*Keynote Speaker Article*

# A Transformative Approach in SDGs to Strengthen Thai Higher Education Instructors

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## ABSTRACT

A study on the transformative strategy in Sustainable Development Goals (SDGs) to strengthen Thai higher education instructors relating to Sustainable Development (ESD) and Education for Global Citizenship (EGC) is included in this paper. Our research will focus on changing processes to deal with the difficulties of the digital transition that are materializing more quickly than anticipated due to the COVID-19 pandemic.  The study is a research-based process to formulate policy recommendations for fostering higher education instructors' empowerment. There are three objectives as follows: (1) to explore the current situation concerning the transformative approach to strengthen Thai higher education instructors, (2) to propose opinions and recommendations on policies and guidelines on problems and obstacles in developing a faculty development in the 21st century, and (3) to formulate a report on the results of operations for making proposals to relevant agencies and organizations to drive concretely further. The outcomes of the subcommittee meeting on analyzing the transformative approach to strengthening higher education instructors and the evaluation for model approval. The results are: (1) the transformative model consisted of a report on the existing and future conditions that empowered instructors to develop future skills, and (2) recommendations for policy, mechanisms, and responsible organizations in three main areas: recommendations for institutions that produce instructors for higher education, recommendations for the establishment of agencies in charge of big data in education at all levels.

## KEYWORDS
higher education; higher educational instructors; SDGs; sustainable development goals; transformative approach

# 1. INTRODUCTION

Current and future citizens face new challenges, such as increasing complexity and uncertainty, growing individualization and social diversity, expanding economic and cultural uniformity, the degradation of the ecosystem services on which they depend, and mounting vulnerability and exposure to natural and technological hazards (González-Salamanca et al., 2020). The central focus of Agenda 2030 lies in addressing intricate challenges and navigating the realms of current and impending uncertainty (Persaud & Dagher, 2021). This emphasis is encapsulated by the 17 Sustainable Development Goals (SDGs) initially conceived by the United Nations, with particular attention directed towards the SDG aimed at "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. (Chankseliani & McCowan, 2021)" The inception of these goals underscores the global commitment to fostering sustainable development, with education standing out as a pivotal avenue for achieving these aspirations (Solís et al., 2022). The United Nations' articulation of the SDGs reflects a comprehensive approach to addressing multifaceted issues, positioning quality education as an instrumental driver in pursuing a sustainable and equitable future (Park & Savelyeva, 2022). Within this context, the significance of cultivating a learning environment conducive to 21st-century skills becomes apparent (Kurniawan et al., 2023).

In the 1990s, the term '21st-century skills' surfaced in scholarly literature, coinciding with the conceptualization of the 'knowledge economy' (Diessner et al., 2022). This transformative economic paradigm underscored a distinct demand for skills oriented towards manipulating ideas, interpersonal interactions, and systemic understanding, as opposed to the traditional focus on physical objects (George & Wooden, 2023). The realization of the relevance of these skills in the educational domain became increasingly pronounced during this era (Cheng & Lai, 2020). As we acknowledge this shift, there arises a call for students to shape the learning process actively, thereby substantively contributing to both the selection and planning stages (Monte-Sano et al., 2021). This participatory engagement enriches their comprehension of requisite knowledge and skills and establishes a foundation for lifelong learning (Wang et al., 2021). Furthermore, the advent of online networks provides a platform for student collaborative endeavours, constituting a significant facet of professional development within higher education faculties (Ochieng & Gyasi, 2021).

The integration of 21st-century skills in education has added significance in the context of the COVID-19 pandemic (Pesha & Kamarova, 2020). The ongoing crisis has accelerated the need for digital transformation, posing a unique challenge for educators (Nurhas et al., 2022). Adapting to the rapid changes becomes even more critical for teachers, and the pandemic has heightened the urgency (Oliveira et al., 2021). Amidst these challenges, attention must be directed towards teachers' professional and performance standards-based competency (Gul et al., 2023). This competency challenge involves a commitment to self-development and embracing teaching as a lifelong learning journey (ACARA, 2020). In this ever-evolving educational landscape, fostering adaptable and competent educators becomes paramount to meet the demands of the 21st century (Muldagaliyeva et al., 2023).

