

Lifelong learning management for the urban poor: A case study of Khon Kaen city, Thailand

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Abstract

Aim: This case study analysis aimed to examine the effects of Learning for life for the urban poor on investment and management education in Thailand. Corporations are the third most powerful entity in the United States.

Methodology: through in-depth interviews and document analysis

Findings: According to the results, public and private organizations must pitch in to fund the activities and projects crucial to the growth of the urban poor in neighborhoods bordering the rail line. Encourage learning at any age, not just during formal schooling. And the organizations in the public and private spheres working to improve people's quality of life. And the possibilities for continuous education that are in line with the mandates of each institution.

Novelty/Implications: The research will benefit the field of education as a whole, including institutions dedicated to lifelong education and groups catering to people of all ages.

Key Words: The Urban Poor, Lifelong Learning, Management, Community Development

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INTRODUCTION

The country's human resource is the driving force behind its progress. A person's ability to make a living and care for themselves and their community depends on acquiring the knowledge and skills necessary for survival, both of which are best achieved through education. We live in a rapidly evolving and technologically advanced society. As a result, we have intellectual competitions in which people use their knowledge as a foundation for their environment and the opportunities they create for themselves, bringing about political and social stability and ultimately eliminating poverty. More so than the urban poor, the rural poor with higher levels of education are more likely to have access to government services because they have greater self-assurance and a broader social network from which to gather information (Yodkamlue 2007). Like the United States, Asian nations like Vietnam, Cambodia, Indonesia, Malaysia, and Brunei understand the value of education and work hard to ensure that all of their citizens, regardless of background, have access to high-quality education (Sadiman 2004).

Most importantly, "Knowledge is Power" forms the foundation of today's society. As a result, education is becoming increasingly crucial to the success of individuals and societies. Get more schooling to increase your chances of success. Therefore, educational equity is defined as the main policy in education management for providing people with fair access to education in accordance with the Constitution of Thailand and the National Education Act B.E. 2542 1999 and Amendments National Education Act B.E. 2545 2002 (National Education Commission Office, 2002), which contain a consistent statement in accordance with the Constitution that the educational management shall provide a person with the right and opportune. The saying goes, "Education develops people, and people develop a nation." This process will constantly prepare and bring Thai people and society into the future. A high-quality education is a surefire way to improve a person's character. When a country has good

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people, it does well.

Thailand has provided schools in economically depressed areas and has a relatively large budget for education; however, educational inequality persists, and financial hardship is a leading cause of student attrition (The Office of the Education Council, Ministry of Education 2009). Kids from low-income backgrounds are disproportionately likely to drop out of school before completing the mandatory Mathayom 3 (Grade 9) level of education.

Khon Kaen is the largest city in the country's northeast. One study concluded that the region's preexisting poverty problem can be attributed to the general lack of education among the local population. 57% of people over the age of 15 have never attended school and have only primary education or lower, making it difficult for them to acquire the skills they need to find gainful employment and improve their standard of living (The Office of the National Economics and Social Development Board 2015). There is a strong link between education and economic prosperity (Haughton and Khandker 2009; Tarmuchi, Mohamed, and Ismail 2015). The poor family problem is compounded by the time and money required to implement the education system's structure. Instead of seeing the value in education, a low-income family would rather see its members work to support themselves.

Such occurrences are indicative of the ever-present schooling crisis. There is still a wide range of barriers to entry into the education system, especially for the poor, who include urban poor people who live in urban areas but have an unstable quality of life due to unstable occupations. These workers have precarious jobs that pay poorly (Dhiravisit 2009). They cannot find a place to live that will give them a secure foundation upon which to build a life, and they have less access to legal protections than the average citizen. Education management for the urban poor is crucial for economic advancement and social mobility (Ngamlamom n.d). So, Lifelong Learning is a crucial policy and guideline to fix the flaws of the past. While lifelong learning is possible, it can never make up for missed educational opportunities in childhood and adolescence. This is their chance for those who lacked the educational opportunity in the past.

Objective of Research

- 1) To analyze the effect on investment and educational management in Thailand.
- 2) To analyze the Lifelong Learning management process for the urban poor by government agencies.

