

UNESCO building factors Thailand's Kalasin learning city and citizenship

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ABSTRACT

The United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes the city of learning and lifelong learning. The UNESCO factors influencing the construction of Kalasin learning city in Thailand. This framework is applied in the study on Kalasin learning city. This research analyzed the relationship between citizenship and learning city from 500 Kalasin citizens, who responded to a questionnaire based on citizenship factors affecting the UNESCO city of learning. Where statistical analysis of average standard deviation and Multiple regression analysis of 10 others asked to participate in the interview. It was found that 'promoted learning from primary to higher education' and 'strong support for a lifelong learning culture' have a statistically significant positive impact on citizenship (group level) at .05, so the factors that need the promotion to improve citizenship (group level) is 'promotion of learning from primary to higher education.' The interview results also supported data from the questionnaire. The results suggested that building Kalasin learning city requires a common factor. That states the implications of the findings and identifies possible new research fields as developing online participation processes under the COVID-19 pandemic to align with the online learning model, which is also a modern learning model.

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1. INTRODUCTION

The world's population was growing more rapidly than ever before, with more than half of the world's population living in cities and expected to increase by 60% by 2030, including cities play a crucial role and influence. The expansion of national and global affairs has left municipalities facing challenges related to social reconciliation. However, many municipalities are beginning to see the implementation of lifelong learning strategies as an essential factor. To solve problems for sustainable urban development, The United Nations Educational, Scientific and Cultural Organization (UNESCO) created a global network of cities to assist local governments in developing specific initiatives for creating a learning city [1], [2]. This network aids in achieving the 17 sustainable development goals. Goal 4 focuses on managing education in a comprehensive, equitable, and quality way, as well as fostering opportunities for lifelong learning (LLL) for

all [3]. Goal 11 also aspires to establish cities and communities for humanity to live safely together and help one another in the pursuit of sustainability [4]. UNESCO has identified six variables influencing the mobility of learning cities: planning, involvement, accessibility, monitoring and evaluation, celebration, and funding; it has urged UNESCO member countries to construct learning cities. It focuses on empowering persons to acquire new knowledge, skills, and attitudes in a variety of circumstances in order to adapt to a quickly changing reality in society.

Furthermore, UNESCO promotes social reconciliation, including sustainable economic, cultural, and environmental development [5]. An essential feature of the city of learning must be a city that can manage the resources available in all sectors. To effectively manage lifelong learning, promoting inclusive and equitable learning from primary education to higher education, promoting family, community, and workplace learning, opportunities have expanded to use cutting-edge technology for learning. Promote quality and excellence in learning, encourage a culture of lifelong learning, add strikethrough, and promote economic and cultural development for sustainable urban development.

Kalasin Municipality is one of only two municipalities in Kalasin province. The “Develop Kalasin into Udomsuk City” policies drive education and learning policies, including livable cities, tourist towns, investment cities, and educational cities. Therefore, under the critical base of thinking of executives who believe that education is the most potent weapon. The chief executives of Kalasin Municipality convened and brainstormed the idea of developing Kalasin city into a city to study because Kalasin is a historic city. There are local customs and wisdom. There is social capital and a well-being society. In the last fiscal year, projects related to learning centers for all ages driven, Volleyball Excellence Development School, Continuation of Boonsamha Tradition Kalasin Art Gallery, Youth Creative Space, Quality Enhancement of Municipal School Education, Sports Science Center, Kalasin Studies Museum, and Online Learning Center all policies are not implemented. Without cooperation from all sectors, therefore, driving the city of learning is an essential strategy at Kalasin Municipality. The researchers want to push it to be a “city to study” under UNESCO’s global network of learning cities (The UNESCO global network of learning cities-GNLC).

Driving a learning city that focuses on in-depth education and understanding the situation of “cities versus their role and potential in driving the city of learning” policy. The research question is, what role and potential do the mechanisms at the city level play today and how do they guide to drive local cities into learning cities, to study the situation of readiness to drive towards local learning cities. Analyze the roles and potential of agencies driving the city of learning based on general and space contexts. It was further developing the potential to drive the city of learning and develop proposals to drive the city of learning by connecting with stakeholders in the public, local, private sector, civil society, and communities in the study area or interested in the issues of driving the city of learning. Through the participation, the process to discuss how to drive the city of learning in full swing. In addition to the process of raising awareness, seeing development as holistic, and creating co-ownership. Suppose it continues to develop the capacity of human resources in the area. In that case, it helps to increase the potential to drive the city of learning, respond to further changes to the creation of the foundation economy and the community economy, and reduce inequality among local people.

