



Social Innovation for Lifelong Learning Promotion

¹Sunan Siphai*, ²Terdsak Suphandee, and ³Poopyang Pingkhao

^{1,2,3}Department of Education, Chaiphaphum Rajabhat University, Thailand.

¹*Corresponding author's E-mail: er2_sunan@hotmail.com; ORCID: <https://orcid.org/0000-0002-6847-1103>

²E-mail: terdsakspd@hotmail.com; ORCID: <https://orcid.org/0000-0002-2157-0665>

³E-mail: k.piangkhae@gmail.com; ORCID: <https://orcid.org/0000-0001-6880-3879>

Received 01/07/2022
Revised 03/07/2022
Accepted 05/07/2022

Abstract: - *Social innovation to promote lifelong learning is the creation of a knowledgeable and intellectual society under the important guidelines of the national education plan. . If all communities are strong in all aspects, including economy, mind, society, culture, environment, health, education, and democracy, Thailand will have stability. The purposes of this study were to examine the factors affecting social innovation for lifelong learning promotion, study community innovation for lifelong learning promotion and develop a model of using social innovation for lifelong learning promotion. The samples included the communities in Huai Ton Subdistrict, Na Fai Subdistrict, Ban Lao Subdistrict, Na Siew Subdistrict, Nong Na Sang Subdistrict, Nai Mueang Subdistrict, Huai Bong Subdistrict, Phon Thong Subdistrict, Lat Yai Subdistrict, and Tha Hin Ngom Subdistrict. The results are as follows. The political, economic, and social factors of the communities have affected social innovation for lifelong learning promotion. The learning in these communities is consistent with the community way of life or the occupations and the resources available in the communities. A model of using social innovation for lifelong learning promotion is a continuous process and can be carried out in multiple cycles, consisting of 4 steps: Step 1: Generating ideas or brainstorming; Step 2: Developing a model of using social innovation for lifelong learning promotion; Step 3: Disseminating the idea and Step 4: Learning and developing for creating innovations to promote lifelong learning.*

Keywords: Social Innovation; Lifelong Learning; Factors Affecting Social Innovation

Introduction

Lifelong learning has become a goal of educational management to respond more clearly to learning. It is also consistent with the goals of educational management in the 21st century, focusing on creating important qualities of people with a way of life that is compatible with the new normal, which is the ability to create lifelong learning (Kimpee, 2014: 129). Lifelong learning focuses on the continuous holistic development of individuals in physical, emotional, social, and intellectual aspects throughout life. It creates a learning experience through formal education, non-formal education, and informal education, making individuals aware of continuous self-improvement. Therefore, it is the way to promote sustainable human and social development (Amatyakul, 2012: 202-207). Therefore, lifelong learning is important because it is the learning that occurs from a combination of formal education, non-formal education, and informal education to enable people to continually improve their quality of life throughout their lives. Lifelong learning concept as an educational strategy took place more than 30 years ago through the efforts of the OECD (Organization for Economic Co-operation and Development), UNESCO (United Nations Educational, Scientific and Cultural Organization), and the Council of Europe. Lifelong learning does not only mean adult education, but it also covers all aspects of learning throughout life. Lifelong learning has a unique feature. That is, it is holistic learning management that covers all aspects of learning activities. It aims to improve the knowledge and competitiveness of individuals. According to the transition to a technological society, entrepreneurial society, and rapid changes caused by the free-market mechanism, adaptation to new stimuli and factors that directly and indirectly affect society quickly and abruptly is needed. People in society or community must adapt to technology disruption, which is a complete change in technology and innovation that will make some careers lost. For the community's survival, people should learn to use technology wisely under the existing context or capital of the community.

Social innovation is the process of co-creation of the members of a coexisting social unit in creating learning, inventing things, and setting up social practice for coexistence and/or conflict resolution which is a new set of social practices. During this process, all parties can develop expertise in perception, listening, reasoning and organizational management, and improvement of the format of



activities and service delivery is driven by the motivation to take action to meet the needs of society. These activities may be in the form of development and troubleshooting in various operations. But overall, these activities have a primary purpose for society. Unlike business innovations that arise from the need to increase profit margins, or benefits from business operations (Mulgan, 2007; Howaldt & Schwarz, 2010).

