

A Model for Construction and Development of Network of Community Organization Learning Process: A Case for Self-reliance in Thailand

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Abstract

The development of Thailand during the past four decades emphasized the process of developing specific fields only. It was developed by copying the western development, regardless of congruence with Thailand's local conditions. This has resulted in complicated problems of increasing violence in the country. To address the problems, actions, we must examine the state performance. We proposed a learning model: 1) to examine the community organization enterprise network learning process leading to change, 2) to fine components of community organization learning groups as factors affecting changes, and 3) to examine community organization enterprise models of knowledge management. Sample: 3 community organization groups with the network. Design: participatory action research. Results: 1) all the 3 groups' learning network connection models were originated by outside agencies for change, rather than by groups themselves, by stimulating and following up the work performance before the action review, during the action review, and after the action review. 2) The components affecting learning were (1) efficient governance of community enterprise groups for self-development/-reliance based on the goods type, and (2) organizations as factors affecting changes included: participatory working, building agreements,

pushing plans to policy, various supporting activities, and group leaders and research team emphasized the overall work. And 3) the knowledge management models were congruent with the group context of the learning process rather than creating, storing or sharing/applying knowledge.

Keywords: Learning process, construction and development, network of community organization, learning process, self-reliance

Introduction

The development of Thailand during the past four decades emphasized the process of developing specific fields only. This has resulted in complicated problems of increasing violence in the country. To address the problems, actions, we must examine the state performance. There must be civic society operation because the community has specific aspects as beliefs, moves, thinking systems, consumption, exchanges, politics and government, and wisdoms. There must also be self-reliance in local wisdom that people used to have concerning the four necessities for maintaining the living of humans, namely food, clothing, shelter, and medicines, used to be created by the community in the past. In the future we must recreate the community to have confidence, community relations, ability in self-reliance in accordance with local conditions. We must release capitalism system and turn to the community economic system or community enterprises. We must create by ourselves the body of knowledge that is meaningful and identical. And we must be able to manage the resources to add value. How can we do? We can do in many forms. However, the development of human potentials by directing toward people as the center of management is possible because the people have knowledge, ability, and positive attitudes toward the community as a whole, people have like skills in like skills in living together, love and help each other, rely on one another, rely on themselves, and know the thoughts of outsiders; they can make priority, work together as groups of community organizations, originate network of work cooperation to achieve the established goals based on the issues and learning network, and extend the outcomes from the community level to tampon, amphoe, changwat and country levels. There are channels of communication for appropriate horizontal and vertical changes. Community people can learn and know themselves in the aspects of incomes, expenses, decrement of expenses, increment of incomes, and learning about resources such as humans, mobilization of fund and natural raw materials. Then these resources are managed by making the community master plan. The concept is used to lead to meaningful activity performance, emergence of the rail body of knowledge eased on types of interest, with self-confidence, and emergence of network on learning cooperation, research

and accessing educational, political, and sustainable economic policies. These can be conducted in many different forms. This study has passed the learning process and knowledge management of the groups of community organization network in terms of community enterprises.

Literatures review

In this section, we review literature relating to the solution of the problems. Research related to KM success can be classified into four focus areas: KM success factors and KM outcomes. KM success factors can be viewed as facilitating factors for a KM initiative. KM developing model of community organizations is the main focus of this article of KM.

There have been efforts to identify organization factors for KM frame work, Vicharn (2004) research conceptual framework model of the community organization, Jennex and Olfman (2004) present a KMS success model, recommend that developing a successful KMS would involve designing a technical infrastructure for the enterprise, gaining senior management support, and building motivational factor into the system. Vittal S. Anantatmula (2005) a source of competitive advantage, will continue to gain strategic importance, and organizations will be compelled to implement KM initiatives to improve organizational performance. Nonaka and Takeuchi (1995) knowledge as a dynamic human process of justifying personal belief toward the truth. Other research indicates that establishing leadership, investing in people, and developing supporting organizational conditions are critical to achieving success in a KM program (Chorides, Longbotton and Murphy 2003). Similar success factors were suggested based on a study of several projects define knowledge in an evolving mix of framed experience, values, contextual information, and expert insight the provided framework for evaluating and incorporating new experiences and information (Davenport and Prusak 1998), and Wiig's KM cycle addresses how knowledge is built and used as individuals or as organizations are building knowledge, holding knowledge, pooling knowledge and applying knowledge in process knowledge management (Wiig 1993), a framework for assessing knowledge management system (KMS) success model (Jennex and Olfman 2005). A model of knowledge management success knowledge management (KM) success model that is derived from observations generated through a longitudinal study of KM in an engineering organization and KM success factors which were modified by the application of these observations and success factors in various project.

