

Development of Innovative Community for Self-Reliance through Sufficiency Economy

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Abstract

Inclusive development of innovation community and self-reliance in knowledge nagement, there are two stories about development of innovative community for self-reliance in knowledge management. The purposees of this research are to 1) To study current situation and needs of innovative community for self-reliance reliance through Sufficiency Economy. 2) To develop the model of innovative community for self-reliance through Sufficiency Economy. 3) To try out the model of innovative community for self-reliance through Sufficiency Economy. 4) To study the effect of model of innovative community for self-reliance through Sufficiency Economy. 5) To develop the indicators of success in innovative community for self-reliance through Sufficiency Economy. In one, about moving knowledge, study of current situation for information and data around, participatory planning, doing through action and improve, conclusion of implementation, and sharing. In two, approach in action learning include, establishment of challenge problem, participatory plan, practice base, conclusion and reflection, and sharing. They develop innovative community for self-reliance with Participatory Action Research (PAR); their team prepare, study of

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current situation, participatory planning, doing through action and improve to get knowledge, conclude and reflect and sharing. In this study Sufficiency Economy is interconnected to nature and human development since it specifies that a man is the centre to be able to gain a good quality of life but not to achieve richness. Furthermore, the philosophy of Sufficiency Economy in the permanence is the core thinking by understanding stability of human and enhancing ability of such human to develop their capability which is necessary all well ; 1) The research team want to collaborate in development by cooperating in determining the model scheme of community for self-development in village level which was the village innovation, development plan for quality of life focusing on learning center. 2) The development model of innovative community development for self-reliance through Sufficiency Economy, was evaluate the possibility, appropriateness, and usefulness included 6 phases of participatory Action Research as 18 activities for innovative community development for self-reliance. 3) The development model usage innovative community development for self-reliance through Sufficiency Economy in “high” level by experts from through 6 steps of knowledge management in to activity management of implementation in development Participatory Innovation Village form 22 activities. 4) The indicator is success community development for self-reliance for the participatory workshop all of 9 aspects of indicator of success in activity management. 5) The satisfactor with development on innovative community for self-reliance through Sufficiency Economy the research team had satisfaction in overall implementation in “high” level.

Keywords: Innovative community, self-reliance, through sufficiency economy, After Action Review

Introduction

In the present, Thai rural community is under condition of being affected by globalization, situation in village. The villagers consumed as capitalism. As a result, semi-city rural occurred. Farmers did their work in the farm or field only in growing season. After this, they went to find job as employees, or labors outside their community. Consequently, only the aging and children were left in community. There were no all members in family as father, mother and children. Whereas the object advancement expanded throughout every area, family relationship gradually decreased owing to various problems in earning one's living, debt and lifestyle which were changed. In the past 40 years, there was a loss in management; the villagers couldn't manage their own lives. They let the others managed for them. How would their self-confidence brought back by

bringing back their family, community and community health? (Pongpith, 2002: 11-22) Wangjan Community, Naka Sub-district, Mahasarakham Province, was the research area of Faculty of Education, Mahasarakham University, entered for sending the learning process in developing strength of community since 1997-2002. The findings of implementation in that session affecting the target group community for being aware and alert in community development under participatory learning process leading to grouping for solving the community problems such as Wangjan Community local cloth weaving, Wangjan Community rice mill and Wangjan Community shop group, the community model scheme was established which could solve community problems in one level. Besides, it included authentic classroom and learning source for both of undergraduate students and graduate students in sharing and conducting research studies in other public issues.

But, after Faculty of Education withdrew from the area, the implementation of organization group in community had no continuity. Since the community was still needed help from outside work units especially the media issues in organizing the activities as conference for concluding the lesson of implementation and supplementary support for providing advice in academic, supplementary activity of learning process by the training and field trip study aiming to develop the modeled family, Sufficiency Economy for Learning Center Network in community level in order to reduce the expenditure and increase revenue, self-reliant and support with each other. Therefore, the researchers were interested in developing innovation village for self-reliant based on Sufficiency Economy. If the appropriate guidelines were found, the community as well as community organizational group would be fulfilled and facilitated in expressing oneself into sufficiency economy learning community further.