Therefore, creating social innovation to promote lifelong learning is the creation of a knowledgeable and intellectual society under the important guidelines of the national education plan (Office of the Education Council, 2009) the foundation of society integrates area-based development because the community is the foundation of the country. If all communities are strong in all aspects, including economy, mind, society, culture, environment, health, education, and democracy, Thailand will have stability (Wasi, 2012: 2). As a result, people in communities are motivated to solve problems or work on development by themselves, resulting in sustainability. The background and the problems mentioned above have led to the following research questions: What are the factors affecting social innovation for lifelong learning promotion? What mechanism will be the guideline in using social innovation to promote lifelong learning to drive the country forward?

Research objectives

1. To study the factors affecting social innovation for lifelong learning promotion
2. To study community innovation for lifelong learning promotion
3. To develop a model of using social innovation for lifelong learning promotion

Scope of the research

The samples included the communities in Huai Ton Subdistrict, Na Fai Subdistrict, Ban Lao Subdistrict, Na Siew Subdistrict, Nong Na Sang Subdistrict, Nai Mueang Subdistrict, Huai Bong Subdistrict, Phon Thong Subdistrict, Lat Yai Subdistrict, and Tha Hin Ngom Subdistrict.

The factors affecting social innovation for lifelong learning promotion were divided into the following three aspects: political, economic, and social factors.

Methodology

Murray, Mulgan, and Caulier-Grice (2008) suggested that social innovation to promote lifelong learning were 1) Prompts, inspirations, diagnoses 2) Proposal and ideas 3) Prototyping and pilots 4) Sustaining 5) Scaling and diffusion 6) Systemic change.

The research was conducted based on the following phrases shown in Figure 1.

