learning. As expressed by two facilitators,

P6 shared experience how his participants were inspired to engage more in learning “Like some kids came up to me in the trips and said that was amazing. I hope that they are going to, not even to do a science career or something, just to have an interest, you know. Like lighting a fire, I guess. I really hope that sense happens”.

P7 stated that “They came up, this one kid, they kind like quiet in the trip and I was nervous. This one kid came up to me and said this is the best time, the best week of my life. I was like really. The trip we were and what we were doing, I don’t think he never really been out of the school before and seen like how education could be. Hopefully that kid will take that”.

“You know we all learn differently. Some kids respond to being out of the classroom so much more than they do in sitting down and learning. I think they are taking them out from classroom is valuable in providing them with experiences that interests them more than sitting in the classroom and looking at the book”.

“A lot of students now engaged more with moving things and be able to see things rather than just hearing and learning in the classroom. So I think they get involved in activities which students are able to see the impacts they can have or changing the decision or behavior. So I think it made a big difference than sitting in the classroom and being told that you should do this, you should do that” (P7).

Fourth, there was a particular empowerment I decided to call “Pay it Forward”. There are participants who have involved in non-formal education feel that they would like to pay it forward and support next generations or others. As two facilitators expressed,

P1 indicated her experience with her participants who wanted to pay it forward “I do find that sometime someone comes up to me and said you remember when I did something with you, I’m now doing that for other people”.

“One of the girls that I have, we have a horse program. As a girl she went to the horse program, the troop did not go. She is over 60, she is still in the horse program, teaching other girls how to ride. At least people I have trained and worked with them before, they continue doing training for the new generations and recruit new generations”.

P3 shared his experience from his participants that “We do have a few here who are bilingual teachers, they were students here to improve their English. And then some of them come back and we have several that like Georgina when they came back and volunteer as a volunteer to teach with us”.

Fifth, among the empowerment outcomes discussed there was a theme of Strengthen Family Relationship. Non-formal education has helped participants to develop healthy relationship with their families. As presented below.

P4 mentioned how his participants have developed their family relationship “They would come up with me and tell me how learning English helped them to get a better job, helped them to relate to their children better, helped them to be able to help them with their work at home. So the benefits they received, they passed on their children”.

“A lot of students have better lives and tended to try to push their children to do better too. Most of their children speak English, not all. Some have come here but children don’t speak English, so they would have problems at school. That’s time to get the parents to help their children with stuff at school because they have something that they learn from us” (P4).

P5 shared her experience that non-formal education has helped her participants to bring family members together. “And the students that come here, they bring their children also sometimes. The impacts that I see how much it does influence in the family. Because they go home and whatever we talk about here, Bible and songs that we sing, they going to sing them to the children. It puts family together because they sing together. They pray together”.

To summarize empowerment outcomes, non-formal education participation has empowered and made impacts in facilitators who facilitated in learning activities, as well as the participants who engaged in learning processes, and/or participants’ communities. The outcomes included 1.) capacity development that facilitators and participants have developed knowledge and skills by learning and practicing in non-formal education - and it can lead to career advancement for participants as they were equipped 2.) community empowerment

which indicates different impacts in community: inclusion that non-formal education is a tool to bring community together, social integration that non-formal education helps to integrate foreigners into a new society, and community service that works on environmental issues in participants' communities 3.) positive influence that facilitators and non-formal learning encouraged participants to set their own goals and engage more in learning 4.) pay it forward means participants in non-formal education enjoyed and appreciated this kind of learning and would like to do it in return, but they can return it to the third party instead of to the givers 5.) strengthen family relationship that non-formal education plays a role through the participants when they bring what they have learned to share and apply to use with their family.

The facilitators have different motivations and reasons to become facilitators, and the outcomes of non-formal education participation empowered facilitators, participants, and communities in numerous ways. The findings indicate interconnection between egoistic and altruistic motives that explained motivation sources as facilitators have various motivation sources to do it because of themselves and/or for others. The facilitators wanted to involve in non-formal education since they have their own interests, they wanted to facilitate as it makes them feel better about themselves, and they wanted to encourage other people to have these kinds of experience and develop their potential. The outcomes of the findings examine that different motivations of facilitators have related to empowerment outcomes.

