

DEVELOPMENT OF A LEARNING CITY MODEL: A CASE STUDY OF SUB-DISTRICT ADMINISTRATIVE ORGANIZATIONS IN CHONBURI PROVINCE

Noppamonton Sibmeunpiam*

Abstract

Recent years have brought about important changes in the way of life of the people in the cities and in the villages in Thailand. Migration has resulted in new types of communities. Democratization has brought about greater participation of people in decision-making procedures. The government has been reforming structures in the form of administrative units. The present study, following the learning city model of the United Kingdom, examines how this approach can be adapted to the Thai situation.

Keywords: learning organization; administrative organization; learning city

Introduction

There is a need to develop the community so that it becomes a learning city, according to the spirit of the National Education Act 1999, including the amendments and the Second National Education Act of 2002, stressing the importance of lifelong education and the Constitution of Thailand and its amendments over the past years. The Constitution stressed the importance of the community to be involved in the development of education and

vocational training. This emphasis is due to the fact that the Thai society has been affected in many aspects, including economics, social values, the environment, science and technology. Therefore, Thailand has had to promote the development of its citizens according to their potential, as well as their readiness to cope with ongoing changes and development strategies, so that it becomes a learning city through lifelong learning, that the quality of its citizens is improved to meet the

*Graduate student, Department of Educational Policy, Management and Leadership, Chulalongkorn University, Bangkok, Thailand.

needs of national development. Therefore, the development of the Thai society to become a learning city is as important as in other countries in the world (Office of the Education Council, 2004-2005)

A learning city is a community which endeavors to learn how to renew itself in times of change. The spread of new technologies offers opportunities for countries and regions to benefit from the transfer of new knowledge, technologies and ideas between countries and regions. At the same time, uncertainties as to social, political and economic situations present authorities with risks in managing their national and regional institutions.

The route to a learning city needs to proceed along three distinct dimensions of development relating to different but interrelated aspects of the learning city:

1. Partnership: learning to build connections between sectors. This means setting up, developing and sustaining partnerships. This dimension is relevant to those who are at the beginning of an initiative or where partnerships need to review their progress.

2. Participation: learning to involve the public in the policy process. This means involving the wider community in learning and in contributing towards changes in their community. This dimension is relevant for those working in initiatives which want to involve traditional non-participants in planning relevant education and training and those who want to develop means for communities to have a more active role and greater influence in regeneration and development.

3. Performance: learning to evaluate progress. This means how communities measure progress against their

own targets, against the progress others are making and look at how an assessment of the value added by working for the creation of a learning city might be assessed. This dimension is relevant to all those working in current initiatives, who wish to measure progress and justify the resources spent in partnership working. It is also for those who want to set up an evaluation framework early on in an initiative.

A seminar for the development of a learning city of the Thai society was organized by the Secretary General of the Educational Council to study the documents concerning the learning city in the kingdom of Thailand. Participants in the seminar were mostly experts from the sub-district administrative organizations. The purpose of the seminar was to search for ways to develop the society and learning cities for the Thai society in the future.

The meeting came up with the conclusion that the content of the existing research is mostly borrowed from foreign ideas. Therefore, there is a need to do more research within the context of local communities and the learning city, so that recommendations to develop the communities or the learning city according to the needs and characteristics of the Thai society may be implemented. Research should begin with the study of local communities and sub-district administrative organizations, since these are small units which can be studied easily to find out what the characteristics of the Thai learning cities should be. At that meeting, there were representatives of the chairpersons of Chonburi provincial sub-district organizations who exchanged ideas that reflected what the many aspects of community development

from the sub-district administrative organizations of the area of Chonburi Province should be. This showed the development characteristics according to the way of proceeding with the learning city model and it indicated the readiness to support this research in the future.

