

# The Model for the Promotion of Lifelong Learning for Different Ages based on Community Way of Life

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## Abstract

*This research aimed to 1) study the interaction between groups of people in the community in the collaborative learning of people with different ages, 2) create a model for promoting lifelong learning of people of different ages based on community lifestyle, and 3) experiment the lifelong learning model of people with different ages based on community lifestyle. Researcher used Takhian Luean Subdistrict, Mueang District, Nakhon Sawan Province in this research. The target groups were children, youth, working-age people, and the elderly in 12 villages. The methods used for data collection included group discussions, participant observation, interviews, and in-depth interviews. Data analysis used content analysis, inductive discussion of phenomena, and descriptive presentation. The analysis was conducted both during and after data collection. The statistics used for data analysis included Percentage, Mean, and Standard Deviation.*

*The research results found that:*

*1) The study the interaction between groups of people in the community in the collaborative learning of people with different ages in Takhian Luean Subdistrict, Mueang Nakhon Sawan District, Nakhon Sawan Province found that there were fewer children and youth, fewer working-age people, and more elderly people. Children and youth lived with the elderly. There were more family gaps, and each family member did not have enough time to take care of each other, most of them had jobs. The culture of dependence on each other was disappearing, and it was replaced by employment. The new generation was not interested in traditions and customs. The elderly stayed home and prepared food for their children and grandchildren. There were fewer activities for all ages, mostly for children. Relationships between generations were reduced, and the generation gap was widening.*

*2) The model for promoting lifelong learning for people of all ages based on community lifestyle has 8 important components as follows: 1) Creating a vision for learning for people of all ages, 2) Creating a learning atmosphere, 3) Learning resources, 4) Creating cooperation, 5) Learning processes, 6) Using technology for learning, 7) Developing learning activities, and 8) Gathering resources. Five activities including lifelong learning activities for people of all ages including the 'This House Loves to Plant Vegetables' activity, the 'Weaving Wisdom Bonds' activity, the 'People of All Ages Care About Health' activity, the 'Local Food' activity, and the 'Learning Technology' activity.*

*3) The results of the experiment using the model of promoting lifelong learning of people in various ages based on the community lifestyle of Takhian Luean Subdistrict, Mueang Nakhon Sawan District, Nakhon Sawan Province found that the learning behavior of children and youths are eager to learn and are enlightened (90%). Working-age people are open to learning new things and eager to learn (80%). The elderly are volunteers, sacrifice, and devote both physical and financial strength (90%). People of various ages have the highest level of satisfaction in participating in the activities.*

**Keywords:** Lifelong Learning, People of Various Ages, Community Lifestyle

## Introduction

Human resource development is the most important development and is considered a worthwhile and sustainable investment. Education is a process of developing people to be of quality, capable to their full potential with balanced development in terms of intelligence, mind, body, and society which are the main factors of development. Education is a way to develop life and create stability in both formal and informal education because it will help increase

skills, knowledge, and abilities for each individual. Therefore, education must not end in the classroom or school system. Everyone must be encouraged to study all the time even after graduating from school. Education is necessary for everyone from birth to death and it does not end in the classroom which develops people to have knowledge, skills, and abilities that can be used to live appropriately in each stage of life.

The current social and environmental conditions are changing rapidly and complexly. Therefore, people in society who are the most important factors in national development must be promoted and their potential developed in the right and appropriate direction continuously. This will enable people in society to live happily, cope with changes, and use those changes as factors of learning, creating wisdom, and knowing how to solve problems for their own existence, family, community, and society happily. In promoting and developing such potential learning is considered an important process especially the process of lifelong learning.