The factors affecting building a learning city in Thailand are typical based on expedient surveys and causal relationship analysis. The sample group used here were citizens who joined the course of Kalasin learning city. The participants are all of the generations. However, most of them are informal employees; only 50% have a high school degree. Found that senior citizens should be supported to participate in every platform of learning in the city to strengthen the community. Therefore, the research questions are: i) What factors have affected Kalasin learning city’s development?; ii) Is an objective to analyze the UNESCO’s factors affecting the building of Kalasin learning city?

2. LITERATURE REVIEW

2.1. Concept of a learning city

The world’s population is growing more rapidly than ever before. More than half of the world’s population lives in cities, which expect to increase by 60% by 2030 [6]. However, many municipalities are beginning to see the implementation of lifelong learning strategies as an essential factor in solving problems for sustainable urban development. UNESCO has established a global network of UNESCO learning cities [7]. Learning and learning processes are constantly changing in terms of learning materials, methods, tools, and institutional models, according to changes in the economy [8]. The learning paradigm shifts from learning in the education system to lifelong learning and open learning confined to the education system [9]. Longworth [10] Refers to the city of learning to be a city with plans and policies for promoting and developing sustainable human potential through the cooperation of various organizations. The city of learning is not a place where people live or work but also a place where people experience culture and

education. UNESCO defines cities for education to become a social learning space for people and establish a network to help local governments develop concrete strategies to promote lifelong learning. Furthermore, promote people's educational equality [11].

Learning by working in a big city Accumulating more valuable experiences the additional value of the experience in large cities still exists in the drive. Learning by working in big cities [12]. The implications for adult education and theory include avoiding using the city of learning label as a marketing tool rather than a social process of engagement and negotiation. In the continuous development of the learning community strategy, identify key events that lead to continued progress toward a sustainable learning community [13]. While some studies have found that the learning environment may see as an ecosystem that includes teachers, learners, teaching materials, evaluations, technologies, and interactions between these elements. it argued that the learning environment might see as an ecosystem that includes teachers, learners, teaching materials, evaluations, technology, and an interaction between these elements. The research states that "the learning environment refers to the social, psychological and teaching context in which learning takes place and affects the success and attitude of the student [14], [15]. They all emphasize the interaction between the learner and their environment. At present, there is no agreement on the meaning of the learning environment. Initially, people focused on defining a static view of the physical environment [16].

Yang [17] stated some considerations of developing countries and UNESCO use the city of learning ideology as a strategy to promote lifelong learning. Milana *et al.* [18] explained that areas of education provision of neglected communities and adults or the potential for formal, informal, and informal learning. Online learning in schools, colleges, and universities has become a prominent issue [19]. Research on the city of learning is as diverse as the city, highlighting different aspects depending on the positional view of the field of interest of the researcher and the intended audience since cities can find in all regions of the world except North America [20]. Civil society communities, businesses, higher. education and local governments confirm that creating participation in the center of the city of learning provides a framework for structuring lifelong learning or learning, change, and development models, and cooperation for social and economic development [21], [22]. Question the extent of active engagement with other actors in policy network parties [23]. A mixed survey analyzing secondary statistical data of 68 cities found that views of lifelong learning, lifelong learning, and social learning, the learning environment have extended from schools to more expansive areas and even to anvil cities. Schools, families, communities, workplaces, and museums are familiar learning environments in smart cities. There are significant differences in the level of development of general learning environments in smart cities such as schools, families, communities, and workplaces [24].

Campbell's [25], theorizing city-to-city learning seminal work on city-to-city learning has begun to fill this void and insights. It revolutionized contemporary thinking on city learning and policy transfer by introducing the concept of learning typologies [26], [27]. Notice that previously, policy literature on learning focused on what individuals and political roles were, which is how they learned rather than how they learned from each other. Therefore, while city-to-city cooperation is regarded as an effective mechanism for municipal capacity building and policy transfer, little is known about how knowledge and competency transfer occur and the actual learning practices that relevant practitioners experience [28], [29].