For the reasons mentioned above, a study of the development of a learning city model in the United Kingdom can lead to an application of this case of the two sub-district administrative organizations of Chonburi Province which have been surveyed and serve as guidelines for the development of a learning city for the Thai society. Hopefully, the findings of this research can be applied to develop these sub-district organizations in the future. This could also be useful to meet the needs for change following the development of the people both as participants and beneficiaries of development.

Purposes

The four purposes of this research are as follows:

1. to study the economic, social and political characteristics of two sub-district administrative organizations in Chonburi Province;

2. to study the main characteristics of partnership, participation and performance for being a learning city of the sub-district administrative organizations in both sites in Chonburi Province;

3. to examine the partnership characteristics of both sub-districts in promoting being a learning city in the sub-district administrative organizations; and

4. to indicate what the learning city development model should be according to this case study in Chonburi Province.

Methodology

The first step for this research is a study of the relevant literature to clarify the research problem in the areas of economics and the social and political dimensions to find out what constitutes a learning city through collaboration and sharing of ideas and activities in the two sub-districts of Chonburi Province selected for this study. This leads to a summary of the common characteristics and differences, as well as difficulties encountered, and also of the aspects facilitating learning leading to a learning city. This research should lead to the sources dealing directly with the topic, both at the national and regional level. Further research was conducted by searching through the internet for relevant documentation.

An analysis of the relevant literature, as well as of the National Education Act and the trends relevant to the problem, as presented in the documents on learning cities in the United Kingdom, results in a summary outlining the components of a learning city and lifelong education. Consideration of the role played by the sub-districts is important in drafting a model for a learning city. Findings from this initial research were presented for comments and suggestions to experts on the topic and to scholars of leading universities in Thailand. Findings were later discussed by the Office of Non-Formal Education of the Ministry of Education. The researcher was invited to present the findings from these preliminary steps at a meeting on the occasion of the fiftieth anniversary of the Association of Domestic Science and also to mark the Fiftieth Wedding Anniversary of Her Majesty the Queen of Thailand.

Research in the Field

This study adopts a qualitative research methodology, using a structured interview of 90 items, to collect data in in-depth interviews of representative target groups for the research. These interviewees were not necessarily scholarly individuals, but they were people who some experience with the Learning City process. Research sites were selected through purposive sampling, choosing sites with some experience with learning city activities and located in the largest industrial sector in the country. Two sub-districts were selected in that site: one sub-district with the highest income and the one next to it to compare two different situations. One sub-district should have a yearly total income of over 20 million baht and another sub-district with a yearly total income of between 12 - 20 million baht. Income is a factor with the strongest impact on development of an area. Moreover, heads of the selected sub-districts should show some interest in the research project.

Subjects

Data from the target groups in this research were obtained through purposive sampling by the head of the sub-district administrative organization for a total of 10 persons, with 5 persons from each sub-district. In the sub-district No. 1 the average age of the members was 48 years. They had been residing in that area for an average of 36 continuous years. In the sub-district No. 2, the average age of the members was 45 years and the members had been residing in that area for an average of more than 28 continuous years. Therefore, the whole sample for this research proved to be

adequate and to fulfill the requirements needed to develop a learning city, as outlined below:

1. Key individuals who can be trusted and who are playing an important role in determining and supporting activities in the community;

2. Key institutions representative of the government in the community and which can play an important role in taking the first steps for the activities in the community;

3. Core groups representing the local people who volunteer to work together as a group in the community and who are willing to contribute their time and other resources;

4. Wider interests, such as interested and willing members who can join regularly in the activities of the community and can contribute suggestions as well as support in setting up activities; and

5. Key employers, representatives of the private sector organizations from the industry, who can play an important role in joining activities for the development of the community and cooperate in organizing activities for the benefit of the citizens in the area.

The representatives of each one of these groups look for ways for working together in the area under consideration, according to the main characteristics of being a learning city, as follows:

1. Partnership: being involved in activities for the community, institutions and other elements in a particular area, working together as share holders, choosing on the basis of participation in the activities on the site, investing together in conducting these activities, and giving opportunities to other groups to join in the activities on that site.