The development of lifelong learning in Thai society has not been as successful as it should be. The current education management is mostly controlled by the government because the government itself does not trust other parts of society to participate in providing these services. Problems with learning networks in participating in education management, society still lacks the participation of parents, guardians, citizens, communities, and the private sector in various dimensions that are not as desired. This is consistent with [Sangsri \(2001\)](#) who stated that private organizations, business establishments, and local organizations that have the potential to help manage education have not been promoted as much as they should be, such as creating knowledge and understanding, guidelines for acknowledging the role of participation that are not consistent with the current situation because they are not conducive or motivating enough. The shared use of educational resources is insufficient and not good enough. There is a lack of supporting factors in terms of money, people, management, and materials. In addition, there is a lack of diversity in the form of learning resources which is found that different units organize according to their own abilities. There is a lack of

systematic knowledge management which mostly comes from the problem of the lack of connectivity in the education system. There is no planning for providing services whether in terms of quantity which is providing education to people of all ages and areas, or quality which is there is no guideline for organizing learning activities on how to organize them so that they can develop people appropriately for each age group ([Office of the Secretary of the Education Council, 2004](#)).

Lifelong learning is an opportunity to increase education for people of all ages from birth to death including children, adolescents, adults and the elderly. The characteristics and methods of lifelong learning are different according to the age range and the experiences of each person in learning. Therefore, organizing lifelong learning for people of all ages must emphasize the principle of learning to live with others. The learning content should meet the needs of people of all ages that taking into account the ability to learn and be able to apply the knowledge gained in real situations including life skills, knowledge and experience, relying on and sharing, and learning together of people of all ages in the community. The subjects to be learned can be chosen by the learner which must be organized in public areas that integrated learning formats for people of all ages

People of different generations in today's society are divided into 4 generations: 1) Gen-B, currently aged 60 and over (their personalities are serious, strict about traditions and customs, are leaders, and devote their lives to work. They are very patient and thrifty). 2) Gen-X, born in an era of prosperity, living a comfortable life, currently aged 40 and over (their distinctive personalities include liking things easily, not being formal, doing their job, not being a workaholic, not being dedicated, not relying on others, and being very independent). 3) Gen-Y, born with digital technology, are international, have portable technology, have good educational opportunities, have their own ideas, do what they like and reject what they don't like. 4) Gen-Z, born with all the conveniences, learning how to live in a digital society, living a life with wireless communication (they are more open to different ideas and cultures from what they see in the digital world. Therefore,

they are open to accepting differences and tend to adjust their attitudes well. They do not discriminate between class, skin color, religion, or different traditions. However, they tend to be multi-taskers because of their low patience). Therefore, learning in a classroom of people of different generations. It is another good way of learning because it brings together people of different ages, different thoughts, and different experiences. Therefore, it is appropriate to use it because it is not just learning in the classroom and at the same age. The subjects learned are not only in the prescribed learning content but it is learning life skills, knowledge, experience, relying on and sharing, learning together as people of all age groups in the community. The subjects to learned can be chosen by each individual learner. If we use the concept of a classroom for people of different ages by bringing it out into a public area in the community not just in schools, it will truly be beneficial to people of all ages.

From the above-mentioned importance, the researcher was inspired to promote lifelong learning for people of all ages based on community lifestyles to conserve and then pass on these skills to the next generation to study and apply in their lives in their current living situations by organizing activities for people of all ages. Learning together in a classroom for people of all ages adhering to the principles of community lifestyle, the philosophy of sufficiency economy, the principles of Buddhism and the participation of people in a community environment that focuses on activities to create interactions in the community aiming to make themselves self-reliant and for the community to gather in various activities learning to rely on each other because the nature of people is to live by relying on each other to live with people of all ages. Whether it is relying on each other and/or relying on other aspects in their environment. causing the group of leaders in the community, the group of parents, the group of children and youth to gain knowledge and skills and be able to create networks and instill the foundation of life in the community This will enable them to promote learners to have a desire for lifelong learning. From cooperation, it will create a learning community and finally the community will have love, kindness, compassion and the unity

of community members to work together creating a community with kindness that's pleasant to live in and attractive. This community will be strong, stable and sustainable in many dimensions including family, community, resources, and instill community learning. Local wisdom and the preservation of Thai traditions create importance for people of various ages in Takhian Luean Subdistrict, Mueang District, Nakhon Sawan Province which will be beneficial to develop lasting sustainability in the community.