Objectives

1. Purposes

1.1 To examine the learning process of the network of community organizations leading to changes.

1.2 To find out elements of learning, thinking methods, problem-solving, situations, resources; learning process of people, groups, and community organizations as factors with effects on changes.

1.3 To examine the models of knowledge management of the network of community organization that upgrade the body of knowledge based on the issues or needs of the community organizations.

Methodology

The areas of study are: 1) Ban Nam Kiang, Tambon Na Kha, Amphoe Wapi Pathum, Changwat Maha Sarakham; issue to study: Community Enterprises, Increment of Values of Fruits and Mulberry. They are fruit juice, wine, and community Industrial mulberry leaf tea. 2) Ban Wang Chan in Tambon Na Kha, Amphoe Wapi Prathum, Changwat Maha Sarakham; issue to study: Matmi-Patterned Silk Weaving and Community Industriad Lai-Khit-Patterned Weaving, 3) Ban Lao Ratsadon in Tambon Pracha Phatthana, Amphoe Wapi Pathum, Changwat Maha Sarakham; issue to study: Increment of Rice Values, Medicinal Herbs. The community people produce Tai noodles from rice and herbs.

Populations, focus groups, and areas used in this research are key informants. Key informants comprise 3 groups: 1) formal local leaders consisting of 30 village headmen, assistant village headmen, members of tampon administrative organization, village public health Volunteers, and village committee members; 2) informal local leaders consisting of 60 leaders of different groups in the organizations from each village and local wisdom as resource persons; 3) 90 members and committees of groups in focus organization with 30 members from each of the 3 groups. Data were collected from February 2004 to October 2005. The study methodology was a participatory action research, i.e. planning, action, observation, and reflection. The instruments used for collecting data were: a questionnaire with indicators of success of groups of community organizations and the network of community organizations, a camera, an audio-tape recorder, and field notebooks. Data were analyzed by synthesizing in a triangulation form. The results were compiled by means of a descriptive analysis according to the data using percentage and mean as supplements.

1. Selection of issues and focus areas (Project development)

1.1 Enter the research areas to explain the project and select focus communities, built teams, seek issues to study; seek the basic body of knowledge to prepare project participants from network of community organizations, teachers developers and community leader ; explain the project, select focus areas to operate the project, and prepare research teamwork in the research areas. At this stage, actual data about network of community organizations and research teamwork to participate in the project can be obtained.

1.2 Create mechanisms for working together among the academic, representatives of networks of community organizations, teachers, developer, and community leers. At this stage, the research team supports creation of agreements and process of operation together of the research team to originate mechanisms for working together of the research team to originate mechanisms for working together of the research team.

1.3 Improve and make operational plans together among the academic, representatives of networks of community organizations, teachers, developer, and community leaders. The team supports and promotes the research team to make operational plans together to obtain actual project operational plans. A forum was hold for brainstorming at the meeting hall of Ban Nong Lao School in Tambon Pracha Phatthana, Amphoe Wapi pathum, Changwat Maha Sarakham. At this stage, an actual project operational plan can be obtained and it can be actually put into practice.

2. A study of the learning process, concluding knowledge, and upgrading knowledge

2.1 Hold a meeting to review the project operational plan for the next phase to create relevant understanding of the research team and to stimulate this team to follow the project operational plan.

2.2 Study the process of learning the focus networks of community organizations to find the prominent body of knowledge that can conclude the lessons and improve and make the actual body of knowledge to transfer and extend the outcomes to the focus groups or the interested areas that need such knowledge. Then the learn finds out weak knowledge or absent knowledge needed for developing and upgrading it to be actual body of knowledge by training or experimenting the research.

2.3 Coincide the lessons on the issues which the focus networks of community organizations are successful, and hold a forum for improving and reviewing and making the actual body of knowledge.

2.4 Upgrade the lacked knowledge or the knowledge that needs additional

development by promoting the focus networks of community organizations to hold a forum for brainstorming to seek the body of knowledge needed for developing and upgrading and planning for upgrading each network's knowledge.

3. Improving and developing the body of knowledge, and seeking quitclaims for transference and extension of outcomes

3.1 Improve and develop the body of knowledge to be complete, seek appropriate guidelines for transferring and extending outcomes of knowledge, and seek focus areas to transfer and extend knowledge outcomes. The method used is holding a workshop meeting and discussion.