2. Participation: joining in the activities of the community, institutions and other elements on the site, including many parties joining in the activities, choosing on the basis of level of participation in sharing data with various organizations involved in joining in the activities in the site and meeting the needs for learning in the various organizations in the site.

3. Performance: the ability to conduct activities of the private sector organizations and other elements in the site, considering management abilities by comparing results of activities in the site as to the value of investing in the site and of learning from the various organizations in the site.

Once the data were collected, they were analyzed through content analysis to find out answers according to the objectives of the research. This research was conducted over a period of six months, from May 2005 to November 2005.

Research instrument

The instrument for the research was a structured questionnaire of 90 items developed by the researcher on the basis of information gathered earlier from the sub-districts of Chonburi and the research on learning cities developed in the United Kingdom. The questionnaire is to be used in conducting in-depth interviews. There are four parts to the questionnaire:

1. Demographic data: age, gender, marital status, education, occupation

2. Site characteristics:

2.1 Economy: industry, commerce and service, tourism, agriculture

2.2 Social status: population, education, employment, public health, culture and traditions

2.3 Politics: civil service management and public order

3. Learning city characteristics:

3.1 Partnership: attitude, planning, investment, inviting cooperation

3.2 Participation: communication and sharing of information; joining with other organizations in the site, and provision of services and training for learning

3.3 Performance: ability to conduct activities for the benefit of private organizations; value of investing the community; learning from various organizations in the area

4. Open comments

The validity of the questionnaire was established by submitting the draft version to three experts in the field of lifelong education, non-formal education and research in social sciences and community development.

Data Collection

In-depth interviews were conducted in each of the two sub-districts. A preliminary survey of the districts took place to enable the researcher to become familiar with local conditions and ways of operating of the area. Next, officials of each sub-district were contacted personally to familiarize them about the project. The 10 subjects in the sample were interviewed, asking the 90 questions from the questionnaire.

Data Analysis

The approach used to check the reliability of answers provided by different subjects on similar or different topics relied

on several techniques, such as in-depth interviews, key words and summaries, as well as content analysis, investigator triangulation, bringing together answers from various sources, different subjects and different circumstances to see if there was a convergence of information leading to an overall description of the situation according to the purpose of the research. This process produced a vast amount of information provided by the subjects of the research (300 pages A4 size) of each sub-district, describing the actual situation in the two sub-districts of the Province of Chonburi.

Limitations

There were five limitations of this study, as follows:

1. This research is in the form of a case study carried out in the field in only two sub-districts in the Province of Chonburi;

2. The characteristics of the learning city model described in this study apply only to the sub-district 1 and 2 of that Province by examining the approach used in setting up various activities in the community likely to promote partnership, participation and performance of the administrative organization of the sub-districts relevant to the institutions and population in those areas;

3. The variables considered are those specifically relevant to the sites of the sub-district organizations. These variables include the economic dimension of the administration, the sites, the trade and commerce, the various services provided, tourism, the agricultural production, the occupation and the income of the individuals;

4. The next dimension covers the social aspects of the administration including statistics on population and habitat, education, hiring practices, public health and culture and traditions. This dimension can also include political considerations, civil service administration, public order and the maintenance of peace and security; and

5. The variables concerning the form and the approach used in the learning society in the sub-district administration of Chonburi Province present special characteristics which can be further studied according to the headings of Partnership, Participation and Performance (State for Education and Employment, 1998; Office of Education Council, 2004).

5.1 Partnership: being involved in activities for the community, institutions and other elements in a particular area, willingness to work together as team members, choosing team members on the basis of participation in the activities on the site, investing together in giving opportunities to other groups to join in the activities.

5.2 Participation: joining in the activities of the community, including collaborating in activities, sharing data with various organizations, being open to other groups, being involved in the activities in the site and meeting the needs for learning in the various organizations in the site.

