EDUCATIONAL SCIENCES: THEORY & PRACTICE eISSN: 2148-7561, ISSN: 2630-5984

Received: 22 September 2024
Revision received: 12 December 2024
Accepted: 14 Jan 2025

www.jestp.com

DOI 10.12738/jestp.2025.01.001♦ **Jan** 2025 ♦ 25(1) ♦ 1-14

Article

The Process of Developing a New Generation of Community Learning Designers to Enhance the Creative Economy in Uttaradit Province

Nitchapa Morathop
Faculty of Humanities and Social Sciences, Uttaradit Rajabhat University,
27 Injaimee Raod, Tha-It, Muang District, Uttaradit, 53000, Thailand.
ORCID iD: https://orcid.org/0009-0008-8920-5323
Email: ajnitchapa@gmail.com

Abstract

This study proposes a structured framework for cultivating a new generation of community-learning designers to support the advancement of the creative economy in Uttaradit Province. It emphasises the development of knowledge, skills, and transformative learning capacities among designers, with the objective of fostering creative, community-oriented learning environments that can be effectively adopted by local enterprises. Ultimately, the initiative aspires to enhance quality of life and reinforce the local economy through sustainable means. A participatory research and development (R&D) approach was adopted across three phases. In Phase 1, knowledge and skill development were facilitated through field visits and in-depth interviews with 30 facilitators, social activists, and community developers. Phase 2 focused on designing transformative learning processes using SWOT analysis and stakeholder brainstorming workshops involving 141 participants including entrepreneurs, community leaders, and local officials. In Phase 3, the proposed development model was implemented and evaluated through pre- and post-intervention assessments, which revealed statistically significant improvements across all seven learning activities ($p < 0.01$). The study identified the PLACE Model as a context-sensitive, place-based learning framework that enhances community relevance, fosters sustainable local development, and supports Uttaradit's vision as a "learning city." The findings of this study contribute to the formulation of a community-based learning model founded on four key factors: the development of community learning designers, the enhancement of local curricula, the emergence of creative economy markets, and the advancement of mechanisms for multi-stakeholder collaboration. These components have been aligned with the provincial vision and development strategy titled "Uttaradit: Towards a Lifelong Learning City." Greater emphasis should be placed on reinforcing the processes of local collaborative governance and advancing the concept of Living Learning Spaces within dynamic, community-embedded learning environments. This progression should be guided by expertise in learning design to tangibly enhance local economic activities within the province of Uttaradit.

Keywords

Facilitators, Community Learning Designers, Learning Environment, Learning Spaces, Creative Economy.

Correspondence to Nitchapa Morathop, Faculty of Humanities and Social Sciences, Uttaradit Rajabhat University, 27 Injaimee Raod, Tha-It, Muang District, Uttaradit, 53000, Thailand. ORCID iD: https://orcid.org/0009-0008-8920-5323, Email: ajnitchapa@gmail.com

Citation: Morathop, N. (2024). The Process of Developing a New Generation of Community Learning Designers to Enhance the Creative Economy in Uttaradit Province. *Educational Sciences: Theory and Practice, 25*(1), 1 - 14.
http://dx.doi.org/10.12738/jestp.2025.01.001

Introduction

Learning design plays a pivotal role in advancing collaboration and participation within emerging models of social development. These models are geared towards promoting lifelong learning, stimulating local economic opportunities, and enhancing quality of life through multi-sectoral engagement and inclusive knowledge creation (Johnson, 2020). Within this context, community learning design represents an interdisciplinary approach that equips facilitators with skills across various domains, including community engagement, creative communication, systems thinking, and equity-oriented education. It reimagines learning as a socially embedded process that transcends formal education, permeating the everyday practices of communities (Mahavijit, Jantap, & Poosaat, 2025; Meyer & Norman, 2020).

Community-driven innovation is increasingly informed by human-centred design (HCD) and design thinking, both of which facilitate collaborative problem solving and responsiveness to local needs (Rösch, Tiberius, & Kraus, 2023). These frameworks enable communities to identify context-specific challenges and co-create solutions grounded in lived experience. By aligning learning content with local realities, facilitators can ensure knowledge acquisition that is both meaningful and sustainable in application (Fakkhao & A., 2020; Michos & Hernández-Leo, 2018). Concurrently, the "creative economy" has emerged as a prominent economic paradigm, rooted in cultural identity, local wisdom, and creative capacity as central drivers of innovation and development. Consumer preferences are increasingly shaped by demand for personalised and environmentally sustainable goods and services. Meanwhile, digital technologies have revolutionised production, marketing, and distribution, while broadening global reach and accelerating innovation cycles (Freitas & Murdock, 2024).

As a result, evolving consumer demands and rapid technological innovation have become critical forces in national strategies aimed at fostering creative economies and boosting global competitiveness (Campbell, 2021). In response, Thailand has incorporated the creative economy as a cornerstone of its development policy. At the heart of this approach lies a new creative industry model centred on "fusion skills"—a multidisciplinary blend of language proficiency, digital literacy, technical know-how, data analysis, software application, entrepreneurship, marketing, management, and branding (Suwan & Sithsungnoen, 2024). Cultivating these interdisciplinary competencies, alongside targeted upskilling and reskilling initiatives, is anticipated to substantially enhance Thailand's creative industries, which are projected to grow at an annual rate of 4.5% between 2025 and 2031 (Chaiboonsri, 2024).

Uttaradit Province was designated a creative economic district in 2022. This policy initiative aims to bridge traditional knowledge and local enterprise with innovation ecosystems and participatory governance structures (Wuthisen, 2024). Accordingly, the development of a new generation of community learning designers is essential for empowering communities, nurturing adaptive learning, and enabling local enterprises to respond creatively to shifting market demands. Learning designers serve as catalysts, facilitating the co-creation of knowledge, practices, and services that are aligned with cultural heritage and economic potential (Thummakun et al., 2024; Tor.Charoen, Mangkhang, & Wannapaisan, 2022). Within this context, the present study seeks to establish a structured process for preparing community learning designers to support and propel the creative economy in Uttaradit Province. Specifically, this study aims to:

1. To develop the knowledge and skills of facilitators toward becoming community learning designers.
2. To design community learning activities that support transformative learning processes.
3. To propose a systematic process for developing a new generation of community-learning designers to enhance the creative economy in Uttaradit Province.

