An overview of public service delivery as a learning cities in the local government sector

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Abstract

This paper will analyze the concept of Public Service Delivery as a Learning Cities in the Local Government Sector. The research has got great potential for Public Service Delivery as a Learning Cities based on the examples of Well-managed local government awards Thailand continuously awarded. The design adopted in the research used quantitative and qualitative methods to identify the most common factors contributing to Public Service Delivery in Learning Cities' backgrounds. The results showed that overall public service arrangements for local authorities for the fiscal year 2022 were good, accounting for 81.92 % ($\bar{X}$ =4.10, S.D.= 1. 08) . The main points are the development of educational management, the development of learner potential, and the promotion of customs. Traditions, arts, culture, local wisdom, and tourism are at a reasonable level, and public services to promote the city of learning are connected to each issue of public service arrangements. The city of learning policy is managed through the development of policy networks through public learning activities that Knowledge Management and Urban Learning Manager However, analysis to find out. Gap Analysis found that the key gaps needed to be developed: demand side policy and Supply Side of policy Actor is Still very inconsistent. This issue is local; it needs to be more developed.

Keywords: Public Service Delivery; Learning; Learning City; Local Government

1. Introduction

1.1. Introduce the problem

Organizing public services to promote learning and urban development through collaborative public administration concepts. (Emerson, 2019) Local Government Kalasin Municipality is a prominent local government organization. Awarded a well-managed

local government, Thailand has consistently been awarded for good governance. Participation, management, and innovation are considered interesting for local governments in terms of public service arrangements. Key Features of Learning Cities There are three main elements. Here are: People have the power to make decisions and social integration. Economic development and cultural prosperity, as well as sustainable development. Kalasin Municipality is a city ready to drive in the public sector. With it, the foundation is laid. Sustainable Development Goals Specifically, Goal 4 focuses on managing education in a comprehensive, equitable, and quality manner and promoting lifelong learning opportunities for all. (UIL,2013) As well as Goal 11, which supports each other towards sustainability. The purpose of building a city of learning UNESCO, Institute for Lifelong Learning (2020) It also provides public services covering six key attributes that will lead to the city of learning: enhancing learning, from basic to higher education, promoting family and community learning. Facilitating effective learning in the workplace Promoting the use of cutting-edge learning technologies Promoting quality and excellence in learning and supporting a strong lifelong learning culture

Kalasin City Has a comprehensive drive through the project. Developing learning centers for all ages Volleyball Excellence Development School, Continuation of Boonsamha Tradition Kalasin Art Gallery Youth creative spaces, improving the quality of education, municipal schools, sports science centers, Kalasin Studies Museums, and online learning centers, but the effectiveness of existing mechanisms in the area has not been strengthened. It can be a mechanism to drive cooperation. If there is a clear mechanism and a concrete collaborative work strategy, it can do the projects in progress. Kalasin Municipality can be brought into certification from the UNESCO Global Network of Learning Cities. The executives' commitment to the policy of developing Kalasin into Udomsuk city intends to drive the strategy. "City to study" has a policy of continuous mobility with leaders who continue to manage and have been awarded participatory management awards. Awards for transparency and good governance from external agencies such as the Office of the Prime Minister and King Prajadhipok's Institute continuously show that the municipality's potential and readiness are ready in accordance with the urban development framework of learning.

From the issue of spatial phenomena to the provision of public services to link Kalasin to the city of learning, it will be information that will be a proposal to drive research for development. Different sectors' local collaborative governance mechanisms and strategies drive local public learning activities. It is also primarily tied to the government. Other sectors have yet to play a role in the development of clear urban areas of learning. They are managing the collaborative network to become a city of learning to ensure continuity and sustainability. There is no transparent administrative model for implementing municipal policies, lacking a common decision-making process. Recommendations to improve the policy process; as a result, compliance with existing

policies is a stringent process that does not conform to phenomena that occur in functional areas. So the researchers have taken lessons from case studies to show that gaps in action can allow other local governments at home and abroad in the same context to know the issues of further development.

