

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

Chalard Chantarasombat  
Faculty of Education, Mahasarakham University

Matthew H.S. Kuofie  
Central Michigan University, USA

---

**Abstract:** The development of Thailand during the past four decades emphasized the process of developing specific fields only. It was development by copying the western development, regardless of congruence with Thailand's local conditions. The results of this issue have shown in complicated problems of increasing violence in the country. To address the problems, actions, we examined 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, 2) the components affecting learning were efficient governance of community enterprise groups for self-development/-reliance based on the goods type, 3) the 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 4) the knowledge management models were congruent with the group context of the learning process rather than creating, storing or sharing/applying knowledge.

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

---

### **INTRODUCTION**

The development of Thailand during the past four decades emphasized the process of developing specific fields only. It was development 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. 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.

## **LITERATURE REVIEW**

In this section, we review literature relating to the solution of the problems. Research related to knowledge management (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, Panich 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, Longbottom, & 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 & 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 & 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.

**Purposes.** Three purposes included: 1) to examine the learning process of the network of community organizations leading to changes, 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, 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.

## METHODS

**Research design.** Participatory action research.

**Population and Sample.** The areas of study are: 1) Ban Nam Kliang, 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 Industrid 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.

## **Procedures.**

**Project development process.** Project development process included:

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.

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.

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.

**Learning process.** This process is the process for concluding knowledge and upgrading knowledge. They are:

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. 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.

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.

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.

**Improving and developing Process.** This process tended to improve and develop the body of knowledge as well as to seek quitclaims for transference and extension of outcomes. They are:

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.

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 components of transference and extension of the knowledge to each focus group/community. They were: 1) training, 2) studying of the visits to model community areas, and 3) holding a forum for exchanging and learning. The purpose was to transfer and extend the outcomes from the 3 model networks of community organizations.

The focus groups/communities were: 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, Mu 3, Tambon Na Kha, Amphoe Wapi Pathum; and Ban Nong Po, Mu 2, Tambon Nong Ruea, Amphoe Na Chueak, Changwat Maha Sarakham, 2) The network of Wang Chan Community Folk Cloth Weaving Transferred and extended the outcomes to Ban Nong Kha, Mu 8, Tambon Pracha Phatthana; Ban Na Mueang, Mu 14, Amphoe Wapi Pathum, Changwat Maha Sarakham, and 3) The network of herbal Thai noodles transferred and extended the outcomes to Ban Nong Sa, Mu 6, and Ban Prayaeng, Mu 2, Tambon Pracha Phatthama, Amphoe Wapi Pathum Changwat Maha Sarakham.

**Conclusion and reflection process.** This process is to conclude the lessons and to 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.

## **RESULTS**

**Evaluation of proposed management.** We evaluated the project in these following topics.

**The learning process.** 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 Community Organization Network for self-reliance.

**Affected components.** The components that affected learning of community organizations were factors affecting changes, the following were found.

**Efficient governance.** 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, and 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.

**The roles and mechanisms.** 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.

**Succeeded factors.** 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.
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.

**The learning process of the community organizations.** 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 to 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.

**Creating of the body of knowledge.**

In creating the body of knowledge, the groups were able to create the body of knowledge for the groups from 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.

**Classifying the body of knowledge.** 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.

**Storing the knowledge.** 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 Kliang 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.

**Application of the knowledge.** 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.

**Sharing and exchanging knowledge.** 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, agencies.  
interested people in general and different



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



**Evaluation and improvement.** 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.

## **DISCUSSION**

**The model of connection.** 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. They could develop their communities continually to be stronger and able to rely on themselves. In the following aspects:

**The community enterprises.** 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, and 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) developing members' potentials by using important instruments such as 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, and 8) advertising goods in different forms.

**The target groups.** The target groups participating in this research project had developments in learning and models of learning from things 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.

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

**Efficient governance.** 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.

**Significant lessons.** 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, and 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.

**Participatory working operation.** 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 learning process, 5) the group's leaders organizations as efficiency groups. They were more confident in self-reliance.

**The process of learning.** 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 to 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.

**Group participation.** The learning process the group participated with the leaning network center for developing community strengths and grassroots 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.

**Group cooperation.** 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.

## **RECOMMENDATIONS**

### **Recommendations for work development.**

**Promotion of local people learning.** In learning of the groups of community organizations to promote local people to become local researchers at the grassroots level, each person still has problems of recording information for discussion and lesson conclusion. Therefore, a course of study should be constructed for the focus groups to become local researchers who can realize the importance of work development to have marketing network at a larger level and to build a strong community.

**Promotion of community learning centers.** The academic institution as the counselor of these community organizations should promote the community learning centers to be able to develop products and systematic transference the body of knowledge to have good quality that can compete in marketing, but valuable local cultures must be maintained.

