

LEARNING @ HOME: THE VOICE OF A HOMESCHOOL MOTHER

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Abstract

The objective of this article is to examine 2 years experiences of a homeschool mother about the learning process of two homeschool learners through learning theoretical framework to answer the key question “No school but gain knowledge” by using autoethnography as the instrument to pass on the life narratives. The results of the study were concluded as follows: The learning process of two homeschool learners started from staying in the environmental that contributed to learning. The learners felt happy, safe from both inside and outside which encouraged them to be curious by natural learning. Therefore, the learners tried to get the answers by planning, practicing, and evaluating by themselves which led them to improve their next learning process. This process made them success in their way. However, It's important of a homeschool mother to engage lifelong learning and create the environment to make them achieve goals. And learners must have a discipline and ability to respond their own learning.

Keyword: Homeschooling; learning theory; autoethnography

Introduction: Homeschool in Thai society

“Is your husband a foreigner?”

Above is the question often asked by people who have known that I am doing homeschooling for my children. Some Thai people believe that homeschooling is for foreigners or Thai women who married to foreigners because these kids will go abroad when they grow up.

I had held this same notion until I had an opportunity to study seriously about homeschooling with a homeschooling group and I learned that it is not new to Thailand but one among the first of education model in Thailand. In the past, parents maintaining whatever career would pass on knowledge to their children to perpetuate it from one generation to another. Whatever type of preference, interest, or aptitude their children had, parents would entrust them with the teacher or expert in such field such as monk, boxing trainer, or music instructor, etc. These are based on the same principle as is the homeschool carried out by over 100 families that I had visited.

Actually, the idea of compulsory education in Thailand begun in 1911 by the Ministry of Public Instruction. The ministry drafted compulsory education and presented it to King Vajiravudh, King Rama VI. In 1921, the Elementary Education Act was declared requiring all children at the age of seven to fourteen to be enrolled in primary school and parents who had not complied with the Act would be fined for up to fifty Baht excepted the children whose parents had assured they had been educated by homeschool. Even in the 1980 Elementary Education Act had not yet included homeschooling but the rule requiring all children go to a government school or a school under the control of the government. (Chaloemchai, 2004)

Homeschooling began to re-emerge in 1985 by two Thai families that decided to provide education for their children at home. After that, number of homeschooling family increased. Following the announcement of the Elementary Education Act in 1999, homeschooling had more role but in the beginning, did not have legal authority; the families had to register with the Children Village School of the Foundation for Children. In September 2000, the Office of the National Education Commission set up a Family Education Coordinator Center (FECC) which was the first Family Education Network in

Thailand. Then in 2003, the FECC organized the structure to be more official by setting an education plan and supplying staff and changed the name to the Thai Homeschool Association under the Office of the Education Council. (Office of the Education Council, 2006)

At present, homeschooling is more popular among Thai parents according to the records of the Office of the Basic Education Commission; in 2015. There were 289 families and 530 students who were registered for homeschooling with Primary Educational and Secondary Educational Service Area Office (Office of the Basic Education Commission, 2015a). In 2016, there were 474 families and 595 students (Office of the Basic Education Commission, 2016). As the data show, in only one year, the number of families was increasing, with a mean of 64.01% (185 families). At this point, Intasingh (2016) described in his study that: *“Alternative Education is a new educational approach which focuses on student needs and differentiated. This is decreased formal system and rules from state controlling, highly flexible, and can design contents and learning activities by freedom that satisfy with student natures, social norms, cultures and local values. Student can learn with their interests, aptitudes and abilities which fulfill their own potential. Nowadays, alternative education is very famous in many countries including Thailand.”* For this reason, that made me decide to do homeschooling for my children too.

After I decided to choose homeschooling for my children, I was interested to study the education process of homeschooling in Thailand to find the key question *“Learning and knowledge happen everywhere, not just in the school”*. As a mother and teacher who organized education for children.

