The objectives of this study are to analyze models and factors relating to the formulation of successful learning network for forest resources conservation and to propose models of the process in organizing the learning network. Data were collected from selected case studies of 4 learning network in Nan, Chieng mai and Chieng rai provinces. Indepth interview, group interview, non-participation observation and documentary research were utilized for data collection. Expert judgement was employed to validate for proposed process models of learning network.

Findings are as follows :

1. The major components of learning network are people, body of knowledge, and resources. People referred mainly to the leaders who play active roles in solving community problems. The body of knowledge was utilized and built from local wisdom and modern knowledge. Natural resources in the community determined community potentials in their problem solving.

Local tradition and culture was the basis for problem-awareness and knowledge dissemination in forest resources conservation. Members of the learning network use forum for exchanging their learnings. Also, formal training were provided.

2. Relating factors of the learning network formulation were that the leaders must obtain faith from community and have strong intention in solving the problem. Community organizations must be strengthened. Local wisdom and modern knowledge must be both utilized. Interactive group learning should be employed in their learning process.

3. Proposed process model of learning network :

3.1 Successful learning networks were developed from individual - individual level to individual-group level and group-to-group level.

3.2 Formulation process were as follows :

(1) The emergence of learning network demanded for leaders of the network who would initiate community problem-solving. These leaders were not neccessary to be local people.

(2) The expansion and extension of learning network emphasized the stengthening of community organization, participation in problem-solving, interactive group learning as well as the development and formation of knowledge which linked local wisdom and modern knowledge.

(3) The existence of learning network depended on provision and continuation of learning activities for the members, strengthening their potentialities in interactive learning and problem-solving. Extention to supporting networks must also be purposefully planned.

ภาควิชา........สารัตถศึกษา............   ลายมือชื่อนิสิต...

สาขาวิชา........พัฒนศึกษา...............   ลายมือชื่ออาจารย์ที่ปรึกษา.........................

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