

Overseas Fieldwork Report 2002:

Thai Local Wisdom and Japanese Experience in Community Development

—Fieldwork in Khon Kaen Province, Thailand—



**Graduate School of International Development
Nagoya University**

Overseas Fieldwork Report 2002

**Thai Local Wisdom and Japanese Experience
in Community Development
—Fieldwork in Khon Kaen Province, Thailand—**

**March 2002
Graduate School of International Development
Nagoya University
Nagoya, Japan**

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Introduction

The eleventh Overseas Fieldwork (OFW-2002) of the Graduate School of International Development (GSID), Nagoya University, conducted in close cooperation with Chulalongkorn University was successfully completed in Khon Kaen, Thailand in October, 2002.

This is the fifth OFW undertaken in Thailand in cooperation with Chulalongkorn University. We conducted the first two in the Northeastern Region, in Roi Et (1992) and Nakhon Ratchasima (1993). The third and forth took place in the North Region, in Chiang Rai (1998), and Lampang (1999).

Considering our former experiences in Thailand, we decided to introduce several new methods, among others 1) a 'working group matrix', 2) mutual learning from experiences in Thailand and Japan, 3) delivery presentations at the sites, 4) cooperation with specialists outside GSID (Professor Baba: Thai specialist, and Professor Umemura: OFW specialist), and 4) cooperation with student advisors inside GSID. The first three methods (1), 2) and 3)) will be explained in the next section by Professor Otsubo who proposed and applied them. Part of the grants in 'Aid for Scientific Research' that GSID received from the Japan Society for the Promotion of Science this academic year (Basic Research B2:13490014) enabled us to try these methods.

Four project sites, where the government of Thailand had already carried out regional development activities, were selected by the provincial government of Khon Kaen, as model cases of "Local Wisdom and Modern Approach to Rural Development," the theme of OFW 2002.

The present volume is a collection of the working group reports, edited by Prof. Kasai, who was unfortunately unable to go to Khon Kaen because of her condition.

Acknowledgements

The committee of OFW 2002 is indebted to many people and institutions both in Thailand and Japan for the successful completion of this year's program.

Our thanks are first due to the people of Khon Kaen Province. We are especially grateful to the Governor and all the officials of the Provincial government for their precious support and cordial hospitality. We also would like to express our sincere gratitude to all of those who kindly gave us helpful information in the interviews. We will never forget the generosity of Phoenix Co Ltd.

Next thanks are due to the advisors: Professor Phaisal Lekuthai, Professor Chalaiporn Amonvatana, Professor Snanchit Sukontasap, Professor Supatra Lohvacharakul and Professor Kieatviboon Chomkhair from Chulalongkorn University; Professor Yuji Baba from Mie Prefectural College of Nursing and Professor Tetsuo Umemura from Ryukyu University. Their close and dedicated collaboration was truly indispensable for the accomplishment of the whole program. We should not forget to thank to the students of Chulalongkorn University and GSID who helped OFW participants as translators and advisors all through the period of the fieldwork as well as in the preparatory courses in Japan.

We are also very grateful to those who provided valuable lectures and seminars to our participants in the preparatory courses of OFW. Professor Naonobu Minato, Professor Naomi Okada, Ms. Eiko Saito from FASID

and some students of Nagoya University, acted as main and sub-moderators in the Project Cycle Management course. Professor Phaisal Lekuthai, Professor Chalaiporn Amonvatana, Professor Snanchit Sukontasap, Professor Supatra Lohvacharakul, and Ms. Chutima Sanguantrakul (President of Toyota Khon Kaen) gave the intensive course in September. Professor Phaisal Lekuthai, Professor Takashi Notsu from the University of Kobe Commerce, Professor Masayuki Yanagisawa from Kyoto University, Professor Hirotune Kimura of GSID, Ms. Warangya Achariyachanvanich, Mr. Rugphong Vongsaraj, and Mr. Surapat Wongpangson lectured in the weekly seminar.

Finally, we would like to thank Professor Christopher J. Armstrong of Chukyo University, and Ms. Madeline M. Boulanger, Instructor at Chukyo University and Aichi Prefecture University who were kind enough to have helped us with the correction of this volume.

Committee on OFW 2002:

Atsuko Ohashi, Associate Professor and Project Director

Shigeru Otsubo, Professor

Naomi Kasai, Associate Professor

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Chiaki Miwa, Research Associate

(from August 2002)

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Strategies for OFW 2002 in Kohn Kaen Province, Thailand

By Prof. Shigeru T. Otsubo

In OFW 2002, we introduced several new initiatives/methods as previously stated in the Introduction to this OFW Report by Prof. Atsuko Ohashi, our project director. These initiatives are 1) adoption of a working-group-matrix strategy, 2) provision of cross-country case studies, 3) delivery presentation at a site and a conference-style presentation of survey results, and 4) new usage of Project Cycle Management (PCM) analysis and Project Design Matrix (PDM). The following sections elaborate each of these new OFW strategies.

I. Working Group Matrix: Site-oriented and Theme-oriented Working Groups

In past OFWs, students were divided into 4-5 groups according to their thematic interests. Each group, then, analyzed one selected project site that was most relevant for that chosen thematic issue. In the present OFW, students were divided into two kinds of working groups: four site-oriented groups and four thematic-issue-oriented groups.

The four Site Working Groups (SWGs) were:

- 1) SWG1: Local Government at Grass-roots Level
(TAO Khudnamsai, Dist. Nampong),
- 2) SWG2: Sustainable Village Development Project
(TAO Parhynung, Dist. Banfang),
- 3) SWG3: Rural Education and Mid-day Meal Project
(TAO Donjod, Dist. Wangyai), and
- 4) SWG4: Local Wisdom and Community Leader Development
(TAO Buangun, Dist. Nampong).

The four Thematic Working Groups (TWGs) were:

- 1) TWG1: Governance and Capacity Building in Local Development Institutions
(Development Governance Group),
- 2) TWG2: Roles of Business/Corporate Sector in Regional/Rural Development
(Business Relations Group),
- 3) TWG3: Educational and Human Resource Development in Regional/Rural Development
(Education/HRD Group), and
- 4) TWG4: Culture- Sensitive Participatory Frameworks for Regional/Rural Development
(Participation and Culture Group).

That is, we adopted a working-group matrix as shown in Table 1. Each working group, SWGs and TWGs alike, consisted of about 8 students plus a couple of student advisors. Each cell in the working-group matrix, therefore, contained 2-3 students. Each SWG was responsible for surveying the overall development

conditions of an assigned site and coming up with a package of policy/strategy recommendations for that specific site. Analyses were to be provided from the four selected thematic points of view. In contrast, each TWG was responsible for surveying the development conditions of all four selected sites from one assigned thematic point of view.

Table 1: Working Group Matrix

	SWG1: TAO Khudnamsai, Dist. Nampong	SWG2: TAO Parhynung, Dist. Banfang	SWG3: TAO Donjod, Dist. Wangyai	SWG4: TAO Buangun, Dist. Nampong
TWG1: Development Governance Group				
TWG2: Business Relations Group				
TWG3: Education/HRD Group				
TWG4: Participation and Culture Group				

SWGs and TWGs operated by interacting with one another as detailed in the following steps:

- 1) TWGs surveyed the theoretical background of each thematic issue in rural development and collected relevant cases from Japan and other countries (other than Thailand);
- 2) Before our departure to Khon Kaen, Thailand, SWGs created pre-visit PDMs utilizing information available in Japan (including discussion papers provided by Thai Professors^{1,2} and a HP created by the OFW committee with links to internet resources);
- 3) Before our departure to Khon Kaen, TWGs selected/added cases of development initiatives according to the issues identified in the SWGs' pre-visit PDMs;
- 4) SWGs conducted field surveys in Khon Kaen in order to grasp the overall development conditions of the assigned sites while the TWG members embedded in each SWG were required to identify development issues and activities relevant to the thematic issues assigned to them;
- 5) SWGs shared findings in a whole-group meeting (including all SWG and TWG groups), presented the first post-visit PDMs, and explained the major changes between pre- and post-visit PDMs;
- 6) TWGs developed TWG field-survey strategies and selected sites to revisit as TWGs (sites that were highly relevant to each thematic issue);
- 7) TWGs shared findings in a whole-group meeting;
- 8) SWGs revised their post-visit PDMs, utilizing the input from TWGs;
- 9) Both SWGs and TWGs prepared presentations for the local residents in Khon Kaen;
- 10) One SWG and one TWG presented their findings in Site 1 (at the Tambol office);
- 11) All SWGs and TWGs presented their findings and recommendations in a conference in Khon Kaen City; and,
- 12) Upon their return to Nagoya, Japan, both SWGs and TWGs created OFW reports with finalized post-visit PDMs including policy/activity recommendations.

Ultimately, there were four SWG and four TWG reports produced. That is, each member contributed to both an SWG and a TWG report. Although SWG and TWG reports complement each other, they were written as independent pieces, as can be seen in the reports that follow.

II. Comparative Case Studies: Japan, Thailand, and Other Countries

As is detailed above, the first three steps of TWG-SWG interaction took place in Japan prior to the departure for Thailand. TWGs, in consultation with SWGs, collected cases of rural development initiatives in the thematic areas of 1) development governance and capacity building, 2) business relations in rural development, 3) education and human resource development, and 4) participatory community/rural development. Many members actually visited the relevant sites in Japan for their case compilation. Some identified relevant cases in developing countries other than Thailand.

In Kohn Kaen, members that belonged to the four thematic-issue groups identified and compiled local cases during both SWG- and TWG-activity periods.

Finally, those cases were presented as examples of typical rural development initiatives in the conference held at the end of our stay in Kohn Kaen, and were included in the finalized post-visit PDMs either as ongoing or recommended “activities” in support of designated development “outputs”.

III. Dissemination of Findings on the Spot

From the very beginning of this OFW, students were well-informed that the OFW committee was determined to make this OFW results-oriented. That is, the objective was to come up with output that met a professional standard. In this context, each working group was required to produce two kinds of professional output: 1) a presentation, in full conference format, in Kohn Kaen of findings and recommendations for rural development, including an introduction of successful cases—both local and foreign, and 2) site-oriented and thematic-issue-oriented reports for rural development that could stand by themselves. These reports comprise the following sections of this OFW 2002 report.

For the presentation/dissemination of findings and recommendations, we held a full-scale conference entitled, “Japanese Experience and Thai Local Wisdom in Community Development”, where both SWGs and TWGs made presentations and exchanged views with about 60 local development administrators, business persons, village heads, community leaders, and villagers. The program for this conference is included in the following section of this OFW report. In addition to this formal conference, we also conducted a delivery presentation for the first time in GSID’s OFW history. Upon request by the Tambol chief, we made a presentation at a Tambol office in Site 1 (TAO Khudnamsai, Dist. Nampong), where capacity building on the part of Tambol staff and villagers’ participation in the local development process need to be promoted for sustainable development of this community.

IV. The Use of the PCM Analysis and Project Design Matrix (PDM)

We took advantage of some of the most useful analyses included in Project Cycle Management (PCM) in order to identify the problems, their interconnections, and relevant activities to cope with the identified problems. These analytical tools were also useful in enabling us to analyze how the existing development projects fit into the overall development process leading to “a self-reliant and sustainable improvement of people’s life in the community”, mobilizing local wisdom and initiatives from each of the selected sites of our field survey. “A self-reliant and sustainable improvement of people’s life in the community” was the pre-set “overall goal” or “super goal” in our PCM analyses.

As the issues and problems of community development had already been identified by the local people and projects were underway, we did not use the PCM analysis strictly in the way it is normally taught in PCM training courses; i.e. selection of a project and formation of a project design matrix (PDM). We used it, instead, for several other purposes, such as:

- 1) to see the overall picture of the development agenda, site-specific problems and activities (PDMs for overall community development),
- 2) to understand and identify the overall picture and elements of the selected ongoing project (project PDM),
- 3) to show the value-added produced by our working groups during the field survey, i.e. pre-visit PDMs and post-visit PDMs,
- 4) to show the reality and make recommendations, i.e. PDMs that reflect the reality and PDMs that incorporate recommendations and propose future actions.

Another key feature in our usage of the PDMs was an incorporation of four pre-specified thematic issues assigned to our four TWGs in the form of “outputs”.

Pre-visit PDMs were created in Nagoya before we departed for Khon Kaen, utilizing reports by Prof. Phaisal Lekuthai¹ and Prof. Preecha Kuwinpant,² documents collected and inputs provided by the preliminary investigation team (i.e., the OFW committee), and various other sources of information including articles and databases on the Internet. As explained in Section I, several versions of post-visit PDMs were created as we proceeded into the fact-finding and policy/activity-recommendation phases of our field survey. Readers may find those pre-visit PDMs and the final versions of the post-visit PDMs in the Appendices attached to the four SWG reports. The differences between pre- and post-visit PDMs represent value added, created through the OFW program.

The ultimate goal of this OFW was to elaborate and present relevant recommendations for rural development in the selected sites. Our intention with using the PCM analyses in a policy-oriented manner was to have our final PDMs function as Policy Design Matrices (PoDMs) containing useful recommendations in the form of “outputs” and “activities”. It is up to the reader to determine whether the intention was fulfilled and the goal, achieved.

Endnotes

1. Lekuthai, Phaisal. 2002. “Local Wisdom and Modern Approach on Rural Development: A Case Study of Khon Kaen Province in Thailand.” *GSID Discussion Paper* No. 106. Nagoya: GSID Nagoya University.
2. Kuwinpant, Preecha. 2002. “Thai Society and Culture.” mimeo. GSID Nagoya University.

List of Participants

Faculty members

Groups	Japanese Advisors from GSID		Thai Advisors from Chulalongkorn University	
SWG1 TWG1	Shigeru OTSUBO	Professor	Phaisal LEKUTHAI	Associate Professor
SWG2 TWG2	Tetsuo UMEMURA*	Assistant Professor	Chalaiporn AMONVATANA Kieatviboon CHOMKHAIR	Associate Professor Assistant Professor
SWG3 TWG3	Chiaki MIWA	Research Associate	Snanchit SUKONTASAP	Professor Emerita
SWG4 TWG4	Atsuko OHASHI Yuji BABA **	Associate Professor Associate Professor	Supatra LOHVACHARAKUL	Associate Professor

* from Ryuku University

** from Mie Prefectural College of Nursing

GSID Students

SWG	No.	Course*	Name	Nationality	Sex	TWG	Group Leader	Sub-leader
SWG1	1	DID	Yasuyo ARAKI	Japanese	F	3		TWG3
	2	DID	Christina WINARTI	Indonesian	F	2		
	3	DICOS	Sumita MAJUMDER	Bangladeshi	F	4		
	4	DICOS	Rahman SHAHHUSEYNLI	Azerbaijani	M	1	SWG1	
	5	DID	Hiroki TAGUCHI	Japanese	M	4		SWG1
	6	DICOS	Tri Widodo Wahyu Utomo	Indonesian	M	1		
	7	DID	Mayumi YASUNO	Japanese	F	2		
	8	DID	Rie YONEKURA	Japanese	F	3		
SWG2	1	DICOS	Leslie-Ann Natasha CALLISTE	Trinidadian	F	4	TWG4	
	2	DICOS	Hoy EM	Cambodian	M	1		
	3	DID	Noriki EZAWA	Japanese	M	2	SWG2	
	4	DICOS	Suwannee HANMUSICWATAKON	Thai	F	4		TWG4
	5	DICOS	Kelsey Lynn HASKINS	American	F	1		
	6	DICOM	Nathinee KLAMPHONPLOOK	Thai	F	3		TWG3 SWG2
	7	DID	Makiko MORISHIMA	Japanese	F	2		
	8	DID	HeFeng TANG	Chinese	F	3		
	9	DID	Ono Taryono	Indonesian	M	1		
SWG3	1	DICOS	Tomomi ITO	Japanese	F	4		TWG4
	2	DICOS	Sa Jik LIM	Korean	F	3		
	3	DID	Michiko MIYAMOTO	Japanese	F	4		
	4	DICOS	Aya OSHIMA	Japanese	F	2		SWG3
	5	DICOS	Hiroyuki SHIMBA	Japanese	M	1		TWG1
	6	DICOS	Ryosuke SOYAMA	Japanese	M	1	TWG1	
	7	DID	Hao SUN	Chinese	F	2		
	8	DICOS	Megumu YAMAMOTO	Japanese	F	3	SWG3	
SWG4	1	DID	Irene BARQUERO TERCERO	Honduran	F	2	TWG2	
	2	DID	WenYan FAN	Chinese	F	1		TWG1
	3	DICOS	Satoko HORIUCHI	Japanese	F	4		
	4	DID	Atsushi KAWASE	Japanese	M	3	TWG3	
	5	DID	Farkhanda SHAMIM	Pakistani	F	4	SWG4	
	6	DICOM	Noungnut TECHAAMORSIN	Thai	F	3		SWG4
	7	DICOS	Akira USAMI	Japanese	M	1		
	8	DID	Kemmapak VERAPATTANANIRUNO	Thai	F	2		TWG2
	9	DICOM	Lin Ling XU	Chinese	F	4		

* DID: Department of International Development

DICOS: Department of International Cooperation

DICOM: Department of International Communication

Program of OFW 2002

Preparatory Seminar

Date/Period	Hours	Contents	Lecturer(s)
May 22	15:30 - 17:00	Introduction to Thailand	Prof. Phaisal Lekuthai Mr. Rugpong Vongsaroj
May 29	15:30 - 17:00	Local Administration in Thailand	Prof. Hirotsume Kimura Mr. Surapat Wongpangson
June 5	15:30 - 17:00	Economic Situations in Thailand	Prof. Phaisal Lekuthai Ms. Waranya Atchariyachanvanich
June 12	15:30 - 17:00	Aspects of Thai Society and Culture	Prof. Preecha Kuwinpant Prof. Phaisal Lekuthai
June 19	15:30 - 17:00	Elementary Thai Language	Mr. Rugpong Vongsaroj
June 26	15:30 - 17:00	Educational Changes in Thai Villages	Prof. Takashi Notsu
July 3	15:30 - 17:00	Agricultural Systems in Northeast Thailand	Prof. Masayuki Yanagisawa
July 17	15:30 - 17:00	Presentation by TWGs	
August 20 – 23	9:30 - 17:30	PCM (Participatory Planning Course in Japanese)	Prof. Naomi Okada
August 27 – 30	9:30 - 17:30	PCM (Participatory Planning Course in English)	Prof. Naonobu Minato
September 2	10:00 - 12:00	Guidance for Group report writing	Prof. Phaisal Lekuthai
	13:00 - 16:30	Local Wisdom and Modern Approach on Rural Development	
	16:30 -	Group work for presentation by SWGs	
September 3	9:00 - 12:00	Education Reform in Thailand: Special Reference to Rural Education	Prof. Snanchit Sukontasap
	13:30 - 16:30	Small Business Enterprises in Thailand	Prof. Supatra Lohvacharakul
	16:30 -	Group work for presentation by SWGs	
September 4	9:00 - 12:00	Industrial Restructuring in Thailand: Special Reference to Rural Industry	Prof. Chalaiporn Amonvatana
	13:30 - 16:30	The Role of Private Sector in Thailand	Ms. Chutima Sanguantrakul
	16:30 -	Group work for presentation by SWGs	
September 5	9:00 - 17:00	Group work for presentation by SWGs	
September 6	9:00 - 13:50	Group work for presentation by SWGs	
	14:00 - 17:00	Presentation of the Results of PCM Analyses, Pre-Visit PDM, and the Research Plan by SWGs	

Schedule for Fieldwork in Thailand

Date/Period	Activities
October 6 (Sun)	10:30 Nagoya (TG645) → 14:30 Bangkok (TG46) → 19:30 Khon Kaen
October 7 (Mon)	Courtesy call to the Governor of Khon Kaen Province
October 8 (Tue) – 11 (Fri)	Field survey by SWGs
	Home stay at each site on October 11
October 12 (Sat) – 13 (Sun)	Reexamination of Pre-Visit PCM Analyses by SWGs
	Presentation of Post-Visit PDM by SWGs
	Preparation for field survey by TWGs
October 14 (Mon) – 16 (Wed)	Field survey by TWGs
October 17 (Thu) – 19 (Sat)	Presentation of the research findings by TWGs
	Preparation for the final presentation by SWGs and TWGs
October 20 (Sun)	Presentation rehearsal
October 21 (Mon)	Presentation of the research findings (in English and Thai)
October 22 (Tue)	Study tour
October 23 (Wed)	12:05 Khon Kaen (TG43) → 13:00 Bangkok
October 24 (Thu)	Study tour
October 25 (Fri)	00:30 Bangkok (TG644) → 8:30 Nagoya

Detailed Schedule of Field Survey by SWGs and TWGs

SWG1

Date	Visited Places and Activities
October 8	Visit to TAO office Interview with TAO President Interview with head of planning section
October 9	Visit to TAO office Interview with the head of finance section Interview with the head of public works and construction section Interview with the SME owner of material and construction shops Interview with the gas station manager at Kud Nam Sai Interview with the chief of staff
October 10	Interview with local NGO at Environmental Office in Kud Nam Sai Visit to Phoenix water treatment Interview with the manager of Agricultural Cooperative in Kud Nam Sai Tambol Interview with the member of villager groups (cotton weaving and reed mattress) Interview with the head of Village 1 Interview with an agricultural technology transfer officer in Kud Nam Sai Tambol Interview with an officer of the Agricultural Cooperative in Kud Nam Sai Tambol
October 11	Interview with an inspector of DOLA (Department of Local Administration) at PAO Visit to the statistical division of the Governor's Office Interview with three villagers

SWG2

Date	Visited Places and Activities
October 8	Visit to Khok Song Tambol office Interview with the chairman of the administrative committee Visit to Pa Wai Nung Tambol office Interview with the secretary of the administrative committee and TAO officers from village 1,2,5,7,8
October 9	Visit to a Village Temple Interview with TAO officer from village 7, head of village 7 & 8, assistant of village headman 7 & 8, administrative officer of the temple, leader of youth group, leader of women's group, vice-president of silk-weaving group Visit to the self-reliant group member's shop Interview with the owner Visit to water irrigation Interview with water irrigation manager Visit to a silk-weaving group Interview with leader and trainer of silk-weaving group
October 10	Visit to the mulberry group leader's house Interview with leader of mulberry group Visit to an elementary-secondary school Interview with the assistance of school principal Visit to the canal water user group Interview with the leader of canal water group
October 11	Visit to Villages 7 & 8 Home stay and interview with villagers

SWG3

Date	Visited Places and Activities
October 8	Visit to Don Joad Primary School Interview with the school director and the Midday Meal Project director Interview with the village leader, the TAO committee chairman, and the Head of District Education Office
October 9	Visit to Don Joad Primary School Interview with the school director, the Midday Meal Project director, teachers Interview with farmers and the village leader
October 10	Visit to Don Joad Primary School Interview with the school director, the Midday Meal Project director, teachers Interview with the TAO committee chairman Visit to TAO office Interview with the TAO officer Visit to Non Chan Took Primary School Interview with the School director and the Midday Meal Project director
October 11	Visit to Waeng Yai District Education Office Interview with the Head of Supervisors Section

SWG4

Date	Visited Places and Activities
October 8	Visit to Bee Centre in Ban Pia Farn Observation of the ways they grow bee and produce honey out of it. Interview with the Community leader Visit to the place where Reed Mat making group works Observation of the procedure of making mats from reed Visit to the place where Sitting Mat making group works Observation of the procedure of making mats from plastic ropes Interview with the group leader Visit to the place where Cricket Raising Group works Observation of the ways of raising crickets. Interview with the group leader
October 9	Visit to Tambol Administrative Office (TAO) in Bua Nguan Interview with two officers of TAO Visit to the home of Village Headman of Moo 14 Interview with the Village Headman Observation of the ways of growing frogs Visit to the Moo 1 and 14 in Ban Pia Farn Questionnaire survey to villagers
October 10	Visit to the Community Development Office (CDO) in Khon Kaen Interview with the Officer of CDO Visit to the Agricultural Promotion Office (APO) in Khon Kaen. Interview with the Officer of APO Visit to the Moo 1 and 14 in the village Ban Pia Farn Questionnaire survey to villagers
October 11	Visit to the office of Tourist Authority of Thailand (TAT) in Khon Kaen. Interview with the receptionist of TAT Visit to the Provincial Commercial Office (PCO) in Khon Kaen. Interview with the Officer of PCO Visit to the home of Community Leader Interview with the community leader

TWG1

Date	Visited Places and Activities
October 14	Group work at the hotel
October 15	Interview with the chairman of TAO in Tambol Pa Why Nung (Site2) Interview with villagers who are participating in a group activity for housewives in Tambol Bua Nguan (Site4)
October 16	Interview with the director of Ban Don Joad school Interview with the Midday Meal Project director of Ban Don Joad school Interview with the group leader of growing mushroom group in Ban Don Joad village, Tambol Kon Chim (Representative of Ban Don Joad village)

TWG2

Date	Visited Places and Activities
October 14	Visit to Industrial Promotion Office Interview with the Chief of Industrial Development Research Development, to find out the types and procedures through which this center offers financial, marketing and technical assistance to SMEs and rural-based businesses, and also to find out about the problems faced by local businesses and ideas for new products or services that could be developed in the area.
October 15	Visit to Agricultural Cooperative at Tambon Level in Site 1 and at District Level in Sites 1 & 2, to investigate about what kind of activities they are carrying out to assist the development of local businesses, number of members, sources of funds, procedures and problems faced by local producers in the production and marketing of their products, as well as their possible solutions.
October 16	Visit to Activity Groups in Site 2 Interview with the seed production, mulberry and silk, women, cattle raising and self-reliance group leaders to learn about their main activities, form of organization, sources of funds and problems faced by their business activities, as well as ideas to improve their businesses and increase their income.
October 17	Visit to Toyota Khon Kaen, to learn about the characteristics of the business, its management and marketing strategies, history and contribution to the development of the region. Interview with the Phoenix Company Factory's Public Relations Manager, to learn about the main activities of the factory, its contribution to local development and its strategies to deal with the environmental problems caused by its contaminated waters being expelled to the Nam Phong River.

TWG3

Date	Visited Places and Activities
October 14	Visit to Provincial Primary Education Office Interview with the Assistant Director Visit to Non-formal Education Center Interview with
October 15	Visit to Community Development Office in Nam Phong District Interview with Community Development Officers Visit to Agricultural Cooperative in Nam Phong District Interview with the manager
October 16	Visit to the Office of Superintendence Brief lecture on the situation of non-formal education in Khon Kaen by Assistant Superintendent Visit to Khon Kaen Vocational College Interview with the deputy director Visit to Khon Kaen Polytechnic College Interview with the director Visit to Site 1 and 3 for questionnaire survey to villagers by selected members of TWG3

TWG4

Date	Visited Places and Activities
October 14	Group work at the hotel
October 15	Visit to Community Development Department (CDD) Office in Site 1 Interview with CDD Officer Visit to Tambol Administrative Office (TAO) in Site 1 Interview with TAO Officers Visit to a school in Site 2 Interview with the school principal Interview with the leader of Silk Weaving Group Interview with the leader of Women's Cooperative Interview with a TAO Officer
October 16	Visit to a school teacher's residence in Site 4 Interview with the leader of Silk Production Group Interview with a school teacher

Presentation in Khon Kaen

The presentation titled “**Japanese Experience and Thai Local Wisdom in Community Development**” was held at Hotel Sofitel in Khon Kaen on October 22, 2002, to report research findings of OFW 2002 to the people concerned. Among the participants, around 60 in total, were representatives from Khon Kaen provincial government, other local government offices, and village organizations. The program of the presentation is shown below.

- Program -

9:45 Reception

10:00 Opening Speech

10:15 - 12:15 Morning Session

“Japanese Experience in Community Development: Four Key Thematic Issues and Japanese Initiatives”

- Governance and Capacity Building
- Business Relations
- Education and Human Resource Development
- Participation and Culture

13:30 - 17:30 Afternoon Session

- Brief Explanation about Project Design Matrix

“Findings from Field Survey in Khon Kaen, Thailand”

- Khudnamsai, Nampong
- Parhynung, Banfang
- Donjod, Wangyai
- Buangun, Nampong

Photographs

Arrival



Field Survey



Analysis and Discussion



Presentation





Background Information on Kohn Kaen Province, Thailand

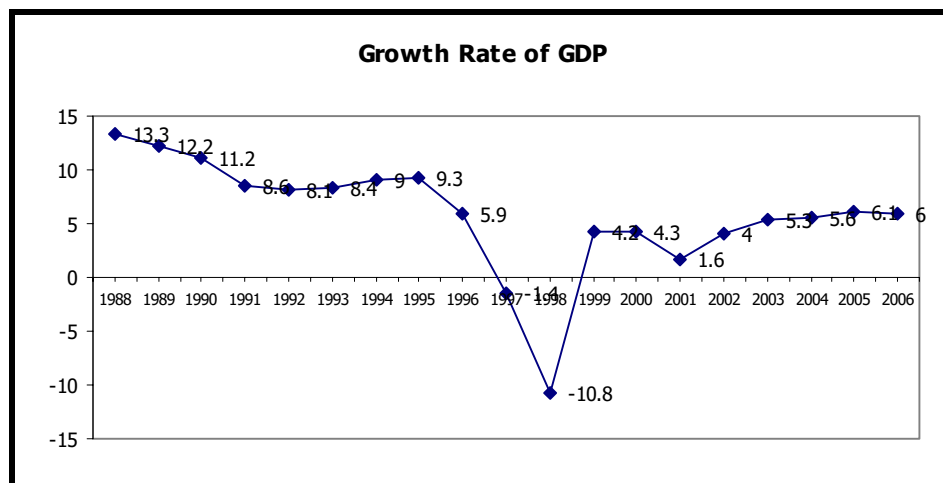
By Prof. Phaisal Lekuthai*

I. Introduction to Thailand

Thailand is located in the center of Southeast Asia mainland, borders with Burma, Laos, Cambodia and Malaysia. The total number of population is approximately 63 million with the annual growth rate of 0.91%, and 36% of the total population are urban population. The literacy rate is 93.8%; life expectancy is 69, average 4.4 people per TV and 12.1 people per telephone. The country covers the total area of 513,115 km² that is divided into 4 regions namely Northern, Northeastern, Central and Southern regions. These 4 regions are different in terms of cultures and geographical characteristics. The compositions of GDP by sector are as follows: agriculture 13%; industry 40%; and services 47%. The total labor force of 33 million may be classified by occupation as follows: agriculture 54%; industry 15%; services 31%. The current per capita GNP is US\$ 2,010.¹

Since the First Plan (1961-1966) Thailand has been relying on exports as the main engine driving the economy. Until the end of the Seventh Plan (1992-1996), most of the plans were successful from the point of view of economic growth and stability. However, during the Seventh Plan there were some early warning signs of deteriorating economic conditions, such as slowdown in exports, rise in imports, trade deficit, capital outflow and increase in current account deficit. The crisis became critical in 1997 and spread over to other countries in the region, especially South Korea, Indonesia and Philippines. The economic crisis became more critical to the extent that it needed the consultation and supervision of IMF. The Thai economy reached the bottom in 1998 where the economy contracted as a new record in its history by – 10.8%. In 1999 and 2000 it rebounded to 4.2% and 4.3% respectively. For the year 2001, partly as the result of September 11 attack on the World Trade Center buildings, the economy slowed down and ended up approximately at 1.6%. However, along with the government deficit budget through out the Ninth Plan (2002-2006), several stimulus packages and measures have been implemented. It is expected that by the end of the Ninth Plan, the economic growth rate of 6% will be achieved with the government's balanced budget as shown in **Figure 1**.

Figure 1: Thailand Economic Growth



The main causes leading to the country's financial crisis since 1997 may be briefly summarized as follows:²

1. Foreign exchange control lifting by the implementation of Bangkok International Banking Facilities (BIBF) in 1993. Financial institutions borrowed huge amount directly from foreign sources and the Bank of Thailand (BOT) was not ready to support and supervise the free international capital mobility.
2. Rapid increase in private sector's foreign short-term debt, it soared up to 80% of the total foreign debt, which was 4 times of the public sector's debt.
3. Large-scale corruption by politicians and mismanagement of financial institutions. It led to bankruptcy of 6 commercial banks and 56 financial companies.
4. Over-valued baht as the result of depreciation of most foreign currencies. It led to exports declined, imports increased, larger trade deficit, out-bound tourists increased, current account deficit soared and international reserve declined.
5. Baht was attacked by foreign hedge funds under the "Fixed Exchange Rate" system which supported the speculation in the Stock Exchange Market and US\$. BOT's Stabilization Fund was exhausted and had to switch to "Managed Float System". Baht depreciated from 25 baht per US\$1 to the lowest level of 57 baht per US\$1 in 1997 and now stabilized at 43 baht per US\$ 1 in 2002.³
6. Mismanagement and inefficiency of BOT in controlling the financial institutions and stabilizing the value of baht led to the creation of huge amount of foreign debt and loss of public confidence.
7. High interest rate policy until 1996 induced capital inflow but it has a negative effect on the domestic cost of production and marketing which finally reduced the export competitiveness, production and employment.

The government had identified the above causes and implemented reforms in five areas as followed:⁴

1. Political Reform to end corruption which covers drafting of the New Constitution, establishing the Election Commission of Thailand, National Counter Corruption Commission, Constitution Court and Administrative Court.
2. Government Sector Reform for down sizing and decentralization basing on de- regulation, good governance, public hearing, accountability, transparency and local government capacity building concepts.⁵
3. Financial Reform to restructure the national financial system as well as the BOT administration.
4. Educational Reform to serve local community and restructuring of all government agencies involved in national education. Implementing block grant budget for national universities and providing more autonomy in education and administration process.
5. Economic and Social Reforms with the emphasis on poverty alleviation, environment protection, industrial decentralization, life quality improvement, local wisdom and underprivileged groups support.

Before the crisis in 1997, the high economic growth rates had pulled poverty down from 32.6% of the population in 1988 to merely 11.6% in 1996. But this progress was reversed due to the crisis, and poverty increased to 16% of the population or about 10 million people. However, structural poverty among certain sub-groups and in certain areas may need more targeted programs and policies to help these long-term poor climb out of poverty. The highest rates of poverty are mostly found among the Northeastern provinces that account for nearly half of all Thailand's poor households. The policies emphasize targeting poverty programs at the village level such as block grants and other anti-poverty interventions targeted to the poorest villages are likely to be a better use of public funds than universally distributed programs. Education is another key factor. Households headed by an illiterate person are most likely to be poor. Between 1996 and 1999, real income per capita fell by 13-19% among households headed by a person with lower secondary schooling or less, while income increased by 5-12% among households headed by a person with upper secondary and vocational education. Education beyond the primary level is the surest pathway out of poverty. Farmers with very small farms (under 5 rai)⁶ did not participate in the boom period of early and mid-1990s, but they also lost ground during the economic crisis of the late 1990s. As a result farmers with very small landholdings as group are poorer to day than they were at the start of the decade. The Thai culture of family self-reliance and community-based support provide safety nets to their neighbors and relatives. Gifts provided to poor Thai households prevented another 6% of the population from falling into poverty in 1999. The rise in community activism and self-help activities, especially in the agricultural sector, during the crisis has also played a role in cushioning the effects of the crisis. However, as the Thai agricultural sector develops further, it is increasingly going to be unable to absorb nonagricultural workers laid off in an economic downturn. This means that there will be an increasing greater need for developing formal safety nets for workers laid off in the nonagricultural sectors, because the poverty problem has come back, probably in a more difficult form.⁷

II. General Background of Khon Kaen Province

Thailand is administratively divided into 75 provinces (Changwat) and 1 Metropolitan (Bangkok). Northeastern Region consists of 19 provinces, which Khon Kaen is considered to be the third biggest province in term of area after Nakhon Ratchasima and Ubon Ratchathani provinces. Khon Kaen is further administratively divided into 25 districts (Amphur) as shown in **Figure 2**. Khon Kaen is 450 km. from Bangkok. The province is located between north latitudes 15° - 17° and east longitudes 101° - 103°, with the altitude between 100 – 200 meters above the mean sea level. Khon Kaen covers the total area of 10,886 km² or 6.80 million rai, out of which 61.86% are utilized for agricultural purposes, 7.49% are forest areas and the remaining 30.65% are residential areas, pastures, unutilized land, ponds, roads, municipal and various types of public land.⁸

The climate in Khon Kaen generally depends on the pattern of monsoon each year. Summer normally starts from mid February to the end of May with the annual average highest temperature of 34.07° C; the highest temperature in 2000 was recorded at 41.7° C. The rainy season starts from May to early October with the precipitation of 1,683.3 mm for 108 raining days in the year 2000. Normally the heavy rain concentrates on August and September. However, in 2002 it is expected that northeastern Thailand may be

affected by El Nino. Winter starts from December to mid of March with an annual average minimum temperature of 21.7° C; the minimum temperature in 2000 was recorded at 12.1° C.

II.1 Local Government Administration

Khon Kaen province (Changwat) is administratively divided into 25 districts (Amphur) and further divided into 198 sub-districts (Tambol) and finally divided into 2,155 villages. The most urbanized district, where the governor office is located, is D-01. The districts having the highest number of Tambol are D-01, D-06, D-03, D-04, D-05 and D-10 respectively. In term of number of villages, the districts having highest number of villages are D-01, D-04, D-08, D-06, D-10, D-05 and D-03 respectively. In term of area, the largest districts are D-01, D-06, D-03, D-04, D-07 and D-08 respectively. D-01 is the main, most urbanized and center of local government administration. The other 24 districts will be located away from D-01. The longest distance is 114 km between D-01 and D-12, next is 109 km between D-01 and D-20. The districts located nearest to D-01 are D-15, D-21, D-17, and D-24 respectively (**Table 1**).

Figure 2:
Thailand Map Classified by Provinces and Khon Kaen Map
Classified by District Codes (* Location of Project Sites)



	District Name
D-01	Muang
D-02	Ban Phai
D-03	Phon
D-04 **	Nam Phong
D-05	Chum Phae
D-06	Phu Wiang
D-07	Mancha Khiri
D-08	Nong Rua
D-09	Kranuan
D-10	Nong Song Hong
D-11	Chonnabot
D-12	Si Chomphu
D-13	Waeng Noi
D-14	Ubonrat
D-15 *	Ban Fang
D-16	Khao Suan Kwang
D-17	Phra Yun
D-18 *	Waeng Yai
D-19	Puai Noi
D-20	Phu Pha Man
D-21	Sum Sung
D-22	Nong Na Kham
D-23	Khok Pho Chai
D-24	Ban Haet
D-25	Non Sila

Table 1: Khon Kaen Classified by Tambol, Village, Area, Distance and Population 2000

District	No. of Tambol	No. of Village	Area (km ²)	Distance (km)	Population 1999	Population 2000			Population Change	% Change
						Male	Female	Total		
D-01	17	242	953	1	360,208	181,692	183,789	365,481	5,273	1.5
D-02	10	100	478	44	103,310	51,186	52,042	103,228	- 82	- 0.1
D-03	12	124	873	74	89,659	44,849	45,091	89,940	281	0.3
D-04	12	163	829	43	112,503	56,711	56,344	113,055	552	0.5
D-05	12	125	511	82	129,646	62,863	63,050	125,913	- 3,733	- 2.9
D-06	14	143	908	65	91,956	45,513	45,528	91,041	- 915	- 1.0
D-07	8	111	736	58	74,357	37,215	37,217	74,432	75	0.1
D-08	10	149	674	45	91,863	45,754	46,307	92,061	198	0.2
D-09	9	81	322	66	76,725	38,751	38,470	77,221	496	0.6
D-10	12	131	514	96	78,162	38,745	38,973	77,718	- 444	- 0.6
D-11	8	78	404	55	50,286	25,015	25,398	50,413	127	0.3
D-12	10	95	529	114	77,719	39,055	38,824	77,879	160	0.2
D-13	6	68	283	96	42,728	21,310	21,393	42,703	- 25	- 0.1
D-14	6	65	488	50	42,679	21,439	21,332	42,771	92	0.2
D-15	7	73	334	22	53,325	26,522	26,498	53,020	- 305	- 0.6
D-16	5	55	330	49	36,517	18,321	18,275	36,596	79	0.2
D-17	5	45	172	30	34,146	16,866	17,293	34,159	13	0.04
D-18	5	48	189	72	29,198	14,638	14,564	29,202	4	0.01
D-19	4	30	173	80	19,847	10,006	9,966	19,972	125	0.6
D-20	5	38	284	109	21,790	10,982	10,942	21,924	134	0.6
D-21	5	33	117	29	23,785	11,837	11,917	23,754	- 31	- 0.1
D-22	3	33	159	83	23,255	11,603	11,697	23,300	45	0.2
D-23	4	40	239	67	26,055	13,186	12,903	26,089	34	0.1
D-24	4	42	205	37	32,001	16,100	16,006	32,106	105	0.3
D-25	5	43	182	65	26,010	13,122	12,978	26,100	90	0.4
Total	198	2,155	10,886	-	1,747,730	873,281	876,797	1,750,078	2,348	0.134

Source: Kohn Kaen Provincial Office

In Thailand the lowest level of local government is at Tambol (Subdistrict) level, it is known as Tambol Administrative Organization (TAO). The members of Administrative Committee are elected representatives of each village in that particular Tambol. Actually the concept of decentralization of government administration was initiated for the first time by Tambol Administration Act 1956. However, it was amended and seriously implemented under the Tambol Administration Act 1994, which was effective from 2 March 1995.⁹ The third amendment was done in 1999 to make it consistence with the New Constitution 1997. Under the old system or before becoming a TAO, it was known as Tambol Council, which the members of Administrative Committee were village headmen of villages in that particular Tambol. If the annual tax revenue of a particular Tambol Council exceeds 150,000 Baht for 3 executive years, then that Tambol Council will be upgraded to become TAO. In Khon Kaen there are 198 Tambol (**Table 1**) out of which 194 already upgraded to become TAO and only 4 Tambol still having Tambol Council status. There are 2,155 villages in Khon Kaen, with an average of 10.9 villages per Tambol. According to the third amendment TAO is classified into 5 levels. The main criterion for classifying TAO into 5 levels is based on the annual tax revenue.¹⁰

Table 2: 5 Levels of TAO Classification

Level Classification of TAO	Annual Tax Revenue (million Baht)
TAO (level 1)	> 50
TAO (level 2)	> 20
TAO (level 3)	> 10
TAO (level 4)	> 5
TAO (level 5)	< 5

Source: TAO Act 1999

There are few TAOs classified as level 1, they are located in urbanized areas with high densities of business and industrial enterprises. The high annual tax revenue enables them to be more autonomous in their administration. According to Article 16 of Section 2 in TAO Act 1999, the scope of functions to be performed by TAO is limited to 31 activities as follows:

1. Prepare the development plan.
2. Provide and maintain roads, waterways and the draining system.
3. Provide and control markets, dockyards, piers and parking lots.
4. Construction of public utilities.
5. Management of public utilities.
6. Occupational promotion and training.
7. Business and investment promotion.
8. Promote tourism.
9. Educational management.
10. Provide Social welfare and improve quality of life of children, women, old people and the handicaps.
11. Maintain arts, tradition, local wisdom and local culture.
12. Improve slum areas and housing management.
13. Provide and maintain recreational areas.
14. Promote sports.
15. Promote democracy, equality, rights and freedom of the people.
16. Promote people participation in the local development process.
17. Maintain cleanness and order in the society.
18. Garbage and sewage disposals.
19. Public health service and family health care services.
20. Provide and control cemetery and crematorium.
21. Control livestock raising.
22. Provide and control livestock slaughter.
23. Maintain public security, order and health in public places and houses of entertainment.
24. Manage and maintain the utilization of forest, land, natural resources and environment.
25. Manage city planning.
26. Provide transportation and traffic engineering systems.
27. Maintain and in charge of public land.
28. Control the construction and utilization of buildings.
29. Protect and relieve public hazardous or damage.

30. Maintain peace and order, promote, support, protect and maintain safety in life and property.
31. Provide other activities and services, which benefit the local people as specified by the committee.

II.2 Population and Employment

In the year 2000 the total population of Khon Kaen was recorded at 1,750,078, out of which 873,281 were male and 876,797 were female. D-01 has the population of 365,481, which is the highest, followed by D-05, D-04 and D-02. The number of population in the remaining districts was less than 100,000. D-19 is the smallest district in term of population with only 19,972 inhabitants (**Table 1**).

The size of enterprises, basing on the number of employees, may be classified into 4 categories as follows: 1-9; 10-49; 50-99; 100 and over employees. From 1999 to 2000, the number of enterprises for the first category increased from 3,550 to 4,706, which generated employment from 11,439 people to 15,564 people or an increase of 36.06%. The reason for high increase due to the fact that small enterprises are more flexible during crisis as compared to larger enterprises. The second category the number of enterprises increased from 1,106 to 1,242, which generated the increase of employment from 22,784 to 24,934 or 9.44%. In case of the third and fourth categories, the number of enterprises reduced from 165 to 157 and 112 to 110 respectively. However, the number of employment in these two categories slightly increased. From 1999 to 2000, the number of enterprises of all sizes increased from 4,933 to 6,215 or 25.99% increase, as the result the number of employment increased from 85,083 to 97,754 or an increase of 14.89% (**Table 3**).

Table 3: Khon Kaen Number of Enterprises and Number of Employees 1999-2000

Size of Enterprises Classified by No. of Employees	Number of Enterprises			Number of Employees		
	1999	2000	% Change	1999	2000	% Change
1 – 9 employees	3,550	4,706	32.56	11,439	15,564	36.06
10 – 49 employees	1,106	1,242	12.30	22,784	24,934	9.44
50 – 99 employees	165	157	-4.85	10,897	10,783	-1.05
100 and over employees	112	110	-1.78	39,963	46,473	16.29
TOTAL	4,933	6,215	25.99	85,083	97,754	14.89

Source: Khon Kaen Labor Protection and Welfare Office

II.3 Natural Resources

The main natural resources of Khon Kaen are as follows:¹¹

1. Copper has been found in D-06.
2. Potash has been found in D-01
3. Uranium has been detected in D-06, so far the quantity of reserve is unknown.
4. Natural gas in D-04 has been utilized at the flow of 27 million cubic foot per day and the new location is found in D-11.
5. Crude oil is found in D-13, but the quantity of reserve has not been estimated.
6. Hydro electricity has been produced in D-14 at the rate of 1,820.130 million kilowatt per hour.

II.4 Land Utilization for Agriculture

For the year 2001, from the total land area of 6.80 million rai, 61.86% were utilized for agricultural purposes. Most of the land area was utilized for rice cultivation especially glutinous rice for household consumption. Rice cultivation needs a lot of water, during the rainy season 2,528,608 rai were utilized for the first crop of non-glutinous and glutinous rice. For the second crop only 134,046 rai of irrigated land were feasible for rice cultivation. For the first crop, the average yields of non-glutinous and glutinous rice per rai are 448 and 436 kg/rai respectively. The reason for low yield per area is that most of the land were rain-fed areas. For the second crop, only small-irrigated areas are normally utilized, the average yields per rai are as high as 644 and 603 kg/rai respectively. In 2001, Khon Kaen produces 1,110,232 ton of paddy for the first crop and another 85,106 ton for the second crop. The other main crops of Khon Kaen are cassava, sugar cane, soybean, maize, and ground nut (**Table 4**).

Table 4: Khon Kaen Land Utilization for Agriculture, Yield of Main Crops 2001

Main Crops	Cultivation Area (rai)	Average Yield (kg/rai)	Total Output (metric ton)
1. Rice (1 st crop)	2,528,608		1,110,232
- Non-glutinous	577,292	448	258,858
- Glutinous	1,951,316	436	851,374
2. Rice (2 nd crop)	134,046		85,106
- Non-glutinous	105,075	644	67,645
- Glutinous	28,971	603	17,461
3. Cassava	390,749	1,102	430,539
4. Sugar-cane	652,869	7,407	4,835,635
5. Soybean	70,432	274	19,310
6. Maize	19,750	897	17,721
7. Ground-nut	1,646	282	464

Source: Khon Kaen Agricultural Office

II.5 Livestock

In 2000 the value of livestock production increased 16.54% over the previous year as the result of 24.98% increase in the value of milk production, which mainly supplied to 5 milk factories located near by areas. There were 6,704 dairy cows. Most of them were concentrated in D-01, D-04 and D-09. There were 142,320 cows in Khon Kaen province in the year 2000. In D-01, D-02, D-03, D-10 and D-11, the number of cows exceeded 10,000. There were 63,485 buffaloes, 95,856 pigs, 685,414 ducks and 1,151,304 chickens. Poor farmers still using buffaloes to plough the land for rice cultivation, however, it is slowly replaced by tractors and the number of buffaloes is on the decline trend. Only D-10 and D-19 had more than 5,000 buffaloes. The number of pigs also declined by 17.33% as the result of increasing price of animal feed and decreasing price of live pigs. Only D-01 and D-04 had more than 10,000 pigs. There were 685,414 ducks, which was 22% increase over the previous year. More than 60,000 ducks were raised in D-04, D-06 and D-08. There were 1,151,304 chickens, out of which 63% were for meat consumption and the remaining 37% were for egg production. The local variety chicken is very well known for the good taste especially for preparing fried chicken.

II.6 Fishery

Due to the construction of Ubonrat Dam and several natural river basins, Khon Kaen produces a large quantity of fish supplies. In 2000 the total fish supplies was 13,590 ton, out of which 8,156 ton or 60% come from natural water resources and the remaining 5,434 ton or 40% produced by fish raising farms. The total fish output increases by 32.56% over the previous year. The output from fish farms increases by 40.05% as compared to 28.00% increase in the output from natural water resources.

II.7 Irrigation

In Khon Kaen there are 2 large-scale irrigation projects namely Nong Why Irrigation Project and Nam Phong Irrigation Project, which cover the irrigated areas of 257,000 rai in 3 districts of D-01, D-04 and D-21. Another 37,805 rai are under 15 medium-scale irrigation projects. There are 391 small-scale irrigation projects, which can irrigate agricultural land of 142,573 rai. In addition to 3 sizes of reservoir irrigation projects, Khon Kaen agricultural activities are supplemented by 76 stations of electrical water pump located in 14 districts, which cover the area of 185,500 rai. The total irrigated agricultural land, under the above irrigation projects, is approximately 622,878 rai, which of about 14.8% of Khon Kaen total agricultural land, and the remaining 3,577,122 rai or 85.2% are rain-fed areas. Small irrigated agricultural area is one of the main reasons for low productivity per area of Khon Kaen agricultural sector (**Table 5**).

Table 5: Khon Kaen Irrigation Projects and Benefited Areas

Project Size	No. of Projects	Benefited Areas (rai)	
Large Scale Project	2	257,000	
Medium Scale Project	15	37,805	
Small Scale Project	391	142,573	
Electrical Water Pump	76 Stations	185,500	%
Total Irrigated Agricultural Areas		622,878	14.8
Total Rain-fed Agricultural Areas		3,577,122	85.2
Total Agricultural Areas of Khon Kaen		4,200,000	100.0

Source: Khon Kaen Irrigation Office

II.8 Loans and Deposits at Financial Institutions

During the critical period of the financial crisis (1996-1999), in Khon Kaen the total amounts of deposits were rather stable. The high-income group was not seriously affected; they managed to maintain their level of deposits by adjusting their consumption patterns. On the other hand, the commercial bank credit as percentage of deposits decreased from 141.8% in 1996 to 91.4% in 2000. The commercial banks' profits are directly affected; they are reluctant to provide loans due to large amount of outstanding non-performing loans (NPLs). The over supplies of deposit force the banks to lower the interest rates for all types of deposits. In 1996 and 1997, the commercial banks in Khon Kaen provided agricultural credit only 5.4% of their total credit each year, and the amount declined to 4.0%, 3.3% and 4.1% in 1998, 1999 and 2000 respectively. The major credits were provided to finance industrial, commercial and personal consumption

activities, which accounted for approximately 16%, 38% and 21% respectively (**Table 6**). Majority of the agricultural credits are provided by Bank for Agriculture and Agricultural Cooperatives (BAAC), which normally provides loans directly to farmers through their branch offices, or provides loans through agricultural cooperatives at the district level, or provides loans through farmer groups. During the financial crisis, the total credit provided by BAAC and the repayments made by farmers fluctuate within a narrow range. But the total outstanding debts of farmers increased annually by 20.7%, 1.0%, 10.9% and 6.3% in 1997, 1998, 1999 and 2000. There are two main causes of increasing outstanding debt namely low agricultural income and the implementation of debt moratorium by government (**Table 7**).

Table 6: Khon Kaen Commercial Bank Credit Classified by Activities (unit : million Baht)

Activities	1996		1997		1998		1999		2000*	
	Mil Baht	%	Mil Baht	%	Mil Baht	%	Mil Baht	%	Mil Baht	%
Agriculture	2,345.6	5.4	2,445.7	5.4	1,715.7	4.0	1,386.3	3.3	1,331.0	4.1
Mining	219.5	0.5	193.2	0.4	168.8	0.4	209.9	0.5	134.4	0.4
Industry	6,360.4	14.6	6,827.7	15.1	6,537.8	15.4	6,449.3	15.3	6,310.3	19.3
Construction	2,735.1	6.3	2,667.4	5.9	2,687.2	6.3	2,656.0	6.3	1,989.4	6.1
Commerce	15,745.4	36.2	17,704.0	39.2	16,744.3	39.5	17,413.0	41.3	11,466.7	35.1
Other Financial Institutions	493.0	1.1	420.8	0.9	445.9	1.1	57.4	0.1	34.9	0.1
Real-estate	2,030.7	4.6	2,131.5	4.7	2,048.5	4.8	1,968.4	4.7	1,583.0	4.8
Public Utilities	284.9	0.7	317.5	0.7	330.5	0.8	319.8	0.7	228.8	0.7
Services	2,992.5	6.9	3,139.0	7.0	3,203.7	7.6	3,788.7	9.0	2,411.8	7.4
Personal Consumption	10,308.8	23.7	9,375.0	20.7	8,524.6	20.1	7,927.9	18.8	7,188.2	22.0
TOTAL	43,515.9	100	45,221.8	100	42,407.0	100	42,176.7	100	32,678.5	100

Source: Bank of Thailand (BOT), Northeast Regional Office in Khon Kaen; * October 2000.

**Table 7: Khon Kaen Agricultural Credit Provided by
Bank for Agriculture and Agricultural Cooperatives (BAAC) (unit: million Baht)**

Year	Direct Loan to Farmer			Loan Through Coop			Loan to Farmer Group			TOTAL			% Chang e
	a	b	c	a	b	c	a	b	c	a	b	c	
1996	3,559	2,539	5,294	447	354	411	-	0.2	2.3	4,006	2,893	5,707	-
1997	4,015	2,898	6,411	537	472	476	-	0.4	1.9	4,552	3,370	6,889	+20.7
1998	3,134	3,122	6,423	478	414	540	-	0.0	1.9	3,612	3,536	6,965	+ 1.0
1999	4,360	3,643	7,140	576	533	583	-	0.1	1.8	4,936	4,176	7,725	+10.9
2000	3,802	3,363	7,579	642	592	633	-	0.1	1.7	4,444	3,955	8,214	+ 6.3

Source: Bank for Agriculture and Agricultural Cooperatives (BAAC), Khon Kaen Office

* a = loan; b = repayment; c = outstanding debt.

II.9 Taxes Collection

As the result of the financial crisis, the amount of taxes collected by Khon Kaen Revenue Office were on a declining trend. In 1999 the amount of taxes collected was 1,319.125 million baht, in the following year the amount decreased to 1,134.859 million baht, which was 13.97% less than the previous year. The main sources of revenue collected by Khon Kaen Revenue Office are Personal Income Tax, Interest on Deposit Tax (Capital Gain Tax), Corporation Income Tax and Value-added Tax (VAT). In 2000 the revenue from Personal Income Tax, Interest on Deposit Tax, and Value-added Tax were reduced by 5.89%, 34.82% and 16.04% respectively. The main factors contributing to the reduction in tax collection are the increase in tax exemptions, tax deductions and VAT reduction. The Corporation Income Tax was slightly increased by 2.77% from the previous year due to the increasing number of small and medium enterprises (**Table 8**).

Excise Taxes and Special Excise Taxes are collected by Khon Kaen Excise Office, the amount collected in the year 2000 was 4,961.080 million baht as compared to 5,336.256 million baht in the previous year, which was 7.03% drop from 1999. About 96% of the Excise Taxes collected in Khon Kaen are generated by Spirit Tax (Liquor Tax) and License Fees. Taxes on soft drink generate about 3.5-3.9% of the total Excise Taxes. The biggest beer factory and many soft drink factories are located in Khon Kaen, which are the main sources of taxes collected by Khon Kaen Excise Office (**Table 9**).

Table 8: Khon Kaen Tax Collection by Revenue Office (unit : million Baht)

Sources of Revenue Tax	1999	2000	% Change
1. Personal Income Tax	408.241	384.208	- 5.89
2. Interest on Deposit Tax	226.846	147.843	- 34.82
3. Corporation Income Tax	185.456	190.597	2.77
4. Business Tax	0.047	0.071	51.79
5. Value-added Tax (VAT)	365.818	307.154	- 16.04
6. Specific Business Tax	87.150	55.044	- 36.84
7. Duties Stamp	42.942	47.536	10.70
8. Others	2.625	2.406	- 8.34
Total Income Tax Collected	1,319.125	1,134.859	- 13.97

Source: Khon Kaen Revenue Office

Table 9: Khon Kaen Tax Collection by Excise Office (unit : million Baht)

Sources of Excise Tax	1999	2000	% Change
1. Spirit Tax & License Fees	5,140.897	4,763.849	- 7.33
2. Tobacco Stamp & License Fees	0.477	0.488	2.31
3. Soft drink Tax	192.597	193.916	0.68
4. Card Game (License Fees)	0.006	0.007	16.67
5. Automobile Tax	0.183	0.727	297.27
6. Service Establishment (Horse racecourse; Golf Course)	0.842	0.785	- 6.77
7. Electrical Appliance (Air-conditioner)	0.411	0.544	32.36
8. Motor-cycle Tax	0.640	0.640	0.00
9. Perfume Tax	0.003	0.001	- 66.67
10. Gasoline Tax	0.003	0.000	- 100.00
11. Boat Tax	0.030	0.008	- 73.33
12. Carpet Tax	0.019	0.014	- 26.32
13. Miscellaneous	0.148	0.101	- 31.77
Total Excise Tax Collected	5,336.256	4,961.080	- 7.03

Source: Khon Kaen Excise Office

II.10 Education

The educational services in Khon Kaen may be classified under 2 categories namely services provided by Ministry of Education and those provided by other ministries. In 2000 there were 1,304 educational institutions under the Ministry of Education employing 17,815 teaching staffs or 85.4% of the total provincial teaching staffs and providing services for 361,129 students or 88.7% of the total provincial students. The student-teacher ratio was 20.27:1. The educational agencies under the Ministry of Education are classified under the following departments: Office of the National Primary Education (ONPEC), which has the highest numbers of schools, classrooms, students and teachers. Department of General Education (DGE), Department of Vocational Education (DVE), Office of the Private Education Commission (OPEC), Religious Department and Physical Education Department. There were 21 educational institutions, which were not under the Ministry of Education, supported by 3,042 teaching staffs or 14.6% of the total provincial teaching staffs, providing services for 46,068 students or 11.3% of the total provincial students. The student-teacher ratio was 15.14:1. The educational institutions, which were not under the Ministry of Education, were classified under the following offices: Local Education Office, University Bureau (National University Department), University Bureau (Private University Department) and University for Priest. The total number of educational institutions in Khon Kaen was 1,325, with 20,857 teaching staffs providing services for 407,197 students. The overall student-teacher ratio was 19.52:1 (**Table 10**).

**Table 10: Khon Kaen Educational Institutions,
Number of Classrooms, Students and Teaching Staffs 2000**

Agencies in Charge/ Educational Institutions	No. of Institutions	No. of Classroom	No. of Students	No. of Teaching Staffs
UNDER THE MINISTRY OF EDUCATION				
1. Office of the National Primary Education (ONPEC)	1,072	10,313	207,062	10,807
2. Department of General Education (DGE)	104	2,374	88,125	4,045
3. Department of Vocational Education (DVE)	10	439	15,897	551
4. Rajamongkol Institute of Technology	1	157	4,087	212
5. Office of the Private Education Commission (OPEC)				
- Primary & Secondary School	83	702	22,817	1,098
- Vocational School	10	445	16,937	717
6. Religious Department	23	195	5,809	358
7. Physical Education Department	1	16	395	27
Subtotal	1,304		361,129	17,815
%			88.7%	85.4%
<i>Student-Teacher Ratio</i>			20.27	1
NOT UNDER THE MINISTRY OF EDUCATION				
1. Local Educational Office	16	398	14,608	576
2. University Bureau (National Universities)	2	N.A	23,581	1,910
3. University Bureau (Private University)	1	N.A	6,868	482
4. University for Priest	2	N.A	1,011	74
Subtotal	21		46,068	3,042
%			11.3%	14.6%
<i>Student-Teacher Ratio</i>			15.14	1
TOTAL	1,325	15,039	407,197	20,857
%			100.0%	100.0%
<i>Overall Student-Teacher Ratio</i>			19.52	1

Source: Khon Kaen Educational Office

II.11 Health

The **Table 11** shows the number of medical personnel working in Khon Kaen under the Ministry of Public Health during the year 2000. The total number of medical personnel was 6,795 and the overall population-personnel ratio was 258:1. The population-personnel ratios of main categories of medical personnel are as follows: 7,057 per medical doctor, 26,516 per dentist, 79,549 per medical technician, 18,422 per pharmacist, 1,406 per register nurse and 27,779 per nurse aid. In addition to the Ministry of Public Health's medical personnel and services, some medical services are provided by agencies under other ministries and also private sector. Khon Kaen University Hospital provides 777 beds for patients, the Ministry of Public Health's General Hospital provides 714 beds, and the hospitals in various districts of Khon Kaen altogether provide 300 beds. Including other types of hospitals the whole government sector provides 3,083 beds for patients or 94.8% of the total bed supplied to service the public. The private sector, in the form of private hospital, provides 170 bed or 5.2% of the total bed for patients. The total number of bed to service Khon Kaen people was 3,253 beds, or in term of the population-hospital bed ratio 538:1. The government sector provides medical services through 318 establishments, which most of them are hospitals and it accounts for 36.1% of the total establishments. The private sector provides supporting and substituting medical services through 563 establishments, which is 63.9% of the total establishments. Beside private

hospital, private sector provides services through private medical clinics, dental clinics, maternity clinics, medical laboratory clinics and drug stores. The population-medical establishment ratio was 1,986:1.

The pattern of the top ten causes of death in Khon Kaen or any northeastern province is quite different from that of northern provinces. In northern provinces such as Chiangrai, Lampang, HIV is the top cause of death with increasing trend until the year 2000. Death rates in Lampang caused by HIV in 1996 and 1997 were 150.59/100,000 and 172.99/100,000 respectively.¹² In case of Khon Kaen the top cause of death is natural death which is 149.79/100,000. Then followed by heart diseases, cancer, unknown causes, traffic accident, HIV, diabetes, kidney diseases, blood infection, respiratory and lung diseases. HIV ranks sixth in Khon Kaen with the death rate of 21.00/100,000 (**Table 12**).