Literature Review

The transfer of learning refers to the application of previously acquired knowledge to novel situations or the utilisation of past learning experiences to facilitate future learning. This transfer may be either positive or negative. Positive transfer has garnered substantial attention among psychologists and educators due to its alignment with a central educational aim: equipping individuals to apply knowledge effectively in real-world contexts (Dingyloudi & Strijbos, 2020; Gindis, 2024). The successful transfer of knowledge relies on several critical factors, including mastery achieved through repetition, meaningful learning experiences, content with direct applicability, and the cultivation of transferable skills. Additional contributing elements encompass real-

life simulations and conceptual frameworks derived from modelling or exemplars (Lauer, Wong, & Yan, 2024). Theories of transfer have been extensively employed in community development, particularly within group facilitation, learning processes, and knowledge management. These domains underscore the value of systematic knowledge dissemination and the deliberate design of learning experiences (Wang et al., 2025; White, 2020).

Community learning not only enhances knowledge and skills or influences behavioural change, but also promotes broader, more reflective, and reasoned thinking (Lee & Park, 2021). As such, it is recognised as a transformative approach to both individual and collective development (Clarke, 2021). The fundamental steps in community learning typically encompass mobilising individuals and organisations, engaging in collective decision-making, implementing shared activities, reflecting on outcomes, and ensuring the equitable distribution of benefits (Williamson, 2022). Several factors contribute to the effectiveness of community learning in this context. These include transformative leadership, strong community networks, a culture of continuous learning, and social recognition of local knowledge and contributions. Additional enabling conditions involve civic engagement, local knowledge and skills, external institutional support, and the promotion of community enterprises (Kastner & Motschilnig, 2021).

The development of community-based economies through the creative economy model is heavily reliant on human capital. In particular, the transformation of community enterprises into creative enterprises at the local level necessitates strategic investment in human resource development (Clarke, 2021; Montt-Blanchard, Najmi, & Spinillo, 2023). This involves equipping individuals with skills in asset assessment, community resource mapping, modern management practices, advanced production techniques, creative marketing, and effective communication. Equally vital is the cultivation of internal motivation that instils pride and enthusiasm in one's work, alongside the promotion of creative thinking. These factors are essential for enhancing the capacity to generate innovative goods and services that are attuned to both local contexts and shifting market demands (Rahman & Hakim, 2024; Rodríguez-Insuasti et al., 2022). The safeguarding of intellectual property rights and sustained stakeholder support are also critical in advancing the development of collaborative networks. Such networks facilitate knowledge exchange, skills enhancement, and the continuous growth of local entrepreneurs and personnel engaged in community-based enterprises. Ultimately, these efforts foster the emergence of visionary and adaptable community leaders, who serve as agents of change (Rossignoli et al., 2023; Yusmanto et al., 2023).

Methodology

Research Design

This study employed a Research and Development (R&D) approach, structured into three phases in alignment with the research objectives.

Population and Sample

The study sample consisted of two principal groups. The first comprised 30 individuals, including facilitators, social activists, and community/social developers. The second group encompassed 141 participants from Uttaradit Province, including entrepreneurs, community leaders, local administrative officers, and key representatives from community organisations who met the specified inclusion criteria (White, 2020).

Research Instruments

Three principal instruments were utilised for data collection: (1) in-depth interviews; (2) brainstorming sessions; and (3) questionnaires.

Data Collection

Data collection was conducted directly by the researcher, employing both qualitative and quantitative methods.

Data Analysis

1. **Qualitative data** were analysed using content analysis guided by key questions. The findings were presented through descriptive narratives as follows: in-depth interviews were conducted to evaluate the knowledge and skill development of facilitators transitioning into community learning designers, with

an emphasis on understanding the current learning landscape in Uttaradit. Brainstorming sessions were held in two rounds: the first collected community needs and issues to inform preliminary learning design, while the second centred on reflection and synthesis to finalise the model development.

2. **Quantitative data** were analysed using social science statistical methods, including percentages, means, medians, standard deviations, and paired sample t-tests. The questionnaire assessed mean score differences before and after the intervention to evaluate the effectiveness of the learning designer development process.

Results

Figure 1 presents the distribution of participants across the five stakeholder groups involved in the study. Entrepreneurs constituted the largest group, followed by facilitators and community leaders. The smallest groups were local officials and social activists, with social activists representing the fewest participants overall. Collectively, these data demonstrate patterns of heterogeneous yet disproportionate representation among the various participant categories.

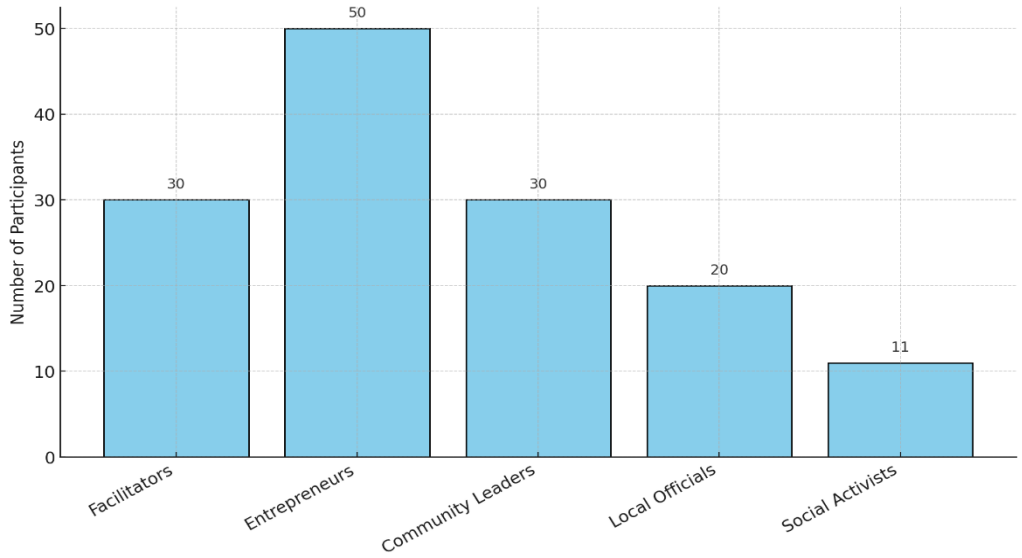


Figure 1: *Distribution of Participants.*

Phase 1: Developing the Knowledge and Skills of Facilitators into Community Learning Designers

The findings from in-depth interviews with 30 key stakeholders emphasised the crucial role facilitators play in fostering sustained participation and meaningful learning within communities. Facilitators act as conduits for sharing knowledge, ideas, emotions, local wisdom, and lived experiences. To be effective as community learning designers, facilitators must clearly define learning objectives, comprehend the capacities and needs of participants, and develop appropriate content, questions, and facilitation strategies. These components collectively contribute to creating learning processes that are well-structured, inclusive, and empowering, enabling participants to think critically, establish connections, and apply new knowledge in practical contexts. The following core competencies were identified.