### **Research Objectives**

This research aims to create a model for promoting lifelong learning for people of different ages based on community lifestyles. The specific objectives were:

- To study the interactions between groups of people in the community in learning together among people of different ages in the area.
- To create a model for promoting lifelong learning for people of different ages based on community lifestyles.
- To experiment with the model for promoting lifelong learning for people of different ages based on community lifestyles.

### **Literature Reviews**

The researcher studied the concepts and theories as follows:

#### ***The Thailand 12th National Economic and Social Development Plan (2017-2021)***

The development under the 12th National Development Plan is therefore the first 5 years of driving the 20-year National Strategy (2017-2036) into practice. The 20-year National Strategy is the main master plan for developing Thailand to be stable, prosperous and sustainable. It has set the future goals of Thailand in the 20-year period along with the main strategic issues and guidelines that will drive towards the country's long-term goals that have been set. The 12th National Development Plan is the most important tool or mechanism that transmits the 20-year National Strategy (2017-2036) into practice in the first step, driving towards achieving the long-term goals in the end. There are various mechanisms in order and other supporting mechanisms to drive towards the implementation to be effective according

to the goals. The 12th National Development Plan has clearly defined the goals that must be achieved in the first 5 years in terms of the economy, society and environment. The targets to be achieved in the 5-year period have considered and analyzed the continuation of the results from the implementation of the 3 plans until the 15th National Development Plan during 2032-2036 which is the last phase of the national strategy. The development will achieve the goal of Thailand becoming a developed country by 2036 as specified in the national strategy. The development goals in the 12th National Development Plan both at the overall level and in each development sector are details and components of the goals of the 20-year national strategy in all aspects. The subsequent development plans will set development goals and guidelines to take over after the first 5 years of the 12th National Development Plan have passed.

### ***Theory of Lifelong Learning concept***

The concept of lifelong learning is one of the concepts of educational development with the goal of promoting individuals to seek knowledge all the time in order to be able to adapt to the changes in the current world. It is considered learning that comes from the motivation to learn by oneself from all kinds of learning sources. The concept of lifelong learning originated from the need to solve the problems of the education system that emphasizes the formal education model while in reality, individuals are learning all the time they are alive. Therefore, OECD, UNESCO and the Council of Europe have the concept of lifelong learning as an educational strategy in an effort to respond to the past deficiencies and increase educational opportunities so that they are not limited to the early stages of life through formal education. It also provides opportunities for those who lack educational opportunities during childhood and adolescence. Therefore, the concept of lifelong learning is not limited to adults or adult education only. Lifelong learning covers all forms of learning throughout life.

The [Youth Development Foundation \(2019\)](#) stated that lifelong learning is learning from life, learning sources, events, and situations that are diverse in terms of learning factors and learning methods to meet the needs and interests of each

individual. Lifelong learning must be supported by 4 main pillars that are the foundation of education, namely:

1. Learning to know means learning that aims to develop the thinking process, learning process, seeking knowledge, and learning methods of learners in order to be able to learn and develop themselves throughout their lives. The learning process emphasizes training mindfulness, concentration, memory, thinking, combined with real conditions and practical experiences.

2. Learning to do means learning that aims to develop abilities and expertise including professional competence to be able to work in groups, apply knowledge to work, and careers appropriately. The teaching and learning process integrates theoretical knowledge and practical training that emphasizes various social experiences.

3. Learning to live together and learning to live together with others (Learning to Live Together) means learning that aims to enable learners to live happily with others in a multicultural society with awareness of interdependence. Conflict resolution through peaceful means respects human rights and dignity and understands the diversity of cultures, traditions, and beliefs of each individual in society.

4. Learning for life (Learning to Be) means learning that aims to develop learners in all aspects both mentally and physically, intellectually, giving importance to imagination and creativity, language and culture to develop complete humanity, being responsible for society, the environment, morality, being able to adapt and improve one's personality, and having an understanding of oneself and others.