LITERATURE REVIEW

In this study, the researchers used the concept of lifelong learning as a key concept to describe the pattern of activity. The activities, as the scholars have mentioned show lifelong learning is essential for every individual's lifetime. Learning does not have restrictions on people leaving school or institution. Learning can occur in many forms, from birth to death, from Self-directed learning, Incidental learning, learning on a daily basis, Collaborative learning to the formal learning. Organizations that promote lifelong learning are the educational institutions in the school campus. There are also organizations that support lifelong learning and leisure, such as family, community media sources recreation workplace, and private resources wisdom. There are agencies of the state as well. The research on lifelong learning is, the proposed model. Guidelines for the Management of Lifelong Learning. The issue of lifelong learning and research, with only inequality in the education system.

A study related research. The research can be divided into 2 groups: 1. Research related to the disparity, the study showed the disparity study. The condition is caused by the structure of the institutions and conditions of the students. The research of Cameron (2010); Cameron (2012); Coleman (1988); Inspector General Reform Act (2008); National Institute of Advanced Studies (2008); Pudasiriwat, Hangpattana, and Pattunane (2010) have proposed solutions to the problem of inequality in the education system to reduce dropout and promote the program. Activities are there to help disadvantaged people to have equal education as others.

Group 2 research is related to lifelong learning. The research of Pitak, Pojananont, Silanoy, Srisurak, and Natethanhomsak (2002). The study demand management model of the National Education Act (National Education Commission Office 2002) shows that the parents in the slums want to have a mix of formal and informal education. The course focuses on the students as human staff. Good people are wise and have a sense of equality in the society, to bring awareness to the profession. There is flexibility to use as a learning place where people come

to study at a convenient time. While Klamthanom (2004) has proposed the development of the poor in the next decade (2004-2014). In the opinion of experts, it should be encouraged that the poor cities have continuous learning process and can strengthen and contribute to the poor people. Sachiyo (2012) proposed a model to learn from the process: 1) Learning 2) Searching for individual aptitude 3) Creating a network 4) Cultivating (Growning) from the research group said.

Research compiled by the two groups found that most researchers do not have guidance or an alternative to formal education. Informal education for disadvantaged groups. Despite the problems, the study of learning, but a study of the educational institutions. The lack of analysis of the problem of inequality in education systems. And leisure organization in the public or private organizations that manage other lifelong learning. Thus, to study the process of lifelong learning for the poor state of the city.

METHODOLOGY

The data in this way interview group among people of all ages in urban poor communities. To analyze the problem, the lifelong education agencies and organizations of 15 people, including using in-depth interviews using the Depth Interview Guideline, interviewed officials in government organizations involved in the deal. And encourage lifelong learning, the number of 3 urban poor . The researcher government organizations such depth interviews with target groups in the slums. The related organizations or educational support throughout the life of the people in the slums of the 3. In this paper, the researcher has proposed a process of lifelong learning, the organization states that support lifelong learning for people in the three communities.

RESULTS AND DISCUSSION

Effect on Investment and Educational Management in Thailand

Thailand has recognized the importance in education promotion greatly that its a mechanism for developing peoples life and eliminating poverty; it results in the nation has quality human resource that drives the country strongly and progressively, a large budget has been allocated into the education development so that people in all groups can access the education fairly. Table expenditure on education since fiscal year 2002-2016 found that from 2002 until 2016 the country has spent on education every year. Throughout a period of 14 years, the country has invested a lot of money on education by the year 2002-2016 amounted to 329,921.8 million baht. United Nations Educational, Scientific and Cultural Organization (UNESCO)'s 2011 budget showed that expenditure on education accounted for 24% of Thailand's budget, or approximately baht 500,000 million per year, which ranked second in the world (Ministry of Education, 2016) and in the year. In 2013 budget spending in education, about 6.2 percent of GDP, representing a value of up to approximately 802,449 million baht (Rynhart and Chang 2014). When comparing the Educational Investment of Thailand compared to Asean. Thailand's investment in education is ranked second after Malaysia. Japan, Singapore, the Philippines, Thailand, less than the investment budget for education, but education has a better ranking in the ability of education internationally. The problem is likely to lower the quality of the allocated budget, mainly used in the manufacture of students and graduates. (Mainly salaries, teachers), 69 percent to 12 percent of managed loans and scholarships for education by 5.5 percent, 5.3 percent and capital expenditure cost for media development.