Critical and creative thinking encompasses observation, imagination, divergent thinking, constructive questioning, and analytical reasoning. These skills underpin entrepreneurial thinking, media literacy, adaptability, and informed decision-making. Structural analysis involves reflecting on personal and familial experiences while relating them to broader social transformations. This competency promotes an understanding of social, economic, cultural, political, and environmental systems, fostering active community engagement. Process-oriented analysis encourages the examination of historical and current trends to evaluate shifts in resource availability, self-reliance, social dynamics, and local traditions, thereby enhancing the effective application of indigenous knowledge.

Participation prioritises authentic community involvement through ownership and collaboration, aiming to reduce dependency on external agencies and instead strengthen local actors in decision-making and implementation. Reflective feedback assists learners in articulating and refining their perspectives; facilitators are encouraged to differentiate between criticism and constructive dialogue, focusing on future-oriented feedback to minimise misunderstandings and conflicts. Issue-based learning employs After Action Review (AAR) techniques to reflect on both successes and failures, integrating this learning cycle into project planning, execution, and evaluation. Integrated learning begins with a central issue and expands into interrelated domains such as people, community, environment, economy, culture, and local wisdom, adopting a holistic approach that enhances shared learning and collaboration.

Based on the analysis of knowledge and process facilitation skills, the researcher engaged key stakeholders in reflective analysis of learning skills through reflective thinking. The results indicate that the following abilities are essential for community learning design: Thinking Skills, including analytical and synthetic thinking, creative thinking, computational thinking, and problem-solving skills; and Learning Skills, comprising information literacy, self-directed learning, teamwork, and interpersonal skills. These competencies form the foundation for designing community learning activities and inform the second phase of the research, which focuses on developing transformative learning processes.

Part 2: Designing Community Learning Activities Toward Transformative Learning

This phase translated the competencies identified in Phase 1 into a contextualised process of community knowledge creation. Facilitators applied local knowledge to analyse lifestyles, needs, and living conditions in order to design experiential learning activities. These activities were refined through iterative cycles of practice and reflection, forming the basis for wider implementation. To develop effective learning design strategies, a stakeholder analysis matrix was constructed, enabling learning designers to gain a comprehensive understanding of the prevailing conditions. This process incorporated fieldwork and in-depth interviews with stakeholders, capturing the distinct context of Uttaradit Province, as illustrated in Figure 2.

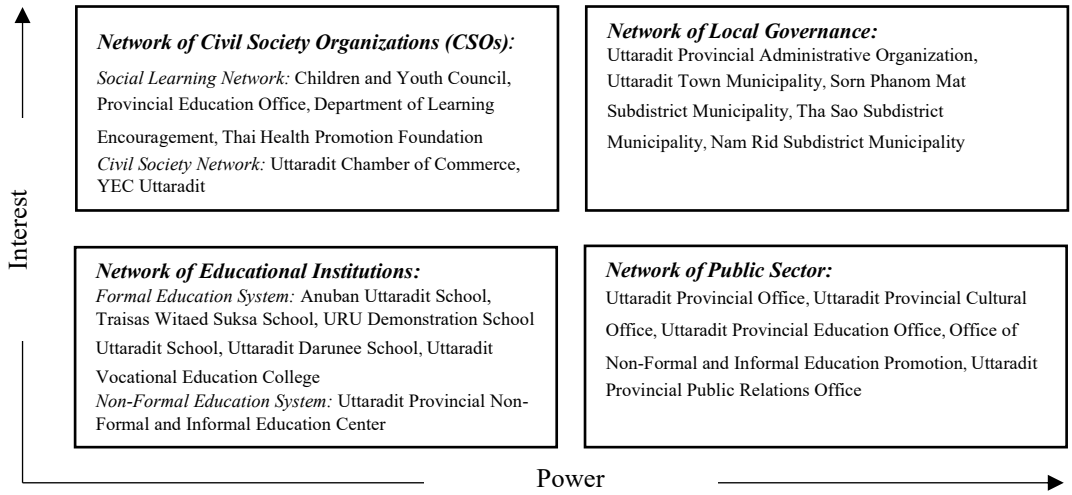


Figure 2: *Stakeholder Analysis Matrix of Community Learning Design in Uttaradit Province.*

An environmental analysis of the design of transformative learning activities, undertaken via a stakeholder analysis matrix during the initial implementation phase, identified the following conditions influencing the development of learning activities in Uttaradit Province:

Strengths

Municipal executives exhibited a strong and sincere commitment to the practical development of learning activities. The municipality's relatively small geographic size and population facilitate close collaboration between local authorities and the community. It maintains extensive cooperative networks with both local and external agencies. Local private-sector leaders are influential and actively involved in generating

innovative ideas for the design and development of new learning activity models. Community leaders and residents are accustomed to collaborating with universities and acknowledge the advantages of participating in diverse development projects. Uttaradit Rajabhat University has sustained a longstanding, close engagement with communities and established networks spanning multiple community sectors.

Opportunities

The government prioritises national development through science, technology, and innovation, with a particular emphasis on regional decentralisation. Rapid technological advancements are transforming lifestyles and facilitating learning processes for community members. New learning models are continually emerging, offering enhanced accessibility and adaptability for diverse learner groups. Educational institutions are restructuring their curricula to prioritise practical learning and lifelong education through re-skilling, up-skilling, and the acquisition of new competencies. External networks provide exemplary models and practical guidance for designing learning activities; for example, the "Uttaradit Tid Yim" project promotes creative youth and community leadership via workshops and platforms for creative expression. Post-COVID-19 migration from major urban centres back to hometowns has increased demand for new vocational learning opportunities among returnees. Funding sources, such as the Thai Health Promotion Foundation, are available to support the development of these learning activities.

Weaknesses

At the commencement of the project, municipal staff and residents within Uttaradit Municipality exhibited limited awareness and understanding of the design of learning activities. Integration of learning activities and initiatives across the various local agencies remains minimal. Access to funding for the development of learning-related infrastructure is constrained. Given that the design and implementation of learning activities commenced only within the first year, tangible impacts have yet to materialise, leading to limited public engagement.