Motivation of human could not be directly observed in a laboratory, or even in real life settings. All motivations must necessarily be presumed from observable phenomena such as behavior (Gottheil 1997, 139). The research participants have various motivation sources to become facilitators, and the outcomes of non-formal education participation empowered facilitators, participants, and communities in numerous ways. "Altruism is a motivational state with the ultimate goal of increasing another's welfare" (Batson 1991; cited in Gottheil 1997, 133). On the other hand, "Egoism is a motivational state with the ultimate goal of increasing one's own welfare" (Batson 1991; cited in Gottheil 1997, 133-134). The findings indicate interconnection between egoistic and altruistic motives that explained motivation sources as facilitators have various motivation sources to do it because of themselves and/or for others. The facilitators wanted to involve in non-formal education since they have their own interests, they wanted to facilitate as it makes them feel better about themselves, and they wanted to encourage other people to have these kinds of experience and develop their

potential. The outcomes of the findings examine that different motivations of facilitators have related to empowerment outcomes.

According to the definitions and emphases of the previous studies, empowerment can be defined as developed self-awareness and internal feeling of power resulting in the objective of enhanced capabilities for increasing personal and collective welfare (e.g. Swai 2010; Eklund 1999; Siitonen 1999; Kabeer 2001; Järvinen 2007; Adams 2003, cited in Ruottinen 2014, 23). The significance of lifelong learning and authentic commitment are important contributors in the process of empowerment (Ruottinen 2014, 22). In this study, the facilitators who have had background in non-formal education when they were younger, they have genuine commitment to continue serving in non-formal education which considered as part of the empowering process, as well as it has made impacts in individuals and communities.

## **5. DISCUSSION AND CONCLUSIONS**

The purpose of this study was to find out motivation sources of facilitators in non-formal education and empowerment outcomes from non-formal education participation. It intends to respond the research questions as follow 1.) What events and issues in people's life stories motivated them to become facilitators in non-formal education? 2.) In what kind of ways facilitators in non-formal education were empowered, and further, have themselves influenced their participants and/or societies? The data used in this study were from eight interviews which collected from facilitators in non-formal education organizations/programs: 1.) Girl Scouts of San Jacinto Council in USA 2.) Literacy Initiative for Today Program in USA 3.) English as a Second Language Program at Houston's First Baptist Faith Center in USA 4.) Barge Program in Thailand 5.) The Guides and Scouts of Finland in Finland. The data was analyzed with thematic analysis and the themes were defined from data-driven method. The findings are discussed interconnection between concepts of motivation (altruism and egoism) and motivation sources, and empowerment results in details. At the end, I will provide suggestions for future studies related to the current topic.

### **5.1. Examination of the Findings**

Through this study, it has shown obvious outcomes in non-formal education through facilitators viewpoint. The findings point out that non-formal education has helped to increase accessibility in different forms of education, and lead to reach the goal of SDG4.

There are some findings emerged from the data that I discovered. First, there are three facilitators who are staff members of those organizations. Their working condition is challenging, from the observations of P6 and P7 examine that they had to work long hours for days when facilitate on the field trips, include to perform administrative and logistical duties. Moreover, they express their incentive is low when compare with similar kinds of work. As well as P2 explained her work and facilitation duties that in order to facilitate her learners, she had to work overtime and on weekends because her learners were available afterschool and on weekends. The challenges to serve as learning facilitators might distress them mentally and physically that could affect their facilitation.

Second, religion has played a huge role in two facilitators' lives. Through facilitation in ESL courses, facilitators implement religious traditions like praying and sending good thoughts to their students in the classes. These traditions help to motivate people to engage in learning as they also have religious beliefs.

Third, there are youth programs, Scouts included in this study. Even though, it was studied in two different countries, in two continents, two facilitators have volunteered for over a decade in this kind of learning. They have had experience in those organizations since they were in childhood, and came back to involve as adult volunteers. There are some notices on the learning methods, traditions, and opportunities. They had really good times in learning when they were young, it will be interesting to study deeper in their learning methods. The traditions that enable to keep them unique and have ownership are crucial part of their motivations. Moreover, the opportunities in learning, capacity development, and wider opportunities could inspire them to continue this non-formal learning.

Fourth, there is a facilitator who shared his motivation in community works that can be explained that he is altruism since he wanted to do for others, but he is also egoism as he did it because of his own interest. The observation from supportive information such as from the online source (Office of the Texas Governor, 2018) has shown that he has earned awards and recognitions in his community. This might support the egoistic causes that receiving the awards made him feel valued and would like to continue facilitating in non-formal education.