1.2. Literature Review

New Public Service (NPS) and New Public Governance (NPG)Focus on public service practices for greater engagement But in practice. Despite the vast discourse, the contribution remains a chimera, given the edge of producing the best public services. (Strokosch & Osborne, 2020b). Participation in the policy-making process is an issue of democracy and democratization of the public policy process. (Michels & de Graf, 2010). Through the latest government studies, open in the digital age. (Wirz et al., 2019). Participation in the provision of public services is an internal element that forms the basis for producing public services and services. (Osborne, 2021) Moreover, it can increase efficiency in the delivery of public services through collaborative design and co-production. (Bason, 2017; Bason & Austin, 2021; Haustein & Lorsen, 2021; Trischler & Westwood-Trischler, 2021)Therefore, the provision of public services creates value in production. It is a function of participation in public service on all issues of public service arrangements. (Osborne, Nasi, et al., 2021). However, the process of participation may not be persuasive. (Grönroos, 2019). It must deal with endemic power imbalances. (Farr, 2018) Therefore, the focus is on the efficiency of public service arrangements. Therefore, local-specific techniques and strategies are important issues to improve the efficiency of public services. (Nabatchi, 2018).

A value-creating approach to participation needs to address three significant challenges. Firstly, creating natural and external value indicates the skills and ability of public service personnel to understand and facilitate the Public. Policy positioning and participation patterns complement the outcomes of public services. (Eriksson, 2019) Secondly, the approach to creating value in participation does not negate the challenge of enabling the external participation process of public services, as outlined above. Enabling external engagement patterns depends on greater cultural and strategic direction changes. (Osborne et al., 2020). Third, the approach creates value for participation privileges at the public service ecosystem level, rather than focusing solely on the individual civic service users. Dynamic interactions, policy manifestations, and processes within such ecosystems are central both to the effective governance of participation in public services and to the contribution to the creation, rather than the destruction of individual and social values. (Osborne, Powell, et al., 2021)Therefore, (Christopher G. Reddick, Michael Turner,2012), the values that citizens place in public service are also a prophecy of the people. If the public believes(Tolbert and Mossberger, 2006, Welch et al., 2004, West, 2004). That their public services provide them with good quality services,

this should influence participation. (Carter and Belanger, 2005, Morgeson et al., 2010, Parent et al., 2005)

1.3 Leaning City Framework

The population of the world is growing more rapidly than before. Cities are home to more than half of the planet's population, which is predicted to grow by 60% by 2030. Cities also play a role in and have an influence on the development of local, national, and international affairs. Municipalities now face problems with social cohesion as a result of this expansion. Unesco (UNESCO,1972) Sustainability and the Economy However, a growing number of municipalities were beginning to see all the importance of using lifelong learning techniques to address issues with sustainable urban development. A global system of UNESCO learning centers has been formed by UNESCO. (The UNESCO Global Network of Learning Cities - GNLC) This network will assist in attaining the performance of the 2030 Agenda For Sustainable development (U.I.L.,2014)

All 17 of the sustainable development goals will be supported in their execution by this network. Goal 4 is especially responsible to manage education in a thorough, egalitarian, and high quality manner and creating possibilities for lifelong learning for everyone. by offering local governments with practical solutions for creating a learning town. In addition, Goal 11 strives to create towns and cities where people can coexist safely and help one another achieve sustainability. Why a city of learning is being built (Teeranon.P at, al,2021)Planning, engagement, accessibility, monitoring and evaluation, celebration, and funding are the six aspects that affect the mobility of learning cities, and UNESCO has urged its member states to design their cities as learning cities. It focuses on empowering citizens to develop new information, skills, and attitudes in a variety of circumstances to help them cope with the world's rapid change. (UNESCO,2020 ; UIL,2015)

The pediments, columns, and foundation steps of the UNESCO emblem match the framework of the Key Features of Learning Cities. The Pediment's three areas of focus, which are broadly described as (1) Individual empowerment and social cohesion; (2) Economic development and cultural prosperity; and (3) Sustainable development, reflect the broader advantages of creating a modern learning city. The Columns' six areas of focus are inclusive learning in the educational system, revitalized learning in families and communities, effective learning for and in the workplace, extended use of contemporary learning technologies, improved quality in learning, and vibrant culture of lifelong learning, reflect the critical pillars of a learning city.

The three areas of concentration in the Foundational Steps, which are: (1) Strong political will and commitment; (2) Governance and engagement of all stakeholders; and

(3) Mobilization and usage of resources, illustrate the fundamental requirements for developing a learning city. The Key Features of Learning Cities include a total of 42 features. The remainder of the attributes are quantitative, and the respective city authorities can provide appropriate statistics. When that comes to qualitative characteristics, some can be assessed through the findings of a survey put out by impartial professional organizations. In contrast, others can be assessed through a professional evaluation of clearly due by the relevant local authorities. Making distinctions between cities is not the objective.

