GUIDELINES FOR IMPROVING EDUCATIONAL PERSONNEL COMPETENCIES IN THE DIGITAL AGE TO ELEVATE THE QUALITY OF LIFE AND UNDERPRIVILEGED CHILDREN COMPETENCIES IN URBAN COMMUNITIES, CHIANG MAI PROVINCE

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ABSTRACT

Objectives: This study aims to explore categories, quality of life, and underprivileged children competencies, and study guidelines for improving educational personnel competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities, Chiang Mai province.

Methods: Exploring categories, quality of life, and underprivileged children’s competencies was conducted through in-depth interviews and public hearings with 180 school administrators, teachers, representatives of underprivileged children’s parents, and experts obtained by Purposive Sampling. Studying guidelines for improving educational personnel competencies was conducted through competency assessment and workshops with 162 school administrators, teachers, supervisors, and experts, selected through Purposive Sampling.

Results: The findings revealed 10 categories of the underprivileged children, 11 factors affecting their quality of life. The underprivileged children had a low level of threshold competencies and core competencies. The educational staff has high communication skills, learning management development, and health understanding in the digital age.

Conclusions: The guidelines to improve educational personnel competencies include to develop digital literacy curriculum, smartphone-based media production curriculum, curricula for advanced thinking and innovation skills, foreign language learning management skills, communication skills in foreign and local languages, cultivation and maintenance of medicinal plants skills, modern urban community agriculture skills, product development skills for schools, online distribution, special education curricula for disabilities and children with developmental delays, health knowledge in the digital age for educational personnel, digital-era school administrations, and the competencies development of supervisors.

Keywords: guidelines, competency development, educational personnel, underprivileged children in urban communities.

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ORIENTAÇÕES PARA MELHORAR AS COMPETÊNCIAS DO PESSOAL EDUCATIVO NA ERA DIGITAL, A FIM DE ELEVAR A QUALIDADE DE VIDA ECOMPETÊNCIAS DE CRIANÇAS DESFAVORECIDAS EM COMUNIDADES URBANAS, PROVÍNCIA DE CHIANG MAI

RESUMO

Objetivos: Este estudo tem como objetivo explorar categorias, qualidade de vida e competências para crianças carentes, e diretrizes de estudo para melhorar as competências do pessoal educacional na era digital para elevar a qualidade de vida e as competências para crianças carentes em comunidades urbanas, provincia de Chiang Mai.

Métodos: A exploração de categorias, qualidade de vida e competências das crianças carentes foi realizada por meio de entrevistas aprofundadas e audiências públicas com 180 administradores escolares, professores, representantes de pais de crianças carentes e especialistas obtidos por amostragem intensiva. Estudar diretrizes para melhorar as competências do pessoal educacional foi realizado através de avaliação de competências e workshops com 162 administradores escolares, professores, supervisores e especialistas, selecionados através de Amostragem Propósito.

Resultados: Os resultados revelaram 10 categorias de crianças desfavorecidas, 11 fatores que afetam a sua qualidade de vida. As crianças carentes tinham um nível baixo de competências básicas e competências básicas. A equipe educacional tem altas habilidades de comunicação, desenvolvimento de gerenciamento de aprendizagem e compreensão de saúde na era digital.

Conclusões: As diretrizes para melhorar as competências do pessoal educacional incluem desenvolver currículo de alfabetização digital, currículo de produção de mídia baseada em smartphone, currículos para habilidades de pensamento avançado e inovação, habilidades de gerenciamento de aprendizagem de língua estrangeira, habilidades de comunicação em línguas estrangeiras e locais, cultivo e manutenção de habilidades de plantas medicinais, habilidades agrícolas modernas da comunidade urbana, habilidades de desenvolvimento de produtos para escolas, distribuição on-line, currículos de educação especial para deficiências e crianças com atrasos de desenvolvimento, conhecimento de saúde na era digital para o pessoal educacional, administrações escolares da era digital e o desenvolvimento de competências de supervisores.

Palavras-chave: diretrizes, desenvolvimento de competência, pessoal educacional, crianças carentes em comunidades urbanas.

1 INTRODUCTION

The United Nations' Sustainable Development Goals (SDGs) as Goal Four ensures that everyone has inclusive and equitable quality education and promote lifelong learning opportunities for sustainable development and sustainable living. The National Education Plan 2017-2036 has also defined the "Characteristics of Thai people 4.0," which further defines the 2018 national education standards. These characteristics include being intelligent and creative individuals, possessing digital intelligence, cross-cultural
creativity, 21st-century skills, entrepreneurship, and the ability to collaboratively create and develop technological and societal innovations that increase opportunities and value for both oneself and society (Office of the Education Council Secretariat, 2019). Nevertheless, the report on the state of Thai education in 2017/2018 of the Independent Committee for Educational Reform (2019) regarding educational quality considers the results of national and international assessments, including O-NET, PISA, and TIMSS examinations. The results found that the average O-NET score level was below 50%, or the PISA and TIMSS average score level was significantly lower than neighboring countries. They are consistent with the findings of the 2015 Program for International Student Assessment (PISA), which showed that some test takers received scores below the "below minimum" threshold and that overall test results fell short of worldwide standards. Thailand spends almost 20 percent of its national budget on education, which contributes to the country's high levels of educational disparity. Conversely, PISA's assessment of educational results falls into the "poor" category. This occurs in spite of the system's requirement for "Quality with diversity," which provides opportunities for every student group to reach their full potential, pursue lifelong learning, give back to the community, and coexist peacefully with others, especially underprivileged children. Nakornthap (2014) identified four broad categories into which he categorized underprivileged children: Those who fall into one of the following categories: 1) Children with special learning needs and disabilities, which includes children with physical and learning disabilities; 2) Teenage parents, or children who have unintended pregnancies due to premarital sex; 3) Children with disabilities and special learning needs, which includes children with HIV; 4) Specific problem groups, including child laborers, children with HIV, and victims of child trafficking. The potential of Area-Based Management, which is expected to have a high probability in the future, must be the basis for guidelines for supporting and managing these children. The university is a key player in providing educated personnel, and it entails the cooperation of numerous networks from diverse sectors, including the government, business sector, academia, and community. Thailand has 13,825,194 children under the age of 18, of whom at least 5 million are underprivileged, according to Department of Provincial Administration figures from 2017. About 80% of these children come from disadvantaged households, and 220,842 children from different ethnic backgrounds make up the 6% of these children who are not yet registered for explicit healthcare rights, which include basic health
insurance and treatment. Moreover, a number of these children suffer from intellectual and autism problems, which limits their access to the educational and healthcare institutions. In addition, a large number of kids in society are struggling through life alone (Mirror Blog, 2020). For example, there are more than 30,000 street children, most of whom live in densely populated urban regions, especially in the Greater Bangkok area and larger cities such as Chiang Mai province. Lack of educational possibilities was the main problem this group faced. Therefore, this issue is consistent with the Sustainable Development Goals (SDGs), including Goal No.1: No Poverty, eliminating all forms of poverty in every area, Goal No. 3) Good Health and Wellbeing: ensuring healthy lives and promoting wellbeing for all at all ages and all genders, Goal No. 10) Reduce Inequalities: reducing inequality both within and between countries, Goal No.16) Peace, Justice and Strong Institutions: promoting peaceful and inclusive societies for society development, providing accessibility for everyone to the justice process, building responsible institutions. Significantly, underprivileged children in these urban communities should receive educational opportunities that that empower them to learn and develop a sustainable quality of life in this era of change.