Conceptual Framework

Sufficiency economy was used for development based on foundation of moderation and not be careless by considering the adequacy, reasoning, and development of good immunity in oneself as well as using knowledge, carefulness, and virtue in addition to planning, decision making, and many behaviours. The adequacy referred to the appropriateness not too much or less, not intruding oneself or others, for example, to produce and consume adequately, reasoning referred to using reason principle in making decision by considering from related factors as well as expected outcome carefully. The good immunity referred to the preparation oneself to be ready for being impacted occurring from the changes surrounding oneself. These factors could be occurred by being depended on knowledge, and virtue as basic factors. The knowledge condition

referred to expertise, carefulness, and watchfulness in livelihood and working. For virtue condition, it was to emphasize on different kinds of virtue such as honesty, patience, public benefit oriented, and sharing throughout the time applying the philosophy (Isarangkoon and Ayootaya, 2008; Vikiphidia website “Warning,” in Father’s teaching wordings, the collection of Royal’s Suggestions and Speech regarding to Sufficiency Economy, Bangkok: Pradabod Foundation).

Self-reliant referred to the problem solving at the early stage by solving the emergent problem in order to be strong enough to live further. The next step was to develop for people to live in society under environmental condition, and self reliant at final step of learning by oneself from practicing in both of family, and learning center level (Office of Special Commission for Work Cooperation the Project of the King’s Initiation, 2007).

Community was the group of people getting together as major group in community development with common goal and activity for solving problem of poverty, and constructing or selecting the new body of knowledge to be appropriate with context and local situation of Banwangjan, Moo 4, Ban-wing-mai, Moo 13, and Ban-wang-neu, Moo 16.

Participatory Action Research in this study, Ramsot (1997: 42- 43) conceptual framework was applied including 9 steps of Participatory Action Research: 1) to prepare the community, 2) to provide training for co-researcher from community, 3) to determine the research design, 4) to collect data, 5) to code and analyse data, 6) to consult the findings with community, 7) to plan for community, 8) to put the plan into practice, and 9) to follow up and evaluate in community. Learning from practicing of Chalard Chantarasombat’s (2008) approach in learning by doing including 5 steps as: 1) the establishment of challenging problem issues and opportunity to learn, 2) participatory planning, 3) practicing based on plan by improving and developing, 4) conclusions and reflection in work performance, and 5) sharing. Then, using them as conceptual framework of Participatory Action Research including 6 steps as: 1) team preparation, 2) study of current situation, 3) participatory planning, 4) doing through action, improvement, and development, 5) conclusions, implementation findings and reflection, and 6) sharing according as Figure 1:

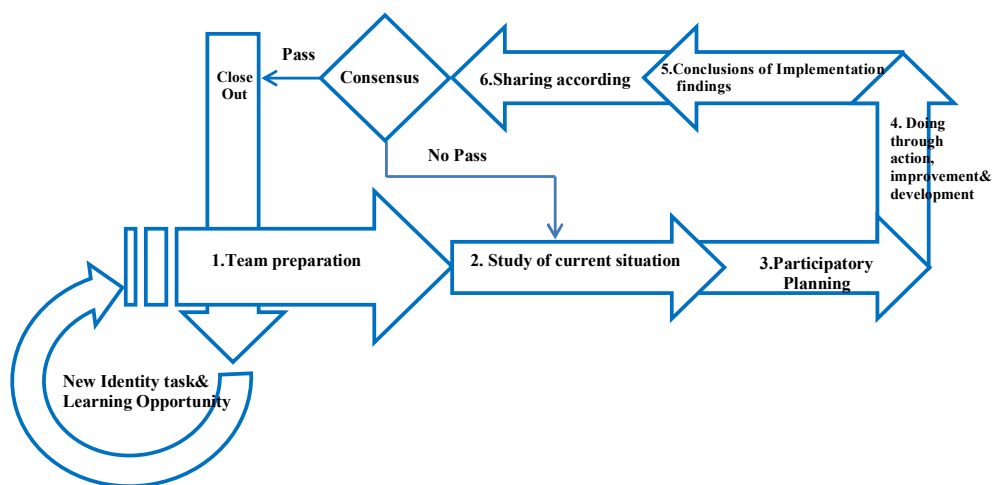


Figure 1 Action Learning (Chantarasombat, 2011: 637-639)

Objectives

1. To study current situation and needs of innovative community for self-reliance through Sufficiency Economy.
2. To develop the model of innovative community for self-reliance through Sufficiency Economy.
3. To try out the model of innovative community for self-reliance through Sufficiency Economy.
4. To study the effect of model of innovative community for self-reliance through Sufficiency Economy.
5. To develop the indicators of success in innovative community for self-reliance through Sufficiency Economy.

Methodology

The research area include the sub-district administrative organization and the pilot village interested in participation in the project and used to participate in the project before including Banwangjan, Moo 4, Ban-wing-mai, Moo 13 and Ban-wang-neu, Moo 16. and the pilot village was interested in participation in the project and used Research and Development using learning by real practicing as well as applying the Participatory Action Research. The development strategy was intensive training, field trip study and action learning based on indicator

of success in implementation the whole family, group, or community organization.

Sufficiency economy was used for development based on foundation of moderation and not be careless by considering adequacy, reasoning and development of good immunity in oneself as well as using knowledge, carefulness and virtue in addition to planning, decision making and many behaviors. The adequacy referred to the appropriateness not too much or less, not intruding one or others, for example, to produce and consume adequately, reasoning referred to the usage of reason principles in making decision by considering from related factors as well as expected outcome carefully. The good immunity referred to the preparation oneself to be ready for being impacted occurring from the changes surrounding oneself. These factors could occur by being depended on knowledge and virtue as basic factors. The knowledge condition referred to the expertise, carefulness and watchfulness in livelihood and working. For virtue condition, it was to emphasize on different kinds of virtue such as honesty, patience, public benefit oriented and sharing throughout the time applying the philosophy.

A community defined in terms of sustainable development means, the pursuit of modes of economic development that no just “environmentally friendly”, but which also offer the community long-term economic stability, diversity and prosperity (Kalantari et al., 2008). Self-reliance referred to the problem solving at the early stage by solving the emergent problem in order to be strong enough to live further. The next step was to develop for people to live in society under environmental condition and self reliant at final step by learning by oneself from practice in both of family and learning center level (The Office of Special Committee for Cooperating the Initiation Royal Project, 2007:1-32).

Community was the group of people getting together as major group in community development with common goal and activity for solving problem of poverty and constructing or selecting the new body of knowledge to be appropriate with context and local situation of Banwangjan, Moo 4, Ban-wing-mai, Moo 13 and Ban-wang-neu, Moo 16.

Participatory Action Research in this study is based on Ramsoot (2007: 42-43) and the conceptual framework was applied including 9 steps of Participatory Action Research: (1) to prepare the community, (2) to provide training for co-researcher from community, (3) to determine the research design, (4) to collect data, (5) to code and analyze data, (6) to consult the findings with community, (7) to plan for community, (8) to put the plan into practice and (9) to follow up and evaluate in community.

After the activity learning have been reviewed and approved, they will be integrated into the development by exchanging the maps and strategies with other sub-districts steering groups and review the findings together and improve the development plan so that it is more accurate and effective in identifying the indicators. The Indicators to indicate the success of the objectives on the innovative community's development or the successful development of the project is divided into main issues or dimensions selected by the Participatory Action Research (Chantarasombat, 2014: 3183-3195) of the research which are 1) Research team preparation 2) Analysis Problem and Need 3) Participatory Planning 4) Implementation based on plan, implement and development 5) Conclusions of implement and 6) Sharing.