### ***The Concept of Multi-Generational Classrooms***

Learning in multi-generational classrooms is another good learning method that is suitable to be used in educational institutions nationwide because it is not limited to the classroom and the same age group only. The subjects studied are not limited to the specified learning content but it is learning life skills, knowledge, experience, dependence and sharing, learning together of people of all ages in the community. The subjects to be studied can be chosen by the learners. Therefore, the idea is that if we bring the concept of multi generational classrooms out into

public areas in the community not just in schools, it will truly benefit people of all ages. The researcher is interested in this concept and has developed it further in public areas in the community of Takhian Luean Subdistrict, Mueang District, Nakhon Sawan Province, to create multi-generational classrooms in the community and become large classrooms in the community.

Multi-generational people in today's society are made up of four generations ([Post Today, n.d.](#))

1. Baby Boomer Generation or Gen B are people born between 1946-1964, currently around 60 years old and above. Their personality is serious, strict about traditions, are leaders, devote their lives to work, have high patience, and are frugal.

2. Generation X or Gen-X, also known as Yuppie or Young Urban Professionals, refers to people born between 1965 and 1979. They are people born in an era of prosperity, living comfortably, growing up with the development of video games, computers, hip-hop music styles, and an era where the population was controlled due to the baby boomer values that resulted in too many children being born. The subsequent problem is that there are insufficient resources for the population. Currently, Gen-X people are working-age people, aged 40 and over. The behaviors and characteristics of this group of people are that they like things easy, do not have to be formal, have the idea of balancing work and family, that is working according to their duties, not being a workaholic, not being dedicated, doing everything alone, not relying on anyone, being highly independent, having an open-minded and creative mind. However, many people in Gen-X tend to be anti-social, do not believe in religion, and do not adhere to traditions and customs. They are also people who are flexible in adapting to changing cultures such as seeing living together before marriage and divorce as normal as well as the third gender which is different from the baby boomer group who see these things as unconventional topics.

3. Generation Y or Gen-Y, also known as Millennials, are people born between 1980 and 1997. Gen-Y grew up with digital technology, are international, are open to Teen Pop culture, see liking foreign artists as normal, have portable technology, love convenience, and were born in an

era of economic growth and prosperity. Currently, this group of people are both university students and working adults. Therefore, it is not surprising that this group of people are capable of working in communication, enjoy IT work, use creativity to do new things, and can do many things at the same time. It can be said that they are skilled in using various tools as we may have seen images of modern people sitting and playing with smartphones, iPads, talking on the phone, and doing other activities such as walking, working, or eating.

4. Generation Z or Gen-Z are people born after 1997, born to new parents like Gen X and Gen-Y. They are the new generation of children who were born with all-around conveniences, learning how to live in a digital society, living a life with wireless communication and various forms of entertainment. This generation of children will be the first generation in which both parents will work outside the home causing Gen Z children to be raised by others more than their own parents. Because they were born in an era of modern technology, children of this era may not be able to imagine a world without the internet. Gen-Z people are more open to different ideas and cultures from what they see in the digital world so they are open to accepting differences. They tend to have good attitude adjustments, do not discriminate between class, skin color, religion or different traditions.

However, they tend to be multi-taskers because they have low patience, need more explanations, must have reasons, and must feel that they understand everything in life. As for learning, Gen Z people can find knowledge anywhere. They hate lectures but they like clear graphs, images and statistics. They focus on short, easy-to-understand information because they remember information well from short information in the online world.

### ***Community Lifestyle***

Community lifestyle refers to the daily lifestyle of an individual that affects the quality of life. Every human being has their own potential and has different goals in life depending on the various elements of each individual. However, the real goal of a human being may not be different which is a life is that prosperous and happy. The only difference is the

method or way of life that each individual chooses to travel to their own goal. The way of life of each individual is the result of the concept of life or the learning experience of that individual. The concept of life will maintain value or add value to life is as follows: 1) Create physical balance, 2) Create mental balance, 3) Create social balance, 4) Create economic balance, 5) Create spiritual balance, and 6) Promote natural balance.