Based on historical data and past performance, educational personnel, such as school administrators and teachers, are the key factors influencing the quality of education provided by educational institutions in urban community schools. This is especially true in a rapidly changing global context. They are seen as essential figures in guiding schools through the upheavals and crises that are occurring in the field of education today. It calls for the use of new tools and a new paradigm to manage children's education both now and in the future. As a result, training in a variety of specialized skills and digital competencies is necessary for educational staff members to use as tools for perspective-shifting, paradigm-shifting, developing competitive strategies, and working in a variety of modern information technology-related fields with a variety of techniques and approaches, for example, acquiring knowledge via a learning community through podcasts, Massive Open Online Courses, or MOOCs. That is considered an educational opportunity for giving people equal rights to access education and promoting Life Long Learning. Moreover, they can develop themselves by creating innovations that will benefit underprivileged children, especially in neglected urban communities. This neglect stems from the perspective of living in prosperous, ready, and convenient urban neighborhoods. In contrast, these areas are abandoned and are treated as if the children
are left behind after school. The educational personnel need to develop digital skills as the major skills in this changing era and apply them as tools for improving quality of life and desired competencies in at least four aspects: 1) Literate Thais, 2) Happy Thais, 3) Smart Thais, and 4) Active Thai Citizens with lifelong learning skills that keep up with the Digital Age, and the world of the future Moreover, Thai people become global citizen contributing to sustainable development goals (SDGs). In order to improve the quality of life and competencies of underprivileged children in urban communities, the researcher has collaboratively studied new ideas for developing educational personnel in the Digital Age as a teacher in a higher education institution responsible for developing educational personnel in Chiang Mai. The education personnel of education, the social science education personnel, the humanities education personnel, the college of arts and media, the medical technology education personnel, etc., were among the instructors in the researcher's cross-disciplinary integration. We joined together as a research team and started investigating concepts that had never been discussed before in order to provide fresh knowledge and ongoing practice. The procedures and methods will be created with particular characteristics tailored to the needs and context of each area. The resulting outputs will empower the standard

of living and scholastic attainment of impoverished urban youngsters by endowing educators with digital capabilities and revolutionizing management and learning paradigms. In the age of change, this will lessen educational gaps, give them chances, and act as a model to follow. In the future, it will be a vital substitute for training teachers to work with disadvantaged youth in metropolitan areas.

2 LITERATURE REVIEW
2.1 GUIDELINES FOR DEVELOPING EDUCATIONAL HUMAN RESOURCES IN THE 21ST CENTURY

In the twenty-first century, creating educational human resources requires a paradigm change away from the traditional one and toward one in which the learning process is centered around the world and reality of the students. It places a strong emphasis on cultivating attitudes and abilities, including critical thinking, problem-solving, organizational, positive, self-respecting, innovative, and creative thinking. It also covers communication skills, including the capacity to manage information efficiently so that it can be applied creatively. These are viewed as a difficulty in creating a future-
focused education where pupils possess the knowledge, attitudes, morals, and individual characteristics necessary to successfully and joyfully confront the future.

2.2 COMPETENCIES OF EDUCATIONAL PERSONNEL

Office of the Secretariat of the Education Council (2004) divides competencies into two groups: 1) Threshold Competencies refer to basic knowledge or skills necessary for individuals to perform tasks that are more advanced or complex such as speaking or writing competencies, etc., and 2) Differentiating Competencies refer to factors that allow individuals to have better or higher performance than standards resulting in superior to those of the general population. In consequence, it causes distinctive results.

2.3 COMPETENCY DEVELOPMENT METHODS

The following is a summary of Laewongnin's (2017) methods for developing personnel competencies in the digital age: 1) Development recipients must be voluntary and depend on affiliated agencies; 2) Content is decided by development recipients and should correspond with their job responsibilities; 3) Activities can be chosen based on the development recipients' interests and readiness (in line with their passion); 4) Development goals are structured along multiple dimensions, including the knowledge dimension, whereby individuals possess profound understanding of the subject matter and can apply multidisciplinary knowledge, learn independently, and pursue knowledge continuously; 5) Development goals will center on the essential competencies and skills, like digital skills, of what the development participants will be able to accomplish; 6) The emphasis is on interdisciplinary skills and holistic assessment abilities; 7) Evaluation should take place prior to, during, and following development by monitoring work performance and employing a variety of techniques to reflect on outcomes; and 8) Development recipients should take part in performance evaluation and post-development reflection through a variety of techniques, including online platforms.