Implementation

1. Stage determined strategy and vision in community development as well as organizational group based on plan as the Sufficiency Economy Philosophy for research objective 1.

2. Conference for establishing the action plan, and developing the community organizational group as well as implementing based on the guideline plan of Sufficiency Economy Philosophy for research objective 2.

3. Training for self-reliant at center of the Sufficiency economy Philosophy of Mr.Jantee Pratoompa, Choompuang District, Nakhonrachasima Province, field trip study, and training for producing the rice seed of villager wisdoms for 3 times including: Mr.Tongmau Jamjang's Integrated Agricultural Learning Center, Supanburi Province, and Mr. Sawang Manolai's New Theory Agricultural Training for growing plant, raising animals, and producing organic fertilizer, Kasetwisai District, Roi-et Province for try out the model for research objective 3.

4. Implement according to action plan in family, group, and community organization levels. In addition, there was a stage for concluding the lesson as well as reflecting during implementation for research objective for research objective 4.

5. Development of potentiality, and upgrading level of body of knowledge according to issues the organization was interested in (sharing with model community) for research objective 5.

6. Enhancement for learning by doing according to plan based on the Sufficiency Economy Philosophy, stimulation, enhancement, and advice for research objectives 4-5.

7. Stage for sharing the implementation performance based on the sufficiency economy philosophy in village, sub-district, and across sub-district (deciphering the body of knowledge) advice for research objectives 4-5.

8. Conclusions of the lesson the implementation performance of innovation village project based on the through Sufficiency Economy Philosophy advice for research objectives 4-5.

Conclusions

The Research and Development titled “Development of Innovative Community for self-reliance through sufficiency economy” of this study could be concluded based on research objectives as follows:

1. Study community context, revenue-expenditure account, and review model scheme of Banwangjan Community by using the stage serving community model scheme, the issues being identified as strategy which would lead to problem solving as: 1) the problem of debt, 2) unemployment, 3) low product, 4) body of knowledge transfer the community body of knowledge from generation to generation, and 5) poverty.

2. The findings of development for upgrading the potentiality of 32 researcher team as villager researchers, the training for self-reliant at Sufficiency Economy Center of Mr.Jantee Pratoompa, Choempuang District, Nakhonrachasima Province, 15 of them experienced field trip study and training for producing rice seed at Mr.Tongmao Jamjang’s Integrated Agricultural Learning Center, Supanburi Province, and 15 of them participating in Sawang Manolai’s new theory agricultural training for growing crop, raising animals, and producing organic fertilizer, Kasetwisai District, Roi-et Province, affecting implementation in household and learning center levels. There were 2 types of implementation findings according to indicators of success in developing community health for living well and being happy using the sufficiency economy Philosophy as: 1) the indicator of common success focusing on self-reliant considering from work piece as well as participation of family and community, and 2) the findings from Questionnaire Evaluation as follows:

There were real continuous activity movements : 1) to bring success indicators of implementation plan for organizing the learning activity of village for self-reliant by applying the sufficiency economy philosophy in determining the common goal of work development, 2) to practice based on activity as research emphasis as: reducing household expenditure by growing toxic substance free vegetable in model household, 10 households each village after rice harvesting, being able to grow the kitchen garden vegetable as onion, garlic, morning glory

etc., 100%, as an individual and family team learning, 3) to practice activities specified the objective by Sub-district as: to grow toxic free, major activity in Sub-district as learning network of kitchen garden, edible fence, herb learning network, rice growing learning network, brining seed for rice breed, integrated agricultural learning network, cloth weaving learning network, and bio-organic fertilizer learning center.