Teaching methods Activities include development of learners (5 percent) both general and vocational, and to reduce the costs charged more education from their parents, and for poor households to get loans (Punyasawatsuth 2015). However, with only 5% of the budget for education led many schools to keep costs more. The budget for the lender can not meet the amount you want to borrow enough to have the opportunity to get a loan. This puts a burden on poor households can not compete with investment in education, middle class and rich equally. The family was very well off indeed have the potential to send their children to have better education to students in a class higher education. Children who come from families that are poor often have to leave school prematurely. Unable to learn the basic level of education up until the end of Grade 3, which is even compulsory.

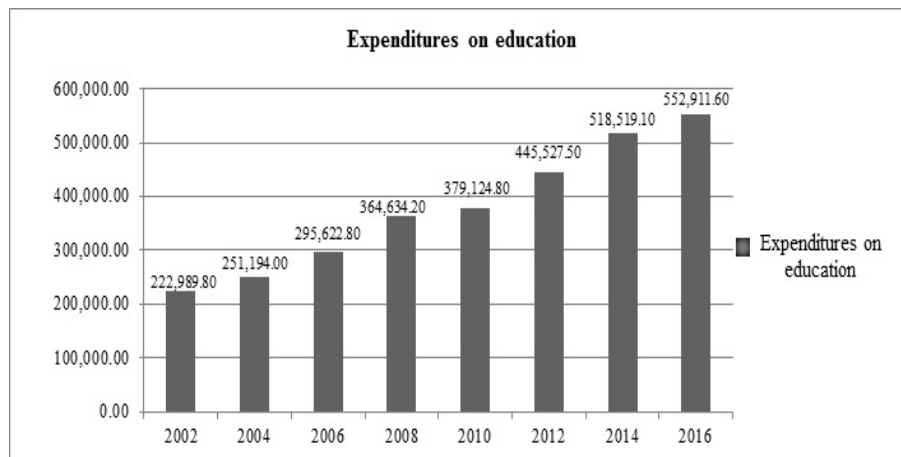


Figure 1. FY 2014-2015 budget on education

Despite the belief that people living in cities will have more access to education, but also a group of people in a group who lack educational opportunities regardless of any other factors. For example, a group known as the urban poor is seen with poverty and lack of opportunity or lack of equal access to rights and opportunities. The subject of study as well. Although education is a part of which is to reduce poverty. The ability to accumulate more wealth. A steady income but there are still limits on spending and time consuming to enter the education system. We encourage poor families, household members working for wage earners than to see the importance of education, the study did not finish compulsory education (Grade 3). Despite compulsory established in the law education. Not only do the findings of focus on urban disparities found that children from the poorest households in urban areas tend to have fewer years of education. And there are differences in rural and urban areas. The results of the survey in slum areas targeted three communities was met with the same phenomenon as the above research.

The above data can conclude that Thailand has invested in education increasing every year continues, but the impact low and experiencing the quality of education that is equivalent to the amount of funds invested compared to many other countries where it is used. The budget for education, but less successful than education, such as Japan, Singapore, Thailand, Philippines, reflected by the measurement capabilities and evaluation by educators around the world the International Institute for Management Development (IMD) and Programme for International Student Assessment (PISA). The measurement results of a study of the 2 program study showed that the sequence of points of measurement, towards the end groups, such as the assessment of the PISA assessment of the knowledge and skills in science, reading and mathematics, and in 2015. Thailand is ranked 55 in the world and is ranked No. 3 ASEAN countries with a score of 4 out of the top 52 science and mathematics is ranked 54 Ga. Read on for 57 of the 72 countries, which measured the effect of educational level in the country that do not have the budget to invest in education in Thailand. The budget will mainly be used in part to pay teachers, 69 percent, and used to develop the students study only 5 percent (Punyasawatsuth 2015) though. States are encouraged to study with the 15-year free education program to help pay for education 5 from the government's inadequate spending. The free school policy such that the government help people of all groups, not just the poorest population groups. As a result, the average ratio of subsidies to help people less. Including funding education from the support of governments and private organizations, it is not enough and some funding was not given to children who come from poor families. It is a condition that has school-aged children in the slums along the railway, many people dropping out of the education system.