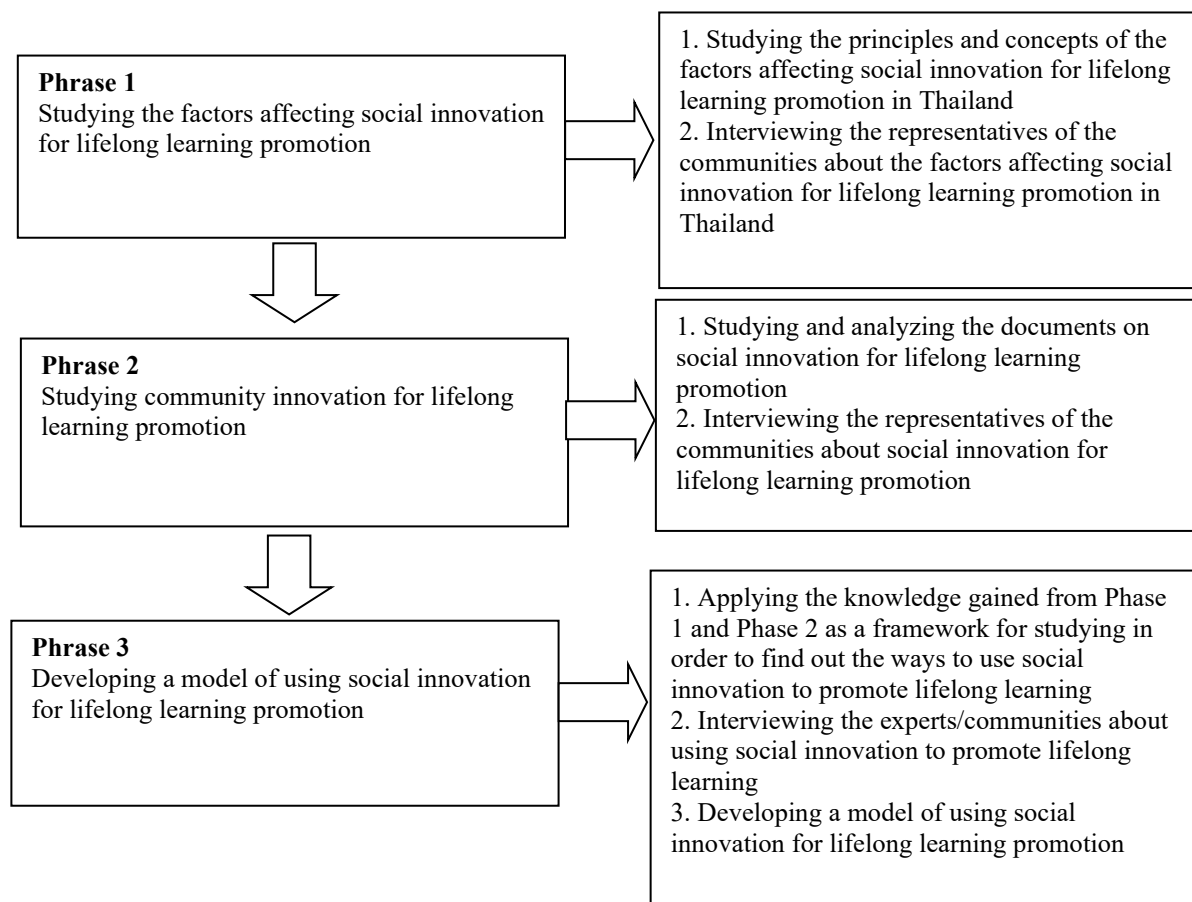


Figure 1 Research methodology

From figure 1 research methodology was conducted in three phases, Phase 1 studying the factors affecting social innovation for lifelong learning promotion, phrase 2 studying community innovation for lifelong learning promotion, and phrase 3 developing a model of using social innovation for lifelong learning promotion.

Results

1. The factors affecting social innovation for lifelong learning promotion

Political factors: Community leaders should have high leadership. They must be creative and dare to think outside the box. People should be encouraged and promoted to participate in the development and play a role in the development to their full potential. The community forums should be organized so that people in the community can express and share their opinions in finding out ways to promote community development. Budgets should be allocated to facilitate lifelong learning for people in the community. Local government organizations at the sub-district level together with village health volunteers should form groups to educate the elderly.

Economic factors: People in all 10 communities have moderate to poor economic status. Most of them are engaged in agriculture, such as planting rice, and vegetables, or other economic crops such as rice, pineapple, rubber, and cassava. The agricultural products are also processed into several goods such as brown rice, rice powder, silk, community tourism, and livestock. As people in these communities have enough income to support their families, they have enough time to gather together to do activities for the benefit of their communities, such as forming groups for career development,



including silk group, rice processing group, and basketry group, knife making group. People in the community can learn about these occupations at any time.

Social factors: Most of the 10 communities have been long-established. People have close relationships like relatives. They are also good neighbors to each other. Everyone in the village knows each other well. The living culture is conducive to learning. People in the community are supported and promoted to develop themselves both in terms of career development and further education. Most people in the community are middle-aged to the elderly who have knowledge and expertise in careers, so they can transfer knowledge to other people in the community well. Most of the communities have non-formal education centers, and some have schools for the elderly.