3. Body of knowledge obtaining from research, accomplished goal in activity implementation based on strategy in creating community strength for the first order. It was congruent with the issue of Banwangjan Community, Wangmai, and Wangneu, and Faculty of Education, Mahasarakham University, including Phase 1 Action Plan, and being able to learn by practice, the concrete findings as follows:

3.1 There were 32 model families volunteered to participate in activity for solving poverty problem to be successful (within 3 years) accomplished goal for 80%. In addition, there were 6 model learning center for solving poverty problem: 1) Mr. Wittaya Wangnongseau's 17 rais Integrated Agricultural Center, 2) Mr. Sa-nga Wangsong's 7 rais Jasmine Rice Seed Production Center, accomplished 90%, 3) Mrs. Yom Hatee's 6 rais of Integrated Agricultural Center and Fish Raising, accomplished goal for 80%, 4) Mr. Na Soodpan's 2 rais of Integrated Model Learning Center for solving poverty problem-not be difficult or poor, accomplished goal for 100% as Sufficiency Economy Learning Center solving poverty problem, 5) Mrs. Dogmai HunJad 12 rais Integrate rubber economy the best center, 6) Mr. Dum Kaisee 15 rais Integrate cattle milk economy the best center.

3.2 Construction and development of leader teachers for developing as villager wisdoms solving poverty problem, developing society ad health condition, well being, and being happy. In the present, there were establishments for developing quality of life in each family, and participating in activity continuously, community enterprise organization in local cloth weaving, and community rice mill, total of 45 members, for 100%.

4. The finding from usage of development model usage in innovation community development for self-reliance based on Sufficiency Economy Philosophy, was appropriate with the environment. The research team could be able to implement the Participatory Learning Activity Management. The self-development, family, and learning center for self-reliance, were occurred as: 1) the competency in practicing the Sufficiency Economy Activities in "High" level, 2) the practice in activities based on indicators of success, was truly performed. The appropriate development, relationship, and management were occurred. The learning for problem solving was performed. The revenue was increased whereas the expenditure was decreased. The self-reliance was occurred. 3) Nine learning centres for self-reliance being practiced following the sufficiency

economy philosophy, were occurred until there was the model of community development for self-development. The findings of usage included the improvement into 6 phases of Participatory Action Research, and 18 activities of implementation for development of innovation community for participatory self-reliance. The additional activities included the collaboration in conclusions and reflection with the research team in family level and community level, the collaboration in conclusions and reflection with the research team of learning center in Sub-district level, sharing and establishment of exhibition, disseminating the academic stage as well as academic journal, and practicing based on steps as well as implementation of development for innovation community for self-reliance, and learning by doing from through 6 steps of knowledge management into activity management of implementation in development of Participatory Innovation Village from 22 activities. The outcome of model was occurred by 18 pieces of work .As figure 2.