Lifelong Learning Management Process for Urban Poor by Government Agencies

The Lifelong learning approach as an educational strategy has been initiated upon the United Nations Educational, Scientific and Cultural Organization (UNESCO 2011) has supported this approach to be adopted internationally. Countries applied this approach in practical level in the mid-19th Century, in particular, from 1960-1970, each country has had its own policy in managing the lifelong learning, law and agency in charge of the education management (Sangsir 2013) so that people could develop their quality of life continually. According to

the field survey in 3 railway communities, it found that agencies from many sectors played a role and supported people in the communities to access the lifelong learning. In this paper, the author presents processes and guidelines of the 3 agencies playing role in supporting urban poor to have the lifelong learning in formal, non-formal education directly with their different tasks and roles. In this paper the author collected data with the depth interview of relevant officers concerning the lifelong learning promotion of 3 agencies as follows:

2.1) City municipal is the biggest local government agency taking care of communities located in administrative district according to the Municipal Act B.E. 2496 1953. Within the agency, offices or divisions are established to take responsibility for parts. In this research, the author collected data from relevant division concerning lifelong learning promotion for people covered by the city municipals responsibility. It found that the lifelong learning has been promoted for child and people even over 60 years. Initially, the child care center has been found to release parents burden so they could send children 2-4 years to access the education without any tuition fees before entering the kindergarten class. Parent pays only for their childrens mattress and clothing. Beyond this child age, the city municipal is also the supportive agency for education by providing 12 free-of-charge scholarships for bachelor's degree and 5 scholarships for vocational education, totally 17 scholarships per year, on the condition that applicants shall have at least 2.5 GPA and their family is poor. Furthermore, in some area, community library is established in community located near the railway in cooperation with Thai Wisdom Association (Thai Sangsan Foundation). Children can access the service which opens everyday; Monday-Friday, 1 pm-6 pm and Saturday and Sunday, 9 am 4 pm. The ultimate goal is supporting reading in communitys people, in particular, child and youth. The library has various kind of books suitable for all sex and age people inclusive of storybook, fiction, magazine, newspaper. These books will be exchanged with books from other library every 2 months. The library activities include skill training for children such as telling story for childs imagination, coloring picture, drawing and coloring on flowerpot and cloth bag, making stuffs contained in books with materials and equipment provided by the municipal in addition to reading and borrowing a book. The library officer will be trained for library management technique and small children skill education such as telling story technique, book holding technique as well as inventing a stuff in activities arranged by Thai Wisdom Association (Thai Sang-san Foundation) before actual instruction in communities. Sometime, the library gets opportunity from other group or club interested in the communitys children activities such as singing, telling story for children reading promotion. For working age, the city municipal has made a project to support the development of vocational group in communities to learn more potential via training, observing activities, practical training and field visit in other areas. The training is instructed by a lecture from the municipals network such as Chamber of Commerce, university, Bank of Thailand and so on. Also, job creation for local people is made for their members stable income and payment of necessity parts.

In conclusion, the municipal is a government agency which has supported education for all people in its administrative district in term of increasing education opportunity for all sex and age population and promoting the learning both formal, non-formal and informal education. The municipal has cooperated with other agencies in education promotion, but there are problems and limitations caused by large administrative area so it fails to take care thoroughly as compared to available officers. This may cause slow response and lack of activity continuity. Due to solely management of some lifelong learning activities of the municipal, it causes lacking of participation from community in role and management such as community library.

2.2) Rattana Welfare and Vocational Training Centers for Women is an organization affiliate with Office of Women's Affairs and Family Development, giving a chance for women over 13 years to learn skills for occupation such as learning making dessert, haircut, Thai massage free of charge with free residence and food for trainees during the training course. The organization has 2 working models: defensive working providing training for women trainee and proactive working going out to provide training for people outside its community as contacted by interested group to the organization. For proactive training, it shall have at least 30 people assembly and they can learn another course other than defined by the organization. Moreover, the organization does not support the occupational skill only, but also knowledge for women continually from child age to adult simultaneously such as campaign against trafficking of women and children, campaign against adolescent pregnancy, providing knowledge for women and children, subsidy for occupation of HIV patients as so on. The organization also works with other agencies to support and prevent and find solution for women and children problems such as training occupation for

child addict, police providing knowledge about right and disadvantage of drugs, arranging the Buddhabut campus for trainee and place for training of student from Office of the NFE as so on. Due to only 2 offices in the Northeast region, it causes overload working beyond officers capacity. Its educational materials are old and insufficient for the trainees, the learners have to rotate their materials.

