

## CHAPTER 5 CONCLUSION

From the research, there are several changes according to the context and situation as can be seen in figure 5.1.

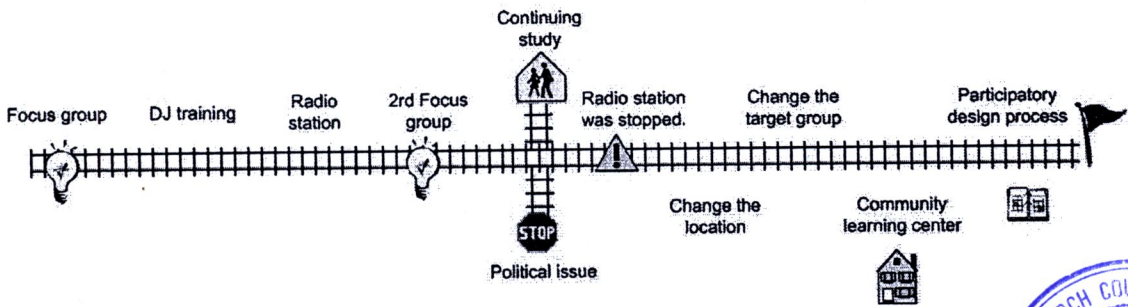


Figure 5.1 Process of the study



### 5.1 Summary

From the beginning, the focus group method was used to define an issue for the study. The activity that teenagers select was the disc jogger activity. The training was under the project of the warming family. Then the radio station was setup by teenagers. The second focus group was to narrow down the issue, method and activity to solve the problem of community. The issue that youth group focused was the accident and domestic problem. This focus group did not include families as stakeholders. Then the radio station was stopped from the political issue and teenagers' continuous study. However, the radio station still continued to work in the school. The participants were less and having more female. They were eager to engage the activity. After discussing with the head of community and health center, they suggested to change the location of the learning space. They selected the community learning center. The scope of the work was narrowed down to the village level. The topic of motorcycle accident was narrowed down to the stop of drinking alcohol. At the end, the participatory design suggests that

the space in people's mind may be defined differently. For this community, there is a problem of the minority and that problem is a key definition of the learning space. The learning space in here is an intangible space. It is an open space that welcomes everybody to share the idea and discuss the problem.

Along the way of research, the selection of the key leader is an important issue, since the key leader drives the project success. The form of the community for Tha Soa is based on the specific problem on teenagers. The willing to solve the problem together creates the Community based collaboration. The teenagers alone may not solve the problem by themselves without any support from other stakeholders in the community such as the health officers and parent. In this study, two problems are clearly seen like the problem of motorcycle and the problem of ethnic group. Those problems can be solved by one solution. The solution about the problem of teenager's behavior could be solved by an activity like radio station project. The problem can be solved by changing the teenagers' roles from taking a risk of riding motorcycle into the disc jogger who can report the car accident. The second problem about the ethnic group presents the conflict of social problem in that area. To solve this kind of problem, the local community needs to open their mind as a learning space. They need to dialogue with the minority who lives there how they thought. Reflecting inside out could be a good solution. The problem should be solved by an understanding of each other rather than the pre-judgment of minority. People prefer to judge others based on what they saw. They may not understand why their thought of judgment. In the globalization period, there is a dynamic change of the citizen that might create the social problem. The local community needs to learn how to change the mindset and live together. It is impossible that the problem will be solved with the collaboration inside the community alone. Although this research cannot prove

that the minority problem can be solved, it is likely to present that the way to solve the problem is to turn the problem makers into the problem solvers. The minority group could change their roles to assist the community rather than snatch the resources and labor forces. At the end, the problem could be solved by the participation of the community.

## **5.2 Discussion**

Since the problem of the study is the dynamic change of the stakeholders, the future study should incorporate the learning organization method. This includes the process of shared vision and team learning. The concept of learning organization from Senge (1990) could be adopted for this type of community to prevent the dynamic change in situation. His vision of a learning organization as a group of people who are continually enhancing their capabilities to create what they want to create has been deeply influential.

The fifth disciplines that Peter Senge identifies are said to be converging to innovate learning organizations. They are Systems thinking, Personal mastery, Mental models, Building shared vision and Team learning. For example, the mental models could be used for the open mind thinking and reflecting what the community is thinking such as the minority group. It also includes the ability to carry on 'learningful' conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. Personal mastery can be applied to strengthen the teenagers' capability such as the disc jogger career. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, and their growth areas. The shared vision can be used for building the same goal for the team. People need to be able to act together. When teams



learn together, Peter Senge suggests, not only can there be good results for the organization, members will grow more rapidly than could have occurred otherwise. Team learning can be used for team activity. Such learning is viewed as 'the process of aligning and developing the capacities of a team to create the results its members truly desire'. The discipline of team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together'.