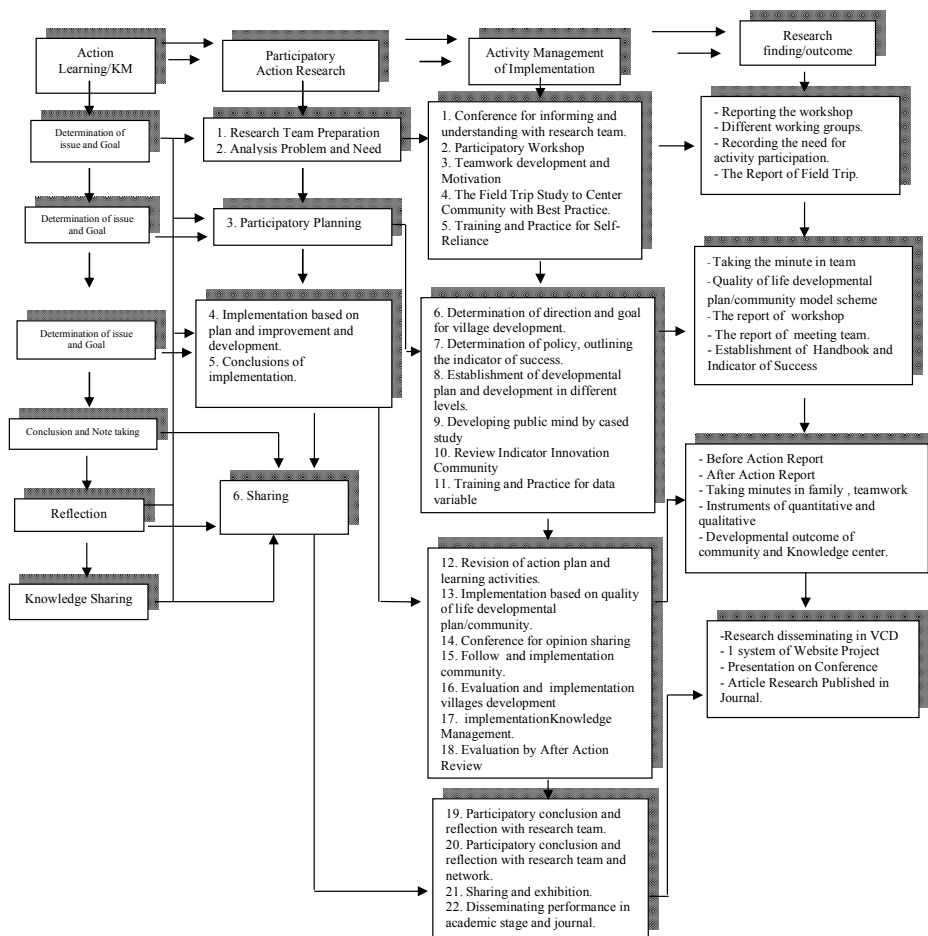


Figure 2 Model of development innovative community for self-reliance through sufficiency economy

5. Indicator of success in implementation of innovation village for self-reliant based on the Sufficiency Economy Philosophy according to the evaluation in practice findings based on the Checklist developed by the researcher and co-researchers, classified into 2 parts: the practice following major indicators, and level affecting competency from the project as follows:

5.1 The practice based on major indicators: 1) sufficiency economy philosophy aspect, in overall, could be practiced for 98%. Considering the major indicators, could be practiced each item ranking by percentage: (1) the household could be self-reliant for 97%, (2) the capital for 92%, (3) the enhancement for occupation serving community need, for 89%, (4) the marketing, for 86%, (5) the enhancement for occupation to be grown and sustainable, for 85%, respectively. 2) The resource management, for 87%, (3) the natural resource for developing quality of soil, for 85%. 3) The health and hygiene in community, in overall, the practice was 89%. Considering the major indicators in each item ranking by percentage as: (1) there was infrastructure for people's health, for 87%, (2) there was sufficient food, for 90%, (3) the cleanliness and good for living of community without harmful disease, for 86%. 4) the religion, culture, tradition, in overall, the practice was 97%. Considering major indicators in each item ranking by percentage : (1) the religion was mental trust, for 95%, (2) the warm lifestyle, for 92%, (3) the good culture and tradition, for 87.5%. 5) The community learning knowledge, in overall, the practice was 96%. Considering major indicator in each item ranking by percentage : (1) the local wisdom, for 89%, (2) the community learning, for 87%. 6) The community management, in overall, the practice was 92%. Considering major indicators in each item of community administration/plan, for 90%. 7) The community organization group, in overall, the practice was 94%. Considering major indicators by percentage in item community organization/occupational groups, the practice was 91%. 8) The leader's knowledge and competency, in overall, the practice was 93%. Considering major indicators in item the practice ability, for 96%. 9) The prominent knowledge in community, the practice was 87%. Considering major indicators in prominent knowledge, the practice was 92%. 10) The innovation, in overall, the practice was 89%. Considering major indicators, the practice was 86%. 11) The network in overall, the practice was 92%. Considering major indicators in collaboration, the practice was 96%.