Synthesize the finding as diagram shown in Figure 2

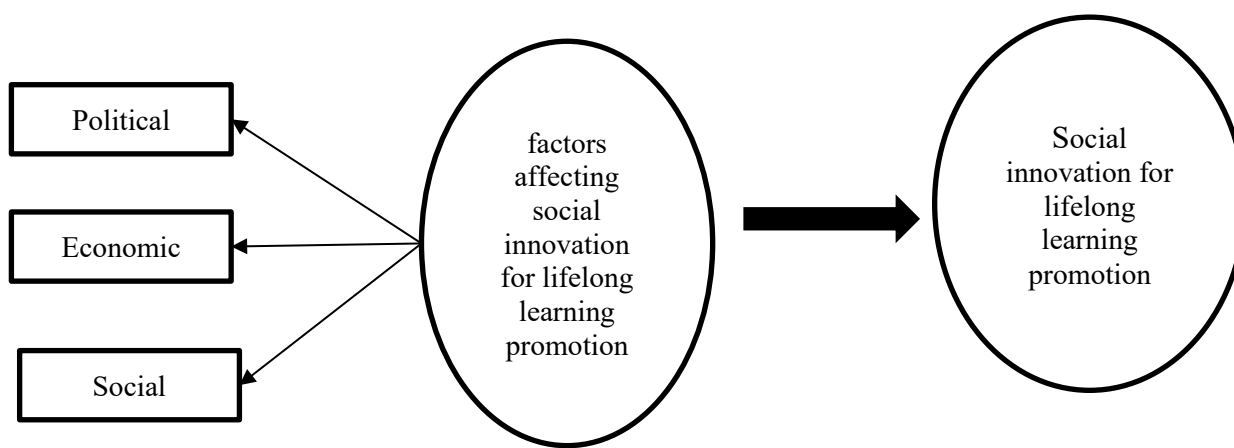


Figure 2 The factors affecting social innovation for lifelong learning promotion

2. Community innovation for lifelong learning promotion

The learning in these communities is consistent with the community way of life or the occupations and the resources available in the communities. Nowadays, the communities are undergoing rapid changes. In the past, learning was tied to the beliefs, customs, traditions, and traditional cultures of the community. People had kinship relationships and a simple lifestyle. At present, people have entered a systematic education which is a result of the government policies that promote educational management, such as establishing educational opportunity expansion schools. Traveling to school in the city is more convenient. People in the community, therefore, choose to study in the formal education system more. For some relatively poor people, after completing compulsory education, they continue working on what their families are doing, such as rice farming or planting crops. But some may continue their study by attending non-formal education, informal education, or training courses to develop their professional skills. Therefore, the innovation for lifelong learning promotion is the community innovation for lifelong learning that is suitable for the community, which is to form learning groups and professional skill development groups such as silk production group, basketry group, handicapped basketry group, knife making group, food processing group (rice drink powder, germinated rice), organic vegetable planting group and herbal production group.

3. The development of a model of using social innovation for lifelong learning promotion

The information obtained from the interviews with people in the communities in Phase 1 and Phase 2 and the interviews with the experts on social innovation for lifelong learning promotion was used as a framework for developing a model of using social innovation for lifelong learning promotion. It is a continuous process and can be carried out in multiple cycles, consisting of 4 steps: Step 1: Generating ideas or brainstorming; Step 2: Developing a model of using social innovation for lifelong learning

promotion; Step 3: Disseminating the idea and Step 4: Learning and developing for creating innovations to promote lifelong learning as presented in Figure 3.