The academic institution, private organizations, and tambon administrative organizations which are missions should develop the community learning centers or community laboratories to become centers of transferring new techniques to become contest of transferring new techniques of production like the village research rooms and tambon laboratories for experimenting until the products can become the models for alter communities in other tambon or nearby tambon.

**Database.** In order for the research conducting to be authentic and become database that can lead to practice and can transfer and extend the qualitative outcomes, these should be extensions of operational period of time, Scope of areas of study, and focus groups in nearby areas on interesting issues for a comparative study.

#### **Recommendations for further research.**

1. Research should be conducted in a series of projects for strengthening the community and grass root economy that aerated lessons and leaning between the university and the community. During the past period of time it was only the preparation of the project. Therefore, these should be an addition to the research project and participatory a development at least in the focus areas to cover all the other types of industry.

2. There should be a research study of socioeconomic and cultural changes of

members of civic groups involving the products transformed from mulberry sleeves at Ban Nam Kliang Wiang Chai and its networks, which affected group members and network members.

3. These should be a research study of roles of the agencies which have some related effects on the process of operation of the groups of community organizations and their networks in terms of community industries and community learning centers.

4. There should be a study of the learning process of the community organizations leading to building and developing the network of community organizations of the Amphoe level.

5. There should be a study of roles of working mechanisms of state sector agencies which have effects on organizing the learning process of community organizations.

#### **REFERENCES**

- Chaicharoenwattao, B. (2001). *The indicators of good governance*. Bangkok: Institute of King Parjathipok.
- Chanterasombat, C. et al. (2002). *The process of learning for developing strength of a group of community industrial career: a case study of the civic Group of Transforming Products from Mulberry at Ban Nam Klian. Wiang Chai in Tambon Nokha, Amphoe Wapi Pathum, Changwat Maha Sarakham, Civic society of Education, Changwat Maha Sarakham*. Faculty of Education, Mahasarakham University.
- Chanterasombat, C. et al. (2002). *The Process of Learning for Developing Strength of a Group of Community Industrial Career: A Case Study of*

- the Folk Cloth weaving Group at Wang Chan Community in Tambon Na Kha, Amphoe Wapi Pathum Chawat Maha Sarakham, Civic Society of Education, Changwat Maha Sarakham, Faculty of Education, Mahasarakham University.*
- Davenport, T. & Prusak, L. (1998). *Working knowledge*. Bonton: Harvard Business Scholl Press.
- Knachangrangsinnon, K. (2002). *Participatory action research*. Community Development Department, Bangkok.
- Murray, E. J. & Lome, O. (2004). Accessing knowledge management success/effectiveness models. Proceedings of the 37th Hawaii International conference on system Science. HICSS37, IEEE Computer Society.
- Murray, E. J. & Lorne, O. (2005). Accessing knowledge management success. *International Journal of Knowledge Management*, 1(2),(April-July): 33-49, 2005.
- Nonaka, I. & Takeuchi, H. (1995). *The Knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York: Oxford University Press.
- National Economic and Social Development Commission. (1998). *Office of Adjustment of the Eighth National Economic and Social Development Plan (1998-2001)*. Bangkok: United Production Printing House.
- Pracha Phatthana, Tambon, (2002). *A Summary of a Report on work operation Outcomes of the Field Research Team in Phase 1*. Faculty of Education. Mahasarakham University.
- Pracha Phatthana, Tambon, (2003). *A Handbook and Plans of the Field Research Staff in Phase 2*. Advisor and Field Research Staff.
- Subcommittee for Developing Community Strength for Coping Critical Problems: A Community Version. (1999). Bangkok: Borpit Printing Company, Ltd.
- Subcommittee for the Working Staff of Strategic Administration in Building Strong Community in Chanwat Maha Sarakham. (2004). *A Handbook of Indicators of Community Organizations, Network of Community Organizations, and Strong Community based on Strategies for Building Story communities in Changwat MahaSarkham, Learning network Center for Developing Community Strength and Grassroot Economy*. Faculty of Education, Mahasarakham University.
- Subcommittee for the Working Staff of Strategic Administration in Building Strong Community in Changwat MahaSarakham: The Leader of Changes and Building Model Strong Village Community. (2004). *Learning network center for developing community strength and grassroot Economy, Developing Community strength and grassroot economy*. Faculty of Education, Mahasarakham University.
- Vittal S. Anantatmula. Outcomes of knowledge management *Initiatives*. *International Journal of Knowledge Management*, 1(2) (April- July): 57-67, 2005.
- Wiig K. (1993). *Knowledge Management Foundations*. Arlington, TX: Schema Press.