The Sustainable Development Goals (SDGs) tackle pressing global challenges, emphasizing the imperative for individuals across diverse demographics— encompassing youth and adults, men and women, citizens, and professionals across all sectors—to possess essential competencies (Kjellgren & Richter, 2021). These competencies are pivotal in fostering constructive and responsible engagement with the contemporary world, facilitating active participation in essential transformative processes (Cacciamani et al., 2021). The

overarching objective is to advance the implementation of comprehensive Education for Sustainable Development (ESD) and Education for Global Citizenship (EGC) programs (Kolleck & Yemini, 2020). These programs are strategically oriented toward instilling 21st-century skills, thereby prioritizing sustainability education for forthcoming generations of professionals (Dishon & Gilead, 2021). This collective approach underscores a commitment to equipping individuals with the necessary tools to navigate and contribute meaningfully to the multifaceted challenges of the present and future global landscape (Waters et al., 2022).

The primary objective of this article is threefold: firstly, to delve into the current landscape of the transformative approach and its implications for fortifying Thai higher education instructors; secondly, to proffer insights and recommendations concerning policies and guidelines, particularly addressing the challenges and obstacles in shaping faculty development in the 21st century; and thirdly, to compile a comprehensive report detailing the outcomes of these endeavors. In essence, this article aims to shed light on the transformative approach within the context of Sustainable Development Goals (SDGs), specifically focusing on its application to enhance the capabilities of Thai higher education instructors.

The significance of this article lies in its endeavor to unravel the dynamics of a transformative approach within the framework of SDGs, elucidating its potential impact on the professional development of Thai higher education instructors. By addressing the current situation and proposing recommendations, the article seeks to contribute valuable insights that could catalyze positive transformations in faculty development strategies, aligning them with the demands and complexities of the 21st-century educational landscape. The article holds practical utility by providing a roadmap for policymakers, educational institutions, and relevant organizations. The insights and recommendations presented here aim to guide the formulation of effective policies and guidelines for overcoming challenges in faculty development. By doing so, the article serves as a resourceful tool for stakeholders involved in advancing higher education in Thailand, offering tangible strategies to implement transformative approaches that align with the broader objectives of SDGs.

## 2. METHODOLOGY

Research data for this study was obtained through two primary methods. Firstly, a structured interview was conducted with representatives from three distinct groups: 1) Deans of Education faculties from five different universities, 2) individuals who graduated in Education, and 3) full-time instructors. The interview focused on eliciting recommendations for the development of university instructors. Secondly, an evaluation form was utilized to certify and gather opinions on the transformative model of higher education instructor production (Almendingen et al., 2021). This form addressed four key issues: (1) the suitability of the target group, (2) the appropriateness of current conditions for teachers' upskill/reskill and acquisition of additional new skills across different dimensions, (3) the alignment with future vision, emphasizing the necessity for teachers to develop future skillsets and providing policy recommendations, and (4) collecting comments on the draft model.

In analyzing the collected data, several key themes and recommendations emerged. The insights from Deans of Education faculties provided institutional perspectives, while those from Education graduates offered insights into the practical needs of instructors. Full-time instructors actively engaged in the educational landscape provided valuable on-the-ground perspectives. The evaluation form, meanwhile, allowed for a comprehensive assessment of