How to use the necessary parts of learning about cities

The Key Features can act as a comprehensive checklist of action points to assist municipal governments and other stakeholders of cities in their attempt to develop learning cities that promote lifelong learning for all. The Key Features had been formally endorsed by mayors and city education executives of learning cities as well as specialists participating in the International Conference on Learning Cities. The national authorities of the Member States can choose recommended cities to join the network using Key Features. Still, since members of a global network of learning cities must be guided by the UNESCO Member States. (UNESCO,2015)

In short, public services are organized to promote the city of learning. Analysis of institutions and actors Institutional and stakeholder map paves the way for more integrated and inclusive strategies while identifying relevant local actors. (GESAMP,2001). A crucial component of any new strategic planning project is institutional analysis. Any system or planning to promote sustainable development will be significantly affected by the nature and functioning of institutions, both by how they make choices. Therefore, it is essential to evaluate the characteristics of the modern institutions and, if necessary, establish new institutions or frameworks for institutional founders and decision-making jointly. Institutional analysis is like stakeholder analysis; however, stakeholder analysis emphasizes individual motivation and/or group interests more. All parties with just an interest in the issues under discussion are considered stakeholders. Some are active and impact the system, while others are passive and are affected by it. By identifying significant actors or stakeholders and evaluating their best interest and ability to affect change in the system, a stakeholder's analysis is a method for understanding systems and their differences. The governance and management of urban settings are complex due to the involvement of numerous levels of government, a broad variety of functional sectors, and multiple stakeholder groups.

2.   Method

The design adopted in the research used quantitative and qualitative methods to identify the most common factors contributing to Public Service Delivery as a Learning Cities background. Quantitative Research Methodology The research has great potential for Public Service Delivery as a Learning Cities based on the examples of Well-managed local government awards. Thailand's ongoing award is Kalasin Municipality. Thailand The data was collected from a sample of 1,062 people from hierarchical randomization covering 38 communities in Kalasin municipality. Thailand Analyze data using averages and standard deviations. Qualitative research methodology is aimed at studying phenomena or situations. (Schweitzer, 2022). The research uses a case study method to collect and analyze data. (Schweitzer, 2022; Nguyen, Lasa, & Iriarte, 2022). This study analyzes the strategies of Public Service Delivery as a Learning Cities. Conclusions based on empirical observations and SWOT analysis. Twelve people in each district Take an unstructured interview with open-ended questions, conducted from June to December 2021. In addition, to in-depth interviews with the school principal, interviewers use open-ended questions as a discussion guide to examine an in-depth understanding of the topic. Interview transcripts are processed using Atlas.ti as qualitative data analysis.

3.   Results

An Overview of Public Service Delivery as a Learning Cities in the Local Government Sector It has driven six affiliated schools and is affiliated with the municipality. However, 24 schools in the municipality area operate a school council characterized by a *mission that must be carried out according to the plan.* The operating budget is allocated continuously in full in various strategies. In addition, there is an operational support program covering missions that have been transferred to power. It was also found that Kalasin Municipality has budgeted to implement development projects. By adopting a global development framework to achieve social development jointly. By 2030, the Sustainable Development Goals (SDGs) are set to guide them.   The 4th goal ensures that everyone has a comprehensive and equitable quality education and supports lifelong learning opportunities as a framework for assessing development needs and learning in defining projects and budget allocation. Includes assessing the operational satisfaction of Kalasin Municipality. Meanwhile, 22 non-municipal schools are collaborative in a manner. *Situational cooperation* participated in the letter of cooperation and meeting to find ways to work together.

From the collection of prima information about the provision of public services, For the fiscal year 2022, people at Kalasin Municipality, 1062 people responded to the survey in evaluating operations related to the development of the city of learning. as follows.