3.2 Transference and extension outcomes of the weak body of knowledge from the networks of community organizations can be operated by determining of community organizations can be operated by determining 3 processes of transference and extension of the knowledge to each focus group/community. These processes are: (1) training, (2) study visits to model community areas, and (3) holding a forum for exchanging and learning. The purpose is to transfer and extend the outcomes from the 3 model networks of community organizations to the following focus groups/communities.

1) The network of Nam Kliang Wiang Chai Civic Agricultural Cooperative (fruit juice) transferred and extended the outcomes to Ban lomkhom Mu 10, Tambon Na Kha and Ban Dong Yang, Moo 3, Tambon Na Kha, Aumphoe Wapi Pathum; and Ban Nong Po, Moo 2, Tambon Nong Ruea, Aumphoe Na Chueak, Changwat Maha Sarakham.

2) The network of Wang Chan Community Folk Cloth Weaving Transferred and extended the outcomes to Ban Nong Kha, Moo 8, Tambon Pracha Phatthana; Ban Na Mueang, Moo 14, Amphoe Wapi Pathum, Changwat maha Sarakham.

3) The network of herbal Thai noodles transferred and extended the outcomes to Ban Nong Sa, Moo 6, and Ban Prayaeng, Moo 2, Tambon Pracha Phatthama, Amphoe Wapi Pathum Changvat Maha Sarakham.

3.3 Conclude the lessons and reflect the research project operational outcomes to the network groups of community organizations participating in the project, and make report documents, disseminate hold a forum for summarizing the research results.

Evaluation of Proposed Management

1. The learning process of the network of community organizations in community enterprises. It was found that the model of connection to the leaning network of all the 3 groups of community organizations went on in the form being originated by outside agencies for changes rather than by the operation of the groups themselves, and they worked in the form of parties. Academics, developers, and groups of community organizations had to create the collaborative learning process by beginning from studying problem situations, planning, action, checking, improving, developing, and concluding the lessons. See in the Chart 1: Model Learning Process of Building and Developing. (Figure 1.)



Figure 1. Model Learning Process of Building and Developing Community Organization Network for self-reliance

1.1 The components affecting learning and community organizations which were factors affecting changes, the following were found.

1.1.1 Efficient governance of groups of community enterprises for self-development according to the type of goods of community enterprises which were concrete had these significant components: governance within the organization or so-called internal components including forming group, fund raising, good principles of governance, transparent work performance, teamwork, and participatory planning. External components included: public relations, communication, transference, community development, and networks, techniques of transformation, marketing, provision of natural resources and environment, sustainable economy, and specific techniques, i.e. writing projects.

1.1.2 The roles and mechanisms in operation representative of group of organizations/academic/ leaders, from the post operation, the research team in cooperation with involved persons, the following were found. Important lessons from operation could be summarized as follows. 1) Villagers in the target groups of community organizations were unable to organize the learning process leading to transference and extension of outcomes to other people. They had to rely on the developer and academic as their mentors to give advice and organize learning models closely and continually. In addition, the villagers themselves still lacked organization of sequences of events that occurred in their operation because they did not take notes and collect data systematically. 2) The developer still had several limitations in work performance in cooperation with the community such as skills and processes of working to promote organization of learning because it was new to the developer, and lack of continual development of the developer's potentialities. 3) Academics in the research team, e.g. local teacher officials had limited time to participate in the process so they lacked a medium to coordinate in organization of the learning process between villagers and the chief research team. 4) Community leaders and local wisdom leaders had to play their roles and have participation in the project operation to play their role in driving project work at a high level.

1.1.3 The following were 5 factors and conditions which could bring about success in operation: 1) participatory working, operation by providing opportunities for people from all walks of life to participate in the process according to their interests such as villagers, 2) construction of agreements, conditions of working together, and working together among people from various agencies and parties was extremely necessary. Plans for performing activities had to be cooperatively determined, and appointments for organizing activities had to be made clearly, 3) pushing work plans to policy such as the community master plan would cause community people to see public issues in urgently improving them, which would cause operation to be successful in a shorter time as clearly

seen in these 3 target groups of community organizations, 4) there were a variety of supporting activities, the research team tried to coordinate with development agency parties in the state and private sectors to originate activities to support the learning process such as conservative tourism, projects for model strong community villages, and 5) the leaders of groups of community organizations and the research team looked at the work as a whole and governance of the groups of organizations as efficiency

1.2 The process of learning of all the 3 groups of community organizations was the learning by accumulating knowledge from local wisdom from the past for application to the present the most. It was integration into the support of continual operation from different agencies which helped push group activities to be in continuity and to originate the continuous learning process. The groups were able to create the body of knowledge very well for themselves. For the model of managing knowledge of the network of community organizations, they upgraded the body of knowledge according the issues or the needs of the network of community organizations. For this, the research team operated systematically according to the established plans. Knowledge was managed in accordance with the context of the groups of community organizations as below.