The worldwide number of city areas is above 52%. Many governments and organizations offer smart cities and learning cities initiatives to promote and take action to increase the efficiency of public services to citizens [30]. Many kinds of data are transmitted in a virtual environment [31]. For example, aligning the needs of citizens with development allows smart cities to use new communications knowledge and techniques, such as communication networks, to track and transfer data to utility centers to implement complex rules for smart cities [32]. While the study of Environmental literacy is an attitude and behavior that must have in protecting the environment. Therefore, it is necessary to carry out a plan and action to empower environmental literacy through education [33].

A study showed that stakeholders see urban-to-city learning as essential for building a better urban learning ecosystem [34]. They show that the success or failure of these exchanges depends on the relevant urban stakeholders and each city's political, social, and environmental context. The world cities report [35] mentioned while "inter-municipal cooperation is an essential aspect of sustainable urban development," the interesting point is that effective multi-level governance is missing. As a result, implementing urbanization of learning and intercity learning cannot develop into an urban learning ecosystem. The authors attribute to a lack of proper institutional frameworks and urban laws when looking at literature on urban-to-city learning, especially regarding urban learning ecosystems, and additional complications arise. In contrast, there are many studies on exchanging knowledge on topics such as urban planning [36] and climate resilience [37]. A thorough search of literature about the exchange of knowledge about the urban learning ecosystem resulted in only a handful of documents [38]. The learning city refers to a city where resources have effectively used all sectors to support learning for all citizens and at all levels. Innovation and technology use encourage learning. It has quality learning and promotes a culture of learning throughout life. There are six key attributes: i) Promoting learning from primary to higher education; ii) Promoting family and community

learning; iii) Promoting effective learning in the workplace; iv) promoting the use of modern technology; v) Promoting quality and excellence in learning; and vi) Strong support for a lifelong learning culture. If a precise cooperation mechanism is developed and complemented by the principle of learning, it can lead to the further effective urbanization of learning in Kalasin Municipality.

3. RESEARCH METHOD

This research contains two parts: quantitative and qualitative. In quantitative terms, we used a questionnaire created according to UNESCO criteria to analyze the factors that help the Kalasin Municipality area be a learning city. The questions divide into six areas according to the principles of the UNESCO [3]: inclusive learning in the education system; revitalized learning in families and communities; effective learning for and in the workplace; extended use of modern learning technologies; enhanced quality in learning; and vibrant culture of learning throughout life. The participants consisted of 500 people, use cluster sampling as sampling from the 32,464 populations divided into 4 age ranges: Gen Z (15–22 years), Gen Y (23–38 years), Gen X (39–55 years), and Gen B (55–80 years). The proportion of each age range is 2% of each age group. A total of 500 samples covered all ages and three experts evaluated the questionnaire [39]. The questionnaire reliable with 0.74 average score.

In the questionnaire analysis, we used the methodology of multiple regression analysis. In the first step, the Pearson correlation statistic used to study the correlation between a single dependent variable and two or more independent variables associated with the dependent variable. Thus, multiple regression analysis provides an equation that predicts the dependent variable from two or more independent variables.

In qualitative data analysis, 10 citizens selected by a specific random method. These people have lived in the Kalasin Municipality area and listed in the Kalasin learning city development program. They were asked to answer two questions: i) How is developing people in citizenship and ii) In your opinion, what factors affect building Kalasin learning city? The two questions were reviewed and a reliability test revealed an acceptance of the questions. The researcher analyzed by splitting the data derived from the interview into information units called ‘theme’ and ‘rhyme’. Theme refers to the central message of information, and ‘rhyme’ refers to the subordinate clause that expands the meaning of the theme. The data were then analyzed with a thematic analysis approach to categorize the meaning of the analyzed data of theme and rhyme [4].

4. RESULTS AND DISCUSSION

Research on the development of the learning city prototype is based on a spatial cooperation mechanism system to develop the local economy. In the case of Kalasin Municipality, the researchers tested content validity to provide all the research tools covering the required data for a defined research objective. The researchers created a test to be taken by qualified people who specialize in the city of learning and in building partnerships. Then conducted content validity of each question to see if they met their aims, aligned with the research, and revised the recommendations to be improved to carry out reliability (try out). After that, it is analyzed for item analysis by the internal consistency method, which uses Pearson’s product-moment correlation coefficient formula and finds total certainty using the method of alpha coefficient analysis. The majority of the respondent is 62.0% female and 38.0% male as presented in Table 1.