Role and task of Rattanapa Welfare and Vocational Training Centers for Women emphasizes on development of occupation of underprivileged women who intend to train occupation for making a living. Not only a training place, its also helping those who have no residence during training course to provide residence, food and uniform to trainee. The center also plays role in development of vocational skill for community outside the organization and providing knowledge in various subjects such as children and women right, prevention of adolescent pregnancy, prevention and solution of trafficking of women and children. This is an organization providing all required helps for those who intend to learn but have educational obstruction, However, problem and limitation of this center is its task covering 10 provinces that exceed their limited officers capacity, ineffective public relations and old and insufficient educational materials so trainees have to rotate their instruments resulting in slow study.

2.3) Office of the NFE was under Division of Adult Education, Department of General Education, Ministry of Education before has been separated from Department of General Education and established as Department of Non-Formal. Until 2002, the government system has been reformed and 14 former education division has been merged into 5 offices. The Department of Non-Formal was merged into Office of The Non-Formal and Informal Education affiliate with Office of the Permanent Secretary, Ministry of Education. Then, according to Non-Formal and Informal Education Promotion Act B.E. 2551, its task has been changed to Office of the Non-Formal and Informal Education.

Role of Office of the NFE is to provide education in 3 level as follows: 1. General education (Prathom 6 (Grade 6), Mathayom 3 (Grade 9) and Mathayom 6 (Grade 12)). Learner shall age over 15 years except students who drop put in Mathayom 1 or 2 are eligible to study. The latters can either transfer the studied units or not according to their discretion. Thus, study time may vary. NFE also opens course for those who interested but have no time to takes an examination to pass the level without study. If they can meet the requirement defined by NFE, they can get qualification. This examination called Examination 2. Diploma education, NFE opens 2 majors as follows: Computer major and Tourism and Hospitality major. The diploman education has been cooperated with the Rattanapa center as a training place for Hospitality students. Most student in this major shall have 1 year experience in the occupation. 3. Vocational education is a learning with purpose of using knowledge to increase learners skill in working. The vocational education includes bakery, tailoring, female and male beauty salon, Thai massage. These courses are available for those over 15 years. NFE will not charge tuition for learners in general and diploma education, except the vocational education that learners must pay registration fee and learners must buy some educational materials by themselves with different study time depend on each course. For the general and vocational courses, learners can choose their study time for 1 day per a week according to learners convenience. For problem and obstruction in promoting education of Non-Formal and Informal Education (NFE), it found that although NFE supports people who lack of educational opportunity to have second chance and learners can choose their convenient study time and day and this is a low cost or free of charge education, it fails to achieve in creating job for urban poor, particularly urban poor who is a main worker of family and work everyday, so they cannot complete the course. Their academic background is not equal to those who study in the system in the same level because the non-formal education who wish to learn the skills to live in society, rather than academic knowledge.

It said that Non-formal education and informal education (Non-formal education) is a government organization formed to promote the learning of the lack of educational opportunities based systems that do not have any reason to education again. Which covers all three learning styles of a certificate and a professional career. In the short term so that students have the academic qualifications and professional skills for careers in the future. The expansion of the Learning Center to other communities to facilitate the students to have more access. This is the advantage of such enterprise. However, the limitations of the nature of learning in the form of such a limitation on the duration of the study. As a result, the knowledge thus obtained is not comparable to the quality of learning based education system. The time limits of the urban poor who are the pillars of the family have to work to earn money every day. This is why a vocational school holidays and graduation.