The findings concerning sources of motivation indicate that the participants have various motivation sources which have complex relationship with egoism and altruism. They have altruistic motive as they are genuinely mindful and responsive to the needs of others without concern over if they will receive profits in return (Park 2010, 316). On the other hand, people have egoistic motive as they care and respond to the needs of others as they expect to have their own needs met (Park 2010, 316). Even though, the participants have different motivation sources, it is obvious that those are considered as egoism and altruism together. Individuals can be motivated to volunteer for both egoistic and altruistic reasons (Feiler et al. 2012, 1322). Their motives are explained as an altruism-egoism mixture.



My findings in relation to the empowerment outcomes demonstrate that the participants have had various outcomes from non-formal education participation. Empowerment can be considered as both a process and as an outcome (Israel et al. 1994, cited in Ruottinen 2014, 21). The empowerment can be in different levels for example, individual, organizational, and community levels (Israel et al. 1994, cited in Ruottinen 2014, 21) which align with the findings. The facilitators feel empowered that can be considered as capacity development, not only developed their knowledge and skills, but also they have influenced in learners and/or societies by providing learning activities and implementing in communities that led to community empowerment. The empowerments include different actions, activities, and structures which depend on the contexts, and the outcomes (Laverack 2009, 3) can take place for long period of time.

Finally, the study provides outcomes out of non-formal education experience regarding to motivation and empowerment that facilitators and participants have had. It is useful to remind non-formal education providers how important this kind of learning is, and their roles are essential. The negative learning experience should be eliminated, and promote positive learning experience instead. Eventually, overall results of the study have been discussed with the facilitators and some of staff members and volunteers in those organizations. They have taken it into consideration and planned to draft learning plans for coming years that will provide more learning opportunities and include more learners in order to increase accessibility in education and promote lifelong learning. Some of organizations have planned to construct more effective learning evaluation for facilitators and learners to receive their descriptive feedback which considered as a tool to improve students' learning. These implications have shown that the findings of the present study can be implemented for learning plans in the existing and future non-formal learning programs. Moreover, the outcomes of this study can be extended for the governmental and educational organizations to consider in education policy making process.

## **5.2. Suggestions for Further Research**

The current study presents information of motivation sources and empowerment outcomes in non-formal education. It can be helpful for further studies in education and/or social sciences field as the findings of this study can be used as supportive information. This study

has presented a small-scale of how non-formal education participants were empowered through learning processes. However, this research studied from the interview from the viewpoint of the facilitators that reflected more on positive outcomes.

In order to see obvious outcomes, the study should collect data consistently include observation for certain duration from the viewpoint of both facilitators and learners. It is crucial to see how non-formal education as a mean to support learners to pursue their dreams in education and develop their competencies, and to increase accessibility in quality education. According to this study, it has shown that the learning process is essential that could inspire people to involve in non-formal education and to continue this kind of learning. The concepts of motivation and empowerment in this study explained how important non-formal education in facilitators and participants' lives. The expression of some participants could be understood that non-formal education is a live changing experience for them as it made impacts in individuals and societies.

More studies on accessibility in education should be conducted, especially in unfortunate areas in order to increase learning opportunities and develop learning programs for young and adult learners in various contexts such as for children of migrants in new countries, for displaced people. In addition, to study accessibility in non-formal education in gender equality aspects in order to find out gender barriers and to promote gender equality. Studies should focus on how to support learners to have more accessibility in non-formal education since it is a tool for personal development and to expand learning opportunities that direct to lifelong learning. Moreover, the research should study on negative and positive factors in order to dispose the negative causes, and to encourage and develop the positive factors. The results of the studies would be useful to support further education policy making in various contexts.

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# **APPENDIXES**

## **APPENDIX 1: Interview Introduction**

### **EXPERIENCES OF NON-FORMAL EDUCATION**

#### **A Study of Motivation Sources and Empowerment among Facilitators**

##### **Introduction**

Hello. My name is Korrapin Lertkittisuk, a student of Master's Program in Development and International Cooperation, University of Jyväskylä, Finland. I am doing a research about the motivation in non-formal education and influencing in society. As you are a facilitator of (organization name) which is a kind of non-formal education, I am very interested in hearing your stories.

The story is selective; it does not include everything that has happened to you. Instead, I will ask you to focus on a few things in your life, a few key scenes, characters, and ideas. There are no right or wrong answers to my questions. I will guide you through the interview so that we finish it all in about an hour.