### ***The Concept of the Sufficiency Economy Philosophy***

The results of using the development approach to modernize the country have caused significant changes in Thai society in all aspects whether in economics, politics, culture, society, and the environment. Moreover, the process of change is so complex that it is difficult to explain the cause and effect because all changes are interconnected factors. The positive results of development include an increase in the economic growth rate, material and public utility development, modern communication systems, or the expansion and distribution of education more widely. However, the process of social change has also resulted in negative results such as the expansion of the state into the countryside which has resulted in the rural areas being weak in many ways such as having to rely on the market, the degradation of natural resources, the kinship system and traditional groups for resource management. The most important thing is the sufficiency in life which is a basic condition that allows Thai people to rely on themselves and live with dignity under the power and freedom to determine their own destiny. The ability to control and manage oneself to meet various needs including the ability to manage various problems by oneself, all of which are considered basic potential that Thai people and Thai society used to have in the past must be affected by the economic crisis from the bubble problem and the problem of rural weakness including other problems that have occurred.

### **Research Methodology**

This research was conducted according to the characteristics of the research and development process (R and D) by using the mixed methodology research technique. It is a social phenomenological study focusing on the learning and interaction issues

of people of all ages in the inheritance of local wisdom around the community. It uses the philosophy of the sufficiency economy, Buddhist principles, and the 12th National Economic and Social Development Plan (2016-2021), Strategy 1: Strengthening and developing human capital potential. The data was analyzed to explain the phenomenon inductively and the research process for the local area or Community-Based Research. It is divided into 4 types: 1) Study of documents and related research, 2) Qualitative research using participatory observation, in-depth interviews, group discussions, and journal writing, 3) Action research by organizing activities, and 4) Quantitative research by analyzing statistical evaluation results.

The project was conducted in Takhian Luean Subdistrict, Mueang District, Nakhon Sawan Province. The target group was children and youth, working-age people, and the elderly in Takhian Luean Subdistrict, Mueang District, Nakhon Sawan Province, totaling 12 villages, who were involved in intergenerational interactions, group processes, and intergenerational behaviors. The research was conducted in 3 phases:

**Phase 1:** This was a study of the interaction between groups of people in the community in multi-generational learning. The researcher went to the field to study the interaction between groups of people in the community in multi-generational learning in Takhian Luean Subdistrict, Mueang District, Nakhon Sawan Province by observing community activities, unstructured interviews, group discussions, content analysis, and descriptive presentations.

**Phase 2:** Creating a model for promoting lifelong learning for people of all ages in a community lifestyle. The researcher drafted a model along with activities for collaborative learning by using qualitative tools, focus group discussions, workshops, interviews, and in-depth interviews. Focus group discussions used to create lifelong learning activities included: 30 children and youth, 30 working-age people, 30 elderly people, and 20 community leaders, along with 20 educational institution representatives, totaling 130 people who were selected through purposive selection and presented to 5 experts to assess the quality of the model and activities. The quality assessment was analyzed using the Mean

and Standard Deviation. Inductive conclusions were drawn from focus group discussions.

**Phase 3:** This was an experimental use of the model to promote lifelong learning for people of various ages in community lifestyles. This phase is based on research by experimenting with the model consisting of 5 activities with children, youth, working-age people, and the elderly in Takhian Luean Subdistrict, Mueang Nakhon Sawan District, Nakhon Sawan Province, totaling 250 people who were recruited voluntarily. Data were collected by Means of questionnaires, interviews, participatory observation, and focus group discussions. Data on learning behaviors and the satisfaction of participating in community activities were collected both during and after community activities. Learning behavior was analyzed, inductive conclusions, and its satisfaction was summarized using the Mean and Standard Deviation.