Table 11: Khon Kaen Medical Personnel Under the Ministry of Public Health 2000

Classification of Medical Personnel	No. of Personnel	Population-Personnel Ratio
1. Medical Doctors	248	7,057
2. Dentists	66	26,516
3. Medical Technicians	22	79,549
4. Pharmacists	95	18,422
5. Medical Academicians	224	7,813
6. Register Nurse	1,245	1,406
7. Technical Nurse	736	2,378
8. Nurse Aid	63	27,779
9. Public Health Administrative Staffs	259	6,757
10. Community Health Staffs	493	3,550
11. Assistant Dentists	96	18,230
12. General Officers	445	3,933
13. Permanent Employees	1,398	1,252
14. Temporary Employees	1,405	1,246
TOTAL	6,795	258

Source: Khon Kaen Public Health Office

Table 12: Khon Kaen Top Ten Causes of Death 2000

Causes of Death	No. of Cases	Death Rate/100,000
1. Natural Death (Old Age)	2,618	149.79
2. Heart Diseases	1,323	75.70
3. Cancer	976	55.84
4. Unknown Causes	463	26.49
5. Traffic Accident	430	24.60
6. Antibody Deficiency (HIV)	367	21.00
7. Diabetes	307	17.57
8. Kidney Diseases	249	14.25
9. Blood Infection	247	14.13
10. Respiratory & Lung Diseases	246	14.08

Source: Khon Kaen Public Health Office

II.12 Exports and Imports

Khon Kaen's main exports are mostly agricultural products such as rice, tapioca or cassava chips. The main industrial products exported are tapioca flour, textile, carpet, vegetable seeds, and paper pulp from bamboo and eucalyptus trees. Exported products from Khon Kaen are mostly transported by road. Khon Kaen imports consumer products and industrial products mainly from Bangkok. The agricultural products such as tapioca roots, jute, maize, sesame and silk yarn are imported from neighboring provinces. Flowers are imported from northern region, coconut, cashew nut, food, soft drink, wood, wood product and furniture are imported from southern region. Most of Khon Kaen's imports are transported by rail. Khon Kaen serves as distribution center for the whole northeastern region. Products are imported from other regions including Bangkok, then distributed to neighboring provinces.

Endnotes

* This article was created by Prof. Shigeru T. Otsubo using excerpts from Phaisal Lekuthai, "Local Wisdom and Modern Approach on Rural Development: A Case Study of Khon Kaen Province in Thailand." *GSID Discussion Paper* No. 106 (September 2002)

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6.25 rai	=	1 hectare	=	2.471 acres
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Site Working Group 1

Local Government at Grass-Roots Level

(Tambon Kud Nam Sai, Nam Phong District, Khon Kaen Province, Thailand)

1. Introduction
2. Site Information
3. Pre-Visit PCM Analyses
4. Field Survey and Post-Visit PDM
5. Relevant Cases from Japan and Their Applicability
6. Recommendations

Endnotes

References

Appendix 1. Pre-Visit Project Design Matrix (PDM)

Appendix 2. Post-Visit Project Design Matrix (PDM)

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1. Introduction

The TAO Kud Nam Sai in District Nampong is a successful model case of local government being effective at the grass-roots level. Rural community development could only be accomplished through the synergy of the roles that the different actors in that region play: local (TAO) government, local peoples, and private business. So, we analyzed rural community development for this site with regards to the following four thematic issues: 1) Development Governance and Capacity Building, 2) Business Relations, 3) Human Resource Development, and 4) Participation and Culture.

In this report, first, we introduce the general village situation and TAO activities at the site. Then, we basically show the pre-visit PCM Analysis, which is based on secondary data from the literature and Internet resources, as well as the post-visit PCM Analysis, which is based on applicable case studies we collected, secondary data from the literature, and our findings from our field survey. In advance of performing our field survey, we set up a research hypothesis on what would contribute to sustainable community development in Kud Nam Sai from each thematic point of view. We then collected data on the basis of the hypothesis through interviews with various stakeholders in the field.

Regarding governance and capacity building, we mainly focus on how the capabilities of TAO personnel can be improved, how TAO can play an administrative role more effectively, and how financial resources of TAO can be diversified. We do believe that these approaches are the central issues of any developing community. In other words, having a comprehensive influence on all the aspects of life in the area, the TAO will be our main focus. Apparently, it is the TAO's qualified staff, its strong capacity and widespread jurisdiction that will finally have a positive outcome on the way to smooth and sustainable community development.

Regarding business relations, even though there are very few businesses and industries except some large enterprises such as Phoenix Co. at the site, we focus on the role of business in community development. We conducted interviews with each actor that is TAO, small business activity groups, and the Agricultural Cooperative to research what has been done by each of these actors for community development, and try to answer how business activities can promote a more self-reliant and sustainable community development.

Regarding human resource development, we focus on how the TAO provides vocational education, especially in agriculture. Since 90% of villagers are engaged in agriculture in this TAO, we suppose that this kind of education contributes to increasing villagers' income as well as to the development of the Tambon. We conduct interviews with both training providers and trainees to identify how effectively the prevailing training has been provided, and how we can further improve the training to increase farmers' capabilities.

Regarding participation, we focus on how to increase local people's sense of belonging to the community and responsibility for local development. This is because the network among the local villager's groups is essential to strengthening their sense of ownership of community development. We asked in our interviews about villagers' activities and their sense of belonging to the community.

2. Site Information*

Kud Nam Sai from the perspective of Local Governments at the Grass-Roots Level

Kud Nam Sai TAO is one of the lowest local administration offices¹ located under the supervision of Khon Kaen Provincial Administrative Office, in the Northeast of Thailand. This Tambon consists of 10 villages and has a population of slightly more than 7,000 populations in total. Being upgraded to a second level TAO in 1999 it has an annual revenue tax of 27,352,873 and an area of land spanning 22,221 rai.

Table 1: Five Levels of TAO Classification.

Level Classification of TAO	Annual Tax Revenue (million Baht)
TAO (level 1)	> 50
TAO (level 2)	> 20
TAO (level 3)	> 10
TAO (level 4)	> 5
TAO (level 5)	< 5

The Tambon has an appointed chief (by the Provincial Governor) and Tambon council. Tambon Council consists of elected (by local people) and appointed (by the Provincial Governor) members. The total manpower of Kud Nam Sai TAO is 32. The classifications of committee members and administrative staff are as follows: The Administrative Committee has 3 members, one President and two committee members. The Judicial Committee has 17 members, one chairman, one deputy, one secretary and 14 representatives of 10 villages. All these members are elected.

Although the main elements of development (land, water, capital, human resources, etc.) are not at a satisfactory level in the northeast part of Thailand as a whole, in this respect Kud Nam Sai could be regarded separately. Unlike many of the region's Tambons, it possesses some of these elements. The proportion of its usable land counts for about 70% of their total lands, which enjoy an irrigation system extended to the area. The Tambon also hosts the Phoenix Company which contributes to a great extent to community development, in direct or indirect ways, by paying taxes to PAO and TAO, providing scholarships, and free water and electricity for local residents. However a close look at the site allows us to make a generalization that the proper use of the above-mentioned elements in a self reliant and sustainable manner is far beyond the policies made and implemented. Besides, there are some other problems directly affecting the whole development process of the Tambon. Some of those problems are related to financial analysis, tax collection, budget allocations, environmental protection, investment planning, agricultural production and marketing, that TAO fails to carry out properly. From the viewpoint of governance and capacity building some challenges can also be added to this unsatisfactory condition.

Table 2: Kud Nam Sai TAO's Manpower 2001

Positions	No. of Personnel
1. Administrative Committee	
- President of TAO	1
- Administrative Committee Members	2
Sub-total	3
2. Judicial Committee	
- Chairman	1
- Deputy	1
- Secretary	1
- Representatives of 10 villages	14
Sub-total	17
3. Administrative Staffs	
- Chief of Staff	1
- Chief of Finance Section	1
- Chief of Public Works Section	1
- Revenue Collection Officer	1
- Finance and Account Officer	1
- Clerical Officer	1
- Civil Engineers	2
- Temporary employees	2
- General workers	2
Sub-total	12
Total Manpower	32

Firstly, the capacity of the TAO is not equal to the functions it is assigned. Although 31 functions of the TAO are cited in the TAO Act 1999, most of those functions require expert attention. In other words, in order to achieve a satisfactory outcome, the availability of well-trained and multi-skilled TAO staff should be put on the list of things to be achieved first. However, at present there are no training facilities available neither for TAO staff nor local villagers, to improve the managerial and technical skills of the TAO staff and the agricultural skills of villagers, respectively. Although TAOs can get assistance from higher administrative offices for training, the TAO does not make use of this on-request-assistance properly. It tries to rely on the current staff which is limited in number and low in terms of quality of performance. Villagers also have to rely on conventional ways of agriculture since there is no training at the Tambon level accessible to them. Thus the performance of the TAO and productivity of agricultural activities is half-hearted at best, and at worst, quite poor.

Secondly, one can easily detect that the basics of good governance are not in place. Symptoms of this inefficient administration are a lack of participation, improper partnership with community actors and higher administrative offices, and insufficient networks with inner and outer Tambon actors, which are the essentials of a participatory development. Although there are some groups, such as housewife groups, the health volunteer group, the youth group, the savings group and the cable radio group, most of them are neither functioning well nor actively taking part in the community development process. There could be some reasons for this poor participation. One of the basic reasons is people's lack of knowledge and awareness about the importance of community participation in development.

The last but the most vulnerable feature about this site is its high dependence on one financial source.

Here we should clarify that the fiscal year 2001 is not a normal year for the Kud Nam Sai TAO budget administration. Namely, building a new administrative office and buying some equipment account for 63.2% of the total expenditure (See Picture 1).

Table 3: Kud Nam Sai TAO's Budget for Fiscal Year 2001 (1 Oct 2000 – 30 Sept 2001)

ITEMS	Actual Amount Baht)	%	
REVENUE			
1. Tax revenue	27,352,873	93.7	
2. Fees, fines, licenses	705,841	2.4	
3. Income from assets (interest on deposits)	44,246	0.2	
4. Income from public utilities	-	-	
5. Central government subsidies	825,200	2.8	
6. Miscellaneous	265,863	0.9	
TOTAL REVENUE	29,194,023	100.0	
EXPENDITURE			
1. Central budget expenditure reserves	857,908	3.4	9.1
2. Regular wages and salaries	619,080	2.4	6.6
3. Temporary wages	343,600	1.3	3.7
4. Allowances, depleting materials, miscellaneous expenses	3,214,319	12.6	34.2
5. Public utilities	76,406	0.3	0.8
6. Subsidies for schools, temples, health center	4,285,104	16.8	45.6
Total Administrative Expenditure	9,396,417	36.8	100.0
Development Expenditure			
7. New office building and equipment	16,080,221	63.2	
TOTAL EXPENDITURE	25,476,638	100.0	
Surplus Budget	3,717,385	14.6	

Picture 1: New Administrative Office of the Kud Nam Sai TAO



Referring to Table 3, as a beneficiary of the National Gas Scheme the TAO receives more than 25 million Baht out of its 30 million Baht annual total income. There has been much criticism by academics and development institutions because if the government changes its policy regarding the benefits of natural resources to that particular Tambon, or if some day this natural resource runs out, the TAO's current unsatisfactory performance will become worse. However this big potential problem has not received enough attention. In other words, there is almost no initiative taken by the TAO or higher administrative offices to promote local business and create local leaders, which eventually will help to enhance business activities in the Tambon. Obviously, the TAO can diversify its income sources and enlarge its revenues through these ways of investments.

* This chapter relies heavily on Phaisal Lekuthai (2002), Ch.4.

3. Pre-Visit PCM Analyses

3.1 Problem Analysis of Governance and Community Development in TAO Kud Nam Sai, Khon Kaen Province

It is apparent that in recent decades, there has been a 'paradigm shift' from government to governance. The main distinguishing feature is that the previous places government as a "single fighter" in the development processes, while the latter requires people' and private sectors' involvement in the overall developmental system. In other words, the 'good governance' concept can only be accomplished if the synergy among the three actors of development (government, business / private sector and civil society) is guaranteed.

In Thailand, such synergy apparently does not take place. It is a fact that local people do not actively take part in development activities. This situation will lead not only to an inability to accelerate processes of community development, but also a failure in generating self-reliant, sustainable lifestyles for the people. That is why, from the perspective of governance, the fact that *local people do not actively participate in local community development* constitutes the core problem.

Table 4: Problem tree of Pre-Visit PDM

Approach	Main Problem	Causal Factors / Dimensions should be improved
Governance	TAO government is not able to perform its jobs and functions very well	Financial Network with people Public offices / utilities
Education and HRD	Human resources in TAO level are not well developed	Opportunity of people Provision of education
Business	Business sector is not able to support people's (business) activities	Partnership Promotion
Participation & Culture (Local Wisdom)	The level of communication and interactiveness among local people is relatively low	Sense of belonging Cable radio organization

Indeed, this problem does not derive from a single factor. Rather, some aspects seem to contribute more to producing such a problem. Before going into detail however, the following simple table might be useful to construct a general understanding of the entire problems faced by community.

3.1.1 Local Government and Capacity Building Aspect

As stated by Lekuthai (2002), TAO government administration is not so efficient. Basically, it is because government employees are not being as well trained as the SOP (standard operating procedures) of the government. As a result, ***the TAO government is not able to perform its jobs and functions very well.*** In fact, according to the TAO Act 1999 (Art. 16 Sec. 2), the TAO government has 31 functions; one of them is to promote peoples participation in the local development process. Therefore, it is very logical that the inability of government to perform its responsibilities productively leads to low participation of people. However, the low performance of the TAO government is directly caused by three other factors, they are, *financial sources are not diversified, a good network with civil society or local people is not well-established, and lack of some public services offices and public utilities.*

3.1.2 Education and Human Resource Aspect

The role of human resource development through training and education in constructing people's awareness / sense of belonging to development is absolutely essential. Unfortunately, some empirical phenomena indicate that ***human resources at the TAO level are not well enough developed to contribute to community development processes.*** The direct cause of this problem is that *the majority of local people have few opportunities to be educated properly due to the inappropriate promotion of informal education within the community and improper provision of vocational education / training at the Tambon level.*

3.1.3 Business Relations Aspect

Although the private sector might play a very important role in endorsing people participation, in TAO Kud Nam Sai the ***business sector is not able to support people's (business) activities.*** Ordinarily, this problem is a consequence of a *poorly organized partnership between big scale industry and small and medium industries / enterprises (SMI/Es), and poor promotion of local business. Efforts to promote the business sector seem to be very complicated due to a limited number of business activities and the inability of people to establish business activities (SME/Is).*

3.1.4 Participation and Culture (Local Wisdom) Aspect

Principally, participation should be encouraged from external and internal directions. External factors refer to actors outside the people's influence and affect the intensity of participation such as local government, business / private sectors, education service provider, etc. Internal direction means that participation should be treated as one of the basic needs of the people. In other words, people should have self-motivation to conduct self-generated participation. External factors are only a trigger to strengthen people's participation in development, but the internal aspirations of the people are the real key solutions to achieve the best performance of development through participation. Here, everything related to the internal aspect of

participation might be covered in the definition and scope of local wisdom. In the context of Khon Kaen, both external and internal factors of participation are not outstanding. Regarding local wisdom, ***the level of communication and interactiveness among local people is relatively low***. This condition is caused mainly by a *low sense of belongingness and responsibility of the people to local development projects due to the fact that cable radio organization does not make the best use of “participatory communication” principle*.

3.2 A “Project Design Matrix” Approach to Promoting Community Development

Considering the complex problems above, formulation of comprehensive solutions based on a multi dimensional and intersectoral approach is extremely necessary. For this purpose, the Project Design Matrix (PDM) is one method or tool used to produce objective and reliable policies, strategies, or actions needed to overcome any given problem (see Appendix 3). The PDM is created after reversing the problem analysis into an objective analysis (see Appendix 1 and 2). The PDM functions as a “planning sheet” which contains dimensions which should be improved during the project implementation. Hence, it determines from the most general dimension (overall goals) to the most specific dimension (activities).

3.2.1 Project Purpose

Normally, the project purpose has a direct connection with the core problem. It means that a project should be address to a real problem in society. However, since SWG-1 works under the “governance and capacity building at the grass roots level” project, the purpose is designed to handle an issue one step removed from the core problem. That is, the TAO is unable to perform its jobs and functions well. Therefore, the project purpose of SWG-1’s PDM is ***achieving a better TAO administration, which is able to coordinate and promote community development***. The purpose of the project relies on the assumption that the scope of activities of each community actor is increased. If the assumption does not prevail, then the project purpose appears to fail as well.

3.2.2 Overall Goal of the Project

The ultimate goal of community development in TAO Kud Nam Sai, Khon Kaen Province, Thailand, should be ***community actors (government, business sector and civil society) actively contribute to their own and other actors’ development***. This goal can only be achieved if all problems have been solved. And when this overall goal occurs, it will lead to the achievement of the super goal, that is: peoples’ lives in the community are improved in a self-reliant and sustainable manner.

3.2.3 Project Output

As problem analysis is divided into four parts, project output will be split into four parts as well. In this case, project output and sub-output (if any) can be seen as the following: 1) TAO improves its performance and capacity; 2) Local business is promoted; 3) TAO provides better vocational education for local people; and 4) Local people’ sense of belonging and responsibility (ownership) for local development increases.

There are four assumptions, which are valid for each output. Those four assumptions are: the projects and activities of TAO are successfully implemented, central government policies in industry and SME/Is do not

change, there is a demand by the people for vocational training, and central and local governments guarantee freedom of speech. When these assumptions can be met, then the propensity to realize project purposes becomes bigger. Otherwise, both project purpose and overall goal may stagnant. Finally, to evaluate the attainment of this output, the following four indicators and sub-indicators are employed: 1) Indicator of performance and capacity improvement; 2) Indicator of local business promotion; 3) Indicator of better vocational education provision for local people; and 4) Indicator of an improvement in sense of belonging and responsibility.

3.2.4 Project Activities

Project activities are the real actions of the overall project. They are needed to achieve project output, project purposes, and overall goal, even the super goal. However all of the following activities depend highly on assumptions such as the financial crisis will not affect the Tambon people anymore and the staff of the TAO will work continuously.

4. Field Survey and Post-Visit PDM

4.1 Research Questions

Our research questions cover almost all aspects of developmental issues. In order to find the prevailing problems and be able to recommend feasible policy strategies, we tried to do research in all local community stakeholders' responsibility areas. Apparently, each of them should be questioned separately, focusing primarily on their particular functions in the development process, to clearly identify the deficient points. This method helped us to analyze comparatively the collected data and to shape our PDM through which we aimed to show the shortcomings of each community actor along with reasonable solutions. Since we had a pre-visit PDM before starting our research we mainly set up our research questions to get reliable answers to the problems identified on this PDM, and to confirm the data that we had. Moreover, to be able to sum up the collected facts and measure their relevance to our entire project and especially its overall goal, we set up some overall questions to keep up this correspondence.

4.1.1 Overall Questions

As we have already set up an overall goal for our project, all of our overall questions correspond to this objective. During our fact-finding stage we were mainly trying to find comprehensive answers to mostly two very broad questions of "What are the priorities of the Tambon from each stakeholders own viewpoint?" and "What is being done by each community actor at the Tambon level to turn it into a self-reliant and sustainable community?" In order to get appropriate and reliable answers we asked those questions to all the community actors, rephrasing the same question in various ways. In other words, while interviewing Tambon staff we asked about strategies and policies by the TAO that will finally lead to better conditions in the community. Similarly, while meeting business sector representatives we tried to find out their contributions to this objective and while questioning local people and NGOs we aimed to grasp their level of participation, which is essential to smooth

community development. In addition, the following sub-titles will cite the detailed questions of the entire research from four different viewpoints, each of which has identified local development priorities from that particular viewpoint.

4.1.2 Governance and Capacity Building

This approach is the largest since it embraces not only government at a certain level but also other elements of a community. Being identified as a way of appropriate participatory decision-making and implementation, governance is a factor that sets forth many responsibilities for the government as a coordinating stakeholder of the community. In our case, this stakeholder at the grassroots level, is the Kud Nam Sai Tambon Administrative Office (TAO). Although the scope of governance and capacity building is all-inclusive we primarily did our research in government institutions, TAO and PAO. We divided our questions into several types so that we could look closely at all the matters that are under the jurisdiction of those institutions, especially the TAO. Thus, we started our research by holding an introductory meeting with the TAO President who clearly mentioned community priorities and future plans.

Firstly, we asked a couple of well-ordered questions to get a general picture of the Tambon, and to identify the TAO's capabilities and responsibilities, on-going projects and problems. Among those questions, we were able to get proper answers mainly to questions which were related to the TAO's organizational structure, principal functions, obstacles to perform the functions, general evaluation of the office's performance and future plans in the short and long run. We asked these questions to the President and Chief of the Staff of the TAO.

Secondly, we tried to find reliable data regarding the issue of human resource development within the TAO. Depending on the area of concern of the questions we interviewed the Chief of Staff, the Section Head of the TAO and the Chief Inspector of the Department of Local Administration (DOLA) of Provincial Administrative Office. Basically we aimed to find out what kinds of training programs are provided in order to improve the knowledge, skill and attitudes of government employees; does the training have a correlation with career development, salary, promotion and other personnel management matters; how many employees are trained annually on average; what budget is provided annually to conduct training; does the TAO make regular evaluations on training for its employees, and if so, what are the results of those evaluations; and finally, how to make a correlation between training programs and the improvement of government employee's personal and organizational performance.

Thirdly, we asked financial management related questions to the DOLA inspector and head of the department of finance of the TAO. We intended to get data on revenue and expenditures of the TAO, priority spending, the sharing of finances among Central, Provincial and Tambon governments, and obstacles and counter-actions in the enhancement the TAO's revenue sources. Moreover, we intended to clarify for ourselves what sorts of policies are currently formulated and/or implemented to create a decentralized financial management system in which TAOs can become financially independent from the central government and generate their own income sources.

Fourthly, we focused comprehensively on business-related matters in the Tambon, including relationships with the business sector, business promoting policies and activities, and encouragement of the business sector's participation in community development. In this respect, we questioned the head of the finance section, the President of the TAO, and business sector representatives separately. Some particular questions were asked regarding the number, activities and general contribution of SMEs, SME promotion and strengthening policies,

financial and technical assistance to small businesses from the TAO, and hindrances and problems in the improvement of small business activities.

The last concern of governance and capacity building was the local people's level of education and participation. We directed our relevant questions to the President of the TAO, some village heads and local people. At this point, our purpose was to find out what was being done at the Tambon to increase people's level of literacy through training or vocational education, and participation through religious and cultural activities. Namely, we asked about what kinds of educational programs were available for local people, and what were the current programs or projects were which promoted better participation of people in all activities, including TAO organized ones. In addition, we tried to identify the root causes of the lack of participation and motivation, which many of the interviewed persons stressed as the major obstacles to the unity of the Tambon people.

4.1.3 Business Relations

In site 1 (Tambon Kud Nam Sai), the role of business activities in community development is quite a low. The reasons are as follows: the number of business activities is quite low, the fund available for doing business is quite low, and the business activities are not well managed. There are several reasons why these problems occurred. To promote the business activities in this area, every actor, such as TAO, villagers, other local government (at district and provincial level), business owners, etc. should cooperate and work together. So, the research questions from the business point of view, are what has been done by every actor to improve the role of business activities in community development in Kud Nam Sai, and how can business activities promote self-reliant and sustainable community development. In order to get comprehensive results, every actor in community development has been interviewed according to his or her activities and roles in promoting business. These include the TAO president, and TAO staff, NGO workers, SMEs owners, Agricultural Cooperative manager, and a member of small business activities groups.

4.1.4 Education/HRD

Human resource development is one of the important factors for community development, and how to improve local people's ability is the main concern. As 90 percent of the people in the Tambon are engaged in agriculture, agricultural training is especially necessary for community development. Actually, TAO has already started to organize and implement some agricultural training. Therefore, our main focus is agricultural training for the improvement of farmers' capabilities. We also examine how agricultural training contributes to community development and in what manner successful agricultural training can be provided.

In order to examine the above, we asked the following questions at the site: 1)What kind of training is provided?, 2)Who are the stakeholders?, 3)What are the effects of the training?, 4)What is the structure of the training system?, 5)How does the training provider identify the local people's needs?, 6)Are farmers satisfied with the training?, and 7)Is training useful?

4.1.5 Participation and Culture

Increasing growth and eliminating poverty is one of the major goals of economic development. Recently, the goal has been broadened to include promoting participatory governance. As a result, there is a growing literature and much debate about the need to encourage more people to participate in the process of

development. Promoting people's participation has both advantages and disadvantages. Regarding its advantages, participation can develop democracy in the society. In other words, participation can strengthen people's sense of sharing resources, control, and responsibility within the social group, which finally leads to an increase of welfare in the society.

On the other hand, there are limitations to participation. Participation is a social action that needs leadership and organization in the community. Therefore, it reflects the community's values and goals. If those values and goals are inconsistent with the broader norms of the society, participation will fail to improve people's lives. For example, a community that is based on male-dominated norms cannot effectively meet the needs of females in the community. One example of this is that the illiteracy rate among girls in developing countries is higher than that among boys. This clearly shows the limitations of participation.

Based on the understanding of the concept of participation, we set a research question to investigate its role in the process of sustainable community development. That is: How can we promote villager's participation in the process of sustainable community development in Kud Nam Sai? In order to answer that question, we first researched villager's activities and his/her sense of belonging to the community in Kud Nam Sai. Secondly, we evaluated the ability of existing institutions, including both public and private, to encourage people's participation in the development courses. Based on this assessment, in the "recommendations" section we will explore how those institutions in Kud Nam Sai might be reformed to enhance people's participation.

4.2 Research Methodology

4.2.1 Governance and Capacity Building

Our major research methodologies were interviews, observation on the site, group discussion and comparison of cases. In addition, before arrival in the target area we had made a comprehensive library search, read related articles written by academicians and developmental agencies focusing on the rural development in northeast Thailand, and set up our objectives through the process of PCM.

Throughout the fact-finding stage we interviewed some institutions and people. Starting with government offices, we individually interviewed TAO staff—chief of the staff, chief of finance and chief of public work and construction section. We also twice questioned the President of TAO about his innovations and priorities of the Tambon, which was a fairly good guide for our whole fact-finding period. At a higher level of government we interviewed the chief inspector of Department of Local Administration (DOLA) of the Provincial Administrative Office. We also did some research within the community including questioning NGO representatives, and some village heads and local people.

4.2.2 Business Relations

Before conducting research, the concept and theories about business were been looked into. Moreover, several case studies from Japan and other countries were compiled. Pre-visit PDM was also done to analyze the problem in business that would probably arise at the research site and to find out the possible solution for these problems.

To collect "business relations" related data, our methodology was mainly to interview and have group discussion. During the fieldwork, we visited the TAO office, Agricultural Cooperative office at Tambon level; several SMEs located in the site, small business groups and collected data by interviewing them and from

gathering statistics/records. Moreover, several government offices located at the district and provincial level were also visited, such as the Agricultural Cooperative at Nam Phong District, Community Development Department (CDD) at the Khon Kaen provincial government, Industrial promotion Office, and the representatives from Phoenix Paper Pulp Corporation and interviews were carried out.

The post-visit PDM problem tree and objective tree was also analyzed in order to find out the concrete activities and recommendations to enhance the role of business/corporate sector community development in this site. Back to the fieldwork, we reconsidered our overall research and wrote a paper based on our research findings and data from the literature.

4.2.3 Education/Human Resource Development

Before visiting Khon Kaen Province, the methods for providing agricultural training in Japan were researched through the Internet, and as the Agricultural Extension Center in Ise-Shima region, Mie Prefecture, was found, an interview with the director and extension advisors of the center was conducted and correspondence by e-mail was carried out if there were any further inquiries. Questions for the center were as follows: “What kind of training is provided?”, “Who are the stakeholders?”, “What are the effects of the training?”, “What is the structure of the training system?”, “How do the center or extension advisors identify the local people’s needs?”, “How does the center inform people about agricultural training?”, and “How does the center plan agricultural training?” Through this survey, including materials kindly provided by the center, the following facts came to our attention: First, cooperation and coordination with other parties, namely Japan Agricultural Cooperatives and municipalities, worked well. Second, there is a close relationship between extension advisors and farmers, since extension advisors visit farmers.

During the fieldwork in Khon Kaen Province, a survey was conducted to a certain situation of agricultural training. Providers such as the TAO, as well as farmers were interviewed to find the strong points and weak points of the training in order to achieve community development.

Firstly, we had interviews with the provider side, the interviewees were as follows: 1) Chief of the TAO, 2) Agricultural Technology Transfer Officer in Kud Nam Sai Tambon by the Ministry of Agriculture, and 3) Agricultural Cooperative in Kud Nam Sai Tambon. Questions were made to obtain general information about the training implemented.

Secondly, the recipient side, or farmers, were interviewed. These interviewees included one village head and three farmers. Almost all the same questions were used to see the difference between providers and recipients. Their answers were not completely different, however, it might be said that providers seemed to overestimate training and related activities when compared to the recipients.

Thirdly, there was an opportunity to interview a person at the Development Office of the Provincial Office, and we learned that some training was held by Development Officer.

Lastly, we visited Kud Nam Sai Tambon, once again during the thematic field research, and had interviews with 23 villagers to collect more data from the recipient side.

4.2.4 Participation and Culture

Our research methodology from the viewpoint of participation and culture was made up of the following. Firstly, we examined the concepts of participation in community development by referring to the literature. Then, we collected the data through the literature and the Internet in order to understand the characteristics of

villager's group activities in Kud Nam Sai. After summarizing that information, we set up a research hypothesis as follows: "Active villager's participation would contribute to the sustainable community development in Kud Nam Sai."

In order to learn about Japanese development case studies relevant to our fieldwork, we visited Meihou-mura, Gifu-prefecture, Japan prior to our departure for Thailand. In Meihou-mura, we interviewed both a public officer and a manager in a private company. Based on the findings from those interviews, we recognized that promoting people's sense of belonging to the community as well as future prospects in the life of villagers is one of the significant factors for the sustainable community development. In addition, the case study in Joshin, Nagoya, Japan taught us the importance of network building among stakeholders in community development.

During the fieldwork in Kud Nam Sai, we collected primary data by interviewing various stakeholders. The following is information we obtained: local government policies regarding community development, the number & type of villager's groups, mechanism of cooperation among villager's groups, and between groups and public institutions, and villager's sense of belonging to the community.

Furthermore, we visited the following places and had interviews: the Community Development Department in the Khon Kaen provincial government, Development Office in Nam Phong District, and the Phoenix Paper Pulp Corporation.

Finally, we organized a project design matrix based on a problem tree and an objective tree in order to analyze the role of participation in the process of community development in Kud Nam Sai. Both the problem and objective trees were created on the basis of the case studies, secondary data from the literature, and our findings from the field survey.

4.3 Findings

We do believe that our findings are comprehensive enough to analyze the situation in Kud Nam Sai. It is the successful result of our research that allows us to recommend better ways to the TAO government, the people dealing with small businesses and all the existing local entities, on how to handle matters and overcome problems. As our approaches, our findings also are divided into four. In this sense, we have made use of those findings to structure our post-visit PDM, which reflects those findings partly in the "activities" section of that PDM under four different approaches. Moreover, some of them can be considered overall findings, which almost wholly corresponds to our general questions. The following sub-titles will cite about those findings in detail.

4.3.1 Overall Findings

The overall findings are the ones that are in line with the overall goals of our project. In other words, those findings are the answers to our overall questions of "What are the priorities of the Tambon from each stakeholders own viewpoint?" and "What is being done by each community actor at the Tambon level to turn it into a self-reliant and sustainable community?" We have found four different aspects to the priorities of the Tambon, as well as stakeholders' levels of contribution. The following sub-titles will clearly cite about our findings in correspondence with the approaches that we followed.

4.3.2 Governance and Capacity Building

Through the fact-finding stage from the governance and capacity building perspectives, we can come up with a bulk of interesting facts, which can be summarized as follows:

Initiatives:

Upon the initiative of the new President of the TAO, a new TAO building, which cost about 16 million Baht, was constructed within a short period of time. It was opened for service on October 21st, 2002. This building is not only used for managing the TAO's work, but it is also used as a training center for local people. At least once a month some trainers or academics are invited to the Tambon to train local residents on agricultural issues, better production, packaging, marketing, and other matters. Since there are no training facilities in the Tambon, the meeting room of this building is used for this purpose. According to the TAO's chief of staff, the capacity of this room allows them to train more than 80 residents in one meeting. Additionally, they have set up some other facilities to promote participation and unification. Namely, they have set up some sport facilities and every evening dance-parties in the yard of this building. "This is the best way to keep good interaction among people"—says the chief of staff.

Intended projects:

Currently the TAO has some proposed projects, some of which have already been implemented, and some of which have been approved as feasible by Central Government Agencies. Namely, they have recently finished road construction in the villages of the Tambon. They are now intending to extend this project within the villages and connect the farming areas to the main road system. The chief of public works and construction believes that the residents' income will improve soon, since now, through this paved road system, they have good access to markets and thus can sell their products at higher prices.

The other project is related to the expansion of the irrigation system. They intend to use the water sources available in the area and make them accessible to farmers. They have achieved approval from central government agencies for this project. Currently, the Ministry of Science and some other related agencies have been evaluating this project by sending their experts to the spot concerned.

In addition, they have three more projects, which are being considered in terms of feasibility and efficiency by the central government. One of these projects is concerned with a drinking water system fed from the Pon River. Construction costs of this project are estimated at to 20 million baht. Although this project has the lowest possibility of being implemented compared to the others, the TAO officials believe that one day they will become financially strong enough to realize this project on their own. The other intended project is the opening of tourism facilities in the Tambon. They are aware of the reality that at this moment this sector cannot survive on its own; however, they are optimistic on this matter. They do believe it is possible to promote the tourism sector in the Tambon and attract local or foreign tourists in coming years. Another project is the opening of a paper factory in the Tambon, since they have all the needed raw materials for this business. The above mentioned projects however, cannot be realized at this moment due mainly to the lack of capital and human resources.

Training System:

There are two types of training for TAO government officers: training for those in elected positions (President of TAO) and training for appointed positions (permanent staff). Both training sessions are set up by the Department of Local Authorities (DOLA). In this case, DOLA plays an essential role in designing the type of training, formulating curriculum, appointing participants, evaluating results of training, as well as allocating

the budget for training programs.

- ✓ For elected positions: Training on Leadership and Management.
- ✓ For permanent staff: Functional and Technical Training based on the specialties and responsibilities of a certain position.
- Chief of Finance Section: Training on Accounting.
- Chief of Public Works Section: Training on Planning or other aspects of public works.
- Chief of Staff: Legal Training.

There are two main problems concerning the training system. First of all, there is no clear regulation concerning the length of training and when it should be provided to someone after occupying a certain position / job. The decision to send a participant to training is based merely on the idea that it is considered important and beneficial, and therefore, a staff member should attend a training program. This phenomenon does not support the basic theory of training; that a systematic training program will notably contribute to improved human resources.

The other problem is that although TAO may organize its own training programs, it is barely willing to do so. There are two reasons for this. First, the number of staff in the TAO is quite low so it would be inefficient to conduct training independently. In addition, the budget provided per year is very low (around 50,000 baht) so it needs to be spent effectively. The other reason is that the TAO depends on the Central / Provincial governments in terms of trainers. That is why the TAO's role in improving human resources through training is not so significant.

Development Planning:

The Tambon government has two types of development planning: a five year plan and an annual plan. In formulating such plans, the TAO conducts two activities:

- ✓ Distributes questionnaire to all households (around 7,000) in the Tambon aimed at detecting the basic needs of the people.
- ✓ From an academic aspect, TAO discusses and consults with experts from universities and informal leaders including monks and members of the private sector.

The development plan is mainly focused on fulfillment of basic needs, such as health and sanitation. However, some empirical data indicate that the construction of infrastructure is of a higher priority than the development of the social sector. In Thailand, it is very obvious that the King has a determinant role in formulating development planning. Generally, the basic idea and content of national planning comes from the King's guidance. In turn, the TAO's plan should be formulated in line with the plan of the higher governmental levels – the district, province, and national levels.

The basic problem in development planning is that the TAO government highly prioritizes the physical infrastructure development, and gives less attention to the human capital enhancement. As a result, most of roads in the village have been well paved and the electricity network has reached farming areas but the level of education and other indicators of human development index are still low.

Financial Aspect:

The main source of income for the TAO government is taxes. There are several types of Tambon taxes, such as land tax (used by farmers), advertisement tax, factory / commercial activities tax, and taxes from other activities that produce waste or pollution. The other types of taxes belong to a higher level of government. For example, the land transfer tax is a district tax; the forest tax belongs to the provincial government; and the whisky / alcohol / tobacco tax, and vehicle tax belongs to the central government.

Taxes collected from the Tambon's tax can only fulfill 20% of TAO's total budget. Since it is insufficient to finance TAO's activities, it needs a subsidy from the central government. Therefore, the composition of the budget / revenue of TAO is: local taxes (20%), central government's subsidy (60%), and special subsidies (20%).

The main difficulties encountered by the TAO from the financial aspect are:

- ✓ The financial capacity of the TAO is too low to accomplish its functions and authorities optimally.
- ✓ There are some delays of disbursement at the beginning of fiscal years (usually in the first three months). In other words, the TAO cannot use its budget instantly due to red-tape bureaucracy.

4.3.3 Business Relations

The TAO has provided quite a lot of funds for economic activities in this area. There are 3 sources of fund that can be used by villagers groups, although those funds are not only for economic activities, but also for other activities in the community, such as educational, health, sport, and cultural activities. Those 3 kinds of fund are 1) Village fund; 2) TAO fund (total 3 million Baht/year); and 3) Subsidies from the central government (1 million Baht).

Out of more than 100 villager groups there are 53 groups which have received the fund (100,000 Baht/village). However, the amount per activity is quite low; only about 10,000 – 50,000 Baht. Therefore, the farmers' groups can only use the funds for very small businesses with small profits. They usually only use the fund for agricultural-based activities, such as raising livestock (chickens, ducks, pigs, cows) or vegetables and soybean. Only two groups used the fund for handicraft making and only one group used it for adding value to an agricultural product i.e. producing traditional rice-wine. The kinds of activities are not diversified. They need to diversify the economic activities that are more profitable and have better prospects.

The TAO has conducted several kinds of business training for the villagers. The TAO invites experts from universities around the region and related agencies such as Community Development Department (CDD), Dept. of Agriculture Cooperative Promotion Office, to give training on food processing (food preservation), packaging, marketing, accounting, weaving, etc. For the future, the TAO, with the Agricultural Technology Transfer Office and the Agricultural Cooperative in this area, plan to launch bee production, livestock production and bio-fertilizer (EM4) production.

Unlike other TAOs, Tambon Kud Nam Sai successfully formed an Agriculture Cooperative (AC) at the Tambon level in the year of 2000. This cooperative is the initiative of the villagers at Tambon Kud Nam Sai supported by TAO. It has 510 members from 10 villages throughout the Tambon. There are 3 main activities of the AC, including financial arrangements to lend money to members; buying materials for members (seed, fertilizer, and insecticide); and collecting product from members (rice, sugarcane). This AC also has economic activities, including furniture making, weaving, rice mill and organic fertilizer.

The role of big business, especially the biggest i.e. Phoenix Company, in the community development is very significant. This company is not only generating income for both local government (TAO) through taxes, and for its employees and local villagers; but also by providing many kinds of support for villagers. The TAO receives a tax share from Phoenix Co. – about 1 million Baht/year. Out of 10,000 employees of Phoenix Co. about 7,000 are villagers from surrounding areas. The support provided by Phoenix Co. to the community includes giving scholarships, supplying water, medical treatment, setting up of vocational training for villagers and improving road facilities. On the other hand it releases polluted water that creates environmental problems. However, the existence of a local NGO with support from the TAO and villagers in this area, can help reduce

the impact of pollution and protect the environment.

4.3.4 Education/HRD

According to the interview with TAO officers and the Agricultural Technology Transfer Officer, the Kud Nam Sai TAO focuses on occupational training as one of its main policies, and therefore many farmers have been able to receive agricultural training. Even though the TAO itself does not have the ability to give training due to its lack of human resources, it coordinates well with other training providers.

First, the TAO creates an environment which makes it easier for local people to interact with the Agricultural Technology Transfer Officer easily. The Ministry of Agriculture sends the officers to each TAO to organize expert provide agricultural training for farmers. The TAO sets the ATT Officer in an office in front of the TAO office so that meeting can be held with him easily. Second, it invites university professors in order to receive professional advice on training. Third, it requests that governmental agencies, such as development officers, provide training. In fact, when we visited, a well-coordinated joint training program was just completed ten days ago. That was held for TAO officers, village heads and occupational group leaders with the cooperation of TAO, university professors, and other experts.

According to our interviews with 23 farmers, as well as with the agricultural technology transfer officer, agricultural productivity and quality seem to have improved as a result of the training. However, it can also be said that the prevailing training has not been fully optimized to improve farmers' skills yet, because the content of training does not always reflect the farmers' real needs. Also, the farmers seem to be feeling that the transferring of skills and knowledge has not been provided in an understandable way. In this situation, there seems to be a possibility to make the provision of agricultural training more effective.

4.3.5 Participation and Culture

At the provincial government level, the Community Development Department (CDD) has been in charge of rural development. Its role is classified into the following 3 parts: (1)Promoting villager's activities in rural areas, (2)Developing the rural community by implementing the central government development programs, such as the "One Tambon One Project." (3)Coordinating the development projects among various stakeholders through the Center of Community Organization Network (CCON) whose members come from both public and private sectors. The CDD also creates a data base called the "Basic Needs Database of All Villages" to find out which issues and problems people are concerned about.

From the fieldwork in Kud Nam Sai, the relatively low level of unity among local stakeholders towards community development can be summarized by the following trends:

1. Villager's motivation toward community development is low;
2. Villagers are not used to planning future goals;
3. Villager's levels of vocational education is not high;
4. Network among local stakeholders is not strong.

Table 5: Variety of villager's group activities and the Kud Nam Sai TAO's financial support to those villager's groups in 2001.

Location	A variety of activities	An amount of TAO's Financial Support (Baht) L:loan G:grant		Location	A variety of activities	An amount of TAO's Financial Support L:loan G:grant	
Village#1	Co-op*	50,000	L	Village#4	Fish Raising	50,000	L
	Wine Making	13,000	G		Vegetable	5,000	G
	Soy Bean Raising	13,000	G		Chicken Raising	5,000	G
	Mental	10,000	G		Ducks for Egg production	5,000	G
	Pig Raising	13,000	G		Chicken Raising	5,000	G
	Reed Mattress	10,000	G		Reed Mattress	5,000	G
	Midday Meal	10,000	G		Reed Mattress	5,000	G
Village#2	Fish Raising	50,000	L	Village#5	Duck-Chicken Raising	25,000	L
	Fish Raising	50,000	L		Reed Mattress	10,000	G
	Chicken Raising	10,000	G	Village#6	Pig Raising	50,000	L
	Midday Meal	10,000	G		Midday Meal	10,000	G
	Scholarship	7,500	L	Village#7	Co-op	50,000	L
Village#3	Duck-Chicken Raising	50,000	L		Food Processing	10,000	G
	Flower Raising	21,000	L		Midday Meal	10,000	G
	Market Planning	21,000	L	Village#8	Midday Meal	10,000	G
	Private Borrowing	2,500	L	Village#9	Fish Raising	40,000	L
	Reed Mattress	10,000	G		Pig Raising	30,000	L
	Midday Meal	10,000	G		Reed Mattress	10,000	G
				Village#10	Duck-Chicken	50,000	L

* "Co-op" stands for "Agricultural Cooperative"

In order to promote unity, the Kud Nam Sai TAO carries out several programs as follows:

- Providing villager's groups with financial resources, including grants and loans (See the Table 5)
- Holding a variety of events for villagers, such as sports, culture and religious events;

- Providing villager group leaders with various training programs every 3 months by inviting university professors and development officers;
- Preparing for public health and sanitation facilities to maintain villager's health condition.
- Organizing a volunteer security group to maintain public order and transfer agricultural knowledge to villagers.
- Installing a cable radio system in every village to broadcast several programs, such as religion, daily local news, public event schedules, and so on. In case of village No.1, the village head has played a role in managing the cable radio system which includes 10 speakers and 3 microphones.

However, there are some gaps between the services the TAO provides and the needs villagers have. This is because the TAO has not effectively conducted research to meet the demands of villagers regarding public services.

According to an interview with a manager in an agricultural cooperative located in village No.1, the cooperative currently provides only three villager's groups (sewing group, youth group, biochemical fertilizer group) with financial and marketing support. Those 3 groups are all located in village No. 1. On the other hand, Kud Nam Sai TAO consists of 10 villages where 53 villager's groups have engaged in various business activities. Those include fish raising, chicken raising, midday meal projects, flower growing, and vegetable growing. As a result, there is still room for the agricultural cooperative to improve business and agricultural activities in Kud Nam Sai.

Concerning the level of unity among villagers, a leader of a Non Governmental Organization told us that villager's hectic daily activities prevent them from taking part in community development projects. But it does not necessarily mean that villager's sense of unity decreases. It remains at a high level thanks to the characteristics of the agricultural society in Kud Nam Sai. He also mentioned that his NGO activities to protect the environment from industrial pollution of ground water caused by a pulp company have gained support from villagers. However, because of the escalating confrontation between him and the pulp company, the TAO cut his volume of financial support. He has recently started new activities to compensate for the lack of finances. He has created charcoal from trees which do not fit the quality requirements of the pulp company, and he successfully earns profits by selling the charcoal to the market. Therefore, this charcoal making contributes to the promotion of both effective utilization of natural resources and sustainable business activities.

4.4 Post-Visit PDM

4.4.1 Reconsidering Problem and Objective Analysis

Compared to the previous PDM analysis, the new PDM analysis that was produced based on field survey and the actual situation contains some adjustments. One of the very basic changes is regarding the core problem of community development. Although it is true that local peoples do not actively participate in local community development as indicated in the previous study, on-the-spot phenomena designate that the problem of low capability of local actors to contribute to the community development properly is more salient. In the first problem, the fact that people do not eagerly take part in the process of development is more emphasized, while in the later, capacity of all local actors (not only people) is the key feature to promote participation as well as community development as a whole.

In order to explore the core problem more deeply, four perspectives are repeatedly utilized, these are,

governance and capacity building, business relations, education and human resource development, and local wisdom. However, some amendments to the previous analysis are inevitable. In this case, four problems as direct causes of the core problem are identified, those are: performance and capacity of the TAO is not optimal yet (perspective 1), the role of business in development is quite low (perspective 2), human resources are not well developed (perspective 3), and the level of unity among local people is not so strong (perspective 4). Among those, the last perspective underwent the greatest modifications.

4.4.1.1 Local Government and Capacity Building Aspect

From a governance perspective, the survey illustrates that the low of capacity and performance of the TAO is a consequence of three particulars such as training for TAO staff is not enough and not regular, the TAO does not perform some of its functions properly, and the budget is still too limited to perform its functions comprehensively. Therefore, three agendas should be highlighted to create a more capable and effective governance at the grass roots level (TAO). First of all, providing enough training programs and appropriate brain-ware / software (instructors, curriculum, facilities, etc.). Second, restructuring the governmental organization and reformulating a better and more effective process of development planning as well as decision-making. Finally, strengthening the budget potential through diversifying the source of taxes or income and encouraging people and business sector to be actively engaged in the tax collecting system.

4.4.1.2 Business Relation Aspect

The other aspect, the business sector, encounters a dilemma that the role of business in development is quite low. Basically, this problem derives from three conditions, i.e. the number of small business activities is quite low, funds for local people is insufficient to support business activities, and business activities are not well managed. In such a case, three actions are absolutely required; they are, sponsoring people to establish new SMEs, providing fund for people to run business, and improving people's ability to manage their business.

4.4.1.3 Education/ Human Resource Development Aspect

In the education and HRD sectors, although the problem remains the same, that is, human resources are not well developed, therefore, the focus to solve the problem and its causes, are different. There are two causes of the problem, i.e. agricultural training is not always successful for farmers and farmer's motivation is not high enough to improve their skill. In response to these, two strategies or actions should be applied: first, improving agricultural training in terms of quantity and quality; second, stimulating people / farmers to join training provided by the TAO; and third, strengthening network system and coordination mechanism among local people or between government and local people.

4.4.1.4 Participation and Culture (Local Wisdom) Aspect

Finally, from the participation and cultural perspective, the problem of weak unity among local people is an upshot of weak consciousness among villagers toward community development. In order to strengthen sense of consciousness, at least three goals need to be accomplished: building higher motivation, providing better vocational education, and creating more effective network. In short, problems and focuses of community development in Kud Nam Sai based on pre-visit and post-visit analysis can be summarized as follows. (Refer to Appendix 1. Pre-Visit Project Design Matrix (PDM)).

**Table 6: Problems and Focuses of Community Development in Kud Nam Sai
based on Pre-Visit and Post-Visit Analysis**

Level of Problem & Dimensions	Pre Visit Study	Post Visit Result
<i>Core Problem</i>	<i>peoples do not actively participate in local CD</i>	<i>low capability of local actors to contribute to the CD</i>
<i>Governance</i>		
● Main problem	<i>TAO government couldn't able to perform its jobs / functions well</i>	<i>performance and capacity of TAO is not optimal</i>
● Focuses	-Financial -Network with people -Public offices / utilities	-Training -Functions -Financial
<i>Business Relation</i>		
● Main problem	<i>business sector fails to support people's (business) activities.</i>	<i>the role of business in development is quite low</i>
● Focuses	-Partnership -Promotion	-Number of SMIs -Fund -Management
<i>Education and HRD</i>		
● Main problem	<i>human resources are not well developed</i>	<i>human resources are not well developed</i>
● Focuses	-Opportunity of people -Provision of education	-Agricultural training -Farmers' motivation
<i>Local Wisdom</i>		
● Main problem	<i>level of communication / inter-activeness among people is low</i>	<i>the level of unity among local people is not so strong</i>
● Focuses	-Sense of belonging -Cable radio organization	-People's motivation -Vocational education -Network

4.4.2 New “PDM” Approach to Foster Community Development

It is reasonable that due to some adjustments in problem and objective analysis, PDM needs some modifications as well. In this case, the new overall goal of the project alters from community actors actively contribute to development to self-reliant and sustainable community development. Again, it does not mean that the previous goal is misleading. In fact, there are many goals in the community but they are arranged based on priority setting.

In turn, with the purpose of achieving higher self-reliant and sustainable community development, a project which has purpose to achieve capable community actors contributing to overall development is needed. In other words, when a project is able to create higher competent actors (government, private sector, and local people), so that sustainable community development is likely to be realized. However, it is not as simple as it

looks like. A sustainable community development could only be achieved with integration actions from four perspectives, and when some assumptions are satisfied.

In terms of integrity among perspectives, four outputs should be carried out altogether, those are: performance and capacity of TAO increase significantly (governance perspective), the role of business sector in community development increase (business perspective), human resources are well developed (education and HRD perspective), and the level of unity among local people is increased (local wisdom perspective). Meanwhile, some assumptions that play crucial roles in determining the success of the project are the central and local government's policy on local administration does not change, government policies on industry / SMEs do not change, community actors do not oppose consistent improvement for Tambon, and there is no serious disputes or inconsistencies among community actors.

Apart from this, one other component is extremely important, i.e. activities. Basically, there are no serious changes with regard to activities. However, new activities are arranged in conjunction with new problems as well as new focuses as summarized in table 5. In addition, these new activities reflect two kinds of actions or programs, they are, existing actions that have been done by local actors, and recommended actions that should be done by local actors to resolve their current problems and at the same time, achieve their future goals. Here, a comprehensive new PDM and the list of both existing and recommended actions can be seen in the appendix.

Some actions or policies that are categorized as recommended action can be referred as follows:

- TAO coordinates & balances relationship among local actors through its legal authorities and available means of communication.
- TAO establishes local market to sell products produced by villager's groups.
- TAO and agricultural technology and transfer officers visit farmers to ask for farmers' needs.
- The village head is able to show his villagers how to practice development activities.
- Meanwhile, some actions or policies that are categorized as existing action can be referred as follows:
- TAO establishes Dispute Settlement Facilities at Tambon level to settle the disputes occurred among local actors.
- TAO diversifies its income sources through business promoting-supporting policies.
- TAO promotes local products in its Website, and
- TAO makes and circulates information paper of training for farmers.

5. Relevant Cases from Japan (and other countries) and Their Applicability

5.1 Governance and Capacity Building

5.1.1 Successful Training System for Municipal Officers (Nagakute-town, Aichi prefecture, Japan)

Local government² in Japan is now undergoing a major process of transformation that has resulted in decentralized decision-making and the development of the capacity of municipalities to handle their own affairs in accordance with their own priorities. In order to carry out its roles and responsibilities, capacity building is one of the major tools available to local government. This case study shows that effective staff-training

programs in Nagakute municipal government contributes to strengthening the strong capacity of its staff as well as the institution itself.

Nagakute is situated next to Nagoya. Nagakute has a population of around 40,000 and is where the 2005 World Exposition (Expo 2005 Aichi) is going to be held (Nagakute 2002).

Regarding the staff-training programs, Nagakute municipality designs them based on the staff's experience or job position, and they are given to those who have occupied a certain position (See Table 7). Presently, there are 10 types of training programs. For example, all newly recruited staff undergo on the job training and attend special training courses. On average, 347 staff are trained annually.

If there are training needs that cannot be met by its municipal resources, Nagakute municipality asks its neighboring governments or external agencies to hold training courses. As a result, it has been able to successfully meet the citizen's needs for public service.

Table 7: Training System in Municipality of Nagakute, Japan.

Case Study of Training System in Municipality of Nagakute, Japan		
• Freshmen training at employment		(2 days, right after employment)
• Freshmen training	Level 1	(4 days, right after employment)
	Level 2	(4 days, 6 month after employment)
• Staff training	Level 1	(6 days, 3 years after employment)
	Level 2	(6 days, 6 years after employment)
	Level 3	(6 days, 9 years after employment)
• New clerk chief training		(5 days)
• Incumbent clerk chief training		(3 days, 3 yrs after becoming clerk chief)
• New acting section chief training		(3 days)
• Incumbent acting section chief training		(2 days, 3 yrs after becoming acting section chief)
• New section chief training		(3 days)
• Incumbent section chief training		(1 day, 3 yrs after becoming section chief)
• Incumbent department head training		(1 day, 2 yrs after becoming dept. head)
• Incumbent department head training		(1 day, 2 yrs after becoming dept. head)

5.1.2 Applicability

At present, Kud Nam Sai TAO has its own staff training programs as well as those provided by the central government. However, at present, the TAO does not successfully coordinate these programs. Therefore, the staff-training programs in the Nagakute case study show how the TAO can apply the systematic training programs based on the staff's experience and job position to its training programs.

Additionally, joint training programs with its neighboring TAOs, with the assistance of external agencies, such as the provincial government and universities, can be applicable to the Kud Nam Sai TAO so that it can effectively strengthen the capacity of its staff and organization in a systematic manner.

5.2 Business Relation

5.2.1 Agricultural Diversification: The role of the Agricultural Cooperative (Sumita-town, Iwate prefecture, Japan)

This case teaches us the importance of rural business diversification in supporting farmer's lives in a sustainable manner. Through diversification, many agricultural businesses can seize opportunities to make money from new enterprises, which contribute to the maintenance of a prosperous countryside.

This case has been carried out in Sumita, Iwate, in the northern part of Japan. Since early times, farmers in Sumita have produced rice in their fields for both their own consumption and products to earn incomes. However, declining rice prices brought about the fluctuation of incomes among these farmers. They were faced with the difficulty of supporting their lives through agriculture.

In order to cope with their disadvantaged situation, farmers started raising vegetables, strawberries, and tobacco with the assistance of an agricultural cooperative. Later, breeding livestock was introduced as another cash production activity. The following are five lessons from this successful diversification in agriculture.

1. Collaborative agriculture, which is organized by the agricultural cooperative, gives farmers more bargaining power than before.
2. The agricultural cooperative in Sumita set up a paddy nursery center, which enabled farmers to start other agricultural activities. As a result, farmers have successfully diversified agricultural production.
3. Agricultural diversification is effective to reduce a variety of risks, such as unstable prices, diseases, and insects that harm a certain kind of a product.
4. There are at least 2 merits for farmers to raise livestock. One is that farmers can make money by selling livestock. The other is that livestock can produce fertilizer, eggs, and milk.
5. The agriculture cooperative played a significant role in promoting diversification of agriculture in Sumita, such as the introduction of new crops and technical assistance to farmers. In addition, it cultivated a marketing channel for those diversified agricultural products. As a result, farmers have concentrated on agriculture without other concerns.

5.2.2 Applicability

In Kud Nam Sai, there is one agricultural cooperative at the Tambon level, which has already had a relationship with both villager's groups and the TAO. Therefore, it can get financial as well as technical assistance from the TAO, which will contribute to strengthening the capacity of villager's groups.

In addition to their rice farming, villagers in these groups have engaged in various business activities, such as chicken raising, duck raising, pig raising, fish raising, reed mattress, and wine making. If the agricultural cooperative finds a marketing channel for these products and meets the market demands, those villager's group activities can profitably expand their business activities.

In conclusion, we can apply the Sumita case study to the diversification of villager's group activities in Kud Nam Sai by strengthening the capacity of the existing agricultural cooperative, especially in terms of its marketing skills.

5.3 Education/HRD

5.3.1 Cooperative Agricultural Extension Project (Agricultural Extension Center in Ise-Shima Region, Mie prefecture, Japan; It belongs to the Department of Agriculture, Forestry, Fisheries, Commerce and Industry in Mie prefecture)

This case study shows the variety of roles an agricultural extension center plays in order to meet the farmer's needs. These roles include (1) Consultation on agricultural technique and management with farmers, (2) Provision of information to farmers, (3) Provision of training for farmers.

The following are objectives of this case study. The first objective is to develop environment-friendly agricultural techniques. The second one is to introduce effective management. The third one is to promote agriculture based on regional characteristics. The last objective is to improve villagers' lives.

In order to identify the farmer's needs for agricultural training, extension advisors* in the center regularly visit farmers and have meetings with them. In addition, the center coordinates with Agricultural Cooperatives and municipalities. Furthermore, the center provides farmers with relevant information about agricultural skills on its center's website where farmers can easily ask any question by e-mail.

In conclusion, the training provided by the extension advisor produced the following 3 satisfactory results: (1) The volume of harvest is increasing, (2) Farmers' techniques have improved to produce high quality crops, (3) Newly introduced agricultural techniques have reduced the amount of farmer's manual work³.

5.3.2 Applicability

Kud Nam Sai TAO plans to establish a Vocational School for occupational training, especially agricultural training to increase villagers' incomes. The school may contribute to an improved life for people and the development of the TAO, where 90% of villagers are engaged in agriculture. However, from the perspective of economy and academic quality, it seems rather difficult to establish such a school. Therefore, a Japanese case is drawn to show how they can effectively train people through training by extension advisors.

Although Kud Nam Sai TAO gives training to farmers, some of the training does not meet farmers' needs. Therefore, strong "Networking" could help to identify farmers' needs since "Networking" works very well to identify farmers' needs in the Japanese case.

5.4 Participation and Culture

5.4.1 Forming a Network for Community Development (Nagoya-city, Aichi prefecture, Japan)

In this case study, local stakeholders, such as residential groups, economic groups, women's groups, schools and administrative bodies form formal and informal networks among themselves to achieve sustainable community development. From this case study, we found that one of the most critical points in community development is the network and collaboration among stakeholders.

This case study has been carried out in Joshin, Nagoya. Joshin has been developed as a commercial center in the western part of Nagoya. In Joshin, the city office started building electrical lines in 1998. Due to the construction, many public facilities, including sidewalks and parking lots which are essential to support residents' everyday life, became unavailable. The consequence was serious and many residents faced

difficulties.

In order to deal with this public construction, the existing local shopkeeper's association in the community played an essential role in organizing local stakeholders' opinions toward the construction. The following introduces a four-stage process of network building among stakeholders.

The first stage is to set up an organization to discuss a variety of issues among local stakeholders. According to the location and issues, local stakeholders, in this case study, the local shopkeeper association, are required to deal with challenges from the viewpoint of community development. If there are no actors who can manage this process, public officers or existing groups have to coordinate local stakeholders.

The second stage is to establish a clear process to confirm consensus. Based on the coordination made in the first stage, the group, which has been assigned to coordinate stakeholders, needs to have a meeting regularly. In those meetings, the group members can share and exchange information among themselves, which helps the unity among group members to increase. During this stage, public officers, who are one of main actors in the design of community development projects, need to acknowledge the group as a partner for its project.

The third stage is to encourage the participation of residents in the process of community development. In this stage, the group regularly holds meetings in order to represent the voices of its members and local residents to the public. At the same time, the group needs to discuss topics dealt with the group meetings with the public officers.

The last stage is to create a way for local stakeholders to come to a decision. During this stage, the group needs to make a proposal about the community development to the public office, which could make it possible for those stakeholders to achieve a consensus among themselves. In addition, the group needs to conduct a survey to collect opinions of residents who do not belong to the stages of consensus forming. After summarizing the results of the survey, the group and the public office can achieve an agreement about the plan for their community development.

It is important to regard the principles of fairness and openness as required functions of the network building among stakeholders. Moreover, the process of forming a consensus among local stakeholders can encourage them to participate in the process of community development.

*This case study relies heavily on the Research Institute for Regional Planning and Development (2001).

5.4.2 Applicability

In Kud Nam Sai, there is one agricultural cooperative at the Tambon level, which has already had a relationship with villager's groups as well as the TAO. Therefore, the agricultural cooperative could become an organization which coordinates the relationship among local stakeholders, such as villager's groups, the TAO and itself so that collaboration among those stakeholders will contribute to the development of the community.

6. Recommendations

As our project goal we hope to achieve a better capacity of the entire community actors so that they can contribute to the development of the whole community in a sustainable manner. Having carried out comprehensive research from four different viewpoints we have come up with some developmental challenges in Kud Nam Sai that need to be reconsidered in order to achieve this objective. In this sense we have dozens of

suggestions for each of these actors based on the lessons learned from the model cases we studied, and the knowledge and information we acquired before starting our research. Our suggestions and recommendation match the number of our approaches. The following, starting with Governance and Capacity Building, is a summary of our suggestions and recommendations.