Table 1. Percentage of people in Kalasin Municipality classified by gender (SD=0.4)

Gender	Percentage
Male	38.0
Female	62.0
Total	100.0 (500)

More than 32.0% of the people of Kalasin Municipality are engaged in trading, second only to general employment; 29.2% farmers, 14.6% unemployed, 9.2% others (school age), 7.8% private company employees, 6.0% and public service government employees, State-owned employees 1.2% (respectively). It shows that the people of Kalasin Municipality have many occupations. However, the general trading and employment professions are many occupations. Therefore, driving the city of civic consciousness learning (satiated) should have activities that meet the needs of the trading professions and general hire groups as pilot groups to drive activities to other professions in the Kalasin Municipality in Table 2.

Table 2. Percentage of people in Kalasin Municipality classified by occupation (SD=1.7)

Occupation	Percentage
Farmers	14.6
General hire/Workers	29.2
Seller	32.0
Private employees/Companies	6.0
Government service/Government employees/State enterprise employees	1.2
Unemployed	9.2
Others (school age)	7.8
Total	100.0 (500)

More than 35.8% of Kalasin Municipality residents the income is less than 5,000 baht, second only to 5,000-10,000-baht, 32.8%, and the least is 30,001 baht or more. 0.4% show that the people of Kalasin Municipality have low incomes. Therefore, the city of civic consciousness learning (satiated) should have activities that respond to the needs of low-income groups in response to driving the city of learning in Kalasin Municipality in Table 3.

More than 35.4% of the people in Kalasin Municipality There was 23.8% of primary education, second only to middle school, and the least was continuing education, 3.0% showed that people in Kalasin Municipality only had primary and middle school education. Therefore, the city of civic consciousness learning (satiated) should have activities that respond to the needs of low-income groups in response to driving the city of learning in Kalasin Municipality in Table 4.

Table 3. Percentage of people in Kalasin Municipality classified by income (SD=1.1)

Income	Percentage
Less than 5,000 THB	35.8
5,000-10,000 THB	32.8
10,001-15,000 THB	18.4
15,001-20,000 THB	8.4
20,0001-25,000 THB	3.6
25,001-30,000 THB	0.6
30,001 Baht or more	0.4
combine	100.0 (500)

Table 4. Percentage of people in Kalasin Municipality classified by education level (SD=1.4)

Education	Percentage
Never been to school	6.0
Studying	3.0
Elementary school	35.4
Middle school	23.8
High school	17.8
Diploma	10.4
Bachelor's degree	8.4
Postgraduate	6.0
combine	100.0 (500)

More than 55.4% of the people of Kalasin Municipality are Gen Baby Boomer, second only to Gen X 25.2%, Gen Y 15.2%, and Gen Z 4.2% (respectively). Therefore, it shows that the people of Kalasin Municipality have many ages. However, Gen Baby, Boomer is a given group, so driving the city of civic consciousness learning (satiated) should have activities that cater to people of Gen Z and Gen Y ages to promote urban mobility activities of civic consciousness learning (satiated) in Table 5.

Table 5. Percentage of people in Kalasin Municipality classify by age range (SD=16.2)

GEN	Percentage
Gen Z (15-22 Year)	4.2
Gen Y (23-38 Year)	15.2
Gen X (39-55 Year)	25.2
Gen B (55-80 Year)	55.4
Total	100.0 (528)

Age Mean=50.2 Years; Age Md.=54 Years;
Age Min=15 Years; Age Max=79 Years

Table 6 shows the analysis of factors affecting the issues driving the city of learning when using factors, including: i) Citizenship, individual level; ii) Citizenship (Individual relationship level); iii) Citizenship of civil society (group level); iv) Citizenship (International). When considering factors, citizenship (internationally) has a positive impact on the issues of driving the city of learning, statistically significant at .05, and civilization (group level). However, it has a statistically significant negative impact on the issue of driving the city of learning at .05. Therefore, the promotion of citizenship of citizens must be promoted (group level).