### Research Results

A study of the interaction between groups of people of differing ages in the community learning together in the Takhian Luean Subdistrict, Mueang Nakhon Sawan District, Nakhon Sawan Province found that

Currently, the population structure of Takhian Luean Subdistrict tends to be in line with the national population structure. There are fewer children and youth, fewer working-age people, and more elderly people. Children and youth live together with the elderly. There are more family gaps and more generations joined together. Working age people go to work to earn income. There is more migration to work in other areas which results in generational gap problems, different perspectives, along with parents not having the opportunity to take care of their own children. Children tend to believe their friends, and do not listen to and respect adults as much as they should. They demonstrate an addiction to online games and have risky behaviors that are not appropriate for their age. The elderly act as house guards and have a limited opportunity to express their opinions or share their existing wisdoms which allows the chances of this wisdom and eventually being lost to this generation.

Lifestyle are characterized by a smaller family size. Each family member does not have enough time to take care of each other. The preferred residence is a steel and concrete building instead of a wooden or half-brick and half-timbered house. Health care relies on Takhian Luean Subdistrict Health Promotion Hospital and care from Sawang Pracharak Hospital that provides services in the community. Some well-off families rely on medical clinics in the city. Treatment with modern medicine is more popular than herbal medicine which makes traditional Thai medicine less popular and available. In addition, people in the community lack of physical exercise, health care, and proper nutrition for children and youth, working age people, and the elderly increasing the risk of various diseases. These dynamics cause their overall health factors to weaken and their immunity levels to be reduced. The main income of the family comes from regular work such as civil servants, employees, and agriculture such as growing corn, bananas, orchards, etc. They for some reason do not like to grow their own vegetables for their own consumption. Most people buy their foods from shops in the community and fresh food trucks, which have fresh food, dried food, and ready-to-eat food. There are also vendors selling made-to-order food and ready-to-eat food. The elderly like to make merit by offering alms to monks in the morning at Wang Yang Temple. The culture of mutual dependence and helping each other such as helping each other is fading away and being replaced by hiring labor. The new generation has lost interest in the historical customs and traditions of the prior generations before them. Children and youth go to study in schools near their homes and secondary schools in Nakhon Sawan Province travel by motorcycle, bus, bicycle. Working-age people migrate to work in other provinces or in Nakhon Sawan Province. They work hard because of their need to support their parents and children. They have to work hard to earn enough money to take care of their family members and pay for household expenses such as food, medicine, clothing, electricity, water, and other necessities such as mobile phones. The elderly stay at home and prepare food for their children and grandchildren. Some working-age people and the elderly do not have the working

knowledge of current technologies such as mobile phones or communication applications. However, children and youth are good at these technologies. Therefore, mutual learning should be promoted to reduce this generational technology gap and intern create a better-connected relationships between families and their communities.

Intergenerational Interaction in the community of Takhian Luean Subdistrict, there are fewer activities for all ages and most of them are for children. The elderly and other working-age people cannot participate in these activities. The children cannot participate because it is not age appropriate. They do not dare to express their opinions and have never participated in these activities. This causes less interaction between the ages. Children and youths learn only through schools. They lack the opportunity to learn through local wisdom. The elderly uses the temple as a center for activities together. The working-age people also interact only with people of their same age group. The relationships between the ages have decreased and their lives and interactions are separating. There is causing a widening of the generation gap. Therefore, if all of these age groups could have the opportunity to learn together, the preservation of the culture, traditions and local wisdoms could be integrated back into the community, This integration of historical Thai wisdom and international wisdom would create a more rounded and useful knowledge base and allow people of all ages to show their potential and learn together which will have a positive effect on society and the community.

The model for promoting lifelong learning for people of all ages is based on community lifestyle and as 8 important components as follows: Creating a vision for learning for people of all ages, Creating a learning atmosphere, Learning resources, Creating cooperation, Learning processes, Using technology for learning, Developing learning activities, and Gathering resources and 5 activities including lifelong learning activities for people of all ages including the 'This House Loves to Plant Vegetables' activity, the 'Weaving Wisdom Bonds' activity, the 'People of All Ages Care About Health' activity, the 'Local Food' activity and the 'Learning Technology' activity.