6.1 Governance and Capacity Building related recommendations

a) Recommendations / Suggestions To Improve the TAO's Functional Capacity

Although 31 functions are assigned to TAOs in the TAO Act 1999, most of these functions are not properly dealt with at this level because of either lack of budget or capacity, or both. However the Kud Nam Sai TAO has a better budget condition than other TAOs in the region with the same status – second level Tambons. Therefore the TAO should use its resources in an efficient manner and consider the following findings found and suggestions made by our team:

1. A close look into the situation reveals some dark points. First, there are a lack of services and the qualified staff to perform these services comprehensively in the TAO. One can justify the condition claiming that some of these services require a very substantial budget. However there are some particular functions that are very urgent and do not cost such a great amount of money. Namely, a garbage disposal system, some public utility offices, such as a post office, a fire station, and a police station, should be given priority and established to turn the Tambon into a better place.
2. In addition, the TAO should also consider opening new sections in the near future to deal with its other important functions such as education and health. Although assigning these functions requires the central government's approval and a larger budget, the TAO should use available monetary sources to establish a small scale version of these types of services, such as a non-formal education center and a better equipped health center to meet local people's basic and needs.
3. Being aware of one of the coordinating functions of the TAO, we did not find the condition of coordination so satisfactory in the Tambon. As a grass-roots level government entity the TAO is supposed to keep good coordination among community actors, to manage resources and the potential of the growth of a perfect community. In this regard, we strongly recommend that the TAO utilize the existing means of communication and its legal authority to achieve a better coordination system within the community, which certainly will open new ways of participation, lead to more and better contribution by each stakeholder and better transparency in the entire community development process.

b) Recommendations / Suggestions To Improve Human Resources Development Through Training Programs

1. The Central or Provincial Government (DOLA) should formulate clear regulations on Training for Government Employees. These regulations should cover such dimensions of training as an appropriate type of training for each position, length of training session, and timing, such as when or how often training and should be provided for each position. These regulations should also guarantee that all government officers have a right to be trained, that proper budget and training facilities of training are provided, and that training assessment is implemented.
2. The TAO government should take the initiative to form an official agreement to cooperate with neighboring TAOs in order to conduct joint training programs. This method of training management will lead to a more effective program (reduced cost, increased sharing of ideas and experiences among

participants) so that TAO's dependency on Central Government or DOLA will decrease.

3. The Central Government needs to launch a set of policies on the "Decentralization of Human Resources" to local authorities, especially at the TAO level. With this reform TAO will have greater authority and freedom to formulate and implement policies on human resources development, not only in training programs, but also in other aspects of human development, such as recruitment, job placement, positional appointment, and salary.

c) Other Recommendations / Suggestions To Improve Capacity Of Governance In Grassroot (Tambon) Level

1. A development plan should incorporate the vision for a future (long-term goals). The Five-year plan and annual plan should function as the mission and program, respectively, for this future vision. Without a vision, the mission and program may solve only the short-term problems, but may not be able to realize the dreams for the future. In other words, there is a gap between the future ideal goals and present activities. And the function of vision is to close such a missing gap.
2. Sources of taxes and fees need to be diversified. In addition, the policy of tax reduction and tax exemption needs to be adjusted through comprehensive study.
3. In line with recommendation no.5, the Central Government should launch a set of policies on "Fiscal Decentralization". These policies should contain the rearrangement of the tax proportion between central and local government. At the same time, it should legalize local governments to strengthen their financial capacity through the implementation of some activities such as establishing AOE and TOE (Amphur and Tambon Owned Enterprises), a building cooperation or agreements with domestic and international financial institutions in order to get developmental aid, etc.

6.2 Business Relations related recommendation

The TAO should examine the prospective business activities that to be developed in this area by conducting research and feasibility studies with the help and advice from business experts, such as universities, and other related agencies, such as the Industrial Promotion Office, the Agricultural Promotion Office, and the CDD. To encourage prospective businesses, the TAO should provide more support in terms of funds and other technical assistance. The TAO should also invite experts to provide training and supervising from universities and related agencies. After training, the TAO and related agencies should continue monitoring and evaluating the training.

In line with marketing of products produced by farmers, the TAO plans to set up a local market/regular market to sell those products in this area. This is a very good idea. Furthermore, for the next period it would be better if the TAO (in cooperation with other related agencies) also examine other marketing channels to sell local products to other area/other cities, to expand the market. The products should be of good quality (need standardization of products), continuity of supply and a large number of products. The TAO should also promote the local products on the Tambon website. Another important aspect related with marketing is that the TAO and related institutions should provide better transportation facilities to support marketing, such as improving road conditions, and vehicles.

This Tambon has formed an Agricultural Cooperative (AC) at the Tambon level. This AC is quite successful and has many activities. However, because this AC is still quite new, the AC staff still lack knowledge in managing the AC. So, they need more training in bookkeeping, management, and accounting.

6.3 Education/HRD related recommendations

Even though the TAO has tried to provide well-organized agricultural training for farmers, the effort is not optimized enough to improve farmers' skill. The current situation is as follows: First, the content of training has not always reflected farmers' real needs. Second, the training has not been provided in an understandable way for farmers.

As already mentioned, the provision of agricultural training in the Japanese case is highly successful because of strong networking among training providers and also between providers and farmers. What we recommend first for Kud Nam Sai TAO is to cooperate with the existing Agricultural Cooperative in the Tambon level. The Agricultural Cooperative at the Tambon level doesn't always exist in every Tambon, and this can be fully utilized to identify farmers' needs effectively through the cooperation with the TAO, since it has close a relationship with the members. Second, the TAO can utilize the prevailing questionnaires especially to identify what kind of training/and training styles farmers need. Third, the TAO can monitor and evaluate the effects of the training program by periodically asking village leaders or group leaders in a meeting and reflecting on the results in planning for the next training program. Finally, it can be said that there are already many factors which can be utilized more effectively to optimize make the agricultural training in Tambon Kud Nam Sai.

6.4 Participation and Culture related recommendations

It is apparent from this analysis that the Kud Nam Sai TAO does not function properly as a means to increase people's involvement in local development. Particularly, the TAO and the agricultural cooperative have not played an adequate role in advancing people's participation. Although variety of public services have been carried out to strengthen the people's sense of belonging to the community, the consistency and manner in which these are done cannot meet the needs of people in the community. In addition, current efforts at informal relationship building are hindered by changes of in the patterns of villager's life styles. This forces interpersonal relations to be constantly re-established.

The TAO mainly controls the agenda for community development. Information flows in one direction. In sum, there is a need for significant reform to produce a more effective means to involve villagers in the community development process.

Four types of reform are recommended. The first is to improve existing institutions and processes, and develop institutionalized mechanisms for increasing villager's motivation. However, reforming existing institutions may not be radical enough to bring about sustained interaction between the TAO and villagers. Therefore, a cultural shift within the TAO is essential to ensure that villager's involvement comes to be seen as an integral part of the community development processes. Effective use of the volunteer security group and transferring local wisdom at schools and temples will contribute to instilling cultural pride and self-esteem, while enhancing the motivation among local stakeholders.

The second type of reform is to increase villager's incomes to support their lives. This reform will should leaders in each villager's group with marketing training as well as opportunities to sell their products in the public market, which will be newly established by the TAO. Thirdly, increasing villager's levels of education is also vital to encouraging villagers to participate in the process of community development. This includes the support of capacity building in villager's groups, which themselves serve as sites of villager's involvement. The

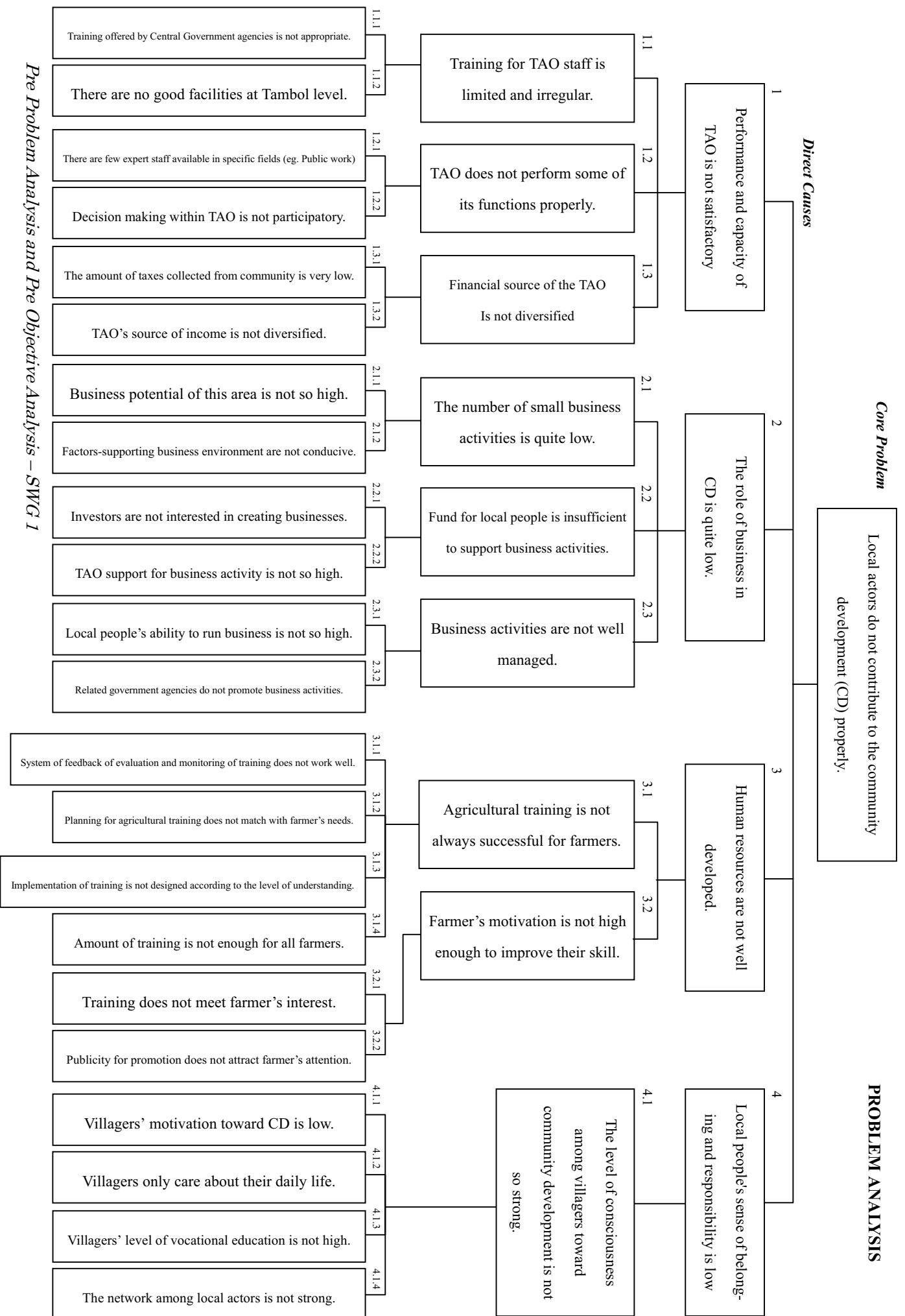
final reform is to build up strong networks among local actors to increase the sense of unity in the community. According to the case study in Joshin, strengthening the capacity of the existing agricultural cooperative and creating other cooperative/activity groups will produce a network among villager's groups so that they can exchange ideas and information to promote their activities. Additionally, improving the system of the existing cable radio is essential to promoting the sharing of experiences and solutions to problems among villagers, and to making them more aware of their own development.

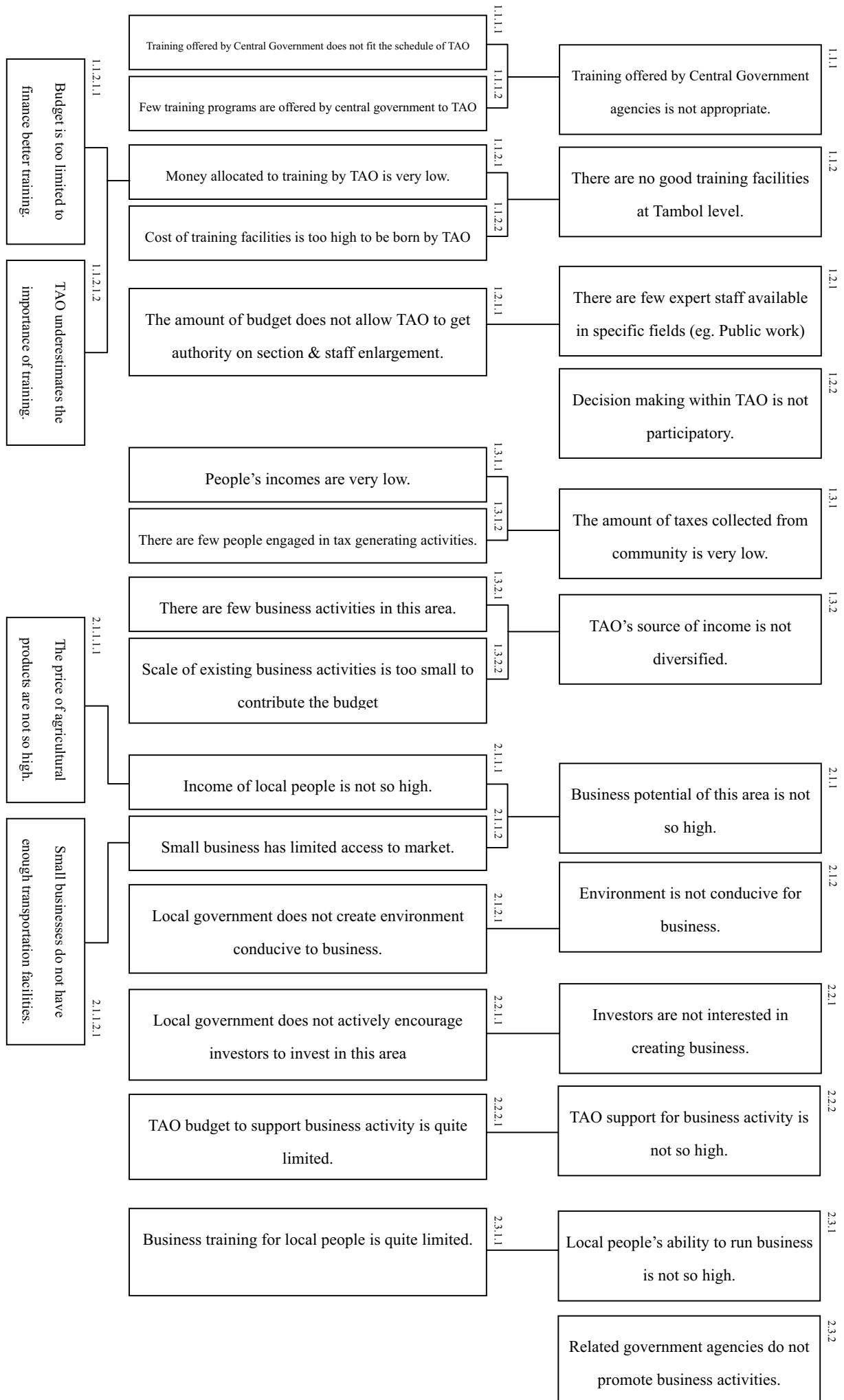
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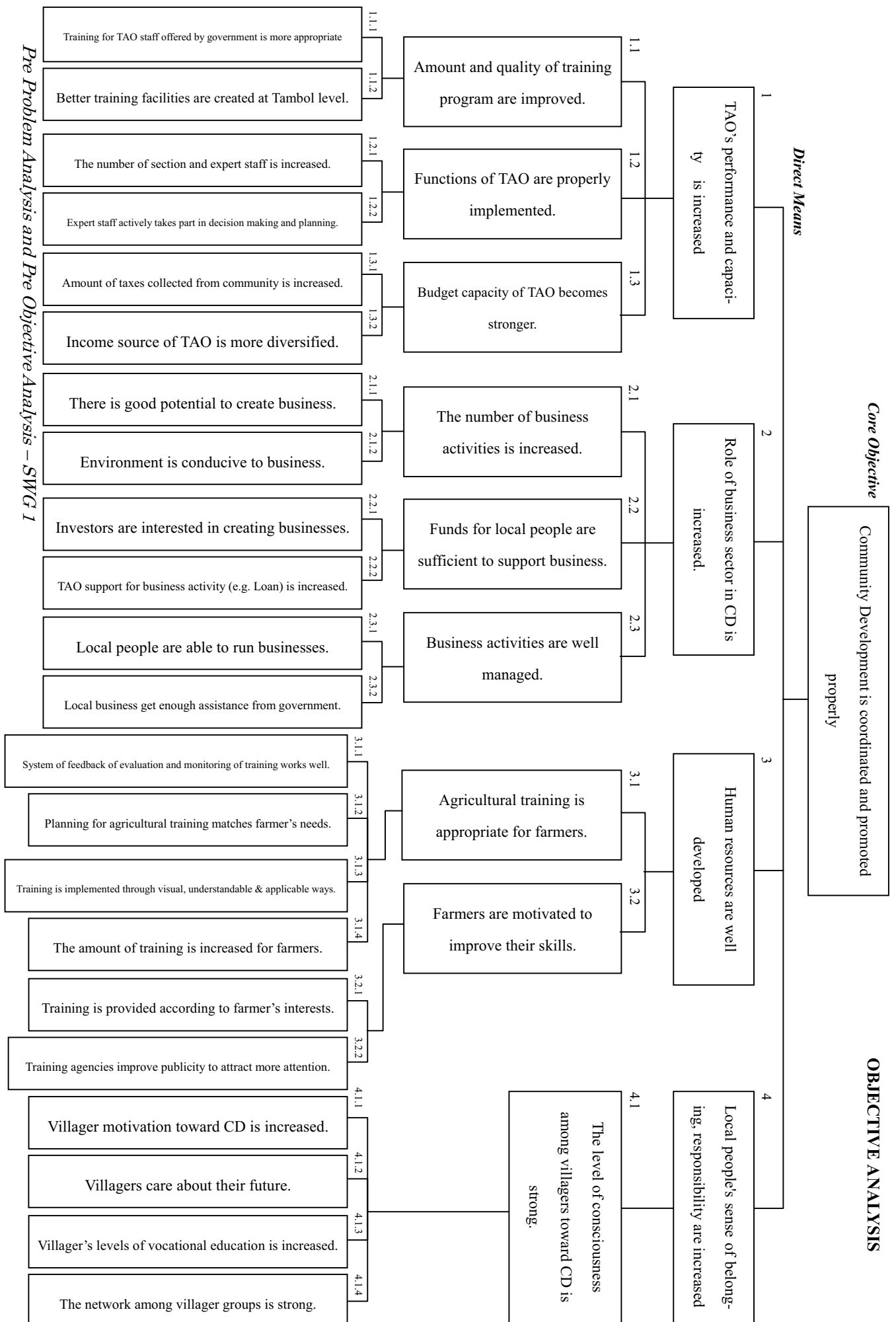
1. In Thailand there are 4 levels of government offices-Central, Provincial, District and Tambon government offices. In this report, we have mainly focused on Tambon level government
2. Local government in Japan consists of prefectures and municipalities. Prefectures are regional-level governments. Municipalities are grassroots level local governments. There are 47 prefectures (suffixed by *-ken*, *-fu*, *-do* or *-to*) and 3,232 municipalities. A municipality is classified as a city (*-shi*), town(*-cho* / *-machi*) or village(*-son* / *-mura*) depending on the size of its population (Japan Local Government Center 2002).
3. Extension advisors are posted in each prefecture by national policy. Each prefecture employs them, however, each regional center make their own programs according to the national and prefectural policies. Extension advisors plan activities each year, moreover, they also give lectures upon request from Agricultural Cooperatives or municipalities.

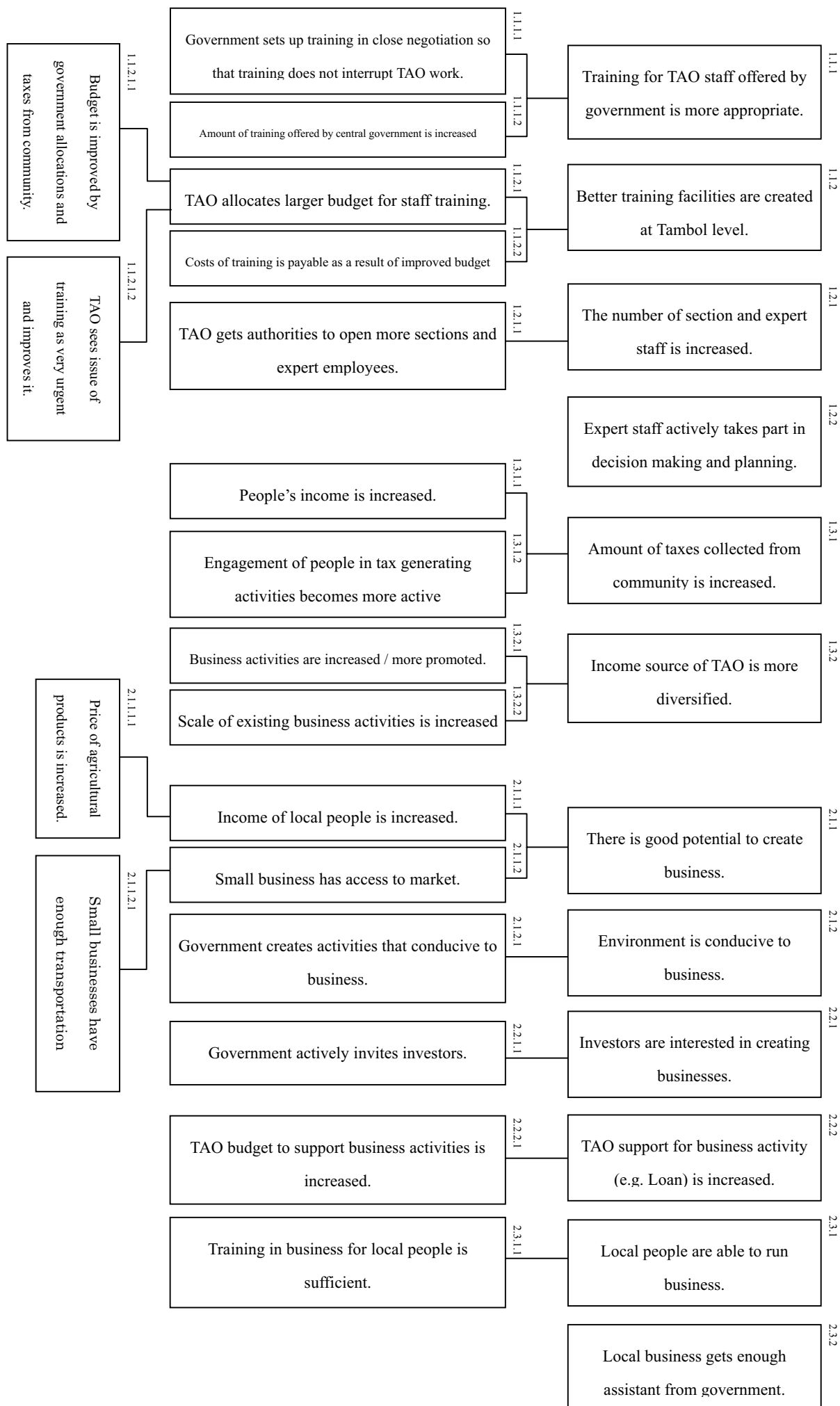
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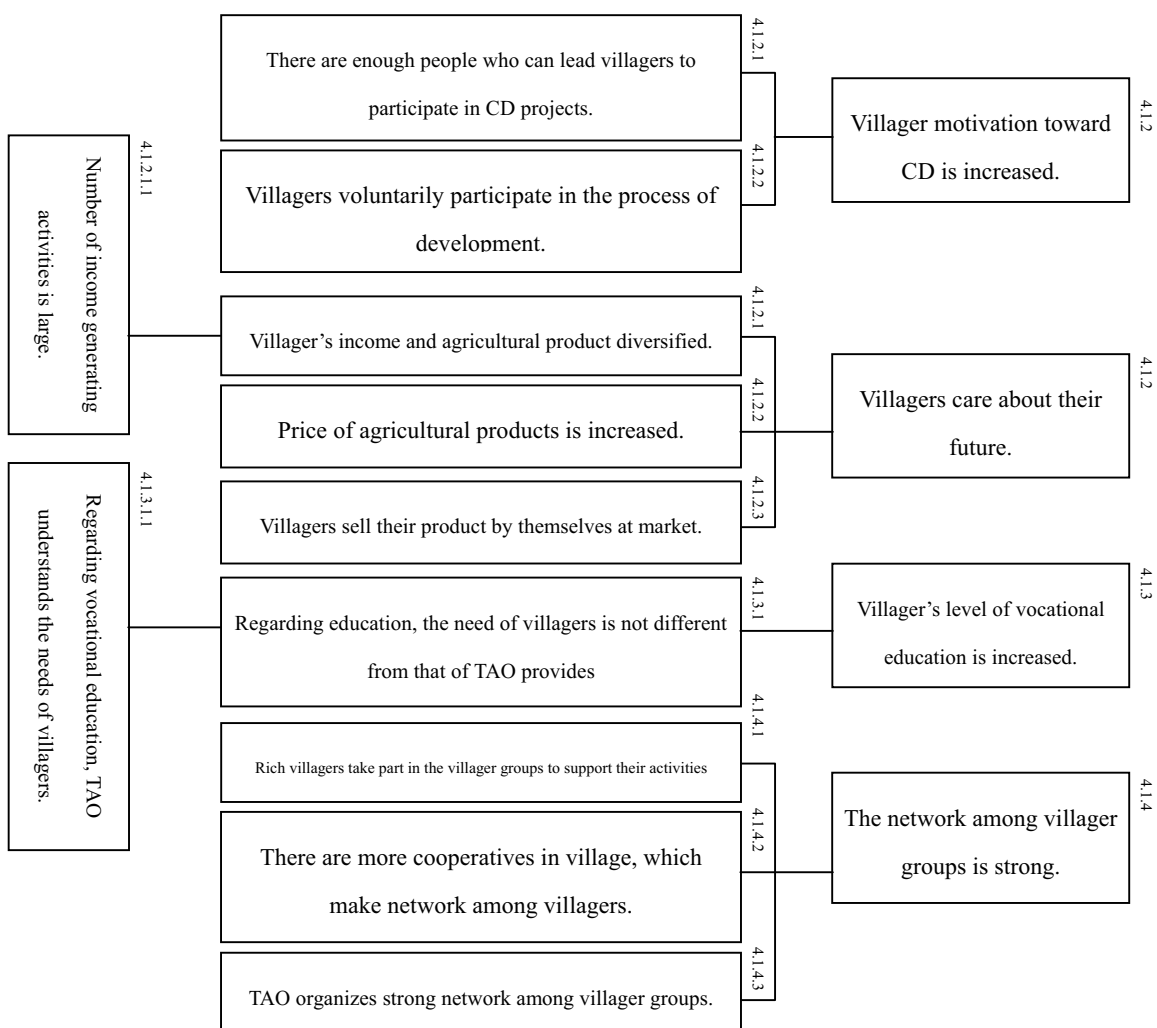
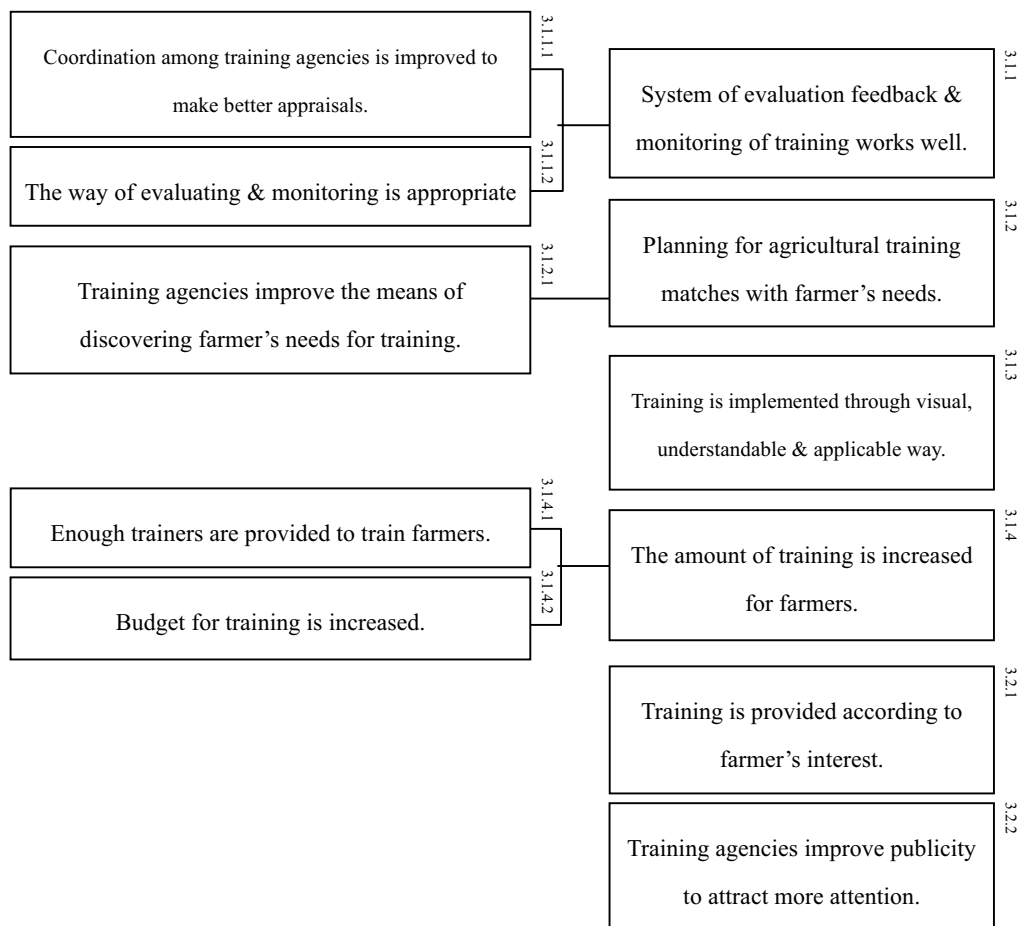
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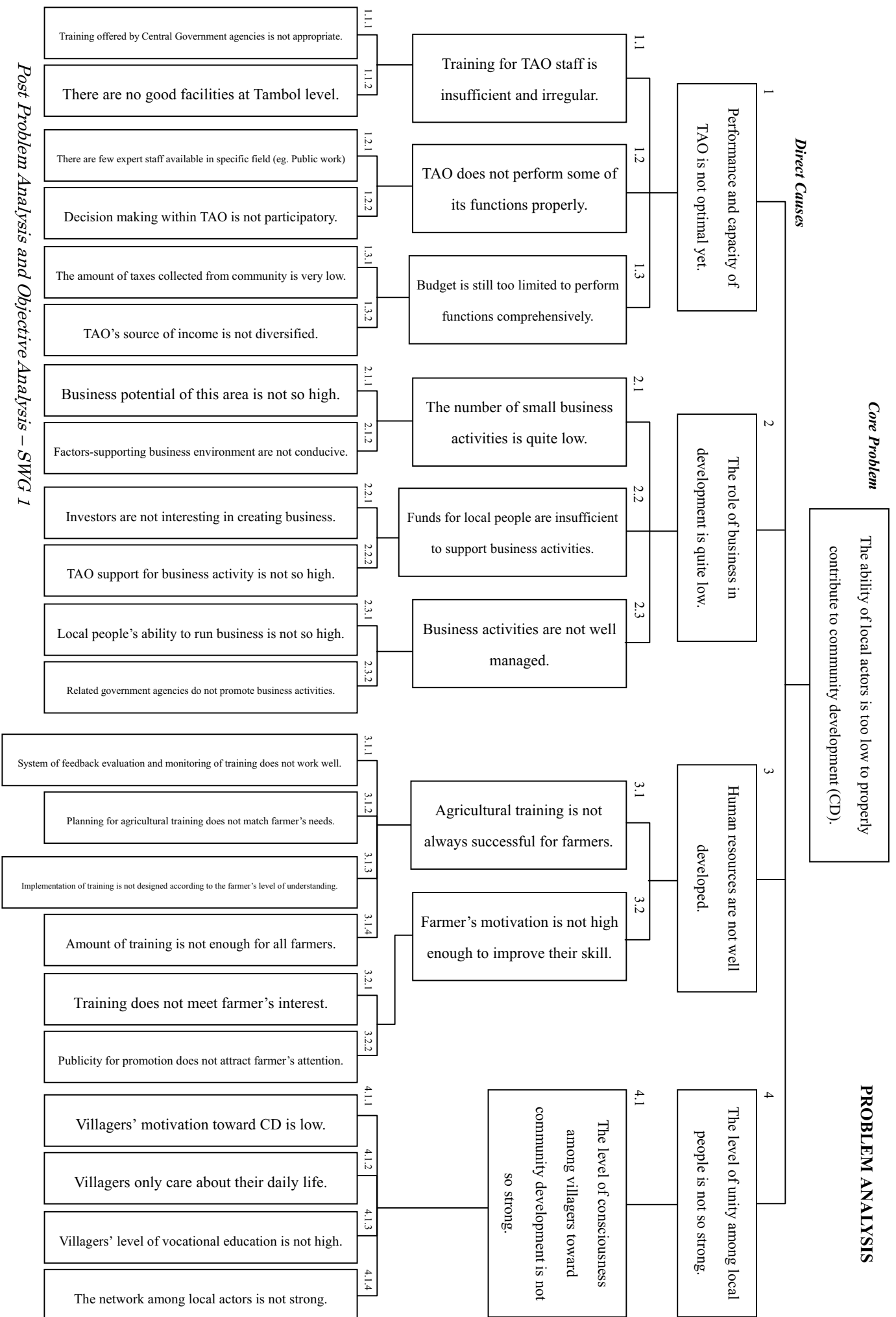


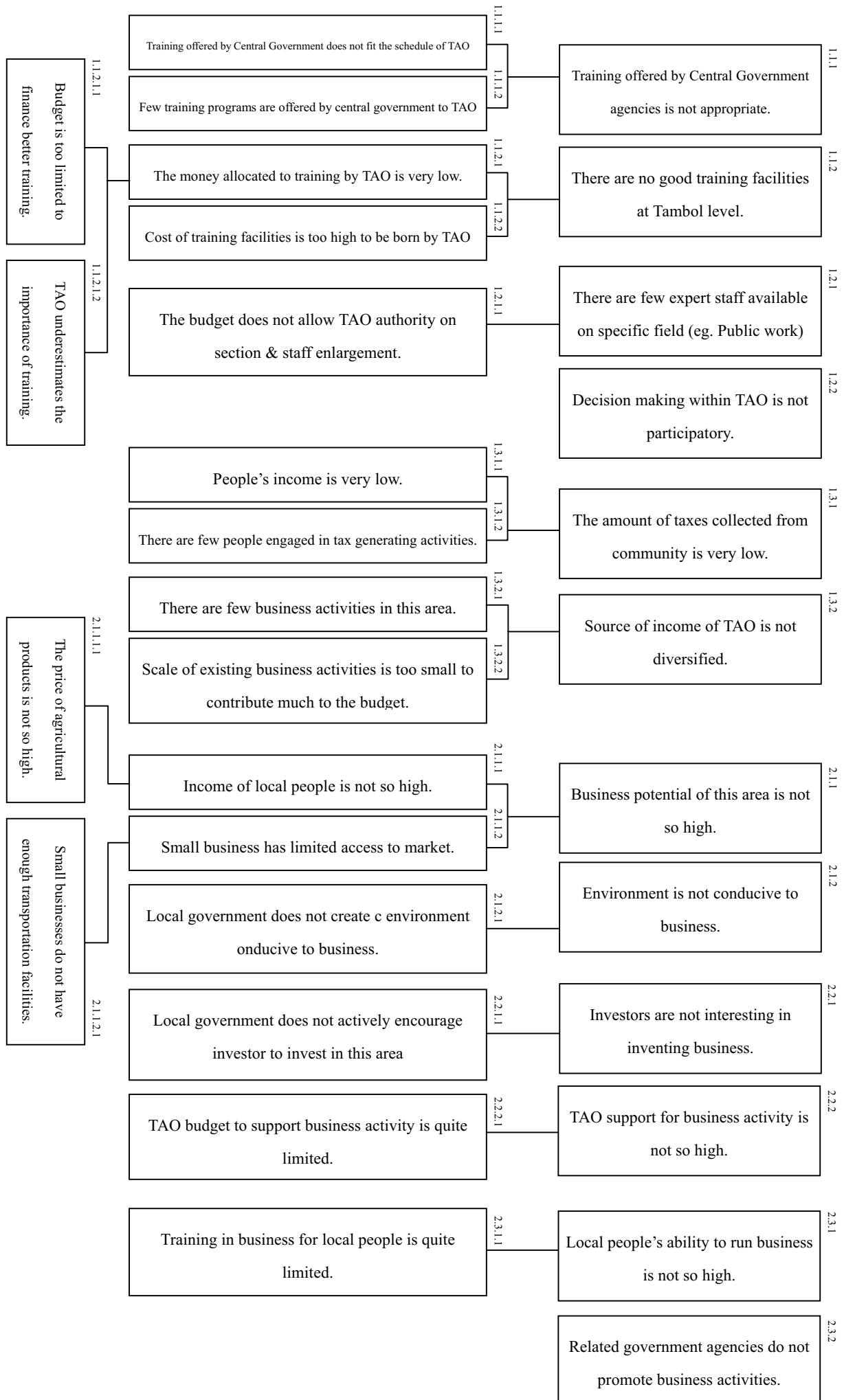


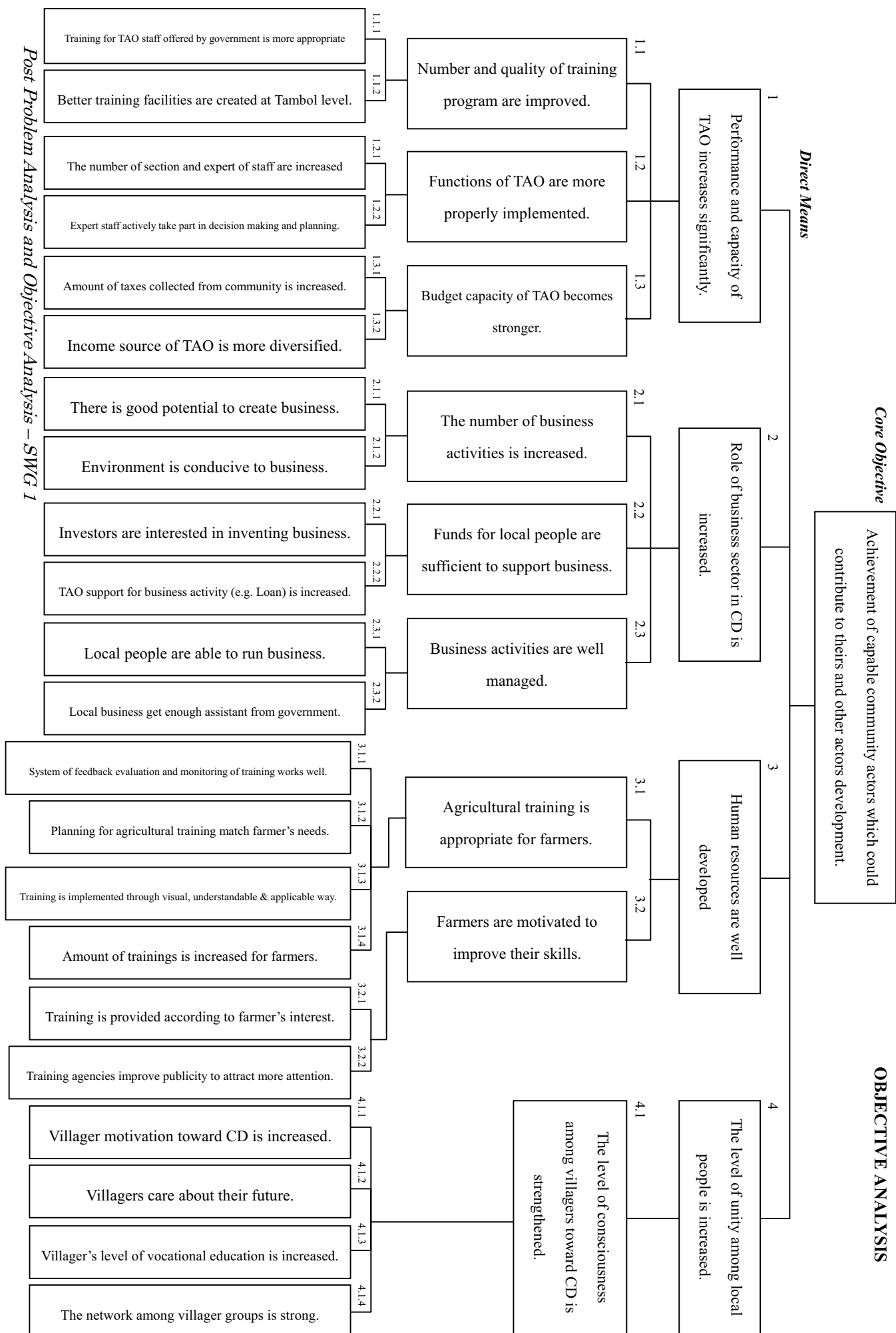


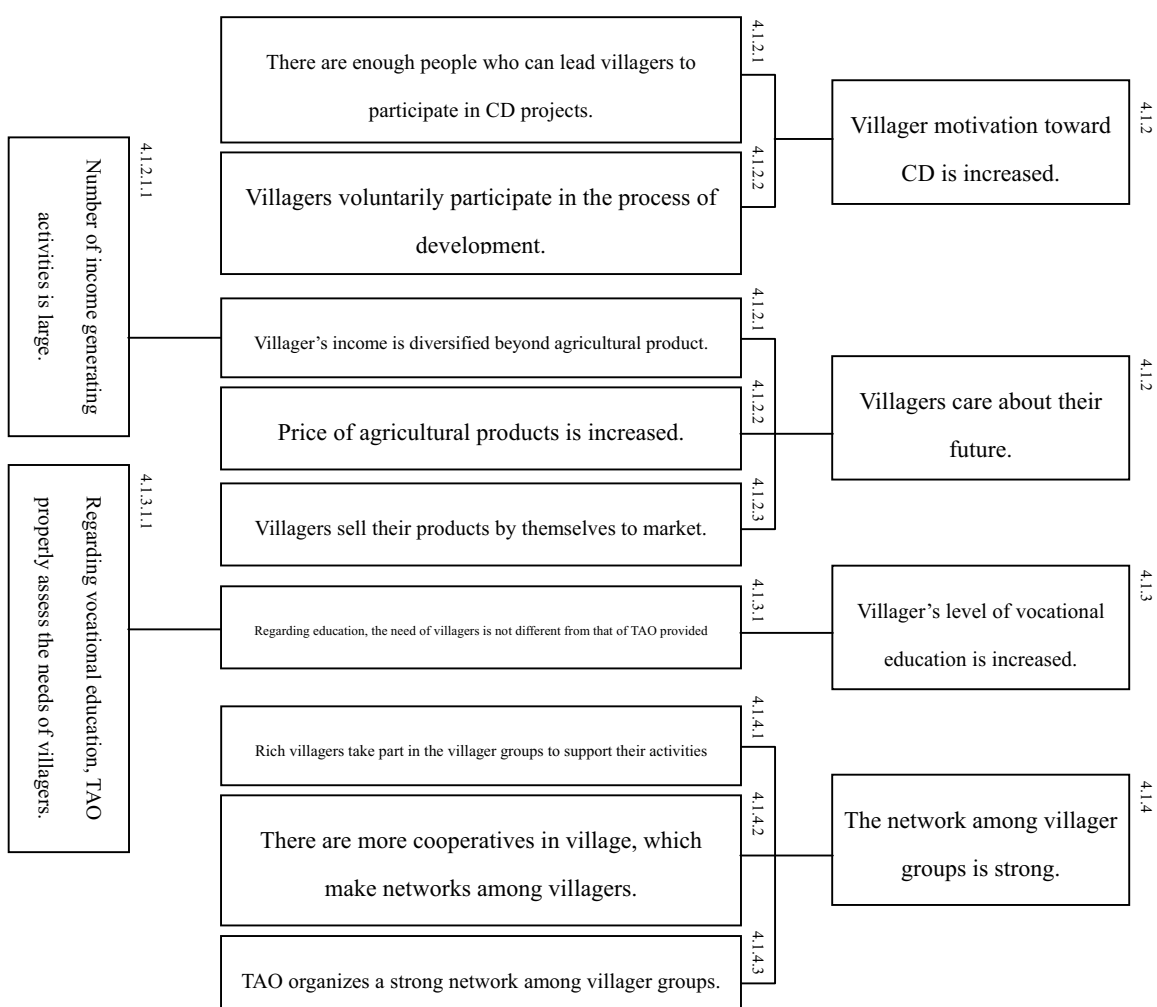
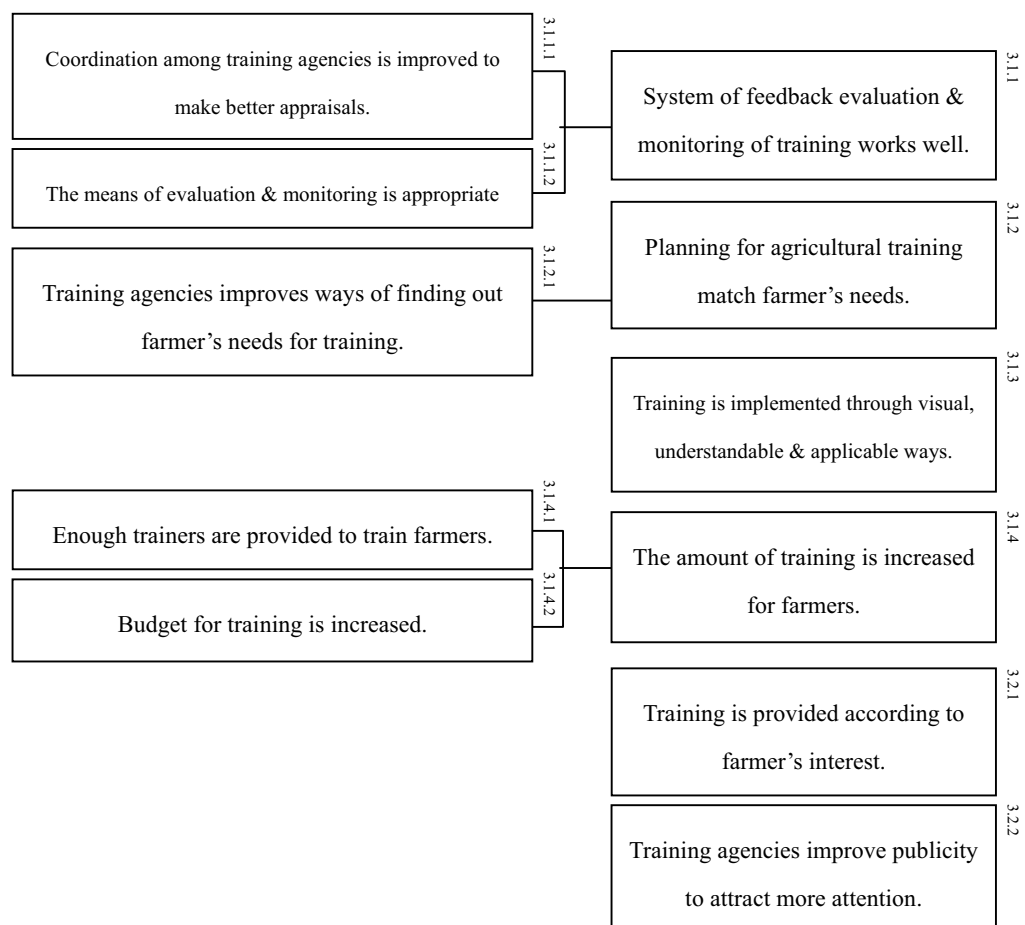












Project Design Matrix (PDM) for Site # 1.					
Project Name:TAO Capacity & Performance Improvement Project			Ver#0		
Target Area:Kim Nam Sai			Date:		
Narrative Summary:			Assumption:		
Overall Goal:			Means of Verification:		
Community actors actively contribute to their own & other actors' development	Indicator:		Field survey on each project/community development activity.		
	As a result of mutual support & active participation,		Annual report of TAO government.		
	The number of SMEs will reach (X) by 2008.				
	95% of community members will benefit from TAO service & activities by 2008.				
Project Purpose:	Contribution of business sector to community development will reaches (X) by 2008.				
	Local people's participation in community activities will increase (X) by 2008.				
	TAO will increase its capacity X% by 2008.		Annual report of TAO government.		
	Level of TAO performance will be doubled by 2008.				
Outputs:	TAO efficiency in coping with prevailing problems will increase X% by 2008.				
	1:TAO will increase its capacity (X) % by 2008.		1:The annual evaluation of the TAO's performance by provincial local government.		
	1-1: TAO's financial sources are diversified.		1-1:Records of the TAO's accounting division.		
	1-2: TAO operates more efficiently.		1-2:1:TAO's annual records of activities, spending and results.		
Activities:	1-3: TAO establishes a good network among/with the community.		1-3-1:Survey results of NGOs.		
	1-4: Public service offices & public utilities are established at TAO level.		1-3-2:Reports of the community groups, NPOs and NGOs.		
	2: Local business is promoted.		1-4:Records of police department & post office of Thailand.		
			2-1:Local government statistics.		
4: Local people's sense of belonging and responsibility (ownership) for local development increases.	2-2: Tax collected from business activities will increase (X)% by 2008.		2-2:Certified balanced sheet of TAO.		
	2-3:The amount of revolving funds in business activities will increase (X) % by 2008.		2-3:Ministry of Trade & Industry reports.		
	3-1:The number of people who can become extension workers in TAO will reach (X) by 2008.		3:Records of vocational school.		
	3-2:The number of vocational training TAO provides will reach (X) by 2008.				
2-1:TAO trains local people in business.	3-3:The number of people who take vocational training will reach (X) by 2008.				
	3-4:The number of people who complete vocational training will reach (X) by 2008.		4-1:Project survey reports on local people's participation in community development activities.		
	4:More than 60% of local people will participate in community development projects by 2005 and 80% by 2008.		4-2:Project records of the number of the participants in community development projects.		
2-2:TAO establishes agricultural cooperative at Tambol level.	1-1:1:TAO formulates new legislations on potential source of tax.				
	1-1-2:TAO conducts a campaign to improve people's awareness of tax paying.		1:Financial crisis does not hit Tambol people.		
	1-2:1:TAO provides management training for its employees.		1:The staff of TAO work continuously.		
	1-2-2:TAO formulates a new clear and simple Standard Operation Procedure (SOP).				
2-3:TAO allocates revenue as loan for local people to establish SMEs.	1-3-1:TAO helps people establish interest group.				
	1-3-2:TAO involves those groups in projects.				
	1-4-1:TAO builds new public offices (post office, fire station).				
	1-4-2:TAO repairs some public utilities, such as road & communication infrastructure.				
2-4:TAO promotes SMEs.	2-1:TAO trains local people in business.		2:Local people trained in business eager enough to establish SMEs.		
	2-2:TAO establishes agricultural cooperative at Tambol level.		2:Local government creates conducive circumstance to support business activities.		
	2-3:TAO allocates revenue as loan for local people to establish SMEs.				
	2-4:TAO promotes SMEs.				
3-1:TAO makes a curriculum for vocational training with neighboring TAOs.	3-2:TAO produces training materials with neighboring TAOs.		3:An agreement about the establishment of vocational school achieves between neighboring TAOs.		
	3-3:TAO invites training teachers.				
	3-4:TAO explains vocational training through cable radio and by visiting local community.				
	4-1-1:TAO gives training to cable radio group members.		4:TAO gives permission for the cable radio group to make radio programs.		
4-2-1:TAO coordinates a network among villager's group.	4-1-2:Cable radio staff creates radio programs.		4:Those who receive the training continue to work for cable radio station.		
	4-2-2:Villager's groups regularly provide the cable radio station with information about their activities.		4:Local people accept interviews.		
	4-2-3:Local stakeholders(radio group, villagers, business and local public officers) make radio programs on the basis of horizontal relation.		4:The cable radio system works without technical troubles.		
	4-3-1:Cable radio staff visit local communities to record people's opinions, interests, problems and lives.		Pre-Conditions: The income of TAO does not decline.		
4-3-2:Cable radio broadcasts information in order to share the information in Kud Num Sai.	4-3-3:Cable radio encourages local stakeholders to participate in community development activities.				
	4-4:Cable radio staff make a radio magazine to promote "participatory communication" in TAO.				
	4-5:Cable radio system accelerates participatory communication.				

Post Visit Project Design Matrix (PDA) for Site # 1.				
Project Name: Local Actors' Capacity & Performance Improvement Project			Duration: July 2003—June 2008	Ver#-4
Target Area:Kud Nam Sai			Target Group:Local People in Kun Nam Sai.	Date:10/21/2002
Narrative Summary:			Means of Verification:	Assumption:
Overall Goal:			Indicator:	
Achievement of a self-reliant & sustainable community development			Standard of life is doubled in Kud Nam Sai by 2008	Evaluation Reports of Khon Kaen Provincial administrative office.
Project Purpose: Achievement of capable community actors which could contribute to their own & other actor's development.			1:The TAO's financial, staff, & functional capacity is doubled by 2008. 2:The number of business activities increase X % by 2008. 3:The ratio of participants in community activities increases X% by 2008.	1:Evaluation reports of TAO's Khon Kaen provincial administrative office. 2:Khon Kaen provincial statistic performance office. 3:Records of TAO of Kud Nam Sai
Output: 1.Performance & capacity of TAO increase significantly			1-1:All the staff of the TAO is trained at least 2-3 times a year. 1-2:By 2008, the TAO opens up Education & health sections; sets up garbage disposal & tourism facilities. 1-3:Central Government increases the TAO budget more than 35% by 2008. 1-3-1:Total amount of local taxes collected increases by X % by 2008. 1-3-2:Subsidies from government to the TAO decreases by X % by 2008. 2-1:The number of business activities increases X% by 2005. 2-2:Tax collected from business activities increase X% by 2008. 2-3:The sales revenue of local products increase X% by 2008. 2-4:The number of marketing channels increase X% by 2008. 3-1: The number of training which matches with farmers' needs increases X% by 2005. 3-2: Agricultural production increases X% by 2008. 3-3: The number of training providers increases X% by 2006. 3-4: Income from agricultural products increases X% by 2008. 3-5: The number of people who take agricultural training increases X% by 2008. 4-1:More than 90% of local people participate in community development projects by 2008. 4-2: The number of law suits in the TAO decreases to X by 2008.	1-1:DOLA reports on TAO staff training. 1-2:Records of DOLA about Tambol's development capacity. 1-3:Records of Finance Division of TAO. 2-1:Local government statistics. 2-2:Certified balanced sheet of TAO. 2-3:Ministry of Trade & Industry reports. 2-4:Local government statistics. 3-1:Evaluation questionnaire on agricultural training 3-2: Regional census by Community Development Department. 3-3: TAO's employment data 3-5: The participant list of Agricultural training 4-1-1:Project survey reports on local people's participation in community development activities. 4-1-2:Project records of the number of the participants in community development projects. 4-2:Records of law suits in the provincial government.
Activities: <u>1-1: Number & quality of training for TAO staff are improved.</u> 1-1-1:Central Government sets up training courses in close negotiation with TAO so that training does not interrupt TAO's work. 1-1-2:Better training facilities are created at Tambol level. 1-1-3:Kud Nam Sai establishes joint training school with its neighboring Tambons. 1-1-4:Government launches decentralization policy on human resource development.			1-2-1:TAO properly fulfills its main & urgent functions. 1-2-1:TAO cordianates & balances relationships among local actors through its legal authorities & available means of communication. 1-2-2:New sections are opened in the TAO: Education, Health, etc. 1-2-3:Main public service offices (Post office, Police station, Fire station) are built. 1-2-4:Garbage disposal facilities are created in the Tambon. 1-2-5:TAO establishes Dispute Settlement Facilities at Tambon Level to settle the disputes occurred among LL. 1-3:TAO's budget are strengthened. 1-3-1:Central Government increases subsidies for TAO regularly. 1-3-2:TAO diversifies its income sources through business promoting-supporting policies. 1-3-3:TAO allocates more budget to promote business activities.	1:Government commits to developing human resources. 1:Awarness of people to pay tax does not worsen. 1:Business activities become stronger/more productive.
<u>2-1: The number of business activities increases.</u> 2-1-1-1:TAO examines the appropriate business activities to be developed. 2-1-1-2:TAO invites experts to give business training (marketing, production, management, etc) to villagers. 2-1-1-3:More business training is provided to the villagers by CDD, AP office, and IP office. 2-1-1-4:After training, government continues giving technical assistance/monitoring. 2-1-2-1: Existing agricultural cooperative makes relations with neighboring agricultural cooperatives for villager's group activities.			2-3-1:TAO properly manages business activities. 2-3-1-1:TAO actively invites investors to invest in this area. 2-3-2:TAO provides more transportation facilities for small business. 2-3-3:TAO establishes local market to sell products produced by villager's groups. 2-3-4:TAO asks villager's groups to register their activities with TAO in order to control the amount of products. 2-3-5:TAO promotes local products on its website.	2:Local people trained in business eager to establish SMEs. 2:People trained in business do not migrate to other cities.
<u>2-2: Funds for local people increases to support business activities.</u> 2-2-1:TAO allocates larger budget to promote business activities. 2-2-2:TAO seeks more financial support for promoting business. 2-2-3:TAO and related agencies provide support to detect marketing channels to sell local products in other areas. 2-2-4:TAO promotes/initiates SMEs/SMLs that suitable in this area.			3-2-1:TAO motivates farmers to improve their agricultural skills. 3-2-1-1:The TAO asks village headmen, chief of the TAO, agricultural cooperative committee to assess farmer's needs for training. 3-2-1-2:The TAO holds the meeting with village headmen and training providers about appropriate training style. 3-2-1-3:Training providers provide understandable training for farmers. 3-2-2-1:Planners of each training inform details of beneficial points to the TAO. 3-2-2-2:The TAO makes and circulates information paper of training for farmers. 3-2-2-3:Village headmen and chief of the TAO inform on beneficial points of agricultural training through the cable radio system. 3-2-3-1:TAO appropriately evaluates and monitors training programs. 3-3-1-3-2:Training providers share the findings of the research and the results of the training through interviews and questionnaires to farmers. 3-3-1-3-3:Training providers improve the training according to the results of the training. 3-3-1-3-4: Village heads provide villagers with training which they learned from training providers by using manuals distributed by TAO. 3-3-1-4-1:TAO officials are trained to provide trainings for famers. 3-3-1-4-2: The TAO newly assigns appropriate number of agricultural officers.	3:The knowledge and skill of agricultural technology transfer officer does not decrease. 3:The budget of central government for occupational training does not decrease. 3:Average educational level of farmers does not decrease.
<u>3-1:TAO organizes agricultural training in a systematic and professional way.</u> 3-1-1-1:The TAO and agricultural technology and transfer officers visit farmers to ask about farmers' needs. 3-1-1-2: The TAO holds meeting with village heads, chief of the TAO, agricultural cooperative committee regularly to find the most suitable agricultural training for farmers. 3-1-1-3:The TAO analyzes farmer's needs from the information. 3-1-2-1:The TAO, agricultural technology transfer officers, and related parties (community development officers, agricultural promotion office, agricultural cooperatives) plan understandable training for farmers. 3-1-2-2: Training providers (TAO, agricultural technology and transfer officer, community development officers, agricultural promotion office, agricultural cooperatives) who are invited by the TAO implement trainings according to the understandable way. 3-1-3-1:The TAO appropriately evaluates and monitors training programs. 3-1-3-2:Training providers share the findings of the research and the results of the training through interviews and questionnaires to farmers. 3-1-3-3:Training providers improve the training according to the results of the training. 3-1-3-4: Village heads provide villagers with training which they learned from training providers by using manuals distributed by TAO. 3-1-4-1:TAO officials are trained to provide trainings for famers. 3-1-4-2: The TAO newly assigns appropriate number of agricultural officers.			3-2-1:TAO motivates farmers to improve their agricultural skills. 3-2-1-1:The TAO asks village headmen, chief of the TAO, agricultural cooperative committee to assess farmer's needs for training. 3-2-1-2:The TAO holds the meeting with village headmen and training providers about appropriate training style. 3-2-1-3:Training providers provide understandable training for farmers. 3-2-2-1:Planners of each training inform details of beneficial points to the TAO. 3-2-2-2:The TAO makes and circulates information paper of training for farmers. 3-2-2-3:Village headmen and chief of the TAO inform on beneficial points of agricultural training through the cable radio system. 3-2-3-1:TAO appropriately evaluates and monitors training programs. 3-3-1-3-2:Training providers share the findings of the research and the results of the training through interviews and questionnaires to farmers. 3-3-1-3-3:Training providers improve the training according to the results of the training. 3-3-1-3-4: Village heads provide villagers with training which they learned from training providers by using manuals distributed by TAO. 3-3-1-4-1:TAO officials are trained to provide trainings for famers. 3-3-1-4-2: The TAO newly assigns appropriate number of agricultural officers.	3:The knowledge and skill of agricultural technology transfer officer does not decrease. 3:The budget of central government for occupational training does not decrease. 3:Average educational level of farmers does not decrease.
<u>4-1:Villager's motivation toward community development increases.</u> 4-1-1-1:The village heads have a meeting with villagers regularly to share and exchange information about their activities. 4-1-1-2:TAO arranges a meeting to share and exchange information about villager's activities among the villager's group leaders and village heads. 4-1-1-3:Based on that information, the village heads inform villagers of activities in other villages by cable radio. 4-1-1-4:The village head acts as an example to his/her villagers on how to practice development activities. 4-1-2-1:TAO asks "Development Officer" & University professors to give the TAO's officials' leadership training. 4-1-2-2:TAO officials organize a meeting for "Security Volunteer Group" to give them leadership training. 4-1-2-3: In addition to its original roles, TAO assigns the "Security Volunteer Group" as a volunteer leader for community development projects. 4-1-2-4:"Security Volunteer Group" in each village encourages villagers to participate in the process of community development. 4-1-3-1:TAO registers the knowledge and skills that villager's groups have with "Local Wisdom List". 4-1-3-2:TAO and schools coordinate each other for transferring of local wisdom into school curriculum. 4-1-3-3:School designs programs about local wisdom to teach it to students. 4-1-3-4:TAO asks those who have local wisdom to teach their knowledge and skills at school. 4-1-3-5:Those who have specific local wisdom teach their knowledge and skills at school. 4-1-3-6:TAO pays a charge to those who teach their knowledge at school. 4-2-1:Villager's income increases to support their lives. 4-2-1:TAO gives a vocational training to villager's group leaders how to properly sell their products in the market. 4-2-2:TAO distributes a manual about that training to the leaders so that the leaders properly circulate that manual in their villages. 4-2-3:TAO asks villager's groups to give their information about products to the TAO to control the amount of the production which the villager's groups produce. 4-2-4:TAO provides villager's groups with place in KudNamSai to sell their products to villagers as well as those who work for private companies. 4-2-5:TAO regularly gives information about the price of agricultural products through the cable radio system. 4-3:TAO initiates vocational training programs to increase villager's level of education. 4-3-1:TAO conducts a research about the needs of vocational training among villagers by questionnaire. 4-3-2:TAO requests a vocational training to "Development Officers" based on the needs of villagers. 4-3-3:"Development Officer" gives a training to TAO officials. 4-3-4:TAO officials organize vocational training courses based on the needs of villagers. 4-3-5:TAO monitors and evaluate those training courses. 4-4:TAO network among local actors increases the sense of unity in the area of TAO. 4-4-1-1: Assistants of cable radio station regularly visit villages to record opinions from villagers. 4-4-1-2:Villager's groups regularly provide the Cable Radio Station with information about their activities. 4-4-1-3: Cable radio station makes a radio program that provides information about villager's lives and activities. 4-4-2:Existing agricultural cooperative regularly holds meetings to assess of training needs from its members. 4-4-2-2:Existing agricultural cooperative increases its financial & technical support to villager's groups so as to expand its relations with villager's groups. 4-4-2-3:TAO creates other cooperative/activity groups, which strengthen the network among villager's groups. 4-4-3:TAO arranges a meeting with wealthy villagers to share their opinion & to encourage them to work in community development.			4-1:Villager's motivation toward community development increases. 4-1-1-1:The village heads have a meeting with villagers regularly to share and exchange information about their activities. 4-1-1-2:TAO arranges a meeting to share and 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Pre-Conditions:			1:Training related input 1-1:Basic material requirements for training: desks, chairs, boards, etc 1-2:Wages of trainers & regularly invited experts (for training purpose). 1-3:Shared training costs of Joint Training School jointly established by the several TAOs. 1-4:Human Resources Development supporting & promoting Policies by Central Govt. 1-5:Cost of enhanced & improved means of communication (to assure coordination) 1-6:Costs of garbage disposal system. 1-7:Business promoting & supporting policies 1-8:Annually increased loans for SMEs & SMLs. 1-9:Annually increased subsidies for TAO by Central government 2-1:Material input 2-2:Training facilities. 2-3:Marketing facilities. 2-4:Wages & Salaries of those experts. 2-5:Human resource input 2-6:Business management expert 2-7:Business trainers. 2-8:Financial A divsons. 2-9:Material input. 3-1:Training facilities. 3-2:Cable radio system. 3-3:Agricultural materials: bio-fertilizer, new spices, etc. 3-4:Human resource input 3-5:Development Officers 3-6:Agricultural technology & transfer officers 3-7:Professors 4-1:Material input 4-2:School facilities 4-3:Cable radio system 4-4:Funds for teachers 4-5:Vehicles 4-6:Funds for the creation of other cooperative/activity groups 4-7:Human resource input 4-8:Development officers 4-9:Security Volunteer group 4-10:School Principals & teachers 4-11:Motivated & Trained Leaders	