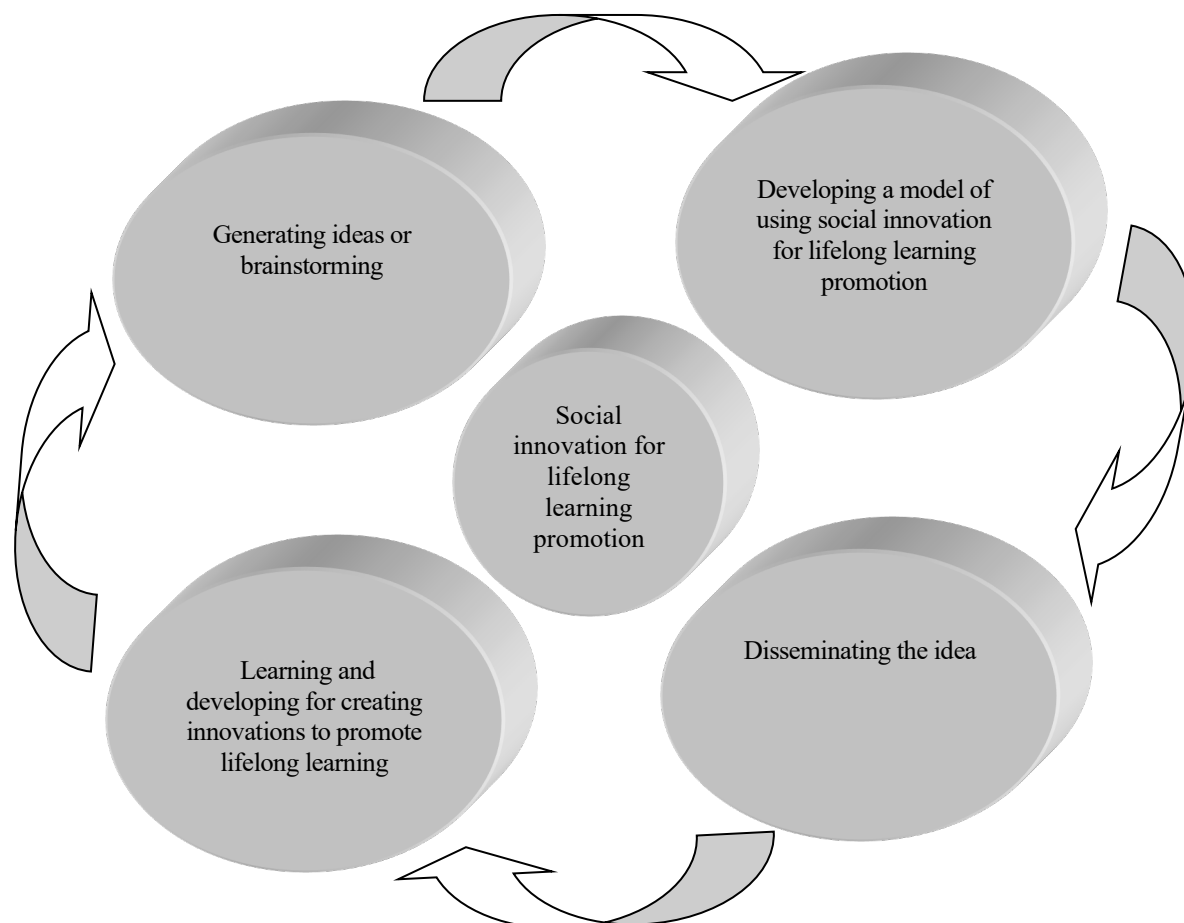


Figure 3 A model of using social innovation for lifelong learning promotion

From the assessment results of the model of using social innovation for lifelong learning promotion, the overall opinion of the experts on the model was at a high level ($\bar{x}=4.41$, S.D.=.144). The step of the implementation of the model with the highest mean score was generating ideas or brainstorming ($\bar{x}=5$, S.D.=.000), followed by learning and developing for creating innovations ($\bar{x}=4.50$, S.D.=.707), developing a model of using social innovation for lifelong learning promotion ($\bar{x}=4.33$, S.D.=.577) and disseminating the idea ($\bar{x}=4.00$, S.D.=.000), respectively.

Discussion

1. The results of the factors affecting social innovation for lifelong learning promotion

The political factors have affected social innovation for lifelong learning promotion. That is, community leaders should have high leadership. They must be creative and dare to think outside the box. People should be encouraged and promoted to participate in the development and play a role in the development to their full potential. The community forums should be organized so that people in the community can express and share their opinions to find out ways to promote community development. Budgets should be allocated to facilitate lifelong learning for people in the community.

[23]



Local government organizations at the sub-district level together with village health volunteers should form groups to educate the elderly. It is because people in these 10 communities view that leadership and the vision of community leaders will contribute to social innovation for lifelong learning promotion. If the leaders recognize the importance of lifelong learning promotion, they will plan for implementing policies and budgets to make the action concrete. They must provide opportunities for people in the community to express their opinions. This is consistent with the results of a comparative study of the development of Thai and international education: lifelong learning innovations to enhance the education of Thai workers (Educational Research and Development Bureau, Office of the Educational Council, Ministry of Education, 2006) which found that to be successful in promoting lifelong learning, it is needed to set as the national goals and decentralized management is also required. The information technology center/network for lifelong learning must be established. The continuing education system and the open education system must also be implemented. This is consistent with a study by Khutrakun (2010), entitled “Social innovation: Case studies of local initiatives in Northern Thailand”, which found that forming groups to support each other financially and establishing career groups as the main activities allowed the villagers of Baan Sarm Kha to live with their contained debt more happily.

The economic factors have also affected social innovation for lifelong learning promotion. People in all 10 communities have moderate to poor economic status. Most of them are engaged in agriculture, such as planting rice, and vegetables, or other economic crops such as rice, pineapple, rubber, and cassava. The agricultural products are also processed into several goods such as brown rice, rice powder, silk, community tourism, and livestock. As people in these communities have enough income to support their families, they have enough time to get together to do activities for the benefit of their communities, such as forming groups for career development such as the silk group, rice processing group, basketry group, knife making group. People in the community can learn about these occupations at any time. These findings are in line with a study by Simsin, (2015) which found that designing activities linked with agriculture, local development, sufficiency, wisdom, volunteer spirit, religion, tradition, and culture by driving group activities based on the thinking and attributes of community innovation and empowering groups to learn together and driving through an innovative organization is the lifelong learning center.