5.2 The level affecting competency from the project: 1) The sufficiency economy Philosophy, in overall, was in "High" level, 2) the resource management, in overall, was in "High" level, 3) the health and hygiene in community, in overall, was in "High" level, 4) the religion, culture, and tradition, in overall, was in "the Highest" level, 5) the community learning knowledge, in overall, was in "High" level, 6) the community management, in overall, was in "the Moderate" level, 7) the community organization group, in overall, was in "High" level, 8) the

leaders' knowledge and competency, in overall, was in "High" level, 9) the prominent knowledge in community, in overall, was in "High" level, 10) the innovation, in overall, was in "High" level, and 11) the network, , in overall, was in "High" level.

Discussion

The study of community context, the account in revenue-expenditure, map of community health condition, reviewing the vision, strategy and activity implementation of Banwangjan Moo 4, Banwangmai Moo 13 and Banwangneue Moo 16, could be implemented according to steps until being successful since the leaders were core researcher group, the villagers had awareness in working together as participation as: shared thinking, shared planning, shared practicing, shared investigating, shared benefit and shared learning until the group culture occurred by focusing on alert persons learning continuously. It was supported by Michael(1999) by adding one more activity as Sharing including to conclude, reflect and shared learning in community level, across community and action learning as follows:

There was learning persons, every group consisted of practitioner community in 4 groups including: (1) facilitator as the researcher; (2) practitioner of activity and family group as model family in community; (3) The Note Taker included the assistant researcher and teacher in Secondary School; (4) network manager was representative from sub-district administrative organization. It was supported by Robert (1998) that the most important connector into action learning was to collect people together for solving the problem. But, basic value was the occurred learning; learning competency of organization would affect the work practice. It was supported by Panich (2005) statement that the important person for knowledge management in organization including: Mr. Amnuay the chief person on knowledge management in organization was Kun Amnuay supporting for sharing knowledge in activities, system and cultural aspects. Kun Kij was a group practitioner as knowledge manager or a person implemented activity for approximately 90% of total. Kun Likit was a person who taking note of knowledge management, conclude knowledge matter, record conference. Kun Prasan was a person cooperating network of knowledge management among organizational groups.

There was a team of action learning in which the origin of knowledge as questioning the issue of challenging work both of individual work including: practitioner community group of each village as three activities, five persons each activity, total of 15 persons, the field note book and AAR and the group work including a big book from conclusions and reflection the implementation once

a month as four dimensions community health map, group action plan, implementation and improvement the real practice until it was accomplished, reflection and conclusions of the lesson. The appropriate body of knowledge occurred which led to knowledge sharing and applying based in interested issues. The learning by real practicing occurred as body of knowledge of appropriate group or team accomplished the specified expectation including: knowledge searching and constructing, classification, storing, applying, evaluating and knowledge sharing. It was supported by It was supported by His Majesty the King Bumipon Adulyadech's Working, (The Office of Special Committee for Cooperation of Project by Initiation, 2007) he thought that to know, love. Have unity. For knowing, the persons had to know that when they wanted to do some things, fist of all, they needed to know all factors, problems, problem solving technique. For love, they had to love to consider for practicing in solving those problems.