the transformative model, ensuring that it aligns with the target group's needs, addresses current challenges, is forward-looking in terms of future skill development, and incorporates valuable feedback from stakeholders (Al-Kuwari et al., 2022). The combination of structured interviews and evaluation forms enables a holistic understanding of the dynamics surrounding the development of higher education instructors, offering a nuanced perspective that considers both theoretical recommendations and practical implications (Fromm et al., 2021).
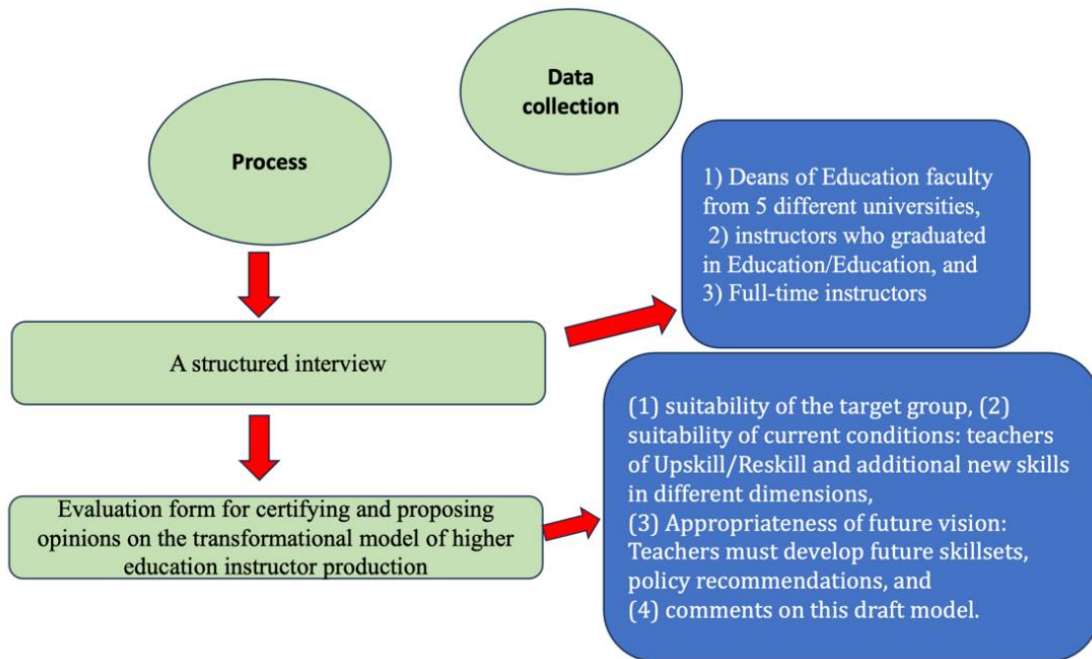


**Figure 1**. Research Methodology

Collecting qualitative data from the faculty of education/education science. Summarizing the results of the study review report from the administrators (five persons) Faculty of Education/Education Science (20 persons) who are representatives from all five universities, including Nakhon Ratchasima Rajabhat University, Mahasarakam Rajabhat University, Chaiyachum Rajabhat University, Vongchavalitkul University, and Rajamangala University of Technology Isan.

## 3. RESULTS AND DISCUSSION

### 3.1. Exploring the Transformative Approach: Strategies for Empowering Thai Higher Education Instructors

The higher education landscape is currently amid a noteworthy transformation, characterized by the ascendancy of an influential methodology that molds students for future challenges. In Thailand, adopting this methodology carries considerable promise for strengthening the skill set and efficacy of instructors in higher education (Mian et al., 2020). To comprehend the current status of this transformative approach, it becomes crucial to explore its implications for Thai educators assessing the potential benefits it may bring to the educational landscape (Ibrahim et al., 2020). As we navigate this exploration, we will focus on understanding how this approach aligns with the needs and aspirations of educators and students in the Thai higher education system. Through this comprehensive

examination, we aim to shed light on the transformative forces at play and their potential impact on shaping the future of education in Thailand.

### 3. 1. 1.  Understanding the Transformative Approach

The fundamental tenets of the transformative approach center on prioritizing active participation in learning, nurturing critical thinking skills, and instigating the application of acquired knowledge to solve tangible, real-world problems (Siritheeratharadol et al., 2023). This method surpasses the traditional approach of memorization and passive absorption of information, empowering students with the capacity to scrutinize, amalgamate, and employ their acquired knowledge to address multifaceted challenges (Pyae et al., 2023). By embracing this methodology, students are not merely recipients of knowledge but active contributors in their educational journey, fostering a sense of autonomy integral to their holistic development (Inprasitha, 2022).

Furthermore, the transformative strategy goes beyond the conventional educational model by cultivating ethical awareness among students (Chiang & Chen, 2022). It emphasizes the importance of ethical considerations in decision-making processes, ensuring that graduates possess a solid moral foundation as they navigate the complexities of the professional world (Ledger & Kawalilak, 2020). As a result, the transformative approach prepares graduates to adapt and excel in a dynamically evolving global landscape, equipping them with academic knowledge and the ethical compass necessary for responsible and impactful contributions to society (Fakhretdinova, 2022).