Materials and Methods, Area Descriptions, Techniques

I chose the autoethnography method, which is a methodology, research process, and written presentation consisting of the concepts of Graphy, Ethno, and Auto. Although each of these autoethnographical methods has its own distinctive genre, emphasis and formats of representation, there is some overlapping of epistemological and theoretical assumptions among different autoethnographical research methods. One similar feature of all autoethnographic methods is that they involve using personal experience and

voice as a means to claim authority for producing knowledge as well as for interpreting and portraying social phenomena in relation to personal experience. (Sariyant, 2002). This method helped me to transfer the knowledge from my reflective thinking to analyze and criticize my experience on the association between the natural learning process of my children and culture in Thai society.

The purpose of autoethnographic research was to build understanding by analyzing the cultural content. The researcher was “I” and the reader was “You” as Ellis and Bochner (2000), said. Autoethnography always used personal pronouns to write and can be written in several ways, such as short story, poem, fiction or article with pictures, which may consist of action, conversation, emotion, and consciousness that tells the reader about who is the researcher, and how was she/he involved in the story. So this study focused on the meaning more than the fact, and created meaning through the reflexivity of the mother’s participant observation. At this point someone asked me about reliability and validity of this study and I said the story about life experience of mother who did homeschooling making the mother an authority because she told her own story which was always the truth. No one knows better than the mother.

So this article will be a narrative self-representation. The objective is to examine 2 years experiences of a homeschool mother about the learning process of two homeschool learners that means my son and my daughter. I used learning theoretical framework to answer the key question “No school but gain knowledge”. I think telling the story was the challenging part, especially regarding the question on homeschooling. Because research on homeschooling in Thailand is not much, autoethnography on homeschooling in the Thai context is quite limited.

Results

What happened? Why homeschooling?

I had been a teacher in a private school for 15 years and pursued life in school from kindergarten to bachelor degree, so I had been immersed in a life of education for 34 years. I never doubted this system until my 12 years old daughter told me what she thought. She said:

“I think I have a depressive disorder. I feel sad with no reason and I cannot explain why it happens. Friends make joke about me when I am alone. No one lets me join the group or plays with me. They always gossip about me. It just happens. This is sad.”

At that time, I felt sorry and sad for her because I knew she was not good in academics. Nobody wanted her to join the group because they were afraid to lose points. On the other hand, she was good in art, cooking and crafting and always received compliments from teachers. Unfortunately, school policy focused on Mathematics, Science, Thai, and English, so Arts and Home Economics had only 1 class per week which meant her happy time was only once a week.

While my 13 years old son was good in academics, he was a school representative in academic skills competition but he felt unhappy in school, bored with the curriculum that was not interesting and not consistent with his daily life. Studying in school was wasting his time. Moreover, he did not understand the competition among friends. Someone insulted him by action and words. These were all the reasons why the school was not a good place for him.

Even though I knew all those reasons from my children, I was solving the problem by using the same method; giving them extra tutoring and told them to be patient. I said; *“Other children can do it, so can you”* The result was my daughter studying even more and never felt proud of herself and always said; *“I am too stupid to do this”* or *“I hate competition because I know I will not be the winner”*. My son developed a social phobia. Every school morning, he always had an illness - stomachache, headache, cold-hands or pale. But every condition disappeared when he got home. Until one day he said *“Mom, let’s do homeschooling.”*.

At first, I was worried, because a mother like me was just a normal teacher but when I looked at my children, I had to ask myself *“Does the patient have only one option?”*. Then, I realized from my knowledge, ability, and experience so I have got the answer *“No, we still have others.”*

Alternative of Alternative

After I decided to do homeschooling, the first thing to do was reading the books and documents about homeschooling, then talking to the Lanna Homeschool Network (the homeschooling group in Chiang Mai and Northern

Province area) (2015: Focus group discussion). Being a part of the group “*Baan Rean* [home study]”, made me feel more confident to do homeschooling for my children because the Baan Rean group always supported me in exchanging knowledge and ideas, sorting out problems, cheering up each other, taking care of children, facing people who had different ideas, and contacting government officers.