Threats

The economic downturn has caused many residents to prioritise earning sufficient income to cover their expenses, thereby diminishing their engagement in other activities, including participation in learning programmes. The widespread use of social media has contributed to increased screen time, which in turn has led to a decline in interest towards community involvement and educational initiatives. Additionally, some personnel exhibit a lack of enthusiasm, adhering to routine practices with limited motivation to adopt new approaches or methods. The COVID-19 pandemic, both within Uttaradit Province and across Thailand, necessitated restrictions on large gatherings, directly impeding community-based learning processes.

Figure 3 presents a comparison of responses across the four SWOT categories—Strengths, Weaknesses, Opportunities, and Threats—displayed as absolute counts alongside percentage values. The majority of responses pertained to Opportunities, followed by Strengths and Weaknesses, while Threats received comparatively limited attention. The dual-line graph facilitates an understanding of both the numerical magnitude of each category and its relative significance within the total responses. This underscores that participants predominantly emphasised opportunities and strengths in their evaluations.

Figure 3: *SWOT Analysis Feedback Distribution by Category.*

Drawing on the Stakeholder Analysis Matrix, the researcher engaged with key stakeholders in a brainstorming session to design transformative learning activities and develop the curriculum entitled "UP to Upskill / Reskill / Newskill." This effort culminated in the creation of three certified training programmes comprising seven activities within the framework of the Creative Entrepreneurship Skills Development Program of Uttaradit Province, all of which have received formal approval from academic experts. The three programmes are as follows:

1. Community and Technology (Reskill): This programme centres on enhancing participants' comprehension and capacity to integrate local knowledge with technology, emphasising the utilisation of technology to add value to local resources. Conducted over a total of 45 hours, the programme seeks to support community learning centres and non-formal learning spaces by identifying community-based experts who possess specialised knowledge and are willing to share their expertise with learners, as outlined in Table 1.

Table 1: *Community and Technology (Reskill).*

Course	Learning Activities
Nature-Based Classroom	This activity promotes ecological and nature-based learning by utilising organic agricultural areas as outdoor classrooms. Learners engage directly with natural environments to examine the interconnections among essential life skills, forest restoration, and sustainable practices in organic farming.
Community Learning Farm	This activity is centred on local food systems, enabling learners to explore the foundations of traditional cuisine, the agricultural production cycle, the use of chemical-free ingredients, and value-added processing techniques for agricultural products.
Exploring Local Fruit Orchards	This cultural immersion activity facilitates an understanding of local traditions and lifestyles through engagement with durian orchard communities in Laplae District. Participants take part in a tram tour, offering first-hand experiences of the area's agricultural heritage and traditional way of life.

2. The Creative Activities for Life (Upskill) programme was developed to strengthen learners' capacity to apply foundational knowledge alongside creative thinking skills. Spanning a total of 20 hours, the programme integrates digital technology with local wisdom in the design of learning activities aimed at fostering community participation, as detailed in Table 2.

Table 2: *The Creative Activities for Life program (Upskill).*

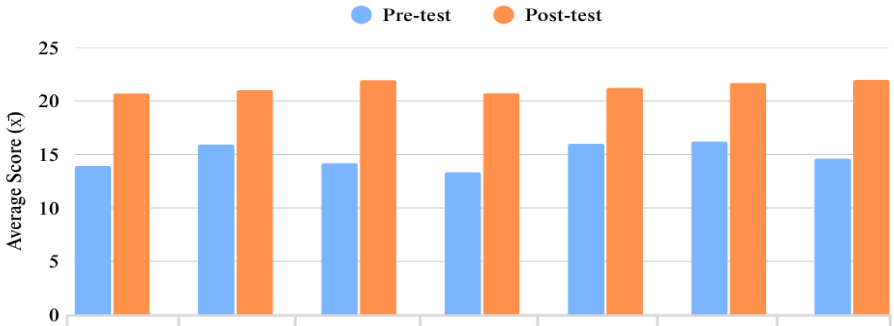
Course	Learning Activities
Clay Art for Community Well-Being	This activity focuses on local wisdom and traditional handicrafts. Learners gain hands-on experience in ceramic art—beginning with the selection of raw materials, progressing through production processes, and culminating in product development aimed at enhancing community well-being.
Creative Mascot Design Workshop	This activity fosters innovation by encouraging learners to design and create original mascots using recycled materials. It emphasizes imaginative thinking, step-by-step design processes, and hands-on making.
Board Game Maker Workshop	This activity promotes creative tourism by guiding learners through the process of designing board games based on local cultural assets. Participants conceptualize and map out community tourism routes that highlight unique cultural elements as key attractions.

3. The Social Innovation Programme (New Skill) seeks to develop competencies in designing user-centred social innovations and effectively communicating with stakeholders to obtain feedback. Delivered over 15 hours, the programme is aligned with the objective of promoting a community-based creative economy, as detailed in Table 3.

Table 3: *The Social Innovation Program (New Skill).*

Course	Learning Activities
Learning Marketplace	Organized annually during school breaks, the "Uttaradit Learning City Festival" serves as a knowledge exchange platform connecting communities with businesses and supporters. It features booths from learning centres and various organizations that showcase diverse learning outcomes. The event emphasizes life skill development, community connectivity, and intergenerational learning to promote a lifelong learning city. It also includes collaborative evaluation and reflection activities to assess learning outcomes.

Drawing on the participation of 141 stakeholders in learning activities, the researcher conducted a comparative analysis of transformative learning design before and after the implementation of the proposed model. The objective was to outline a process for cultivating a new generation of community learning designers to advance the creative economy in Uttaradit Province. Data were collected via a questionnaire comprising 35 items, which included both positively and negatively phrased statements. The results demonstrated that mean scores across all aspects of learning activity design increased significantly following participation, with the difference reaching statistical significance ($p < 0.01$). This indicates that the learning design process improved across all measured dimensions subsequent to the intervention, as depicted in Figure 4. Moreover, Figure 4 presents a comparison of the mean scores for the seven learning activities before and after the intervention. A significant improvement was observed across all activities subsequent to the intervention, demonstrating its effectiveness. While moderate score ranges were evident prior to the intervention, consistent increases and higher scores were recorded across all activities post-intervention, indicating enhanced learning outcomes. These changes are statistically significant for all activities, with p-values less than 0.01, thereby confirming the positive influence of the intervention on both performance and engagement within the learning process.