2.4 TRANSDISCIPLINARY RESEARCH CONCEPT

Mumbansao (2017) concluded that applying transdisciplinary research methods is a tool and approach for knowledge acquisition, grounded in the idea of highlighting the variety of approaches used in different academic domains. This is done through a three-dimensional framework: Transformative knowledge is the study of transformations
within the context of existing structures and systems guided by the life-world, consciousness, and values of the community, serving as the guiding principles. Additionally, it incorporates the three dimensions of diversity: diverse goals, which are ways to bring about justice in society; diverse research methodologies; and diverse contexts, which are a range of contexts. Transdisciplinary research is thus a suitable instrument and process for revealing the real nature of concealed issues and reorganizing them to bring about social change in the direction of a fair and sustainable society. Furthermore, according to McGregor (2004), transdisciplinary research offers a way to comprehend and explain the intricate issues facing the modern world. To understand these problems through the application of social science research methods, it makes use of attempts to look for innovations across disciplinary boundaries. The phenomenon of risk resulting from technology and development that is inexplicable can be adequately explained and reflected in transdisciplinary study. Various theoretical concepts are used in transdisciplinary research that can lead to sustainable development that does not harm the environment and provides opportunities for future generations to use limited social resources, etc. (Hadon, 2007).

2.5 UNDERPRIVILEGED CHILDREN IN URBAN COMMUNITIES

Pornwiang et al. (2022) classified underprivileged children in urban communities into 10 groups as follows. 1) Ultra-poor children: they come from families with an annual income of less than 20,000 baht, where the parents have no stable income source. 2) Children with the drug problem: they come from families with behaviors related to drugs or have alcohol-related behaviors, are surrounded with drug in the community or reside in a drug distribution center, 3) Abandoned children: they come from a divorced or separated family. This results in underprivileged children being neglected and live with relatives who are sponsors provide support for expenses, clothing, tuition and food, 4) Children subjected to abuse and violence: they come from parents or relatives, punishing, hurting by hitting, they are physically injured, and mentally. Finally, they exhibit aggressive behavior and severe emotional disturbances, 5) Children affected by AIDS, or serious contagious diseases that society detests: they infect from family members, 6) Children from ethnic groups/multicultural groups/stateless groups: they come from a person with a non-Thai identity card or from families of ethnicities with ancestral origins in foreign countries, border crossers, or lives in highland areas without any specific
nationality, and who are not Thai citizens, 7) Children and descendants of laborers: they come from the labor camps, rented dormitories, self-built shelters, and live in abandoned building. They move because of their parents' work and not have a clear household registration, 8) Children forced to be child labors or child trafficking: they are forced to sell their labors to earn for a living without voluntary, 9) Children involved in the sex industry or child prostitutes or at-risk groups: they live in a shelter and have a risk of being sexually abused, cohabitare with family members or individuals of the opposite or same sex, who are at risk of being sexually abused, and 10) Special needs children: they have been certified by hospitals or screened by educational institutions to be classified as in the special needs category due to physical and intellectual disabilities or other reasons.

2.6 EDUCATIONAL INNOVATIONS FOR SELF-DEVELOPMENT IN THE DIGITAL AGE

Educational innovations are a kind of self-development that may be learned at both the individual and group levels using a variety of formats and approaches. Massive Open Online Courses, or MOOCs, for example, provide freely available content to the general public, including students in the education system, in order for them to learn and develop themselves. That is consistent with the ideals of Life Long Education and Life Long Learning, and it is free of charge, regardless of gender, age, or degree of education. Students will learn online with video from instructors. Furthermore, participants participate in activities, exercises, quizzes, discussions, and Q&A via various platforms given, which is thought to provide equitable educational chances for skill and knowledge growth at all times. This encourages each country to have qualified human resources ready to develop and advance.
3 CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

Figure 1 Conceptual Framework

4 METHODOLOGY

Studying guidelines for improving educational personnel competencies in the Digital Age to elevate the quality of life and underprivileged children competencies in urban communities, Chiang Mai province were divided into two sections as follows:

The first section was to explore on category, quality of life and underprivileged children competencies in urban communities, Chiang Mai province as below:

1.1) Study of data base for category, quality of life and underprivileged children competencies in urban communities was conducted by in-depth interviews. Sample groups were account for representatives of underprivileged children parents in urban communities. A total of 60 people were obtained through Purposive Sampling. The research instruments included interviews and checklists based on the specified issues.

1.2) The study of the data base for the category, quality of life, and competencies of underprivileged children in urban communities was conducted by public hearings, including school administrators, teachers, representatives of underprivileged children, parents, and experts. The sample groups were obtained by Purposive Sampling, a total of 180 people were recruited. The research instrument included a meeting minute form.
The second section was to study guidelines for improving educational personnel competencies in the digital Age to elevate the quality of life and underprivileged children competencies in urban communities, Chiang Mai province. It has two steps as follows:

2.1) The study of the current conditions and data base of educational personnel in the digital age to elevate the quality of life and competencies among underprivileged children in urban communities was conducted through competency assessment. The sample group included 142 school administrators, selected by Purposive Sampling with a competency assessment form.

2.2) The study of the data base on guidelines for developing educational personnel competencies in the digital age to elevate the quality of life and competencies among underprivileged children in urban communities was conducted by a workshop. The sample group was composed of 162 school administrators, teachers, supervisors, and experts, selected through Purposive Sampling. Research instrument employed was a meeting minute form.

The statistical methods used were percentages, averages, standard deviations, and Content Analysis.

5 ANALYSIS AND FINDINGS

The findings of guidelines for improving educational personnel competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities, Chiang Mai province revealed as follows:

5.1 THE FINDINGS OF FOR CATEGORY, QUALITY OF LIFE AND UNDERPRIVILEGED CHILDREN COMPETENCIES IN URBAN COMMUNITIES

1.1 The categories of the underprivileged children in urban communities in Chiang Mai province found in six voluntary schools as 1) Sridonchai Municipality School, 2) Patan School, 3) Banphranon School, 4) Banmaejoe School, 5) Watthaduea Community School, and 6) Watsuandok School. They were as the following:

The first category is ultra-poor children: they come from families with an annual income of less than 20,000 baht;

The second category is children with a drug problem: they come from households with drug-related or alcohol-related behaviors, and the drug situation in the
neighborhood. Beer and liquor, for example, are widely spread because they are inexpensive.

The third category is abandoned children: they are from the divorced or separated parents; and as a result, they are ignored and must live with relatives. They share a room with the other members, such as living with two friends or family who help with expenditures and clothing. The typical number of family members for abandoned children is two to six. Food will be provided (breakfast and dinner on weekends). Breakfast will not be available every day. Because the school provides a lunch program for youngsters, food is served five days a week. Breakfast staples include instant noodles, boxed rice, and grilled pork. They buy their own drugs for medical treatment because there is no medical care benefit. As medical treatment, they buy their own medicines because there is no medical care benefit. For counseling or when they have problems, They frequently consult with relatives for counseling or when they have challenges, and the evenings after school are occasions for them to socialize with family members and community people.