1.2.1 In creating the body of knowledge, the groups were able to create the body of knowledge for the groups form the original body of knowledge and the one that needed to be developed until there was the new body of knowledge by using the original one to apply to what the groups received from training continually. The groups were able to use it in operating activities efficiently, for example, production of fried Thai noodles, fermenting flour, making concentrated. Fruit juice, weaving breast cloths with newly designed patters, and making stable production bases for the groups. These were all the processes which the groups integrated the knowledge into newly received knowledge.

1.2.2 In classifying the body of knowledge, when the groups created the new body of knowledge from the original one and the one which needed development, the group classified the knowledge by creating new body of knowledge and classified it into the body of knowledge which could be used to create production bases to increase diversities and quality of products of the groups.

1.2.3 In storing knowledge, the groups transcribed the body of knowledge from documents and reports on results of project operation in all target groups of community organizations. Projects and local curricula were operated in the group of agricultural cooperative at the civic community of Nam Kiang Wiang Chai and in the group of transformed herbal Thai noodles. The projects and curricula were constructed by cooperation of local teachers at the basic education level and master of education program students of the Faculty of

Education, Mahasarakham University. There were no storage of knowledge with database in the SPSS/PC+ and making Internet web sites.

1.2.4 In the application of knowledge, the groups had the model of application of knowledge mostly through the production process of the groups, and most importantly, the groups were able to transfer the gained knowledge and extend the outcomes to be beneficial to the nearby communities. And those communities were able to apply the knowledge gained from these groups to their own communities in actuality. For example, transference and extension of outcomes of Thai noodle production of the transformed Thai noodles group to community group members at Ban Nam Kliang Wiang Chai. Currently Nam Kliang Wiang Chai community applied this knowledge to actual benefits.

1.2.5 For sharing and exchanging knowledge, the groups transferred their available knowledge to communities and interested people in general for their benefits. There was a community leaning center for people to exchanging knowledge and leaning together continually. These people were members inside and outside the community, interested people in general, and different agencies.

1.2.6 For evaluation and improvement, the fact that the groups of community organizations exchanged their ideas and learned together continually could cause them to be accepted widely by the community. Efficient community operation made the organizations strong in the community. There was clear coordination in cooperation with involved parties. There was concrete cooperative work performance among academics, developers, local wisdom informants, community leaders, and different agencies. Their work could achieve their goals. Due to continual cooperation from different parties, indicators of the groups of community organizations and indicators of joyful community were used in supplement to evaluation and development of work operation continuously.

Conclusion and Discussion

1. The model of connection to the learning network of the all the 3 group of community organizations was originated by outside agencies for changes rather than by the groups themselves. These groups had different models of production activities and produced different goods: Thai herbal noodles, fruit wine, mulberry leaf tea, fruit juice, and cloths. Therefore, the 2 activities in connection to the 3 groups' network were knowledge transference and extension of activity learning outcomes from one community to the others rather than connection among them. They often held meetings for helping one another concerning resources, raw materials, activities for promoting the groups, and making conclusions on the lessons learned Conservation tourism is a good example of a marketing

promotion activity. The connection among the group was not quite clear. Mostly they followed the plans in the project. However, these, groups learned more about the learning process, had more experiences in collaborative working in group and network, and had more extensions of clear activity outcomes in model learning process (Chart 1). They could develop their communities continually to be stronger and able to rely on themselves. In the following aspects:

In The community enterprises, the groups worked in parties. Academics, developers, and community organization groups had to create the collaborative learning process by beginning from studying problem situations, planning, action, checking, improving, developing, and concluding the lessons. They had to urge and follow up performance outcomes in continuity through monthly, half-yearly and yearly meeting media. The following 8 activities could result in success: 1) creating participatory learning process through workshop meetings on the past, the present, and the future communities. This originated to help assess the learning process. 2) Developing potentials of all the enterprise group members according to their interests and needs to have abilities to administer and manage themselves to have efficient skills in production, marketing, finance, and accounting. 3) Promoting and supporting production, transformation, and symbols based on each type of goods for community industrial enterprises. 4) Important instruments for developing the members' potentials included: training, meetings workshop seminars, and study visits. 5) Raising funds for extending products and increasing potentials of goods standards. 6) Extending network of raw materials and production leading to competition regarding rehabilitation of environments for balance. 7) Marketing and sale promotion are an important center point of community enterprise groups. 8) Advertising goods in different forms.