They should always consider that, one couldn't work only by himself or herself, one had to work in organization, or team or group so that one would have power to achieve in solving problems. It was supported by Prawed (2002) states that one's learning wasn't sufficient to be successful since the other persons and related organizations or institutes didn't learn. The collaboration in learning by acting only would accomplish goal. The knowledge had to be managed by practicing as a set of knowledge of each organizational group. It was supported by Chalard (2009) states that the alignment of learning and acting as the origin of knowledge from the problems, questioning, problem solving with real practice until it was appropriate body of knowledge leading to knowledge management based on the interested issues including knowledge construction, classification, storage, application, sharing and evaluation. There was a broader learning network with a person and team work by using group work piece for presenting the research findings in academic article and stage of academic conference on the anniversary of education day in 2009 at Mahasarakam Province with the learning network of teachers for students, Mahasarakam, Udontani, and Nongkai Province. As a result, the representative of students was proud of themselves since they obtained certificate from the administrator after their presentation. Moreover, they received the useful and extensive suggestions and recommendations for improving their article to be standardized from both of scholars and moderator in presentation and the presenter for academic work. It was development of good value of organization. It was supported by Charlard *et al.*, (2010a) findings in "The Model for Developing the Students' Desirable Characteristics by using Appropriate Educational Research Network," focusing on extension for the model in part of meaningful knowledge sharing so that the management of project on the students' desirable characteristics would achieve the research goal, the design in this phase was challenging issue that whether or not the school as a sample group would be able to think, solve problem, by enhancing the school to organize the exhibition

for showing performance and presenting research studies by oral presentation both in provincial level and national level. Both of the sample schools, were very interested in this by preparing for an exhibition showing their performance for one day in advance expressing their participation and proud in presenting research study on academic stage of Mahasrakam University and Khon Kaen University. Furthermore, there were school students participated in presenting their own and their classmate project, the concrete learning network occurred.

The development in upgrading the body of research participant team's knowledge including field trip study at the Sufficiency Economy Philosophy Learning Center specified as three times and stage for sharing between modeled family and the sufficiency economy philosophy learning center solving the poverty problem, as specified plan. As a result, after self development, the research participants had knowledge, comprehension and skill in practicing regarding to the organic fertilizer production, growing *Melianta sauvis*, stinging the branch of tree. The competency could be classified into three levels as: (1) the group developing as villager wisdom, four persons in grade A, (2) the teacher leader group of the sufficiency economy philosophy, 12 persons in grade B + and the interested group for 16 persons in grade B. It might be owing to total of 32 research participant groups were interested in learning how to reduce expenditure and increase revenue and elevate the quality rice product which could be selected as rice seed for growing in future as to lower expenditure and construct appropriate body of knowledge for team, different issues for development were interested in, which led to different knowledge and comprehension. It was supported by Chalard (2010b) that study in the evaluation of implementation findings of network construction for service provider in community industrial business according to implementation based on plan in work session 3, on 6th September 2010 at Kanglerngjan Conference Center, Kanglerngjan Sub-district, Muang District, Mahasrakam Province, found that the findings of grading the quality of community enterprise consultant, Northeastern Region, out of 54 of them as follows: 20 consultants in grade A, 16 consultants in grade B, four persons in grade C, 16 consultants in grade D. Furthermore, the conclusion findings of lessons in project implementation findings to search for model of construction and network development for community enterprise consultant in Northeastern Region.

Body of knowledge from learning by practicing of researcher group as leaders of and the Sufficiency Economy solving poverty problem, in grade A, could be able to elevate the quality level as three villager wisdoms for inheriting work as the Sufficiency Economy solving poverty problem including: (1) Mr. Wittaya Wangnongseau, expert in medium size 17 rais of Integrated Agricultural Center, (2) Mr. Na Soodpan, expert in small size two rais of Integrated Vegetable Growing, but could manage the community enterprise, (3) Mr. Sa-nga Wangsong, expert in

medium size 10 rais of rice seed growing which might be due to the sufficiency economy leader group's learning in which needed to be self-confidence, manage one's relation in family members and network appropriately as well as be able to administer and manage the Sufficiency Economy solving poverty problem learning center and develop continuous experience enhancement. It was supported by pongpith (2002) there were three components of learning process to sustainable development as: (1) there were people who wanted to learn, (2) there was knowledge, (3) the resource was added its value if persons developed their potential truly and continuously and life-long learning and increased experience.

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