The one hundred families that I met had their own education management which depended on their content. Most families registered with the Primary Education Service Area Office or Secondary Educational Service Area Office in their area because there were other families who did homeschooling, and their information could help them to do things their own way, with funding from the government. The homeschooling family had to do a lesson plan and prepared all documents about their children’s education then submitted to Primary Educational Service Area Office or Secondary Educational Service Area Office where the family was registered. This process was quite difficult for some families which were not good in doing the documents.

Some families registered with an Alternative School or Education Center near their home, such as Roong Aroon Primary School or Children Village School because parents did not have to do much documentation and they had the same idea about alternative education. Every year, there were a few activities that the members had to do together and at the end of each year, every family had to present their children’s work in the form of portfolio, work piece, or others to show everything that their children had done in each year. Also, the children had to organize an exhibition in the school where registered, which was the part of the evaluation. This alternative was easier and most homeschooling chose this way even though they had to travel far from their home (in the case where the family registered at a school which was far from their home) and this alternative did not get any funding from the government.

Some families chose to register with the Office of Non-Formal and Informal Education (NFE) or Distance Education Institute (DEI) because only personal information was required in the registration. The Distance Education Institute provided books to students and they did not have to go to school while the Office of Non-Formal and Informal Education required students to go to school. Evaluation included mid-term and final examinations, as well as a

portfolio. This alternative was convenient without charging. The only condition was that the parents had to study about the requirement of the education program to further in the future. For example; the details of the university in which they wanted to study, what certificate that university required because the certificate of the Office of Non-Formal and Informal Education and Distance Education Institute give both Junior High School and High School Certificates. If the university requires discrete certificate, the student would absolutely miss the opportunity to apply to that university.

Some families chose the curriculum internally offered because it had various systems for study, e.g. examination, online study, video conference. The cost depends on quality, reputation, management system, reliability and recognition of the school and the certificate to be used to apply in the university or for a job. Most students who studied under this alternative were half Thai, or the parents had a plan to send them to study abroad. Most important in studying under the foreign curriculum was that the parents had to check the standard certificate of the institution because it might not fit the application to the university or college or preparation for the General Educational Development (GED) or International General Certificate of Secondary Education (IGCSE). For this alternative, the family had to be strong in English and financially, because the examination was in English and the cost was expensive.

Moreover, some families chose unschooling (not registered at any school), wherein the children could study anything of their interest and, and if they want a certificate, they can take the equivalence test. Some families chose more than one way to study for their children depending on their belief, readiness, and the convenience of each family. In Thailand, there are several education models to choose from.

After considering the advantages and disadvantages of all those alternatives, I chose to register with the Chiang Mai Secondary Educational Service Area Office 1. As I was a teacher in the school system, I did not have any problem with document preparation and managing the education for my children. It is good for parents to make the lesson plan for their own children because parents know the learning capacity of their children. Thus, they can see how to appropriately support or reinforce the development of their children's learning skills. Now, I can say '*Yes, I can choose*'.

Embarrassed: Thai Government Officer as the First Checkpoint

After I decided on the type of my children's homeschooling, I started to do documents and talk with the officer of Promotion of Educational Provision Group, Educational Service Area that I have registered but I found a problem - the officer did not accept my documents except education plan. They reasoned that they had to take the documents to an educational supervisor to check first but he had too much duties and did not have enough time to check my educational plan and, moreover, the Board of Educational Service Area had the meeting once a month so, I could not register and get the budget in this semester.