	($\bar{X}$)	(S.D.)	Percent	Meaning
1. Development of Educational Management	4.17	1.01	83.31	good
2. Student Development	4.14	0.98	82.79	good
3. Promoting traditions Traditions, arts, and culture, local wisdom, and tourism	4.24	0.92	84.79	good
4. To ensure the stability of people's lives in the community (relief, care for the elderly, the disadvantaged.(DRUGS)	4.08	1.02	81.63	good
5. Sports & Recreation (Stadiums, Sports Grounds, Health Creative Spaces) (SPORTING EVENTS)	4.09	1.04	81.85	good
6. Strengthening public sector networks, Private and Public (Development Cooperation with Network Parties)	4.09	1.05	81.90	good
7. Safety in people's lives and property (crime/ disaster/ traffic prevention, relief, relief)	4.03	1.07	80.60	good
8. Information Public Relations (Publishing, Raising Awareness)	4.03	1.08	80.70	good
9. Sanitation Food Safety (Establishment/School/Market/Food Quality Inspection)	4.07	1.26	81.33	good
10. HealthCare System Development (Disease control, prevention, regeneration, promotion) People & Animals	4.16	1.00	83.29	good
11. Ecological and Environmental Balance (waste, wastewater, pollution, order of the city)	4.07	1.42	81.32	good
12. Development of public spaces to connect the tourism sector (parks, park events)	4.09	1.05	81.87	good
13. Development and improvement of essential utilities (road construction, sewerage, expansion of electrical zones, traffic, sidewalks, electricity, lighting)	4.05	1.07	81.06	good

	$(\bar{X})$	(S.D.)	Percent	Meaning
14. Developing communities to be strong and self-reliant (Career Promotion, Increased revenue, Leadership, Participation	4.07	1.09	81.49	good
15. Taxation (Thorough, fair, transparent, verifiable)	4.04	1.08	80.85	good
Total Average	**4.10**	**1.08**	**81.92**	good

Overall, the public service arrangements of local governments for the fiscal year 2022 were good, representing a percentage. **81.92** (X=4.10, S.D.= 1.08) When considering individually,

The development of educational management is at a good level, which is a percentage. 83.31 (X= 4.17, S.D.= 1.01) In terms of potential student development, good level, in percentage. 82.79 (X= 4.14, S.D.= 0.98) Good level in promoting traditions. Traditions, arts, and culture, local wisdom, and tourism are at a good level, accounting for a percentage. **84.79** ($\bar{X}$= 4.24, S.D.= 0.92) In terms of ensuring stability in the lives of people in the community, at a good level, in percentage. 81.63 (X= 4.08, S.D.= 1.02) Good level in sports and recreation, as a percentage. **81.85** (4.09, S.D.= 1.04) Good level in strengthening public sector networks Private, and public sectors are at a good level, accounting for a percentage. 81.90 (X= 4.09, S.D.= 1.05) In terms of ensuring safety in people's lives and property, it is at a good percentage. 80.60 (X= 4.03, S.D.= 1.07) Good level in information public relations, good level, percentage. 80.70 (X= 4.03, S.D.= 1.08) Good level in sanitation. Food safety is good; it is a percentage point. 81.33 (X= 4.07, S.D.= 1.26) Good level in the development of human and animal health services at a good level, as a percentage. 83.29 (X= 4.16, S.D.= 1.00) Good ecological and environmental balance, good level, percentage. 81.32 (X= 4.07, S.D.= 1.42) In terms of developing public spaces to connect the tourism sector at a good level, as a percentage. 81.87 (X= 4.09, S.D.= 1.05) Good level in the development and improvement of basic utilities, good level, in percentage. **81.06** (X= **4.05**, S.D.= 1.07) Good level in developing communities to be strong, self-reliant, at a good percentage. **81.49** (X= **4.07**, S.D.= 1.09) It is good, and taxation is a percentage. 80.85 (X= 4.04, S.D.= 1.08) At a good level.
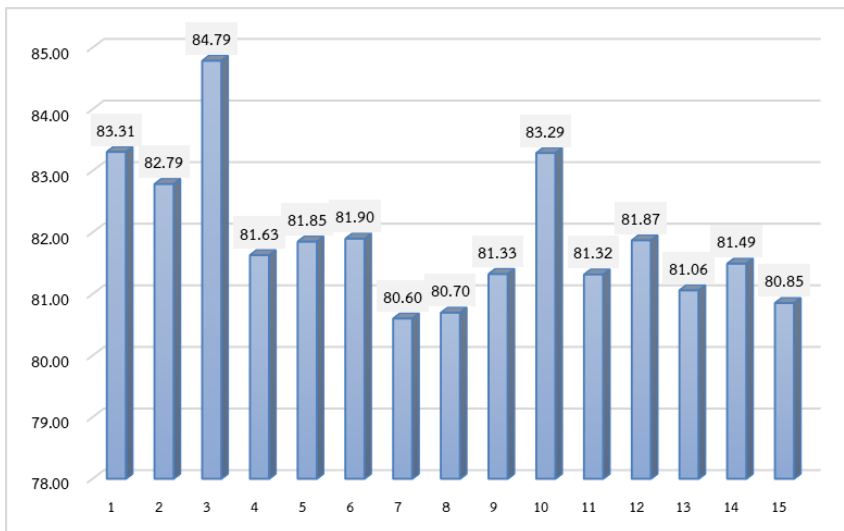
Diagram showing public service arrangements of local governments for the fiscal year 2022, Numbers 1-15 sorted by a table.