การออกแบบโครงการในรูปเนตริกซ์ เขตศึกษาวิจัยที่ 1 บ้านกุดน้ำใส		
ชื่อโครงการ: โครงการปรับปรุงความสามารถและการแสดงออกของผู้มีบทบาทในท้องถิ่น	ระยะเวลาของโครงการ:ครกาคม 2545--มิถุนายน 2550	แก้ไขครั้งที่:4
พื้นที่โครงการ: บ้านกุดน้ำใส ต.กุดน้ำใส อ.ป่าพอง จังหวัดขอนแก่น	กลุ่มเป้าหมาย: ประชาชนในเขตตำบลกุดน้ำใส.	วันที่: 21ตุลาคม 2545
รายละเอียดของโครงการ:	แหล่งข้อมูล:	สมมติฐาน:
เป้าหมายของโครงการ:		
เพื่อให้พื้นที่เป้าหมายสามารถพัฒนาและพึ่งพาตนเองได้อย่างยั่งยืน	ภายในปี พศ.2550 ระดับคุณภาพชีวิตของประชากรในเขตพื้นที่เพิ่มเป็นสองเท่า	รายงานการประเมินผลโดยหน่วยงานราชการในระดับจังหวัด (ขอนแก่น).
วัตถุประสงค์ของโครงการ:		
ผู้บทบาทในชุมชนสามารถขีดความสามารถของตนเองและสามารถถ่ายทอดไปยังผู้อื่นในชุมชนได้.	1:ขีดความสามารถของอบต. ทั้งในส่วนของการเงิน,เจ้าหน้าที่,และการปฏิบัติงานเพิ่มขึ้นเป็น 2 เท่าในปี 2550.	1:รายงานการประเมินผลการทำงานของอบต(จัดขึ้นโดยหน่วยงานการปกครองในระดับจังหวัด)
	2:จำนวนของกลุ่มธุรกิจเพิ่มขึ้น X % ในปี 2550.	2:หน่วยงานด้านสถิติของจังหวัด.
	3:อัตราส่วนของผู้มีส่วนร่วมในกิจกรรมของชุมชนเพิ่มขึ้น X % ในปี 2550.	3:บันทึกการทำงานซึ่งจัดขึ้นโดยอบต.กุดน้ำใส
ผลลัพธ์:		
1.การปฏิบัติงานและขีดความสามารถของอบต.เพิ่มขึ้นได้อย่างมีประสิทธิผล	1-1:เจ้าหน้าที่ของอบต. ทุกคนได้รับการฝึกอบรมอย่างน้อย 2-3 ครั้งต่อปี	1-1:รายงานจากกรมการปกครองท้องถิ่นเกี่ยวกับการฝึกอบรมแก่เจ้าหน้าที่ของอบต.
	1-2:อบตจัดตั้งหน่วยงานทางด้านการศึกษาศาสนาสุขหน่วยงานกำจัดขยะและสาธารณูปโภคด้านการท่องเที่ยวได้ในปี2550	1-2:บันทึกจากกรมการปกครองท้องถิ่นเกี่ยวกับการพัฒนาประสิทธิภาพของอบต.
	1-3:รัฐบาลกลางจัดสรรงบประมาณเพิ่มเพื่อส่งเสริมการปกครองส่วนท้องถิ่นอีก 35% ภายในปี 2550.	1-3:บันทึกจากหน่วยงานทางด้านการเงินของอบต.
	1-3-1:สามารถจัดเก็บภาษีในท้องถิ่นเพิ่มขึ้นเป็น X % ในปี 2550.	
	1-3-2:รัฐบาลกลางเพิ่มเงินอุดหนุนแก่อบต.เป็น X % ในปี 2550.	
2. บทบาทของภาคธุรกิจในการพัฒนาชุมชนมีมากขึ้น	2-1:จำนวนของกลุ่มธุรกิจเพิ่มขึ้น X % ในปี 2550.	2-1:สถิติจากหน่วยงานของราชการในท้องถิ่น.
	2-2:ภาษีที่เก็บได้จากภาคธุรกิจในพื้นที่เพิ่มขึ้นเป็น X % ในปี 2550.	2-2:บัญชีรายรับรายจ่ายของอบต.
	2-3:รายได้จากการจำหน่ายผลผลิตในท้องถิ่นเพิ่มขึ้น X % ในปี 2550.	2-3:รายงานจากกระทรวงพาณิชย์และกระทรวงอุตสาหกรรม.
	2-4:ช่องทางทางการตลาดเพิ่มขึ้น X % ในปี 2550.	2-4:สถิติจากหน่วยงานของราชการในท้องถิ่น.
3.มีการยกระดับคุณภาพของทรัพยากรมนุษย์.	3-1: จำนวนครั้งของการฝึกอบรมที่สอดคล้องกับความต้องการของประชาชนเพิ่มขึ้น X % ในปี 2550.	3-1:ประเมินผลจากแบบสอบถามเกี่ยวกับการฝึกอบรมทางการเกษตร.
	3-2: ผลผลิตทางการเกษตรเพิ่มขึ้น X % ในปี 2550.	3-2: สัมภาษณ์ครัวประชากรที่สำรวจโดยกรมการพัฒนาชุมชน.
	3-3: จำนวนตลาดที่สามารถให้การฝึกอบรมเพิ่มขึ้น X % ในปี 2550.	3-3: ข้อมูลการจ้างงานของชุมชนที่บันทึก โดยอบต.
	3-4: รายได้จากการผลผลิตทางการเกษตรเพิ่มขึ้นเป็น X % ในปี 2550.	
	3-5: จำนวนประชาชนที่เข้าร่วมโครงการฝึกอบรมทางการเกษตรเพิ่มขึ้น X % ในปี 2550	3-5: รายชื่อผู้เข้าร่วมโครงการฝึกอบรมทางการเกษตร.
4.ความเป็นเอกภาพของชุมชนมีมากขึ้น.	4-1:มากกว่า 90 % ของประชาชนในพื้นที่เข้าร่วมกิจกรรมของชุมชนภายในปี 2550.	4-1-1:รายงานแบบสำรวจโครงการเกี่ยวกับบทบาทของประชาชนกับกิจกรรมพัฒนาชุมชน.
	4-2:มีกฎหมายที่รองรับการทำงานของอบตเพิ่มขึ้น X ในปี 2550	4-1-2:บันทึกโครงการเกี่ยวกับจำนวนของผู้เข้าร่วมโครงการพัฒนาชุมชน.
		4-2:บันทึกทางด้านกฎหมายเกี่ยวกับการปกครองในระดับจังหวัด.
กิจกรรม:		
<u>1-1.การอบรมเจ้าหน้าที่ของอบต.เพิ่มขึ้นทั้งในเชิงปริมาณและคุณภาพ.</u>	<u>1-2.อบต.สามารถแก้ปัญหาสังคมและภาระเร่งด่วนได้อย่างเหมาะสมมากขึ้น.</u>	1:รัฐบาลให้ความร่วมมือกับการพัฒนาทรัพยากรมนุษย์อย่างสม่ำเสมอ.
1-1-1:รัฐบาลกลางร่วมมือกับอบตอย่างใกล้ชิดในการจัดโครงการฝึกอบรมเพื่อไม่ให้ขาดต่อการปฏิบัติงานของอบต.	1-2-1:อบตสามารถประสานความสัมพันธ์ระหว่างผู้มีส่วนบพาทในชุมชนโดยการอาศัยอำนาจหน้าที่ทางกฎหมายและการประชาสัมพันธ์.	1:ประชาชนตระหนักถึงหน้าที่ในการชำระภาษีของตน.
1-1-2:ในระดับตำบลมีการจัดเตรียมสิ่งอำนวยความสะดวกแก่การฝึกอบรมที่ดีขึ้น.	1-2-2:จัดตั้งหน่วยงานใหม่ในอบต เช่น หน่วยงานทางการศึกษา และหน่วยงานทางด้านสาธารณสุข ฯลฯ.	1:ธุรกรรมในชุมชนมีเข้มแข็งและมีประสิทธิภาพมากขึ้น.
1-1-3:อบตกุดน้ำใสร่วมมือกับอบตในพื้นที่ใกล้เคียงเพื่อจัดการฝึกอบรมร่วมกัน.	1-2-3:จัดสร้างหน่วยงานสาธารณูปโภคขั้นมูลฐาน (ที่ทำการไปรษณีย์, สถานีตำรวจ, สถานีดับเพลิง) .	
1-1-4:รัฐบาลมีนโยบายกระจายทรัพยากรบุคคลเพื่อการพัฒนาไปยังท้องถิ่น.	1-2-4:จัดสร้างหน่วยงานกำจัดขยะขึ้นในตำบล.	
	1-2-5:อบต. จัดตั้งหน่วยงานขึ้นเพื่อรับผิดชอบและจัดการกับปัญหาความขัดแย้งระหว่างผู้มีส่วนเกี่ยวข้องในชุมชน.	
	<u>1-3:ระบบการเงินของอบตมีความเข้มแข็งมากขึ้น.</u>	
	<u>1-3-1:รัฐบาลกลางทยอยเพิ่มความช่วยเหลือทางการเงินแก่อบต.อย่างสม่ำเสมอ</u>	
	1-3-2:อบต. พยายามสร้างความหลากหลายให้กับแหล่งรายได้ของอบต. ผ่านนโยบายการส่งเสริมภาคธุรกิจ	
	1-3-3:อบตจัดสรรงบประมาณเพื่อส่งเสริมภาคธุรกิจให้มากขึ้น.	
<u>2-1:จำนวนของกลุ่มธุรกิจมีมากขึ้น.</u>	<u>2-3:อบต.สามารถจัดการกับธุรกรรมในชุมชนได้อย่างเหมาะสม</u>	2:ประชาชนที่ได้รับการฝึกอบรมทางด้านธุรกิจมีความต้องการจะจัดตั้งธุรกิจขนาดเล็ก.
2-1-1-1:อบตตรวจสอบกลุ่มธุรกิจเพื่อหาข้อมูลไปใช้เพื่อการพัฒนาต่อไป.	2-3-1:อบตกระตือรือร้นที่จะชักชวนนักลงทุนเข้ามาลงทุนในพื้นที่.	
2-1-1-2:อบต.เชิญผู้เชี่ยวชาญมาให้การฝึกอบรม(การผลิต, การจัดการ, การตลาด, ฯลฯ) แก่ประชาชน.	2-3-2:อบต. จัดสรรสิ่งอำนวยความสะดวกทางด้านการคมนาคมแก่หน่วยธุรกิจชุมชน	2:ประชาชนที่ได้รับการฝึกอบรมแล้วไปถ่ายทอดความรู้ไปยังพื้นที่อื่น.
2-1-1-3:หน่วยงานที่เกี่ยวข้องกับการพัฒนาชุมชนให้เข้าให้การฝึกอบรมแก่ประชาชนมากขึ้น.	<u>2-3-3:อบต.จัดตั้งตลาดชุมชนเพื่อจำหน่ายสินค้าที่ผลิตโดยประชาชนในท้องถิ่น</u>	
2-1-1-4:รัฐบาลให้ความช่วยเหลือและตรวจสอบผู้ฝึกอบรมหลังโครงการฝึกอบรม.	<u>2-3-4:อบต.ขอความร่วมมือจากประชาชนในการลงบันทึกธุรกรรมของตนเพื่อให้สามารถควบคุมปริมาณสินค้าที่ผลิตได้</u>	
2-1-2-1: สหกรณ์ในพื้นที่ร่วมมือกับสหกรณ์อื่นๆของพื้นที่ใกล้เคียงเพื่อให้การสนับสนุนธุรกรรมของประชาชน.	2-3-5:อบต. นำเสนอสินค้าผ่านเว็บไซต์ของตนเอง	
<u>2-2:เพิ่มกองทุนเพื่อสนับสนุนกิจกรรมภาคธุรกิจของประชาชน.</u>		
2-2-1:อบตจัดสรรงบประมาณเพื่อส่งเสริมธุรกรรมของประชาชนให้มากขึ้น.		
2-2-2:อบตจัดหาแหล่งเงินทุนเพื่อสนับสนุนธุรกรรมในท้องถิ่น.		
2-2-3:อบต. และหน่วยงานที่เกี่ยวข้องจัดหาช่องทางทางการตลาดให้กับสินค้าที่ผลิตได้ในท้องถิ่น		
2-2-4:อบต. ส่งเสริมและสรรหารูปแบบของหน่วยธุรกิจและอุตสาหกรรมขนาดย่อมให้เหมาะสมกับสภาพท้องถิ่น		
<u>3-1:อบตจัดโครงการฝึกอบรมทางการเกษตรให้เป็นระบบได้อย่างเชี่ยวชาญ.</u>	<u>3-2:อบต.กระตุ้นให้เกษตรกรพัฒนาขีดความสามารถทางการเกษตรของตน</u>	3:ความรู้ความสามารถของเจ้าหน้าที่ผู้ให้การฝึกอบรมทางการเกษตรไม่ลดลง.
3-1-1-1:อบต. และเจ้าหน้าที่ทางการเกษตรเข้าเยี่ยมประชาชนเพื่อสอบถามความต้องการ	3-2-1-1:อบต. ขอความร่วมมือจากกำนัน ผู้ใหญ่บ้านและเจ้าหน้าที่ทางการเกษตรในการสำรวจความต้องการของเกษตรกรเพื่อให้งัดการฝึกอบรมทางการเกษตรได้อย่างเหมาะสม	3:งบประมาณจากรัฐบาลกลางเกี่ยวกับการฝึกอบรมอาชีพไม่ลดลง.
3-1-1-2:อบต. จัดการประชุมร่วมกับสมาชิกสหกรณ์การเกษตรคนละอยู่ใน้อย่างสม่ำเสมอเพื่อให้สามารถจัด โครงการฝึกอบรมแก่เกษตรกรได้อย่างเหมาะสม	3-2-1-2:อบต. จัดการประชุหรือระหว่างผู้ใหญ่บ้านและผู้ให้การฝึกอบรมทางการเกษตรเพื่อจัดการฝึกอบรม ได้อย่างเหมาะสม	3:ไม่มีผลกระทบต่อการเติบโตของประชาชนที่เข้าร่วมในโครงการลักษณะอื่นๆ.
3-1-1-3:อบต. วิเคราะห์ความต้องการจากข้อมูลที่ได้	3-2-1-3:ผู้ให้การฝึกอบรมทางการเกษตรสามารถจัดการฝึกอบรมที่เข้าใจง่าย.	3:ระดับการศึกษาของเกษตรกรที่เข้าร่วมโครงการไม่ลดลง.
3-1-2-1:อบต. และหน่วยงานที่เกี่ยวข้องทางการเกษตร (สำนักงานพัฒนาชุมชน, สำนักงานส่งเสริมการเกษตร, สหกรณ์การเกษตร)วางแผนโครงการฝึกอบรมที่เข้าใจง่ายแก่เกษตรกร.	<u>3-2-2-1:ผู้วางแผนโครงการฝึกอบรมรายงานผลประโยชน์ที่จะได้รับจากการฝึกอบรมนั้นๆ แก่อบต.</u>	
3-1-2-2:ผู้ให้การฝึกอบรม(อบต, เจ้าหน้าที่เผยแพร่ความรู้ทางการเกษตร, พัฒนากร, สำนักงานส่งเสริมการเกษตร, สหกรณ์การเกษตร) สามารถให้การฝึกอบรมในรูปแบบที่เข้าใจง่าย.	3-2-2-2:อบต. จัดทำหนังสือเวียนเกี่ยวกับข้อมูลทางการเกษตรให้กับเกษตรกร	
3-1-3-1:อบต. สามารถประเมินผลและตรวจสอบโครงการได้อย่างเหมาะสม	3-2-2-3:ผู้ใหญ่บ้านและประธานอบต. เผยแพร่ประโยชน์ของการฝึกอบรมผ่านวิทยุกระจายเสียงของชุมชน	
3-1-3-2:ในกลุ่มผู้ให้การฝึกอบรมมีการแลกเปลี่ยนข้อมูลความรู้ที่ได้จากการสอบถามผู้เข้าร่วมโครงการฝึกอบรมทางการเกษตร.		
3-1-3-3:ผู้ให้การฝึกอบรมพัฒนาโครงการฝึกอบรมตามผลที่ปรากฏหลังโครงการ.		
3-1-3-4: ผู้นำชุมชนที่ได้รับการฝึกอบรมเผยแพร่ความรู้ต่อไปยังลูกบ้านผ่านสื่อของอบตได้อย่างเหมาะสม		
3-1-4-1:เจ้าหน้าที่ของอบตได้รับการฝึกอบรมเผยแพร่ความรู้ไปยังประชาชนได้.		
3-1-4-2:อบต. วำจ้างเจ้าหน้าที่ทางการเกษตรเพิ่มขึ้นตามความเหมาะสม		
<u>4-1:ประชาชนมีความสนใจที่จะร่วมพัฒนาชุมชนมากขึ้น.</u>		
4-1-1-1: ผู้ใหญ่บ้านจัดการประชุมร่วมกับลูกบ้านอย่างสม่ำเสมอเพื่อแลกเปลี่ยนข้อมูลเกี่ยวกับกิจกรรมต่างๆ.		4:ผู้ได้รับการฝึกอบรมหน่วยงานอาสาป้องกันภัยชุมชนยังคงทำหน้าที่ต่อหลังจากได้รับการฝึกอบรม
4-1-1-2:อบต. จัดการประชุมร่วมกับผู้ใหญ่บ้านและหัวหน้ากลุ่มกิจกรรมต่างๆเพื่อแลกเปลี่ยนข้อมูล		4:ระบบวิทยุกระจายเสียงของชุมชนยังคงมีอุปกรณ์ที่เหมาะสมในการดำเนินการ
4-1-1-3:ผู้ใหญ่บ้านกระจายข้อมูลที่เกี่ยวข้องกับกิจกรรมต่างๆ ผ่านระบบวิทยุกระจายเสียง.		4:สมาชิกชุมชนที่มีความรู้ความสามารถยังคงอาศัยอยู่ในชุมชน
4-1-1-4:ผู้ใหญ่บ้านประพฤติตนเป็นแบบอย่างที่ดีในด้านการพัฒนาชุมชนแก่ลูกบ้าน.		
4-1-2-1:อบต.เชิญผู้เชี่ยวชาญทางด้านการพัฒนา,นักวิชาการจากมหาวิทยาลัยมาให้การฝึกอบรมเกี่ยวกับภาวะผู้นำแก่เจ้าหน้าที่ของอบต	ปัจจัย:	
4-1-2-2:เจ้าหน้าที่ของอบต. จัดการประชุมเพื่อฝึกอบรมทางด้านภาวะผู้นำให้กับอาสาสมัครป้องกันภัยชุมชน	<u>1-1:ปัจจัยด้านการฝึกอบรม.</u>	
4-1-2-3: อบตส่งเสริมให้สมาชิกกลุ่มอาสาสมัครป้องกันภัยมีบทบาทนำในกิจกรรมด้านการพัฒนาอื่นๆนอกเหนือไปจากหน้าที่หลักด้วย	1:ปัจจัยพื้นฐานทางการฝึกอบรม: โด๊ะ, เก้าอี้,กระดาน ฯลฯ	
4-1-2-4:สมาชิกกลุ่มอาสาสมัครป้องกันภัยชักชวนให้สมาชิกหมู่บ้านคนอื่นฯ เข้ามามีส่วนรวมในกิจกรรมพัฒนาชุมชน.	1:คำสอนแทนแก่ผู้เชี่ยวชาญที่มาให้การฝึกอบรม.	
4-1-3-1:อบต. จัดบันทึกภูมิปัญญาท้องถิ่นที่กลุ่มกิจกรรมต่างๆ มี	1:ค่าใช้จ่ายในการจัดตั้งศูนย์การฝึกอบรมระหว่างอบต.ในพื้นที่ใกล้เคียง	
4-1-3-2:อบต.ประสานงานกับโรงเรียนในพื้นที่เพื่อถ่ายทอดภูมิปัญญาท้องถิ่น	1:นโยบายส่งเสริมและสนับสนุนการพัฒนาทรัพยากรมนุษย์จากรัฐบาลกลาง.	
4-1-3-3: โรงเรียนวางแผนโครงการที่สามารถถ่ายทอดภูมิปัญญาท้องถิ่นได้.	<u>1-2:ปัจจัยเกี่ยวกับการเร่งด่วน.</u>	
4-1-3-4:อบต.เชิญผู้มีความรู้เกี่ยวกับภูมิปัญญาท้องถิ่นไปให้ความรู้ที่โรงเรียน	1:ค่าใช้จ่ายเกี่ยวกับการส่งเสริมและพัฒนากการประชาสัมพันธ์ (เพื่อประสานสัมพันธ์ในชุมชน)	
4-1-3-5:ผู้ที่มีภูมิปัญญาท้องถิ่นที่เป็นที่ต้องการของชุมชนไปให้ความรู้ที่โรงเรียน.	1:ค่าใช้จ่ายของระบบการกำจัดขยะ.	
4-1-3-6:อบต. มีคำสอนแทนให้กับผู้ที่ไปเผยความรู้ที่โรงเรียน	<u>1-3:ปัจจัยเกี่ยวกับการพัฒนาตัวการคลัง.</u>	
<u>4-2:รายได้ของประชาชนเพิ่มมากขึ้นจนสามารถส่งเสริมกิจกรรมต่างๆ ของประชาชนได้.</u>	1:นโยบายส่งเสริมและพัฒนาภาคธุรกิจ 1:เงินกู้(เพิ่มขึ้นทุกปี)ที่เตรียมไว้เพื่อธุรกิจและอุตสาหกรรมขนาดย่อม.	
4-2-1:อบต. ให้ความรู้แก่ผู้นำกลุ่มต่างๆ ในชุมชนเกี่ยวกับการจัดจำหน่ายสินค้าอย่างเหมาะสม.	1: งบประมาณสนับสนุนจากรัฐบาลกลาง(เพิ่มขึ้นทุกปี)	
4-2-2:อบต. จัดคู่มือการเกี่ยวกับการฝึกอบรมเพื่อให้ผู้นำชุมชนสามารถอ้างอิงเพื่อการฝึกอบรมในระดับต่อไป	<u>2-1:ปัจจัยทางด้านวัตถุดิบ.</u>	
4-2-3:อบต. ขอข้อมูลเกี่ยวกับผลผลิตจากกลุ่มกิจกรรมต่างๆ เพื่อให้สามารถควบคุมปริมาณสินค้าได้	2:สิ่งอำนวยความสะดวกทางด้านการศึกษาอบรม.	
4-2-4:อบต. จัดหาพื้นที่ในตำบลเพื่อให้กลุ่มกิจกรรมต่างๆ สามารถจัดจำหน่ายสินค้าของกลุ่มได้เช่นเดียวกับลูกบ้านที่ทำงานในบริษัท	2:สิ่งอำนวยความสะดวกทางด้านการตลาด. 2:เงินเดือน/ค่าตอบแทนแก่ผู้เชี่ยวชาญ.	
4-2-5:อบต. เผยแพร่ข้อมูลเกี่ยวกับราคาสินค้าการเกษตรแก่ประชาชนผ่านวิทยุกระจายเสียงอย่างสม่ำเสมอ	<u>2-2:ปัจจัยด้านทรัพยากรมนุษย์.</u>	
<u>4-3:อบต.จัดโครงการการศึกษาภาคพิเศษเพื่อยกระดับการศึกษาของประชาชน</u>	2:ผู้เชี่ยวชาญในการจัดการภาคธุรกิจ. 2:ผู้ให้การฝึกอบรมทางธุรกิจ.	
4-3-1:อบต. นำแบบสอบถามเพื่อศึกษาถึงความต้องการที่ประชาชนอยาก ได้จากการศึกษาภาคพิเศษ	2:ผู้ให้คำแนะนำทางด้านการเงิน.	
4-3-2:อบต. ขอ โครงการการศึกษาภาคพิเศษจากหน่วยงานด้านพัฒนาที่เกี่ยวข้องโดยอ้างอิงถึงความต้องการของประชาชน	<u>3-1:ปัจจัยทางด้านวัตถุดิบ.</u>	
4-3-3: "พัฒนากร" ให้การฝึกอบรมแก่เจ้าหน้าที่ของอบต.	3:สิ่งอำนวยความสะดวกทางด้านการศึกษาอบรม. 3:ระบบวิทยุกระจายเสียง.	
4-3-4:เจ้าหน้าที่ของอบต. วางแผนโครงการการศึกษาภาคพิเศษ โดยอ้างอิงความต้องการของประชาชน	3:วัดคุณค่าทางการเกษตรเช่น ปุ๋ยชีวภาพ พันธุ์พืชใหม่ ฯลฯ.	
4-3-5:เจ้าหน้าที่ของอบต. ประเมินผลและตรวจสอบโครงการ	<u>3-2:ปัจจัยด้านทรัพยากรมนุษย์.</u>	
<u>4-4:เครือข่ายองค์กรในพื้นที่</u>	3:เจ้าหน้าที่ทางด้านการศึกษา	
<u>4-4-1:เครือข่ายองค์กรในพื้นที่มีอยู่เดิมพยายามเพิ่มเงินทุนและการส่งเสริมความรู้ทางเทคนิคเพื่อให้เข้าถึงประชาชนในวงกว้างมากขึ้น.</u>	3:เจ้าหน้าที่ทางการเกษตรที่สามารถเผยแพร่ความรู้ 3:นักวิชาการ	
4-4-1-1: เจ้าหน้าที่ของหน่วยงานวิทยุกระจายเสียงพบปะประชาชนเพื่อสอบถามความคิดเห็น.		
4-4-1-2:กลุ่มกิจกรรมต่างๆ ให้ข้อมูลเกี่ยวกับกิจกรรมของกลุ่มแก่หน่วยงานวิทยุกระจายเสียงอย่างสม่ำเสมอ.	<u>4-1:ปัจจัยทางด้านวัตถุดิบ</u>	
4-4-1-3:หน่วยงานวิทยุกระจายเสียงจัดรายการที่เป็นประโยชน์แก่การดำเนินชีวิตของประชาชน.	4:สิ่งอำนวยความสะดวกภายในโรงเรียน 4:ระบบวิทยุกระจายเสียง 4:กองทุนเพื่อครู 4:ยานพาหนะ	
4-4-2-1:สหกรณ์การเกษตรที่มีอยู่แล้วจัดการประชุมระหว่างสมาชิกเพื่อสอบถามความต้องการอย่างสม่ำเสมอ.	4:กองทุนเพื่อส่งเสริมสหกรณ์ในรูปแบบอื่นๆ และกลุ่มกิจกรรมอื่นๆ	
4-4-2-2:สหกรณ์การเกษตรที่มีอยู่เดิมพยายามเพิ่มเงินทุนและการส่งเสริมความรู้ทางเทคนิคเพื่อให้เข้าถึงประชาชนในวงกว้างมากขึ้น.	<u>4-2:ปัจจัยด้านทรัพยากรบุคคล</u>	รัฐบาลมีแนวนโยบายให้การสนับสนุนการปกครองในส่วนท้องถิ่น.
4-4-2-3:อบต. จัดตั้งสหกรณ์หรือกลุ่มกิจกรรมอื่นๆอย่างหลากหลายเพื่อให้สามารถสร้างเครือข่ายของประชาชน ได้อย่างเข้มแข็ง	4:เจ้าหน้าที่ทางด้านการศึกษา	
4-4-3:อบต. พยายามพบปะกับประชาชนที่มีรายได้ดีในท้องถิ่นเพื่อชักชวนให้บุคคลเหล่านั้นเข้าร่วมแลกเปลี่ยนความรู้และปฏิบัติกิจกรรมการ	4:ครูใหญ่และครูสอน 4:ผู้นำที่มีความกระตือรือร้นและผ่านการฝึกอบรมแล้ว	

Site Working Group 2

Sustainable Village Development Project

(Ban Soke Tae Village 7&8, Tambon Pa Wai Nung, Ban Fan District, Khon Kaen Province, Thailand)

1. Introduction
2. Site Information
3. Pre-Visit PCM Analyses
4. Field Survey and Post-Visit PDM
5. Relevant Cases from Japan and Their Applicability
6. Recommendations

Endonotes

References

Appendix 1. Pre-Visit Project Design Matrix (PDM)

Appendix 2. Post-Visit Project Design Matrix (PDM)

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1. Introduction

Investigating the conditions and relevant actors in the sustainable village development of Ban Soke Tae Village 7 & 8 was the task set before our group in our visit to Khon Kaen, Thailand. Prior to our fieldwork, development projects in this area had been promoted and often managed by the Accelerated Rural Development Department. With the expiration of this main actor, the sustainability of the progress thus far accomplished in the community's development was threatened. Our goal over the course of pre-visit research, creation of questionnaires, interviews and homestays in these two villages was to analyze and better understand the current condition and future potential for sustainability.

Thus sustainability of progress made thus far in the community's development is essential for many reasons, including that of past investment profits to be realized, increased local revenue to be distributed through improved social services, and for the continuation of the transfer of valuable skills in farming, production, and marketing among community members. The sustainability of development in such a local area is often reliant upon a high level of participation, continuous attention to market conditions, continued education, and the extent to which villagers' unique local skills and knowledge are involved in their income earning practices. Fieldwork in Ban Soke Tae revealed to us the extent to which many villagers are already involved in promoting sustainable practices within their community, in addition to those within their activity groups.

This report will introduce the site of our fieldwork, Ban Soke Tae Village 7 & 8, as well as our pre-visit analysis of problems they are facing. Following this is an explanation of the data collected and analyses made from four main viewpoints based on the following themes: governance, business, education, and local wisdom. After introducing our post-visit design matrix, several case studies from Japan and an explanation of their relevance to the conditions of our fieldwork site will be presented. Finally, our overall analysis and recommendations for improvement of sustainable development, which were offered to our audience of kind hosts in our October 21, 2002 presentation in Khon Kaen, will be offered.

2. Site Information*

2.1 Selected Project: Sustainable Village Development Project

This project was under the supervision of Khon Kaen Accelerated Rural Development Office. The Accelerated Rural Development Department (ARDD), under the Ministry of Interior, is involved directly with rural development, with the objectives of life quality improvement and higher income earning for the rural people. The ARDD has provincial offices and has adopted the development process, which corresponds with the local area's potential and environment.

The main objectives of the project may be summarized as follows. Firstly, to strengthen the community to the extent of being self-reliant. Secondly, to create employment and income throughout the year and reduce migration. Thirdly, to make rural areas livable from an infrastructural and environmental point of view.

* This chapter heavily relies on Lekuthai (2002), Ch.4.

Fourthly, to develop the community as a development model, which can be applied to other communities.

The Khon Kaen ARD office selects the site for water resource development as a part of sustainable village development, based on the following criteria. 1) People must be ready to develop their own community. The indicators are: strong leaders, people participation, public properties' maintenance, group activities, and active volunteers. 2) The ARD office projects already exist in the area to a greater extent than other offices' projects. 3) There is a sufficient water bank for the extension of the water use project. 4) The project was implemented in 1994 (Phase 1), the extension on request if feasible, it will be implemented in 2002 (Phase 2).

The Khon Kaen ARD Office implemented a 3-step development project in Phase 1:

- 1) Develop Ban Soke Tae course of canal by constructing a dike (12 x 36 x 3m). The construction was completed in 1995 with a budget of 7,200,000 Baht and it benefited an area of 1,000 rai¹.
- 2) Set up a water user group in 1996 for water management. The group issues rules and regulations to solve problems involving water utilization and maintenance of the dike. Members of the water user group supervise the water distribution. There is no water charge but in the case of vegetable seed production, a rate of 500 Baht per harvest for an area of 400m² is charged. This is normally the amount that is paid by the private businesses financing the seed production. The water charge is handed to the Village Fund set up by villagers for dike maintenance.
- 3) Promote economic activities. After the construction of the dike is completed, water will be available for the area on both sides of the canal. Agricultural production and other economic activities are feasible and additional support is provided by other government agencies. The government provides 1 million Baht loan as a village fund to finance village production. Other government agencies involved in this project are the Livestock Office, the Fishery Office, and the Agricultural Extension Office.

Picture1: Plan for the Water Canal Development



2.2 Selected Community: Ban Soke Tae Village 7&8, Tambon Pa Wai Nung

Ban Soke Tae Village 7&8(code: S2V7&S2V8), comprised of Pa Why Nung Tambon in Ban Fang district, were selected by Khon Kaen ARD Office for a Sustainable Village Development Project, they are located 42 km north of Khon Kaen city.

Before 1994, all agricultural activities in S2V7 and S2V8 depended on rainwater, which produced low yield per area. So farmers were very poor during those periods. After Phase 1, villagers have been able to produce agricultural products more efficiently and effectively.

In S2V7 and S2V8, many activities have been implemented. The activities in both of the villages are almost identical. Each group and sub-group has one leader. S2V7 has 172 households and S2V8 has 175 households. They are located next to each other and are divided by the village road. The two villages have adopted the same strategy for achieving sustainable village development. The cultivation group is further divided into 3 sub-groups namely the rice group, the sugarcane group, and the mulberry and silk production group. Sugarcane cultivation does not produce much income due to an over supply of sugar in the world market,

and the domestic prices of sugar and sugarcane are very low. Rice cultivation is mainly for household consumption. Mulberry and silk production generates a high income per area, but the activities are very labor intensive. Chickens are raised for eggs and meat consumption within the households. Cows and buffaloes can be borrowed under the cattle bank. If they bear female cattle, the parents will be returned to the group. If male cattle are born, the parents will be kept for a maximum of 3 consecutive years. Both villages provide a water supply for household use and charge 5 Baht/m³. Each water plant employs one person for water distribution control and another person for water-meter recording and water charge collection; they are paid 700 Baht and 500 Baht respectively. The saving group was trained and set up by Khon Kaen Community Development Office. In S2V7 the saving group started in 1999 and now has only 50,000 Baht in savings. It is not yet ready to provide loans. In the near future loans will be provided at an interest rate of 2 % per month. The rules and regulations in both villages are the similar. S2V8 has been providing loans for the last two years. A person can borrow from 2,000 Baht up to the amount of his or her deposits plus the combined amount of that persons two guarantors' deposits. Both villages have received a loan of one million Baht from the government to set up the Village Fund to finance village production.

Table 1: Ban Soke Tae Moo 7 (S2V7) 172 Households Classified by Activity Group in 2001

Group No.	Activity Group	No. of Members	Areas (rai)	Output	Income/head/year
1	Cultivation Group				
	-Rice	172	3,440	300kg/rai	31,800
	-Sugarcane	120	1,200	6,000kg/rai	3,500
	-Mulberry & Silk	43	36	124kg/rai	10,300
2	Livestock Raising Group				
	-Chicken (egg)	10	-	100	Household consumption
	-Cow & Buffalo	57	-	104	21,900
3	Self-sufficient Economy	38	550	-	50,000
4	Demonstration shop (CDD)	52	Share holders, low price products, pay dividend		
5	Primary Health Group	172	Health care services		
6	Village Water User Group	172	Started service 1997; rate 5 Baht/m ³		
7	Housewife Saving Group (CDD)	162	Started 1999; 50,000 Baht;		
8	One Million Saving Group	120	Government 1 million Baht Village Fund		
9	Village Bank	66	104,000 Baht; interest 2%/month		

Source: Sustainable Village Development Project Folder. Khon Kaen ARD Office. 9 January 2002.

The private business sector plays a vital role in the process of sustainable village development. A villager from Site 2 approaches seed companies in Khon Kaen city and requests financial and agricultural support for seeds production. There are 10 seed companies in Khon Kaen, involved in seed production and marketing. There are 4 varieties of vegetables that can be produced in S2V7 and S2V8 for export, they are tomato, long eggplant, purple pepper and Jussiaea flower. The production process is not longer than 90 days, small land area is needed and the prices of output are considerably high.

Site 2 also produces other agricultural products for the domestic market, such as sweet pepper, purple pepper, tomato, papaya, onion, garlic, guava, banana, mango, galingale, lemongrass, silk nest and silk yarn.

Phase 1 of Site 2 has proved to be successful and a request for an extension was submitted by villagers and accepted by the Khon Kaen ARD Office. The government has allocated a budget to finance the project area extension, which is scheduled for implementation in 2002.

Table 2: Ban Soke Tae Moo 8 (S2V8) 175 Households Classified by Activity Group in 2001

Group No.	Activity Group	No. of Members	Areas (rai)	Output	Income/head/year
1	Cultivation Group				
	-Rice	160	3,200	300kg/rai	31,800
	-Sugarcane	160	4,500	8,000kg/rai	11,700
	-Mulberry & Silk	20	40	124kg/rai	24,00
2	Livestock Raising Group				
	-Chicken	10	-	100	Household consumption
	-Cow & Buffalo	70	-	140	24,000
3	Self-sufficient Economy	74	800	-	-
4	Primary Health Group	175	Health care services		
5	Village Water User Group		Rate 5 Baht/m ³		
6	Saving for Production Group		73,000 Baht; interest 2%/month; 2,000 Baht each		
7	One Million Saving Group		Government 1 million Baht Village Fund		

Source: Sustainable Village Development Project Folder. Khon Kaen ARD Office. 9 January 2002.

3. Pre-Visit PDM Analyses

There are two major concerns which are considered as the main problems in sustainable development in the villages. They are that “human resources are not optimally employed” and “product diversification is low”.

Human resources are considered a significant factor in development and sustainable development. Three players are concerned in this issue: the government, the villagers’ participation and the private sector. Product diversification will also contribute to the improvement of villagers’ lives, since we considered that if the diversification increases, the villagers’ income will increase accordingly, in turn improving their lifestyle. Two parties are necessary to improve diversification of products. These parties the villagers, and the government.

The overall goal in the Pre-Visit PDM (Appendix 1. Previsit PCM Analysis) was set as “people’s life in the community is improved in a sustainable manner”. To achieve this goal, “human resources are optimally engaged in development sustainability” was set as the project purpose. In order to ascertain the purpose of the

project, we have considered three major factors that will contribute significantly to sustainable development: 1) business sector, 2) government agencies and 3) villagers.

As for private sector involvement in sustainable development in the villages, three activities should be practiced. The content of those activities is “the private sector should conduct research about the marketing potential of the products produced, or those that can be produced in the village or can be produced and provide villagers with skill and knowledge.

Regarding to the role of villagers in sustainable development we came up with 4 activities, which are mainly concerned with the training or transfer of agricultural knowledge or techniques. The training might be in the form of local wisdom, from local people to local people, or from related institutions. The training should not only be implemented, but also the villagers have to organize themselves into groups and issue rules or principles for everyone to follow. For example, as shown in the PDM (Appendix 1. Previsit PCM Analysis), activities 2-4 villagers get together to make a schedule for maintenance.

Lastly, to achieve the output of government participation in the villages’ development sustainability, “meeting” and “coordination” are the keywords in the activities. As shown in the PDM (Appendix 1. Previsit PCM Analysis), there are three activities that address coordination between government agencies engaged in development projects in the villages. For example in 3-A-2 it states that TAO appoints a particular government agency for coordination of water resource development. Also 3-B-1 and 3-B-2 state that joint coordination among government officers and then appoint leaders to coordinate the meeting.

Furthermore, to transfer those activities into practical stages, input is needed to make the activities possible. The project needs input from three parties, which are: government, private sector and villagers. The government provides project coordinators, managers, trainers, and engineers. Governments are also needed to provide hardware, such as vehicles, training facilities and maintenance facilities. The budget to propel the project should also be provided by the government. What is needed from the private sector is coordinators, experts and business consultants and also financial support. Finally, the villagers supply coordinators and the labor force. So far, the most important factor to push the projects into practice is the pre-condition, that “villagers are interested in the projects”. Otherwise, the project may not be implemented.

4. Field Survey and Post-Visit PDM

In order to make our field survey efficient and effective, we planned to work separately depending on each assigned thematic group. Firstly, each thematic group designed their questions and specified recipients, as well as methodology, based on our pre-visit PDM relevant to their issues. Secondly, we combined all of the questions and categorized our recipients so that later we could interview and do field surveys at the same place and time. For example, during our visit to the TAO office, we separately interviewed the person responsible for each thematic group issue. However, in some cases, we also asked some questions for other thematic groups as well.

Thirdly, we collected and shared the findings that we obtained from our interviews and surveys so that we could have the same perceptions and knowledge. Lastly, we analyzed the findings that reflect the reality for the purpose of updating our post-visit PDM (Appendix 2. Post-Visit PCM Analysis).

4.1 Research Questions

4.1.1 Overall Questions

According to our pre-visit PDM, the overall goal was “People’s lives in community are improved in a sustainable manner.” In order to achieve this overall goal, we set up the project purpose as “Human resource engagement in the community development is increased.” This issue is addressed from three perspectives, which we obtained from our field surveys, observations, and interviews. Firstly, villagers should increase their profitable income-earning activities. Secondly, villagers’ participation in community development should increase. Lastly, government’s involvement in sustainable village development should increase.

However, we found that community development in this area seemed to have few problems, but the main concern is whether the current development projects can be sustained or not. Addressing this issue is currently the biggest challenge facing villagers in site 2. Furthermore, each thematic group also provided their own overall questions as stated below:

4.1.2 TWG 1: Governance and Capacity Building

1. How does the TAO improve its capacity to cope with current village development?
2. How do the elements of the whole community (villagers, civic organizations, private business sector, and local government) interact and coordinate to develop the potentials of the community?

4.1.3 TWG 2: Business Relations

1. What types of user group activities are operating in the site, and what are their main roles?
2. What products or services are actually being produced in the site?
3. What marketing channels are used to commercialize their products?
4. What kind of technical and financial assistance is available for villagers?
5. What new value-added and profitable products and services can be developed?
6. How can people improve the marketing of their products and service, and what type of assistance that they can receive in this issue?
7. What can government and different institutions do to promote the creation of new businesses and organize the people for the development of these new activities?

4.1.4 TWG 3: Education / HRD

1. What kinds of training is provided to villagers?
2. How does the school play a role in the villages?
3. How are training programs run?
4. How does the TAO evaluate training programs?
5. How are community people’s needs identified?

4.1.5 TWG 4: Participation and Culture

1. Does the community understand that transferring of local wisdom is necessary for the survival of local skills and knowledge?
2. How can participation contribute to sustainable development?
3. Does each activity group meet the objective of achieving sustainable village development?
4. What does the community perceive to be the essence of participation?

4.2 Research Methodology

We planned to conduct our fieldwork by applying a similar research methodology among four assigned TWGs before we went to Khon Kaen and while we were there. Our research methodology can be divided into 3 main parts;

1. Qualitative or interview: We planned to interview related agencies and persons in charge, such as village headman of both villages, activity group leaders and members; Water User Group, and TAO officers, etc. (See List of Interviewees mentioned below)
2. Observation: We planned to study the documents provided by related agencies and observe the development activities in both villages.
3. Field Survey: In order to have a better understanding and deeper knowledge about the living conditions of villagers in Site 2, we planned to visit the TAO office, the School located in Village 7, and our host family during the home stay program in both villages.

During the fieldwork, we planned to work separately based upon assigned thematic group issues. Each thematic group created their questions, which were checked and revised by Prof. Kiatviboon. After interviewing, we shared the information and findings that we had gotten from each thematic group and applied such findings to creating our Post-visit PDM (Appendix 1. Previsit PCM Analysis).

Table 3: List of interviewees

Villagers	Activity Group	SME's	TAO
- Village headmen	- Water User Group	- Wood Carving Group	- TAO officers
- Elders	- Silk Weaving Group	- Seed Production Co.	- Secretarial officers
- Farmers	- Mulberry Group		
- School Principal	- Youth Group		
- Teachers	- Self-reliant Group		

4.3 Findings

4.3.1 Overall Findings

According to our field survey, we found that villagers in site 2 were quite eager to participate in the village's development activities and realize the importance of forming groups. However, the greatest concern was that they needed support from the TAO in many aspects such as business promotion, training programs, transference of local wisdom activities. Though activity groups in this site operate quite well, they need to

improve their organization in order to strengthen their bargaining power. And, with this power in hand, we believe that it will finally bring prosperity to their community.

4.3.2 Governance and Capacity Building

The concept of governance, namely the necessary communication and coordination among the main actors of the TAO, the local people and the private sector, is not implemented through the necessary measures of needs analysis, training support and distribution of responsibilities. As a result, the capacity of government agencies to coordinate among different parties involved in community development is not well established, thus stalling the opportunity for accelerated rural development and improvement of people's lives.

Evidence of this is concentrated in several points taken from interviews:

- 1) DOLA (Department of Local Authority) sets up training for both elected positions and appointed positions (permanent staff). Regulations concerning the length and appropriate timing of training, and also the appropriate employee to be trained, are not clear. The TAO seldom organizes its own training program.
- 2) Two types of development planning exist: first, the annual plan, and second, the five-year-plan. There are two methods to formulate planning: first, distribution of questionnaires to all households, and second consultation with experts from university and informal leaders, including monks and private sector members. The problem is that TAO tends to place its priority on physical infrastructure development, thus giving insufficient attention to development of human capital.
- 3) The main source of income for the TAO government is taxes. There are some types of Tambol taxes, such as land tax, advertisement tax, factory/commercial activities tax, and taxes from other activities that produce waste or pollution. The composition of the annual TAO budget is local taxes 20%, central government subsidies 60%, and special subsidies 20%. The financial capacity of the TAO to accomplish its functions optimally is low and fund disbursement is often delayed, particularly in the first three months of each fiscal year.

4.3.3 Business Relations

Before irrigation was constructed, people in this area could not produce a variation of crops. Their production capacity was mostly limited to rice, sugarcane and cassava. However, after irrigation construction was completed in 1994, villagers could successfully diversify their agricultural output. For example, seed production under the contract with seed production companies started. Other than this, self-reliant farming (integrated farming with crop rotation) was introduced and successfully operated for 4 years. With those

Picture2: Silk Weaving Factory



changes, villager's income per household doubled from 5,000B to 10,000B per month. As agricultural income increased, urban migration decreased. People employed by private companies also decreased, since they could now live on agriculture.

The success of this diversification owes much to user group activities operated by villagers. They formed more than 30 user groups for their production. There are groups for rice, sugarcane, cassava, silk and mulberry, silk weaving, cow, chicken, and seed. There is a self-reliant

group, women's group and youth group, too. These groups help villagers a lot in enhancing cultivation of new crops. As a group, they can diffuse production skills, gain bargaining power, and receive grants from governmental organizations. Villagers are very proud of their success in user group activities.

Although they seem quite satisfactory, there is still room for improvement. Firstly, they desperately feel the necessity of an agricultural specialist who can tell them what kind of plant is suitable for them and how to grow it. Secondly, their marketing skills have yet to be developed. For example, their silk product design is old fashioned, and the only opportunity to sell their product is at an exhibition held in Khon Kaen city twice a year. Also they have not tried to process their agricultural output into value-added, profitable products. The last problem is environmental pollution due to chemicals from seed production.

4.3.4 Education/HRD

According to our questions from the viewpoint of human resource management/education, especially regarding the situation of training for villagers and leaders of communities and groups, we visited villages and interviewed TAO members, the assistant of the school principal and the silk weaving group leader as

Picture 3:

Elementary School in Ban Soke Tae Village



representatives of our target. The following is what we found while visiting Khon Kaen.

1) Training in general knowledge, a village security system and forestry facilitates for the employees of the TAO. For communities, the TAO occasionally carries out training related to agriculture. The trainers are usually invited from the Amphur² in cooperation with the Agriculture Department of Tambol. The TAO, in this case, is only responsible for providing funds and a venue, and the content of the training program is decided by experts from the Amphur in cooperation

with the Agricultural officer of TAO.

2) The school introduces lessons of agriculture into the school curriculum from grade 1 to 9, in order to ensure that students can make a living through farming. On the other hand, the school also plays an important role in the community, such as by providing a venue for public events. For villagers, the school is the information center.

3) As one of the activity groups, the silk weaving group which was set up by Mrs. Jankorn, gets financial support from the TAO. But it seems that there is no technical support from the TAO. Mrs. Jankorn herself provides training by hiring a trainer from another province to teach her and other members in the group how to weave silk. More technical and other support from TAO and other organizations is expected in the future.

4.3.5 Participation and Culture

After conducting the field survey and interviews in site 2 or Ban Soke Tae Village 7&8, we found that people's participation in this site was rather high and satisfactory. It is obvious that villagers participate in at least three activity groups. Furthermore, the network among activity groups and group leaders is already built up though mostly they are in the form of informal meetings. There is only a formal meeting among Village Bank Group members once a month. And the most concern is that more effort and coordination from TAO in this site are needed.

Regarding the transference of local wisdom, we found that the transference of local wisdom such as silk weaving skills is already done amongst the members of the Silk Weaving Group and through observation by the younger generation. However, currently there is no formal way of transferring local wisdom to the younger generation. Hence, we proposed the idea of inserting transference of local wisdom into the school curriculum in order to sustain and maintain local skills and knowledge. We interviewed the school's principal and silk weaving group leader. Based upon the school principal's answer, this school used to implement a silk weaving class; unfortunately it turned out to be a failure. However, he neither supports nor opposes this idea, but he would prefer to insert IT into the school curriculum instead. On the other hand, the Silk Weaving Group leader quite agrees with this idea and is willing to participate and support in any school activities.

4.4 Post-Visit PDM

On-the-spot Problem Analysis

Community development in the villages seems to have few problems, but the main concern is whether the current development can be sustained or not. Addressing this problem is currently the biggest real challenge facing to the community in reality.

In order to sustain the current progress in community development, further engagement of human resources is essential. This issue is addressed from three aspects within our Post-Visit PCM (Appendix 2. Post-Visit PCM Analysis). Firstly, villagers' income-earning activities are not sufficient. Secondly, villagers' participation in community development is not sufficient. And finally, government's involvement in sustainable village development is not sufficient. Compared with the Pre-Visit PCM, we drastically changed the first aspect, namely the business aspect (Table 4). In reality, it seems that private business won't provide business opportunities for villagers without finding a profitable business chance in the villages. Therefore, rather than private business, it is up to the villagers themselves to actively find and develop their business activities, with the support of some organizations.

Table 4: Comparison of Pre-Visit PCM Analysis with Post-Visit PCM Analysis

Level of Problem & Dimensions	Pre-Visit Analysis	Post-Visit Analysis
Core Problem	- Human resources not optimally employed. - Production diversification is low.	- Human resource engagement in community development is not sufficient.
Business aspect		
● Main problem	- Private business companies don't provide many business opportunities for villagers.	- Villagers' income earning activities are not sufficient.
● Foci	- Contracts with private companies - Information about companies	- Self-help - Financial support - Training for marketing and occupation
Participation aspect		
● Main problem	- Villagers' participation in sustaining the development is low.	- Villagers' participation in development activities is not sufficient.
● Foci	- Local wisdom - Sharing information	- Local wisdom - Empowerment
Governance aspect		
● Main problem	- Government's role in sustaining village development is low.	- TAO does not actively support the village development sustainability.
● Foci	- Training program - Coordination	- Community capacity building - Leadership - Project monitoring & evaluation

Overall goal

After considering the main challenges facing the community, we came to the conclusion that our overall goal would be that, "People's lives in the community are improved in a sustainable manner," which might be a desirable goal not only for this community, but also for every community in the world. In order to achieve this overall goal, sustainable village projects, such as the availability of agricultural water year round via the newly constructed canal, must proceed at the hands of not only high-level government planners, but also local TAO officials and resident water user group members. Our project purpose is, "Human resource engagement in the community is improved in a sustainable manner."

Output and Activities

In order to achieve output 1 (Appendix 2. Post-Visit PCM Analysis), some activity-related business activities are needed. Those activities are divided into 4 perspectives, which are self-help, marketing, financial assistance, marketing training, and occupational training.

According to our interview results, most villagers were motivated to set up commercial groups in order to receive financial assistance from organizations, such as the district-level agricultural cooperative and the industrial promotion office, as well as to gain bargaining power in interactions with middlemen. Although there are already many profitable commercial groups in the villages, we recommend the following activities, listed as activities 1.1-1.2, which are to establish profitable new commercial groups, and to increase the number

of participants.

Through our research we also discovered that villagers are concerned about the risks involved in introduction and expansion of products, as well as the lack of necessary ideas and skills for such business. To better face these challenges we suggest that agricultural cooperatives provide financial support for expansion of agricultural products into processed food products, which are highly profitable and marketable. In order to increase villagers' access to the benefits of agricultural cooperatives, we suggest in activity 1.1.4, that villagers establish an agricultural cooperative at the Tambol level. To facilitate this, TAO and related agencies should promote the most suitable products for the village, as well as their potential marketing channels.

Finally, occupational training should be offered to village participants after their needs are assessed by village headmen. And the TAO should coordinate the necessary trainers and facilities. With such training, we believe that villagers and activity groups would be able to sustain their profit making and to reduce risks.

To increase villagers' participation in development activities, the TAO should coordinate the creation of a school curriculum to teach local wisdom, while schools, TAO and activity groups should each contribute to increasing local wisdom-based activities for young people. We believe that this will contribute to the sustainability and profit-earnings of currently operating activities, such as silk weaving and basket making.

Furthermore, to increase participation, villagers should initiate their own development activities with support from the TAO and related agencies.

In order to achieve output 3, some activities from a governance aspect are needed. These activities are divided into 3 perspectives, which are community capacity building, leadership, and project monitoring and evaluation.

To improve the village's capacity building, the TAO should encourage its community to identify their own needs and plan their own development agenda. At the same time, the TAO should strengthen its staff capacity through training programs so that they become more skillful in handling the projects in the community.

In order to improve leadership among villagers the TAO should seek assistance from the Community Development Department (CDD) for both training programs and their follow-up through evaluations. Monitoring and evaluation of projects should be done by a committee, whose results should be publicized to increase villagers' awareness. And finally, the responsibilities of post-project maintenance should be shared by the TAO and CDD.

In creating output 3, our main concern was the canal project, which was finished in 2002 and is in great need of maintenance coordination. The current water user group members and the local TAO could all benefit from the implementation of such strategies.

Input

Some input is needed to complete all above activities. Government offices will need to provide personnel for the positions of project coordinator, project manager, trainers, engineers, and development officers. In addition, TAO should prepare training equipment. Meanwhile, the business sector, such as seed production companies, will need to provide business contracts.

Preconditions & Important Assumptions

Before starting sustainable development projects, the following precondition should be met "Villagers are interested in the projects."

In the process of achieving activities, one important assumption is considered. That is, private businesses

continue to have contract with villagers. And in order to achieve output, it is assumed that Government offices will provide necessary support. And to achieve the project purpose, it is assumed that urban migration must not increase. And finally, to achieve the project purpose, it is assumed that Governments' development agenda will not change drastically.

5. Relevant Cases from Japan and their Applicability

5.1 Governance and Capacity Building

5.1.1 Training in the Municipality of Nagakute, Japan

Training in the municipality of Nagakute town in Japan is unique. In these training programs, it is classified by and in accordance with their positions and level such as freshmen training, staff training, new clerk chief training, and so on. Furthermore, training programs are based on employees' experience or job positions, and are conducted for those who have occupied a certain position. In addition, to these training sessions, specialist and instructor nurturing training is also offered. On average 347 staff members are trained annually. It was found that the above training programs make a significant contribution to the effectiveness, efficiency and capacity of Nagakute government, and their capacity to accomplish their responsibilities, particularly in delivering quality public services.

5.1.2 Applicability

Through abolishment of the ARD Office in October of 2002, TAO will have more authority for sustainable village development projects in Ban Soke Tae. In order to sustain the project, the TAO officers need to get monitoring and evaluation skills for the project. Furthermore, they need to develop decision-making skills to extend and initiate the projects. But currently TAO officers seem to be lacking in these skills. Therefore they need to be trained in the process of self-training programs, which is supported by CDD and other agencies. The case study of Nagakute town reveals that training programs build good governance capacity. And this case study will be considered for application to the TAO in Ban Soke Tae.

5.2 Business Relations

5.2.1 Sumita-town, Iwate prefecture, Japan

Promotion of Agribusiness with JA (Japan Agricultural Cooperative)

Sumita-town is a very small town in the Northeast region in Japan (Table 5). Originally they depended entirely on rice cultivation for their income and they were very poor. But with the strong support of JA (Japan Agricultural Cooperative), they enhanced their agribusiness substantially. The Sumita-town case is a successful example of how AC (Agricultural Cooperative) can help people to enhance their income channels.

Table 5: Population of Sumita-town(2002, Sep.)

Population			Number of household
Total	Male	Female	
7271	3489	3782	2237

In the agricultural reform in Sumita town, the AC played the following role.

1. The AC established a paddy-nursery center. With the paddy-nursery center, each farmer does not have to produce paddy nurseries individually and farmers can concentrate on cash crop production. It enabled them to distribute labor effectively. This attempt was very successful in reducing the labor burden in spring (rice planting season). About 80% of the total households use the AC paddy nursery center. Later nursery for other crops was also established under the initiative of the AC.
2. The AC provided large loans to individuals. It allowed every chicken owner to set up modernized facilities, such as an automatic water pumping system and an automatic feeding system. The AC enhanced the modernization of agriculture to make agriculture less labor intensive.
3. The AC provided large loans, land, and facilities to the chicken raisers to establish a meat-processing factory. It allowed chicken owners to shorten the marketing process and contribute to increasing their profit.
4. The AC informed farmers about costs and commissions of agricultural products and set product prices together. Originally chickens were sold to the market through Amatake Broiler, Inc (middle company in neighbor city) but chicken owners were not satisfied with the contract. With the strong request of 18 chicken owners, AC started to deal with the marketing of broilers. By informing chicken owners of costs and commissions in advance, AC could set prices with the agreement of producers.
5. The AC provided technological assistance for the introduction of new products. Therefore, they could reduce the risks and uncertainty by diversifying their output.

Picture 4: Sumita-town products

Source: Sumita-town webpage: <http://www.town.sumita.iwate.jp/>

5.2.2 Applicability of the case

In site 2, people started to diversify production after irrigation construction was completed in 1994. As shown by self-reliant farms or contracts with seed production companies, people in this area are trying to produce a greater variation of crops, which is very similar to the early stage of development in Sumita-town. Also the conditions that villagers face are similar to those of Sumita town. People in site 2 need more cash income due to changes in lifestyle.

To help and promote this acceleration of diversifying agricultural output in this area, our recommendation to site 2 is to establish an AC at the Tambon level. They already have an AC at the district level, but from this village, the location is too far and its service is insufficient. Its main role is finance, facility lending and collecting output. From the Sumita town case study, we can see how an AC can show initiative in enhancing agribusiness. By creating cooperatives, villagers can get more credit and bargaining power in entering agribusiness. By creating cooperatives, they can economize labor through a co-paddy nursery system. Although the country is different, the case of the Sumita-town AC contains lot of implications for this site.

5.3 Human Resource Development

5.3.1 Small Farmers Cooperative Limited (SFCL) Piple, Chitwan, Nepal

SFCL was established in 1996. Formally a cooperative of SPO (Sub-Project Officer), it was registered according to ADB/N (Asian Development Bank of Nepal) policy and then converted to SFCL as a result of farmers who were continuously motivated and trained by the bank's employees for taking up their responsibilities. Most of the groups had similar activities which were based on farming.

The population of the village development committee is 14,000 and it is made of many ethnic groups such as Garungs and Magars, Newars, Brahmins and Chhetris.

Also, the GO (Group Organizer) has played an important role in motivating farmers to form a group and educate farmers about their roles. The training concentrated on stimulation, knowing oneself and awareness of one's life and responsibility. This was training of emancipation based on the participatory methods of problem identification and solving method.

Organizational Structure

The organization consists of 84 groups and has a written constitution. The chairman and one member are elected by secret ballot and remain in the position for 3 years.

Each group sends a representative to the ward level, inter-group (IG), and each IG sends one representative to the main committee of the SFCL. A general assembly is conducted once a year to formulate the annual budget and approve expenditures.

When problems occur in the group, it is discussed by the group. If the problem still cannot be solved then it will be forwarded to the IG where the issue will be discussed together with related group leaders or members.

The SFCL handles business such as group saving, saving security, livestock insurance, fodder and fuel wood, irrigation renting sprayers, sale of fertilizer, and so on.

The SFCL has written records of meetings, revenues and expenses. Members are authorized to look at the records. Records are kept which show member contributions to the SFCL.

Revenues come from shares and membership, business investment and external assistance. Also the GTZ (German Technical Cooperation) and ADB/N provide loans with low interest rates or without interest. Revenue is generated from local sources such as from renting sprayers, and from donations. At present, the total revenue from both internal and external sources is increasing.

Leaders at different levels in the organization mentioned that politics should be separated from the SFCL groups. Furthermore involvement in SFCL has certainly helped farmers in developing leadership qualities to a

limited degree as they are also involved in other organizations which will be referred to below under the appropriate heading.

Main problems and training needs for SFCL

The main problems of the SFCL are its lack of sufficient financial and banking resources. Secondly, social obligation is a concern, as the organization consists of many ethnic groups. Thirdly, although a number of training programs were found to be very useful, nowadays there is a problem about the selection of appropriate people for training and follow up which is training is an important issue being discussed among groups.