My purpose of the interview is for my research study, its main goal is to hear your stories. Everything you say is voluntary, anonymous, and confidential. I would like to ask your permission to record this interview. Will you allow me to record it? (participant responds yes/no) Thank you.

## **APPENDIX 2: Interview Questions**

### **EXPERIENCES OF NON-FORMAL EDUCATION**

#### **A Study of Motivation Sources and Empowerment among Facilitators**

##### **Part 1: Basic information of participant**

Could you tell me your name, please?

Place and year of birth

Highest level of education, where and which area?

Occupation, what kinds of jobs have you had?

##### **Part 2: Current position history**

When did you start attending (the program name) as an adult? Where was it?

What is your position or responsibility? Could you please provide details?

##### **Part 3: Childhood and adolescence**

Have you ever involved in any kinds of non-formal education which is similar as this program when you were young?

What are the reasons you decided to attend the non-formal education?

What did you think and perhaps what did you like about it?

How do you feel about learning in the classroom and this kind of non-formal education?

What were activities that you have done when you were young?

What did you do in your spare time? How about weekends?

#### **Part 4: Adulthood and present**

What is your motivation or inspiration to become a volunteer? Does it relate to your experience when you were young?

What did you learn or gain from being a volunteer? How has being a volunteer changed you?

What are the most important lessons you have learned?

#### **Part 5: Influencing**

Do you think has your role made any differences in people's lives or societies? Or if non-formal education participation has made any impact?

Could you give me any examples about impacts with people who have participated in your program(s)?

What are they doing now? How are they doing?

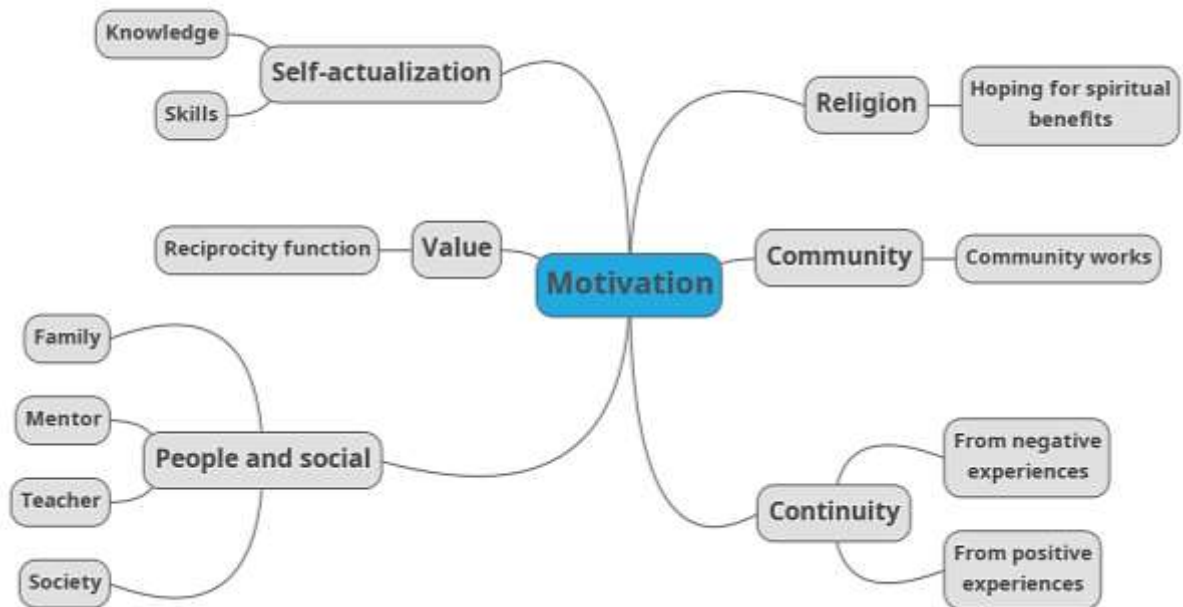
Why do you think these non-formal education activities have influenced in them?

How about your society or community? Do you have any examples?

#### **Part 6: Conclusion**

Do you have anything to change or add, or any questions or suggestions that you would like to offer?

### APPENDIX 3: Thematic Analysis Process Step 3; Sorting out the data and searching for the motivation themes



**APPENDIX 4: Thematic Analysis Process Step 3;  
Sorting out the data and searching for the empowerment themes**