It can be analyzed that the municipality of Kalasin recognizes the importance of improving the management of education by providing educational institutions under the Municipality of Kalasin that provide complete, equal, quality, and standardized education. Do not discriminate against certain groups of students, such as having a child development center, providing instruction from kindergarten to high school, as well as focusing on development Teachers and educational personnel are knowledgeable and creative in improving teaching and learning to be of high quality, able to provide teaching according to the needs of the learner and local quality. Schools affiliated with Kalasin Municipality Learning resources such as libraries, stadiums, sports, school buildings, or educational materials have been developed in a high and standardized manner. Schools affiliated with Kalasin Municipality can ensure that all boys and girls have access to the development, care, and management of pre-primary education for early childhood children with quality under the development framework of the Sustainable Development Goals. To make those children available for primary education.

The schools affiliated with Kalasin Municipality have developed and spent on education budgets. Such as foreign teachers and hiring teachers to help them provide education worth the budget. Such as organizing classes for students from kindergarten to graduating from primary education and schools affiliated with Kalasin Municipality. It stands out in areas such as academics, sports, and recreation, morality, ethics, self-health protection in hygiene. Building basic professional skills for children and young people shows that promoting learning from primary to higher education is ongoing and can

result in performance that has attracted the attention of different sectors. First, however, acceptance of the reputation of the school. There has already been one provincial acceptance : 3 municipal schools in the English program at the early childhood and primary level. We also need to develop more suitable and acceptable courses.

Results from qualitative data collection through analysis Supply Side to develop a way to connect all dimensions with becoming a city of learning, engaging as citizens. Through public learning activities suitable for the ages, the network of the City of Learning Steering Committee analyzes the balance between learning needs; knowing learning activity patterns suitable for all ages is an activity that research projects use as an essential mechanism for jointly finding solutions to common problems. This is because, after the analysis, Gap Analysis used swot analysis techniques to analyze gap analysis to analyze activity. The results showed that local governments had implemented essential public service management strategies to develop a learning city that is consistent with quantitative findings.

Strategy	Strengths	Weaknesses	Opportunities	Threats
Development of policy networks through public learning activities	Cooperation based on the roles of the agency has acquired knowledgeable individuals to participate in all aspects of development. Public policy engagement The direction of the development of public participation has been determined. Higher education institutions,	A wide range of conflicts of thought is based on the authority 's lack of a policy network management manual . That no policy on participation activities from all sectors of government agencies in particular. Most of the activity is caused by civil society.	There is an area to express opinions and guidelines for development. Able to develop core working groups and sub-groups to develop a concrete learning city. Stakeholders are involved in improving and developing local traders and arts and cultural	Local politics

Strategy	Strengths	Weaknesses	Opportunities	Threats
	public and private organizations, Learning communities and Social meet the requirements.		preservation groups. And groups Architecture to lighten the budget.	
Km prepares to develop the local potential to manage the collaborative network to become a city of learning and a continuous and sustainable learning city.	Improving competitiveness and development survival is a tool that improves the policy network's skills, knowledge, and capabilities. There are documents compiled that guide local management to become a learning city.	Lack of scope planning and content information to organize KM that provides development guidelines.	There is a knowledge exchange area for each age.	Dynamics of learning issues at different ages
Curriculum DevelopmentCity Learning Administrator	Cooperation from the Urban Development Policy Network	Grouping to take lessons together in different age groups Different requirements occurred.	Ensure the sustainability of urban development through a modern curriculum. Respond to urban development quickly and balanced, covering all	The changing dynamics of the city's learning issues

Strategy	Strengths	Weaknesses	Opportunities	Threats
			dimensions.	