I was very confused about the process because I checked all information and found that the process should not take more than 30 days (Office of the Basic Education Commission, 2015b). I then took all documents home and consulted with the Deputy Secretary-General of The Association of Thai Alternative Education and she suggested that I have all documents sent by mailing to claim the right as follow *“By an advice of the administrative court, our family was asking the Educational Service Area for the permission to register for running homeschooling (all documents were attached in the letter). The process of approval prescribed that the Educational Service Area had to accept the request and notify the family within 30 days after that we had sent all the documents in time to request for the budget from the government. We hope the Educational Service Area will treat our as do others”*.

This was one part of the message that I presented to the director of Chiang Mai Educational Service Area, Director of Educational Service Area, and Secretary of The Association of Thai Alternative Education. Not long after that, I was contacted by the Educational Service Area and the officer informed me that the educational supervisor had checked the documents and had to edit some information which should not take much time. I edited and sent it back. After that, I had got the mail to inform that I had to send permission document to do educational plan which I already done so I informed then that all documents were sent. Finally, I got the mail inviting me to go to the Educational Service Area Office to discuss the issue.

I decided to go to the Chiang Mai Educational Service Area Office and I had an opportunity to consult my problem with a senior government officer and he asked me why I had to send the mail to an administrative court. I

explained that I did not understand why I had to ask for permission to do the educational plan over and over simply due to paper works. I had already done and edited as the officer required. Concerning the administrative court, it was the suggestion from the Deputy Secretary-General of The Association of Thai Alternative Education.

The senior government officer explained the process to check the documents which had to be in the same pattern and my document was not with the right step so the officer could not proceed the process. Meanwhile, I'm disagreed with him but I thought it was easier to conform if I had followed their rules. I believed that other parents will agree with me because the most important is to do homeschooling for our children. Moreover, I thought about some situation when I was a teacher. I had to work with student documents and I could not accepted the documents if parents had not done them along the school process.

After consulting, I informed the Deputy Secretary-General of The Association of Thai Alternative Education about the delayed document consideration processing. Though she said I had my right to apply using my document format as could other families but I thought it was easier to consult the government officers if I had followed their rules. Right now, one thing very important for me was to do homeschooling for my children.

However, all those that I have told are only some personal experience encountered by me. I could not come up with the conclusion nor judging on all cases of the government officials' performance. I just would like reflect the reality I have encountered with to enable the readers to realize that, for me, the government official's refusing to accept the documents having provided by the family, not facilitating justifying that they have too much tasks to do, nor failing to maintain rights of the students, have tremendously frustrated me.

Mine vs. Their Way of Learning

Finally, I had got the license to set up education for my children. I was more determined to do homeschooling than I was when I was a teacher for the first time 15 years ago. Moreover, I expected that my children will be happy to learn about something they liked or are interested in and I wanted to support them in every way. First, I went to the bookstore and bought all the best books of each subjects at my child level. Then I made timetable to study the books and

I told them to learn from video clips and other learning resources. They however spent the whole day with computer making me moody because, as my mother's insisted, using computer meant playing games. Many times, I argued with my son about using computer and he always insisted;

"Using computer does not mean playing game all the time but I am working too but just want to relax sometimes, like when you are working, and have stress, you listen to music. It seems like you like to fight with me all the time".

I felt displeased every time we argued because he was a child who had to listen to the parent. It was Thai tradition that a child had to obey his/her parent. The most notable question from my son was *"Do I have to hurt myself to gain knowledge?"*

At first I talked to myself *"I am a mother. I have the right to be the owner of my children. I have an authority to control them"*. But my idea had changed after reading the article of Knowles (1975). I had learned that mother's concernedness sometime affected the children in the negative way. Having taken role of mother, I had more experience so I decided to choose what they should learn, which method, what contents they should study. Knowles called this pedagogy in which the teacher was the leader. *"What will happen if mother is still the leader?. Can I do this forever?"*

Knowles said *"The world changed every second in everyday which means all knowledge that human has to know is out-of-date and will be lost in 10 years or less than that. So, learners have to practice their own skills to gain more knowledge and always be in time"*. This part of the message made me understand more about the situation at home. I was tired because I tried to take my children's roles. However, I still have a question.