The fourth category is children subjected to abuse and violence: the cause of abuse is the hitting by parents or sponsors or physical harm. The family situation revealed that the majority of the parents are divorced. Those who harm children are frequently family members; for example, mothers physically reprimand their children, or some children are harmed as a result of parental arguments. Some women have problems with their children, which can result in the children being hurt, etc. Physical abuse occurs after being hurt (for example, punching, beating, and slapping). The most prevalent types of emotional abuse are verbal bullying, making inappropriate sexual comments, mocking, name-calling, making inappropriate sexual comments, insulting, and threats of damage. This involves bullying at school, such as being bullied by seniors who extort money, being mocked by male classmates, having items taken and hidden, or being physically assaulted, among other things. Bullying causes children to be abused and violent, resulting in behaviors like withdrawing and keeping to themselves (not meeting or talking to anybody) or expressing anger without speaking, stomping their feet, or going into a room, among others. However, some students exhibit violent behavior, which includes physically abusing their moms and displaying strong emotions and the use of force. It's common for some people to smuggle blades or other sharp objects into schools, sneak inside restrooms and watch ladies enter for self-gratification.
The fifth category is children affected by AIDS or serious contagious diseases that society detests; they are shunned by society from infection of children. Most of them infected the disease because they lived in crowded accommodations. They cohabitate more than six people or more, infection of the family members, or some children have symptoms without serious examination and treatment.

The sixth category is children from ethnic groups/multicultural groups/stateless groups: Their families belong to distinct ethnic groups with unique customs, ideologies, and values. Family members' identity cards are mostly not Thai. The Shan people, who originally lived in Shan State in Myanmar, make up the majority of the ethnic groups present. Their living situations, morals, beliefs, religion, culture, and sexual persecution are therefore distinct according to their Myanmar nationality.

The seventh category is children and descendants of laborers, who either come from homes with illegal workers or are migrant workers coming to work illegally, make up the seventh category. There are three forms of housing: self-built shelters, rented dorms, and labor camps. They live on the sides of the road, beneath bridges, in public spaces, and in abandoned buildings. They also move in accordance with the work. No unambiguous house registration is in place. Each location is often visited for a period of two to fifteen years.

The eighth category is children who are forced to work as child laborers or traffickers; these children come from families that make their children sell goods day or night in different locations, or some families are forced to have their children sell goods at night because they are unable to leave the children alone at home. A portion of child labor is the result of kids wanting to make extra money. Contractual work is the usual way that the task is done. Thirty to fifty baht is their hourly wage.

The ninth category is children involved in the sex industry or child prostitutes or at-risk groups: due to these children living in the rental housing or temporary crowded shelter provided by employers (six to eight person in a room) and using shared bathrooms. Moreover, strangers often visit. There are drugs in the area or some children live with relatives or share accommodation with co-workers to save on expenses, which increases the risk of potential sexual abuse of the children.

The tenth category is special needs children, who have been certified for screening by hospitals or educational institutions. Those with visual impairments, hearing impairments, communication impairments, and relatively sluggish communication
development with irregularities in communication and slow information processing fall into this category. Children with physical and mobility limitations develop at a slower rate. Children who have emotional and behavioral issues exhibit aggressive conduct. Children with intellectual limitations struggle to learn. Some of them have gotten medical care, and their doctors have allowed them to return to school alongside their peers. Since some of them have undergone medical care, their physicians have given them permission to go to school alongside their classmates. Youngsters with learning difficulties are categorized as slow readers and writers, slow learners, and non-calculators. Some children have IQs as low as kindergarteners or are reverse letters; others have developmental delays, hyperactivity, autism, and other developmental disabilities (PDDs); still others have multiple disabilities (medical certificates, disability registration certificates); and still others are registered as special or disabled children receiving 1,000 baht per month.

Table 1 The Data Base of Underprivileged Children in Six Schools (10 June 2022)

<table>
<thead>
<tr>
<th>School</th>
<th>Total No. of Students (percent)</th>
<th>No. of Underprivileged Children (percent)</th>
<th>Ultra-Poor Children (percent)</th>
<th>Children with Drug Problems (percent)</th>
<th>Abandoned Children (percent)</th>
<th>Children Subjected to Abuse and Violence (percent)</th>
<th>Children Afflicted by AIDS, or Serious Contagious Diseases (percent)</th>
<th>Children with Developmental Disabilities (percent)</th>
<th>Children with Intellectual Impairments (percent)</th>
<th>Children with Learning Difficulties (percent)</th>
<th>Special Needs Children (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangkok Public School</td>
<td>454 (24.41%)</td>
<td>107 (22.92%)</td>
<td>8</td>
<td>40</td>
<td>2</td>
<td>1</td>
<td>162 (35.51%)</td>
<td>31 (6.73%)</td>
<td>0</td>
<td>0</td>
<td>13 (2.73%)</td>
</tr>
<tr>
<td>Sapa School</td>
<td>261</td>
<td>50</td>
<td>1</td>
<td>33</td>
<td>1</td>
<td>1</td>
<td>91 (34.85%)</td>
<td>81 (30.89%)</td>
<td>0</td>
<td>0</td>
<td>25 (9.60%)</td>
</tr>
<tr>
<td>Samut Prakan School</td>
<td>287</td>
<td>53</td>
<td>3</td>
<td>23</td>
<td>1</td>
<td>1</td>
<td>91 (32.16%)</td>
<td>81 (28.43%)</td>
<td>0</td>
<td>0</td>
<td>25 (8.80%)</td>
</tr>
<tr>
<td>Samut Prakan School</td>
<td>770</td>
<td>135 (43.40%)</td>
<td>3</td>
<td>50</td>
<td>0</td>
<td>3</td>
<td>255 (32.86%)</td>
<td>111 (14.51%)</td>
<td>1</td>
<td>0</td>
<td>98 (12.86%)</td>
</tr>
<tr>
<td>Chiang Mai School</td>
<td>253</td>
<td>147 (58.10%)</td>
<td>102</td>
<td>34</td>
<td>1</td>
<td>5</td>
<td>67 (26.20%)</td>
<td>56 (22.10%)</td>
<td>1</td>
<td>0</td>
<td>31 (12.24%)</td>
</tr>
<tr>
<td>Chiang Rai School</td>
<td>453</td>
<td>398 (91.92%)</td>
<td>146</td>
<td>83</td>
<td>5</td>
<td>2</td>
<td>156 (34.42%)</td>
<td>99 (21.85%)</td>
<td>0</td>
<td>1</td>
<td>29 (6.37%)</td>
</tr>
<tr>
<td>Total</td>
<td>2,364</td>
<td>1,849 (61.45%)</td>
<td>832</td>
<td>542</td>
<td>7</td>
<td>13</td>
<td>962 (41.04%)</td>
<td>479 (20.20%)</td>
<td>3</td>
<td>1</td>
<td>223 (9.45%)</td>
</tr>
</tbody>
</table>