Table 6. The considering factors of citizenship

Citizenship factor	Regression coefficient		t	p-value
	b	β		
L. Constant	1.366		8.390	.000
Citizen-subjectivity	.074	0.114	1.629	.104
Citizen-intersubjectivity	-0.030	-0.042	-4.92	.623
Citizen-sub politics	-0.130	-0.126	-1.989	.047
Citizen-globality	0.221	0.266	4.117	.000

Table 7 shows the analysis of factors affecting the issues driving the city of learning when using factors, including i) Promoting learning from primary to higher education; ii) Promoting family and community learning; iii) Facilitating effective learning; iv) Promoting the use of modern learning technology; v) Promoting quality and excellence in learning; vi) Strong support for lifelong learning culture. When considering factors, it was found to promote learning from primary to higher education. Facilitating effective learning Promoting the use of modern learning technologies Promoting quality and excellence in learning; Strong support for a lifelong learning culture affects the issues that drive the city of learning. Statistically significant at .05, so if it must increase the potential to drive the city of learning, it is essential to be able to do that. The promotion of learning from primary to higher education must be promoted. It facilitates effective learning, Promotes the use of modern learning technologies, promotes quality and excellence in learning Strong support for a lifelong learning culture.

Table 8 shows the analysis of factors affecting citizenship (group level) when using factors, including: i) Promoting learning from primary to higher education; ii) Promoting family and community learning; iii) Facilitating effective learning; iv) Promoting modern learning technology; v) Promoting quality and excellence in learning; vi) Supporting a lifelong learning culture. When considering factors, it was found that 'to promote learning from primary to higher education', 'Strong support for a lifelong learning culture' have a statistically significant positive impact on citizenship (group level) at .05, so the factors that need to promote promotion to improve citizenship (group level) are 'promotion of learning from primary to higher education' and 'strong support for a lifelong learning culture'. Figure 1 mention about the logical framework of this research.

Table 7. Analysis of factors affecting the issues driving the city of learning

Learning city factor	Regression coefficient		t	p-value
	b	β		
Constant	.192		3.116	.002
Inclusive learning in the education system	.251	.271	5.934	.000
Revitalized learning in families and communities	-.035	-.035	-.640	.522
Effective learning for and in the workplace	.146	.138	2.711	.007
Extended use of modern learning technologies	.115	.115	2.169	.031
Enhanced quality in learning	.180	.175	3.310	.001
The vibrant culture of learning throughout life	.221	.216	4.029	.000

Table 8. Analysis of factors affecting citizenship (group level)

Learning city factor	Regression coefficient		t	p-value
	b	β		
Constant	3.352		37.653	.000
Inclusive learning in the education system	.272	.302	4.441	.000
Revitalized learning in families and communities	-.206	-.213	-2.587	.010
Effective learning for and in the workplace	.125	.122	1.605	.109
Extended use of modern learning technologies	-.057	-.059	-.745	.457
Enhanced quality in learning	-.201	-.201	-2.550	.011
A vibrant culture of learning throughout life	.221	.160	2.001	.046