Sustainability

1. There are a set of dedicated leaders who have been inspiring fellow members.
2. Having its own office helps SFCL save renting cost.
3. SFCL doesn't depend on external financial and technical assistance as it aims to operate the organization on its own in the near future.

Lessons Learned

1. Being well organized with a written constitution is an important issue when establishing any group.
2. Education and training play an important role in development. Especially, educating members of the group about their responsibilities and the role of each member in the group.
3. Capable group leaders are also a necessary key the development procedure.

5.3.2 Applicability

According to the data, despite the many groups of villagers in this site, there are problems such as community participation and human resources development. It might be implied that those groups are involved in many activities and the leaders of those groups lack the management capacity to deal with numbers of activities at the same time. To solve these problems, the leaders need to be educated about their roles and how to work more effectively. That is, leadership training needs to be implemented.

The case study of Small Farmers' Group Network in Nepal consists of 2 points that can be applied to the villages. First, establishing villagers' groups and training. In establishing the group, the SFGN gave significance to education. As a result they provided training to members of groups about their responsibilities and role as a group member. Secondly, it shows the importance of education in sustainable development.

5.4 Participation and Culture

5.4.1 "Community as Classroom, Local People as our Teachers", Tomiura Elementary School, Chiba.

Tomiura Elementary School is located in Chiba, Japan. The town faces the Pacific Ocean, and as a result of this ideal coastal location, Tomiura town is popularly engaged in fishing. In addition to this resource, Tomiura town is most famous for a fruit called loquat, and it has the highest production of this fruit in Japan.

5.4.2 Applicability

In this case study we see the extent of the transference of local wisdom through the education curriculum. Tomiura Elementary School has been practicing the transference of local wisdom through the school curriculum as mandated by the “Comprehensive Learning” Syllabus. Through “Comprehensive Learning”, students have been complementing their education by acquiring local wisdom from elders in Tomiura town. One such programme teaches children how to make salt in the traditional way – by using sea water.

Tomiura students not only learned this age-old process, but they got a chance to communicate with the elders of Tomiura town. In addition, the children realized and embraced the invaluable knowledge that the elders had to offer. This case provides an excellent example of how the transference of local wisdom can be achieved through the education system.

6. Recommendations

Having observed the real situation in the field, in order to enhance development sustainability and self-reliance in this site, the following three aspects need to get special attention to be further developed. The three aspects are : income-earning activities, villager’s participation, and continuous support from Tambol Administrative Office (TAO) for the village development sustainability.

Income-earning activities

Despite the available income-generating activities, villagers need to create more commercial opportunities by setting up more income-earning groups. In the villages there is a lot of business potential, which has yet to be developed, such as fishing net making, woodcarving and art painting. By setting up such groups, more people with certain commercial talents and interests will be engaged in the economic activities. Eventually, this will lead to better economic development of the area.

To generate more income, marketing of products of the commercial groups in the area should be intensified and broadened, not only within the area but also outside the area. For this purpose, TAO, Community Development Department (CDD), and related agencies at the Amphur level, such as the Chamber of Commerce and Industry, should cooperate with each other to provide more professional business management skills, marketing skills, and marketing channels for the products. The Chamber of Commerce and Industry at the Amphur specifically have more expertise in this matter.

To advocate the establishment and development of business activities, a cooperative needs to be founded. The cooperative later on will be able to support the activities. Furthermore, the role of the cooperative should lead to providing financial assistance, information sharing among members and basic training for the members.

Local wisdom

The role of local wisdom is undeniably important in supporting the survival of the day-to-day life of villagers. However, the traditional transfer of basic skills should be renewed in line with world development. The transfer should be improved through a better structure so that the younger generation will be able to grasp the knowledge and skills faster than ever. In addition, the knowledge and skills should not stop at the current stage. They should be developed along with global change. For this purpose, local wisdom should be

coordinated with and included in the school curriculum. This is of course possible considering that 20% of the school curriculum is determined from local content. In practice, TAO and other related stakeholders coordinate and cooperate with each other to design the local wisdom-based curriculum, including the teaching materials and activities.

Support from TAO for village development sustainability

In this recommendation, support from TAO covers two aspects, community empowerment and initiative to monitor and evaluate development projects. In the case of community empowerment, in accordance with decentralization process, TAO should give opportunity to villagers to set up their own development agenda. Villagers should be empowered to identify their own needs and activities to achieve their goals. Various proposals from different elements of the community will make up a more realistic development program. A top-down development approach does not always reflect the necessities of the people.

In addition, the TAO should initiate a committee comprised of TAO officials, village headmen, and group leaders, to monitor and evaluate the projects in the area. The committee should list the completed and on-going projects. Priority should especially be given to the projects, the responsibility of which used to be under the abolished Accelerated Rural Development Department (ARDD). The committee should also assign certain parties such as TAO and activity groups to be responsible for the post-project maintenance. Therefore, the problem concerning the maintenance of already-constructed facilities, such as canal and other water resources, can be solved.

Endnotes

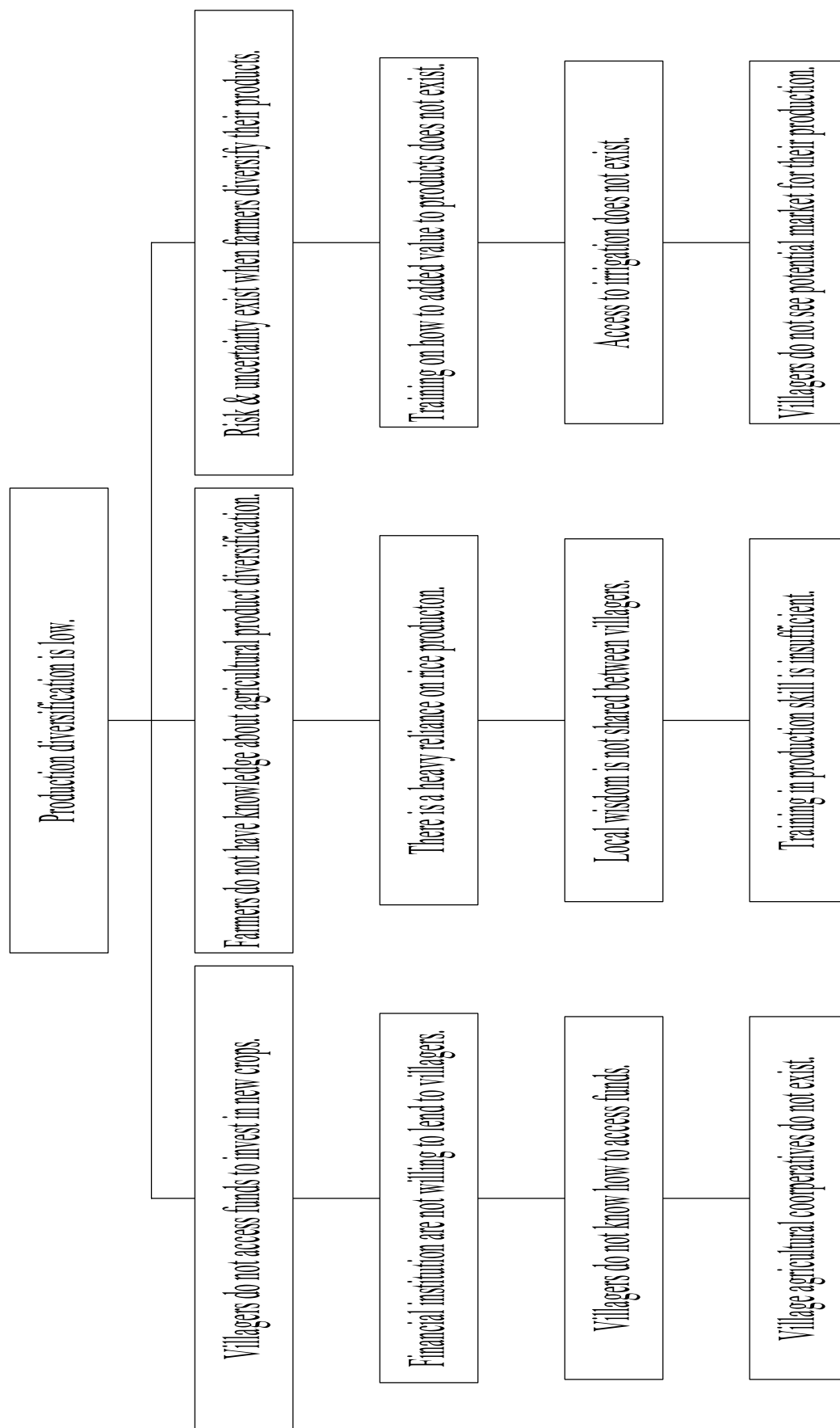
1. Rai is equal to 1,600 m².
2. Amphur is an administrative region correspondent with a district.

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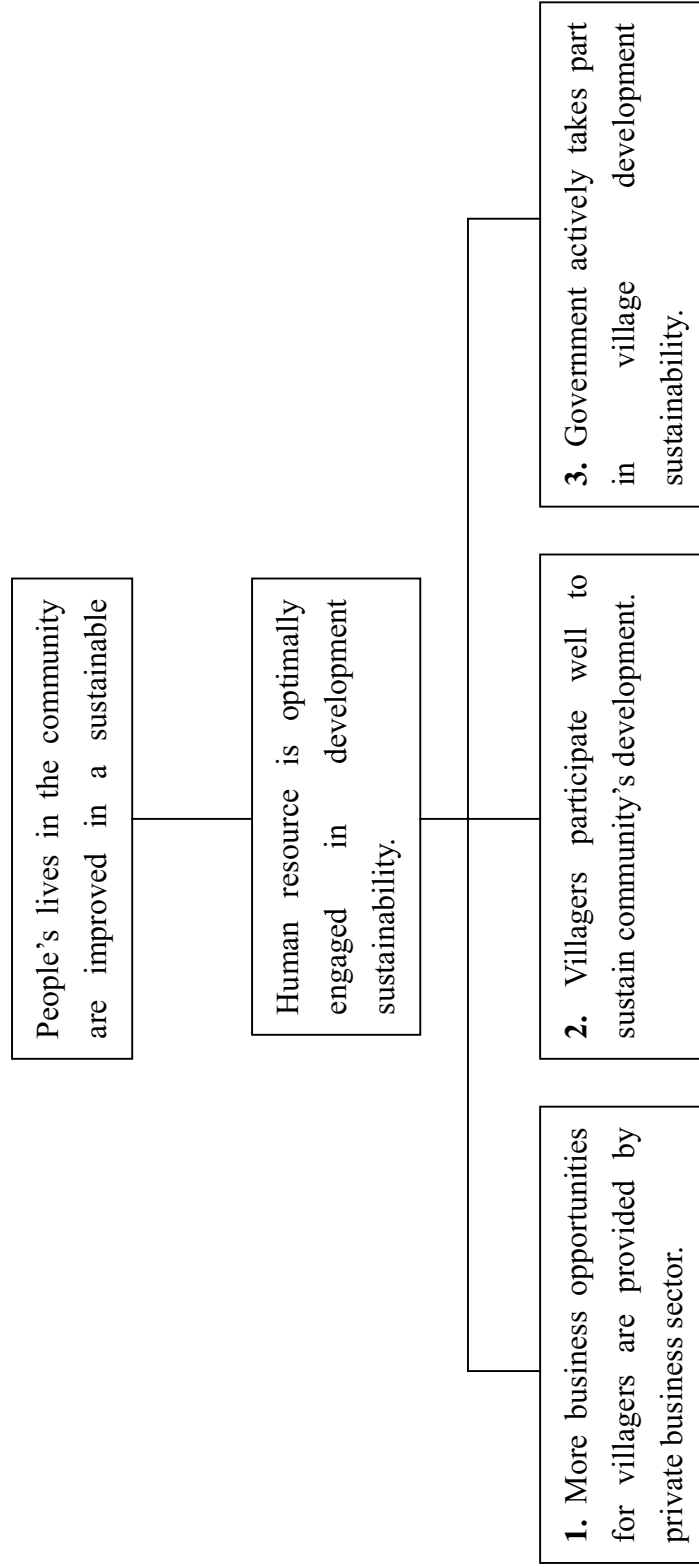
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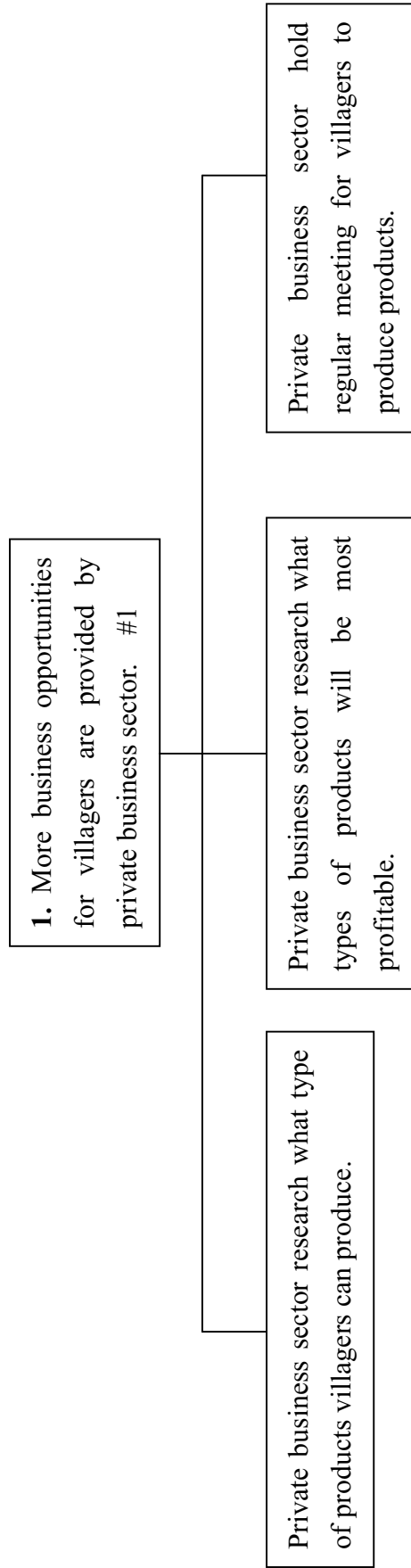
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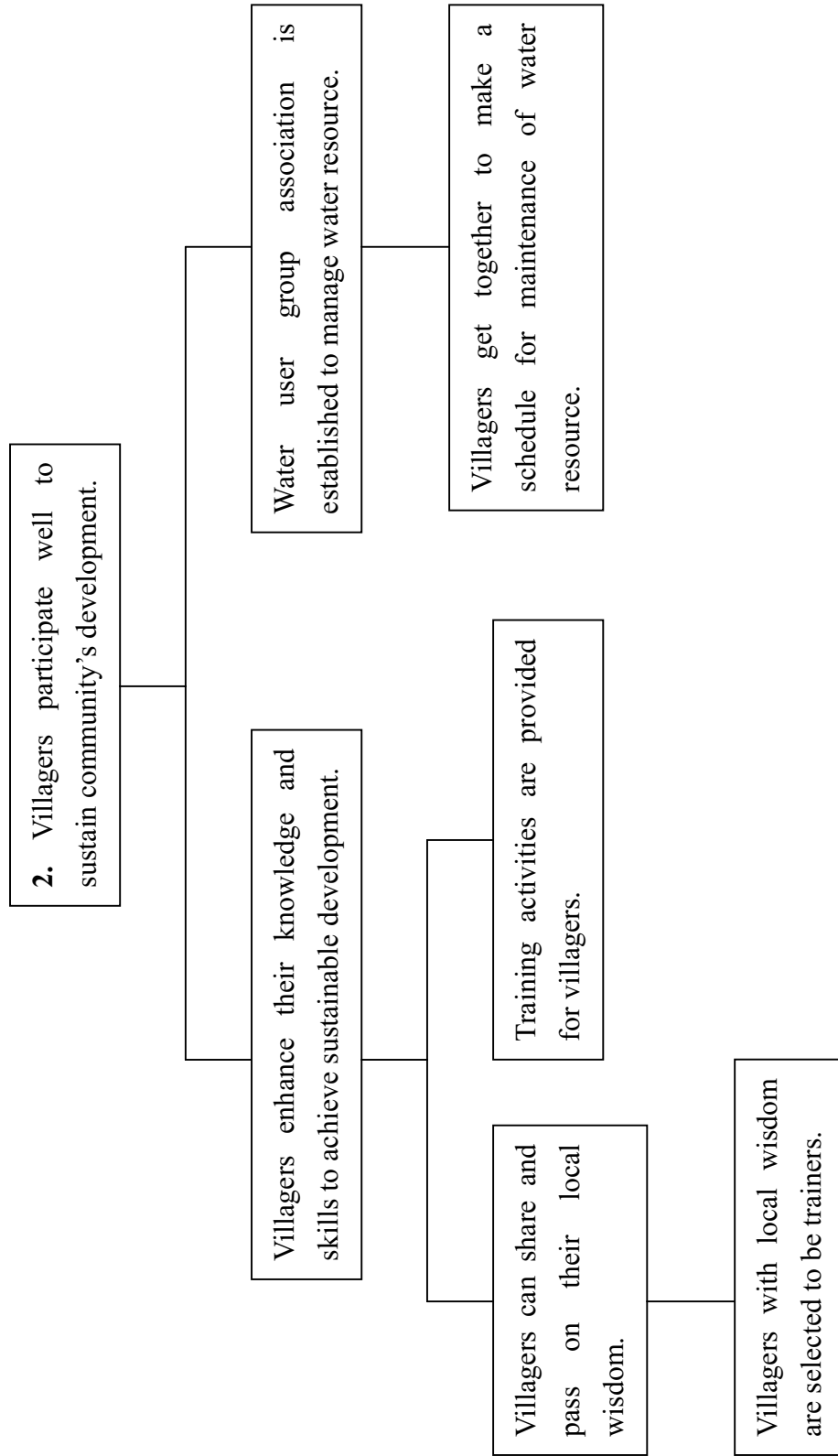


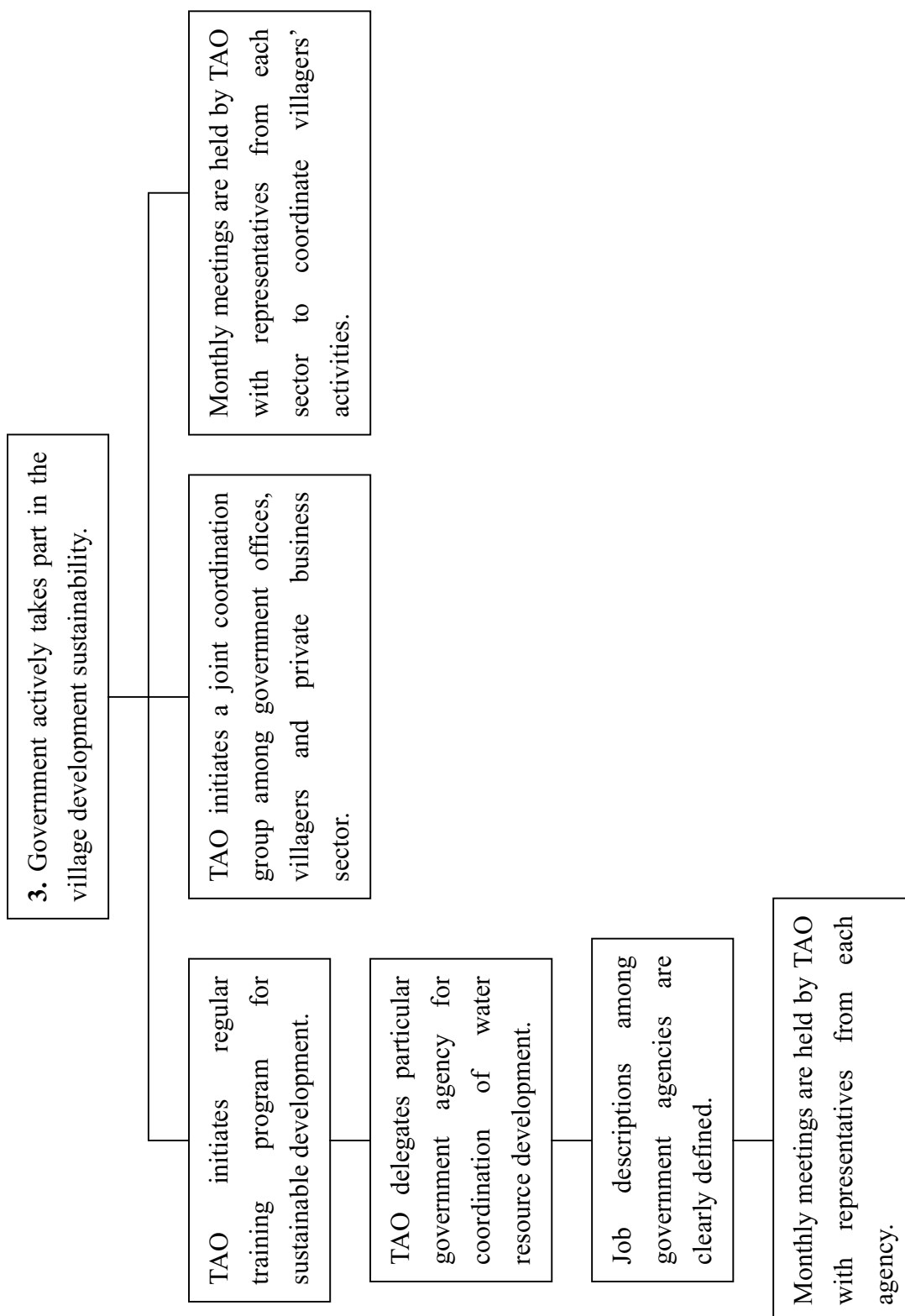


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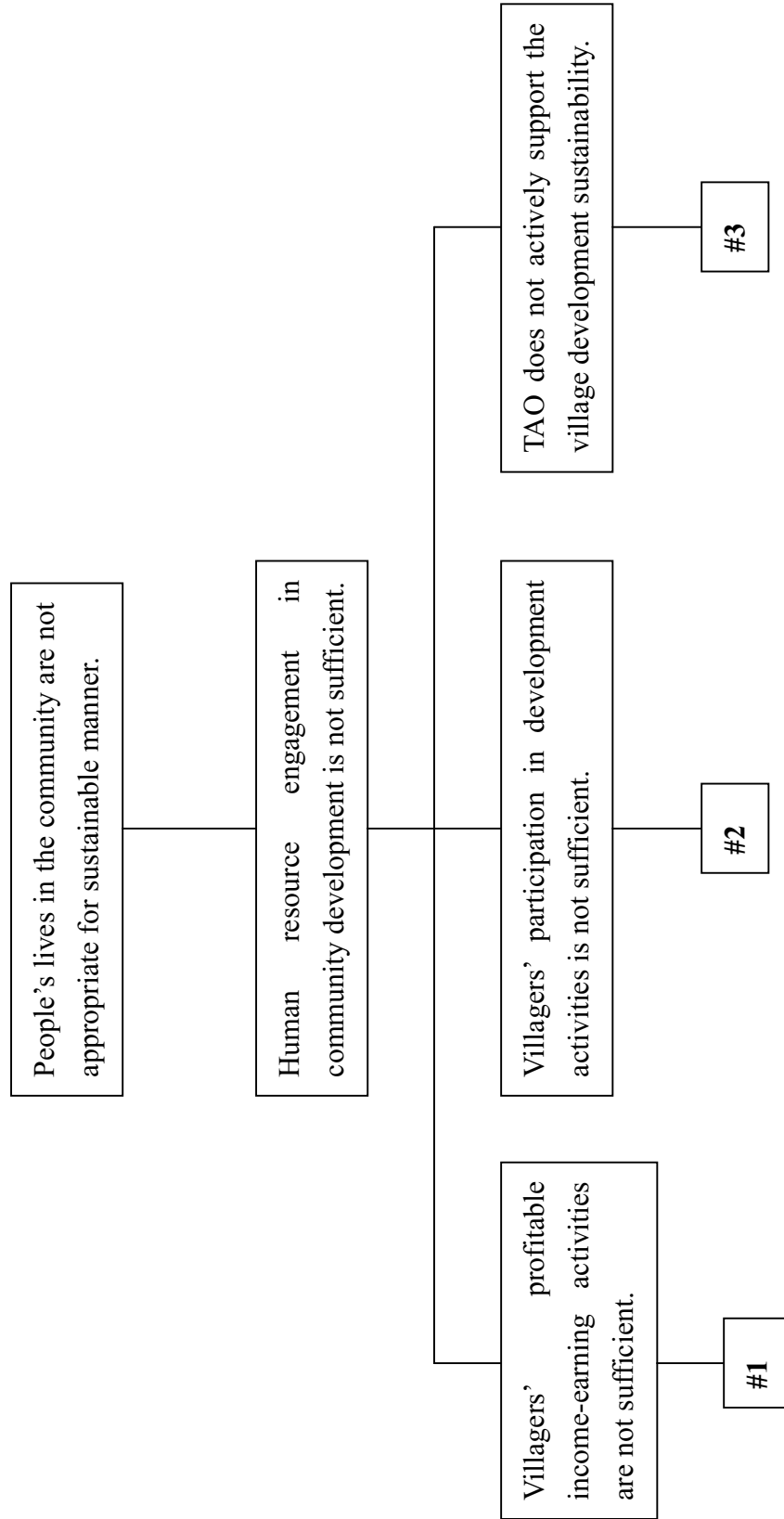




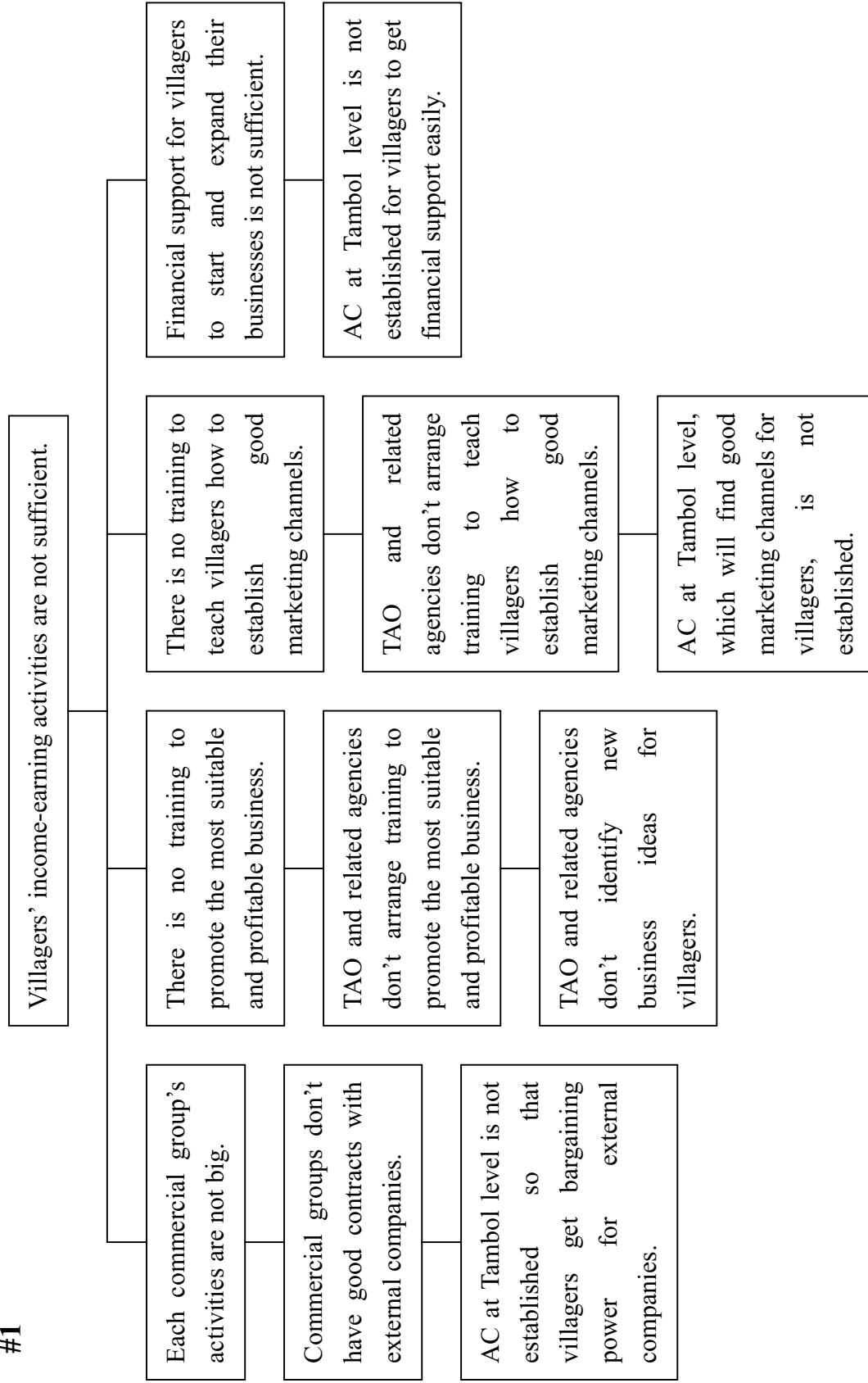




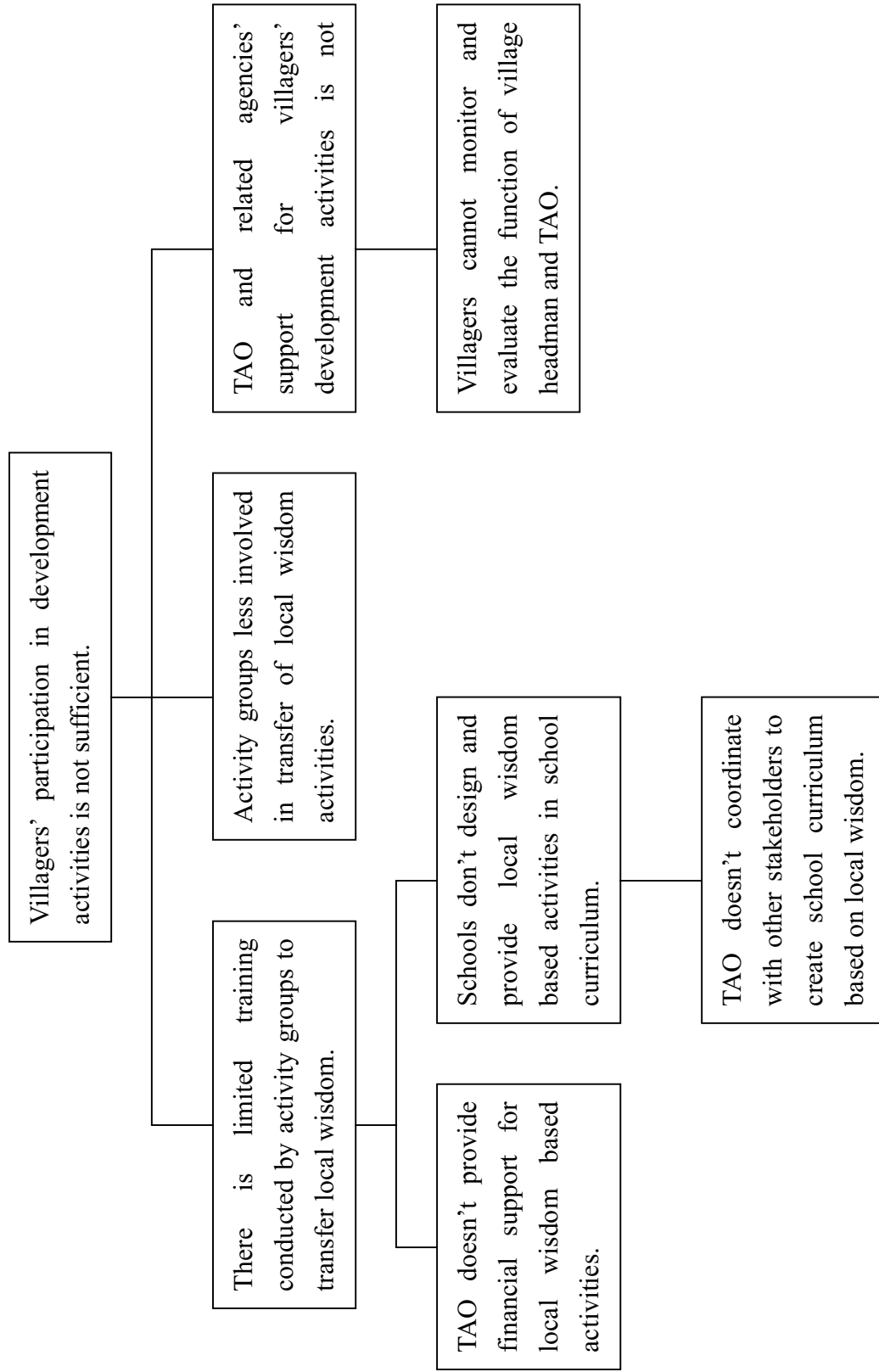
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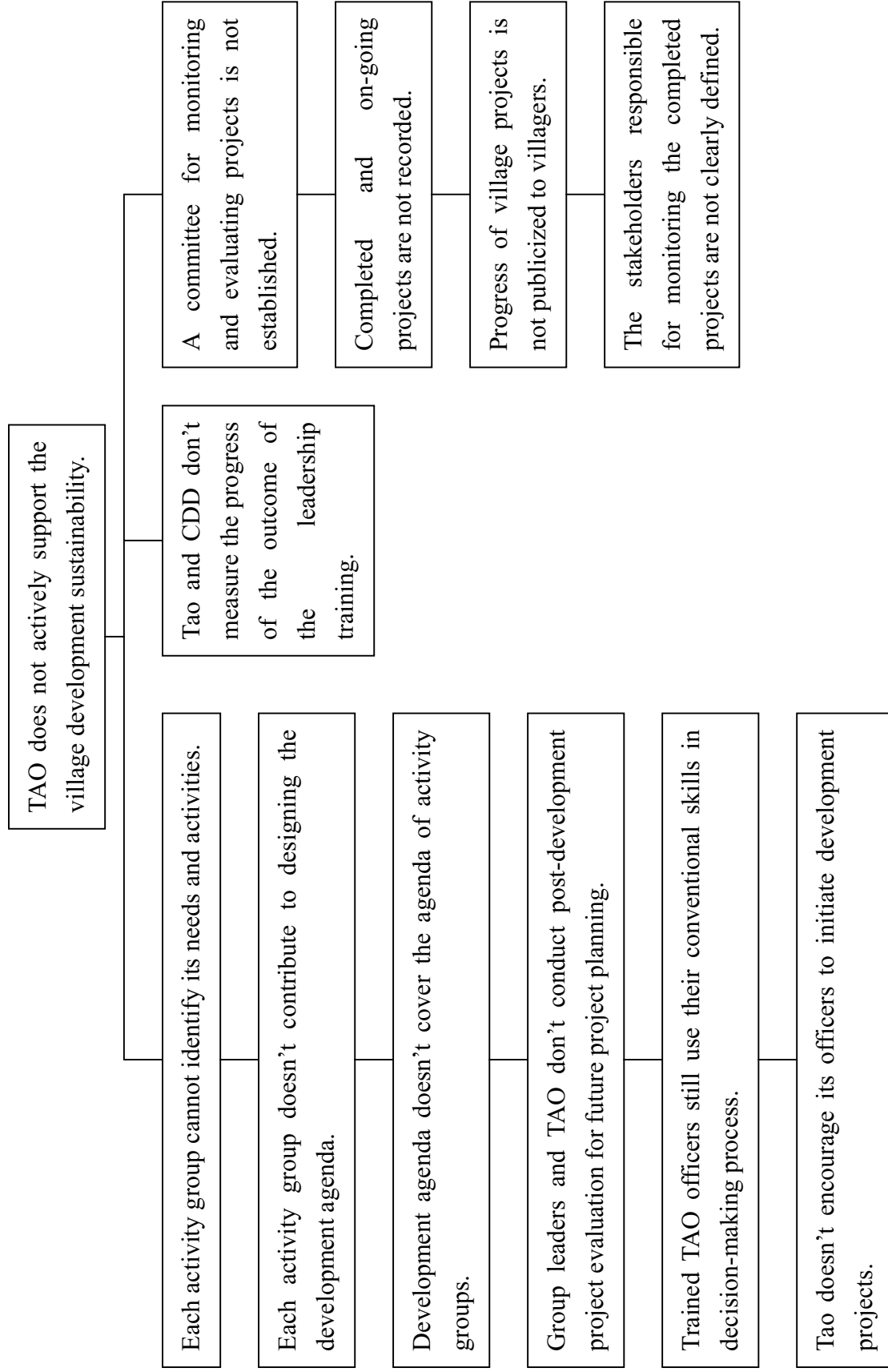
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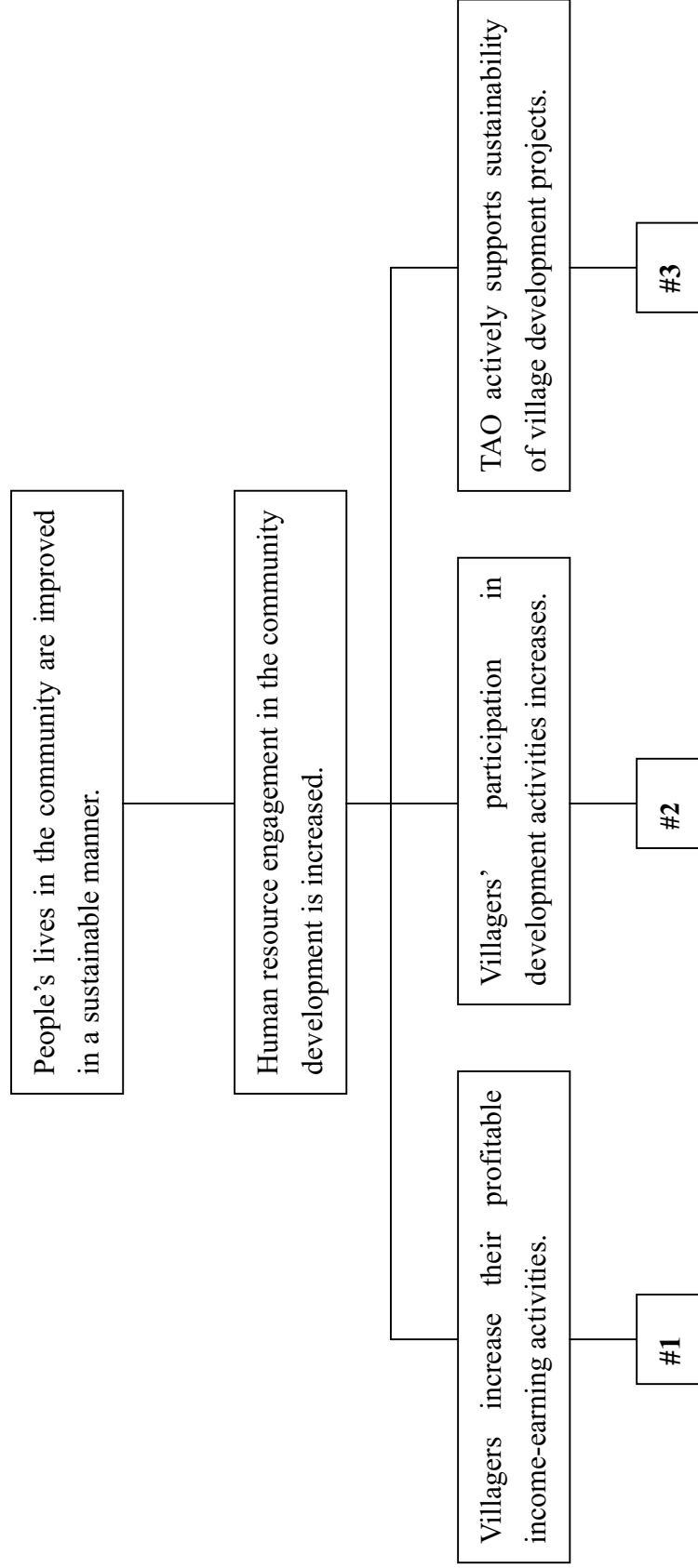
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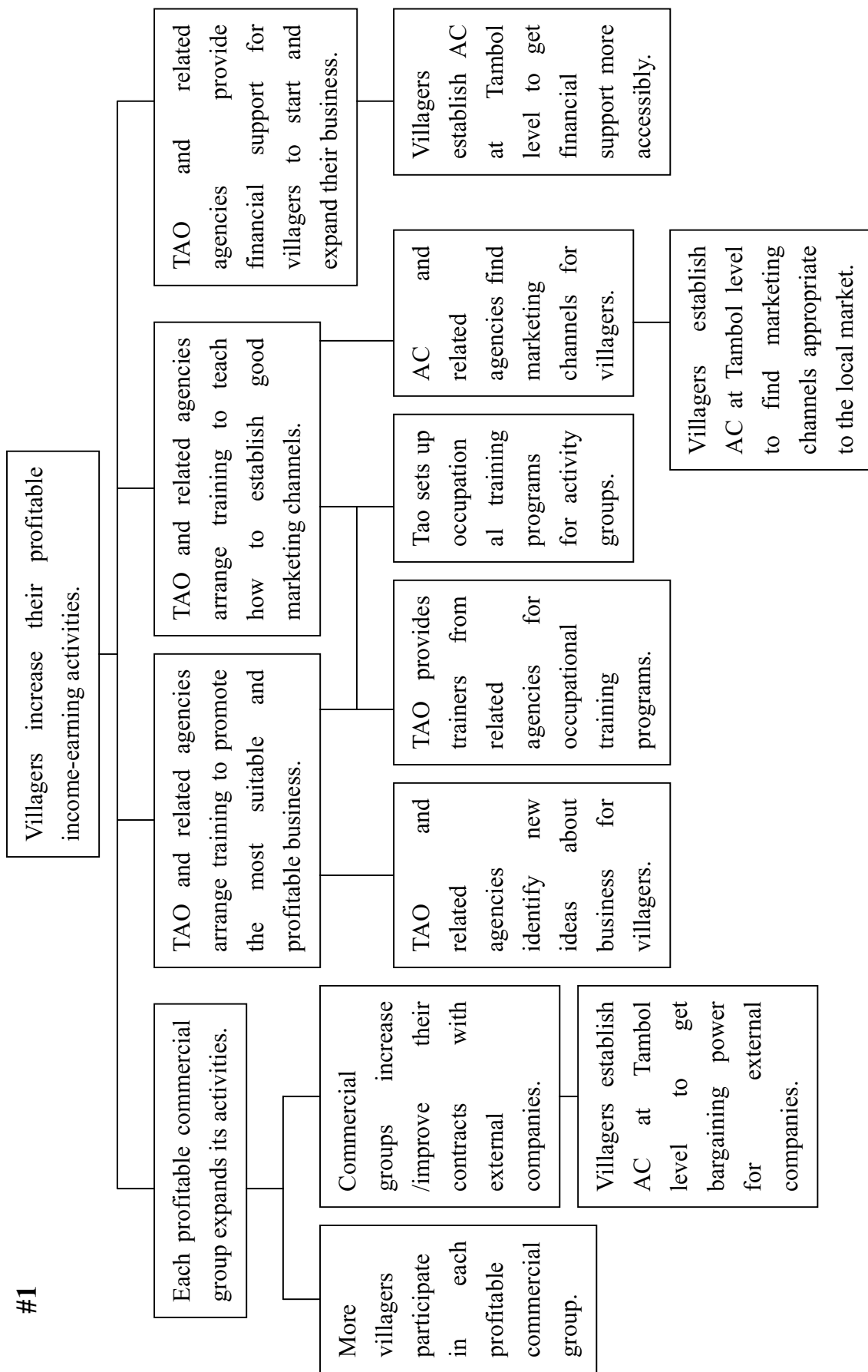
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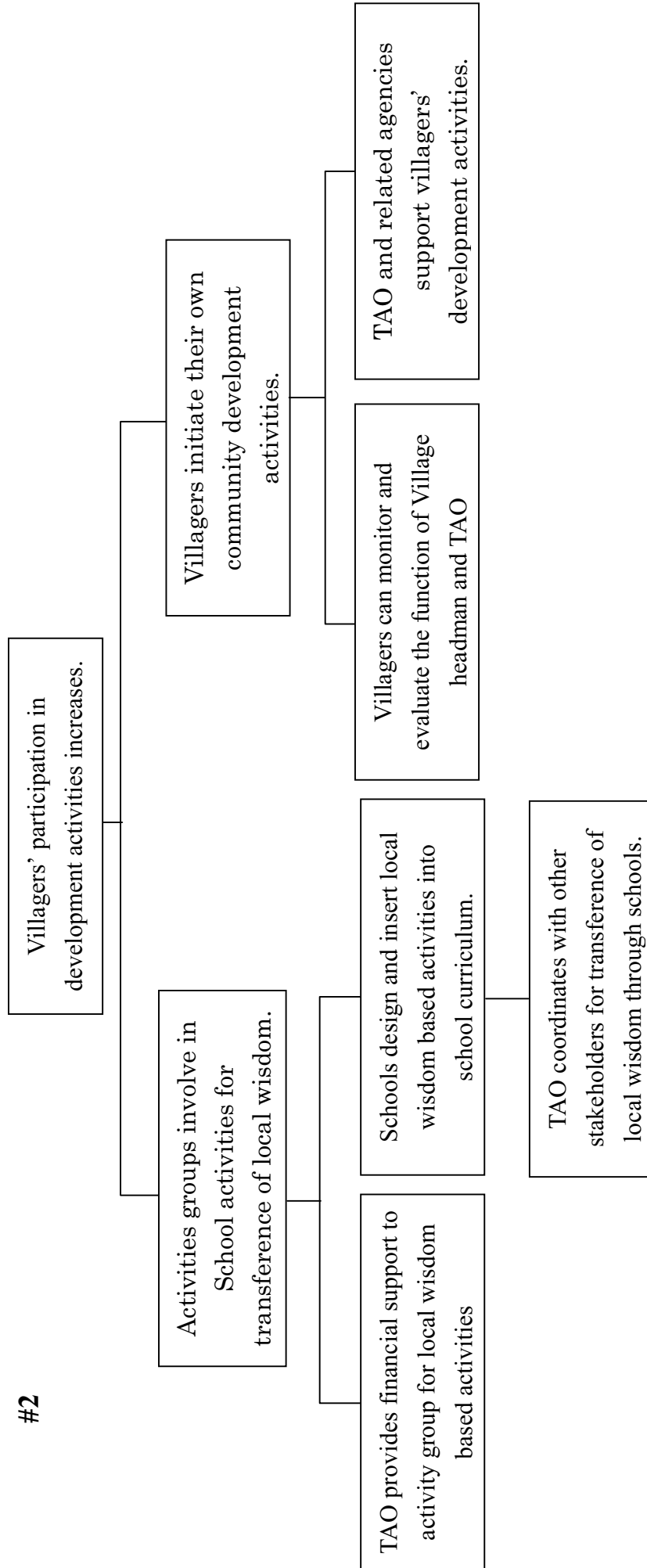
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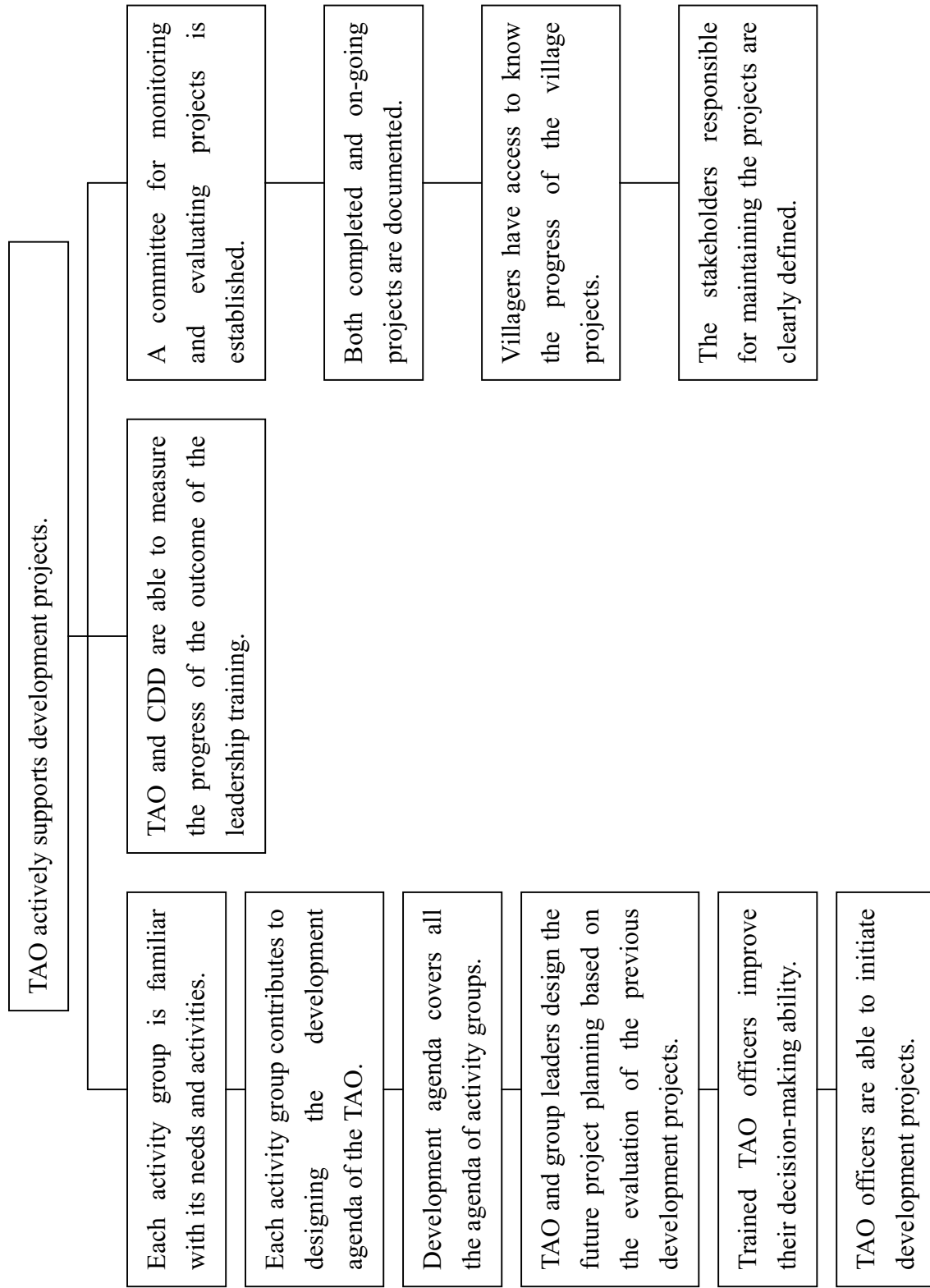
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Project Design Matrix (PDM)

Project Name: Sustainable Village Development Project

Target Area: Site 2

Narrative Summary:	Indicator:	Means of Verification:	Assumption:
Overall Goal: People's lives in the community are improved in a sustainable manner.	-Income per household in site 2 is increases by X% by X year.	-Data from CAO & Provincial Statistics Office	-Political stability is maintained -Another economic crisis does not occur
Project Purpose: -Human resources are optimally engaged in development sustainability.	-Urban migration decreases x% per year.	-Records from Provincial Statistics Office	-Urban migration does not increse
Outputs: 1) More business opportunities for villagers are provided by private business sector. 2) Villagers participate well to sustain community's development. 3) Government actively takes part in the village development sustainability.	1) Villagers are employed x% by private business sector by x year. 2) x% of villagers engage in group activities. 3) Government officials attend general meetings at least x% by the end of the project.	-Ministry of Labor reports -Project survey report -Meeting's attendance list	-Government officers are not corrupt -Private businesses do not withdraw or go bankrupt
Activities: 1.1) Private business sector research what type of products villagers can produce. 1.2) Private business sector research what type of products will be most profitable. 1.3) Private business sector hold regular meetings for villagers to produce products. 2.1) Villagers enhance their knowledge and skills to achieve sustainable development. 2.2) Villagers can share and pass on their local wisdom. 2.3) Villagers with local wisdom are selected to be trainers. 2.4) Training activities are provided for villagers. 2.5) Villagers get together to make a schedule for maintenance of water resource. 2.6) Water user group association is established to manage water resource.	3.1.1) TAO initiates regular training program for sustainable development. 3.1.2) R&D delegates particular government agency for coordination of water resource dev't. 3.1.3) Job description among government agency is clearly defined. 3.1.4) Monthly meetings are held with representatives from each agency. 3.2.1) TAO initiates a joint coordination group among government officers, villagers, and private business sector. 3.2.2) The joint coordination group appoint a leaders to coordinate the meetings. 3.2.3) Monthly meetings are held with representatives from each sector for village's activities coordination purpose.	Inputs: Government Personnel -Coordinators -Project managers -Trainers -Engineers Facilities -Training facilities -Maintenance facilities for water resource Cost -Project implementation and managerial Private Business Sector Villagers -Coordinators -Experts in seed produc -Business consultants (for diversification) -Coordinators -Labor force -Financial support -Local cost	-Private businesses do not exploit villagers. -Villagers decide to participate in the long run. Pre-Conditions: -Villagers are interested in the projects.

Project Name: Sustainable Village Development Project
Target Area: Site 2

Version No.2
Date: Oct 21, 2002

Target Group: Villagers in Site 2

ชื่อโครงการ: โครงการพัฒนาหมู่บ้านเพื่อความยั่งยืน
พื้นที่เป้าหมาย: บ้านโสกแต้
กลุ่มเป้าหมาย: บ้านโสกแต้ หมู่ที่ 7 และ 8

ແລະ

8

สรุปสาระสำคัญ: เป้าหมายหลัก: -ผู้อยู่อาศัยในชุมชนมีความเป็นอยู่ที่ดีขึ้นอย่างยั่งยืน	ดัชนีชี้วัด: -รายได้ต่อครัวเรือนเพิ่มขึ้น x% ในเวลา x ปี -ระดับชั้นการศึกษาโดยเฉลี่ยของชาวบ้านเพิ่มขึ้นx%ในปี x -อัตราของภาวะการขาดแคลนอาหารลดลง x% ในปี x -อัตราการรู้หนังสือเพิ่มขึ้น x% ในปี x	แหล่งข้อมูล: -รายงานข้อมูลทั่วไปประจำปีของตำบล การสัมภาษณ์ชาวบ้าน	สมมติฐาน: -นโยบายการพัฒนาของ ภาครัฐไม่เปลี่ยนแปลง อย่างรวดเร็ว
วัตถุประสงค์โครงการ: -มีการเพิ่มขึ้นในการใช้ทรัพยากรมนุษย์เพื่อการพัฒนาชุมชน	-การย้ายเขาสู่เมืองลดลง x% ต่อปี -จำนวนประชากรที่ใช้สิทธิเลือกตั้งเพิ่มขึ้น x% ในปี x อัตราการว่างงานลดลง x% ในปี x	-รายงานข้อมูลทั่วไปประจำปีของตำบล	-ไม่มีการอพยพเขาสู่ เมืองเพิ่มขึ้น
ผลผลิต: 1) ชาวบ้านมีรายได้จากการทำกิจกรรมต่าง ๆ เพิ่มขึ้น 2) ชาวบ้านให้ความร่วมมือในกิจกรรมเพื่อการพัฒนาเพิ่มขึ้น 3) อบต.ให้การสนับสนุนโครงการพัฒนาหมู่บ้านเพื่อความ ยั่งยืน	1) ยอดขายประจำปีของสินค้าและบริการที่ผลิตใน หมู่บ้านเพิ่มขึ้น x% ในปี x -มีการขยายตัวในกิจกรรมด้านธุรกิจแต่ละปีเพิ่มขึ้น x% 2) ชาวบ้านเข้าร่วมในกิจกรรมเพื่อการพัฒนาเพิ่มขึ้น x% ต่อปี -จำนวนประชาชนที่ไปเลือกตั้งผู้ใหญ่บ้านเพิ่มขึ้น x% ในปี x 3) โครงการต่าง ๆ ที่อบต.สนับสนุนมีจำนวนเพิ่ม ขึ้น x% ต่อปี	1) ข้อมูลของอบต.และหมู่บ้าน -การสัมภาษณ์SMEsในเรื่องผลประกอบการ จากการดำเนินธุรกิจ 2) ละกลุ่มกิจกรรมและอบต. -มีการสำรวจความพึงพอใจของชาวบ้านที่ มีต่อการพัฒนา 2 ครั้งต่อปี 3) บ้านที่กของอบต.(- ประโยชน์ของโครงการ -	-ภาครัฐให้การสนับสนุน ตามที่จำเป็น
กิจกรรม: 1.1)การช่วยเหลือตนเอง 1.1.1 มีการจัดตั้งกลุ่มธุรกิจโดยชาวบ้านเพิ่มมากขึ้น ตัวอย่างเช่น กลุ่มทำดาขายจับปลา 1.1.2 มีหมู่บ้านเข้าร่วมในแต่ละกลุ่มธุรกิจเพิ่มมากขึ้น ตัวอย่างเช่น กลุ่มทำไม้แกะสลัก 1.1.3 ชาวบ้านขยายกิจกรรมของกลุ่มธุรกิจเพิ่มมากขึ้น 1.1.4 ชาวบ้านร่วมกันจัดตั้งสหกรณ์เพื่อการเกษตรในระดับ ตำบลเพื่อจะได้รับความช่วยเหลือทางการเงิน การให้ความร ทางการตลาดและการฝึกอบรมจากสหกรณ์เอง 1.1.5 กลุ่มธุรกิจขยายช่องทางการขายสินค้าสหประกอบกร ภายนอกเพื่อขายสินค้าได้มากขึ้น ตัวอย่างเช่น บริษัทผลิต เมล็ดพันธุ์พืช โรงงานฟืนิกซ์ 1.2 การตลาด 1.2.1 อบต.และหน่วยงานที่เกี่ยวข้องเสนอความคิดใหม่ ๆ ทางธุรกิจให้แก่ชาวบ้าน 1.2.2 สหกรณ์การเกษตรและหน่วยงานที่เกี่ยวข้องช่วยหา ช่องทางการตลาดให้แก่ชาวบ้าน ตัวอย่างเช่น การก่อตั้ง ตลาดในชุมชน 1.3 การช่วยเหลือทางการเงิน 1.3.1 อบต.และหน่วยงานที่เกี่ยวข้องให้ความช่วยเหลือทาง ทางการเงินแก่ชาวบ้านเพื่อการเริ่มและขยายธุรกิจ ตัวอย่างเช่น กลุ่มเลี้ยงไก่ 1.3.2 สหกรณ์การเกษตรสนับสนุนสินเชื่อแก่ธุรกิจการ รวมถึงขึ้นตอนการแปรรูปเป็นสินค้าการเกษตรด้วย ตัวอย่างเช่น ทำเหล้าสาโท 1.4 การฝึกอบรมทางการตลาดโดยอบต.และหน่วยงาน ที่เกี่ยวข้อง 1.4.1 มีการฝึกอบรมเพื่อที่จะส่งเสริมให้มีการทำธุรกิจที่สร้าง ผลกำไรและมีความเหมาะสม ตัวอย่างเช่น ทำเหล้าสาโท 1.4.2 มีการฝึกอบรมเพื่อสอนวิธีการทำการตลาด 1.5 การฝึกอาชีพ 1.5.1 ผู้ใหญ่บ้านดำเนินการสำรวจความสนใจและทักษะที่ เป็นที่ต้องการของกลุ่มกิจกรรมแต่ละกลุ่ม 1.5.2 อบต.จัดหาผู้ฝึกสอนจากหน่วยงานที่เกี่ยวข้องมาฝึก อาชีพตามความสนใจที่ได้จากการสำรวจ 1.5.3 อบต.จัดให้มีการฝึกอบรมอาชีพสำหรับกลุ่มกิจกรรม ตัวอย่างเช่น การฝึกอบรมสำหรับกลุ่มพึ่งพาตนเอง 2.1 ภูมิปัญญาชาวบ้าน 2.1.1 อบต.ร่วมมือกับมีส่วนร่วมอื่น ๆ ในการนำภูมิปัญญา ชาวบ้านบรรจุเข้าเป็นหลักสูตรของโรงเรียน 2.1.2 โรงเรียนออกแบบและบรรจุกิจกรรมที่เป็นภูมิปัญญา ชาวบ้านเข้าเป็นหลักสูตรของโรงเรียน 2.1.3 อบต.ให้ความช่วยเหลือทางการเงินเพื่อสนับสนุน กลุ่มกิจกรรมที่มีส่วนเกี่ยวข้องกับการบรรจุภูมิปัญญาชาวบ้าน เข้าเป็นหลักสูตรของโรงเรียน	2.1.4 กลุ่มกิจกรรม ตัวอย่างเช่น กลุ่มทอผ้าไหมจัดหาผู้ ฝึกสอนและสิ่งอำนวยความสะดวกเพื่อการบรรจุภูมิปัญญา ชาวบ้านเข้าเป็นหลักสูตรของโรงเรียน 2.2 การให้อำนาจกับชาวบ้าน 2.2.1 ชาวบ้านมีการเริ่มโครงการเพื่อการพัฒนาชุมชน 2.2.2 อบต.และหน่วยงานที่เกี่ยวข้องให้การสนับสนุน ชาวบ้านในโครงการเพื่อการพัฒนา 2.2.3 ชาวบ้านตรวจสอบและประเมินผลการทำงานของ ผู้ใหญ่บ้านและอบต. 3.1 การเพิ่มขีดความสามารถให้แก่ชุมชน 3.1.1 อบต.จัดให้มีการพบปะกันระหว่างผู้นำกลุ่มแต่ละ กลุ่มเพื่อสร้างความร่วมมือกันให้เกิดขึ้น 3.1.2 แต่ละกลุ่ม ตัวอย่างเช่น กลุ่มธนาคารหมู่บ้านระบ ความต้องการและกิจกรรมของตน 3.1.3 แต่ละกลุ่มกิจกรรมมีแผนงานที่จะพัฒนาและปรับ ประระเบียนวาระการประชุมของตน 3.1.4 อบต.สนับสนุนอย่างเต็มที่แก่โครงการพัฒนาของ กลุ่มกิจกรรม 3.1.5 ผู้นำกลุ่มผู้ใช้น้ำและอบต.เป็นผู้นำในการประเมิน ผลโครงการพัฒนาหลังจากที่โครงการได้สำเร็จลงแล้ว 3.1.6 สำนักงานพัฒนาชุมชนให้การฝึกอบรมในเรื่องการ พัฒนาชุมชนแก่เจ้าหน้าที่อบต. 3.1.7 เจ้าหน้าที่อบต.นำทักษะใหม่ที่ได้รับจากการฝึก อบรมมาใช้ในการบวนการตัดสินใจ 3.1.8 อบต.สนับสนุนให้เจ้าหน้าที่มีการริเริ่มโครงการเพื่อ การพัฒนา 3.2 ความเป็นผู้นำ 3.2.1 อบต.จัดให้มีการฝึกอบรมเพื่อเสริมสร้างความเป็น ผู้นำให้แก่ผู้นำหมู่บ้าน 3.2.2สำนักงานพัฒนาชุมชนให้การสนับสนุนอบต.ใน การฝึกอบรมเพื่อสร้างเสริมความเป็นผู้นำ 3.2.3 อบต.และสำนักงานพัฒนาชุมชนจัดตั้งโครงการ ติดตามประเมินผลการฝึกอบรมดังกล่าว 3.3 การติดตามและประเมินผลโครงการ 3.3.1 อบต. ผู้ใหญ่บ้าน และผู้นำกลุ่มผู้ใช้น้ำร่วมกันจัด ตั้งคณะทำงานเพื่อทำหน้าที่ติดตามการทำงาน 3.3.2 คณะทำงานดังกล่าวทำการรวบรวมรายชื่อโครง การทั้งที่เสร็จสมบูรณ์แล้วและที่ยังดำเนินการอยู่ 3.3.3 คณะทำงานดังกล่าวแจ้งให้ชาวบ้านทราบโดยทั่ว กันถึงความก้าวหน้าของโครงการต่าง ๆ 3.3.4 อบต.และสำนักงานพัฒนาชุมชนร่วมกันรับผิดชอบ ในการบำรุงรักษาภายหลังโครงการเสร็จสิ้น ตัวอย่างเช่น ระบบการชลประทาน	บัณฑิตนำเข้า: อบต. บุคลากร -ผู้ประสานงาน -ผู้จัดการโครงการ -ผู้ฝึกอบรม -วิศวกร -เจ้าหน้าที่พัฒนา เครื่องมือต่าง ๆ -เครื่องมือในการก่อสร้าง -เครื่องมือสำหรับการอบรม การเงิน - ภาครัฐกิจเอกชน -สัญญาทางธุรกิจ -บริษัทผลิตเมล็ดพันธุ์พืช	-ภาครัฐกิจเอกชนปฏิบัติ ตามสัญญาที่ได้ตกลง ไว้กับชาวบ้าน

Site Working Group 3

Rural Education and Midday Meal Project

(Tambol Kon Chim, Waeng Yai District, Khon Kaen Province, Thailand)

1. Introduction
2. Site information
3. Pre-Visit PCM Analyses
4. Field Survey and Post-Visit PDM
5. Relevant Cases from Japan and Their Applicability
6. Recommendations

Endnotes

References

Appendix 1. Pre-Visit Project Design Matrix (PDM)

Appendix 2. Post-Visit Project Design Matrix (PDM)

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1. Introduction

We, as Site Working Group 3, focused on the potential of school becoming the core of community development in a self-sufficient and sustainable manner.