Source: Pornwiang, Manokarn, and Thongngok, 2022. Developing Educational Staff Competencies in the Digital Age to Elevate the Quality of Life and Underprivileged Children Competencies in Urban Communities, Chiang Mai Province (First Year).

According to Table 1, it describes the data base of underprivileged children in six schools. It explains that the underprivileged children can be classified into 10 categories as 1) Ultra-poor children; 2) Children with drug problems; 3) Abandoned children; 4) Children subjected to abuse and violence; 5) Children affected by AIDS. or serious contagious diseases that society detests; 6) Children from ethnic groups/multicultural
groups/stateless groups; 7) Children and descendants of laborers; 8) Children forced to be child laborers or child traffickers; 9) Children involved in the sex industry or child prostitutes or at-risk groups and 10) Special needs children.

Data on a total of 2,354 students from six schools found that there were 1,449 underprivileged children (61.45%) with this following detail: Watsuandok School: 398 students (91.92%), Banphranon School: 135 students (72.19%), Patan School: 169 students (64.75%), Watthaduea Community School: 147 students (58.10%), Sridonchai Municipality School: 247 students (54.14%), and Banmaejoe School: 353 students (45.84%).

Data on underprivileged children in each of the top five categories includes 862 ethnic children, 532 ultra-poor children, 479 children and descendants of laborers, 242 abandoned children, and 223 special children. As for underprivileged children, the least amount of opportunity is 1 child who is at risk of being sexually abused.

5.2 THE FINDINGS OF STUDYING ON THE QUALITY OF LIFE AMONG THE UNDERPRIVILEGED CHILDREN IN URBAN COMMUNITIES IN CHIANG MAI PROVINCE POINTED OUT 11 FACTORS THE UNDERPRIVILEGED CHILDREN QUALITY OF LIFE. IT COULD BE SUMMARIZED BELOW:

1) Total family income (children live with the family with the income of less than 20,000 baht annually.(

2) Main family occupation (children live with families engaged in various uncertain income-generating occupations, such as Thai massage therapists, construction workers, hotel housekeepers, university janitors, carpenters, factory workers, hairdressers, etc.)

3) Total family expenses (children live with families paid average more than 20,000 baht annually for expenses, and most of the expenses are rental fees for housing, dormitories, or rented rooms, and so on, which are essential expenses for sustaining life.(

4) Number of family members (the number of family members of these children exceeds 5 people, and the children live with individuals who are not their true siblings.(

5) Current residence (children live with family in monthly rental rooms, and rental houses.(

6) Original domicile: children have original domicile in a foreign country with their original domicile, such as Myanmar, Shan State, or high and remote areas, etc.

7) Ethnic groups/multicultural groups/stateless groups: children belong to the Shan ethnic group or various hill tribes and do not have Thai citizenship.

8) Food adequacy: children do not have breakfast, eat irregularly or insufficiently, or repeatedly have instant or simple dishes such as steamed eggs, fried rice, glass noodle salad, instant noodles, boxed rice, and grilled pork.

9) Medical welfare: children do not have medical care benefits (gold cards), lack opportunity to access basic medical care, and do not have fundamental knowledge of first aid.

10) Technology use for learning and daily life: children do not have access to internet devices, such as mobile phones, notebooks, etc., and cannot access internet signals.

11) Transportation to schools: children cannot easily travel to school because their accommodation is more than 3 kilometers away from the school and they travel by motorbike, bicycle or walking to school, or have to arrive at school early because their parents need to work before 6:00 a.m.

It can be concluded that there are 11 factors influencing the quality of underprivileged children: 1) total family income, 2) main family occupation, 3) total family expenses, 4) number of family members, 5) current residence, 6) original domicile, 7) ethnic groups/multicultural groups/stateless groups, 8) food adequacy, 9) medical welfare, 10) technology use for learning and daily life, and 11) transportation to schools.
5.3 RESULTS OF THE STUDY OF UNDERPRIVILEGED CHILDREN COMPETENCIES IN URBAN COMMUNITIES IN CHIANG MAI PROVINCE CAN BE SUMMARIZED AS

5.3.1 Threshold Competencies

Table 2 Results of the Study of Underprivileged Children Threshold Competencies in all Six Schools

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Thai Language for Communication</th>
<th>Everyday Mathematics</th>
<th>Scientific and Psychological Investigation</th>
<th>English Language for Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>2.35</td>
<td>2.15</td>
<td>2.10</td>
<td>1.96</td>
</tr>
</tbody>
</table>

Source: Pornwiang, Manokarn, and Thongngok, (2022). Developing Educational Staff Competencies in the Digital Age to Elevate the Quality of Life and Underprivileged Children Competencies in Urban Communities, Chiang Mai Province (First Year).

From Table 2, the results of the basic competency assessment of 1,449 underprivileged children from six schools reveal that the overall performance in all four areas is at a lower level, ranked from highest to lowest average as follows: Thai Language for Communication is at a lower level ($\bar{x}$=2.35), Everyday Mathematics is at a lower level ($\bar{x}$=2.15), Scientific and Psychological Investigation is at a lower level ($\bar{x}$=2.10), and English language for communication is at a lower level ($\bar{x}$=1.96), respectively.