	Nature-based Classroom	Community Learning Farm	Exploring Local Fruit Orchards	Clay Art for Community Well-being	Creative Mascot Design Workshop	Board Game Maker Workshop	Learning Marketplace
paired sample t-test	7.87	7.64	6.82	7.45	6.71	7.18	7.50
p-value	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01	< 0.01

Note: n = 141; df = 140

Figure 4: *Comparison of Mean Scores in Learning Activity Design Before and After Participation.*

Part 3: The Process of Developing a New Generation of Community Learning Designers to Enhance the Creative Economy in Uttaradit Province

Building upon the development of knowledge and facilitation skills transitioning process facilitators into community learning designers during Phase 1, and the design of community learning activities oriented towards transformative learning design in Phase 2, the researcher synthesised the process of nurturing a new generation of community learning designers to advance the creative economy in Uttaradit Province. The study concluded that a place-based learning design model for community learning designers in Uttaradit Province could be

formulated to effectively respond to local contextual needs and sustainably promote lifelong learning. This model is proposed as a five-step process. As depicted in Figure 5, the PLACE Model provides a conceptual framework for designing learning processes that prioritise the local context through a place-based learning design. This approach guarantees that learning is anchored in real-life situations and intimately linked to the everyday experiences of learners, their communities, and their environment. By embedding learning within local realities, the model fosters sustainable change at both individual and community levels. It comprises the following five key components:

P – Participation Processes and Parallel Mechanisms

The development of a new generation of community-learning designers to advance the creative economy in Uttaradit Province was undertaken through a series of participatory activities. Researchers have highlighted the significance of participatory processes and the collaborative implementation of parallel network mechanisms. These efforts have resulted in the tangible strengthening of local networks through the consolidation of associations, federations, and local advocacy groups spanning various sectors. These entities were integrated into a provincial learning network that encompassed multiple dimensions, unified by shared development goals and strategic directions. The networks were mobilised using adaptive processes and tools specifically tailored to the unique contexts and operational frameworks of each group. For instance, the Network of Civil Society Organisations (CSOs) comprises networks from sectors including social development, culture, youth, tourism, agriculture, industry, trade, and investment. These networks participated in joint consultations and strategic planning sessions aimed at propelling Uttaradit towards becoming a learning city and a centre for community-based creative economy development.

L – Learn about Self-identity and Local Identity

In advancing learning across multiple dimensions, the most vital element is the comprehension of both self-identity and local identity. This study adopted a local conceptual framework that prioritises knowledge discovery and management, comprehensively encompassing all facets of community-based education. The objective is to cultivate a deep understanding of the identities of local people, the evolution of local economies, sociocultural contexts, natural resources, and the environment—factors that influence livelihoods, present conditions, and potential future developments. Researchers organised the body of knowledge into three principal thematic areas:

1. The community and technology — a process of examining and integrating local narratives with technology — which focuses on applying technology to augment local value.
2. Creative Activities for Life — a process centred on utilising everyday knowledge and fostering creativity to support lifelong learning.
3. Social Innovation — a process dedicated to developing user-centred social innovations that prioritise communication and the inclusion of diverse stakeholders.

This multidimensional learning approach establishes a robust foundation for sustainable development, firmly rooted in local identity and collective understanding.

A – Activities with Diversity, Continuity, Coordination, and Inclusion

Promoting learning to advance the creative economy constitutes an innovative strategy for local communities. It embodies a sophisticated and multifaceted developmental approach that intersects with various dimensions of societal progress. Translating theoretical frameworks into practical application at the community level necessitates both time and profound contextual insight. Consequently, the learning process must be meticulously designed, incorporating diverse activities that enable the community to visualise, engage with, and apply new knowledge within their development efforts. Equally critical is ensuring that these activities are continuous and effectively coordinated across all sectors. Such activities require deliberate planning and communication at every stage: prior to implementation, throughout operation, and following project completion. This encompasses core activities, collaborative endeavours with multiple sectors, and supportive measures aimed at strengthening interagency networks within the region. In this regard, learning activities function as pivotal integrative points linking local research, learning environments, and partnership frameworks. Additionally, these activities foster sustained, multimodal communication among stakeholders, thereby reinforcing shared objectives and the long-term sustainability of learning.

C – Creative Learning Space and Network for Learning

In the development of a new generation of community learning designers aimed at advancing the creative economy in Uttaradit Province, a strategic framework was established to guide collaborative learning initiatives across various networks. These initiatives form part of the "UP to Upskill / Reskill / New skill" programme, which encourages participants to investigate the social, cultural, and historical contexts of the province. Each network functioned as a learning station, collaboratively developing learning models alongside local community networks, cultural spaces, and vocational skill sectors. These models were intended to promote active community engagement, empowering local individuals to lead learning processes, undertake self-directed learning, and share their knowledge and insights with others. This approach has facilitated the emergence of innovative out-of-classroom learning opportunities in partnership with Learning Stations. Furthermore, educators were invited to participate in co-designing these learning processes, thereby enabling them to assume the roles of facilitators and designers of contextually grounded, participatory learning experiences.

E – Evaluation Framed by Collectively Defined Goals

Through collaborative efforts engaging a diverse range of networks, the initiative encompasses all phases of the learning process, fostering a comprehensive understanding of self-identity, local identity, and community potential. These participatory activities facilitated the establishment of a network-based approach anchored in collectively articulated development goals. The evaluation framework focused on outputs, outcomes, impacts, and the sustainability of change, with particular emphasis on reflective practices among learners. The Learning Marketplace functions as a central mechanism for reflective learning and the exchange of outcomes, providing a platform to showcase the results of various activities aimed at cultivating life skills, strengthening community ties, and promoting lifelong, intergenerational learning. Through this process, participants collectively assessed and reflected upon their learning experiences, thereby encouraging continuous improvement and deeper engagement. Furthermore, the network's operations reinforced the provincial development strategy by advancing the vision of "Uttaradit as a Learning City," which seeks to promote lifelong learning and foster a knowledge-based society by utilising local assets to generate social value and enhance the economic potential of grassroots communities. This development approach is grounded in knowledge and creativity, positioning learning as a pivotal driver of sustainable, community-centred economic transformation.