5.3 Performance: the ability to conduct activities of the private sector organizations and other elements in local areas, evaluating results of activities in the area as to the value of investing in the community, learning from various organizations in the area.

Results

The results are presented here according to the four purposes outlined above:

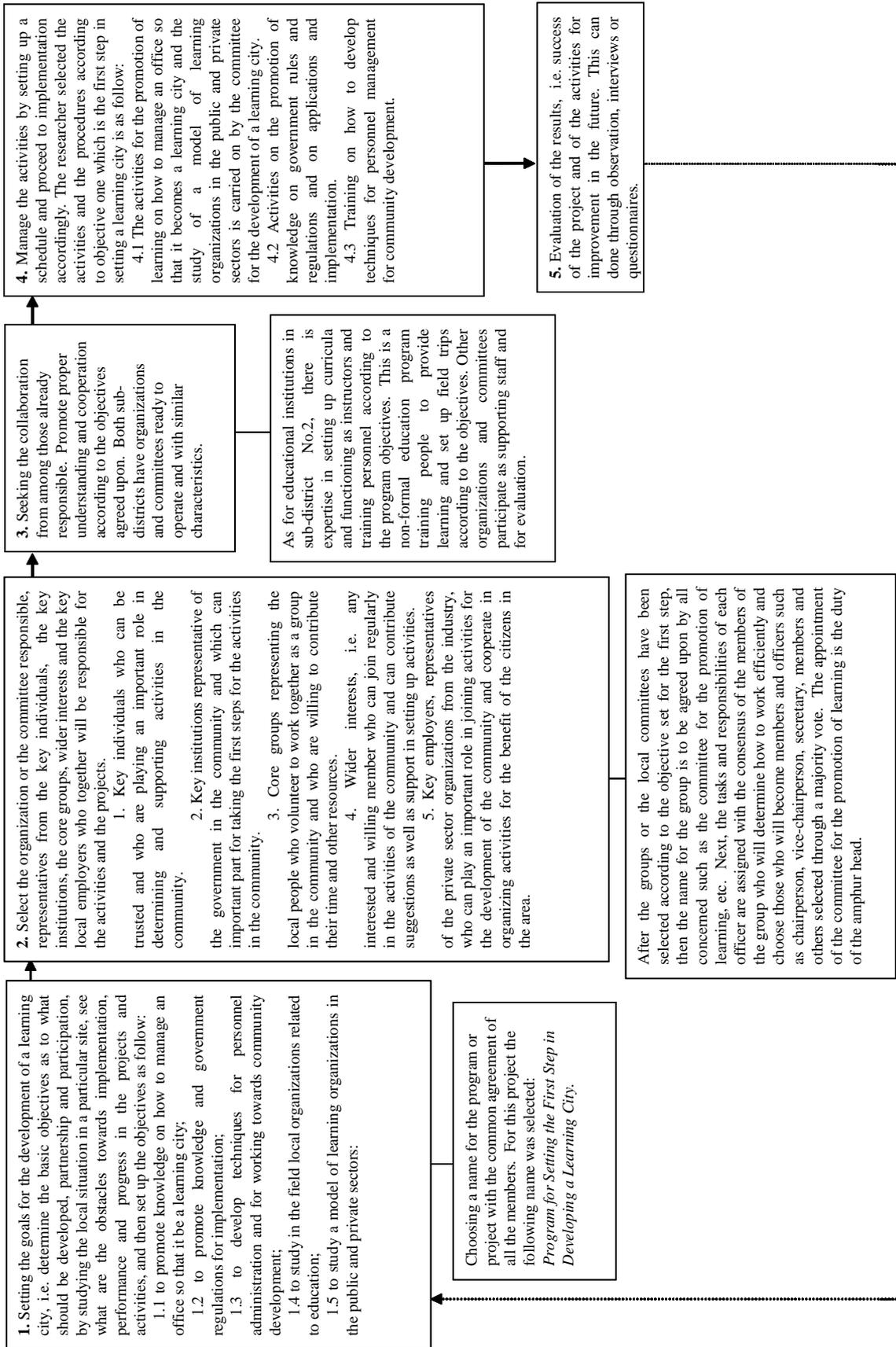
1. The economic, social and political characteristics of the sub-district administrative organizations under study in Chonburi Province may be summarized as follows: sub-district No. 2 presents more characteristics of being a learning city than sub-district No. 1 because of the following factors: industry, education, health and culture and traditions, all of which are seen as being satisfactory.