The social factors of the communities have also affected social innovation for lifelong learning promotion of people in the communities. Most of the 10 communities have been long-established. People have close relationships like relatives. They are also good neighbors to each other. Everyone in the village knows each other well. The living culture is conducive to learning. People in the community are supported and promoted to develop themselves. This is consistent with the concept of Clayton (2009: 28) stating that the participation of a community with a primary relationship where people know each other and have kinship relationships is better than a community where people are from different places and have different cultures. If people in the community have compassion and recognize the importance of helping others, there will be community participation rather than a community where people live independently. The value of respecting senior leaders or community leaders allows the leaders to lead people to participate in activities. It is following Sujjanun (2011: 212 - 215) who found that promoting lifelong learning in society and setting the learning goals consistent with the way of life of learning is considered a complete complement to other forms of education that are still limited. This idea is in line with Simsin (2015), stating that a new learning process can be added to the community through activities in three areas: education, work skills, and way of life.

From the study results, it is apparent that political, economic, and social factors have affected social innovation for lifelong learning promotion. This is consistent with a study by Tepkaew (2019), indicating that Baan Um-Saeng Community Enterprise, Srisaket province was formed after experiencing difficulties in rice farming. Therefore, they gathered together to do organic rice farming and integrated the knowledge of organic farming, space management, and modern technology with the local knowledge and the philosophy of a sufficiency economy. Furthermore, Baan Um-Saeng Community Enterprise Center created innovative management using the guidelines from the administration of community cooperation, community enterprise, and private companies through three main mechanisms, namely leaders, administrative committees, and members.



2. The study results of community innovation for lifelong learning promotion

The learning in the communities is consistent with the community way of life or the occupations and the resources available in the communities. Nowadays, the communities are undergoing rapid changes. In the past, learning was tied to the beliefs, customs, traditions, and traditional cultures of the community. People had kinship relationships and a simple lifestyle. Therefore, the innovation for lifelong learning promotion is the community innovation for lifelong learning that is suitable for the community, which is to form learning groups and professional skill development groups such as silk production group, basketry group, handicapped basketry group, knife making group, food processing group (rice drink powder, germinated rice), organic vegetable growing group and herbal production group. These findings are consistent with a study by Unaromlert, et al. (2015), studying the development of the innovation creation model of sufficiency economy wisdom to create sustainable competitiveness for processed products of community enterprise groups in lower Central Thailand. The study pointed out that at present, the enterprise groups have created innovative wisdom in sufficiency economy processing innovation at the highest level, followed by product innovation.

Moreover, the results of this study revealed that more people have entered a systematic education. However, for some relatively poor people, after completing compulsory education, they usually continue working on what their families are doing, such as rice farming or planting crops. But some may continue their study by attending non-formal education or informal education or training courses to develop professional skills. This is consistent with Ratana-Ubo (2011: 45), defining lifelong learning as meaningful learning that covers the educational management in the school system and non-formal education by various educational institutions, as well as the organization of informal educational activities in society. It is through learning at the individual level that individuals can seek knowledge on their own. This is in line with Siridhrungsri (2010: 8 - 9, 32) stating about the future direction of Thai education in the next 20 years that education and learning in the future will focus on individual and intellectual development. Education will become an important mechanism for the development of people and the country. There is a need to keep up with the pace and lead forward to live life knowingly and sustainably following the situations. Lifelong learning, therefore, plays a role in creating immunity, with a way to encourage parents and guardians to seek knowledge, keep up with globalization trends and support lifelong learning for all Thai people and promote all forms of media for lifelong learning. This is consistent with a study by Manpower Strategic Group in Higher Education, Science, Research and Innovation (2020), studying lifelong learning promotion to support the sudden transformation and global crisis. The findings suggested that the way to promote lifelong learning is to provide career-based education, focusing on the development of competencies necessary for working in the development of the National Credit Bank, and non-degree courses, focusing on basic skills necessary for work and learning. Moreover, a school for the elderly that emphasizes skill enhancement/skill changes should be developed.

The community innovation for promoting lifelong learning promotion of all 10 communities has resulted from the participation of people in the community. This is consistent with the concept of Clayton (2009: 28) concluding that people will be involved in community activities when they recognize the benefits and the appropriateness of the activities and are interested in that group or organization and see how it affects their life, and how the organization support it as well as the opportunity to gain more knowledge and to feel comfortable in the group. This is consistent with a study by Komonmarn (2019), which revealed that social innovation is a tool for change. Social innovation is recognized as a learning process that leads to desired goals.