From the above it Thailand is not only the promotion of education in the system. It also supports non-formal education and informal education opportunities to learn to adjust to a higher degree and focus on enhancing professional skills or jobs, including training or studying in the various departments. is not receiving the attention of the target audience. It was seen as an occupation as self-employed is a risk that will have the effect of loss and unfulfilled. And the management of the agency to assist in the work. Were still experiencing difficulties in managing promote informal education where there is redundancy in the form of activities for lifelong education to be implemented in a concrete and do not have a clear direction is only a minor role. and the role of each agency in fulfilling their mission because the current law does not offer lifelong education which corresponds Vegas (Sangsir 2001). The agency said a manager of a lifelong commitment, but only by the goals of the agencies themselves. The lack of collaboration between the medical practice, the occurrence of duplication of duties, lack of planning education system. It Network And the educational system is so inefficient. Pitak et al (2002) leads to a failure to coordinate the policy. And events The agencies involved in economic development and social failure. Since the Ministry of Until the local level (Lillis and Lowe 1987). The work, which some authorities have an obligation to take care of and be responsible for a lot of down into the Community thorough and lack of publicity to make people in the community do not have access to information. the assistance from the authorities.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

Education system and Learning for life for the urban poor in Thailand. There are important issues to debate two issues.

The first issue of the budget and resources devoted to educational achievement. Even in the past has supported educational resources is relatively high in terms of the budget and the expansion of education, but it also found disparities in education. Especially families who are poor often have to leave school prematurely. In the survey of the population of urban poor communities. In the town the three communities in Khon Kaen, the rate of entry into the education system of people living in slum communities are dwindling number 3 on the level of higher education. This is consistent with a report analyzing the situation of poverty and inequality in 2009 (The Office of the Education Council. Ministry of Education 2009; Lin et al 2016) and the findings of focus on urban disparities found that children from the poorest households in urban areas tend to have fewer years of education. Thus, the resources and the budget is spent on education, how many want a deal that allows efficient and effective achievement supreme.

The second issue To foster lifelong learning is one of the important mechanisms that the government recognizes that it can help create opportunities and choices for people in poor urban communities has the opportunity to learn a variety of skills even more. This combination of learning in the education system. Non-formal education And informal education in order to improve the quality of life has continued throughout his life. In this paper, the researchers propose three agencies involved in the promotion of lifelong learning of the urban poor. Found that the Municipality has promoted lifelong learning for the urban poor is to allocate scholarships for undergraduate and professional levels. Support the establishment of childcare in the community. Funding support for the occupation and the establishment of community libraries and mobile libraries community in the Municipality. This is consistent with the preservation of Klamthanom (2004) development of the poor in the next decade (2004-2014). A proposal to develop guidelines to encourage the urban poor have continued the learning process of teaching and learning that are consistent with local conditions and intellectual classes. This issue is going in the same direction with Ratanapa Welfare and Vocational Training Center for Women and non-formal education. In particular, non-formal education as a contribution towards the organization of education systems. Informal and formal For those who missed the educational opportunities that are based on age have the opportunity to study again, but organizational problems that learners from poor communities of the city. Not so much because there is no response time to practice the profession, especially among the urban poor, who are the pillars of one family. Number of household members aged dependents must earn every day. This is why it is absent or unable to attend during the time of teaching, it is the consequences of not completing the course professional, consistent with Pudasiriwat et al. (2010), said that the age-old reliance on more labor will be barriers to escape poverty. Therefore it should be a collaborative process integration. Openness to diverse work. Lower official Promote participation Learning horizontal reduces limitations

on the process. The promotion of lifelong learning is more effective.

RECOMMENDATION

The activities or the role of the agency's operations that are based on the roles and missions assigned to carry on rescue aid encourage everyone to have access to learning in both systems, informal and formal. The study found that the role of the organization to focus on encouraging the development of the urban poor little life-long learning. The development process should Focusing on changes in ways of thinking (mind set) the urban poor. Fostering the integration of collaboration between agencies to target and work together. The involvement of the community. It's an approach that makes learning throughout life for the urban poor success that the role of the state is the lack of emphasis on the promotion of the urban poor of all ages can see the importance of lifelong learning.

The study should further education, lifelong learning agencies and organizations held specifically for each age group. In order to analyze the problem and to structure the learning of different ages, literally. And carefully study the disparity of lifelong learning among other urban poor are particularly vulnerable to the inaccessibility of lifelong learning.

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