2. The main characteristics of partnership, participation and performance for being a learning city of the sub-district administrative organizations in both sites studied in Chonburi Province were found to be adequate, but not sufficient, in promoting the characteristics of a learning city. However, the sub-district administrative organization No.2 shows strong points with regards to promoting reading and writing skills, numerical skills and communication skills. On this site there are adequate educational facilities and readiness for development as a learning city.

3. The partnership characteristic showed some differences, some problems and some factors in promoting their status as a learning city in the sub-district administrative organizations in the sites studied in Chonburi Province. The sub-district No. 1 does not show as many learning city characteristics as sub-district No. 2. This difference is due to the fact that site No. 1 relies only on volunteers for development and for various activities and projects on the site. In sub-district No. 2 there is readiness in the various sectors, such

as educational facilities, health stations and the temple. All these institutions work together for development and for adequate on-going projects and activities.

4. There are five steps in the learning city development model, according to this case study in Chonburi Province, as outlined in the chart below:



The whole process of establishing a learning city proceeds according to the following steps:

1. Set the goals for the development of a learning city, determining the basic objectives as to what should be developed by studying the local situation in a particular site, see what are the obstacles towards implementation of the projects and activities, and then set up the objectives, as follows:

1.1 to promote knowledge on how to manage an office so that it will become a learning city;

1.2 to promote knowledge and government regulations for implementation;

1.3 to develop techniques for personnel administration and for working towards community development;

1.4 to study in the field local organizations related to education; and

1.5 to study a model of learning organizations in the public and private sectors.

After the objectives are determined, a name for the program or project is to be selected with the common agreement of all the members. For this project the following name was selected: *Program for Setting the First Step in Developing a Learning City*.

2. Select the organization or the committee responsible, choosing the representatives from the key individuals, the key institutions, the core groups, wider interests groups and the key local employers, who together will be responsible for the activities and the projects.

2.1 Sub-district No. 1

1) key individuals: include the amphur (i.e., administrative division of a province) heads, experts, team of the sub-district administrative organization or local civil

servants, members of the administrative organization at the rate of two members per village and volunteers from among retired officers.

2) key institutions: tambon (i.e., district), municipality, private sector, provincial social welfare services, provincial offices.

3) core groups: volunteers for basic health services; heads responsible for activities or the person managing activities and persons working in the community.

4) wider interests: local people.

5) key employers: industrial estates and local industries.

2.2 Sub-district No.2

1) key individuals: include a sub-district team, the nai amphur (i.e., head of the administrative subdivision of a province), experts, elderly people, retired officers volunteering for activities and members of the administrative organizations at the rate of two members per village.

2) key institutions: tambon health stations, educational institutions, two temples, provincial offices, provincial social welfare and private organizations.

3) core groups: volunteers for basic health services, heads responsible for activities or the person conducting the activities and the persons working in the community.

4) wider interests: local people.

5) key employers: industrial estates and local industries.

After the groups or the local committees have been selected, the name for the group is to be agreed upon by all concerned, such as the committee for the promotion of learning.

Next, the tasks and responsibilities of each officer have to be assigned with the consensus of the members of the group who will determine how to work efficiently and choose those who will become members and officers such as chairperson, vice-chairperson, secretary, members and others selected through a majority vote. The appointment of the committee for the promotion of learning is the duty of the amphur head.