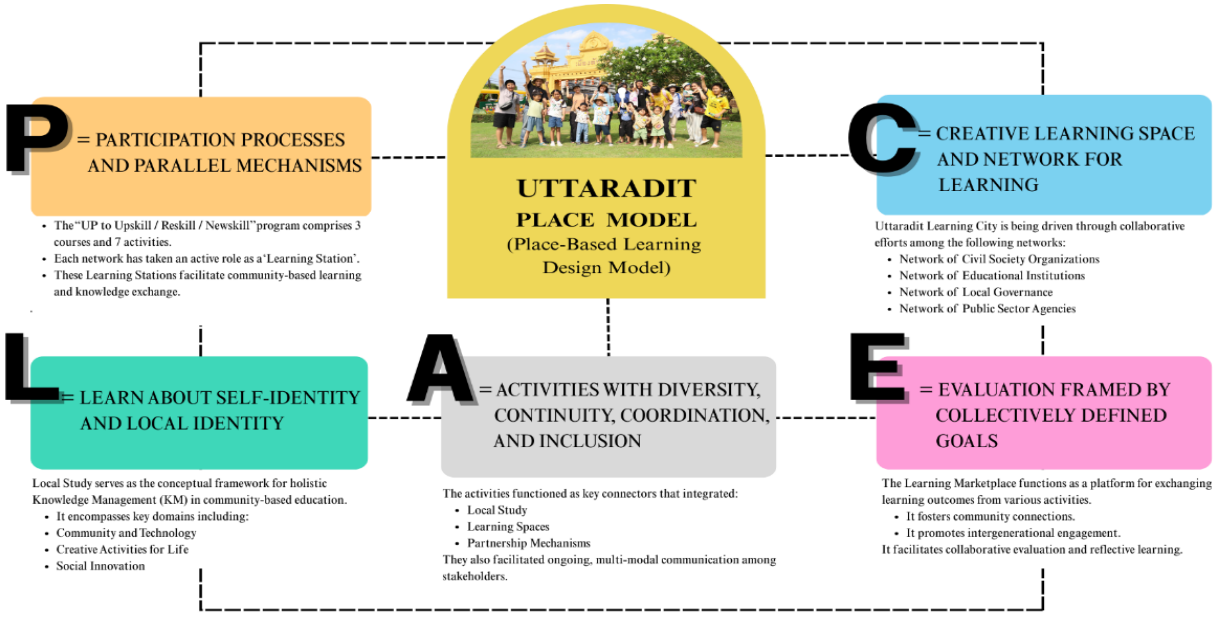


Figure 5: *Place-Based Learning Design Model.*

Figure 6 presents a comprehensive evaluation of the four fundamental framework elements alongside their respective scores. The highest score of 4.8 was attained in the Advancement of Stakeholder Collaboration Mechanisms category, signifying its pivotal role in the framework's overall success. The element entitled

Development of Community Learning Designers received a rating of 4.7, placing it second in rank. The remaining elements, "Emergence of Creative Economy Markets" (4.6) and "Enhancement of Local Curricula" (4.5), also contributed notably, with the average score across all components being 4.625, thereby indicating the framework's feasibility and prospective efficacy.

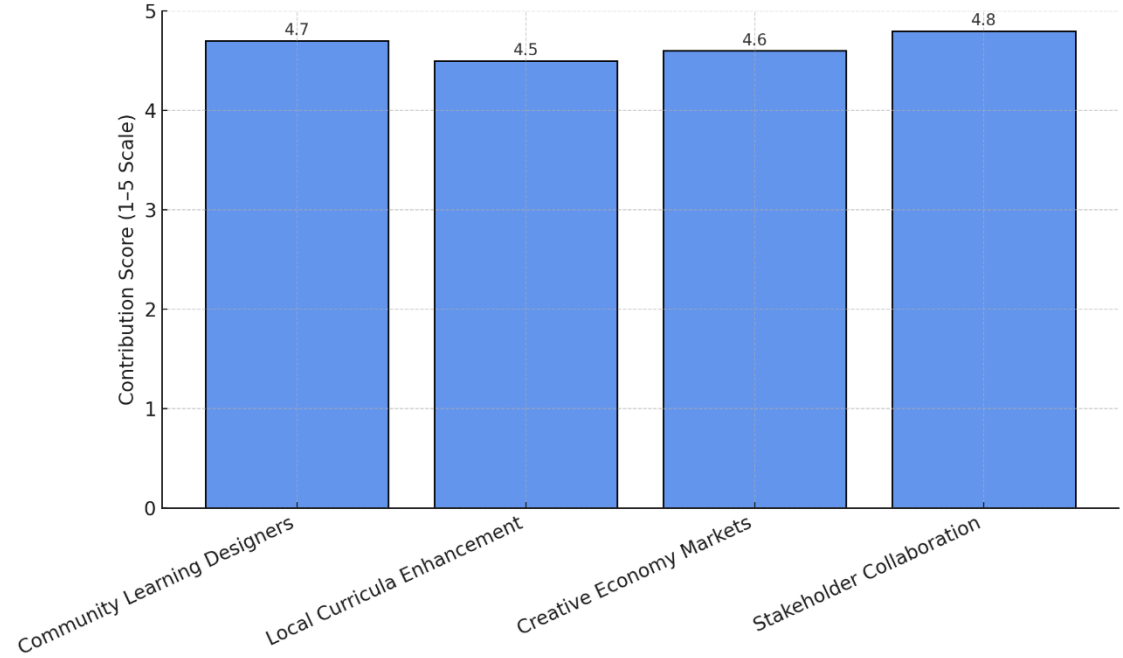


Figure 6: *Contribution of Key Framework Elements to the Model Based on a 1–5 Assessment Scale.*

Figure 7 presents the mean engagement scores for the six stakeholder groups, each accompanied by the corresponding standard deviation represented as error bars. The highest mean score was observed among social activists (M = 4.6, SD = 0.3), followed by entrepreneurs (M = 4.5, SD = 0.4) and community leaders (M = 4.4, SD = 0.6). Facilitators reported a moderately high engagement level (M = 4.3, SD = 0.5), marginally lower than that of local officials (M = 4.2, SD = 0.6). While standard deviations varied across groups, the overall engagement levels remained consistently high, indicating strong stakeholder involvement throughout the categories.