Ban Don Joad School in site 3 is famous for the success of its “Midday Meal Project (MMP),” which intends to provide school lunch to children every day. During the process of creating a “Pre-visit Project Design Matrix (PDM),” our understanding of the school’s roles in community development was limited. The school supports community development by maintaining the MMP¹ that enables children to go to school. Thus, the overall goal of our “Pre-visit PDM” was to enable children to go to school.

After visiting the site, mainly Ban Don Joad School, our recognition of the school’s role in community development changed dramatically. We found out that the MMP has been adequately sustained so far despite a financial problem and is expected to continue in the future. Our previous understanding of the project was that it was implemented to provide lunch to children so that the problem with dropouts will be solved. However, that is not the main purpose of the project any more and instead, its present objective is to provide lunch to all the students at school including the lower secondary level. Moreover, the school receives adequate help from villagers, and thus they are already utilizing villagers’ knowledge to some extent. Given that the MMP is to be sustained in the future, we were required to re-create our PDM from a different point of view.

In the post-visit PDM, we set our overall goal as “the school becomes a center of community development.” Our research findings demonstrated that to a certain extent, the villagers do participate actively in school activities, including the MMP. In other words, they regularly come to school and interact with teachers and community members other than their neighbors. Now, given this situation, for the school to become “a center of community development,” what can be done? Our suggestion is to further develop the current function of the school as a center of community development. For instance, the school has functioned as a place for villagers to meet and exchange knowledge although that had not been its aim. Further, the school can develop its function more systematically. We expect the school – as a center of community development – to become a source and an active provider of information and training.

There is another reason why we encourage the school to be actively involved in community development. Schools are the place to educate children, who will sustain and lead the community in the future. Therefore, if the main activities of community development take place at schools, it is possible that children will become more conscious about their community, and that they will eventually become potential leaders of the community in the future.

In this report, we will introduce the MMP in chapter 2, and analyze our “Pre-visit PDM” in chapter 3. In chapter 4, we will identify our overall research questions, list questions based on four thematic interests – governance, business, education and participation – and list questions related to the expansion of the MMP. Secondly, we will discuss what we found in the field research from thematic points of view. Thirdly, after explaining why we have changed our PDM so dramatically, we will analyze our “Post-visit PDM.”

Chapter 5 includes relevant cases from the Japanese experience. We will introduce the “Education Supporter System” in Nagoya, characteristic philanthropy activities of a Japanese company, and the challenge of an elementary school with “Comprehensive Learning.” Following each case, we will assess their applicability to Thailand. In chapter 6, we will consider two suggestions that are not reflected in our PDM.

2. Site information

Site 3, Ban Don Joad village is located in Waeng Yai District, which is 80km southwest of Khon Kaen city. The Tambol Administrative Organization (TAO), which is the lowest level of local government, of the district is classified as level 5 out of 5 different levels based mainly on annual tax revenue. A level 3 Tambol Administrative Organization has an annual tax revenue of more than 10 million Baht. This amount of revenue collected is considered to be low; not enough to give support to the schools. The population of the village is 450 in total, 220 males and 230 females, as of December 2001.

Ban Don Joad School, is located in Ban Don Joad village, District of Waeng Yai, which has 221 students who come from 4 villages, including children at the kindergarten level. Ban Don Joad School has a lunch project since 1992. However the school has received funds for supporting agricultural activities from the Standard Chartered Nakornthon Bank (SCN Bank) in March 2001. The school utilized the allocated funds to raise chickens, eggs and fish, and to produce vegetables, fruits and mushroom, which were used to prepare school lunch. The surplus produce is offered for sale in the community at prices lower than that of the market. The cash income generated is added to the project fund. These agricultural activities are integrated into the subjects of the regular curricula. Through these activities, students have acquired new agricultural knowledge, especially the ways of producing mushrooms. Students have introduced it to their families and that has brought large profits to them.

However, due to the lack of supply control to match the market demand, mushrooms are oversupplied and the price has gone down. Currently, mushroom production has almost stopped in the school. The major problem is the water scarcity during summer, which seriously affects agricultural production. Moreover, how to maintain the sustainability of the MMP in the long run is also a serious problem they are facing.

With these positive and negative findings, we have begun our research on the MMP.

3. Pre-Visit PCM Analysis

Our group proposes a project, whose purpose is that the MMP at Ban Don Joad School in Khon Kaen becomes sustainable and self-reliant in the future. Our target group, the beneficiaries of the project, is the villagers of the school district (4 villages) of Ban Don Joad School.

3.1 Pre-Visit PDM

The Project Purpose of the pre-visit PDM is that “the MMP becomes sustainable” (Appendix 1 Pre-visit PDM). This is because we came to the consensus that to encourage children to go to school, providing lunch is essential. Then, as shown in the pre-visit PDM, we have come up with three kinds of output, as well as a set of concrete activities for each output, in order to achieve our Project Purpose.

Output 1: “Villagers participate and support the Midday Meal Project”

The first output is that many villagers, including parents, are willing to participate and support the MMP. In order to meet the output, we propose the two following activities:

1. In order to publicize the importance of the MMP to villagers, Ban Don Joad School invites parents, Tambol Administration Office (TAO) officials and other villagers to the school to join the agricultural activities of the MMP along side students. The school also organizes “Lunch Day”, to share lunch cooked with farm products from the MMP with the guests.
2. We propose the “Service Ticket System” for the purpose of securing the continuous support of parent volunteers in the MMP. Currently, school lunch is cooked and served by some parent volunteers everyday because it is necessary for students who cannot afford to prepare lunch at home and suffer from hunger at school. However, cooking lunch everyday is burdensome for some mothers who are busy enough with both farming and housework. Therefore, we have decided to investigate the applicability of such a system to Thailand.

Output 2: “Running cost is covered by the project itself”

The second output is that the running cost of the MMP is covered by the project itself. In order to attain the output, we have prepared the two following activities as:

1. Ban Don Joad School makes an effort to find a new market to sell products made by the MMP in cooperation with villagers, TAO officials and middlemen
2. Ban Don Joad School makes an effort to diversify products and to develop new markets for them. For the diversification of the products, the school needs to process the existing products or introduce new crops/species.

Output 3: “Teachers contribute well to the MMP as coordinators.”

It is mainly the students and the teachers who are engaged in school agricultural activities in the MMP. However, it is important for teachers to work as coordinators because producing agricultural products, is beyond the abilities of teachers and students alone. For instance, they can invite farmers or experts with knowledge and skills useful for agricultural activities to the school. In order to achieve the output, we propose the two following activities:

1. Teachers in Ban Don Joad School make an effort to build good relationships with farmers in the community, government officials (TAO, provincial government, Fishery Department and Forest Department and Forest Department) and experts in universities;
2. The school specifically assigns some teachers as coordinators for the MMP.

These outputs are, in a sense, intermediate objectives that should be reached to achieve the Project Purpose. The Project Purpose is our main goal, but at the same time, it is also a means of accomplishing the “Overall Goal” and thus, the “Super Goal.” Our overall goal is “Children go to school”, which was one of the conditions needed to attain the primary goal given at the beginning of our research: “People’s life in the community is improved in a self-reliant and sustainable manner.”

Thus, to reach the Super Goal, we started by considering how to achieve the Overall Goal. In this respect, we came up with four ideas:

1. Parents receive nutritional information for their children and recognize the importance of the MMP.
2. TAO plays an active role in providing education. For example, TAO has enough teachers to teach students, publicize information on the importance of school education, and provides scholarships for children who cannot afford to go to school
3. If parents can afford textbooks, uniforms, transportation fees and other expenses, we think that dropout

rates will decrease.

4. The MMP at Ban Don Joad School in Khon Kaen becomes sustainable and self-reliant. (→ Our Project Purpose)

Thus, this is how our project purpose, overall goal and super goal are connected. It also implies how we determined our project purpose in order to accomplish the given objective.

In addition, we have presumed two pre-Conditions that should be fulfilled, with an understanding that it is impossible to begin the project simply by applying “Input.” They are:

1. The value of national currency is stable; and
2. Transportation is available.

The former is required because the school sells farm products from the MMP to the market and its profits are essential to sustain the project. The latter is necessary to make sure that the children are not hindered in going to school by factors other than financial problems.

Regarding the Important Assumptions, the conditions required to attain the output after all the project activities have been completed, we came up with several ideas for Activities and output. Those include:

1. There is sufficient water in summer; and
2. Government subsidies for school lunch continue.

The first is important to achieve our output because the agricultural activities, such as vegetable and fruit cultivation, and fish raising, need a lot of water. The second is essential to accomplish our Project Purpose, as the MMP cannot be sustained without financial support from government.

4. Field Survey and Post-Visit PDM

4.1 Research Questions

Through the Pre-visit PCM analysis, we recognized the need to investigate the sustainability of the project. Among the various aspects concerning the project, we have agreed to focus on two topics: finance and human resource management (HRM).

Regarding the financial issue, there seems to be a serious problem, especially when sustainability comes into account. Even though the project is currently successful because of the large amount of donations that have been made, it is true that obtaining large funds is a rare event, and in order to maintain the project new means of funding need to be sought.

As for the HRM, the project seems to have been carried out mainly within the school, and only those who have close relationships with the school appear to be participating. To encourage and enhance the participation by as many community members as possible, it is important to understand how each person perceives the project so that the measures taken would correspond to their needs. Therefore, through the process of clarifying the current situation and the people’s perception of the project, it is necessary to explore the possible means to improve the sustainability of the project.

Since the Midday Meal Project is very successful and holds strong potential to become a core project in community development, it is essential to investigate a way to expand the activities and beneficiaries of the Midday Meal Project to the whole community.

4.1.1 Overall Questions

The overall questions are set accordingly to the two main focuses stated above.

- a) How can the Midday Meal Project be self-sufficient in aspects of budget, management and human resources/usage of local wisdom?
- b) In what way can the project be expanded so that the community can benefit broadly from it?

4.1.2 Governance and Capacity Building

Corresponding to the first overall question, we have come up with the question: “to what extent does TAO play a role in supporting the enforcement of the MMP?” The second overall question is “What kind of role does TAO play in an expansion of the MMP?”

4.1.3 Business Relations

From a business relations point of view, it is necessary to make clear what kind of financial assistance is available for the MMP, besides the funds allocated from government, and how the schools can manage to obtain the funds required for the MMP. Based on these questions, we are going to investigate the existing problems and seek the best solution from the viewpoint of business relations.

4.1.4 Education/Human Resource Development (HRD)

We have come up with two research questions under the topic of Education and Human Resource Development. One is: how does the school collect human resources for the MMP? The other is: how does the school disseminate knowledge to the community through the MMP?

4.1.5 Participation and Culture

Participation and local culture is one of the key elements of self-sufficient development. First, a project such as the MMP can be well implemented when it successfully encourages people’s participation. Even if it does not have enough funds from sources outside the community, the school can manage the project to some extent when parents or community members are eager to support and voluntarily to join in order to enable children to go to school. Thus, our first question in terms of participation is whether Ban Don Joad School obtains enough participation or not. It is also important to know if the helpers of the MMP are willing to support it or not.

Local wisdom/knowledge is also a tool for self-sufficient and sustainable development. Continual use of local people’s wisdom/knowledge will lead to people’s participation and their self-confidence. Our second question, corresponding to the first overall question is: “Does the school actively introduce local wisdom/knowledge to the MMP?”

Regarding the second overall question, we came up with two questions. The first question is whether local wisdom/knowledge is passed on to children through the MMP project or not. Local wisdom/knowledge needs to be transferred from person to person, generation to generation. Once knowledge is obtained by one of the

members of the community, it needs to be spread to other members. Then if the knowledge is transferred to the younger generations, it will be maintained in the next generation as well. In this sense, encouraging children to learn local wisdom/knowledge will benefit the community.

The community can expand the MMP in order to benefit broadly from it. If the volunteers are able to exchange knowledge among themselves or to obtain new knowledge from teachers, it will benefit them to a large extent. Thus, our second question with regards to the second overall question is, do the volunteers have a chance to obtain knowledge from various human resources in the community?

4.2 Research Methodology

To investigate the way to make the MMP sustainable, it is necessary to understand the real situation of the project. Since we have decided to focus on four aspects, we need to obtain the latest information on the project highly relevant to those aspects.

That is why we will first interview the chairman of the Provincial Office of Education to find out why this particular school was chosen and to know if they are willing to support the project. Secondly, we will interview the school director and the project director who are in charge of this project. They have information on budget and management since they are the very people carrying out the project. At the same time, we are planning to obtain statistical data of the school, such as enrollment and dropout rates to see if the project has affected the lives of the students. Thirdly, we will distribute a questionnaire to teachers to learn their perceptions of the project. This questionnaire will be distributed to all 13 of the teachers at school and those with interesting answers will be interviewed. Fourthly, to grasp the situation of participation from the parents and the community members, interview will be done to investigate their perception of the project; comparing the opinions between those who participate in the project and those who don't. Lastly, the most important participants of the project, the students will be interviewed to comprehend their attitudes towards the project and whether they feel any changes among themselves.

In addition to these, we will visit another school, which was the second best in managing this lunch project with a fund from the same bank, to learn from its success and, if possible, this information apply those to Don Joad School. We will interview the school director and the project director to learn how they manage their project, especially how they deal with the financial and marketing issues. By comparing the two schools we believe that the competence of both cases will be brought to light so that both schools can learn from each other how to improve their projects.

Regarding the expansion of the project, we will again interview the school director and the project director to learn what they themselves think about the idea of expanding the project so that it can trigger community development. We will also interview the TAO official to investigate the possibility of expansion from the view point of local government. Moreover, we will conduct interviews of our host families to learn how the project can benefit the community members.

Overall, we will mainly rely on interviews because of limited time and the fact that we have agreed to lay our importance on quality rather than quantity, which implies we will conduct more interviews than questionnaires. Questionnaires will be conducted only when we feel the need to get statistical data.

4.3 Findings

4.3.1 Overall Findings

As mentioned in section 4.1.1, we have two overall questions.

1) “How can the MMP be self-sufficient in the aspects of budget, management and human resources/use of local wisdom?”

We investigated whether the MMP was self-sufficient or not from three aspects: budget; management and human resources/usage of local wisdom.

First, from the aspect of budget, we found that the school obtains its budget from the Office of the National Primary Education Commission (ONPEC) while TAO provides milk for each student everyday. However, the amount of money is insufficient to prepare lunch for all the students.

Secondly, from the aspect of management, although the school manages the project by itself, the District Education Office (DEO) and various other offices give advice in managing the MMP to the school. In general, schools have the responsibility to report issues on management of MMP to DEO. After receiving the reports from the schools, ONPEC recommends to the schools the appropriate office to consult with on a the problem. The schools can then obtain information from the appropriate.

Thirdly, from in the aspect of human resources, at present, we can only say that there are sufficient human resources. The school has an inventory of community resources. Considering these overall findings, we have concluded that the MMP is self-sufficient except for the budget problem.

2) “In what way can the project be expanded so that the community could broadly benefit from it?”

In our survey, we could see that villagers exchange knowledge among themselves and gain new knowledge from the teachers by participating in the school activities. In view of this situation, we suggest that the school identify and collect information on villagers’ needs and provide that particular information to the villagers. However, our focus has widened from the MMP itself to the school itself. We will discuss the possibility of the school becoming the center of community development in the following chapters. We suggest the school further contribute to community development by becoming a model of good governance and a source of information.

Picture 1: School Lunch at Ban Don Joad School



4.3.2 Governance and Capacity Building

Research question 1: To what extent does TAO play a role in supporting the enforcement of the MMP?

In our survey, we found that TAO cannot provide sufficient support such as financial support because the budget is very limited. However, TAO provides milk and 6 Baht to students up to grade 6 and regularly visits the school to monitor the MMP. However, we think that TAO is expected to provide other kinds of support, besides financial support, based on the following findings.

Through interviews with TAO officers, we have discovered several things about the relationship between TAO and community members. i) TAO broadcasts public information to villagers by means of a local radio network and newspapers; ii) TAO provides non-formal education to villagers; iii) TAO gives financial support to the school in order to construct some buildings such as a chicken house and the school; and iv) TAO holds a meeting regularly to listen to villagers' needs and opinions. Based on these findings, to some extent TAO contributes to community activities and has a close relationship with community members.

Research question 2: What kind of role does TAO play in an expansion of the MMP to other schools?

Based on the second question, we found that TAO can't be involved in the expansion of the MMP very much because it mainly provides supplementary support on school management. This is because the Educational District Office, under the Ministry of Education, mainly governs school management (e.g. a curriculum drawing, promoting fund raising), while TAO engages in the installation of hardware, such as a chicken house, a water tank, and so on.

In addition, because the vertical administration prevents TAO and the Educational District Office from sharing information and TAO has a small budget, TAO doesn't have a major effect on the financial support and administrative power of the MMP.

Despite the above findings, TAO does in fact have an important role in the MMP. According to our research, TAO has disseminated the idea of the MMP into other schools in the area. Thus, TAO contributes to the expansion of the MMP significantly.

4.3.3 Business Relations

In our survey, we have come up with five findings from the viewpoint of business relations. First, the financial contribution of private companies is required for the MMP to become self-sufficient. Although the SCN Bank had donated 53,000 Baht to support the MMP in January 2001, school lunch is not provided to most of the lower secondary students because the budget is only big enough to provide lunch to the students at the primary level. In order to provide lunch to all the students, it is necessary to increase the yield of vegetables, chicken and fish and to grow new kinds of crops for which continuous financial support from private companies is essential.

Secondly, provincial and district education offices have information from Ministry of Education (MOE) on which company provides funds to what project. However, the school is unable to get the information on funding sources from provincial and district education offices. In order to obtain more funds for the school, it is necessary to establish a good relationship with provincial and district education offices in order to acquire useful information on funding.

Thirdly, the school does not exchange information on funding sources with other schools. For example, Non Chan Took School in the same district as Ban Don Joad School gets funds from around twenty groups,

including NGOs, UNICEF and private companies, for sustaining the MMP. By trying to understand how Non Chan Took School has managed to build such a good network with the donors, Ban Don Joad School may be able to find various fund sources outside the community.

Fourthly, the school has to explore a new market to sell surplus products of the lunch project. By opening a new market, it can obtain more profits. The profits will cover the cost of the MMP so that the project will no longer have to depend on contributions from government and private companies; and at the same time, more profits can be shared among the students. Currently, the school sells the surplus products to the community and to the market in Bangkok. The profit is used to cover the cost of the MMP, for example, the feeding of chicken and fish, and fertilizer for vegetables and fruits. However, the school can raise only small profits because the surplus products are offered for sale within the community at prices lower than those at the market. In addition, many crops, from various places are for sale in the Bangkok market, resulting in price declines. Therefore, the school needs to explore a new market.

Fifthly, the school has to inform villagers of the new market so that the community can broadly benefit from the expansion of the MMP. In this way, villagers in the community can acquire the knowledge of income generation from the schools experience in opening up a new market.

4.3.4 Education/HRD

Through our research on how the school collects human resources for the MMP and how knowledge is disseminated to the community, from the aspect of human resources, we came up with four findings. According to the school director, project director, and the village head, the village members formed several groups and each group helps in school activities. Other than these groups' cooperation, the school also organizes an inventory of community members with specific skills which can contribute to the success of the project. Furthermore, TAO officers visit the school regularly in order to see how the activities are conducted. In another words, they play the role of monitor.

Another aspect was on how dissemination of knowledge from school to the community is conducted, and through our research we found three facts. One is that communication between the school and the village head is important because it allows teachers to obtain information and opinions on the needs of the community. Through interviews with the parents, we also found that by parents engaging in the MMP, they obtain knowledge on the balanced nutrition from the school teachers. Furthermore, by students

4.3.5 Participation and Culture

Before visiting the school, what we thought that this site had, in the context of participation and culture, a lack of participation of parents who help the school cook lunch. However, as we conducted surveys on the research questions (see 4.1.5), we found out that there was active participation. Not only parents of the school children, but also some villagers who do not have any school children in their house nor at school, help with the MMP. According to the interviews we conducted with the school director, the project director, and some villagers, helpers form groups based on the areas where they live, and teachers inform them when they need their help.

According to some villagers we interviewed, it is not a burden to come to school to help the MMP, since they see it as one of their duties. Before visiting the school, we imagined coming to school to cook lunch would be a burden for the villagers who are mostly farmers, however, our survey revealed the opposite attitude.

They need 2 to 3 villagers to prepare lunch for about 200 school children a day, and sometimes teachers help with cooking. Therefore, the need of an individual to participate as a cook is (on average) once a month. Even a farmer, who seems to have a more severe life than others, answered that it was not a heavy task for her at all, and that she enjoyed meeting with other housewives and sharing the dishes.

We also tried to find out what children think of participating in the MMP. It seems that they quite enjoy growing vegetables, fish and chickens, and that they are proud of themselves for producing ingredients for lunch by themselves. With regards to the issue of the transference of local wisdom, we found out that the school invites local farmers to teach agricultural knowledge to children at school, though it is not voluntary participation; the school asks farmers to help children raise products, and pay a certain amount of money. However, it is still difficult to prove that the MMP helps strengthen children's awareness of their community because children receive education from other school activities, and from parents and other members of the community as well.

Regarding the community's benefit from the project, during our pre-visit research, we couldn't find out how the school could make good use of local wisdom. During the field research, however, we could see that coming to the school to help in activities is a good opportunity for villagers to exchange knowledge among themselves and to gain new knowledge from the teachers. For instance, housewives who gather to cook lunch are exchanging recipes with other families. Housewives decide the lunch based on the advice on nutrition from one of the teachers. The teacher studies nutrition by herself basically from books and passes the knowledge on to the housewives. Also, from the farmers who come to school to help children, the school has a chance to gain local knowledge.

Again from the aspect of participation and culture, we could see the potential of the school to become the center of knowledge, and even further, the center of community development.

Picture 2: Farewell Ceremony for a Teacher



4.4 Post-Visit PDM

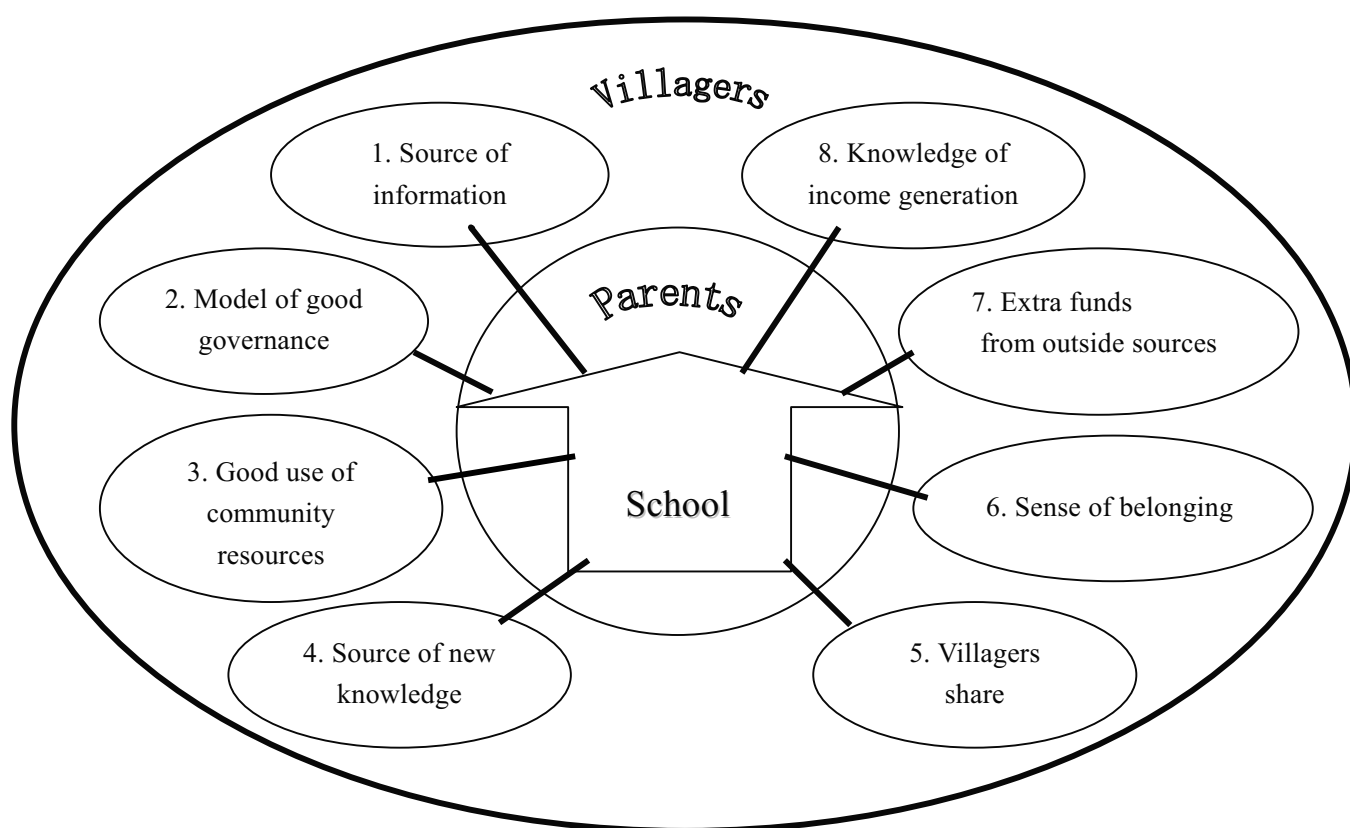
By going through the field survey, we have begun to understand the role of the school more holistically. Prior to our visit to Thailand, the main target of our survey was the MMP and its expansion. However, after investigating the site for four days, we found that actually the MMP is not actually an independent project among the other school activities. People supporting this project, especially teachers and parents, do not

distinguish this project as one particular project to support. Parents and even other community members who have no school aged children support school activities other than the MMP. For example, they come to school to clean the schoolyard, they help at school events, such as sports day, and those who cannot contribute free labor sometimes donate to the school. Now, that we regard the MMP as one of the activities the school conducts with community members, and we recognize that the school is already a place community members gather to work together, it seems to us that the school has good potential to become the center of bottom-up community development.

Accordingly, we set our project purpose as “School becomes the center of community development,” in order to achieve the overall goal, which is “People’s lives in the community are improved in a self-reliant and a sustainable manner” (Appendix 2. Post-visit PDM). In creating our post-visit PDM, we paid particular attention to making the school the center of participatory community development.

Our concept of community development is shown in Figure 1. At the core of the circle is a school with the outer circle of parents and that of the community. We came up with eight types of output in order to start community development from the school.

Figure 1: Our concept of community



We propose the following outputs, which our project purpose should meet.

1. The school becomes a source of information for TAO and other organization.
2. The school becomes a model of good governance.
3. The school makes the best use of community resources.
4. The school disseminates new knowledge to the community.
5. The villagers share their knowledge among themselves through the coordination of the school.
6. The children strengthen their sense of belonging to the community.
7. The school acquires extra funds from outside sources.
8. The villagers improve their knowledge of income generation with information from school.

Output 1: “School becomes sources of information for TAO and other organization”

We found that villagers come to this school regularly to support school activities, and TAO officers as well come to the school to monitor the MMP. In addition, we found that various kinds of groups (e.g. mushroom group, school lunch cooking group) are organized in Don Joad village. However, they don’t exchange opinions among themselves very often. Based on these findings, we believe that they can exchange their opinions and needs through the school.

We suggest that the school develop networks among villagers’ groups, including public and private organizations. Through these activities, it becomes possible for the villagers to inform TAO and other organizations of their needs and opinions as well as TAO and other organizations being able to provide information to the villagers.

Output 2: “School becomes a model of good governance”

We found that there is a student council as well as a basic education committee at the school. Yet, neither of these committees participates in the school management, nor has the school adopted a self-evaluation system. On the other hand, we saw that Non Chan Took School adopts a participatory decision-making system and a self-evaluation system that allows community members and parents to actively participate in the school management. This improves peoples understanding and trust of school management. We consider it necessary for the Don Joad School to accept this kind of management system in order to become the center of the community development. This is because it is important to apply participatory decision-making in the process of community development. In our suggestion, we use the term “good governance” to refer to the process of decision-making being democratic and participatory.

To achieve this output, we suggest that the student council/committee, the basic education committee, and parents and community members all participate in the decision making of school management. Also, we suggest that the school conduct self-evaluation on school management. The school can develop a new school management plan based on the results of the self-evaluation.

Output 3: “School makes the best use of community resources”

The reason we set this output is that villagers cooperate in school activities. Villagers contribute their labor force as cooks and donate their products to school lunch. In addition, we found there is an inventory of community resources. However, these resources are not fully utilized for other school activities. Therefore, we suggest that the school utilize community resources not only for cooking lunch efficiently, but also for other school activities.

To achieve this output, we propose two sets of activities. One set of activities enables the school to utilize

local materials. The school asks villagers to donate local materials for school activities. These will be kept at the school's learning center so that teachers and students can utilize them whenever they want.

The other set of activities is about the use of an inventory of community resources. First, the school uses the school inventory to identify villagers with specific skills who can support school activities. Then villagers contribute their skills, knowledge or labor to the school. To improve the function of the inventory, it needs to be updated regularly by surveys and if possible, students themselves can conduct these to contribute to school improvement. By doing this, it would further enhance the participation of villagers in school activities.

Output 4: "School disseminates new knowledge to the community"

According to the interview with parents, we found that in fact, some knowledge was spread to the community through school lunch cooking. The parents who participate in lunch cooking obtain nutritional knowledge from teachers. However, we found that the spread of knowledge was not intended nor were there any other school activities disseminated knowledge to the community.

Therefore, we suggest that the school identify villagers' needs and give opportunities to put new knowledge into practice. To achieve this output, at first teachers need to identify what kind of new knowledge villagers need by communicating with village heads, and/or villagers. In order to meet the needs of villagers, teachers should check the available human resources in the inventory and, at the same time, teachers themselves should try to gain knowledge from available materials or through training from various institutions. Teachers can apply the new knowledge to school activities, so that parents and students can also gain new knowledge through those activities, and may apply the acquired knowledge and skills at home, which will lead to further diffusion of new knowledge among villagers.

A good example of schools promoting knowledge-sharing among community members is a project called, "Junior Farmer Program" run by Non Chan Took School, which we observed in Khon Kaen. The content of this program is to provide modern agricultural knowledge to children, which constitutes part of their school curriculum. Although this program provides organic agricultural knowledge to school children, the main purpose does not lie in building the agricultural skill of the students, but in encouraging children to bring this agricultural knowledge back home to share it with other community members. In this way, some families are able to afford three meals at home thanks to this project.

This program is interesting in that the school plays an important role in contributing to community development by encouraging teaching and learning to the people outside the school.

Output 5: "Villagers share their knowledge with the community".

The difference between output 4 and output 5 is who takes an initiative to disseminate the acquired knowledge. In output 4, the instructor is a teacher. However, in output 5, villagers themselves are instructors.

Concerning this output, we found that villagers exchange recipes with each other when they participate in the school lunch cooking, and that community members organize groups based on products they raise or on their interests. However, we couldn't find many activities being held to share knowledge among groups within this village. According to these facts, we consider that villagers could make use of their knowledge for themselves with the coordination of the school.

To achieve this output, we suggest that the school identify villagers' needs and then suggests to the villagers a resource person within the community or from other places. Following the suggestions, villagers invite local experts to conduct classes in order to obtain knowledge. This is the way that villagers can share knowledge among themselves. To implement these activities, school coordination is necessary.

Output 6: “Children strengthen their sense of belonging to the community”

In our interview with children, we found that children have a sense of belonging to the community. On the other hand, lots of young people migrate to urban areas for better jobs and lives. It is important for community development that community members stay within the community and serve their own community. However, even if the villagers leave home, they should be able to contribute to their community’s development. Therefore, it is necessary for children to strengthen their sense of belonging to the community so that they will contribute to their community.

We suggest that Children collect information on local history or community legends as the first step in strengthening their awareness of their community and, for example, they can write their findings as a document. Teachers can develop these documents into learning materials to be used in classes.

Output 7: “School acquires extra funds from outside sources”

For the MMP, the school obtains six bahts per primary student every day from ONPEC and a pack of milk for each student every day from TAO. However, this support is not sufficient to conduct the MMP.

At present, provincial and district education offices compile information on funding sources both from MOE, and other related agencies. This information flows one way from donors to schools through MOE. However, schools can also obtain information on funding sources from the other school who have succeeded in obtaining funds. In fact, the Non Chan Took School has succeeded in gaining various kinds of funds to support school activities. On the other hand, the Don Joad School has funds only from the SCN bank. If Provincial and District educational organization collect funding information both from donors and from schools succeeding in obtaining funds and make efforts to improve the availability and openness of such funding information, schools can make a good use of information and create strategies to obtain extra funds instead of waiting for fund allocations from the government. It is a way to consolidate the MMP in a financial aspect. If the school can solve the financial problems and obtain more funds, it may be possible to provide lunch for lower secondary students every day.

Picture 3: Vegetable Garden and Pond at Ban Don Joad School

**Output 8: “Villagers improve their knowledge of income generation with information from school”**

Through our survey, we discovered that the community members have a problem with marketing. They don’t have a market network outside the community. Therefore we recommend that the school explore new markets with help from villagers, local government and other sources.

To achieve this output, the school could set up an agricultural production curriculum for students and help them to find a market in which to sell the surplus products of the lunch program. Furthermore, the school could provide market information to villagers to help them increase marketing channels for their products and increase their incomes. If all this output is achieved, we assume that the school can become the center of community development.

Although we set several important assumptions in the attached post-visit PDM, the most important one is that “None of the activities depends heavily on a single leader”. We believe this assumption is essential to achieve our output. While it is necessary for any group to have a leader to gather information from the members, they have to avoid depending solely on one powerful leader. This is because it becomes a barrier against community development when a leader makes decisions by him/herself without listening to other members and monopolizes information or resources. The information and resources should be utilized by all of the community members. It is necessary that each member improve their skill and knowledge through group activities.

5. Relevant Cases from Japan (and other countries) and their Applicability

5.1 Governance and Capacity Building/ Education and HRD

5.1.1 Case Study: Educational Supporter Network in Nagoya

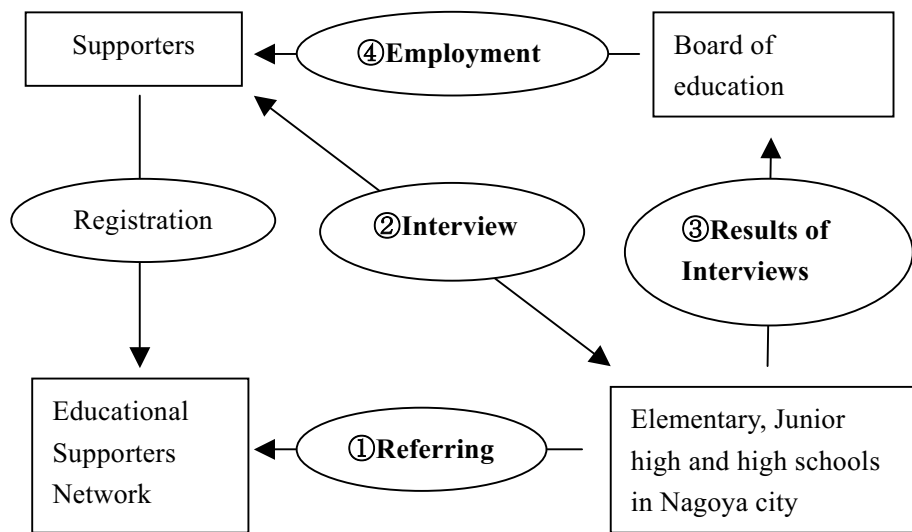
Nagoya city office recruits and registers the citizens of Nagoya who want to make the best use of their special abilities and skills as volunteers. The office then provides information about available volunteers in response to requests from schools, community and after school activity programs which need their support in the area of education and lifelong learning. Then the need of support is matched with needs of schools and other activity groups. The system just started in October, 2002.

Volunteer Educational Supporters can work either at schools or in the community.

At schools, educational supporters are expected to help teachers as assistants and coach students in technical skills related to club activities, such as baseball, soccer, judo, drama and brass band. In order to participate in these activities, a request from a school is necessary during their volunteer activities. Transportation expenses and some insurance fees are covered by Nagoya city. In the community, educational supporters coach and assist activities as requested by various community groups, who learn handicrafts, industrial art, drawing, personal computer and other activities in a lifelong education center or at a community center.

The process for working as supporters is as follows:

- i)Schools refer to Educational Supporters Network and find appropriate supporters (①);
- ii)When schools identify supporters with skills they need in the Network, the school director accepts an interview with them (②);
- iii)The board of education decides whether or not to employ them referring to the results of interviews by the school director (③); and
- iv)Supporters join in club activities and start to coach students (④).

Figure 2: System of Educational Supporters Network

5.1.2 Applicability

Unfortunately, applicability of this case study to the situation in site 3 is considered low since there has already been a similar system in Ban Don Joad School, with which it is possible to obtain information and appropriate human resources from villagers.

Through the research we recognized that villagers' participation in rural community development depends mostly on the efficiency of information dissemination among people.

Ban Don Joad School, however, makes and utilizes the inventory of community members with specific skills and knowledge. Various activities are managed by a large number of participating villagers, such as parents and farmers. Also, teachers in the school obtain information and opinions on villagers' needs from the village head.

5.2 Business Relations

5.2.1 Case study: Philanthropy activities in Japan

Funds from outside sources are crucial for the MMP to be self-sufficient and sustainable in the future. Even though the SCN Bank donated 53,000 Baht to support the MMP in January 2001, lunch is not provided to all of the lower secondary students because the donation was just enough to provide lunch for all the primary students only. Therefore, the awareness of the company regarding the contributions to the community has to be raised in order to support this project continuously. Next, we would like to introduce a good example of contribution to the community by a Japanese company. FUJI XEROX carries out two kinds of activity as follows.

FUJI XEROX in Japan

- **A matching gift**

A matching gift is a good example how a company can contribute to the community in cooperation with its employees. When employees donate money for a group, the company donates the same amount of money its employees do for the same group. For example, suppose that employees have donated 10,000,000 yen for the NGO. Then a company also will donate 10,000,000 yen just like its employees have done so that in total, 20,000,000 yen will be donated to the NGO.

- **“Fraction club”**

“Fraction club” provides a good example that every person’s donation of a little money turns into a lot of money when many employees contribute continuously. Employees at FUJI XEROX deposit a fraction of their monthly salary and bonus (a fraction means the odd money; for example, 15 yen in 10,015 yen, 234 yen in 120,234 yen). The amount of money ranges from 100 yen to 10,000 yen at one time and the surplus money is collected for a party, a farewell reception and so on for the “fraction club.”

The club has a distinct management system. Every member of the club has the right to decide the management policy, to select its staff as well as to determine where to make donation. The groups sense of philanthropy increases steadily by managing the club and deciding which organizations to make donations to by themselves.

5.2.2 Applicability

It is useful to introduce examples of activities carried out in private Japanese companies to Thailand so that they can actively contribute to the community. Also, we think that the Thai companies can collect donations from each employee because the Buddhist idea of accumulating virtue has been established in Thailand. Moreover, through active contribution of the company to the community, it can play the role to promoting community development alongside with people in the community.

5.3 Participation and Culture

5.3.1 Case Study: Community as classroom, local people are our teachers (Tomiura Elementary School, Chiba, Japan)

Tomiura Elementary School is located near the coastline of the Pacific Ocean. The school enjoys and utilizes the rich local nature: the sea, rice fields and forests.

Within the subject of “Comprehensive Learning,” the children in grade 3 devoted themselves to making “Onigiri,” or a rice balls, from the very beginning stages; that is growing rice, producing dried laver and creating salt from seawater. They aimed at making the simplest type of “Onigiri” which requires the above ingredients .

In growing rice, they borrowed a piece of land from one of the parents. In order to provoke a sense of responsibility, the landowner and the school organized an opportunity to let the students negotiate on the leasing of the land themselves. In each stage of the rice production, many parents offered to help children with their activities and, owing to their help, the rice of grade 3 students was successfully harvested.

The procedure of creating salt from the seawater was taught by the elderly of the community who did it

themselves until the end of WW II. It is true that it requires some delicate techniques and certain knowledge or experience to be successful. After failing to create salt on their own, children started to ask their family members for help and found out that many of their grandparents have what we call ‘local wisdom’ of making salt. Therefore, the school invited the elderly to the school as “guest teachers” and requested that they give advice to the students. Finally, the students were able to successfully create salt. However, the outcome of the salt making process was not only the salt. The most important output was that the children realized the value of the elderly and their knowledge and at the same time, the elderly were delighted to have communicated with the children, including their own.

The third product they tried to produce was dried laver. However, raising laver from the very beginning turned out to be impossible due to the fact that children would have to go out into the sea to raise laver, which is too dangerous to carry out. So, they decided to amend their activities in processing the laver instead. Again at all the stages needed to produce dried laver, such as information gathering, obtaining raw material and equipments and so on, many community members, who are professionals in this field, participated in the activities to teach the children.

It took the students about a year to complete their activities to make up “Onigiri” of their own. In addition to the great taste of their final products, they enjoyed the feeling of accomplishment as well as an improved sense of responsibility and understanding of their community. Through their activities they gained the opportunity to talk with people whom they had never met before and whom they would not otherwise have had a chance to speak to.

The school called this kind of curricula “Community is our classroom, and people are our teachers.” The benefits of this curriculum to the students are that:

It enables the children to get ‘lived’ experience which is practical; It stimulates the interest of the students since the subjects are familiar to them, improving their consciousness to learn; and Children strengthen their sense of belonging to the community by finding out the characteristics or special features of their community. Moreover, their activity has a positive influence on the community. For example, the community members can transfer their local wisdom to the children; a warm relationship backed by mutual trust can be created among the children and the community members as well as between the school and the community itself; and the community improves its understanding toward the school and becomes cooperative in providing information and knowledge.

5.3.2 Applicability

Even though they do not specify the incentive of the participation by the community members, they provide good examples of how to involve community members in school activities. It also shows how the transfer of knowledge can take place within the official educational curricula. Moreover, it clearly proves that the school’s active appeal to the community does improve the consciousness of the people and thus creates potential for community development.

The example from this case study can be utilized when considering output 3: “School makes the best use of community resources” and output 6: “Children strengthen their sense of belonging to the community.” For the former, what can be applied from the case study is that when the school was given the freedom to create its own curriculum, the school chose to utilize its local resources by asking the parents for their cooperation. It turned out to be very successful in a sense that the interest of children in their community was enhanced and at the same time, the awareness of the community of the school activity was improved.

For the latter output, the lesson to be learnt from this case study is that it is very efficient to make children themselves do research about the community. In the case of Tomiura Elementary School, children became interested in investigating how to make salt and found out that their grandparents have that specific knowledge. Through this process, their understanding of the elders, as well as the history of the community deepened. Therefore, this method of allowing the students to do research on their community can be applied making of the inventory of community resources. In this way, the students will learn more than who can do what; they can investigate more on the history, environment and other circumstances of a particular person thus improving their perception of their community.

6. Recommendations

Our post-visit PDM consists of both findings and recommendations. In this section, we can summarize our recommendations in the following seven points. First, the school becomes a source of information for TAO and other organizations. This suggestion aims to enhance the efficient exchange of information among villagers, TAO and other organizations. Secondly, we suggest that the school become a model of good governance. To become the center of community development, the school should be a good example of participatory decision-making. Once involved in management, community members can then learn about democratic and participatory decision-making processes. Thirdly, we propose that the school make the best use of community resources. We recommend the school utilize the inventory of community resources effectively, not only for school activities or children, but also for villagers themselves. Fourthly we recommend that the school disseminate new knowledge which community members need. Such new knowledge ranges from new market channels to nutrition. Our fifth recommendation is that the school promotes and supports villagers' knowledge sharing. Our sixth recommendation is about obtaining extra funds to maintain school activities, including the MMP. We suggest that provincial and district offices compile the information of funding resources not only from donors but also from schools succeeding in obtaining funds. In addition, we recommend that these offices make such funding information available to the public so that the school can obtain the extra funds from the public and private sectors more easily, and so that all the students, including lower secondary students can have lunch. Lastly we recommend that children learn about history and legends of the unity. Through these studies, children will have an improved sense of belonging to the community and will contribute to community development in the near future. By achieving this output, the school can become the center of community development.

What we have recommended so far might be difficult for the school and various offices to implement under the current situation, and the teachers might also be too busy to expand their jobs to include community development. However, our recommendations will become possible, if the teachers can receive the villagers' help. We again believe that the participation of community members is one of the important factors that would enable the school to realize our recommendations.

Additional recommendation: To expand midday meal project to other schools

Regarding the expansion of the MMP, we focus our attention on the community as our target group. However, as we went through our research on the school, we came to realize the importance of expanding the project to other schools. At present, not all primary schools in Thailand implement the MMP. Even when a

school implements the MMP, it often happens that the school cannot manage it well. Therefore, we think successful schools, like Don Joad School, should disseminate their knowledge of the program management to other schools. Yet, we did not include this suggestion in our Post-visit PDM, since the target group of this activity is different.

We have considered a way to expand the MMP to other schools. Given that Ban Don Joad School is one of the most successful cases of the MMP, we believe that the expansion of the Ban Don Joad style MMP would benefit the other communities. We suggest a way to expand MMP the MMP as an example. First, Ban Don Joad School disseminates the Ban Don Joad style MMP to other schools in the same cluster². Secondly, the school creates a method and manual of instruction and gives training to teachers at other schools. Thirdly, after giving the training at Ban Don Joad School, Provincial/district officers visit every school that has joined the training in order to give them regular support. Moreover, the Provincial/district office provides them with follow up training to update their skills and for any consultations. For instance, after the first training session, teachers who joined the training then implement the MMP at their own respective schools. If they face any trouble implementing the program, they can consult with other teachers at the follow-up training sessions. Fourth, Provincial/district offices regularly monitor the implementation in the same cluster. Fifth, if all the schools in the cluster succeed in implementing the MMP, the cluster itself becomes the model of the MMP and they can transfer the method and process to other clusters.

Endnotes

1. The term “the MMP”, from here on is used signify the integrated agricultural activities and cooking of lunch that takes place at Ban Don Joad School.
2. A cluster school is a system of managing groups of schools. One cluster consists of a ‘core’ school and several other schools grouped together. The ‘core’ school will be equipped with various instruments and materials; in other words, the resources will be concentrated to the ‘core’ school. The other schools within the group or the cluster will share the equipments so that limited resources will be fully utilized by a number of schools.

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Pre-Visit Project Design Matrix (PDM) : SITE 3

Target area : 4 villages

Target group : Community members of the 4 villages

Version No.1

Date: Sep.17, 2002

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Overall Goal Children go to school	-Enrollment rate of children in Ban Don Joad school increases by X% -Dropout rate of children in Ban Don Joad school decreases by X%	-Report from TAO -Report from TAO	-There is opportunity to get education based on local knowledge -TAO gives villagers sufficient opportunities to get education -Villagers are provided opportunities to receive education
Project Purpose The Midday Meal Project becomes sustainable	-Profit raised by the project (X%) -Lunch is provided everyday (to every student)	-Activity record kept by school -Activity record kept by school	-Parents can afford textbooks, uniforms, transportation and other expenses -Parents recognize children should go to school
Output 1. Villagers participate and support the Midday Meal Project 2. Running cost is covered by the product itself 3. Teachers contribute well to the Midday Meal Project as coordinator	1. Number of volunteers who take part in the project is X people per day 2. Input and output are balanced within the project 3. Number of professionals invited to give information is X per month	1. Roll book of volunteers kept by school 2. Accounting book 3. Visitor book kept by school	-Central government policy does not change -The core teacher does not leave -Government subsidises for school lunch continues
Activities 1-1-1 School advertises the Midday Meal Project to the villagers 1-1-2 School invites the villagers (farmers/parents/TAO) to work with children and to have lunch together (Lunch Day) 1-2-1 School creates incentives for the participants 1-2-2 School introduces “service ticket” 1-2-3 School develops “service ticket”system 1-2-4 School seek sadvice from TAO/school/bank (legal affairs) ----- 2-1-1 New market networks for existing products are built 2-1-2 School investigates the potential linkages to market with middlemen/villagers 2-1-3 School seeks advice from the community/TAO/middlemen 2-2-1 School develops brand-new market for diversified products 2-2-2 Villagers diversify the products 2-2-3-1 School introduces new crops/species 2-2-3-2 Villagers process the raw products 2-2-4 School investigates the potential linkages to market with middlemen/villagers 2-2-5 School seeks advise from the community/TAO/middleman ----- 3-1 Teachers are capable of handling agricultural experiments 3-2 Teachers are given useful information for the project from farmers/TAO/professionals	Input <GSID> -Group members of SWG 3 -Professors -Bus-driver -Translators <Facilities> -Bus x <Ban Don Joad school district> -Ban Don Joad school director -Government officials -The Midday Meal Project director -Community leader -Coordinators of the Midday Meal Project		-There is efficient water in summer -Market price does not decline suddenly Pre-Conditions -The value of national currency is stable -Transportation is available

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Overall Goal <i>People's lives in the community are improved in a self-reliant and sustainable manner</i>	-Adult literacy rate increases by X% -Income per capita is increases by X% -Net enrollment rate at lower secondary school reaches 100% -Life expectancy is improves by X years	-Record of district education offices -Record of TAO -Record of district education offices -Record of Provincial Office of Public Health	
Project Purpose <i>School becomes the center of community development</i>	-The number of activities held at school involving community members will double by 2007	-Activity record kept by school	-Project purpose stays compatible with national development agenda
Output <i>1.School becomes sources of information for TAO and other organizations (including non-governmental organizations)</i> <i>2.School becomes a model of good governance</i> <i>3.School makes the best use of community resources</i> <i>4.School disseminates new knowledge to the community</i> <i>5.Villagers share their knowledge with the community</i> <i>6.Children strengthen their sense of belonging to the community</i> <i>7.School acquires extra funds from outside sources</i> <i>8.Villagers improve their knowledge of income generation with information from school</i>	1.The number of letters in the opinion box increases by X% per year 2.The meeting on school management is held at least once a month among parents, students, and community members 3-1.Learning center equipped with local materials for learning is built by 2004 3-2.The number of community member supporting school activities through an updated inventory reaches 10 people per month. 4.The meeting is held to share information once a month 5.The meeting among the villagers is held to share information once a month 6.After secondary school graduation, rate of people who leave the community decreases by X % 7.Total amount of extra funds from outside sources increases by X% 8.Income of household increases by X% annually	1.Record of opinion box 2.Record kept by the teacher in charge 3-1.Field survey 3-2.Meeting record 4.Record kept by the teacher in charge 5.Meeting record 6.Field survey 7.Fund allocation report from district education office 8.Annual income statistics from TAO	-People's health condition is maintained -Villagers' level of income does not change significantly
Activities <i>1-1 School develops network with individuals, groups, public and private organizations to exchange information and cooperation</i> <i>1-2 School introduces the opinion box system and explains it to villagers</i> <i>1-3 School identifies villagers' needs by collecting information from the opinion box and meeting with activity group (e.g. mushroom group) leaders</i> <i>1-4 School informs TAO representatives in each village of villagers' needs and opinions</i> <i>1-5 TAO develops plans based on acquired information from the school</i> <i>1-6 TAO and other organizations communicate with villagers through the bulletin board at school</i> <hr/> 2-1 Student council/committee is organized 2-2 The leader of the student council/committee is elected 2-3 Various school sub-committee groups are organized e.g. library group, cleaning group 2-4 Students participate in decision making of school management through student council/committee 2-5 Basic education committee joins the decision making of school management 2-6 Parents and community members participate in decision making of school management 2-7 School conducts self-evaluation on school management in a participatory manner 2-8 The results of self-evaluation is utilized in developing a new plan <hr/> 3-1 School utilizes local materials <hr/> <i>3-1-1 Teachers identify local materials useful for academic and non-academic activities</i> <i>3-1-2 Villagers contribute local materials they have at home to school</i> <i>3-1-3 School creates learning center(s) in the school where local materials are available</i> <i>3-1-4 School utilizes local materials to teach children</i> 3-2 School utilizes inventory of community resources 3-2-1 The school organizes inventory of community members with specific skills and knowledge and that of other resources e.g. equipment, premises 3-2-2 Children update the inventory annually 3-2-3 School seeks needed community resources either by using inventory or community broadcasting system and consulting with village heads 3-2-4 Villagers contribute their knowledge, labor and other resources to school activities <hr/> 4-1 Teachers obtain information and opinions on villagers' needs from village heads <i>4-2 Villagers put their need for new knowledge on the school bulletin board</i> <i>4-3 Teachers identify what kind of new knowledge the community needs</i> <i>4-4 Teachers check the availability of human resources in need through the inventory</i> 4-5 Teachers obtain knowledge from available materials	Activities (continued) 4-6 Teachers receive training from various institutions e.g. MOE, MOA, MOI, MOPH, NGOs, universities <i>4-7 Teachers apply new knowledge in school activities</i> 4-8 Parents and students obtain knowledge by engaging in school activities <i>4-9 Students and parents implement activities at school or at home</i> <i>4-10 Students and parents disseminate new knowledge to other villagers</i> <hr/> 5-1 Villagers organize themselves into activity groups 5-2 Villagers utilize the information collected by the school together with information from other sources to identify villagers' needs 5-3 Teachers check the availability of human resources in need through the inventory 5-4 Teachers suggest to villagers resource persons in the community or places to acquire knowledge 5-5 Villagers invite local experts to conduct classes 5-6 Villagers organize classes in order to obtain knowledge <hr/> 6-1 Children investigate written or oral history/community legends in the community 6-2 Children document the findings from their investigation 6-3 Teachers develop the documents into learning materials <hr/> 6-4 Children learn from the created materials in class <hr/> 7-1 Provincial and district education offices compile information of funding sources from MOE and other sources 7-2 Provincial and district education offices compile information of funding sources from schools succeeding in obtaining funds 7-3 Provincial and district offices inform the public and the pivate sector of tax exemption system 7-4 Provincial and district offices increase the availability of information of funding sources to schools 7-5 School compiles information on funds at provincial and district education offices 7-6 schools Successfulin fund raising disseminates their strategy 7-7 School applies strategies for obtaining extra funds <hr/> 8-1 Agricultural production is integrated into school curriculum 8-2 Students produce agricultural products at school 8-3 School utilizes the products to provide lunch for students 8-4 School sells the surplus products to the community and the markets outside the community 8-5 School explores new market with help from villagers, local government and other sources 8-6 School sells the remaining products to the new market 8-7 The profits raised are shared among the students 8-8 School disseminates information on newly found market to villagers 8-9 Villagers organize groups to sell products to market outside the community	Input Human resource <Internal resource> -Ban Don Joad School Director -Midday Meal Project Director -Teachers & students <External resource> -Village Heads -TAO Chairman -Skillful community members -Parents and community members -Experts from various institutions e.g. MOE, MOA, MOI, MOPH, NGOs, universities etc. Budget -30% of the cost for the school lunch from MOE -Other budget from MOE Equipment -Agricultural equipment -Local materials	-Educational policy which promotes lunch project does not change -Business sector is willing to donate funds to school activities -Community members with special skills stay within the community -Communication network is available -Most of the students remain involved in school activities -Related organizations are willing to release their information -None of the activities depends heavily on a single leader -Teachers are willing to contribute to community development Pre-Conditions -The community members agree with the project's concept

Site Working Group 4

Local Wisdom and Community Leader Development

(Tambol Bua Nguan, Nam Phong District, Khon Kaen Province, Thailand)

1. Introduction
2. Site Information
3. Pre-Visit PCM Analyses
4. Field Survey and Post-Visit PDM
5. Relevant Cases from Japan and Their Applicability
6. Recommendations

Endnotes

References

Appendix 1. Pre-Visit Project Design Matrix (PDM)

Appendix 2. Post-Visit Project Design Matrix (PDM) in English

Appendix 3. Post-Visit Project Design Matrix (PDM) in Thai

Appendix 4. Problem Tree

Appendix 5. Objective Tree

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1. Introduction

Community Participation means maximizing the extent to which communities become actively involved in their development and empowerment. Within the framework of information, it is involving communities in the whole information cycle of creation, acquisition, storage, structure, dissemination, evaluation, feedback, etc. Communities must be in charge of how to use information for self-development, planning and execution of various plans.

According to Nebo (1996), community participation is acknowledged on the grounds that ownership is important for the success of initiatives. It encourages inter/intra-dependence within communities and between communities and professionals. Participation facilitates knowing more and doing more. It works in the following order.

Involvement => awareness => usage => growth => development.

Since 1961, the Thai government has emphasized modern technology as a tool for economic development of the country. However, in recent years more emphasis has been given to the use of local wisdom and community participation for local development. One of the reasons for this switchover is the National Economic Crisis in 1997. During the recession, laid-off workers returned to their villages. Though the rural sector absorbed all unemployed labor, poverty in rural areas increased due to heavy reliance on insufficient resources. Secondly, the central government budget shrunk due to the slow down of the economy so government had to delay or stop on going projects in rural areas, which resulted in increased unemployment. As a result, local communities had to take initiatives towards self-reliant activities. Thirdly, the essence of the government policy of decentralization is to keep intact the local culture and to promote local wisdom. However, the success of democratization is highly dependent upon key persons who showed courage to implement it¹.

The purpose of this report is to develop a project for a sustainable and self-reliant community development in two villages of Ban Pia Farn (Moo 1 & 14) in Tambol Bua Nguan. In this site, it is a common belief that villagers and nature can live in harmony. Most of the occupations are closely related to nature. The success of the project is based upon good governance, leadership, business relations, human resource development and most importantly, community participation.

This report involves surveys from the villagers and interviews with community leaders, group leaders and local government officials. Some relevant case studies from Japan and other countries are also presented as back-up support to the recommendations.

1.1 Statement of the Objectives

The principal objective of the study is to address the following issues.

- To analyze and evaluate various activities initiated by the leader and villagers in Ban Pia Farn.
- To analyze the role of good leadership in community development.
- To identify the problems related to the existing activities.
- To propose recommendations for the improvement of running activities.
- To suggest non-agricultural activities for raising their income.

1.2 Plan of the Report

The rest of the report is structured as follows. The basic characteristics regarding the selected community, Village 1 and 14 from Tambol Bua Nguan and the justification of the selected project, “Local Wisdom and community Leader Development” are explained in section 2. Section 3 is devoted to the pre-visit Project Design Matrix (PDM) while section 4 discusses the post-visit PDM and provides a detailed description of the findings of field surveys and interviews conducted during the site visit. Relevant cases from Japan for each thematic issue are presented in section 5. Finally, in Section 6 a few recommendations, based on survey reports and case studies, are suggested.

2. Site Information*

The site is located about 53 km from Khon Kaen city covering village No.1 and part of village No.14 in Tambol Bua Nguan. There are about 300 households with a population of 1,200 who mostly believe in Buddhism and spirit cults. There is one school with primary, lower secondary and upper secondary education. The total number of students is about 400 with 30 teachers. The main occupation of villagers is rice and sugarcane cultivation. However, they are involved in many other household group activities with financial support from various sources, such as the government project “One Tambol One Product” and village funds from TAO. Particularly, the Tourist Authority of Thailand (TAT) has supported the development of Eco-tourism by constructing a “Bee Village” for exhibition and parking space for tour buses. The TAT also supported the improvement of road conditions with the cooperation of Bua Nguan TAO. Moreover, villagers have organized “Saving Group” to provide loans to support each other in various production activities.

In the site, there are four main household groups: the Bee and honey group, Cricket group, Reed mat group, Mulberry and silk group. Another more than 20 minor groups include the dairy cow group, fish raising group, artificial flower group, Fried banana group, Vegetable growing group and Duck raising group etc.

Within each year honey can be produced during the flower season from October to March. The beekeepers form themselves into 5 regional associations with separate centers in each region. In the northeastern region there are 50 beekeeper groups scattered over 19 provinces. The Khon Kaen beekeeper center has to supervise all 50 groups in 79 provinces including the site area. Villagers in the site developed a training program to transfer the local wisdom of honey production.

In 1993, a graduate student started the cricket raising experiment so as to solve the problem of malnutrition and protein deficiency in the site. When the flower season is over, villagers stop honey production activities and turn to cricket raising. Villagers also use reed plants as raw material to produce small reed mats. Mulberry and silk production is a typical example of transferring local wisdom from generation to generation. In the Ban Pia Farn village, people make silk mainly for household use especially during festivals or ceremonies.

Mr. Supasilapa Bodhima, who graduated from a vocational school with a major in agriculture, is an outstanding successful leader in the community. He was elected as President of Bua Nguan TAO in 2001, and is the leader of the saving, bee keeper and cricket raising groups. Mr. Supasilapa is well known for applying of

* This section heavily relies on Phaisal Lekuthai (2002), ch.4.

local wisdom to the production process with the objective of poverty reduction. Visitors from neighboring countries such as Laos and Cambodian, who have a similar culture and way of life as Thai villagers, visited this site to learn from him how to set up activity groups, such as bee and cricket raising.