3. Seeking the collaboration from among those already responsible, promoting understanding and cooperation according to the objectives already agreed upon. Both sub-districts have organizations and committees ready to operate with similar characteristics, as follows:

3.1 Industrial estates and local offices; both show strong points as learning organizations, they have good communication technology and up-to-date data collection systems. This group of organizations can be used as a site for field trips. They have competent personnel able to give presentations on such topics as principles of efficient organizations and ways of managing offices to be learning organizations and ways to manage personnel efficiently. Other strong points include budget allocations to support activities in the areas of these sub-districts.

3.2 Sub-district teams and local civil servants are skilled at coordinating activities; they are able to join with the private sector to run programs of non-formal education by providing training to promote learning and field trips according to objectives. Sub-district committees and local civil servants are invited to participate in the training activities. Therefore, the sub-district

is both organizer and beneficiary of such activities resulting in the full implementation of programs.

3.3 Experts who are knowledgeable and competent in one field and can participate in conducting an activity or program according to the first objective, by helping people to give suggestions in conducting relevant activities.

3.4 Heads responsible for the activities have experience of working in the field by setting activities for the public which will indicate the problems and obstacles in training people on the sites. This will result in developing a course program and techniques for managing and developing people.

As for educational institutions in sub-district No.2, there is expertise in setting up curricula and functioning as instructors and training personnel according to the program objectives. This is a non-formal education program training people to provide learning and set up field trips according to the objectives. Other organizations and committees participate as supporting staff and for evaluation.

4. Manage the activities by scheduling the activities and proceed to implementation according to what has already been agreed upon. The researcher selected the activities and the procedures according to objective one which is the first step in setting up a learning city, as follows:

4.1 The activities for the promotion of learning on how to manage an office so that it becomes a learning city and the study of model of learning organizations in the public and private sectors is carried on by the committee for the development of a learning city. The target group for such training

includes the sub-district committee, the village committee, the local civil servants, the kamnan (i.e., village chief) and his assistant and the committee for community development. The purpose of the training is to enable this target group to become knowledgeable and competent in managing an office so that it becomes a learning city and also that it provides opportunities to study model learning cities in the public and the private sector in actual sites.

Such training lasts three days. On the first day, there is an official opening, a pre-test of knowledge, getting acquainted activities and lectures to introduce the principles of office management so that it becomes a learning city as well as an actual demonstration of a learning city. On the second day, worksheets are distributed to the participants and there is a field trip to study the model of a project of a learning city in the public and private sectors. There is time for asking questions on points of interest. The work sheets are returned to the trainers. There is also some time for the members to rest and relax. The third day is used for group discussions on the kind of organization members would like to join. Small groups report to the large group. There is a post-test and an evaluation of the training. A representative of the participants in the training summarizes the comments and the meeting is adjourned.

4.2 Activities on the promotion of knowledge on government rules and regulations and on applications and implementation. This includes a field trip to visit local organizations related to education. These activities are conducted by the committee for building a learning city. The

target group for this training includes the sub-district committee, the village committee, local civil servants, the kamnan and his assistant, the village headman and his assistant and the committee for community development. The purpose of the training is to provide knowledge and understanding in implementing government regulations and to study model organizations related to education.

This training also lasts three days. The first day is for an official opening and a pre-test of knowledge, for getting acquainted activities and for lectures on government regulations related to the works of the sub-district. Participants are given the opportunity to ask questions from the speakers on the obstacles encountered in their work and for advice and knowledge on proper applications of government rules and regulations.

The second day is dedicated to a field trip to study a model sub-district related to education. The third day is for group discussions on problems and obstacles encountered in their work and for examining how participants can work together in their own sites. Small groups report the result of their deliberations to the large group. A representative of the participants summarizes what was learned by the training. There is a post-test and an evaluation of the training and the meeting is adjourned.