### 3. 1. 2.  Implications for Thai Instructors

The interview results show that the teacher development model is divided into two dimensions: 1) skill development and upskill and reskill. The organization provides support to enhance the teaching experience and classroom management for instructors, and 2) the concept of scaffolding theory to develop new skills and skill sets for the future of instructors by considering three main issues: (i) designing working skills for instructors; (ii) turning instructors into innovators and (iii) creating a new generation of instructors, new leaders of change. The details are as follows:

1) Life Design for Learners

    a)  The organization supports and creates mechanisms for teachers to be role models for teachers with clear goals in life through the Individual Development Plan (IDP) and promotion of physical well-being and Work-Life Balance.
    b)  Instructors organise school-based experiences so students can apply what they have learned.

2) Instructors Become Innovators

    a)  The organization supports instructors to use innovations in teaching and learning.
    b)  Provides opportunities for learners to create work.

3) New Generation instructors

    Participation in activities/projects both inside and outside the universities, as well as the community context outside the universities, facilitates instructors and students (Lertchaisataporn & Boonsathorn, 2023).

Based on research by Chaemchoy et al. (2022), shifting to the transformative approach necessitates a change in both mindset and instructional methods for educators in Thailand. Below are several crucial aspects to consider:

1) Curriculum Design. Depart from traditional lectures and textbooks by integrating problem-based learning, group projects, simulations, and service-learning experiences into the curriculum.
2) Assessment. Concentrate on evaluating critical thinking, communication, and problem-solving capabilities through assignments encouraging open-ended responses, portfolios, and presentations.
3) Teaching Methods. Utilize active learning techniques such as discussions, debates, role-playing, and collaborative activities. Foster student-centered learning environments where students actively engage and assume responsibility for their educational journey.
4) Faculty Development. Allocate resources to enhance instructors' skills through workshops, training initiatives, and collaborative learning opportunities. These programs should cover a spectrum of transformative approach components, ensuring comprehensive professional development for educators.

### 3. 1. 3. Fortifying Thai Instructors

According to Thanitbenjasith & Kamkankaew (2023), embracing the transformative approach has the potential to offer significant advantages to Thai educators, promoting both professional development and personal fulfillment. The following are potential results:

1) Enhanced Job Satisfaction. Witnessing students actively involved and empowered in their learning can be profoundly fulfilling for instructors, contributing to increased job satisfaction.

2) Improved Teaching Skills. Integrating new pedagogical tools and strategies into their approach can refine instructors' skills and maintain their enthusiasm for teaching.

3) Greater Student Success. The transformative approach contributes to the development of graduates equipped with critical thinking, problem-solving, and communication skills highly valued by employers, thereby enhancing overall student success.

4) Building a Stronger Higher Education System. Through a collective commitment to student development and real-world impact, Thai higher education institutions can position themselves as hubs of innovation and advancement, thereby fortifying the foundations of a robust and dynamic higher education system.

### 3. 1. 4. Education for Sustainable Development (ESD)

***Promoting the Present, Safeguarding the Future***. The core of a sustainable tomorrow resides in an empowered populace. Education for Sustainable Development (ESD) stands as the linchpin, unlocking the knowledge, values, and competencies essential for navigating a world where current necessities and forthcoming potentials harmoniously coexist. By nurturing discerning thinking, ecological consciousness, and judicious decision-making, ESD equips individuals and communities to confront contemporary challenges, formulating inclusive solutions that marginalize no one (Pundziuvienė et al., 2023).

Primarily, ESD instills a profound awareness of the interdependence between our planet and its inhabitants. Through immersive educational experiences and open discussions, it prompts individuals to transcend limited viewpoints, acknowledging the repercussions of their choices on the broader ecosystem. This comprehensive consciousness nurtures compassion and a shared sense of duty, establishing the groundwork for collective efforts toward a more just and sustainable future (Lyngstad, 2023).