5.3.2 Core Competencies

Table 3 Results of the Study on Underprivileged Children Core Competencies in Urban Communities in Six Schools

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Life Skills and Personal Growth</th>
<th>Career Skills and Entrepreneurs hi</th>
<th>Higher - Order Thinking Skills and Innovation</th>
<th>Media, Information and Digital Literacy</th>
<th>Collaboration Teamwork and Leadership</th>
<th>Active Citizen with Global Mindedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>2.46</td>
<td>2.27</td>
<td>2.15</td>
<td>2.18</td>
<td>2.38</td>
<td>2.46</td>
</tr>
</tbody>
</table>

Source: Pornwiang, Manokarn, and Thongngok, (2022). Developing Educational Staff Competencies in the Digital Age to Elevate the Quality of Life and Underprivileged Children Competencies in Urban Communities, Chiang Mai Province (First Year).

From Table 3, the results of the core competencies assessment of 1,449 underprivileged children from six schools show that the overall performance in all six aspects is at a lower level, ranked from highest to lowest average as follows: Life Skills and Personal Growth is at a low level ($\bar{x}$= 2.46), Active Citizen with Global Mindedness
is at a low level ($\bar{x} = 2.46$), Collaboration Teamwork and Leadership is at a low level ($\bar{x} = 2.38$), Career Skills and Entrepreneurship is at a low level ($\bar{x} = 2.27$), Media, Information and Digital Literacy is at a low level ($\bar{x} = 2.18$), and Higher - Order Thinking Skills and Innovation is at a low level ($\bar{x} = 2.15$), respectively.

5.4 RESULTS OF GUIDELINES FOR DEVELOPING EDUCATIONAL PERSONNEL COMPETENCIES IN THE DIGITAL AGE TO ELEVATE THE QUALITY OF LIFE AND UNDERPRIVILEGED CHILDREN COMPETENCIES IN URBAN COMMUNITIES, CHIANG MAI PROVINCE

Findings of educational personnel competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities presented that information from 142 school administrators and teachers from six schools regarding competencies in three aspects: 1) Digital skills and core competencies of educational personnel performance, 2) Communication and learning management development skills, and 3) Health knowledge in the digital age of educational personnel are as follows.

| Table 4 Information on Educational Personnel Competencies in Three Aspects |
|--------------------------------|--------|--------|----------------------|
| Competencies                        | $\bar{x}$ | S.D.  | Interpretation      |
| **Digital Skills and Core Competencies of Educational Personnel Performance** |        |       |                      |
| 1. Digital access and awareness      | 3.08    | 0.81  | high                |
| 2. Basic use of digital tools or applications for work | 2.78    | 0.81  | high                |
| 3. Using digital technology for collaborative work | 2.78    | 0.77  | high                |
| 4. Applying digital tools for work   | 2.87    | 0.79  | high                |
| 5. Open public data                 | 2.62    | 0.75  | high                |
| 6. Interagency data usage           | 2.48    | 0.74  | low                 |
| 7. Using digital software for regular data analysis | 2.55    | 0.74  | high                |
| 8. Compliance with digital laws and good principles | 2.67    | 0.72  | high                |
| 9. Using digital technology to support the transformation to a digital organization | 2.75    | 0.78  | high                |
| 10. Data analytics for interpretation and deriving useful insights for decision-making | 2.52    | 0.72  | high                |
| 11. Service innovation design       | 2.35    | 0.69  | low                 |
| 12. Continuous improvement of processes and service innovation to enhance the quality of digital service delivery | 2.55    | 0.73  | high                |
| 13. Efficient management of digital service and work efficiency | 2.41    | 0.69  | low                 |
| 14. Transformation management towards a digital organization | 2.50    | 0.64  | low                 |
| 15. Supporting continuous and sustainable transformation to a digital organization | 2.57    | 0.66  | high                |
| **Mean**                            | 2.62    | 0.76  | high                |

<table>
<thead>
<tr>
<th>Communication and Learning Management Development Skills</th>
<th>$\bar{x}$</th>
<th>S.D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Usage of language in communication</td>
<td>2.98</td>
<td>0.67</td>
<td>high</td>
</tr>
<tr>
<td>2. Communication competencies</td>
<td>2.40</td>
<td>0.72</td>
<td>low</td>
</tr>
<tr>
<td>3. Learning management competency</td>
<td>2.44</td>
<td>0.78</td>
<td>low</td>
</tr>
<tr>
<td>4. Technology competency</td>
<td>2.93</td>
<td>0.76</td>
<td>high</td>
</tr>
</tbody>
</table>
Table 4 displays Information on educational personnel competencies in six schools. The findings reveal that the overall picture is at a high level ($\bar{x}=2.72$). It can be sorted from highest to lowest as follows: Health Knowledge in the Digital Age of Educational Personnel is at a high level ($\bar{x}=2.81$), Communication and Learning Management Development Skills is at a high level ($\bar{x}=2.76$), and Digital Skills and Core Competencies of Educational Personnel Performance Skills are at a high level ($\bar{x}=2.62$).

5.5 FINDINGS OF EDUCATIONAL PERSONNEL COMPETENCIES IN THE DIGITAL AGE TO ELEVATE THE QUALITY OF LIFE AND UNDERPRIVILEGED CHILDREN COMPETENCIES IN URBAN COMMUNITIES HAVE THE FOLLOWING DETAILS

5.5.1 Need for Development of Digital Skills and Core Competencies of Educational Personnel Performance

The issue is that the data and teaching content at the school are still not in digital or information format. Teachers continue to lack adequate knowledge of technology and digital capabilities. The use of software to develop instructional materials has limitations, and online teaching is ineffective. The instructional materials do not attract or retain students’ interest in learning.

The development approach is to develop and create a curriculum for digital skills development (Digital Literacy, Smartphone-based Media Production).

The competencies to be developed are the digital skills and core competencies of educational personnel performance.
5.5.2 Need for Development of Communication and Learning Management Development Skills

The issue is that many students' parents are from ethnic communities and cannot read, write, or speak in Thai. Teachers are still not as aware of the importance of English as they should be, and as a result, they are unable to communicate effectively. Because the majority of the children are not Thai, they struggle with English communication. Teachers do not support vocational education for pupils, and students' local knowledge and diverse abilities are not fostered or developed in order to prepare them for careers. There is a scarcity of scientific and maths teaching equipment. Documents pertaining to various learning contents are poorly arranged, making it difficult for teachers and students to access them. Science, art, performing arts, and vocational employment are examples of subjects that require practical learning in addition to theoretical knowledge. Due to the COVID-19 circumstance, however, teaching must be conducted in an online style, resulting in students not comprehending or being unable to see the subject that they must practice with the professors.