1.2 The target groups participating in this research project had developments in learning and models of learning from thing around them. They connected to the body of knowledge in various community enterprises. After organizing the learning process through meetings for exchanges, training, and study visits to model sites, these groups showed positive changes: more transparent management, better quality products, more customers, and more goods acceptance.

2. For the components affecting learning, methods of thinking, problems-solving, situations, resources; and other things, the following were found.

2.1 Efficient governance of the community enterprises groups for self-development had the following significant components: Internal components included group forming, fund raising, good governance principles, transparent work performance, teamwork, and participatory planning; External components included public relations, communication, knowledge transference, community

development, networks, techniques of food transformation, marketing, provision of natural resources and specific techniques, i.e. writing projects.

2.2 Important lessons from operation could be summarized as follows.

1) Villagers in the target groups had to rely on the developer and academic as their mentors to give advice and organize learning models closely and continually. 2) The developer still had several limitations in skills and processes of working to promote organization of learning 3) Academics in the research team, had limited time to participate in the process. 4) Community leaders and local wisdom leaders had to play their roles and have participation in the project operation in driving project work at a high level.

2.3 They were: 1) Participatory working, operation by providing opportunities for people from all walks of life to participate in the process according to their interests such as villagers' representatives, leaders, wisdom informants, developers and academics 2) Construction of agreements, conditions of working together, and working together among people from various agencies and parties was extremely necessary. 3) Pushing work plans to policy such as the community master plan would cause community people to see public issues in urgently improving them. 4) There were a variety of supporting activities in the state and private sectors to originate activities to support the leaning process. 5) The groups leaders organizations as efficiency groups. They were more confident in self-reliance.

3. The process of learning of all the 3 groups was the learning by accumulating knowledge from local wisdom from the past for application to the present the most. It was integration into the support of continual operation from different agencies which helped push group activities to be in continuity and to originate the continuous learning process. They upgraded the body of knowledge according the issues or the needs of the network of community organizations. For this, the research team operated systematically according to the established plans. The knowledge management models were congruent with the group context of the learning process rather than creating, storing or sharing/ applying knowledge as below.

3.1 The learning process the group participated with the leaning network center for developing community strengths and grassroot economy consisted of 3 learners' components: academics, developers, and villagers. They could be evaluated as below:

1) Nam Kliang Wiang Chai Cooperative group could organize the learning process leading to transference and extension of learning outcomes to other people in limited issues. The group had to rely on academics and developers

as mentors to give advice and organize the learning model. The other 2 groups could not. However, all the 3 groups had key informants as resource persons to transfer knowledge.

2) The developers and 2 field research assistants had limitations of work performance together with the community. They lacked skills in working process to promote knowledge management and lacked potential development for the developers in continuity.

3) Academics had their roles in urging and promoting the operation to originate continuity and in conformity with the plans.

4) The community consisted of community leaders and teachers. The community leaders played their important roles in driving the work at a high level. Local teachers participated in the process at a low level. As a result, the learning process could not provide the best operational outcomes.

3.2 For the learning process all the 3 groups cooperatively operated, their relationships were as below:

1) They cooperatively sold their products. Mostly they organized goods fairs selling OTOP (one tambon one product) goods, or fairs organized by the government agencies.

2) The 3 groups exchanged raw materials. Ban Wang Chan cloth weaving group sold mulberry leaves to Ban Nam Kliang fruit juice group, and the cloth weaving group bought wine and fruit juice for consumption on some special occasions. They informally exchanged problems and problem solutions while participating in activities. They exchanged knowledge and learned from one another in the meetings with the project organizers, among their groups, and with other groups. If there was a fair or a meeting, they would help each other in organizing and attending the meetings and selling goods.

3) These groups learned about production from each other to increase choices of different groups' careers. However, the groups still viewed that they had different aptitudes, particularly not any other group wanted to have an additional cloth weaving group. But Ban Nam Kliang group wanted to make herbal Thai noodles.

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