Furthermore, ESD empowers individuals with the requisite abilities to translate awareness into tangible actions. A wide range of skills encompassing effective problem-solving, collaborative decision-making, proficient communication, and leadership equips individuals to tackle various local and global challenges efficiently. Whether advocating for environmentally conscious policies in their communities or devising inventive solutions for resource management, individuals emerge as proactive catalysts for positive change, propelling constructive transformations in every facet of life (Mehrabi Boshrabadi & Hosseini, 2021).

*Building a Legacy of Sustainability*. The far-reaching impacts of ESD transcend individual empowerment. By cultivating a dynamic network of well-informed and actively engaged citizens, ESD encourages the development of inclusive and participatory democracies. Local communities evolve into arenas for experimentation, where various perspectives collaborate to devise solutions tailored to their distinct needs and challenges. From community gardens promoting energy efficiency to grassroots waste management initiatives led by citizens, these localized efforts converge into a potent global movement, laying the groundwork for a future where the welfare of people and the planet are intricately interlinked (Ruiz-Mallén et al., 2022).

ESD is not simply a collection of tools or curriculum guidelines; it represents a transformative odyssey. It narrates the tale of successive generations uniting, armed with knowledge, empowered by skills, and propelled by a shared vision for a world where progress and sustainability coexist. As we advance into the future, the torchbearer of ESD illuminates the path, directing us toward a more promising tomorrow where the present quality of life transcends temporal constraints, leaving behind a legacy of optimism and prosperity for posterity (Ritch, 2023).

### 3. 1. 5. Education for Global Citizenship (EGC)

*Navigating the World, Shaping the Future*. In an increasingly intertwined global environment, comprehending the intricate network of influences impacting our existence assumes heightened significance. Sustainability-focused education endeavors to provide individuals with this essential awareness, endowing them with the understanding, proficiencies, and principles needed to navigate their circumstances and comprehend the broader narrative of a globalized society. This importance and purpose of sustainability-focused education enables them to actively contribute to shaping a future characterized by equity and sustainability for all (Gal & Gan, 2020).

Primarily, through meticulous examination and open discourse, this educational strategy nurtures a profound grasp of the interdependence between local and global concerns. Individuals acknowledge the repercussions of their decisions on distant communities and ecosystems, fostering empathy and a shared sense of responsibility. This awareness establishes the groundwork for collaborative efforts to construct a more just and balanced world (Lu et al., 2021).

Furthermore, armed with critical thinking, problem-solving, and well-informed decision-making, individuals gain the confidence to assume responsibility for their roles within this intricate global framework. Whether advocating for responsible policies in their communities, embracing sustainable consumption practices, or participating in international dialogues, they are empowered to actively contribute to solutions addressing the challenges of our shared future (Colomer et al., 2020).

Ultimately, Education for Sustainability transcends the mere accumulation of information or acquisition of skills; it revolves around transforming individuals into agents of change,

capable of navigating the world's complexities and actively shaping a future where environmental stewardship, social justice, and economic prosperity coexist. By arming individuals with an understanding of the forces shaping their lives and providing them with the tools to actively participate in crafting a better future, this approach presents a roadmap toward a more sustainable and equitable world for future generations (Esthi et al., 2023).

### 3. 1. 6. ESD and EGC

Throughout this literary journey, education emerges as a pivotal domain for empowering young individuals, educators, and the general populace as catalysts for a sustainable world. According to Turk et al. (2022), the sharing of scientific knowledge, implementation of Education for Sustainable Development (ESD) methods, and integration of the Ethical Global Citizenship (EGC) approach foster a consciousness among individuals about diverse possibilities to approach the desired vision of the world. Consequently, this article extends an invitation to fortify the capacities of Thai higher education instructors in active citizenship and sustainability while boldly urging their preparation for 21st-century skills.