4.3 Training on how to develop techniques for personnel management for working towards community development. This training is conducted by the committee for building a learning city. The target group includes the sub-district committee, the village committee, local civil servants, the kamnan and his assistants and the committee for

community development. The purpose of this training is to provide the participants with techniques for managing personnel as well as community development. The training lasts two days. The first day is for the official opening of the training, pre-test of knowledge, lectures on principles of personnel management, on government rules and on regulations as related to the sub-district. There are also group discussions on the type of personnel the participants would like to have. Small groups report findings to the large group. On the second day, there are lectures and demonstrations on principles of personnel and community development and how to foster motivation at work, sharing ideas on the kind of learning city members wish to see happen in their own respective sites. Members then report the results of their sharing to the large groups. Members are asked to answer a post-test and evaluate the training. The meeting is then adjourned.

5. Evaluation of the results about the success of the project and of the activities for improvement in the future. This can be done through observation, interviews or questionnaires.

Discussion

1. Economics, social conditions and politics are factors having an impact on the development of a learning city.

Industrial development and the expansion of transport facilities have resulted in people in various locations migrating in increasing numbers to industrial estates and cities to earn a living as employees in the factories and various local industries, resulting in changes in daily life and affecting the sites where these people settle. Former owners

of the land have had to compete with these newcomers who are not fully involved in the development of the area where they live and do not fully participate in sharing the responsibility of looking for the common good. In this situation, the community is considered from a selfish point of view as the benefits that the members can obtain for themselves with little sharing of responsibilities and cooperation. This situation has an impact on the sub-district administrative organization, the kamnan and other leaders in the community. Originally, these people led a quiet and easy life. They all knew each other and helped each other when in need. But, as a result of these changes they had to strive to cope with a new lifestyle in a new environment and adapt to a competitive economic approach. The new type of community had to find a new balance between the demands of the state, the individual economic needs and the community (Kajornjob Kusumawalee, 2004). Economic developments have had a great impact on the lifestyle of the community, resulting in a new type of society. People have had to adapt to a new environment, new economies, a social and political order which called for education according to this situation. Chokchai Khamhaeng (2004), director of the Division of Academic Affairs and Local Education Standards (Department of Local Administration), indicated the need for an education designed to meet the needs of the community at the level of the municipalities, the sub-districts and provincial administrative organizations, and special areas. He also stressed the importance of education for national development and for the quality of life in general. The development of relevant

education at the local level must be an ongoing concern, as indicated in many sections of the constitution of the Royal Thai Government, 1999. Local areas must be given the freedom and the right to set up policies and education and training programs and decentralize power and facilities. It is clear that the sub-districts administrative organizations must play a crucial role in providing education and vocational training in the territories under their authority.

Therefore, the constitution of the Royal Thai Government indicates in great detail how the responsibility for education at all levels must involve the local territories and communities, especially that of the sub-district administrative organizations. It is the role of the sub-district to develop the economic, social and cultural dimensions of the society, including education, religion, the development of children and women, youth and the elderly. The sub-districts must also be involved in the preservation and development of natural resources and the environment, as well as other tasks entrusted to them by the government.

From the research of the two sub-districts covered by this study, it can be concluded that, as far as activities to promote economic, social and political development, the site of sub-district No. 2 presents more characteristics of a learning city than sub-district No.1, because it includes economic, social, political, education, health, culture and traditions at a satisfactory level, which shows readiness to perform the tasks as specified by the law. There are some differences between the two sub-districts in fulfilling their obligations of sub-districts to meet the requirements of the law. This has an impact

on these communities becoming learning cities. The personnel directly involved should be given the opportunity to improve and follow the rules and regulations for this area to increase their knowledge and understanding, as well as their ability to rely on local resources to solve problems of the people. This will be an important factor in increasing the readiness to become a learning city.