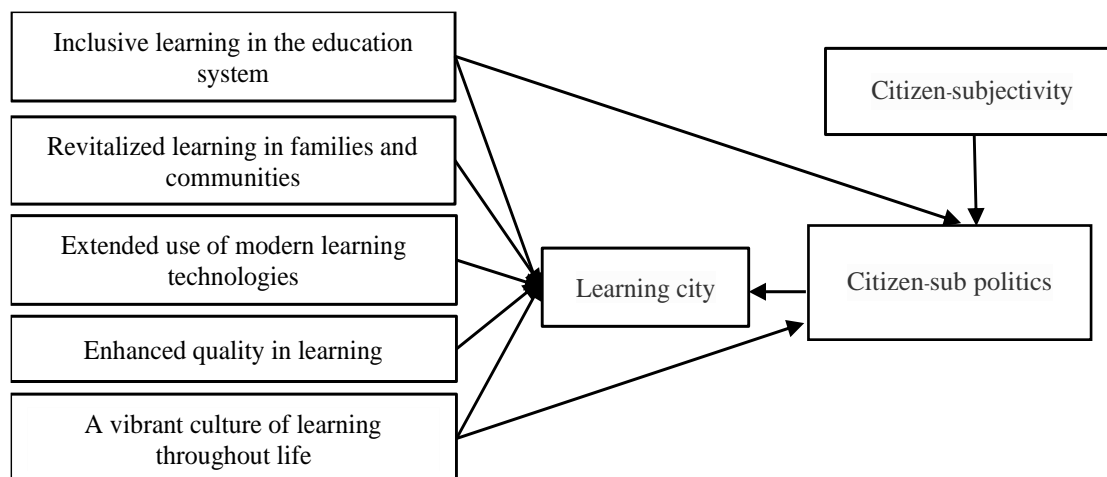


Figure 1. A model of empowerment to drive the city of learning

4.1. Interview result

The activities of Kalasin Municipality focus on communication to build understanding. Awareness of activities and actions to focus on engagement in Kalasin Municipality is published. We are raising awareness and public relations by effective communication of information through a variety of channels. The citizens of Kalasin Municipality are fully informed of the publicity of information through media from Kalasin Municipality via Facebook Website, Line, publication journal. In addition, the people in the Municipality were more aware of information through media suitable for social conditions, such as using Facebook, Line, and online media more easily and quickly.

The creation of pride as a citizen of Kalasin Municipality also creates pride by contesting local management awards in areas such as the Golden King Prajadhipok Award the category for transparency and promoting public participation. From King Prajadhipok's Institute Award for Best Solid Waste Management under The Beautiful, Clear, Pollution-Free City Project from the Department of Pollution Control Well-managed local government awards environmental quality preservation King Prajadhipok's Award for networking, public, private, and civil society. The award is a model area for environmental management. The model social welfare organization award is for solid waste and hazardous waste management from the Department of Pollution Control from the Ministry of Social Development and Human Security Honor of the Prototype Local Government Organization for Anti-Corruption.

As a result of the fact that the Municipality of Kalasin has managed under sound governance principles, the sectors have become involved in local development with the same goal of the well-being of local people under the vision of Kalasin being a livable city. "A good governance partner" is an organization of morality and ethics and a model local government organization for preventing corruption. This positive impact makes Kalasin Municipality generally accepted in local development according to the democratic style of monarchy. Under the framework of the law, regulations in the implementation of the relevant work. As a 79-year-old organization, it has an institution worthy of local government as a solid foundation in the democratic politics that is a problem today in Thailand where the state should encourage local government to be strong and managed by following sound governance principles for the benefit of the people as a whole.

According to the study on civic development of people in Kalasin Municipality, there were three civic patterns: i) Emphasis on cultural trajectories; ii) Emphasis on community; and iii) Emphasis on freedom and modern progress in the community. Developing citizenship is to be strengthened by creating each form of integration because each model is related. Inseparable. The recommendation in this study is that national policymakers should consider the cultural trajectory of each locality, starting with providing the importance of people and communities, with an emphasis on freedom, and modernization in the community, as a priority. To increase the level of public knowledge in approaching local and national citizenship, local leaders should consider the people's participation [40]. At the individual level, at the social level, networking level, and internationally, to contribute to the promotion of sustainable citizenship of citizens [41]. Past operations of Kalasin Municipality, activities focused on culturally based development in the base for learning. Therefore, it is an issue that must continuously develop under the importance of the cultural way, a citizen found in the Municipality of Kalasin and Isaan culture. Lifting the local curriculum and learning the civic space chapter will strengthen the local area and be developable.

5. CONCLUSION

The critical factor affecting the building of Kalasin's learning city is "promoting learning from basic to higher education." However, other UNESCO factors affecting the building of a learning city, directly and indirectly, affect the 'learning' factor. Building a learning city requires combining all six factors; some factors have a significant influence, and others have a minor impact. It has a statistically significant positive impact on citizenship (group level) at .05, so the factors that should be promoted to improve citizenship (group level) are the promotion of learning from primary to higher education, as well as strong support for a culture of lifelong learning. The realization of a society of lifelong learning in the future depends on how regional communities form as residents enjoy independent learning in their lives, which depends on the region. Therefore, it is necessary to prepare a lifelong learning environment for the development of local society during this localization period and to improve residents' quality of life. Many local independent organizations should be able to strengthen local government structures on civic education as a result of the political action of lifelong learning. In addition, lifelong learning city residents play an essential role in the voluntary creation of local learning communities—group education under local government support. That states the implications of the findings and identifies possible new research fields as developing online participation processes under COVID-19 pandemic to align with the online learning model, which is also a modern learning model.

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