Picture 1: Bee Center



3. Pre-Visit PCM Analyses

As a starting point for the Overseas Fieldwork 2002, an analysis of the situation of the site based on secondary information and PCM method was carried out.

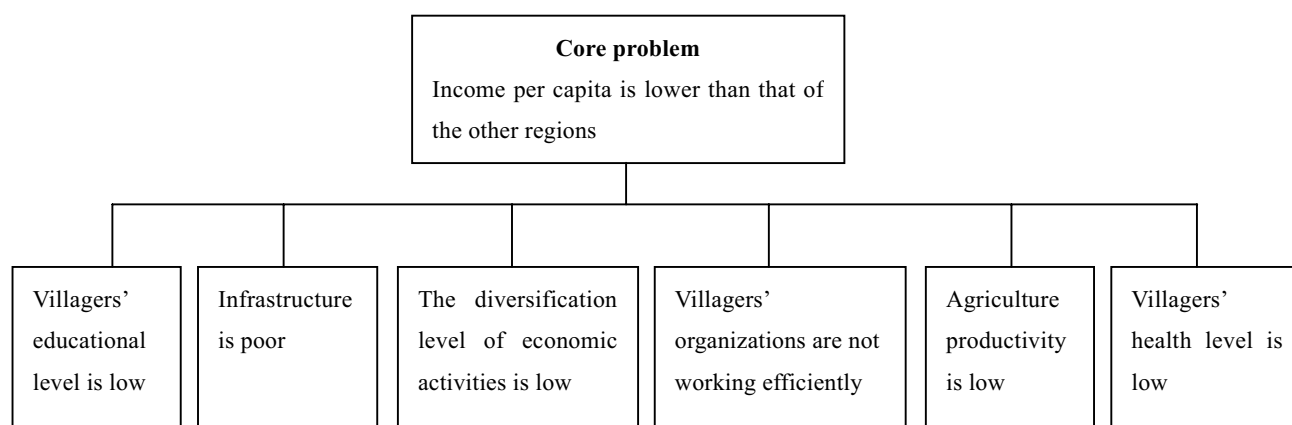
3.1 Establishment of the Overall Goal and Identification of the Core Problem

The overall goal was established as follows: “People’s Life in the Community is improved in a Self-reliant and Sustainable Manner”. This means that their educational and health level, income and expectations for a better future will be increased in a sustainable way.

After having identified our main goal, an identification of the problems that need to be solved in order to achieve this goal was carried out and the core problem was defined as “Having a lower income per capita than other regions in the country”.

3.2 Problem Tree

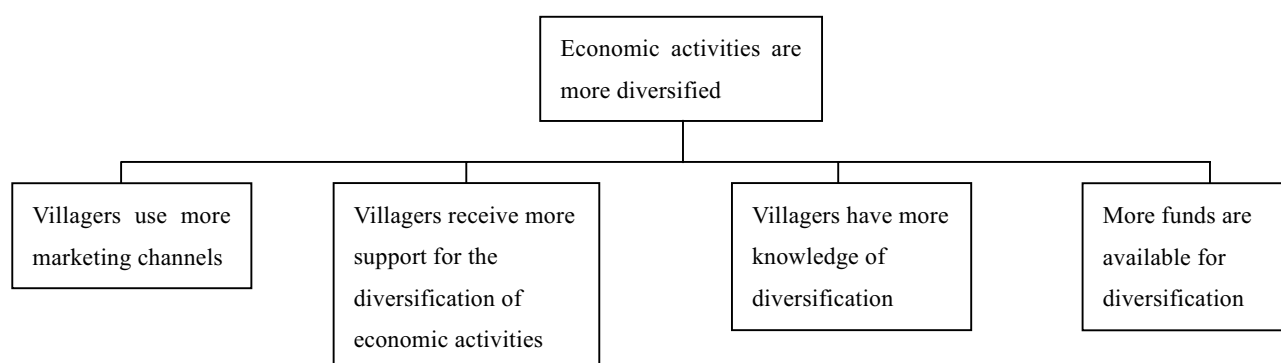
In order to develop an adequate problem tree, the causes and main consequences of the low income per capita were established.² The main causes identified were the low educational level, the poor infrastructure; the low diversification level of economic activities; lack of an efficient coordination among villagers’ groups and government to promote economic development; low agricultural productivity; and low educational levels and bad health conditions of the population which leads to lower labor productivity.

Figure 1: Core Problem and its Direct Causes

Continuing with the PCM analysis, the problem tree was further developed by identifying the issues causing the problems identified as direct causes of the core problem. Among the most important problems are the insufficiency and low quality of educational and health services, villager's lack of knowledge on issues such as organization, leadership, marketing and production, education and health, low fertility of land, water scarcity, the bad state of the roads, difficulties in accessing new technologies and capital, and inefficient coordination of development efforts among villager groups, government agencies and other support agencies.

3.3 Objective Tree and Project Selection

Based on the problem tree, an objective tree³ was developed and from it the project to be carried out was selected.

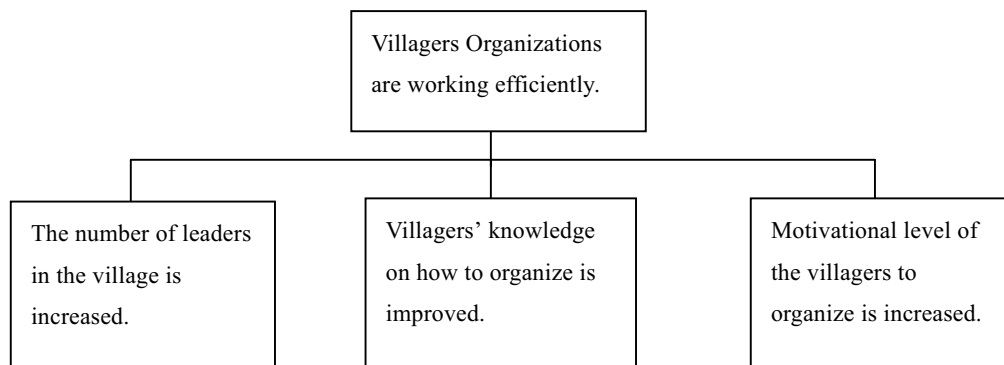
Figure 2a: Project Selection

The selection of the project was based on the original purpose established for the site which was local wisdom and leadership development. It was also based on how these could be oriented to increase the community's per capita income in a sustainable way. As the basis for the project two branches of the objective tree (Figure 2a, 2b) were selected, one related to the diversification of economic activities.

Another part of the project selection is about improving the functioning and creation of village groups to improve production, market products, increase innovation, and find access to funds as well promotion of

start-ups in both production and service sectors. Then the purpose of our project was defined as achieving community-based economic reactivation.

Figure 2b: Project Selection



3.4 Pre-Visit PDM Analysis

In order to achieve the project purpose of community-based economic reactivation, to be measured as an increase in the average income of the villagers and an increase in the agricultural related production, handicraft production and services offered in the region, four types of outputs were identified:

1. Establishment of Community-based organizations.
2. Improvement of the coordination among the stakeholders of the project.
3. Further diversification of the products and services offered by the members of the community
4. Marketing of the products and improvement of services.

Mainly what intended to achieve is the organization of people in order to develop more profitable economic activities and improve existing ones. This can be accomplished through the promotion of efficient local leaders that help in channeling local wisdom into productive activities, who work as a link between public and private institutions that can provide technical, marketing and financial assistance for this purpose.

To achieve the above objectives the main activities can be summarized as follows⁴:

1. Promotion of the importance of organizations, leadership, diversification and coordination of activities through information and incentives.
2. Provision of training and information to local leaders and villagers on new products, production processes, services, markets, organization and types of support they can access from the different institutions.
3. Coordination and promotion of the support efforts of the different agencies, public and private, that can assist in the development of the project.
4. Provision of financial, technical and marketing support to the villagers.
5. Encouragement to villagers and leaders to form production, lending, saving, and marketing groups, to increase the efficiency of their production and marketing efforts, and to give access to different types of support.

4. Field Survey and Post-Visit PDM

During the site group work, it is very important to apply the participatory approach during the field visits in order to improve the pre-visit PDM by encouraging local people's participation for the planning and implementation of the project.

4.1 Research Questions

Based on the literature review and internet investigation, it is planned to do research firstly on the Tambol Five-year Development Plan developed by the Tambol Advisory Committees (TAC), which set up economic and social development goals for each Tambol as a guidance of development of projects. It's important to ensure field project priorities are consistent with the local development plan. Furthermore, on the basis of the basic minimum needs (BMN) of the villages, the overall questions will focus on the development of knowledge and skills of local people to enable them to take active roles in the planning, implementation and monitoring of the projects in the community.

4.1.1 Governance and Capacity Building

As the site has some experiences of diversification of household group activities, it is important to research on the governance issues, particularly the interactive arrangements, in which government agencies, private sector, and other institutions as well as local people. Since good governance means good processes of decision-making and good processes by which decisions are implemented, it is necessary to identify the important actors who coordinate among the involved parties at different levels, so as to ensure efficient participation in decision making and implementation of community development projects.

From the perspective of capacity building, the institutional aspects, which are more related with government policy support, appropriate organizational arrangements, and local administration, are going to be focused on together with leadership development and capacity building among the villagers. In order to achieve our overall goal of sustainable and self-reliant community development, the role of all involved parties should be clarified particularly with the related incentive structures. Our research questions are as follows: How do local governments such as the CDD office and TAO encourage people's participation by establishing villager's organizations and buildings leadership? What kind of incentives and support can be provided at different levels? How can villagers empower themselves to participate fully in the process of community development? Moreover, it is necessary to investigate the development of information systems in the site and the potential role of NGOs and other institutions and organizations.

4.1.2 Business Relations

In rural areas of developing countries, diversification of economic activities is one of the key ways to achieve community-based economic reactivation. Although the site is characterized by a more or less high diversification of local production, they still lack higher value-added products which could bring better profits, experience a low level of diversification in the service sector and have inefficient marketing.

In order to improve the villager's life quality, it is necessary to clarify the current condition by focusing on the local people's needs, wants and points of view, by asking them about the kind of higher value-added products and new businesses that are needed and suitable to be introduced in the site; and what local governments, NGOs, related education and research institutions as well as community leaders and villagers can do to contribute to the development of these activities. With participatory research, more income generating activities and new businesses for the site will be determined, and an applicable method for improving the marketing of local products will be established.

4.1.3 Education/HRD

Any integrated and comprehensive community development project should include human resource development. In order to achieve our overall goal, it is very important to integrate the capacity building of villagers into the planning and implementation of the project. Therefore there should be research on the proper way of educating villagers in the value of self-reliant and sustainable development, as well as providing adequate technical assistance to produce higher value-added products. Research can lead to recommendations to introduce new business in service and to improve marketing of the products during the implementation of the project.

4.1.4 Participation and Culture

Regarding participation and culture, the development of well-organized groups is the key element because it maximizes the achievements of the community. To set up such organizations, participation of highly motivated villagers is required. During the field visit a survey conducted to learn about the degree of participation of the community members, their motivational level and their trust in the leaders.

Moreover, for the success of organizations, leadership training is important. In fieldwork, information is collected about training programs for villagers and for group leaders, about leadership and organizational issues, and about their coordination with each other. Furthermore, as the site is blessed with splendid local wisdom, information is needed about any formal system prevailing in the village to transfer its local wisdom.

4.2 Research Methodology

In order to conduct the field research more efficiently, the field research should utilize the approaches and methods that enable local people to share their knowledge and wisdom

4.2.1 Key informant interview

From the different perspectives of community development, the appropriate groups should be selected to be interviewed based on the nature of information required. Generally, three groups are identified: government officers at the regional and local level, village leaders, and key persons of relevant organizational agencies and institutions.

Interviews will be based on the available information from the Community Development Office (CDD) at the province and district level, Provincial Commercial Office (PCO), Agricultural Promotion Office (APO), Industrial Promotion Center (IPC), Tambol Administrative Office (TAO) in Tambol Bua Nguan and Amphur Nan



Picture 2: Interviewing CDD officer

Phong, the community leader, Mr. Supasilapa, village headman and group leaders.

Before doing the interviews, important questions are formulated with regard to different thematic issues and some overlapping questions are prepared to serve as a follow-up or clarification to the interviewee's responses during the interview. However, whatever the information received from the key informants, it has to be crosschecked, through frequent group discussions, in order to verify the accuracy of the information.

4.2.2 Village field interviews

In order to acquire first-hand information about the current situation and also some historical events in the site, especially the most important events in the history of community development, field interviews will be conducted with the villagers. The survey questions cover the basic information on the households and villages including: participation in group activities, production and marketing problems, and accessibility to financial and technical support. The survey sample attempts to cover 10 percent of the total households in the site, which is more than 30 households with a target group between the ages of 30 and 60, balanced according to gender and geographical location.

4.2.3 Structured direct observation

During the field visit in the site, different routes will be selected according to information required. The observations and informal interviews will be combined to represent the various aspects, which have been examined. This method can be conducted by dividing teams in order to generate more information within a limited time and by holding group discussions so as to minimize individual biases.

As the field research methodology is a set of tools designed to encourage local people's participation, it has to be complemented by a favorable attitude and behavior that are supportive of dialogue with and the participation of the local people. Therefore, it's important to find the proper way of interpretation and visualization so that people with different communication styles and cultural backgrounds can understand each other and improve the quality of project planning and implementation.

4.3 Findings

In the Ninth National Economic and Social Development Plan (2002-2006), the national government has highlighted the importance of local wisdom in the process of community development. In the site, a comprehensive Tambol development plan has been promoted to enhance the social and economic development of the community with the target of improving villager's living standards. Tambol Buan Nguan has taken the responsibility of promoting household group activities to transfer local wisdom among the villagers and to provide support in terms of financial and technical assistance. Villager's participation in the diversified group activities has become the most important motive for local community development.

4.3.1 Governance and Capacity Building

In Ban Pia Farn, there are six main government agencies involved in rural community development: Nam Phong Community Development Department (CDD), Agricultural Promotion Office (APO), Provincial Commercial Department, Tourist Authority of Thailand (TAT), Industrial Promotion Center (IPC) and Tambol Bua Nguan, Amphur Nam Phong (TAO). All contribute to rural development.

According to the field investigation, Nam Phong CDD District office has been playing a key role in supporting the establishment of villagers' organizations and capacity building for leadership development and human resource development. Tambol Bua Nguan where the site is located, takes responsibility for coordinating between the government agencies and community leaders by supporting group activities in terms of villager's fund and technical training based on a bottom-up proposal from the villagers. Moreover, the community leaders play a very important role in encouraging villager's participation in group activities to increase their income. There are some group leaders selected by the villagers who coordinate group members. Moreover, we found that some NGOs and international organizations have also taken part in community development. One example is JICA, which has contributed to promotion of honey and bee production in the site.

There exist, however, some problems with regard to the governance and capacity building, which are critical for self-reliant and sustainable community development. First of all, there are no clear-cut policies to promote coordination among institutions and organization involved in community development with clarification of the roles of different stakeholders. As a result, the partnership between the government agencies and NGOs has not been built up, and the involved parties are not able to work efficiently in order to contribute to adequate allocation of resources both physical and human. Moreover, the management capacity and expertise in the villagers' organizations are not sufficient due to limited information sharing and networking.

4.3.2 Business relations

In this site, besides the main occupation, which is rice and sugarcane cultivation, the villagers also have minor occupations to diversify their source of income and to generate more income to improve their standard of living. They formed more than 20 activity groups such as a bee keeping and honey production group etc. The financial support for these activities came from many sources, such as TAO, TAT, APO and their own saving groups. Also, they received technical assistance from various agencies, such as CDO for production, packaging, and marketing, the APO for vegetable cultivation and agricultural issues, and TAT for the Bee Village and an eco-tourism project.

Out of all the activity groups, the bee keeping and honey production group can be said as the most successful group in the site. There are many factors for the success; for example, having a strong group leader, receiving support from government and international organizations (e.g., JICA), diversification of the products and the use of a beekeepers' network for marketing the products, etc. However, the other activity groups are still facing some problems. The main objective of these groups is production for self-consumption. As a result they do not realize the importance of commercializing and adding value to their products. Moreover, they lack good marketing strategies. For example they do not adequately standardize the products; and most of them sell their products individually through middlemen, so they do not have enough bargaining power to get fair prices. In addition, according to the survey, the villagers need more financial and technical support for expanding the existing activities or creating new businesses, such as an electrical appliances repair shop; vehicle and

motorcycle repair shop; as well as lodging and a souvenir shop for the Bee Village Project.

4.3.3 Education/HRD

In this site, the villagers are encouraged to participate in diversified group activities. As a result, most of the villagers are involved in various group activities. These activity groups are provided with both financial and technical support from the government agencies.

There are many government agencies involved in the issues of human resource development; such as TAO, CDO, APO and so on. These organizations provide several training programs, such as a leadership-training program, cricket raising program, bee raising program and handicraft making program. The most efficient organizations are the CDD and TAO since they have close relationships with the villagers. On the other hand, the private sector, such as Agriculture Cooperatives (AP) also provides training programs for the villagers. Through the interviews with the villagers, two problems have been determined. The first is a gap between the villagers' needs and the training programs, which the government agencies provide. The second is that an effective follow up program or evaluation system is not provided by the government agencies after the training program.



Picture 3: Training program in TAO

4.3.4 Participation and Culture

After surveying the villagers in Ban Pia Farn, it was found that the people are highly motivated to improve their standard of living. As a result they initiated many activities with the help of the community leader and formed more than 20 groups. However the sole purpose of making the groups is to get a loan from the government for their activities. These groups are lacking coordination among themselves. Since these groups are unaware of the benefits of coordination, they are not helping each other in improving the earnings from their activities.

This site is blessed with a very active and intelligent leader. He is the leader of three main groups of the village namely, the savings group, beekeeper group and cricket raising group. Along with that he started an eco tourism project in the village and applied local wisdom to the production process.

Mr. Supasilapa is well known in this area and people from neighboring countries such as Laos and Cambodia, visit this site to learn production techniques from him.

The people in the village are proud of their culture and want to keep it intact. The purpose of the eco-tourism project is not only to earn income but through this project they want to establish a local identity.

Moreover, community members realize the importance of local wisdom and want to promote it through the school curriculum.



Picture 4: Mr. Supasilapa

According to a teacher of Junior High School in Ban Pia Farn, the school devotes two classes per week to occupational training. For this purpose, the school hires experts from the village who teach students to make reed mats, furniture from bamboo, rice baskets etc. However, there is a need to introduce more interesting and useful activities in the class.

Furthermore, the Students Council in the school is a good source of leadership training for the children. The members of the Students Council are elected by voting and are responsible for conducting various activities for the students e.g., conducting sports, debate and other kinds of competition among the classes, organizing students for morning assembly etc.

4.4 Post-Visit PDM

In this section the main changes from the pre-visit to the post-visit PDM are presented. Firstly, the precondition of the project was established as “the government institutional capacity is adequate” due to the importance of the role the government will play in the implementation of the project. In terms of output two main changes were made:

1. After realizing that there had already been organized a large number of groups had already been organized in the site and that the problem lies not in the lack of groups, but in their low level of efficiency reflected in the lack of clear objectives and plans, the output was changed as follows.

Community-based organizations are established —→ Community-based groups are working efficiently.

2. The output: “Coordination of the Stakeholders is improved” was moved to the last position to clearly establish that the activities to achieve this output are necessary and applicable to all of the other results.

In general, activities were made more specific by determining who or which agencies should have responsibility or could contribute to the implementation of the project. They were also differentiated into existing activities, which are already being carried out in the site and new activities, which are recommendations based on the research findings.⁵ The specific changes in the activities necessary for each output are as follows:

Output 1: “Community-based groups are working more efficiently”.

The activities were divided into two main themes. The first theme was related to the way in which local groups’ efficiency could be improved. This can be achieved by promoting the importance of good leadership and organization through the local loudspeaker system and through the CDD officers by presentation of successful case studies, by providing training on the same issues through seminars or workshops (with their respective follow-up programs), and by encouraging groups to establish clear objectives and plans for their activities. The second theme was related to the way of transferring local wisdom, leadership and organizational skills to the new generations through school activities, such as crafts and arts class, and student councils.

Output 2: “Production is diversified by Introducing Higher Value-Added Products”.

First of all, coordination among the different agencies⁶ providing assistance in this area should be achieved, and networks with NGOs and educative and research institutions should be established. Moreover, investigations to determine the needs of assistance needed by the local producers should be carried out. On the other hand, leaders should be used as channels to introduce the concept, importance, benefits and knowledge of how to produce higher value-added products for the rest of the community. Lending groups should be formed to

access the loan markets, and incentives, such as contests for new products and subsidies to those willing to try new products first, should be offered by the government.

Output 3: “New Businesses in the Service Sector are introduced into the community”.

In this case community and group leaders should be used by the government agencies such as TAO, CDD and IPC as channels to transmit the importance, benefits and knowledge about how to establish new services in the site, especially on how to develop business plans. Assistance should also be offered to help villagers acquire the knowledge necessary to manage their newly established businesses, especially in terms of keeping the accounts.

Output 4: “Marking of the Products is improved”.

To improve marketing, first the importance and benefits of commercializing the local products should be transmitted to the community. Then, marketing groups should be formed to commercialize local products. The assistance of the government especially TAO is necessary especially in offering information about markets and products in other regions, and establishing market days and festivals to promote local products.

Output 5: “Coordination among the Stakeholders is improved”.

In order to achieve good coordination among the different agencies involved in the project, policies to promote the importance of coordination should be established by the central Government, the CDD office should act as a coordinator of the different government agencies at district level, TAO at the Tambol level and the village leaders at the village level. To achieve this, regular meetings with all the participants and exchange programs among government employees should be carried out.

5. Relevant Cases from Various Countries and Their Applicability

5.1 Institutional Organizer in Sri Lanka: A facilitator for capacity building

It has been widely recognized that sustainable development can only take place when the people are fully involved in the process of development. However, people’s participation is a dynamic process, in which institutional mechanisms play the role in coordinating the decisions made by individuals from different sectors. So a rational institutional framework is necessary to involve these mini decision making units through organizational activities so as to sustain such processes. In this context, the role of governments at different levels is to facilitate and institutionalize the process with the purpose of generating dynamism in the community, enabling the local organizations to evolve with the purpose of satisfying their own local needs. For this, we see the necessity of making a planned coordination of the community through a suitable coordinator.

In the case of Gal Oya, Sri Lanka, this kind of coordination has been successful in establishing the Farmer Organization of an irrigation infrastructure project. The change agent, the Institutional Organizer (IO) played a critical role in the organization as follows:

- IO was carefully selected and well-trained in rural development issues.
- IO acted as a facilitator rather than as an instructor or educator

- IO initiated the process with a range of options applicable to different situations in the community.
- IO developed participatory organizations among the farmers and the local officials for the purpose of capacity building
- IO promoted the interaction between villagers and government agencies as well as among villagers based on mutual respect.

However, the role of change agents as facilitators should adjust to the institutional changes in the process of community development when the mature organizations wish to expand their scope. Since new roles and functions will be required, the organizational structural should be adjusted for efficient handling of these new tasks and roles. Undertaking special functions may require the division of management and labor into task-based groups within a single organization. Similarly, in Ban Pia Farn, in order to achieve economic reactivation by the diversification of economic activities, the organization need to be federated upwards to higher levels, or councils may need to be established.

Applicability:

The main lesson from the case study of institutional arrangements is that government should play a role in facilitating the process of strengthening organizational activities on the part of the local people and capacity building at the local level. By creation of a favorable institutional environment for the rural people, the respective governments could facilitate rural people's ability to build up their own organizations in order that they may cope with new demands of the local people so as to achieve sustained and self-reliant development.

5.2 Silverware in Tsubame: Organization of a Traditional Local Production Network

The present case study refers to the production of silverware in the Japanese region of Tsubame⁷ a small city located in the northern prefecture of Niigata. The production of nails, a local handicraft, which started in the first decade of the 18th century, was developed with the assistance of the government to take advantage of their location near a big copper mine. Through initiatives of the manufacturers, many innovations have been made and production was diversified into silverware production, and Tsubame became the world's center for silverware. Production is carried out in a pyramid-style subcontracting system with each small company specializing in one or two steps of the production process

Based on a survey of the manufacturers, they all ranked their own efforts as being their main source of technological upgrading. However, they also receive technical support from parent firms, public technological support agencies, such as prefectural technical centers, equipment suppliers, firms in the same business and industry associations.

Tsubame silverware companies sell their products in both local and international markets mainly through trading houses who then sell to retail stores. A small percentage, 10% is sold directly to retail stores as some producers who gained prestige and were able to create their own brand name. Exports have been mainly conducted through trade houses in big cities, such as Osaka and Tokyo. Marketing support in general has been mainly provided by industry associations and the chamber of commerce through trade fairs and by attracting buyers. Other public institutions, such as the Japan's General Trade Organization (JETRO) and the local government, also provide marketing assistance.

Usually low interest financial assistance is provided by parent firms, and public funds channeled through

commercial banks or specialized public institutions. Credit guarantees, tax reductions and subsidies are also offered.

Applicability

The most important lessons from this case study that can be applied to this site are:

- Traditional craft activities can be developed into more value-added, profitable activities.
- Innovation has to be a continuous process.
- The creation of local networks, both horizontally and vertically, are necessary for the development of local industries.
- Local efforts should lead to development of new products or processes (local wisdom).
- Public support, in terms of financial, marketing and technical assistance, is of extreme importance for the development of local industries, especially in the first stages.
- Coordination among public and private efforts for supporting the creation and development of small local industries is also of extreme importance.

The case study can also serve as a blueprint of how technical, financial and marketing assistance can be offered to local enterprises, especially SMEs to increase their competitiveness by improving their productivity and promoting the diversification of the services and products offered in the region; this can serve as a way of improving the income and life conditions of the villagers.

5.3 Community Leadership training program in Japan

Originally, this program was started by the foundation of the Japan Center for Regional Development in 1988. Under this program, four types of training is provided. The first is Systematic Training provided for community development, for example, community participation, industrial development etc. The second is Practical Training in participatory exercises, for example, lectures in debate style or workshop style. The third is Highly Efficient Training provided to a small number of participants for example, 26 members from every region of Japan. The last is support for the members who complete this program and improve their quality of work etc.

This training system is held from May till February every year and many lecturers are invited, for example, professors, mayors, village heads and NGO's leaders etc. The participants are from many areas, such as people from prefectures, cities, villages, NPOs, members of the Third sector and the small commerce and industry associations. The local government or provincial level should provide this kind of leader training program. And the local government should try to retain those people with leadership abilities by offering leadership training programs.

In this program four points are emphasized. Firstly, lectures, seminar and study tours are practice oriented. Secondly, through the study tours, the members are able to see the successful cases so that they can implement what they observe in their own communities. In addition the study tours contribute to the formation of strong motivation within the participants. Thirdly, an alumni association is created after a program in order to share and exchange information for the sustainability of community development. This association is a good opportunity for all to expand their knowledge and exchange opinions, and plays an important role in evaluation. Lastly, the participants bring their special products to the training program to exchange information.

Applicability

In this site, the government agencies should provide this kind of leader training program with an effective follow up system to raise strong leaders for sustainable and self-reliant community development.

5.4 Meiho Village Ladies Club: Sustainable Community Development by well-organized groups of ladies

In 1961, 11 women in Meiho Village set up a community group to improve rural life. At first, in order to develop their life, they set up a local market and sold vegetables and products such as tomato ketchup and pickles, produced with the local resources of the village. Later on, they had a chance to take part in a Special Products Festival in Nagoya and they had a big success in Houbazushi. In 1986, the Meiho Ladies Club was established so as to network the community groups. It solved many problems of the groups; for example, problems related to social security and heavy taxes. Local people realized that community groups should be institutionally and financially sustainable.

At the same time, the village office faced the problem of a lack of human resources for the activation of industry in Meiho Village. Considering this problem, in 1992 the village office subsidized group activities and established a tertiary sector organization with the Meiho Ladies Club (hereafter named the Meiho Ladies Corporation). Now not only the members of the cooperation but also the village office have become stockholders. Due to the involvement of the government agency in the region, the Meiho Ladies Corporation was able to receive a loan from the bank without any audit.

There are two factors that lead to the Ladies Club's success, that is 1) good coordination between the local government office and villagers as well as among the villagers and 2) use of local resources and wisdom which are cheap and unique.

Applicability

- Meiho Ladies Corporation is a community-based activity, which was initiated by local people. It is a successful case of a well-organized and target-oriented group. It is important for Ban Pia Farn's development to organize the activities between groups in similar ways.
- Good coordination between the government officers and the village groups is important for the success of organizations.
- Profit margins can be increased if local resources and local wisdom are used in production processes.

6. Recommendations

In Ban Pia Farn many projects for community development have been initiated recently. Most of the activities are generating additional income and increase the villagers' income. However, there is still a room for improvement. Based on a field survey and key informant interviews, seven recommendations have been developed. These suggestions are made for all stakeholders, such as villagers, government officials etc.

Recommendations are listed as follows:

- Community-based groups should be well organized in order to achieve their objectives of enhancing income. The bee and honey group in this site and Meiho Ladies Club in Japan are successful due to the existence of a good network among the groups and members. Groups such as the Cricket raising, Frog raising, Silk production etc should learn from the successful cases in their site so that they can establish good coordination with its members so that the efficiency of the group can be improved.
- Trainings in leadership and organizational issues should be provided so that villagers can make clear objectives for their groups and know how to achieve them.
- Village leaders should take the initiative of introducing value added products such as Ketch-up from cricket, artificial flowers from silk etc and also new businesses such as barber shops, restaurants etc in the site. This initiative should be taken by learning from the experiences of local businesses which are profitable. For example, at Japan Silverware companies have introduced value added products by using local wisdom.
- The TAO in cooperation with CDD, IPC, APO, should help village leaders to introduce higher value added products and new businesses in the service sector. Moreover, TAO, CDD etc can provide technical and financial support to the villagers for the establishment of these activities.
- Training for business planning and management along with follow up programs should be provided to the villagers. This training can be provided by the educational and research institutions, by the international organizations, such as JICA, or by the government offices.
- To improve the marketing conditions in the site, TAO should create a data base of the existing markets in the region and it should be accessible to the villagers so that villagers can sell their products in these markets. Moreover, festivals can be conducted twice a year and market days can be established to sell local products.
- Coordination among the stakeholders is a necessary element in development because it provides an infrastructure for the success of other activities initiated by various stakeholders. In order to improve it, the district CDD office needs to be authorized to coordinate the activities of different departments at the district level. For example, the CDD could strengthen the information network system between the each department at district level and TAOs. Moreover, the CDD can be strengthened to become an effective coordinator among public and private agencies, including NGOs, to assure an integration of project planning and achieve efficiency in the implementation of the project.

Endnotes

1. Idea is based upon Baba (2002).
2. For more detailed information on the issue, refer to Problem Tree in Appendix 4.
3. For more detailed information on the issue, refer to Objective Tree in Appendix 5.
4. For more detailed information on the issue, refer to Pre-visit PDM in Appendix 1.
5. Refer to the Post-Visit PDM in Appendix 2, recommended activities are shown in italics and existing activities in normal font.
6. For example, IPC, TAO and IPO.
7. Tsubame is not only the center of silverware production is in Japan but also has branches throughout the world.

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Picture 5: SWG-4 team with advisors from GSID and Chulalongkorn University

Appendix 1: Pre-Visit Project Design Matrix (PDM)

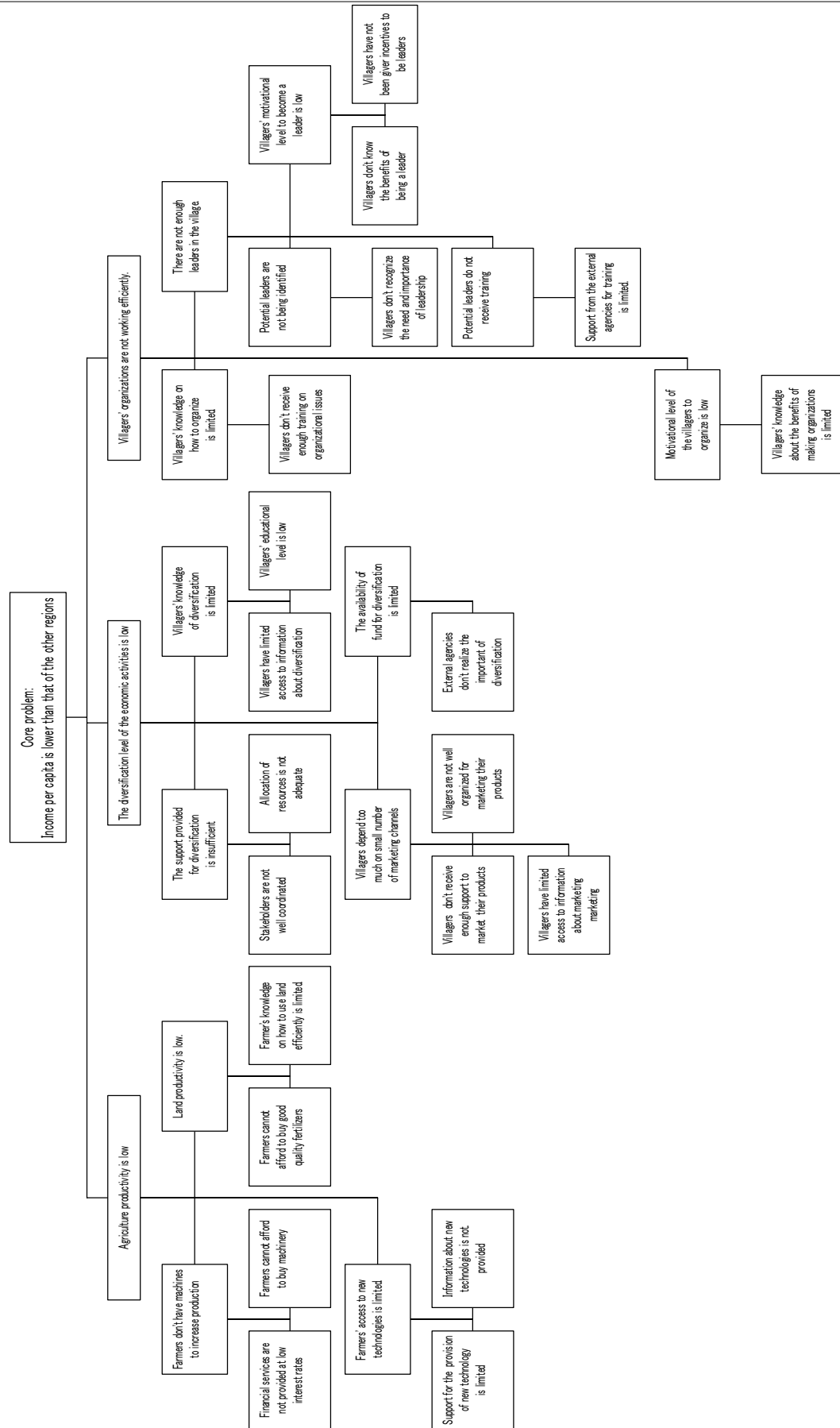
Project Design Martrix (PDM) Project Name: Site 4: A Model of Sustainability and Self-Reliance By 2008 Target Area: Site 4		Duration: 2003–2008 Target Group: Villagers in Site 4	Version No: 1 Date: Sep., 17, 2002
Narrative Summary: Overall Goal People's life in the Community is improved in self-reliant and sustainable manner.	Indicators: By 2011: 1. Income growth rate is increased by A% 2.Adult literacy is increased by B % 3.Gross enrolment at primary school is increased by C% 4. GDP per capita is increased by D% 5. Life expectancy is increased by E%	Means of Verification: 1. Country Statistic Report 2.Project Survey Report	Assumption: Government development policy does not change
Project Purpose: Community-based Economic Reactivation is achieved.	By 2008: 1. Average income of the villagers has raised by A% 2. Average agricultural production of the villagers is raised by b% 3.Average production in service sector is raised by C%	1. Data collected by the organoization responsible for the project 2. Annual published report by National Statistic Office	1. Villagers use higher income for getting education and for the improvement of their health and so on 2. Community understand the importance of the self-reliance
Outputs: 1. Community-based organizations are established. 2. Coordination among the stakeholders of the project is improved. 3. Production is diversified by introducing higher value-added products. 4.New business in service sector are introduced into the community. 5. .Marketing of the product is improved.	1.By 2004, X community-based organizations are established in site 4 2. By 1008, the coordination problems among the different stakeholders is reduced by 60%. 3.By 2008, the number of new value-added product is increased by X 4. By 2008, the new number of business in service sector is increased by X % 5. By 2008, the number of marketing channels used by the villagers is increased by X 6. Market days X times in a week are established in Area X	1. Project Survey Report 2. Government Statistic Data	1. Villagers can get good prices for their products 2.Demand for the products and services offered by the villagers is not reduced
Activities: 1.1) To train leaders on organizational and leadership issues. 1.2)To promote the importance of leadership and organiaztion through the media and extension officers. 1.3) To provide incentives for the creation and development of local organizations. 1.4) To provide incentives for villagers to become leaders. 2.1)To hold meetings among the participating stakeholders on a regular basis. 2.2) To share information among the stakeholders. 2.3) Local government facilitatesor the coordination of the parts involved in the project. 2.4) Government promotes the importance of good coordination among its members and related agencies. 2.5) Government encourage NGOs to participate more actively in the project. 3.1) To encourage the villagers to develop new products. 3.2) To train villagers on product development and innovation. 3.3) To provide financial support for the development and improvement of products.	Activities (continued): 4.1) To establish villagers' organizations for the creation of new businesses in the service sector; 4.2)To promote the importance of creating new businesses. 4.3) To provide technical support for the development of new businesses. 4.4) To promote the establishment of saving and lending groups to raise funds for the implementation of new busineses' ideas. 4.5) To provide financial assistance for the implementation and management of business ideas. 5.1) To establish organizations of local producers for the improvement of marketing efforts. 5.2) To train local leaders on marketing issues. 5.3) To provide information about markets and products to the v villagers. 5.4) To launch a promotion campiagn of local products and services. Project Surveys are carried out to evaluate the advances of the project at different points in time.	Inputs: Thai Government 1.Project manager, Expert in marketing, Extention officers, Trainers 2.Training facilities: training materials, 3.Marketing facilities 4.Maintenance facilities 5.Production system facilities Donor Agencies 1.Capital for investment 2.Subsidies Villagers 1.Community leader 2.Capital for investment	1.Leaders continue to work for the village 2.Actual leader accepts new leaders 3.Trained villagers do not migrate to other cities or vilages 4.People accept the leadership of the the selected and trained leaders.
			Pre-conditions 1.The villagers accept the project 2.Thai Government accept the project

Appendix 2: Post-Visit Project Design Matrix (PDM)

Project Design Martrix (PDM) Project Name: Site 4: A Model of Sustainability and Self-Reliance By 2008 Target Area: Site 4 [Ban Pia Farn Moo 1 & 14]		Duration: 2003–2008 Target Group: Villagers in Site 4	Version No:2 Date: Oct. 20, 2002
Narrative Summary: Overall Goal People's life in the Community is improved in self-reliant and sustainable manner.	Indicators: By 2011: 1. Income growth rate is increased by X% 2. Adult literacy is increased by X % 3. Gross enrolment at primary school is increased by 100% 4. GDP per capita is increased by X% 5. Life expectancy is increased by X%	Means of Verification: 1. Village BMN data system 2. Project Survey Report	Assumption: Government's policy for communtiy development does not change
Project Purpose: Community-based Economic Reactivation is achieved.	By 2008: 1. Average income of the villagers has raised by X% 2. Average agricultural production of the villagers is increased by X% 3. Average production in service sector is raised by X%	1. Data collected by the organization responsible for the project 2. Village BMN data system	1. Villagers spend more money for on education and health. 2. Community understand the importance of self-reliance.
Outputs: 1. Community-based groups are working more efficiently. 2. Production is diversified by introducing higher value-added products. 3. New business in service sector are introduced into community. 4. Marketing of the product is improved. 5. Coordination among the stakeholders of the project is improved.	1.1 By 2004, all villagers' groups set up their objectives. 1.2 By 2008, all the group achieved their objective by X % of the objectives. 2. By 2008, the coordination problems among the different stakeholders is reduced by X%. 3. By 2008, the number of new value-added product is increased by X%. 4. By 2008, the sales of local products are increased by X%. 5. By 2008, the number of marketing channels used by the villagers is increased by X%.	1. Project Survey Report 2. Village BMN data system	1. Villagers can get reasonable prices for their products. 2. Demand is sufficient to sell the products and services offered by the villagers.
Activities: <i>1.1) To promote the importance of leadership and well-organized groups through the radio and CDD workers by presenting the successful cases.</i> <i>1.2) CDD office conduct a seminar/workshops to train more group leaders on organizational and leadership issues.</i> <i>1.3) CDD set up the follow up program to evaluate the impact of training.</i> <i>1.4) Groups determined the specific objectives for their activities and set up short term plan to achieve them.</i> 1.5) To establish student council at schools for providing orientation about leadership and organization. 1.6) To transcend local wisdom at schools through arts and crafts classes. 2.1) TAO, IPC and APO organize the meetings to teach the importance and benefits of producing value-added products with group leaders. . <i>2.2) Group leaders transfer the knowledge about the importance and benefits of producing value-added products.</i> <i>2.3) CDD and TAO carry out interviews and survey to determine the villagers' needs in terms of technical and financial support for value-added products.</i> 2.4) CDD, IPC and APO build partnerships with NGOs, research and educative institutions, and the private sector to provide technical assistance for the development of new value-added products. <i>2.5) CDD, IPC and AOP develop a follow-up program to evaluate the impact of training programs.</i> 2.6) TAO provide subsidies for the villagers willing to try new products first. <i>2.7) Villagers form the lending group to access the loan market.</i> <i>2.8) TAO organize contests to promote development of new value-added products in cooperation of CDD, IPC and APO.</i> 3.1) TAO in cooperation with CDD and IPC holds meetings to promote the importance of creating new businesses to community leaders. (EX. Barber shop, grocery shop, electrical appliances repair shop, vehicle and motorcycle repair shop, small restaurant, lodging, souvenir shop in the bee center and ecotourism project). <i>3.2) TAO, CDD, TAT and IPC organizes seminars and workshops to teach community and group leaders about how to make a business plan.</i> <i>3.3) Community and group leaders teach the villagers how to develop new business ideas and how to make business plans.</i> 3.4) IPC acts as a consultant for villagers during the development of their business plans.	Activities (continued): 3.5) Villagers obtain funds for establishing the new businesses (saving groups, lending groups, loans or grants from CDD, TAT, TAO and IPC). <i>3.6) TAO employs experts to teach villagers on how to keep their business accounts.</i> <i>3.7) CDD, TAT and IPC provide assistance for the management of the newly established businesses.</i> <i>4.1) To inform the villagers about the benefits of commercializing the local products through the CDD workers and radio by presenting successful cases.</i> <i>4.2) CDD and village leaders encourage local producers to create groups for marketing their products.</i> <i>4.3) TAO with the cooperation of CPO train local and group leaders on marketing issues through the organization of workshop and seminars.</i> <i>4.4) Groups involved in marketing set standards for their products.</i> <i>4.5) TAO maintains a database about markets and products in the region.</i> <i>4.6) TAO office informs village headman about the availability of the database in their meetings.</i> <i>4.7) Village headman informs the villagers about the existence of the TAO database through the public announcements (ex. loud speaker).</i> 4.8) To establish market days in the site to sell local products. <i>4.9) To establish a market day once a month at district level.</i> 4.10) TAO organizes local festivals twice a year to promote local products. <i>5.1) Central government set clear-cut policy to promote the importance of coordination among public and private agencies involved in the project.</i> 5.2) District CDD officer is authorized to coordinate the activities of different departments at district level. <i>5.3) To build information network system between the district level government agencies and TAOs.</i> <i>5.4) TAO organizes meetings with community leaders.</i> <i>5.5) To introduce the staff exchange program among different level government agencies.</i> <i>5.6) To set up the rules for private business sector to register in the TAO.</i> 5.7) Community leaders hold meetings with the villagers and group leaders at a regular basis. <i>5.8) To keep the minute of every village meeting.</i> <i>Project Surveys are carried out to evaluate the advances of the project at different points in time.</i>	Inputs: Personnels 1. CDD officers 2. TAO officers 3. NGO personnel 4. APO officers 5. IPC officers 6. School Director 7. Teachers for Arts and Crafts Class 8. Trainers 9. Experts for marketing/accounting/data base/ eco-tourism 10. Extension workers 11. Survey personnel Physical Inputs 12. Materials for training and follow-up program. 13. Material for survey 14. Personal Computer for the creation of data base Financial Inputs 15. Subsidies 16. Loans/Funds	1. Leaders continue to work for the community. 2. Trained villagers do not migrate to other cities or villages. 3. People accept the leadership of the the selected and trained leaders. Pre-conditions 1. Government institutional capacity is adequate to implement the project.

<div>การออกแบบโครงการในรูปแบบแมทริก (Project Design Matrix)</div> <div>ชื่อโครงการ: พื้นที่ 4: แบบจำลองของการพัฒนาที่ยั่งยืนและการพึ่งตนเองได้ภายในปี 2551</div> <div>พื้นที่เป้าหมาย: บ้านเพี้ยพ่านหมู่ที่ 1 และ 14</div> <div>ระยะเวลา: ปี 2546-2551</div> <div>กลุ่มเป้าหมาย: ชาวบ้านในพื้นที่ 4</div> <div>แก้ไขครั้งที่ 2</div> <div>วันที่ 20 ตุลาคม 2545</div>			
<div>สรุปสาระสำคัญ:</div> <div>เป้าหมายหลัก</div> <div>คุณภาพชีวิตของคนในชุมชนดีขึ้นและพึ่งตนเองได้อย่างต่อเนื่อง</div>	<div>ดัชนีชี้วัด:</div> <div>ภายในปี 2554:</div> <div>1. อัตราการเติบโตด้านรายได้เพิ่มขึ้น X%</div> <div>2. อัตราการรู้หนังสือของผู้ใหญ่เพิ่มขึ้น X%</div> <div>3. การเข้ารับการศึกษานในโรงเรียนประถมเพิ่มเป็น 100%</div> <div>4. ผลผลิตทั้งหมดรวมภายในประเทศต่อหัวเพิ่มขึ้น X%</div> <div>5. อายุขัยเฉลี่ยเพิ่มขึ้น X%</div>	<div>แหล่งข้อมูล:</div> <div>1. ระบบข้อมูลความจำเป็นพื้นฐานของหมู่บ้าน</div> <div>2. รายงานการสำรวจโครงการต่างๆ</div>	<div>สมมุติฐาน:</div> <div>นโยบายของรัฐบาลต่อการพัฒนาชุมชนไม่เปลี่ยนแปลง</div>
<div>วัตถุประสงค์ของโครงการ:</div> <div>เศรษฐกิจระดับพื้นฐานของชุมชนมีการฟื้นตัวและมีการยกระดับสูงขึ้น</div>	<div>ภายในปี 2551:</div> <div>1. รายได้เฉลี่ยของชาวบ้านเพิ่มขึ้น X%</div> <div>2. ผลผลิตการเกษตรของชาวบ้านเพิ่มขึ้นโดยเฉลี่ย X%</div> <div>3. ผลผลิตในภาคบริการเพิ่มขึ้นโดยเฉลี่ย X%</div>	<div>1. ข้อมูลจากองค์กรที่รับผิดชอบโครงการ</div> <div>2. ระบบข้อมูลความจำเป็นพื้นฐานของหมู่บ้าน</div>	<div>1. ชาวบ้านใช้เงินเพื่อการศึกษาและสุขภาพมากขึ้น</div> <div>2. ชุมชนเข้าใจถึงความสำคัญของการพึ่งพาตนเอง</div>
<div>ผลผลิต:</div> <div>1. กลุ่มกิจกรรมในชุมชนดำเนินการอย่างมีประสิทธิภาพยิ่งขึ้น</div> <div>2. มีผลิตภัณฑ์ที่หลากหลายมากขึ้น โดยเน้นการผลิตสินค้าที่มีมูลค่าสูงขึ้นกว่าเดิม</div> <div>3. มีธุรกิจใหม่ๆในภาคบริการเกิดขึ้นในชุมชน</div> <div>4. การตลาดของสินค้าได้มีการปรับปรุงให้ดียิ่งขึ้น</div> <div>5. มีการเพิ่มระดับความร่วมมือระหว่างผู้ที่มีส่วนได้ส่วนเสียในโครงการ</div>	<div>1.1 ภายในปี 2547 กลุ่มชาวบ้านทุกกลุ่มสามารถตั้งเป้าหมายตามที่กลุ่มต้องการ</div> <div>1.2 ภายในปี 2551 ทุกกลุ่มบรรลุเป้าหมาย X% ของเป้าหมายทั้งหมด</div> <div>2. ภายในปี 2551 ปัญหาความร่วมมือระหว่างผู้มีส่วนได้ส่วนเสียภายในชุมชนลดลง X%</div> <div>3. ภายในปี 2551 จำนวนของสินค้าที่มีมูลค่าเพิ่มสูงขึ้นใหม่เพิ่มขึ้น X%</div> <div>4. ภายในปี 2551 ยอดขายผลิตภัณฑ์ท้องถิ่นเพิ่มขึ้น X%</div> <div>5. ภายในปี 2551จำนวนช่องทางทางการจำหน่ายใหม่ๆที่ชาวบ้านใช้ปฏิบัติเพิ่มขึ้น X%</div>	<div>1. รายงานการสำรวจโครงการ</div> <div>2. ระบบข้อมูลความจำเป็นพื้นฐานของหมู่บ้าน</div>	<div>1. ชาวบ้านสามารถขายสินค้าได้ในราคาที่เบื้ธรรม</div> <div>2. มีอุปสงค์ต่อสินค้าและบริการที่ชาวบ้านผลิตอย่างเพียงพอ</div>
<div>กิจกรรม:</div> <div>1.1) มีการส่งเสริมความสำคัญของการเป็นผู้นำและการรวมกลุ่มอย่างมีประสิทธิภาพ ผ่านทางวิทยุกระจายเสียงและเจ้าหน้าที่พัฒนาชุมชน โดยยกตัวอย่างการศึกษาที่ประสบความสำเร็จ</div> <div>1.2) กรมพัฒนาชุมชนจัดการสัมมนาการฝึกงานเพื่อสร้างผู้นำกลุ่มให้มากขึ้นเพื่อให้มีการสร้างกลุ่มการผลิตใหม่ๆ</div> <div>1.3) พัฒนาชุมชนออกต้องจดตารางออกติดตามผลภายหลังการฝึกอบรมเพื่อประเมินผลการฝึกอบรมผู้นำ</div> <div>1.4) กลุ่มการผลิตต้องตั้งเป้าหมายจัดการวางแผนระยะสั้นและกำหนดกิจกรรมในการดำเนินงานเพื่อบรรลุเป้าหมายที่ตั้งไว้</div> <div>1.5) จัดตั้งคณะกรรมการนักเรียนในโรงเรียนเพื่อให้นักเรียนได้คุ้นเคยกับการเป็นผู้นำและการรวมกลุ่ม</div> <div>1.6) จัดการให้มีการถ่ายโอนภูมิปัญญาท้องถิ่นโดยผ่านทางหลักสูตร วิชาศิลปะและการฝึกหัดกรรมในโรงเรียน</div> <div>2.1) ให้อบต. ศูนย์ส่งเสริมอุตสาหกรรม ศูนย์ส่งเสริมการเกษตร ร่วมกันจัดการประชุมเพื่อชี้ให้ผู้นำกลุ่มมองเห็นความสำคัญและประโยชน์ของการผลิตสินค้าที่มีมูลค่าเพิ่มสูง</div> <div>2.2) ผู้นำกลุ่มเผยแพร่ความรู้ที่ได้จากการประชุมตามข้อ 2.1 ต่อไปให้กับสมาชิกในกลุ่ม</div> <div>2.3) พัฒนาชุมชนและอบต. ทำการสำรวจความต้องการของชุมชนใน ความช่วยเหลือด้านเทคนิคและการเงินของชาวบ้านในการพัฒนาผลิตภัณฑ์ที่มีมูลค่าเพิ่มสูง</div> <div>2.4) พัฒนาชุมชน ศูนย์ส่งเสริมอุตสาหกรรม ศูนย์ส่งเสริมการเกษตร องค์กรเอกชนเอ็นจีโอ สถาบันการศึกษาและการวิจัย และภาคเอกชนให้ความช่วยเหลือด้านเทคนิคในการพัฒนาผลิตภัณฑ์ใหม่ๆที่ให้มีมูลค่าเพิ่มสูง</div> <div>2.5) พัฒนาชุมชน ศูนย์ส่งเสริมอุตสาหกรรม ศูนย์ส่งเสริมการเกษตร พัฒนาโปรแกรมติดตามเพื่อประเมินผลการดำเนินงาน (2.1-2.4)</div> <div>2.6) อบต. ให้การช่วยเหลือชาวบ้านที่อยากทดลองทำผลิตภัณฑ์ใหม่ๆ</div> <div>2.7) ชาวบ้านตั้งกลุ่มเพื่อมีคุณสมบัติในการกู้เงินในระดับกลุ่ม</div> <div>2.8) อบต. จัดการประกวดเพื่อส่งเสริมการพัฒนาสินค้ามูลค่าเพิ่มตัวใหม่ที่พัฒนาชุมชน ศูนย์ส่งเสริมอุตสาหกรรม ศูนย์ส่งเสริมการเกษตรให้คำแนะนำ</div> <div>3.1) อบต. ร่วมมือกับพัฒนาชุมชน ศูนย์ส่งเสริมอุตสาหกรรม และศูนย์ส่งเสริมการเกษตรจัดการประชุมเพื่อชี้ให้ผู้นำชุมชนเห็นถึงความสำคัญของการสร้างธุรกิจใหม่ในภาคธุรกิจบริการ เช่น ร้านตัดผม ร้านขายของชำ ร้านซ่อมเครื่องใช้ไฟฟ้า ร้านซ่อมรถยนต์และมอเตอร์ไซด์ ร้านอาหาร ที่พัก ร้านขายของที่ระลึกสำหรับการท่องเที่ยวเชิงอนุรักษ์หมู่บ้านผึ่งให้แก่ผู้นำกลุ่มการผลิตต่างๆในชุมชน</div> <div>3.2) อบต. พัฒนาชุมชน หน่วยงานการท่องเที่ยว และศูนย์ส่งเสริมอุตสาหกรรม จัดการสัมมนาและการฝึกงานเพื่อสอนผู้นำชุมชนและผู้นำกลุ่มอาชีพเกี่ยวกับการทำแผนธุรกิจ</div> <div>3.3) ผู้นำชุมชนและผู้นำกลุ่มอาชีพสอนสมาชิกเรื่องวิธีการพัฒนาความคิดทางธุรกิจใหม่และวิธีการทำแผนธุรกิจ</div> <div>3.4) ศูนย์ส่งเสริมอุตสาหกรรมเป็นที่ปรึกษาให้กับชาวบ้านในระหว่างการทำแผนธุรกิจของแต่ละกลุ่ม</div>	<div>กิจกรรม (ต่อ):</div> <div>3.5) ชาวบ้านได้รับเงินทุนเพื่อการจัดตั้งธุรกิจใหม่ (จากกลุ่มออมทรัพย์ กลุ่มให้กู้ยืม เงินกู้หรือเงินช่วยเหลือจากพัฒนาชุมชน หน่วยงานการท่องเที่ยวแห่งประเทศไทย อบต. และศูนย์ส่งเสริมอุตสาหกรรม</div> <div>3.6) อบต. จัดหาวิทยากรเพื่อสอนชาวบ้านในการทำบัญชี</div> <div>3.7) พัฒนาชุมชน หน่วยงานการท่องเที่ยวแห่งประเทศไทย และศูนย์ส่งเสริมอุตสาหกรรมให้ความช่วยเหลือในด้านการจัดการเกี่ยวกับการจัดตั้งธุรกิจใหม่</div> <div>4.1) แจ้งให้ชาวบ้านทราบถึงข้อดีของการผลิตเพื่อจำหน่ายสำหรับผลิตภัณฑ์ของชุมชนโดยผ่านพนักงานของพัฒนาชุมชนและสถานีวิทยุโดยยกตัวอย่างการศึกษาที่ประสบความสำเร็จ</div> <div>4.2) พัฒนาชุมชนและผู้นำชาวบ้านสนับสนุนผู้ผลิตท้องถิ่นเพื่อสร้างกลุ่มการตลาดในสินค้าของตน</div> <div>4.3) อบต. ร่วมมือกับสำนักงานพัฒนาชุมชนระดับจังหวัดอบรมผู้นำกลุ่มการผลิตในเรื่องการจัดการการตลาดโดยการฝึกงานและสัมมนา</div> <div>4.4) ส่งเสริมให้มีการจัดทำมาตรฐานสินค้าเพื่ออำนวยความสะดวกการจัดจำหน่ายและขยายขนาดของตลาดโดยผู้มีหน้าที่ในการขายผลิตภัณฑ์</div> <div>4.5) อบต. จัดสร้างฐานข้อมูลการตลาดและผลิตภัณฑ์ภายในภูมิภาค</div> <div>4.6) สำนักงานอบต.แจ้งให้ผู้ใหญ่บ้านทราบในที่ประชุมอบต.ถึงการจัดทำฐานข้อมูลและวิธีใช้</div> <div>4.7) ผู้ใหญ่บ้านแจ้งให้ชาวบ้านทราบเกี่ยวกับการทำฐานข้อมูลของอบต. โดยผ่านทางกระจายเสียงหมู่บ้าน</div> <div>4.8) มีการกำหนดวันในพื้นทีเพื่อจัดตลาดนัดขายสินค้าท้องถิ่น</div> <div>4.9) มีการกำหนดตลาดนัดเดือนละครั้งในระดับอำเภอ</div> <div>4.10) อบต.มีการจัดงานเทศกาลท้องถิ่นปีละสองครั้งเพื่อส่งเสริมการขายผลิตภัณฑ์ท้องถิ่น</div> <div>5.1) รัฐบาลส่วนกลางต้องกำหนดนโยบายที่ชัดเจนที่ให้การส่งเสริม บทบาท และความร่วมมือระหว่างภาครัฐและเอกชนที่เกี่ยวข้องในโครงการ</div> <div>5.2) เจ้าหน้าที่พัฒนาชุมชนในระดับอำเภอมีหน้าที่ประสานกิจกรรมของหน่วยงานต่างๆภายในอำเภอให้กับกลุ่มการผลิตต่างๆ</div> <div>5.3) มีการสร้างเครือข่ายข้อมูลระหว่างหน่วยงานของรัฐในระดับอำเภอกับอบต.</div> <div>5.4) อบต.มีการจัดประชุมกับผู้นำชุมชน</div> <div>5.5) มีโครงการปรับเปลี่ยนเจ้าหน้าที่ของหน่วยงานภาครัฐในระดับต่างๆ</div> <div>5.6) มีการออกกฎระเบียบให้ภาคธุรกิจเอกชนต้องมีการจดทะเบียนที่อบต.</div> <div>5.7) ผู้นำชุมชนจัดการประชุมกับชาวบ้านและผู้นำกลุ่มอย่างสม่ำเสมอ</div> <div>5.8) มีการจัดบันทึกการประชุมทุกครั้งที่มีการประชุม</div> <div>มีการสำรวจโครงการเพื่อประเมินผลความก้าวหน้าของโครงการในเวลาที่กำหนด</div>	<div>ปัจจัยนำเข้า:</div> <div>ด้านบุคลากร</div> <div>1. เจ้าหน้าที่พัฒนาชุมชน</div> <div>2. เจ้าหน้าที่อบต.</div> <div>3. บุคลากรองค์กรอิสระหรือเอ็นจีโอ</div> <div>4. เจ้าหน้าที่ส่งเสริมการเกษตร</div> <div>5. เจ้าหน้าที่ส่งเสริมอุตสาหกรรม</div> <div>6. ผู้อำนวยการโรงเรียน</div> <div>7. ครูสอนวิชาศิลปะและหัตถกรรม</div> <div>8. ผู้ฝึกสอน</div> <div>9. วิทยากรด้านการตลาด บัญชี การจัดทำฐานข้อมูล และการท่องเที่ยวเชิงอนุรักษ์</div> <div>10. ผู้ถ่ายทอดความรู้ เช่น คนงานที่สอนภาคปฏิบัติ</div> <div>11. เจ้าหน้าที่ผู้ทำงานสำรวจ</div> <div>ด้านวัสดุ</div> <div>12. วัสดุอุปกรณ์สำหรับการฝึกอบรมและการติดตามประเมินผล</div> <div>13. วัสดุอุปกรณ์สำหรับการทำการสำรวจ</div> <div>14. คอมพิวเตอร์สำหรับการจัดฐานข้อมูล</div> <div>ด้านการเงิน</div> <div>15. เงินสนับสนุนจากหน่วยงานภาครัฐ</div> <div>16. เงินกู้/เงินกองทุนต่างๆ</div>	<div>1. ผู้นำทำงานเพื่อชุมชนอย่างต่อเนื่อง</div> <div>2. ชาวบ้านที่ได้รับการอบรมไม่ย้ายถิ่นฐานไปยังเมืองหรือหมู่บ้านอื่น</div> <div>3. ชาวบ้านยอมรับผู้นำที่ถูกเลือกและผ่านการฝึกอบรม</div> <div>เงื่อนไขบังคับก่อน:</div> <div>สถาบันของรัฐมีศักยภาพเพียงพอที่จะนำโครงการไปปฏิบัติ</div>

Appendix 4: Problem Tree



Appendix 5: Objective Tree

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graph TD
    CO[Core Objective:  
Income per capita is increased] --> AP[Agriculture productivity is increased]
    CO --> ED[Economic activities are more diversified]
    CO --> VO[Villagers' organizations are working efficiently]

    AP --> FMP[Farmers have machines to increase production]
    AP --> FAK[Farmers' knowledge on how to use land efficiently is increased]
    AP --> FBA[Farmers can afford to buy good quality fertilizers]
    AP --> FTA[Farmers have better access to new technologies]
    FMP --> FLM[Farmers can access loan markets at preferential conditions]
    FLM --> FLMC[Farmers can afford to buy the machines because machines are subsidized]
    FAK --> FAKC[Farmers can afford to buy good quality fertilizers]
    FBA --> FBAI[Information about new technologies is provided to farmers]
    FBAI --> FBAIS[Support for the provision of new technology is increased]

    ED --> VDK[Villagers have more knowledge of diversification]
    ED --> VDA[Villagers have more access to information about diversification]
    ED --> VMA[Villagers make collective efforts to marketing their products]
    VDK --> VDKC[Villagers receive more support for the diversification of economic activities]
    VDKC --> VDKCS[Stakeholders are well coordinated]
    VDKCS --> VDKCSA[More resources are allocated to support diversification]
    VMA --> VMAI[More funds are available for diversification]
    VMAI --> VMAIC[External agencies realise the importance of diversification]