3. The results of the development of a model of using social innovation for lifelong learning promotion

The information obtained from the interviews with people in the communities in Phase 1 and Phase 2 and the interviews with the experts on social innovation for lifelong learning promotion was used as a framework for developing a model of using social innovation for lifelong learning promotion. It is a continuous process and can be carried out in multiple cycles, consisting of 4 steps: Step 1: Generating ideas or brainstorming; Step 2: Developing a model of using social innovation for lifelong learning promotion; Step 3: Disseminating the idea and Step 4: Learning and developing for creating innovations to



promote lifelong learning. It is because the process of developing a sustainable model of using social innovation for lifelong learning promotion must be consistent with the needs and the context of the community. Therefore, social innovation for lifelong learning promotion must be obtained from the brainstorming of ideas and planning of people in the community. If the social innovation works well, it should be shared with other communities with similar contexts. Development of innovations continuously is also needed. This is consistent with a study by Khutrakun (2010), entitled “Social innovation: Case studies of local initiatives in Northern Thailand”, which revealed that the social innovation process used in the debt management project of Baan Sam Kha included: (1) awareness of problems and openness to new knowledge, (2) expansion of cooperation, setting up the team and taking action, (3) formalization, reexamining existing activities and communication of the success and (4) evaluation and creating new activities. This is in line with a study by Unaromlert, et al. (2015), studying the development of the innovation creation model of sufficiency economy wisdom to create sustainable competitiveness for processed products of community enterprise groups in lower Central Thailand. The four basic factors, namely (1) use of community resources, (2) physical and mental development, (3) potential of the leaders, and (4) knowledge management have been found. Cohen and Uphoff (1980: 76) also stated that the contribution of rural development to its success should consist of participation in decision-making, implementation, benefit-sharing, and evaluation. It is also consistent with the 10th National Economic and Social Development Plan (2007 - 2011) which identified three guidelines for the development of lifelong learning (cited in Sujjanun, 2011: 333-334): 1) creating a culture of continuous learning for people of all ages by emphasizing its benefits and importance of leading to an improvement in quality of life and being able to live life knowingly; 2) developing lifelong learning models and curricula that are consistent with community conditions; 3) optimizing the environment to facilitate lifelong learning for all. This is following a study by Simsin, (2015) which found that community innovation development for lifelong learning suitable for the community should be a new learning process that is added into the community through activities in three areas: education, work skills, and the life which is driven by an innovative organization, which is a lifelong learning center through 3 continuous learning wheels: a wheel of information, a wheel of managing information to become knowledge and a wheel of managing knowledge to become wisdom. The wheels go back and forth infinitely. Learning stations and lifelong learning wheels are innovations suitable for the community which can be extended to other networks and communities.

Recommendations

The recommendations for further research and application of research findings are as follows.

1. Recommendations for application of research findings

The results are as follows. The political, economic, and social factors of the communities have affected social innovation for lifelong learning promotion. The recommendations for further research findings are as follows.

1.1 There should be no restrictions on social innovation implementation planning to promote lifelong learning, such as an organizational culture that is not conducive to social innovation development to promote lifelong learning.

1.2 The factor contributing to social innovation for lifelong learning promotion is the opportunity given for communities to present development guidelines to the stakeholders through community-participatory data analysis based on the context of each community.

1.3 Social innovation for lifelong learning promotion in this study is mostly learning about occupational skills that are available in different communities. Therefore, the context of each community should be considered when implementing the community innovation model for lifelong learning.

1.4 To achieve sustainability of the model of using social innovation for lifelong learning promotion, there should be a brainstorming session of people in the community to allow the community to propose guidelines for development according to the changing situations.



1.5 In terms of social Innovation for lifelong learning promotion in education, to achieve sustainability, the government sector should promote the credit bank system or develop websites to promote online lifelong learning.

2. Recommendations for further research

The learning in these communities is consistent with the community way of life or the occupations and the resources available in the communities. The recommendations for the application of research findings are as follows.