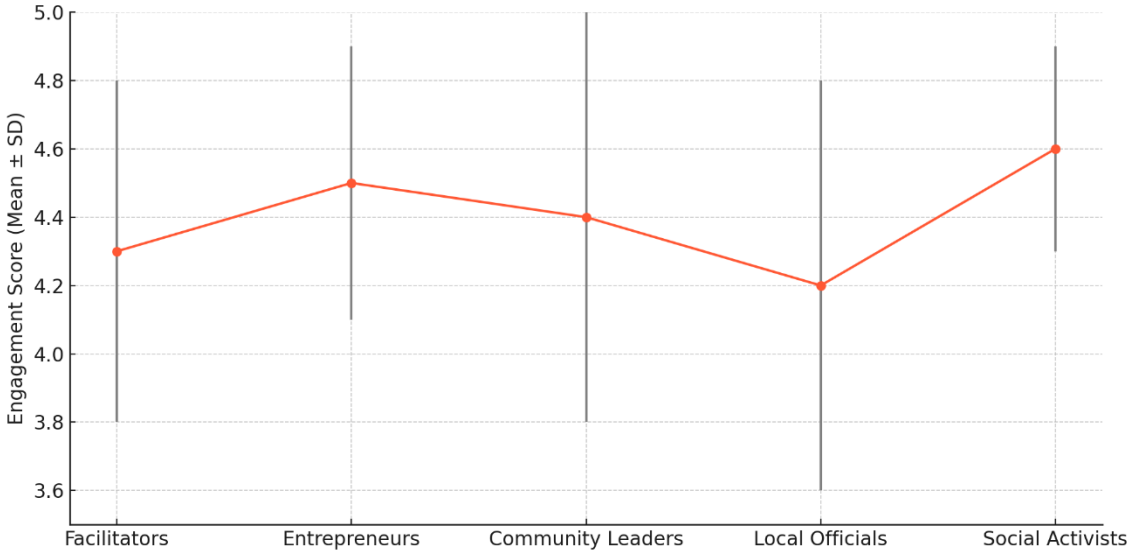


Figure 7: *Stakeholder Engagement Ratings with Mean Scores and Standard Deviations.*

Discussion and Conclusion

This research focuses on developing a new generation of community learning designers to enhance the creative economy within the contextual framework of Uttaradit Province, considering its geo-socio-cultural characteristics, local study, and area specificity (Kelly & Given, 2023; Senekal, 2022). The research yielded significant results, including 30 Community Learning Designers, 51 Community Innovators, 173 Young Entrepreneurs, three local curricula comprising seven learning activities, one Creative Economy Marketplace, and one network-driven mechanism for systemic development. The outcomes of this research have also been incorporated into the vision and strategic direction for the province's development, reinforcing its transformation into a sustainable Learning City rooted in community participation and creative economic growth, articulated as "Uttaradit: Towards a Lifelong Learning City." In partnership with Uttaradit Rajabhat University, this vision has been operationalized through policy initiatives and formalized through signed agreements with various stakeholders under the project "Creative School Break Festival: Towards a Learning City'." This collaboration has contributed to the progressive governance of Uttaradit Province by fostering equitable income distribution, establishing fair employment systems, reducing social disparities, and improving the overall quality of life of its residents. Furthermore, it supports sustainable development in the domains of the economy, culture, environment, and long-term provincial growth (Tuekkhaow, Jamjuree, & Poonsuwan, 2021; Turton, 2023). This initiative aligns closely with the goals of the UNESCO Institute for Lifelong Learning (UIL), which emphasizes six key features of a Learning City: (1) promoting learning from basic to higher education, (2) encouraging learning in families and communities, (3) facilitating effective workplace learning, (4) advancing the use of modern learning technologies, (5) fostering quality and excellence in education, and (6) cultivating a strong culture of lifelong learning. These elements serve as strategic foundations for Learning City development, ensuring inclusive benefits across all age groups (Gavrilova, Gershman, & Thurner, 2022; Scott, 2021; Thummaphan & Sripa, 2022).

Recommendations

Strengthening Local Collaborative Governance Mechanisms

It is recommended that local collaborative governance structures be strengthened through the identification of gaps and overlaps within existing cooperation frameworks. This process should include mapping partnerships among stakeholders involved in the provincial Learning City steering committee and establishing clear mechanisms for managing interagency collaboration. Effective governance ought to facilitate policy alignment, inclusive citizen participation, and the equitable distribution of responsibilities. Furthermore, the ongoing development of "community learning administrators" will support more structured and sustainable management of lifelong learning at the local level.

Advancing the Development of Living Learning Spaces

It is essential to undertake spatial mechanism analyses and systematically develop "living learning spaces" across Uttaradit Province. Such spaces— including cultural centres, community markets, and local museums—should function as dynamic educational and cultural hubs catering to all age groups, encompassing students, adolescents, and working adults. Activities within these spaces ought to prioritise the development of practical skills, cultural awareness, artistic expression, and a sense of community identity. Enhancing both the conceptual framework and the practical implementation of living learning spaces will empower the province to leverage community-based knowledge and design thinking, thereby advancing creative economic activities and enriching the local learning ecosystem.

References

Campbell, M. (2021). Reimagining the creative industries in the community arts sector. *Cultural Trends, 30*(3), 263-282. https://doi.org/10.1080/09548963.2021.1887702

Chaiboonsri, C. (2024). The Potential Analytical Impact of Significant Sectoral Creative Economy on Thailand's Economy: A Case Study of the IRS-CGE Model vs. the CRS-CGE Model for Both the National and Provincial Economies. *Economies, 12*(2), 44. https://doi.org/10.3390/economies12020044

Clarke, S. (2021). Learning communities in education: a matter of diverse definitions, understandings, enactments, and contexts. *Professional Development in Education, 47*(4), 557-559. https://doi.org/10.1080/19415257.2021.1946744

Dingyloudi, F., & Strijbos, J.-W. (2020). A primer on emergence and design in learning communities: A conceptual orientation whose time has come. *Learning, Culture and Social Interaction, 25*, 100251. https://doi.org/10.1016/j.lcsi.2018.08.001

Fakkhao, S., & A., S. (2020). Teacher as Instructional Designer in 21st Century. *Panyapiwat Journal, 12*(2), 302-315. https://so05.tci-thaijo.org/index.php/pimjournal/article/view/203300

Freitas, K., & Murdock, J. (2024). Teaching and learning communities of practice in economics. *The Journal of Economic Education, 56*(1), 87-97. https://doi.org/10.1080/00220485.2024.2422407

Gavrilova, N., Gershman, M., & Thurner, T. W. (2022). Policy challenges and recommendations in support of Moscow's creative industries – viewpoints of practitioners. *Creative Industries Journal, 16*(2), 222-237. https://doi.org/10.1080/17510694.2022.2062946

Gindis, B. (2024). Review of "The Cultural Mind: The Sociocultural Theory of Learning" by A. Kozulin. *Education Review, 31*, 1-3. https://doi.org/10.14507/er.v31.3879

Johnson, M. T. (2020). The knowledge exchange framework: understanding parameters and the capacity for transformative engagement. *Studies in Higher Education, 47*(1), 194-211. https://doi.org/10.1080/03075079.2020.1735333

Kastner, M., & Motschilnig, R. (2021). Interconnectedness of Adult Basic Education, Community-Based Participatory Research, and Transformative Learning. *Adult Education Quarterly, 72*(3), 223-241. https://doi.org/10.1177/07417136211044154