"How can the children learn by themselves without any guideline? They will play game if I let them free". Even I was not sure but I had to let them free with one condition. My son said *"I will show you. Just observe"* so I watched and thought *"How could he?"*

After discussion, I saw my son use computer again but he had written something on his notebook all the time from one to two and many more books. I was curious to know what he wrote so I decided to ask him for looking into his notebook and found that he wrote the story from watching and listening Google

and YouTube. His favorite website was Karnacademy because he wanted to get the answer and these websites could help him. They have a lot of contents and several ways to present the contents which were very interesting. There were many data in science, technology, mathematics, social studies, history, economics, politics, administration, etc. He searched for everything he wanted to know which I had never known before and I thought those websites had more information than normal books.

At this point, I felt amazed with his learning and I saw a natural learning process that began from personal interest and later the process to find the answer. Knowles (1975) called this process “Self-Directed Learning” which was the process that the learners had to create by themselves by analyzing their needs, planned all their learning, searched for knowledge resources, chose the method, and evaluated their learning. They could ask for help from other if they wanted. Hiemsta (1996) explained that learners could guild their learning. This required their responsibility to determine their learning. I agreed with this because I saw by myself that my son dedicated to study without any force. He took a rest at meal and using restroom. He woke up early and slept late every day. I had to ask him to stop doing so and he stopped.

I had more understanding about the natural learning process without learning from books because I saw and observed from my son’s learning process. I, however, had a question - Could the knowledge that learner had learnt by themselves be compared with that in the Basic Education Core Curriculum B.E.2551 (A.D.2008) (Ministry of Education, 2008). I then compared my son’s contents in his notebook with those in the Basic Education Core Curriculum B.E.2551 (A.D.2008) and I found that all details in the notebook were along the indicators in the Basic Education Core Curriculum which made me excited. This could prove that learners were able to learn by themselves but I was still doubt whether this method will be able to solve the problem with my daughter, another child of mine, because both had a different character.

My daughter was not good at academic and she did not have much skill on reading, writing, and calculating. I wanted to know what was wrong with my daughter so I took her to check her learning disability and development with psychologist. The result from assessment was:

“Overall, her Intelligence Quotient is at the average (Full Scale IQ was 106). Her ability of visibility and the speed of visibility processing is higher than the average. The language understanding of hearing is at the average. The intention and concentration of hearing is lower than average. The distinctive point is social situation assessment and abstract understanding and the weak point is the concentration and intention. The ability on reading and mathematics is at grade 4 level. However, the spelling skill is at grade 1 level. The conclusion is she has the tendency to have a learning disorder on reading, spelling, and mathematics skills”.

This was the reason why she did not like to read and think so she cannot learn the same as her brother. I could not assume that the good learning process for one person could be used for another even though they were siblings and was raised in the same environment. Bruner (2010) said *“People had the ability to learn and acknowledge in different way so the learning process of one person cannot be used to solve the problem of others because the decision to choose learning process depends on personal potential and the environment of that person”.*

I repeated this assessment over and over until I realized that even she was defective in reading, spelling, and calculating but her intelligence is at the average so my daughter and I had more courage. I believed she could develop her learning process because she did not have intellectual disability. This fact affected the way I treated her, I started to pay more attention to giving her opportunity to choose her own learning which she liked and was skilled in. I agreed with Gardner (1983) who said *“The intelligence is not just only an ability of language and mathematics but it has 8 abilities or more possessed by each individual including logical-mathematical intelligence, spatial intelligence, verbal intelligence, musical intelligence, bodily-Kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. Each person has his own unique ability which was unique identity”.*

Then, I gave her chance to choose what she wanted to learn which was cooking, drawing and sewing. We started with register in cooking class, the cost was cheaper than buying all ingredients and cooking at home. Homeschooling was flexible with time so we could take long-term course. It was the first time that I saw my daughter happy and enthusiastic to go to study. She had never

been absent from her cooking class which was different from when she went to school. Furthermore, she always told fun stories she had listened from a homosexual teacher who always had a funny story and special trick of cooking and she had a lot of friends.