The development strategy entails designing and implementing a curriculum for higher-order thinking and innovation skills, learning management skills, foreign language abilities, international communication skills, and local language skills. It also involves knowledge of medicinal plant cultivation and maintenance, modern urban community agriculture, the creation of school products, and internet distribution.

The competencies to be developed are the digital skills and core competencies of educational personnel performance, including professional skills, and communication and learning management skills.

5.5.3 Need for Development of Health Knowledge in the Digital Age of Educational Personnel Skills

The issue is that children and parents have limited knowledge about health. Parents lack proper knowledge about consumption. Parents do not accept that their child is a special child.

The development approach is to develop and establish a special education curriculum for disabled children and children with developmental delays. It also involves creating health knowledge curriculum in the digital age for educational personnel.
The competency to be developed is the health knowledge in the digital age of educational personnel skills.

5.5.4 Need for Development of School Administrators and Personnel Competencies from Affiliated Agencies (Supervisors)

The issue lies in a lack of knowledge about the challenges faced by disadvantaged students in the classroom, insufficient expertise in teaching these kids life and problem-solving skills, poor vision management, and a failure to develop inspiring viewpoints for students. In order to improve the lives and skills of underprivileged students in urban communities, school administrators in the digital age should design and implement a curriculum. Additionally, curriculum creation for supervisor competency building is included.

The competencies that will be developed are policy management skills for educational institutions to support and promote policies and develop staff within the school in helping underprivileged children according to rights and law, knowledge management skills to support and promote policies and develop educational personnel to help underprivileged children according to their rights and laws.

The summary of guidelines for developing educational staff competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities presents as follows: 1) Developing digital skills and essential competencies for practical application applies the development methods such as creating and implementing digital skills curriculum (Digital Literacy, and Smartphone-based Media Production curriculum); 2) Developing communication skills and developing learning management involves the development and creation of curricula for advanced thinking and innovation skills, foreign language learning management skills, communication skills in foreign and local languages, cultivation and maintenance of medicinal plants skills, modern urban community agriculture skills, and product development skills for schools and online distribution; 3) Developing health knowledge skills in the digital age of educational personnel is carried on through to the development and creation of special education curricula for disabilities and children with developmental delays. Moreover, it includes curricula on health knowledge in the digital age for educational personnel; and 4) Developing the competencies of school administrators and educational personnel from the affiliated agencies (educational
supervisors) is carried out through the development and creation of digital-era school administration curricula to elevate the quality of life and underprivileged children competencies in urban communities. This includes curricula for the development of competencies for supervisors.

6 DISCUSSIONS

The study on guidelines for developing educational staff competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities, Chiang Mai province can be discusses as below.

The findings of for category of underprivileged children in urban communities among six schools can classified as 10 categories: 1) Ultra-poor children; 2) Children with drug problems; 3) Abandoned children; 4) Children subjected to abuse and violence; 5) Children affected by AIDS, or serious contagious diseases that society detests; 6) Children from ethnic groups/multicultural groups/stateless groups; 7) Children and descendants of laborers; 8) Children forced to be child laborers or child traffickers; 9) Children involved in the sex industry or child prostitutes or at-risk groups and 10) Special needs children. This might be the case because, in the past, standard criteria that did not take into account the unique requirements of various locations were used to classify disadvantaged children attending urban or national schools. As a result, educational institutions only disclose data pertaining to children who are economically poor and have special needs. However, there are currently a number of risk factors associated with the social structure and lifestyle issues that influence children in different places, particularly metropolitan communities, which have a substantial impact on the educational management of children in these communities. These elements include being a child laborer, residing in congested areas, being subjected to social media exploitation, experiencing sexual abuse, etc. As a result, they reconsider how to categorize youngsters from disadvantaged backgrounds. Examining the data pertaining to the quality and risk factors that allow kids to have decent educational chances is crucial, taking into account kids' human rights and their fundamental rights as Thai citizens. Therefore, classifying children into 10 categories will support quality care and assistance for each group, effectively and can solve the problems faced by children in each category in the future.

The quality of underprivileged children indicated 11 factors as the following summary: 1) total family income, 2) main family occupation, 3) total family expenses.
number of family members, 5) current residence, 6) original domicile, 7) ethnic groups/multicultural groups/stateless groups, 8) food adequacy, 9) medical welfare, 10) technology use for learning and daily life, and 11) transportation to schools. These factors were found because the classification of underprivileged children lacks diversity and is based only on physical dimensions or income. But in fact, the lifestyle and risk factors that affect the life and well-being of children living in urban communities from the results of the study found 11 factors as 1) total family income, 2) main family occupation, 3) total family expenses, 4) number of family members, 5) current residence, 6) original domicile, 7) ethnic groups/multicultural groups/stateless groups, 8) food adequacy, 9) medical welfare, 10) technology use for learning and daily life, and 11) transportation to schools. Therefore, if these factors have not been alleviated or treated by various organizations other than just schools, the issue of educational management for underprivileged children in urban communities will definitely intensify and cause damage to the economic system and national security.