2.1 To study social innovation, research should be framed or defined broadly because social innovation is not a fixed goal. It depends on the context or situation at that moment.

2.2 The study to promote social innovation will inevitably create gaps and inequality for people who lack access to social innovation way. Therefore, researchers should take this issue into account.

References

- Amatyakul, K. (2012). Development of a Lifelong Learning Model Based on Neo-Humanist Concepts for Sustainable Human and Society Development. *Journal of Education Studies, Chulalongkorn University*, 40 (1), 202 – 217.
- Clayton, W., & Elasy, T. A. (2009). A review of the pathophysiology, classification, and treatment of foot ulcers in diabetic patients. *Feature Article*, 27 (2), 52-58.
- Cohen, J.M., & N.T. Uphoff. (1980). Participations' Place in Rural Development: Seeking Clarify Through Specificity. *World Development*, 8 (March). 219-22.
- Educational Research and Development Bureau, Office of the Educational Council, Ministry of Education. (2006). *A comparative study of the development of Thai and international education: lifelong learning innovations to enhance the education of Thai workers*. Bangkok: Ministry of Education.
- Howaldt, J. & Schwarz, M. (2010). *Social Innovation: Concepts, Research Fields and International Trends*. Dortmund: International Monitoring. Retrieved from http://www.sfs.tudortmund.de/cms/Medienpool/small_publications/Doc_1289_IMO_Trendstudie_Howaldt_Schwarz_englische_Version.pdf.
- Khutrakun, A. (2010). *Social innovation: Case studies of local initiatives in Northern Thailand*. Bangkok: Doctoral dissertation, National Institute of Development Administration.
- Kimpee, P. (2014). "Quality assurance of non-formal and informal education. Education and lifelong learning." in Charungkiatkul, S. (Ed.). *Education and lifelong learning* (pp. 121 - 143). Bangkok: Centre for Educational Innovation, Print and Online Media, Chulalongkorn University.
- Komonmarn, C. (2019). Social Innovation For Health Driving Through Child and Youth Participation. *Journal of Social Work*. 26 (1), 120-145.
- Manpower Strategic Group in Higher Education, Science, Research, and Innovation. (2020). *Report of the study on lifelong learning promotion to support the sudden transformation and global crisis*. Office of National Higher Education Science Research and Innovation Policy Council.
- Mulgan, G., Tucker, S., Ali, R. & Sanders, B. (2007). *Social Innovation: What It Is, Why It Matters and How It Can Be Accelerated*. Retrieved from <https://youngfoundation.org/wp-content/uploads/2012/10/Social-Innovation-what-it-is-why-it-matters-how-it-can-be-accelerated-March-2007.p>
- Ratana-Ubo, A. (2011). *The concept of self-directed learning to lifelong learning*. In Srimechai, N. (Ed.). *Leadership in non-formal and informal education* (pp.42 -63). Bangkok : Chulalongkorn University.
- Simsin, J. (2015). *Community innovation for lifelong learning*. Doctor of Philosophy Thesis in Innovation for Local Development. Maha Sarakham Rajabhat University.
- Siridhrungsri, P. (2010). *Thai education in the next 10-20 years*. 2nd edition, Bangkok: Pimdee Printing.



International Journal of Sociologies and Anthropologies Science Reviews (IJSASR), 2 (4):
July-August 2022, 19-28, page ISSN: 2774-0366
Website: <https://so07.tci-thaijo.org/index.php/IJSASR/index>
DOI: <https://doi.org/10.14456/jsasr.2022.27>

- Sujjanun, J. (2011). *Lifelong learning and community development*. Bangkok: Odeon Store.
- Tepkaew, S. (2019). *A Creation of Social Innovation at Baan Um-Saeng Community Enterprise, Srisaket Province, Thailand*. Doctor of Philosophy Thesis in Leadership in Society, Business and Politics, Chulalongkorn University.
- Unaromlert, T., & et al. (2015). Development of the Innovation Creation Model of Sufficiency Economy Wisdom to Create a Sustainable Competitive for Processed Products of Community Enterprise Groups in Lower Central Thailand. *Silpakorn Educational Research Journal*, 7 (2), 79-92.
- Wasi, P. (2012) "The Turning Point of Thai Universities-The Turning Point of Thailand" in *Post Today*, 10 (3463), 2.