When engaged in Sustainable Development Goals (SDG) and ethical pedagogy, university instructors in Thailand exhibit inspiration and commitment toward promoting ethical, pedagogical approaches to global issues. Nevertheless, their endeavors necessitate conducive spaces, contexts, and resources for collaborative research, reflection, experimentation, and shared learning, along with practical strategies seamlessly integrating theory and practice. These insights emerge from a participatory research initiative with university instructors in Thailand, prompting recommendations for broader classroom practices fostering a pedagogical culture centered on ethical global issues at universities (Handayani et al., 2023; Prabjandee, 2020).
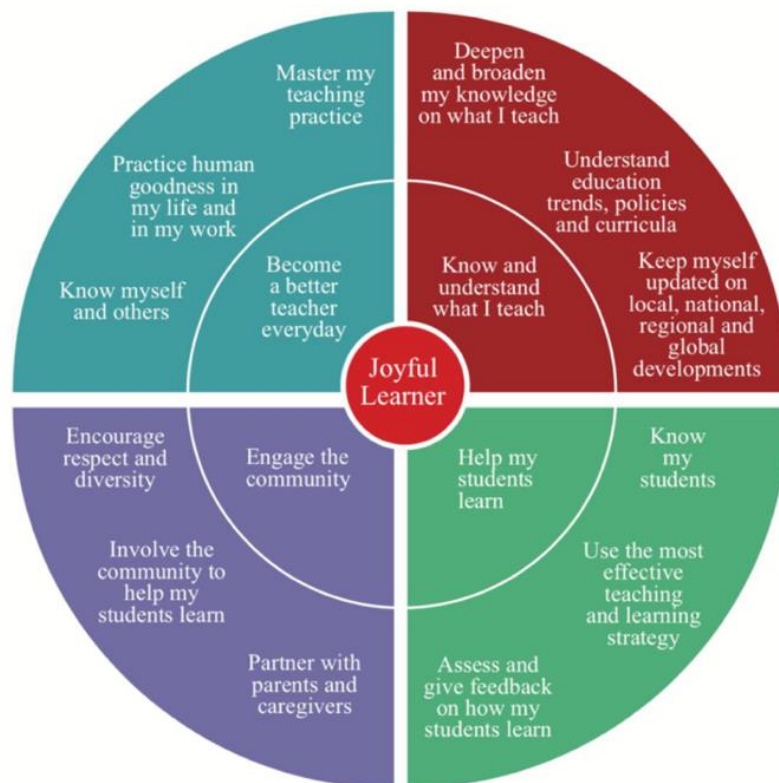


**Figure 2**. The essential competencies of teachers
(Source: The Teachers' Council of Thailand, 2018)

A common thread among these educators is their unanimous proposal to position 21st-century skills as the focal point of individual learning. Initiatives range from those primarily concerned with preparing individuals for the workforce and future jobs to others emphasizing a commitment to a sustainable economy and environmental conservation. While sharing fundamental principles, each organization contributes complementary ideas to the concept of 21st-century skills (ACARA, 2020; Menzie-Ballantyne & Ham, 2022).

Strategic considerations encompassing curriculum development, organizational structures for students and teachers, and the design of educational spaces are necessary to bring about a profound and systemic transformation in education. The Teachers' Council of Thailand (2018) has outlined a conceptual framework for teacher competency in Southeast Asia, fostering collaboration among countries in the region. Essential teacher competencies include understanding the subject matter, curriculum, rules, and current educational trends; employing effective teaching strategies to facilitate student learning and providing constructive feedback; engaging with the community and fostering collaboration; and continually improving teaching practices for enhanced efficacy (Gill & Berezina, 2021).

Siriluk (2022) states that it takes considerable bravery to develop a national higher education model that can compete with the finest on the international stage in a nation with little enthusiasm for cooperative research or delivery. Chaiya and Ahmad (2021) also reveal that Thai universities are being pushed to internationalize and advance quickly in building a world-class university system with a reputation to match as the country looks to improve its performance in higher education.

In addition to the Life Skills Framework and the teacher manual, the Thai National Strategy (2018-2037) and the National Education Standards were developed in 2018 to serve as frameworks for the national education plan (Crocco & Pitiyanuwat, 2022). These policies centered around the five core competencies:

1) communication capacity,
2) thinking capacity,
3) problem-solving capacity,
4) capacity for applying life skills and
5) capacity for technological application.

According to Buasuwan et al. (2022), this current skills framework has identified five components of essential skills that are vital for Thai learners today, which include:

1) skills in future-oriented learning, such as decision-making and creative thinking skills,
2) skills in managing self, such as social and emotional learning skills,
3) skills in living with others, such as communication and collaboration,
4) skills in creating a happy life, such as respect for diversity and resiliency, and
5) skills in living with nature, such as sustainability and conservation skills.