2. The important aspects in achieving partnership, participation and performance of the learning city of the sub-district administrative organizations.

People and environment are the two elements which are the objectives of the development of the community in the sub-districts because the ability to develop people to make them knowledgeable and wise, the development of the other elements will follow naturally. People and the environment in the sub-districts are factors related to all the members of the community. This will result in people thinking and acting differently, being able to solve their problems by themselves, being self-reliant on the basis of the resources of the community and achieving the objective of having people leading better lives. The development of the community relying on the learning city approach is one way to conduct activities and various projects in the community through partnership, participation and performance. Martin Yarnit (2000), after having studied the learning city, came to the conclusion that such a city must have 12 characteristics as follow: 1) Use of resources for learning in both formal and non-formal education; 2) sharing education and economies as the resources of training; 3) learning is seen as something which combines

knowledge and training; 4) intellectual and social potential is important and is an advantage for competition; 5) learning as an investment; 6) learning is seen as a social process which leads to an advantage in society for economic development; 7) flourishing communities are based on freedom for self government and for governing the land; 8) innovations are supported by dialogue among groups of learning cities in the community; 9) learning is a lifelong process which is generally developed in general so that it becomes an on-going learning for all; 10) access to human resources in learning technology to develop networks within and between communities; 11) there are academic data and research findings readily available which can be studied and understood according to needs such as information for prevention of disease infection, , reduction of health care costs etc. ; 12) developing the culture of lifelong learning is a community objective.

Therefore, in order to develop a sub-district so that it becomes a learning city, all people, all genders, all ages, all marital status, all educational backgrounds should be provided with education, with equal access to learning and with knowledge applicable to all life stages. When considering which group should have access to development and become a learning city, lifelong education should facilitate this process of becoming a learning city, including all those who are part of the community according to the various levels of education as mentioned by Anurak Panyanuwat (2005) who studied social backgrounds. People coming from a social milieu, a strong community and a group of members concerned with social issues,

trusting one another, respecting the law and dealing with one another in a straightforward manner, such people are more likely to foster willingness to collaborate with others, enjoy freedom, and work as partners for development by setting up activities and projects for the good of the community.

From the importance of the elements conducive to a learning city as mentioned above it should appear that proper balance in life and proper management of a sub-district and of a community and such practice should result in a climate for learning in the community, and for becoming a learning city.

Recommendations

1. Recommendations for application:

1.1 Setting up policies and planning, especially the three-year development plan for the sub-district administrative organizations, should support the main persons, the main institutions, the main groups and the interested groups. The main employers should become involved as partners and work together for the various activities of the community inside and outside the site.

1.2 The sub-district of the administrative organization should publicize and inform especially those at the level of policy making, planning and development so that people know, understand and support those who are the main persons, the main institutions, the main groups, the groups of those interested and the main employers to from a group of people involved as partners in the various activities in and out of the site. Publicity and information motivate people and make them interested. Thus, members in the community learn about the activities, know

what it is all about and become interested in the activities of the committee for developing a learning city and eventually have greater participation.

1.3 A task force to develop a learning city should be appointed to foster efforts for its development. This committee should include the following representatives from the community: the main persons, members from the main institutions, from the main groups and the group of interested persons, the employer who is the main person, participants from the community and experts; other persons might include the governor of the province or the provincial administrative officer as chairperson to develop a work plan and introduce the plan, follow-up and evaluate, developing relevant activities on a continuous basis.

2. Recommendations for further research:

2.1 There should be research on the development of a model of a learning city as a case study in other sites to plan and develop other sites so that other communities can profit from such development.

2.2 Instruments should be developed to be used as an index to measure the characteristics of learning cities and to be used for follow-up and evaluation of on-going development.

2.3 The model for the development of a learning city should be tested on a chosen site, such as an industrial estate, because such estates present characteristics which can be easily applied to the learning city model, and also to find out to what extent such a model can prove applicable to that site.

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