My daughter said; “I feel like this is my place. My teacher always gave me a compliment and said I had a good skill and was a fast learner. Uncles and aunts in this class gave me a complement too. Now, I am becoming a chef assistant. Even cake decorating that was the most difficult skill in cooking class, I can do it. I just follow my instinct and I always finish first. I am so proud of myself because it is me and I am very happy to do it”.

This reflected that the opportunity to learn things they liked or were interested in, not only the happiness they got but effective learning too. Knowles (1975) said; “*The person who starts to learn by themselves will get the knowledge more and better than people who learn from other people only because they have high intention, purpose, and motivation to learn which made them use their knowledge better and longer*”.

Besides cooking study, she chose to take sewing class. We then decided to buy an electric sewing machine with the budget for homeschooling learner from the government and joined the membership so she could study for free until her membership expired. She studied one weekday because they had about 5 learners in the class. Sewing class was surprisingly hers. She always told her story about class details including making clothing structure, the drop cloth, cutting boards, and sewing but if there was some part that was hard for her, other learners would come to help her, such as, stitching by hand, hemming the bordering strip, etc. This was the important composition of natural learning process called Free age mixing by Gray (2008) called Free age mixing. “*An enormous amount of learning occurs in interactions with others - In schools, when we segregate children by age, we deprive them off the opportunity to interact with those others from whom they have the most to learn. In age-mixed groups, younger children acquire skills, information, ideas, and inspiration from older ones. In such groups, younger children can do things that would be too dangerous, or too complicated, for them to do alone or just with others their own age*” This reflected to social learning because not only the knowledge from sewing that she had got but the coexistence too. She could learn from

real situation, recognized and adapted in the real life. After 2 classes of learning, she started to sew the bag for glass and sold to the school in Lampang province and also, saw the cushions for selling in Chiang Mai, Nakhonrachasrima, Chonburi and Bangkok. Moreover, she made her own clothes. I could tell that finally, she had been proud of herself which was different when she was studying at school. She said; *"I feel I have a value. I know that the thing that you can do best means you are good in it".*

Besides cooking and sewing, she also chose drawing. Therefore, we chose 3 art teachers from Google website by seeing their works, environment, convenience, and safety in the class including the cost. Finally, we had chosen the art institution where was the nearest to our house and the teacher was a woman about 20 years old. My daughter was enthusiastic in preparing her equipment such as paper, pencil, eraser, and drawing board and put them in the bag that she made before going to study. At the beginning, we chose to study in the afternoon because there were not too many people and it was easy to go but after she had learned for a while, she asked me to change the time to be in the evening because she wanted to learn with more people. This evening class opened for her to have more fun. She met friends who studied in public and private high school and prepare to get into the university. The atmosphere was very fun, fulfilled with laughing and music that teacher turned on.

She told me that many people had asked her about homeschooling and she said homeschooling was learning about something we were interested in. We organized our time and timetable with no examination. Everyone was jealous that she could do anything she loved. She did not have to go school. My daughter was always telling me the stories from her class such as why she had to study an extra class about drawing. My daughter and I searched more information which she said maybe this would be an alternative in the future if she still like arts. She talked about her teenage friends. She said; *"Someone is very beautiful but always says rude words. I know they are friends but there is a teacher in the classroom which is not good for her to hear. It is OK if they want to talk like that with me but I would never say rude words and I never want to say but we can still be friends".*

This conversation made me realize about the influence of environment through children's learning. I admitted that I did not like the teenage bad

behavior such as saying rude words or shouting. However, I understood and viewed that it was normal for them so I had never tried to stop or obstruct my daughter to hang out with these friends because this was an authentic learning. I felt good to let her study with this group because not only art learning but the life of students in school and my daughter could judge what was useful or harmful or effected on her and others.