## 3.2. Proposing Opinions and Recommendations on Faculty Development Policies in Thailand

Institutions of higher education constitute integral pillars within societal frameworks, fulfilling a paramount function by preparing the succeeding generation to confront the multifaceted challenges of existence. Among the pedagogical priorities of universities is the impartation of fundamental life and work skills, deemed imperative for navigating the intricacies of modern society (Phakamach et al., 2023). These skills are essential for thriving in the 21st century and are equally indispensable for educators. The possession of life and work skills emerges as a sine qua non for the success of instructors, exerting a salient

influence on their productivity, decision-making acumen, and holistic well-being (Rakowska & de Juana-Espinosa, 2021).

The extant version of the skills framework is actively engaged in developing assessment tools for the appraisal of skills and competencies harmonized with the parameters of the national competency-based curriculum (Pimdee et al., 2023). Simultaneously, rigorous scrutiny and testing of the framework are being conducted on a digital learning platform tailored to the instructional needs of educators. The project team, anticipating the imminent rollout, is proactively devising a communication strategy designed to enhance public awareness regarding the pivotal role of these skills and competencies (Irawan et al., 2023). This strategic initiative is intended to guarantee that all stakeholders understand the overarching priorities set for Thai learners.



**Figure 3**. Skills through a transformative approach for 21st-century instructors

According to Preechawong et al. (2021); Scott & Guan (2023); and Ungsuchaval et al. (2023) , developing comprehensive strategies for faculty development policies in Thailand requires a nuanced approach that evolves with the dynamic needs of higher education:

1) The first challenge to address is limited resources, which can restrict access to quality training for faculty members. This approach can hinder skill enhancement and impact the overall education quality.

2) Outdated teaching methods are another obstacle, preventing students from acquiring essential 21st-century skills. Modernizing pedagogies is crucial to better prepare students for the evolving global landscape.

3) Support structures are lacking, leaving faculty members without mentoring, peer evaluation, or career advancement opportunities. A supportive environment is critical to enhancing professional growth and the teaching experience.

4) Evaluation methods need to capture the full impact of faculty development initiatives. Reassessing assessment metrics is essential to measure outcomes and contributions effectively.

5) Technological gaps hinder the adoption of innovative teaching methods. Bridging this divide and providing technology training is vital for creating an environment that fosters modern educational techniques.

By addressing these challenges comprehensively, faculty policies can meet the unique demands of 21st-century higher education in Thailand.

### 3.3. Formulating a Report on Proposal Result Outcomes in Thailand

The present report is dedicated to formulating and analyzing outcomes stemming from a proposal initiated within the developmental landscape of Thailand. This endeavor seeks to explicate the multifaceted results of implementing the proposed initiatives and projects to foster concrete progress within the country. The comprehensive evaluation encompasses an in-depth examination of the proposal's impact on targeted areas and sectors, considering governmental and non-governmental entities. The ensuing discourse aims to provide a nuanced understanding of the proposal's efficacy, emphasizing its contributions to overarching developmental objectives in Thailand. As such, this report endeavors to furnish a scholarly examination of the proposal's result outcomes, shedding light on the intricacies of its implementation and the subsequent implications for Thailand's socioeconomic advancement (Srijamdee & Pholphirul, 2020; Tapingkae et al., 2020).

#### 3. 3. 1. Context and Goals

The inception of this undertaking marks the commencement of a comprehensive strategy geared towards fostering palpable advancement within the realm of Thailand. The operational timeline and critical focus sectors are succinctly delineated to offer a thorough understanding (Duffy et al., 2022). Following this contextual backdrop, the proposal outreach campaign's objectives are meticulously elucidated, underscoring the targeted governmental bodies and organizations and the envisaged outcomes. This meticulous delineation is the foundational framework for evaluating the campaign's effectiveness.

The skills framework project is reexamining today's essential life skills to guide the direction for national competency-based curriculum development, aiming to improve and strengthen the quality of education in Thailand (Thummaphan et al., 2022). The long-term goal is to equip young Thai learners with more relevant and transformative skills so that they can become resilient to 21st-century demands, becoming active citizens to lead and contribute to the sustainable development of the country and the global community.