Creating a Vision for Learning for People of all Ages: (a) Establish a clear policy for promoting lifelong learning, (b) Establish goals for developing knowledge, skills, attitudes, competencies and behaviors that cover learning, (c) Establish a learning management system to enable individuals to learn continuously, (d) Establish a clear responsible agency, (e) Create knowledge and understanding about lifelong learning and multigenerational classrooms

Organizing the Learning Atmosphere, (a) Adjust the community's attitude to honor learners who are eager to learn in order to be aware of new changes, (b) Promote learners to learn together with people of different ages, apply knowledge appropriately to develop their own quality at every age, (c) Create motivation for learners to have a learning culture by understanding the reasons for the necessity of lifelong learning.

Learning Resources: (a) Develop a variety of learning management formats, such as group activities, contract activities, vocational skills training, etc., (b) Create a learning network to connect family, community, sub-district, district, province, national and international levels, (c) Promote and support learners to practice learning together among people of all ages.

Creating Cooperation: (a) Stimulate individuals to have a desire to learn to develop themselves in their careers, and to be able to adapt to live happily in society, (b) Encourage all relevant parties, including individuals, families, communities, and local wisdom, to participate in learning management, (c) Cooperate in managing cultural knowledge and wisdom, extracting knowledge/wisdom from individuals and communities into knowledge that can be learned, (d) Create a clear knowledge database to be used in developing a sustainable learning community.

Learning Processes: (a) Organize activities and curriculums that are consistent with local needs that should be diverse, flexible, open, and easy to understand, (b) Organize learning content and activities appropriate to the learner's readiness level, (c) Organize learning that emphasizes the community's way of life in both theory and practice, (d) Promote and support activities that are conducive to lifelong learning and suitable for people of all



ages, opening up learning without limitations of time and place.

Using Technology for Learning: (a) Provide sufficient media and technology to provide continuous services, (b) Provide advice for learning from the use of technology media to guide the learner's needs, (c) Organize a learning information system that everyone can access through technology and information media.

Development Learning Activities: (a) Provide a community learning forum for the exchange of direct learning experiences, (b) Develop knowledge and skills, including creating good learning standards, (c) Develop personnel involved in promoting lifelong learning for people of all ages.

Gathering Resources: (a) Development of a revolving fund support system to promote lifelong learning for people of all ages according to readiness and appropriateness, (b) Mobilize resources together with other organizations and social institutions to promote the strength of learning communities, (c) Request cooperation from local network partners to allocate budgets for organizing lifelong learning activities for people of all ages in the local area.

The results of the experiment using the model of promoting lifelong learning for people of various ages based on the community lifestyle of Takhian Luean Subdistrict, Mueang Nakhon Sawan District, Nakhon Sawan Province found that the learning behavior of children and youths are eager to learn and are enlightened (90%). Working-age people are open-minded to learning new things and eager to learn (80%). The elderly are volunteers, sacrifice, and devote both physical and financial strength (90%). People of various ages have the highest level of satisfaction in participating in the activities.

## Discussions

The results of the study of the interaction between groups of people in the community in the collaborative learning of people of different ages in the area of Takhian Luean Subdistrict, Mueang Nakhon Sawan District, Nakhon Sawan Province found that in terms of the interaction between ages have been changes from the past to the present and currently, there is less interaction. Therefore, the learning of people of different ages is a space

for joint activities, joint thinking, joint doing, and jointly exchanging knowledge, allowing all ages to interact with each other. Each age group is both learners and teachers. The content learned is natural, familiar, and present in daily life. This is consistent with the concept of [Homwan \(2008\)](#) who stated that the concept of a classroom for people of different ages places importance on learning by uniting people to have the opportunity to exchange knowledge together based on the reality of life. This is consistent with [Sriboonnak \(2012\)](#) who stated that the community context and factors affecting the development of people's quality of life are when the community uses the research process to develop consciousness, the learning process, and life management, and organizes the community's economic and social system. In addition, this is consistent with the concept of Wasi ([Yimprasatporn, 2005](#)) who stated that new learning is a change in human structure in both brain and social structure to create learning in living together based on balance and happiness of the community. This is consistent with the research results of [Phromphet \(2015\)](#), who found that from the application of learning process of people of different ages in the area. It has created a new phenomenon in the area and learning of the elderly from the original that only passed on local wisdom to children and grandchildren. Children and grandchildren can pass on new knowledge to the working age and the elderly such as using mobile phones. The learning area of people of different ages is the starting point for learning together.