Kelly, W. B., & Given, L. M. (2023). The community engagement for impact (CEFI) framework: an evidence-based strategy to facilitate social change. *Studies in Higher Education, 49*(3), 441-459. https://doi.org/10.1080/03075079.2023.2238762

Lauer, S., Wong, K. L. Y., & Yan, M. C. (2024). Social infrastructure, community organizations, and friendship formation: a scoping review. *Community Development Journal, 60*(2), 267-285. https://doi.org/10.1093/cdj/bsae023

Lee, H.-K., & Park, J. E. (2021). Designing a New Empathy-Oriented Prototyping Toolkit for the Design Thinking Process: Creativity and Design Sensibility. *International Journal of Art & Design Education, 40*(2), 324-341. https://doi.org/10.1111/jade.12345

Mahavijit, P., Jantap, N., & Poosaat, P. (2025). Community-Based Learning: A Learning Design Approach to Enhance Mathematical Literacy. *Journal of Graduate Research, 16*(1), JGR-16-11-A01. https://so02.tci-thaijo.org/index.php/banditvijai/article/view/269550

Meyer, M. W., & Norman, D. (2020). Changing Design Education for the 21st Century. *She Ji: The Journal of Design, Economics, and Innovation, 6*(1), 13-49. https://doi.org/10.1016/j.sheji.2019.12.002

Michos, K., & Hernández-Leo, D. (2018). Supporting awareness in communities of learning design practice. *Computers in Human Behavior, 85*, 255-270. https://doi.org/10.1016/j.chb.2018.04.008

Montt-Blanchard, D., Najmi, S., & Spinillo, C. G. (2023). Considerations for Community Engagement in Design Education. *She Ji: The Journal of Design, Economics, and Innovation, 9*(2), 234-263. https://doi.org/10.1016/j.sheji.2023.05.004

Rahman, I., & Hakim, L. M. (2024). Development of Creative Economy Based on Local Wisdom in the Era of Digital Transformation Through Inclusive Education and Village Community Empowerment in Bantul Regency, Yogyakarta. *BASKARA: Journal of Business and Entrepreneurship, 6*(2), 213-224. https://doi.org/10.54268/baskara.v6i2.21629

Rodríguez-Insuasti, H., Montalván-Burbano, N., Suárez-Rodríguez, O., Yonfá-Medranda, M., & Parrales-Guerrero, K. (2022). Creative Economy: A Worldwide Research in Business, Management and Accounting. *Sustainability, 14*(23), 16010. https://doi.org/10.3390/su142316010

Rösch, N., Tiberius, V., & Kraus, S. (2023). Design thinking for innovation: context factors, process, and outcomes. *European Journal of Innovation Management, 26*(7), 160-176. https://doi.org/10.1108/EJIM-03-2022-0164

Rossignoli, F., Lionzo, A., Henschel, T., & Boers, B. (2023). Knowledge sharing in family SMEs: the role of communities of practice. *Journal of Family Business Management, 14*(2), 310-331. https://doi.org/10.1108/JFBM-03-2023-0038

Scott, L. (2021). Learning Cities as Smart Cities: Connecting Lifelong Learning and Technology. In F. Annansingh (Ed.), *Examining the Socio-Technical Impact of Smart Cities* (pp. 1-23). IGI Global. https://doi.org/10.4018/978-1-7998-5326-8.ch003

Senekal, I. (2022). Curriculum-in-Motion: Bringing Community Education to Life through Community-Based Participatory Action Research. *Education as Change, 26*(1), 1-29. https://doi.org/10.25159/1947-9417/11124

Suwan, S., & Sithsungnoen, C. (2024). Development of a Learning Management Model by Using Design Thinking With Community-Based Learning to Enhance Local Visual Art Designing Following Creative Economy Concept of High School Students. *Journal of Education and Innovation, 26*(4), 370-385. https://so06.tci-thaijo.org/index.php/edujournal_nu/article/view/270805

Thummakun, S., Kaewthip, S., Kawichai, P., Tamao, P., Saiwongfan, K., & Kraimool, O. (2024). Design and Create Community-Based Participatory Learning Process. *Dhammathas Academic Journal, 24*(3), 1-14. https://so06.tci-thaijo.org/index.php/dhammathas/article/view/270912

Thummaphan, P., & Sripa, K. (2022). The learning city development guideline for promoting lifelong learning in Thailand. *Studies in Continuing Education, 45*(2), 228-247. https://doi.org/10.1080/0158037X.2022.2051472

Tor.Charoen, K., Mangkhang, C., & Wannapaisan, C. (2022). Integrated Economics Learning to Develop Management Skills for Creative Community Resources by Project-Based Learning of Secondary School Students. *Journal of Buddhist Anthropology, 7*(7), 389-406. https://so04.tci-thaijo.org/index.php/JSBA/article/view/259991

Tuekkhaow, P., Jamjuree, D., & Poonsuwan, S. (2021). Development of Community-Based Learning Model for Promoting Secondary School Students' Capability of Creative Use of Cultural Capital. *Arts of Management Journal, 5*(3), 718-732. https://so02.tci-thaijo.org/index.php/jam/article/view/250579

Turton, C. (2023). How learning development and learning design can inform each other: reflections and discussion points. *Journal of Learning Development in Higher Education,* (29), 1-6. https://doi.org/10.47408/jldhe.vi29.1080

Wang, Z., Du, Y., Shi, X., & Zhang, G. (2025). An activity system perspective on the sources of competitive advantage: A review and conceptual integration of designing and generative logics. *Journal of Business Research, 188*, 115117. https://doi.org/10.1016/j.jbusres.2024.115117

White, M. G. (2020). Why Human Subjects Research Protection Is Important. *Ochsner Journal, 20*(1), 16-33. https://doi.org/10.31486/toj.20.5012

Williamson, D. H. Z. (2022). Using the Community Engagement Framework to Understand and Assess EJ-Related Research Efforts. *Sustainability, 14*(5), 2809. https://doi.org/10.3390/su14052809

Wuthisen, S. (2024). The Development of Community Enterprise of Nakorn Nayok Province Based on the Concept of Creative Economy. *Journal of Business, Innovation and Sustainability (JBIS), 19*(1), 38-52. https://so02.tci-thaijo.org/index.php/BECJournal/article/view/260989

Yusmanto, Uyu, W., Ace, S., & Asep, S. (2023). Activation of the Creative Economy Community in Creating Terracotta-based Local Cultural Resistance in Rural Areas. *International Journal of Science and Society, 5*(5), 198-212. https://doi.org/10.54783/ijsoc.v5i5.881