#### 3. 3. 2. Results and Analysis

The focal point of the report concentrates on the repercussions of the outreach proposal, where a meticulous examination of the attained outcomes is presented (Mohammed et al., 2023). The elucidation of findings is systematically communicated, incorporating illustrative aids such as tables or graphs with discernment. Enumeration of the volume of submitted proposals, the involvement of governmental bodies and institutions, and the establishment of affiliations or cooperative endeavors are executed with precision. A nuanced scrutiny of proposal genres that garnered heightened interest is conducted, discerning prevalent trends or recurring patterns in responses. Furthermore, an evaluation of the extent of involvement from each stakeholder segment is provided, imparting valuable

insights into the efficacy of employed methodologies and communication channels (Mian et al., 2020).

According to Tang et al. (2020) and Reynders et al. (2020), the five crucial talents identified are information processing, personal effectiveness, communication, critical and creative thinking, and teamwork. Physical education offers students a singular opportunity to build essential abilities through learning in the psychomotor domain. Information processing, personal effectiveness, communication, critical and creative thinking, and teamwork are the key identified. Physical education offers students a singular opportunity to build essential abilities through learning in the psychomotor domain. Critical and creative thinking skills are central to learning outcomes that include compositional tasks, for example, in dance or gymnastics in Sport education, or the design of new games as might be required in the Teaching games for understanding curricular model.

### 3. 3. 3.  Recommendations and Future Directions

The concluding segment of the report encapsulates actionable recommendations derived from the comprehensive analysis of outcomes. Identifying areas ripe for refinement in subsequent proposal endeavors, encompassing the enhancement of targeting methodologies, customization of proposals tailored to specific entities, or exploration of alternative communication modalities, is paramount (Dawilai et al., 2021). Deliberation on incorporating exemplary practices gleaned from successful engagements adds depth to the recommendations. In culmination, the advocacy of tangible steps for propelling the initiative forward in Thailand is underscored, entailing the strategic leveraging of established affiliations and harnessing the accrued momentum (Lim et al., 2021).

According to Songkram et al. (2021), using a range of teaching and learning strategies not only makes it possible to meet students' different learning needs but also allows critical skills to be developed. For example:

1)  Communication skills can be developed by involving learners in group or partner-based problem-solving tasks.
2)  Developing and maintaining good relationships is central to the critical skill of working with others. Opportunities to develop this skill arise frequently in physical activity participation and competition.
3)  Being personally effective includes reflecting on one's performance in different physical activities and planning for improvement. Each model provides particular perspectives for learners about themselves as participants in physical activity.
4)  The well-planned use of learning outcomes will enable teachers to support the development of critical skills and assess learners' progress. As teachers observe learners engaging in different learning experiences, they can use these opportunities to provide formative feedback to learners about their use of critical skills.

## 4.  CONCLUSION

The significance of imparting life and workplace skills in the training of educators, particularly within the context of a transformative approach to higher education, holds crucial importance, particularly in the educational landscape of Thailand. It constitutes an integral facet of instructive endeavors, striving to elevate the nation's academic standards. A paramount aspect of educators lies in their capacity to empower students to forge enhanced prospects for themselves and contribute positively to the broader global community. Cultivating students' life skills emanates from the transformative capabilities embedded within educators, encompassing both higher education proficiency and 21st-

century skill sets. It is crucial to establish the acquisition of 21st-century skills as a collective goal for all educators, departing from traditional teaching methodologies, as it invariably results in students' absorption of the same. Cultivating critical thinking, social adeptness, and interpersonal connections is pivotal for educators to fortify these skills, mirroring the developmental pathways of their students. Although 21st-century skills are indispensable for individual growth, they pose formidable challenges, prominently manifesting as resource constraints within higher education institutions. It is a prevalent issue for educators in higher education to grapple with insufficient space or resources to instill 21st-century skills, necessitating innovative pedagogical approaches effectively. The authors further underscore the theoretical implications arising from their research findings, offering insightful suggestions for future investigations. This conclusive segment encapsulates the research's central message and accentuates its broader contributions and value within academic discourse.

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