The model for promoting lifelong learning for people of all ages based on community lifestyles consists of 8 important components as follows: Creating a vision for learning for people of all ages, setting clear policies for promoting learning for people of all ages and setting goals for developing knowledge, skills, attitudes, abilities, and comprehensive behaviors. Creating a learning atmosphere, adjusting community attitudes to honor learners who are eager to learn continuously so that they are aware of new changes that occur and can apply them in lifelong learning, and motivating learners to have a learning culture because currently, social changes are occurring rapidly in the era of globalization. Learning resources, creating learning

networks to connect families, communities, sub-districts, districts, and provinces, encouraging learners to practice in various learning resources to create knowledge by themselves. Creating cooperation, public relations, and stimulating individuals to have a desire to learn in order to develop themselves, their careers, and be able to adapt to live happily in society. Encourage all relevant parties, including individuals, families, communities, and local wisdom, to share their knowledge and provide opportunities for the general public to participate in development. Learning processes, providing content that is consistent with local needs, providing diversity, openness, and easy understanding, and organizing content and learning activities appropriate for the learner's readiness level. Using technology for learning, promoting everyone to have knowledge and technological skills. Promote access to technology for everyone. Develop learning activities, provide a community learning forum, promote everyone to have knowledge, be reasonable, appreciate aesthetics, have physical abilities and have communication skills with others. This is because multi generational learning activities are activities that occur in the community way. They can be organized in many ways to promote learners to learn. Resource mobilization, there are measures to mobilize resources together with organizations and institutions to support multi-generational learning to request cooperation from local network partners to allocate a budget for multi-generational learning activities. This is because if there are sufficient resources, it will result in effective multi-generational learning promotion. This is consistent with the research results of [Chanaphan \(2016\)](#) who studied the model for promoting lifelong learning of the Office of the Non-Formal and Informal Education Promotion, Chaiyaphum Province, which found that the model for promoting lifelong learning consists of 8 aspects: 1) Creating a vision for lifelong learning, 2) Creating an atmosphere and culture for self-learning, 3) Creating connections between learning resources, 4) Coordinating cooperation, 5) Organizing the learning process with various methods, 6) Promoting the use of information and technology for learning, 7) Developing the quality of learning activities, and 8) Mobilizing resources for

learning consistent with the philosophy of organizing learning processes in communities, learning must continuously develop learning formats in each community to be consistent with changing situations ([Phromphet, 2015](#)).

The results of the experiment using the lifelong learning promotion model found that 1) Children and youth are eager to learn and are enlightened at 90 percent, 2) Working age people are open-minded to learn new things and eager to learn at 80 percent, 3) Elderly people are volunteers, sacrifice, and devote both physical and financial strength at 90 percent, People of different ages are most satisfied with participating in the activities. All learners of different ages are happy, warm, and have good relationships. Everyone sees the value of each other which is consistent with the research of [Phromphet \(2015\)](#) who found that children and youth are eager to learn at 90 percent. Working-age people are open-minded to learn new things at 70 percent. Elderly people are volunteers and sacrifice at 90 percent. Furthermore, when learning together among people of different ages can be applied in the family leads to a learning community.

### **Suggestions**

#### ***Suggestions for Utilization the Research Results***

Intergenerational interaction is a good approach which can used to solving various problems, being easy, economical, and beneficial, and creating value for oneself, family, community, society, and country.

Multigenerational classrooms are social innovations that should be used as guidelines for local development, community development, or policies at various levels.

#### ***Suggestions for Future Research***

The multigenerational classroom process created by the researcher should be applied to other communities for collaborative learning and good interactions between generations.

Multigenerational classroom learning activities should be developed to be appropriate for the social geography of each area for use in daily life.

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