The analysis to find Gap Analysis found that the critical gaps that need to be developed are the demand side policy and supply side of the policy viewer (Actor) are also very inconsistent. Supple Side Analysis activities are an activity that makes it possible to find channels and solutions to problems. The results showed that the world was moving towards the 21 century, where innovation and technology were the engines driving the economy. The economy is dependent on resources and labor. Transition to Knowledge Base Economy – Innovation – Technology. Therefore, educational institutions and world studies have faced disruption, managing studies in the Eastern Special Development Zone through brainstorming and developing into an initial operational area. It draws lessons from a wide range of concepts and practices with a direction of education management that meets demand instead of managing familiar education in schools that produce people into the job market (Supply Side) without looking at market demand. As a result, there are many unemployed people. The company organizes studies in such a way, using a network selected from the university level. Then study the quantitative needs and attributes of the workforce that entrepreneurs need to work in the modern era. It was then introduced into dismantling and built to produce studies that meet the needs. (Demand) Summarizes the direction of development of the learning area as follows:

1) Determine the direction of local education management with clear goals through the cooperation of educational institutions and establishments. This includes linking learning resources in Kalasin municipality that can integrate suitable learning areas for different ages.

2) Establish cooperation and mutual understanding of policy parties, including organizations in the environment of the entire system-wide activity, For example, Municipal Schools Senior School, Kalasin Provincial Cultural Office, Kalasin Provincial Sports Tourism Council Children and Youth Council, The Art Gallery Executive Committee, and the Old Town Market Committee; only the external view of the parties.

3) Internal and external policy parties must jointly put a system of work in place. Placing the proper role in a systematic and appropriate design, Therefore, creating a joint agreement to conduct activities and to schedule meetings to follow up work is very important in creating a handful of roles ranging from co-opinion to decision-making in the design of the work system. The system of activities in operation co-operates not in the role of the invitee from Kalasin Municipality. However, the role of the liability brings to the evaluation in the operation.

4) Create a local curriculum that corresponds to the learning style and create a learning process suitable for all ages. The fundamentals of theoretical and practical truths to develop knowledge, skills, and experiences toward the interests of that age range for learners who are genuinely attracted to the learner because the basis of learning is fun. Interests in activity models If the design of a joint event does not meet the needs of the needs. That activity will not receive attention and not eventually learn.

5) Organize local curriculum support and marketing activities in the learning space by creating a model of marketing activities that benefit both parties and encourage the general public to operate. Choose to enter the demand learning space from start to finish.

6) The activity patterns held in the learning space must be evaluated in all dimensions, including knowledge, skills, experience, and theoretical graduation. In addition, practices are necessary for communication to provide immediate benefit to policy stakeholders To meet the project's objectives, covering the development of knowledge, skills, attitudes, quality of life, and upgrading of the community economy in Kalasin municipality.

In addition, the forum was held to offer us a picture of Kalasin that we look forward to. In analysis to match Demand-Supply, Kalasin Municipality connects local collaborative governance mechanisms and strategies of various sectors to drive local public learning activities, building participation as citizens. Citizen engagement through public learning activities suitable for ages by holding discussions suitable for each age to find everyday needs to develop the area. Kalasin's hopeful image and direction of driving urban learning activities can ultimately determine the design direction of learning activities in the shared learning space.

5. Conclusions

Overall, the public service arrangements of local governments for fiscal year $\bar{X}$ 2022 were good, accounting for $\bar{X}$ 81.92% (=4.10, S.D $\bar{X}$ = 1.08). Local traditions, arts, culture, wisdom, and tourism were at a reasonable level, accounting for 84.79% (= $\bar{X}$ 4.24, S.D. = 0.92). In line with Thailand's Good Home Management Award, Kalasin Municipality has consistently received this standard. In addition, the management of urban policy of learning through the development of policy networks through public learning activities. Knowledge Management and Urban Learning Manager This also contributed to the cooperation in organizing the city's public services. However, the analysis to find Gap Analysis found that the fundamental gaps that need to be developed are the demand side policy and the supply side of the policy viewer (Actor) are also very inconsistent. Therefore, the determination of the direction of local education management with clear goals by

cooperation with schools and establishments. Linking learning resources in Kalasin municipality can also integrate suitable learning areas for different ages.

Acknowledgements

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