After homeschooling for a while, however, I was not sure about the idea or everything that I had been doing it is the right process until I read Meesil's article (2017). She said that "*the process of homeschooling and strengthening life and career skills in the 21st century can be divided into six phases: 1.) Study of the students and the availability of family consists of observing the students and the creation of a joint agreement of the family 2.) Management planning study includes a planned registration, education and family planning education management 3.) Search for learning process includes search from the media and from the knowledge/expert 4.) The implementation of learning management includes the creation and inspiration to children learning activities 5.) Evaluation includes an assessment of the internal and external evaluation and 6.) Improving the learning agreement includes the creation of links and further learning.*" When comparing my experience with this article, it made me feel that I'm very similar to homeschool parents who have the best practices which she mentioned.

At this point, I looked back and thought about the question raised by my friends and people whom I respected about homeschooling. "*Mother created the good social environment for children which prevented them from facing with bad things so that they could deal with them if one day they faced with*". I thought about this question again and again which made me feel insecure so I asked my children and husband to help reflect their idea. They said "*We do thing that gives us back good thing. Actually, there are both bad and good things around us. The thing is what we can choose to be with or stay away from, and whether we want to do it or not. We do not have to be afraid of what we will be if we have not followed others.*". I was not sure about the interpretation of people in general about "*good or bad environment*" but all my anxieties disappeared after I heard my family members' idea. I had hoped and

confidence to walk along this alternative with my family and children. It is the alternative of “*Baan Rean*” that we chose.

Discussion

However, this alternative is not for all people to choose because homeschooling requires readiness of all “*companions*” in the family - their attitude, knowledge, ability, and time, including socio-economic factors. I am not saying that parents who do routine work or have low income could not do homeschooling but I just emphasized that readiness of all stakeholder was the factor that helps the parents to successfully do homeschooling. The family that both parents did routine work were more tired than the family that had more time to do homeschooling. Especially, it's important of homeschool parents to engage lifelong learning and create the environment to make them achieve goals.

Moreover, the importance for doing homeschooling in Thai society was the good relationship among learners, coach (education manager), and environment. Learners had to have a discipline and ability to respond to their own learning. Parent was a coach who encouraged and supported the resources for them included created the environment to make them achieve goals. From my experience, the children who were learning everything they loved, are interested in, and was skilled could lead to success in their way. And interfering or forcing them to learn from parent requirement never had the good result but in contrast it had left bitterness for everyone.

Furthermore, homeschool network was important to help the family in carrying it out because this network encouraged, supported, and advised how to take care of and solve all problems for children. Homeschool network always had meeting for sharing knowledge, mutually carrying activities, and helping one another. I was very lucky to have involved with “*Baan Rean Lanna*” and I feel impressed with this institution.

Baan Rean Lanna was an incredible place for me. It is where unknown people became a family member. I felt I had love and good wishes for all homeschool children while parents in this network had love and good wishes for my children too.

Conclusion

As an old form of education in Thailand, “Homeschooling” has come back to be more popular in the time when parents were hopeless with formal education in the school. Though having to go through a lot of troubles from the rules set by Thai government sector but parents are ready to face with all the troubles to assure their children’s happiness to learn.

From my experience, I found that the learning process of two homeschool learners started from staying in the environmental that contributed to learning. The learners felt happy, safe from both inside and outside which encouraged them to be curious by natural learning. Therefore, the learners tried to get the answers by planning, practicing, and evaluating by themselves which led them to improve their next learning process. This process made them success in their way.

However, it’s important of a homeschool mother to engage lifelong learning and create the environment to make them achieve goals. And learners must have a discipline and ability to respond their own learning. Don’t forget that forcing a child to learn from parent requirement never had the good result but it had left bitterness for everyone.

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