The assessment of basic competencies and core competencies for 1,449 students in six schools as the overall picture of four aspects were at a low level: Thai Language for Communication, Everyday Mathematics, Scientific and Psychological Investigation, and English language for communication. As the overall picture of six aspects of the core competencies at the low level included Life Skills and Personal Growth, Active Citizen with Global Mindedness, Collaboration Teamwork and Leadership, Career Skills and Entrepreneurship, Media, Information and Digital Literacy, Higher Order Thinking Skills and Innovation. This could be the case due to the up to 11 lifestyle elements that these disadvantaged children experience, which lead to the development of their physical, mental, and emotional well-being as well as an unfavorable learning environment. Children's competence assessments have decreased as a result of the inadequate teaching abilities and the use of traditional approaches that are out of step with current challenges to quality of life.
6.1 FINDINGS OF GUIDELINES TO DEVELOP EDUCATIONAL PERSONNEL COMPETENCIES IN THE DIGITAL AGE TO ELEVATE THE QUALITY OF LIFE AND UNDERPRIVILEGED CHILDREN COMPETENCIES IN URBAN COMMUNITIES SHOWED THE DETAILS

The overall picture and each aspect of educational personnel competencies in the digital age to elevate the quality of life and competencies among underprivileged children in urban communities were: 1) Digital skills and core competencies of educational personnel performance, 2) Communication and learning management development skills, and 3) Health knowledge of educational personnel in the digital age. It can vary depending on descendant numbers: health knowledge of educational staff in the digital era; communication and learning management development skills were at a high level; and digital skills and core competencies of educational personnel performance. The aspect with the low level of mean involved Digital skills and core competencies of educational personnel performance as innovation design. Communication and learning management development skills were low with communication skills, and Health knowledge in the digital age of educational personnel was high with health knowledge exchange. The three components of educational staff core skills discovered are congruent with the competences of the Office of the Secretariat of the Education Council (2004), which are divided into two groups: 1) Threshold Competencies, and 2) Competencies to Make a Difference. According to the study, educational personnel's competencies matched with the development of poor children are still at a low level and should be developed. For example, competencies in service innovation design, communication skills, health knowledge exchange, and other areas.

Findings of educational personnel competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities indicated the new concept in development consist of 1) developing digital skills and essential competencies for practical application applies the development methods such as creating and implementing digital skills curriculum (Digital Literacy, Smartphone-based Media Production curriculum). The competencies to be developed are the digital skills and core competencies of educational personnel performance; 2) developing communication skills and developing learning management involves the development and creation of curricula for advanced thinking and innovation skills, foreign language learning management skills, communication skills in foreign and local languages,
cultivation and maintenance of medicinal plants skills, modern urban community agriculture skills, and product development skills for schools and online distribution. The competencies to be developed are the digital skills and core competencies of educational personnel performance, including professional skills, and communication and learning management skills; 3) developing health knowledge skills in the digital age of educational personnel is carried on through to the development and creation of special education curricula for disabilities and children with developmental delays. Moreover, it includes curricula on health knowledge in the Digital Age for educational personnel. The competency to be developed is the health knowledge in the Digital Age of educational personnel skills; and 4) developing the competencies of school administrators and educational personnel from the affiliated agencies (educational supervisors) is carried out through the development and creation of digital-era school administration curricula to elevate the quality of life and competencies of underprivileged children in urban communities. This includes curricula for the development of competencies for supervisors. The competencies that will be developed are policy management skills for educational institutions to support and promote policies and develop staff within the school in helping underprivileged children according to rights and law, knowledge management skills to support and promote policies and develop educational personnel to help underprivileged children according to their rights and laws. This may be because through practical workshops, the new concept in improving educational personnel competences is to investigate new techniques of those involved between educational institution managers, instructors, supervisors, and specialists. This enables stakeholders to gain an understanding of the difficulties, quality of life, and competencies of poor children in urban communities. Furthermore, it provides insights about personnel competencies that need to be developed. This leads to direct information exchange and a deep understanding of the actual problems. This enables the accurate design or formulation of recommendations for preventing and solving problems. This is an area-based operation that is consistent with current education, which demands integration across sciences, as proposed by McGregor (2004). According to him, interdisciplinary redevelopment is an endeavor to seek educational innovations as a foundation for understanding specific difficulties. It is a style of inquiry based on social science research methodologies that synthesize knowledge from several fields (multidisciplinary). In the future, this method will lead to sustainable development.
7 THEORETICAL AND PRACTICAL IMPLICATIONS

7.1 Education for underprivileged children in urban communities
7.2 Multidisciplinary
7.3 Educational management based on cultural diversity
7.4 Innovation for developing the competency of educational personnel
7.5 Sustainable Development Goals: SDGs

8 CONCLUSIONS

The guidelines to develop educational personnel competencies in the digital age to elevate the quality of life and underprivileged children competencies in urban communities are new paradigm to develop educational personnel with the competencies and skills align with the arisen problems of the underprivileged children. Although they reside in urban areas, they are disregarded. The perspective of the less fortunate kids is the alternative viewpoint on them. This viewpoint stems from the widespread conviction that residing in wealthy, well-equipped, and handy urban communities. But in reality, there are still more than 50 percent of children who are still not being looked after and treated like children who are left behind in the classroom. The care and promotion that is not consistent with the problems that arise in each type of child. It is especially to promoting the quality of life and desired performance for being Thai people with lifelong learning skills. They have to keep up with the digital age and the future world at least four 1) Literate Thais, 2) Happy Thais, 3) Smart Thais, and 4) Active Thai Citizens with lifelong learning skills that keep up with the digital age, and the world of the future. Moreover, Thai people become global citizen contributing to sustainable development goals (SDGs). Therefore, educational personnel include school administrators, teachers, and related individuals who are essential in managing education to lead schools towards change and overcome with the educational challenges for the 21st century. The perspectives from the traditional paradigm should change to the new paradigm and have the development of various competencies and unique skills according to three aspects of competencies: 1) Digital skills and core competencies of educational personnel performance consisting of 1. Developing basic digital skills and using basic computers, 2. Developing life skills - analyzing the learning management process, 3. Developing knowledge about basic herbs and modern agriculture in urban communities, 4. Developing school products and online sales, 5. Developing school administrators in the
digital age to improve the quality of life and students’ competencies among Underprivileged children in urban communities and developing supervisors’ competencies, 2) Communication and learning management development skills consisting of 1. Developing higher order thinking and innovation skills, 2. Developing foreign language learning management skills, and 3. Developing foreign language skills, and local language skills, and 3) Health knowledge in the digital age of educational personnel consisting of 1. Special education for children with disabilities and children with developmental delays, and 2. Health knowledge in the digital age of educational personnel. This in turn provides new ideas for personal growth for educators, school administrators, and other engaged parties. The needs and issues faced by the underprivileged children in each group can be effectively addressed through the education they offer. This has the potential to improve the lives and skills of underprivileged children in metropolitan areas, create opportunities, and lessen educational disparities in the modern day. In the future, they will be able to grow up and behave well as members of society and the global community.
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