    VO --> VK[Villagers' knowledge on how to organize is improved]
    VO --> VL[Villagers' educational level is improved]
    VO --> VML[Villagers' motivational level to become a leader is high]
    VK --> VKC[Villagers receive enough training on organizational issues]
    VML --> VMLC[Villagers know the benefits of being a leader]
    VMLC --> VMLCI[Villagers are provided incentives to be a leader]
    VKC --> VKCS[Potential leaders are identified]
    VKCS --> VKCSA[Villagers recognize the need and importance of leadership]
    VKCSA --> VKCSAT[Potential leaders receive training]
    VKCSAT --> VKCSATC[More support from the external agencies for training is provided]
    VKCSATC --> VKCSATCI[Motivational level of the villagers to organize is high]
    VKCSATCI --> VKCSATCII[Villagers' knowledge about the benefits of forming organizations is improved]
  
```

The Objective Tree for the project is structured as follows:

- Core Objective:** Income per capita is increased
 - Agriculture productivity is increased**
 - Farmers have machines to increase production
 - Farmers can access loan markets at preferential conditions
 - Farmers can afford to buy the machines because machines are subsidized
 - Farmers' knowledge on how to use land efficiently is increased
 - Farmers can afford to buy good quality fertilizers
 - Farmers have better access to new technologies
 - Information about new technologies is provided to farmers
 - Support for the provision of new technology is increased
 - Economic activities are more diversified**
 - Villagers have more knowledge of diversification
 - Villagers receive more support for the diversification of economic activities
 - Stakeholders are well coordinated
 - More resources are allocated to support diversification
 - Villagers have more access to information about diversification
 - More funds are available for diversification
 - External agencies realise the importance of diversification
 - Villagers make collective efforts to marketing their products
 - Support for marketing their products is provided
 - Villagers have more access to information about marketing
 - Villagers' organizations are working efficiently**
 - Villagers' knowledge on how to organize is improved
 - Villagers receive enough training on organizational issues
 - Potential leaders are identified
 - Villagers recognize the need and importance of leadership
 - Potential leaders receive training
 - More support from the external agencies for training is provided
 - Motivational level of the villagers to organize is high
 - Villagers' knowledge about the benefits of forming organizations is improved
 - Villagers' educational level is improved
 - Villagers know the benefits of being a leader
 - Villagers are provided incentives to be a leader

Thematic Working Group 1

Governance and Capacity Building in Local Development Institutions

1. Introduction
2. Governance and Capacity Building in Local Development Institutions
3. Case Studies
4. Pilot Studies in Khon Kaen, Thailand
5. Findings and Recommendations

References

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1. Introduction

Attending lectures, researching potential problems, building questionnaires for locals, and eventually, spending two weeks in our designated field, Khon Kaen province Thailand, was the job set out for the members of this thematic working group. Given the job of addressing the role of government within the various development stages of progress that our four sites found themselves in, we agreed upon addressing governance, the process of decision-making and its implementation, and, capacity building in local development institutions. Our research, focused on governance and capacity building at the local level in rural Khon Kaen, was carried out by each member in their capacity as both a member of their site-based group, and also in their capacity as a governance-based analyst.

As a result of our pre-departure research on the conditions of each community's governance we selected the issue of community members' participation in the village development to be our focal point for both observance of local governance capacity, and in addition, as a measuring device for the effectiveness of governance institutions. By observing the level and form of participation of community members in their village's development, we hoped to realize the ways in which participation was playing a role in the following areas: rural development promotion at the local government office level, the degree to which participation is taught in elementary education, rural development promotion is related in local business operations, and is figured in the transfer of local wisdom within each village. We know the level of participation in a community to be a good indicator of its potential for attainment of sustainability.

This paper will provide a summary of the conditions of each of the four sites that our group visited and conducted research in. Attention to the definition and evaluation of the concept of governance within development will be followed by several case studies from Japan, which have been selected for their relevance to the situation of particular villages in Khon Kaen. Key examples of the conditions observed and data collected over the course of our fieldwork will be offered as pilot studies. Following this will be an explanation of each site, our research goals and methods, concluding with our findings and recommendations, which were offered to our many kind hosts in our final presentation in Khon Kaen city on October 21, 2002.

2. Governance and Capacity Building in Local Development Institutions

2.1 Theoretical Review on Governance and Capacity Building

Over the last three decades, there has been a shift from the concept of "government" to that of "governance". This addresses a transformation from a conservative style of government to new style of public management (NPM) movement. The main distinguishing feature is that the former places government in the position of a "single fighter" in the development processes, while the latter requires peoples' and private sectors' involvement in the overall developmental system. The concept and issue of good governance and democracy (taken together as 'democratic good governance') also dominates the new management style and becomes a confident assertion of the official western aid policy (Leftwich, 2000:127).

According to UN ESCAP (2002), governance means *the process of decision-making and the process by*

which decisions are implemented (or not implemented). Government is one of the actors in governance; other actors involved vary depending on the level of government. In rural areas, for example, other actors may include influential landlords, associations of peasant farmers, cooperatives, NGOs, research institutes, religious and other informal leaders, financial institutions, etc. The situation in urban areas as well as of the national level is much more complex, embracing the media, lobbyists, international donors, multinational corporations, political parties, and the military as prominent actors.

From the “socio-political” perspective, Kooiman (2002: 5) reveals that governance is *all those interactive arrangements in which public as well as private actors participate aimed at solving societal problems, or creating societal opportunities, attending to the institutions within which these governance activities take place, and the stimulation of normative debates on the principle underlying all governance activities.* In short, (good) governance is characterized by effective, efficient, entrepreneurial and accountable government in conducting and achieving both developmental programs and goals.

In order to produce good governance, the capacity of each actor of governance needs to be strengthened or improved. In this sense, the UNDP (1998) defines capacity as *the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably.* This definition implies that capacity is not a passive state but part of a continuing process and that human resources are central to capacity development. Capacity development itself can be identified as *the process by which individuals, groups, organizations, institutions and societies increase their abilities to: 1) perform core functions, solve problems, define and achieve objectives; and 2) understand and deal with their development needs in a broad context and in a sustainable manner* (UNDP: 1997).

The terms *capacity development, capacity building, and institutional development* are somewhat interchangeable. GTZ (1999), for instance, prefers to use the term *capacity building* and believes that it *is not defined through the instruments used, but its goal to enhance the capability of people and institutions sustainability to improve their competence and problem-solving capacities.* It means that instruments, tools, or methods are not the key factors in capacity building program. Instead, the process of individual and group capacity building by which an organization might be able to show the best performance is the most important part of a capacity building program. Similarly, Brown (et.al., 2001: 5) insists that in general terms, capacity building is *a process or activity that improves the ability of a person or entity to carry out stated objectives. In practice, however, capacity building is often equated with strengthening the organizations and the people that enable services to be delivered effectively and continuously through the execution of different functions.*

Basically, all definitions above highlight at least three aspects: 1) capacity building is a *process*; 2) that process should be carried out at three different levels: *individual, institutional/organizational, and system*; and 3) that process is done to ensure organization sustainability through an *objective achievement*. It means that *indicators* functioned as a tool of measurement / assessment is completely needed.

2.2 Training and Decentralized Participatory Governance: Training Methods for Building Capacity

As mentioned above, strengthening organizations and enabling people is extremely essential to realizing community development goals. In other words, effective and efficient organizations and highly competent people will lead to high capacity of society or country. Therefore, human resources should be developed and organizations should be strengthened if capacity is to be well fashioned. In this case, a good training program and highly-decentralized governance are two major factors, which determine the success or failure of building

capacity. In line with this statement, Griddle (no year) states that there are three dimensions or strategies of capacity building initiatives, as can be seen in the following table.

Table 1: Dimensions / Strategies and Focus of Capacity-Building Initiatives

| Dimension / Strategy | Focus | Types of Activities |
|------------------------------|--|--|
| Human resource development | Supply of professional & technical personnel | <i>Training</i> , salaries, conditions of work, recruitment |
| Organizational strengthening | Management system to improve performance and specific tasks & functions; microstructures | Incentive systems, utilization of personnel, leadership, organizational culture, communication, managerial structures |
| Institutional reform | Institutions and systems; macrostructures | Rules of the game for economic and political regimes, policy and legal change, constitutional reform, decentralized governance |

In analyzing capacity building for community development in Khon Kaen Province, Thailand, two activities have been selected; they are, training for government officials (HRD strategy) and decentralized governance (institutional reform strategies to strengthen organizations). Indeed, the more comprehensive strategies or activities, the better. However, these two activities or methods are believed to have a significant impact on capacity building.

In the case of Nagakute Municipality, Japan, the design and provision of some training programs contribute to the effectiveness, efficiency and capacity of Nagakute government in accomplishing its responsibilities, particularly in public services delivery. Meanwhile, in the case of decentralization policies at the village level, rural government in Indonesia is experiencing some progress, such as a shift / spread of power concentration from formal bureaucracy to non-formal leaders; more democratic and transparent village management; augmentation of social institutions (lumbung desa, sambatan, and arisan), etc.

2.3 Good Governance and Community Development: Context of Khon Kaen

It is unquestionable that people's participation in development is totally essential. Principally, the level of participation in the development process has two main functions and implications. Firstly, it can determine the success of economic and social development, and secondly, it shows the quality of democracy in a society or country.

From the developmental perspective, the roles and responsibilities in development should be shared or distributed among the actors of development. The idea is that government is utterly unable to conduct all things due to its limitations in the fields of human resources, budgets, and infrastructures. The "one man show" approach, which gives government the biggest and dominant role in both societal and business activities, therefore, should be avoided. On the other hand, participation constitutes one of the most important characteristics of either good governance or a democratic state. It is not to say that the other features such as accountability, rule of law, and openness / transparency, are not important. Rather, compared to the other three factors, participation is the factor that is directly connected to the attempt to empower people. Basically, it is realistic to say that the higher peoples' participation is in development, the better democracy in a society will be.

Based on these reasons, the awareness of local government of the need to encourage people's participation is a worthy thing. In the context of Thailand as a developing country, the local governments at the grass root level usually have a legal basis that provides that *people's participation should be promoted*. This legal base is laid down in the TAO Act 1999 (Art. 16 Sec. 2). While there are many tasks or functions that the TAO must perform, due to the very importance of people in development, the function of promoting participation needs to be highly prioritized.

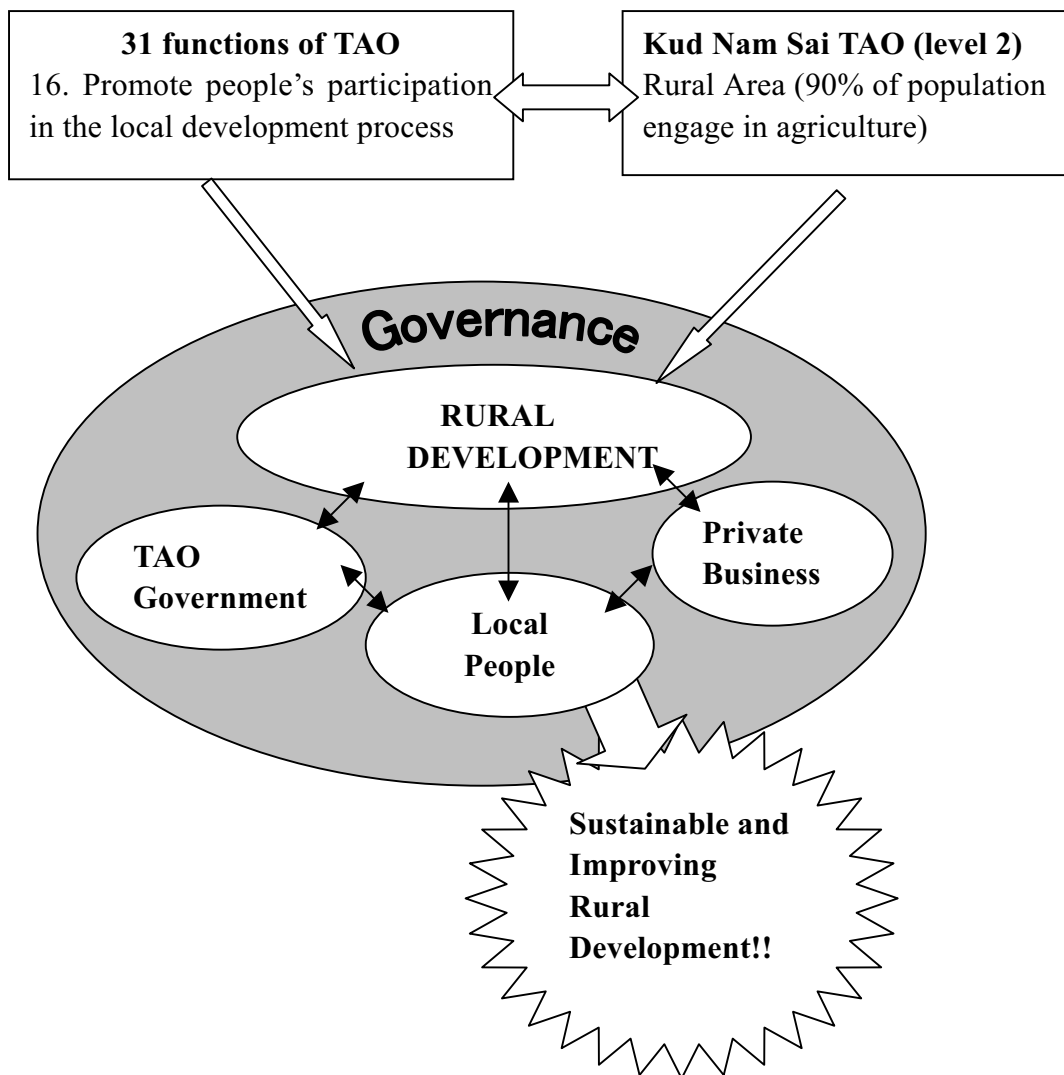
In the case of Kud Nam Sai TAO in Khon Khaen Province, most of the population is engaged in the agricultural sector (Lekuthai, 2002). Based on this, it could easily be imagined that the main feature of the TAO is that it is in a rural area. Because of this feature, it is logical that participation should be focused on the effort of rural development promotion. In this case, rural development can only be accomplished through the synergy of the roles of the three actors in that region: local (TAO) government, local peoples, and private business. The synergy and mutual relationship between these actors reflects the implementation of good governance concepts in rural development.

Unfortunately, the role of each actor is not very well accomplished yet. For instance, the planning and administrative capabilities of TAO personnel are not efficient, while community participation in development is not so high. At the same time, the private business sector plays a very small role in community development. These problems are very serious, and likely to cause the deceleration of rural development. That is why, in order to minimize the problems and to endorse rural development, broadening and strengthening the participation from the rural community as well as private business, is really a strategic option.

So far, the local government remains the main actor which has, at least, three roles: 1) financing and subsidizing various social groups and activities, 2) providing and maintaining public utilities (both physical and social infrastructure), and 3) improving HRD through training provision. Private business has only one role: contributing to local revenue through tax paying. It is ironic that from our preliminary study, people have no significant role or participation in development.

In the future, the major agenda in promoting rural development is balancing the roles of local government, local people, and private business. Hypothetically, if the government's role is bigger than the rural peoples' and the private businesses', it can be concluded that it reflects an authoritarian undemocratic regime, or that it has implemented a centralized governance system. And if the government's role is smaller than or equal to the rural peoples' and the private businesses', the principle of participatory / devolved governance has been realized, and they constitute a democratic regime.

Figure 1: Good governance model in rural development



3. Case Studies

3.1 Case 1: Educational Supporter Network in Nagoya

Nagoya city office recruits and registers the citizens of Nagoya who want to make the best use of their special abilities and skills as volunteers. The office then provides information about available volunteers in response to requests from schools and community and after school activity programs which need their support in the area of education and lifelong learning. Then the need of support will be matched with needs of schools and other activity groups. The system just started in October 2002.

Volunteer educational supporters can work either at school or in the community.

At school, educational supporters are expected to help teachers as assistants, and coach students in technical skills related to club activities such as baseball, soccer, judo, drama and brass band. In order to participate in these activities, a request from a school is necessary during their volunteer activities.

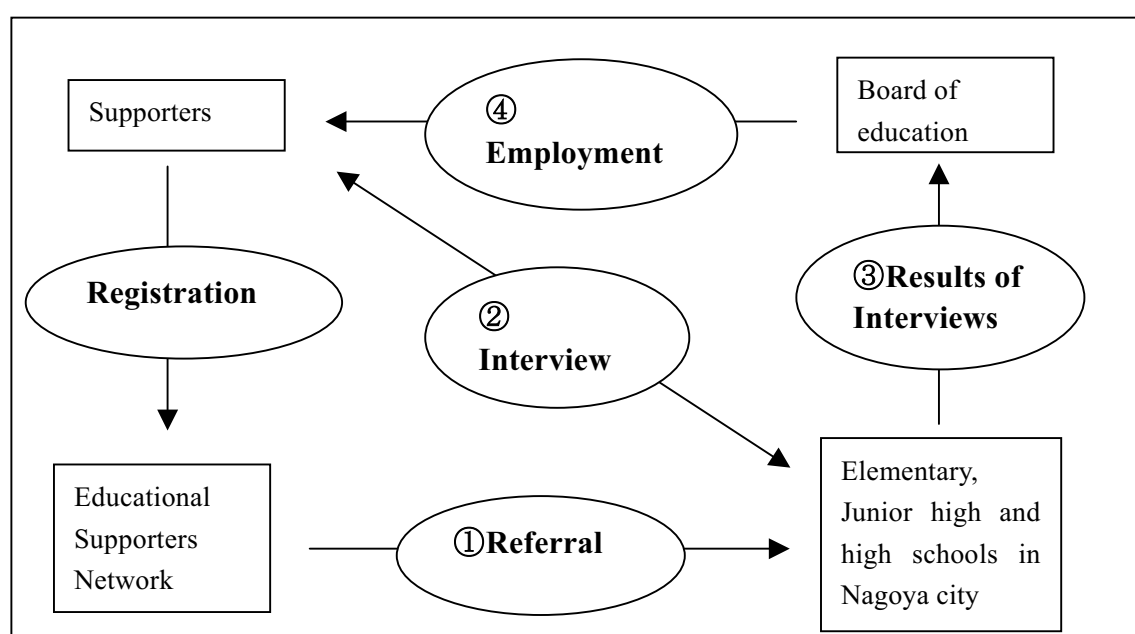
Transportation expenses and some insurance fees are covered by Nagoya city.

Second, in the community, educational supporters coach and assist activities as requested by various community groups, who learn handicrafts, industrial art, drawing, personal computer skills and other activities at a lifelong education center or at a community center.

The process for working as supporters is as follows:

- 1) Schools refer to the Educational Supporters Network and find appropriate supporters;
- 2) When schools identify supporters with skills they need in the Network, the school director accepts an interview with them;
- 3) The board of education decides whether to employ them referring to the result of the interview by the school director; and
- 4) Supporters join in club activities and start to coach students.

Figure 2 : Educational Supporter Network in Nagoya



3.2 Case 2: Training System in Municipality of Nagakute, Aichi, Japan

- | | | |
|-------------------------------------|---------|--|
| ● Freshmen training at employment | | (2 days, right after employment) |
| ● Freshmen training | Level 1 | (4 days, right after employment) |
| | Level 2 | (4 days, 6 month after employment) |
| ● Staff training | Level 1 | (6 days, 3 years after employment) |
| | Level 2 | (6 days, 6 years after employment) |
| | Level 3 | (6 days, 9 years after employment) |
| ● New clerk chief training | | (5 days) |
| ● Incumbent clerk chief training | | (3 days, 3 yrs after becoming clerk chief) |
| ● New acting section chief training | | (3 days) |

- Incumbent acting section chief training (2 days, 3 yrs after becoming acting section chief)
- New section chief training (3 days)
- Incumbent section chief training (1 day, 3 yrs after becoming section chief)
- Incumbent department head training (1 day, 2 yrs after becoming dept. head)

Training is designed based on the employee's experience or job position, and is given to those who have occupied a certain post. Besides this training, there is specialist training and instructor nurturing training. On average, 347 staff are trained annually. It is relatively understood that the above training programs contribute to the effectiveness, efficiency and capacity of Nagakute government to accomplish their responsibilities, particularly in delivering public services.

4. Pilot Studies in Khon Kean, Thailand

4.1 Background Information

Thailand's 9th National Plan 2002 – 2006, an expansion of the 8th plan, encapsulates a people-centric vision of development for Thailand, which complements the measures introduced to strengthen the economic and social foundations for long-term sustainable growth. The main goals of the plan are comprised of poverty alleviation, recovery with sustainability, good governance, and strengthening development foundations. These goals are broadly assumed to be Thailand's national priorities since they were formulated by the government in continuous consultation with the private sector, Non Government Organizations (NGOs) and civil society at the regional and local level. Viewed crucially as an essential building block to sustainable development, the 9th plan emphasizes the growing significance of the role of civil society in the decision making process.

The role of civic society has become an important issue in Thailand. This reversal of a 150-year trend towards bureaucratic centralization and nation-building demonstrates Thailand's political self-assurance and stability. At the same time, the process strengthens development management at the sub-district (Tambon) level. At present there are 75 provinces and 7,252 tambons, which have formed Tambon Administrative Organizations (TAO) with elected members who represent the tambon in the TAO committees. Participation of civic groups in development planning and decision-making is encouraged through the TAO and other community empowerment initiatives.

In terms of the rural development vision for the 21st century, Thailand has emphasized:

- ❖ A rural population that is empowered, secure, and content,
- ❖ A rural economy that is balanced, sustainable, and equitable,
- ❖ A rural development process that is holistic and centered on people and local community institutions,
- ❖ A rural development partnership that involves local communities, Civic Society Organizations (CSO), government, private sector, and academic institutions.

The key objectives for rural development that flow from the vision cover some aspects such as enhanced human resource development of the rural population, and strengthened local institutions based on greater self-reliance, and community participation.

4.2 Site Information

4.2.1 Khon Kaen Province, Thailand

The Kingdom of Thailand is located in Southeast Asia and shares borders with Cambodia, Laos, Myanmar, and Malaysia. This country is a constitutional monarchy.

Thailand is the oldest independent country among the ASEAN nations and was not colonized by any country. The total population of this country is approximately 63 million. The life expectancy of the population is 69.86 years, male: 66.4 years and female: 72.24 years. Most of the population in Thailand, approximately 95 %, is Buddhist. In addition, this country is has a tropical climate; rainy, warm, cloudy southwest monsoons, dry, cool northeast monsoons.

In general, Thailand covers a total area of 513,115 km². In this area, there are 75 provinces and a Metropolitan area (Bangkok). In order to administrate and arrange the country, Thailand is divided into 4 regions: Northern, Northeastern, Central, and Southern regions. Among these regions, the Northeastern region consists of 19 provinces, of which Khon Kaen Province is the third biggest in terms of area after Nakhon Ratchasinm Province and Ubon Ratchathani Province.

Khon Kaen Province, further more, is administratively divided into 25 districts, 198 sub-districts (Tambon) and 2155 villages. This province is 450 km from Bangkok and located between north latitudes 15^o –17^o and between east longitudes 101^o - 103 ^o, with an altitude between 100-200 meters above the mean sea level.

In principle, Khon Kaen province covers a total of 10,885 km² or 6.80 million rai, out of which approximately 61.65% are utilized for agricultural purposes, 7.49% are forest areas and the remaining 30.65% are residential areas, pastures, unutilized land, ponds, roads, municipal and various types of public land.

4.2.2 Site 1: Local Governments at Grass-Roots Level

Kud Nam Sai TAO is a local administration office which has the smallest scale budget among other TAOs. This Tambon consists of 10 villages and has a population of slightly more than 7,000. Being upgraded to a second level TAO in 1999 it has an annual tax revenue of 27,352,873 Baht and a land area of 22,221 rai. The Tambon has an appointed chief (by the Provincial Governor) and Tambon council, which consists of elected (by local people) and appointed (by the Provincial Governor) members.

Although the main elements of development (land, water, capital, human resources, etc) are not at a satisfactory level in the northeast part of Thailand, Kud Nam Sai possesses some of these elements. In other words, the proportion of usable land counts for about 70% of their total lands, they enjoy an irrigation system which has been extended to the Tambon, and they host the Phoenix Company which contributes greatly to the formation of the TAO budget. However, a close look at the site allows us to make a generalization that proper use of those sources in a self reliant and sustainable manner is far beyond the policies made and implemented. From the viewpoint of governance and capacity building some challenges can be made to this unsatisfactory condition.

Firstly, the capacity of the TAO is not paramount to the functions it is assigned. Although more than 30 functions of TAO are cited in the TAO Act of 1999, the majority of those functions require expertise. In other words, in order to achieve a satisfactory outcome, the availability of well-trained and multi-skilled TAO staff should be put on the list of things to be achieved. However, at present there are no training facilities available.

Although TAOs can get assistance from higher administrative offices, they do not make use of this on-request-assistance properly and try to rely on the current staff, who are less in number and whose quality of performance is low. Thus the performance of the TAO is half-hearted at best, and in the worst cases quite poor.

Secondly, one can easily ascertain that the basics of good governance are not in place. Symptoms of this inefficient administration are a lack of participation, improper partnership with community actors and higher administrative offices, and insufficient networks between inner and outer Tambon actors, which are the essentials of participatory development.

The last but the most vulnerable feature about this site is its high dependence on one financial source—the Phoenix Company, which pays transfer tax out of natural gas production to TAO. There have been many criticisms by academics and development institutions about problems which may occur if Phoenix is no longer able to operate due to insufficient raw materials. It is believed that should such a situation arise, the TAO's current unsatisfactory performance will become worse. This potentially huge problem has not been given sufficient attention. In other words, there is almost no initiative taken by the TAO or higher administrative offices to promote local business and create local leaders, which eventually will help to enhance business activities. Obviously, the TAO could diversify its income sources and enlarge its revenues through these kinds of investments.

4.2.3 Site 2: Sustainable Village Development Project

Ban Fan District's Tambon Pa Why Nung, which includes Ban Soke Tae Moo 7 and Moo 8 villages, is composed of 379 households, and is the location of the "Sustainable Village Development Project". This Tambon is officially ranked as a level 5 TAO, signifying that the annual tax revenue is less than five million baht, the lowest possible level. Our investigation of village 7 and 8 focused on the villagers' income earning activities and the availability of water resources, in addition to general community involvement in the processes which strengthen their income earning abilities and allow for them to be sustained.

The most significant development in this area is the recently extended canal, which allows those within accessible distance to farm year round and to use their ponds for purposes other than the traditional dry season rice field irrigation. Under the Accelerated Rural Development Office (ARRD) the Soke Tae Canal course (12x36x3m) was selected and then completed in 1995. An extension of the canal was completed in the spring of 2002, but by the time of our October 2002 visit, the newly extended canal had been blocked by debris which had flown down from the mountain during rainy season, cutting off access to the year-round water for 5 of the original 35 members. Where farmers in this area used to produce rice only once a year with the help of water from their small private ponds, they can now produce rice twice a year utilizing canal water directly, and increase calorie intake and income by raising fish in their enlarged ponds. The access to year round water also allows for a greater variety of vegetable production and more self-sustainability for farmers bordering the canal.

Village 7 and 8 consume most of their rice production within the home, and for income rely on the somewhat risky business of seed production, un-prosperous cassava and sugar cane production, or finally, one of several local crafts. Our visit to these villages quickly revealed the importance of silk weaving, especially to the women of this area. Some farmers grow mulberry leaves to feed silk worms, a rather easy process, making silk thread after disposing of the cocoons. Silk production has proven a good income earner for families in this area but could be far more profitable if community members expanded their current activity groups to include agricultural cooperatives, including local-based training, and money lending services. The schools and the TAO

in this area show willingness to take measures towards increasing the capacity of community members to pass along local skills, participate in the maintenance and management of completed projects, and to contribute to the sustainability of development in the community.

4.2.4 Site 3: Rural Education and Mid-Day Meal Project

According to the constitution, the government is supposed to provide 6-year, free compulsory education and induce students to continue another 3-years of education up to Grade 9 or the lower secondary level. Although the government schools do not charge school fees and provide books, uniforms and milk free of charge, some of students have financial problems and are unable to continue to go to school.

The most serious problem for primary students in rural areas is that the parents cannot afford lunch for their children at schools. The government budget can support only 30% of the students facing lunch problems. Students of this age require sufficient nutrition for their mental and physical development. The Private sector and NGOs always support school lunch programs in various forms.

The Mid-Day Meal project is another form of integrated activity within the joint systematic operation of government sector and private sector. The main objective is to search for an appropriate prototype model of agriculture project for a sustainable school midday meal. This kind of project will enable the government to permanently solve the malnutrition and midday meal problems. Each participating school will be allocated 45,000 — 55,000 Bahts for a school agricultural experiment.

The concept of an “Agricultural Project for Sustainable School Midday Meal” implies that the school must utilize the allocated funds for agricultural activities, such as livestock raising and crop cultivation, which are appropriate in their local areas. The agricultural output can be used to prepare midday meals and the surplus can be sold to generate additional income to the fund.

Ban Don Joad School, which we are going to research in Khon Kean, was selected by Waeng Yai (D-18) Primary Education District Office and started in 1992 with financial support from Ministry of Education and pond construction by Khon Kean Fishery Department, Ministry of Agriculture and Agricultural cooperatives. The performance of this school during 2001 was successful and it was awarded first prize in the contest among other schools even though this school faced some difficulties, including water scarcity during summer, and a need for school capacity building.

4.2.5 Site 4: Local Wisdom and Community Leader Development

In the northeast part of Khon Kaen, we have site 4, located at Tambon Bua Nguan, which covers two villages with a population of 1,200 (about 300 households). Generally the villagers in the site make their living by rice and sugarcane cultivation. But since the site does not have access to the public irrigation system for agricultural production, the villages have been transferring local wisdom on various production activities within the community. There are 4 main activity groups: the bee and honey group; the cricket group; the reed mat group; the mulberry and silk group and also 6 other minor groups for livestock raising and varieties production. The site can be viewed as a successful case of diversification of household activity groups in local community development.

Basically, the site is supervised by the Provincial Community Development office as well as the District Community Development Office, which play a vital role in occupational training and community leader development. It is the policy of the CDD to maintain and promote local wisdom within the community.

Moreover, the present community leader has succeeded in initiating various group activities to encourage villager participation in income generation and improvement of living standard.

However, the site is still faced with some difficulties in community development. As the local wisdom has been transferred to the production activities without efficient organizations and good coordination, the villages are suffering from the lack of integrated planning and sufficient leadership within the community. We recognize the importance of capacity building for the whole community, specifically of local institutions, including local government bodies, community leaders, and NGOs, which in turn will enhance the villager's capacity building in a self-reliant way.

For site 4, the key issues we tentatively identified are as follows:

- 1) Limited participation of villagers through efficient organizations;
- 2) Insufficient efforts at good coordination among villagers and between villagers and government agencies;
- 3) Inadequate diversification of economic reactivation with involvement of different sectors of the local economy;
- 4) Lack of strong leadership in the community development.

Moreover, it is important and necessary to transfer the local wisdom from generation to generation through adequate involvement of children especially so that efficient training and institutional arrangements can sustain the community development.

4.3 Research Questions

Focusing on governance and capacity building at the local level in rural Khon Kaen, our research will be carried out by each member in their capacity as both a member of their site-based group, and also in their capacity as a governance-based analyst.

Our main topic is "participation". We consider that it is an important factor for the TAO and community members to promote rural development. If the TAO tries to encourage community members to participate in the decision-making of local administration and if community members have a strong will to organize some group activities to increase their income by themselves, peoples' lifestyles are going to improve and then rural development will be promoted.

During our stay in Khon Kaen we are going to ask TAO officers and villagers in each site various questions about participation, as follows:

To TAO officer

1. How does the community participate in the village development? To what degree?
2. How do the elements of the whole community (villagers, civic organizations, private business sector, and local government) interact and coordinate to develop the potential of the community?
3. Could you please explain the organizational structure of TAO, including the services and functions?
4. Would you mind telling us the annual budget that TAO receives? Would you tell us how the budget is spent?
5. How many employees are there at TAO, including civil servants and non-civil servants?
6. What are the levels of education of the employees?
7. Is there any training provided by local government (TAO) for government employees? If yes, what kind of training? What is the purpose of the training?
8. Is there any training provided by local government (TAO) for villagers? If yes, what kind of training?

And what is the purpose of the training?

9. Is there any training provided by local government (TAO) for business sectors? If yes, what type of training? And what is the purpose of the training?
10. Are there any activities initiated by local people in relation with the village development? If yes, what kind of activities? How does TAO respond to such activities?
11. Do you think that job descriptions among local government offices are clearly defined? Do they coordinate with each other when they conduct a program?
12. Are there any events in which TAO, business sector and villagers meet or work together? What kind of events? What are the roles of each sector (TAO, business sector, and villagers)?
13. What kinds of development projects have been carried out in this area? Who were involved in the projects?

To villagers

1. Have you ever been involved in any activity related with village development? If yes, what kind of activity? How do you feel about it?
2. Have you ever attended any training provided by TAO or business sector? If yes, what was it about? What do you think about the training? Was it useful?
3. Do you think TAO (local government) has helped you improve your life? If yes, what kind of help did you get?
4. What is your expectation for TAO in the future?

4.4 Research Methodology

We visited site 2, site 3 and site 4 and interviewed TAO officers, villagers and members of activity groups, such as the honey products, mushroom and silkworm groups. We did not revisit site 1 because members of SWG 1 in our group provides a lot of information with us.

-Interview with the chairman of TAO (Pa Why Nung) in site 2

-Interview with villagers who are participating in a group activity for housewives in Site 4's TAO (Bua Nguan)

-Interview with the chairman of TAO (Kon Chim) in site 3

-Interview with the director of Ban Don Joad School in site 3

-Interview with the project director (MMP) of Ban Don Joad School in site 3

-Interview with the group leader of mushroom growing in Ban Don Joad village
(A representative of Ban Don Joad village)

5. Findings and Recommendations

5.1 Overall Findings and Recommendations

Overall Findings:

The concept of governance, most importantly the necessary communication and coordination among the

3 main actors, the TAO, the local people and the private sector, is not implemented through the necessary system of needs analysis, training support and distribution of responsibilities. As a result, the capacity of the government agencies to coordinate among the different parties involved in community development is not well built, thus stalling the opportunity for accelerated rural development and improvement of people's lives.

Overall Recommendations

Based on the overall findings, we are going to provide 5 overall recommendations.

- TAO government should take initiative to form an official agreement with neighboring TAOs in order to conduct joint training programs.
- TAO, community group and village headman need to coordinate to share the responsibility for project maintenance.
- Cooperation of TAO and Amphur Chamber of Commerce and Industry is required to help small enterprise development and aid in product making.
- TAO should encourage community members to participate in local administration through the establishment of an opinion box and human resources networking.
- TAOs and other district level government agencies should build networking system.

5.2 Findings and Recommendations for Site 1

Findings

TRAINING SYSTEM

There are two types of training for TAO government officers: training for those in elected positions (President of TAO) and training for appointed positions (permanent staff). Both training sessions are set up by the Department of Local Administration (DOLA). In this case, DOLA plays an essential role in designing the type of training, formulating curriculum, appointing participants, evaluating results of training, as well as allocating a budget for training programs.

- ✓ For elected position : Training on Leadership and Management.
- ✓ For permanent staff : Functional and Technical Training based on the specialties and responsibilities of a certain position.
 - Chief of Finance Section : Training on Accounting.
 - Chief of Public Works Section : Training on Planning or other aspects of public works.
 - Chief of Staff: Legal Training.

There are two main problems concerning the training system. First of all, there is no clear regulation concerning the length of training and when it should be provided to someone after occupying a certain position / job. The decision to send a participant to training is based merely on the idea that it is considered important and beneficial, and therefore, a staff member should attend a training program. This phenomenon does not support the basic theory of training: that a systematic training program will notably contribute to the higher capability of human resources.

The other problem is that although TAO may organize its own training programs, they are barely willing to do so. There are two reasons of this: First, the number of staff at the TAO is quite low and therefore it will be inefficient to conduct training independently. In addition, the budget provided per year is very low (around

50,000 baht) so that it needs to be spent effectively. The other reason is that the TAO is relatively dependant on the Central and Provincial governments in terms of trainers. That is why the TAO's role in improving human resources through training is not so significant.

DEVELOPMENT PLANNING

The Tambon Administrative Organization carries out two types of development planning, those are, the five-year plans and the annual plans. In formulating such a plan, the TAO conducts two activities:

- ✓ Distributes questionnaire to all households (around 7,000) in the Tambon, which is aimed at detecting the basic needs of the people.
- ✓ From an academic aspect, the TAO discusses and consults with experts from universities and informal leaders, including monks and people from the private sector.

The development plan is mainly focused on fulfillment of basic needs such as health and sanitary. However, some empirical data indicates that the construction of infrastructure has higher priority than the development of the social sector. In Thailand, it is very obvious that the King has a determinant role in formulating the development planning. Generally, the basic idea and content of national planning comes from the King's guidance. In turn, TAO's plan should be formulated in line with the plan of the higher governmental levels – district, province, and national levels.

The basic problem in development planning is that the TAO focuses its priority highly on physical infrastructure development, and gives less attention to human capital enhancement. As a result, most roads in the village have been well paved, and an electricity network has reached farming areas. The level of education and other indicators of the human development index however, are still low.

FINANCIAL ASPECT

The main source of income for the TAO government is taxes. There are some types of Tambon taxes, such as land tax (used by farmers), advertisement tax, factory / commercial activities tax, and taxes from other activities that produce waste or pollution. The other types of taxes belong to higher levels of government. For example, land transfer tax is a district tax; forest tax belongs to the provincial government; and whisky / alcohol / tobacco taxes, and vehicle tax belongs to the central government.

Taxes collected from the Tambon's tax can only fulfill 20% of the total of the TAO's budget. It is insufficient to finance TAO's activities, so that it needs subsidies from the central government. Therefore, the composition of the budget / revenue of TAO is local taxes (20%), central government's subsidy (60%), and special subsidies (20%).

The main difficulties encountered by TAO from a financial aspect are:

- ✓ The financial capacity of TAO is too low to accomplish its functions and authorities optimally.
- ✓ There are some delays of disbursement in the beginning of fiscal years (usually in the first three months). In other words, TAO cannot use its budget instantly due to red-tape bureaucracy.

Recommendations

The Central Government or the Provincial Government (DOLA) should formulate clear regulations on Training for Government Employees. These regulations should cover such dimensions of training as appropriate type of training for each position, length of training session, and timing, such as when or how often training should be provided for each position. These regulations should also guarantee that all government officers have a right to be trained, that proper budget and training facilities are provided, and that training assessment is properly implemented.

1. TAO government should take the initiative to form an official agreement to cooperate with neighboring TAO's in order to conduct joint training programs. This method of training management will lead to a more effective program (reduced cost, increased sharing of ideas and experiences among participants) so that TAO's dependency on the Central Government or DOLA will decrease.
2. The Central Government needs to launch a set of policies on the "Decentralization of Human Resources" to local authorities, especially at the TAO level. With this reform TAO will have greater authority and freedom to formulate and implement policies on human resources development, not only in training programs, but also in other aspects of human development such as recruitment, job placement, positional appointment, salary, etc.
3. A Development plan should incorporate a vision for the future (long-term goals). The five-year plan and annual plan should function as a mission and program, respectively, towards the future vision. Without a vision, the mission and program may solve only the short-term problems, but may not be able to realize the dreams of the future. In other words, there is a gap between future ideals and present activities. And the function of vision is to bridge this gap.
4. Sources of taxes and fees need to be diversified. In addition, the policy of tax reduction and tax exemption needs to be adjusted through comprehensive studies.
5. In line with recommendation no.4, the Central Government should launch a set of policies on "Fiscal Decentralization". These policies should contain the rearrangement of the tax proportion between the central and local governments. At the same time, it should legalize local governments in order to strengthen their financial capacity through the implementation of some activities such as establishing AOE and TOE (Amphur and Tambon Owned Enterprises), building cooperation or agreements with financial institutions both domestic and international to get developmental aid, etc.

5.3 Findings and Recommendations for Site 2

Findings

Post-project Water Resource Management

Village 7 and 8 in site 2 are located in a hilly area. Most of the people in these villages work as farmers. Due to low precipitation, this area used to be too dry to cultivate, especially during the rainy season. There was not enough water for farming. Even now people keep rainwater in water tanks around their houses for daily use.

To provide sufficient water for farming, the local government represented by the recently abolished ARD (Accelerated Rural Development) and the TAO (Tambon Administrative Office) of Pa Wai Nang, have constructed some ponds and a canal. These ponds and the canal are able to hold a large capacity of rainwater, especially that which flows down from the mountain, in large capacity. There are also some 15 private ponds constructed with ARD equipment and money. A second-phase of construction which will add an additional 700 meters of the water canal will be finished by the end of year 2000. Through the construction of these ponds and the canal, the problem concerning water shortages during the dry season has almost been solved. Local farmers can access the canal for agricultural purposes. This allows year-round farming of rice and other crops.

However, as soon as the ARD was abolished, the party which holds the responsibility of maintaining the already-constructed water resource, became a problem. The canal maintenance used to be carried out by the ARD. Now, although all responsibilities concerning the canal maintenance are supposed to be tackled by the TAO, due to insufficient human resources, the TAO is not able to perform the job by itself. As a result as closely observed in the site, debris has accumulated in some parts of the canal without being removed. The debris flowing down from the mountain has blocked the canal, making it shallow and affecting some households who are unable to reach the canal water source.

Actually, the groups that use the water in the community have already asked the TAO office to handle this problem; however, because of the small number of staff and the many activities that the TAO has to perform, the TAO has not been able to provide solutions yet.

Income-generating activities

There are a lot of occupational groups in this site, such as cultivation groups covering silkworm raising and silk weaving groups, livestock raising groups, an art gallery and so on. Their participation in community development is clearly observable. They pass on local wisdom to the younger generation, although it is conducted in a conventional and unstructured, informal way of training. Through this training, the younger generation can study basic life skills for their future.

In addition, some income-generating activities, such as the art gallery, provide woodcarving training to the local school students. Those who drop out of school due to financial constraints and have basic talent in art are employed and trained further in the gallery.

However, with limited facilities and financial capital, they contribute financially only to their own survival and to their members' daily life consumption. So far, they have not prominently contributed significantly to the local government revenue. Furthermore, traditional management of the occupational groups and lack of commercial skills among the members, have left some groups in a static economic state.

Human Capacity Building

Humans are the actors of development programs. The more capable the human resource is, the more efficient and effective the development projects will be. In this site, the community actively takes part in many group activities, such as youth groups, women's groups, saving groups, occupational groups, and so on. However, despite their active roles in the community, a lack of initiative and risk-taking have caused the outcomes of development projects not to be well-maintained such as in the case of the water resources, and has slowed economic development, as indicated by the lack of business innovations and diversification.

Recommendations

Post-project Water Resource Management

From the field study in this site, it is clear that the TAO, with a small number of staff and with so many tasks to be carried out, cannot conduct the water resource maintenance by itself. Meanwhile, on the part of the water user group, people are not accustomed to performing the whole canal maintenance, as it was previously done by ARD. This problem of course creates a drawback to the local governance in the site.

Therefore, to solve this problem, the TAO, the village headman, and the water user group need to sit together, discuss and decide to share the responsibility. For example, the TAO could provide financial assistance; members of the water user group could take charge of the cleaning and maintenance activities; and, the village headman could act as the mediator between the two parties. Through such an agreement, the water user group may set up and propose their maintenance agenda. Then, they could send the proposal to the TAO through the village headman. Next, the TAO could study the feasibility of the proposal and decide whether or not the proposal is to be approved and assisted. The cooperative coordination among the water user group, village headman, and TAO might be able to solve the current problem in water resource management.

Income-generating activities

To maximize the occupational group capacity, assistance and cooperation from other parties, especially local government, are undoubtedly needed. So far, the TAO has already provided some amount of financial assistance. However, financial assistance alone is not enough for the small enterprises to develop. They also need assistance in terms of better skilled labor and wider market opportunities for their products. With more skilled labor and a wider market, production will raise, turnover will increase, and social wealth in general will improve.

For this purpose, the involvement of the Chamber of Commerce and Industry at the Amphur level is crucially needed. This chamber is believed to have better knowledge regarding business development and product marketing. The TAO and occupational group leaders should cooperate to design a business development plan – the goals and required assistance. Then, the TAO should send the proposal to the Chamber of Commerce and Industry. After being studied for its feasibility, the Chamber should give further guidance and counseling assistance for the business activity to be executed.

The participatory cooperation among occupation groups, the TAO and the Chamber of Commerce and Industry would result in the development and improvement of the economic sector in this area. Partnership with other groups or with big companies is among the suggested ways of doing it.

Human Capacity Building

It is urgent that in addition to technical skill training, management and leadership training should also be provided for the community leaders, such as the village headman, TAO officers, activity group leaders and so forth. The technical skill training needs to be conducted to enhance the skills of both villagers and community leaders. Meanwhile, management and leadership training is aimed at enhancing the capability of leaders (or those with potential to become leaders) of an organization to improve managerial skill within an organization and coordination with other organizations.

Before training program is implemented, needs analysis should be conducted both for technical and managerial, or for leadership training so that the training will have the expected outcome. Experts from higher government agencies or business institutions may be invited to design the content of training as well as to train

the participants. Or, the training can be conducted by utilizing the available experts in the village or within the Tambon as the trainers so that the training costs can be minimized.

5.4 Findings and Recommendations for Site 3

Findings

Through the TWG research we recognized that villager participation in rural community development depends mostly on the efficiency of information dissemination among people.

In Waeng Yai District we observed the past success of the Midday Meal Project, along with the potential for even greater community development to stem from this success. In site 3 Don Joad School has been implementing a curriculum that is rooted in the local Thai culture and agricultural traditions. We believe that the relevance of this curriculum to local villagers' lives encourages a high rate of participation in schools, particularly in the mid-day meal project. We would like to see this enthusiastic level of participation applied in local community development.

In addition, at Don Joad School various school activities existed and were managed by a large number of participating villagers such as farmers and parents. If a variety of information is provided and exchanged among villagers, activity groups, the TAO and other organizations, the school can then play an essential role in the community's development as an approachable and reliable source of information.

Recommendations

Referring to a Japanese case study we have brought from Japan and based on the findings, we are going to suggest some human resource networking for community development because community members in site 3 are so eager to participate in school activities. Through this network operated by the local TAO, activity groups and schools could more easily and efficiently find appropriate persons from the community who have special abilities and powers and who are willing to apply them to the improvement of current school and community conditions via volunteer efforts. If this human resource network is operated by the local government or schools, it would be a very interesting case, because such kinds of government-conducted programs have up to now, been quite unsuccessful. And if many kinds of information, including public information, are exchanged at the school through this network, an opinion box or a bulletin board, the school will become the main source of information exchange between community sources such as the TAO, villagers, and other organizations. This is expressed as one of the outputs in site 3's PDM.

5.5 Findings and Recommendations for Site 4

Findings

In Ban Pia Farn, there are some successful experiences of diversification of group activities with more than 20 small groups altogether and 4 main groups working in the village: Bee and honey group, Cricket group; Reed mat group; Mulberry and silk group, which all contribute to the increase of villagers income levels. The government agencies in the local area are committed in the area, such as the Nam Phong Community Development Department District Office (CDD), Provincial Commercial Department, Tourist Authority of

Thailand (TAT) at the provincial level, and District Agricultural Promotion Department (APO), Industrial Promotion Center (IPC) and Tambon Bua Nguan, Amphur Nam Phong (TAO) since the Ninth Economic and Social Development Plan (2002-2006) with emphasis on local wisdom in the process of community development .

In the site, Nam Phong CDD District office plays a key role in supporting the establishment of villager's organizations and capacity building for leadership development and human resource development. The TAO takes responsibility for coordinating between the government agencies and community leaders by supporting group activities in terms of financial support and technical training within the community. And there's a very particular case in the site since they have one successful leader who took a lot of initiatives to encourage villager's participation in income generating group activities to improve their quality of life. Moreover, some NGOs and JICA taking part in the local rural development have contributed to the promotion of honey and bee production in the site through technical support.

However there still exist some problems of coordination between different levels with regard to the integration of a community development plan. This is due to weak institutional capacity and management capacity. The partnership between government agencies and NGOs has not been built to work together for community development. Without good coordination, the "One Tambon One Product" will turn out to be "One Tambon One Similar Product", which cannot generate expected benefits.

Recommendations

In order to address the problems, appropriate coordinators at different levels should be standardized with clear-cut policies strengthening the existing mechanisms and structures. In Ban Pia Farn Site 4, the district CDD office may take the role of coordinating among public and private agencies, including NGOs, to assure the integration of project planning and the efficiency of project implementation. It is necessary to build an information network system to share the information of community development among the involved institutions and organizations. And it is important to disseminate the useful information about production and marketing information to the villagers. The TAO, which is supposed to transfer information to community leaders and villagers, needs to build expertise in providing the necessary technical and organizational support for producing higher value-added products and new businesses. In addition, it is also necessary to develop follow-up programs and feedback mechanisms to evaluate the impact of training programs for leadership development within the community.

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Thematic Working Group 2

Roles of Business/Corporate Sector in Regional/Rural Development

1. Introduction
2. The Role of Business in Rural Development
3. Case Studies
4. Pilot Studies in Khon Kaen, Thailand
5. Findings and Recommendations

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1. Introduction

People in developing countries are mostly living in rural areas in extremely poor conditions, a factor that makes rural development an important issue to be concerned with. In Thailand almost two-thirds of the population live in rural areas, and about 90% of the households are farmers. One way of promoting rural development is through the expansion or improvement of the business sector, with the main objectives of generating employment and income for the rural population leading to the alleviation of poverty and a more equitable income distribution.

Besides contributing to economic development through the generation of new sources of employment and income, the business sector also contributes to social development by leading to better life standards (access to better education and health services), human resource development, improvement of community welfare, and reduction of poverty. To enhance the role of the business sector in community development, diversification is needed as a means of reducing the risk of uncertainty.

The main objective of the present research paper is to investigate the role of business in development and to propose business strategies suitable for application within the area under study in order to promote rural development. The research covers four sites located in Khon Kaen province, the most populous region in Northeastern Thailand, with almost 20% of the households living below the poverty line. The four selected sites have different development programs which will provide for a more comprehensive study. The sites are Tambon Kud Nam Sai, Ban Soke Tae in Ban Fang District, Ban Don Joad School at Tambon Kon Chim, and Ban Pia Farn at Tambon Bua Nguan.

Before conducting our research in Thailand, some relevant case studies from Japan and other countries were selected to determine strategies for promoting rural development through the strengthening of local business, in the hope that these could be modified to suit Thailand's conditions and subsequently implemented. The cases were related to themes including the promotion of agribusiness through the creation of Agricultural Cooperatives in Japan, agricultural diversification in Sri Lanka and the organization of a traditional local production network in Japan.

The main conclusions reached after completion of our research of the site are that diversification into more marketing channels and value-added agricultural products should be implemented; the role of agricultural cooperatives should be enhanced and should be created at the Tambon level, and networks of local producers, government agencies and merchants should be established. Lastly, the public and private sectors should increase their support for the promotion of local businesses in order to increase their contribution to development.

Four pilot studies from Thailand, regarded as successful examples of rural development programs, were selected. The first pilot study deals with the creation of an Agricultural Cooperative (AC) at a Tambon in Kud Nam Sai and its contribution to local development. The second study is related to the presence of a big industry i.e. the Phoenix Company. This company provides many kinds of support for community development, but on a negative note, has released polluted water resulting in environmental contamination. The third study is a successful example of the creation of groups for the development of business activities in Ban Fang District. The final pilot study deals with the creation of a bee center in Tambon Bua Nguan, which started as a bee farming project and successfully developed into several activities, such as vegetable cultivation, silk production, an eco-tourism project and a training center, bringing about diversification in local production, as well as new sources of income for the villagers.

2. The Role of Business in Rural Development

Since the majority of the population in developing countries lives in rural areas in very poor life conditions, rural development is becoming an important issue in development. The main objectives are to enhance the human resource development of the rural population, increase income and employment generation, and strengthen local institutions based on greater self-reliance and community participation, through the expansion of off-farm employment and rural enterprises. These lead to the alleviation of poverty and the promotion of a more equitable income distribution in rural areas. Another outcome is that rural industry mobilizes and better utilizes resources in rural areas, reduces urban migration and strengthens rural development. (Tolentino, 2001; Polman, 2001).

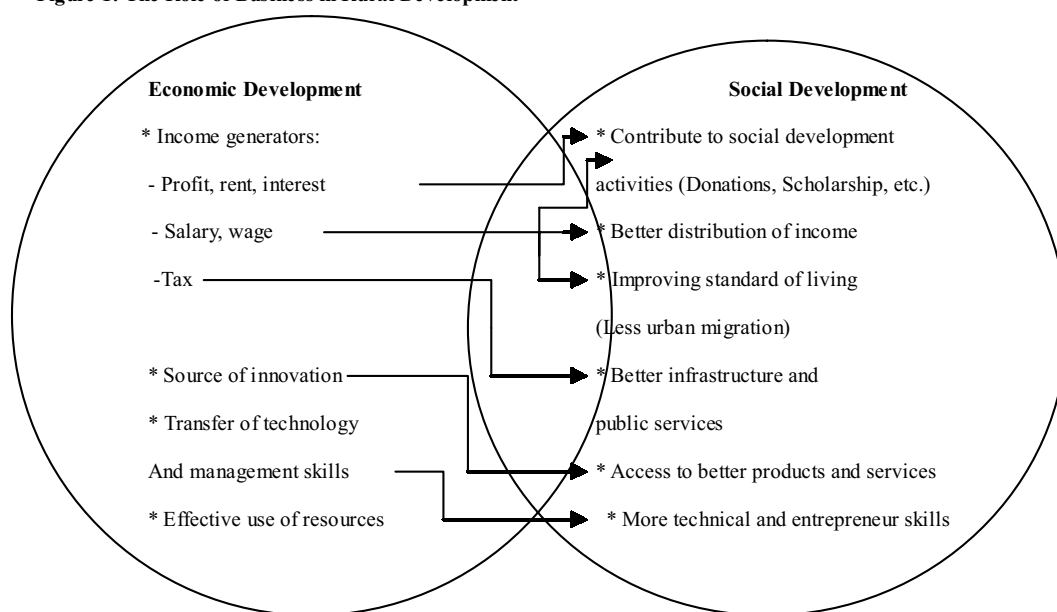
The main contribution of the private business sector to rural development is its enhancement of economic development mainly through the generating of income in the form of profits and rents or interests, salaries and wages, and taxes. This income-generating feature is mainly realized through employment generation in the case of big companies and profit generation in the case of small-scale businesses. Taxes are a way of increasing local government revenues.

The increase in income leads to social development (Graph 1) first of all by promoting a better distribution of income, which in the past was concentrated in the big cities. As income becomes available in rural areas, people are able to improve their living standards and gain access to better health and education services. On the other hand, as the tax revenue sources of the local government increase, more investment in public infrastructure and services becomes possible, thus enhancing the quality of life in rural areas. This all leads to a reduction in urban migration, as villagers encounter opportunities to improve their lives in their own villages

As big companies move their operations to rural areas they bring some additional benefits, such as innovations that increase the access of local villagers to better products and services, and provide them with ideas to develop their own small businesses or improve existing ones. Big companies also serve as a source for technology and management skills in the area, leading to an increase in the technical and entrepreneurial skills among the villagers. In addition, such companies help to promote the development of local businesses by acquiring input and services from them.

Finally, some big enterprises also contribute in the form of donations, grants, scholarships and the implementation of activities that are oriented to improve the welfare of the local residents.

In order to enhance the role of business in rural development, existing businesses should be expanded and new ones should be established. The achievement of this diversification is an essential element and an important strategy in reducing financial risks. From a business point of view, diversification has the purpose of expanding the factory/company size, extending marketing channels, increasing efficiency, reducing input costs, raising total yield and creating greater opportunities for creativity and experimentation; leading to a greater responsiveness to demand changes, thus enhancing the capacity to benefit from market opportunities. Diversification can be introduced by developing new or improved products, and by expanding marketing channels or supply sources.

Figure 1: The Role of Business in Rural Development

3. Cases Studies

3.1 Case 1: Sumita-town, Iwate prefecture, Japan Promotion of Agribusiness with JA (Japan Agricultural Cooperative)

Sumita-town is a very small town in the Northeastern region of Japan (Table 1). Originally poor, the villagers' depended entirely on rice cultivation as their income. But with the strong support of JA (Japan Agricultural Cooperative), they successfully enhanced and diversified their agribusiness.

Table 1: Population of Sumita-town (September, 2002)

| Population | | | Number of household |
|------------|------|--------|---------------------|
| Total | Male | Female | |
| 7271 | 3489 | 3782 | 2237 |

Sumita-town reformed its agricultural activities in the following ways: They limited rice cultivation only to the amount consumed by each household. The excess paddy fields were used for the cultivation of intensive crops such as strawberry and tobacco. Agricultural output was processed for commercial purposes and processed foods, such as dried mushrooms, mushroom noodles and dried radish, became a source of cash income. Livestock production was also introduced to the region, which led to an improvement in the people's nutrition by providing eggs and milk. In years of poor crop harvest, it was possible to sell this livestock for cash. In addition, the people were also able to utilize the livestock droppings as organic fertilizers. Through these reforms, the income earned from agricultural activities became sufficient for living, resulting in a decrease in urban migration. (Refer to Figure 2).

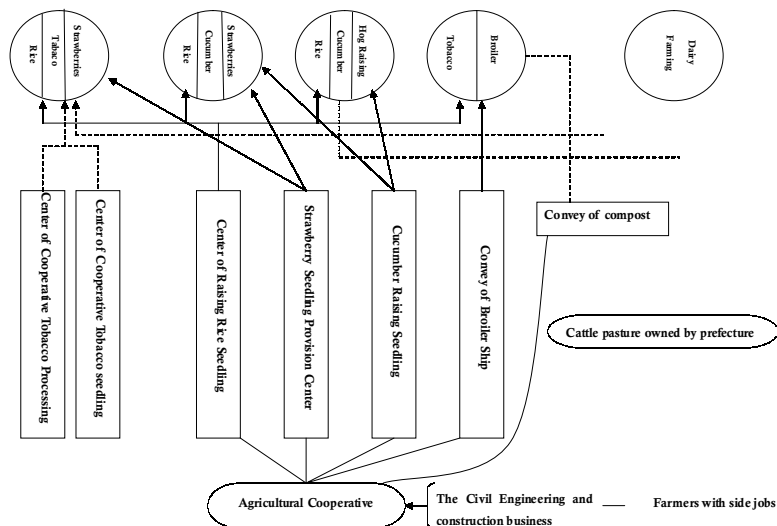
Picture 1: Sumita-town produce



(Source: Sumita-town web page <http://www.town.sumita.iwate.jp/>)

Figure 2:

Flow chart of diversification in Sumita-town



The Agricultural Cooperative (AC) performed a supportive role in the above-mentioned agricultural reform through the following activities:

1. The AC established a paddy-nursery center. As a result, each farmer did not have to produce paddy nurseries individually and farmers were able to concentrate on the production of cash crops. This enabled them to distribute labor more effectively, reducing the labor burden in spring (rice planting season). About 80% of the households used the AC paddy nursery center. Later, nurseries for other crops were also established under the initiative of the AC.
2. The AC provided substantial loans to individuals. This allowed every poultry farmer to set up modern facilities, such as automatic water pumping systems and feeding systems.
3. The AC provided substantial loans, land, and facilities to the poultry farmers to establish a meat-processing factory. This helped them increase their profit by shortening the marketing process.
4. The AC informed farmers about the costs and commissions of agricultural products and assisted them in setting the prices for their products. Originally, chickens were sold to the market through Amatake Broiler, Inc (wholesale company in neighboring city) but poultry farmers were not satisfied with their contract conditions. With the strong request of 18 poultry farmers, the AC started the marketing of broiler chickens.
5. The AC provided technical assistance for the introduction of new products. This helped local farmers reduce risk and uncertainty.

From Sumita town case, the important role of the AC in promoting a sustainable enhancement of agribusiness can be seen. The area under study is also an agricultural society in the process of diversification. Although many conditions differ between the countries, the case of the Sumita-town AC contains a lot of useful ideas that could be applied to the sites in Thailand.

3.2 Case 2: Agricultural Diversification in Sri Lanka

Sri Lanka has a population of about 16 million people, with more than 70 percent of the population engaged directly in agriculture or related activities. The land area of the country is about 6.5 million hectares, out of which nearly 970 hectares is under major export oriented plantations, including tea, rubber and coconut.

The precipitation, having a bi-modal pattern, influences crop production mostly in the dry zone, and allows for two cultivation seasons – the wet season, which has a better distribution of rainfall, and the dry season. Water scarcity is common in the dry season and the evapotranspiration rate increases to a very high degree. Due to these conditions, rice yield is very low and uneconomical. Some other food crops (OFCs) can withstand dry conditions. Soil characteristics in the dry zone, as well as some of the climatic factors, tend to be more favorable for OFCs than rice cultivation. Therefore, the cultivation of OFCs during the dry season has proved to be more economical.

The major set backs observed in accommodating OFCs are higher cash and labor input requirements, low and unstable market prices, and water scarcity and drainage problems experienced by the dry zone farmers. Farmer participation in management is identified as an important issue in agricultural diversification. It can be said that similar problems are encountered at site 3. At this site a lack of water supply and drainage problems exist during the dry season. In addition, due to an oversupply of mushrooms, local villagers cannot obtain high and stable market prices. These problems are faced in both places. The only way these problems can be solved is by diversifying their agricultural products.

Agricultural diversification of rice in Sri Lanka has developed to its present stage from the 1970's, after the banning of the importation of subsidiary food needs and the implementation of a countrywide crash program for OFC cultivation. Higher economic returns given by OFCs encouraged farmers to diversify their rice crops and the national policies which were created during the preceding decade gave more emphasis to the promotion of crop diversification by providing support services like credit, ready markets for produce, and security price schemes. A number of state sector institutions such as the Cooperative Wholesale Establishment, Paddy Marketing Board and Multi-purpose Cooperative societies are instrumental in the marketing and pricing of produce. In addition, the private sector plays a key role in marketing and pricing. Security floor prices are fixed by the government for some farm products, so farmers are able to get a better income and to encourage the cultivation of these crops, whenever necessary. Moreover, several public and private banking institutions extend credit facilities to farmers.

As assistance is evaluated, some important lessons should also be noticed. Firstly, the expandability of agricultural diversification in rice fields is limited due to the national requirement of rice as a staple diet, together with the limited domestic demand for some of the OFCs. Over production may result in the collapse of the domestic market, which can result in serious repercussions unless export markets can be found early. OFCs grown locally do not have a large export market, unless they are processed into exportable products. Farmers should, therefore, be made aware of the quality and type of products needed for export, if a diversification program is to be successful and sustained. Alternatively, new crops for the international market should be tested in the dry zone for suitability and higher incomes.

Secondly, farmer participation and training is very important in planning and implementing agricultural diversification programs. Improving communication between management and farmers, as well as allowing farmers to share the responsibilities of management, can encourage the farmer's participation. This will make farmers aware of the conditions which lead to better management decisions and help create a better understanding about the importance of agricultural diversification.

3.3 Case 3: Silverware in Tsubame: Organization of a Traditional Local Production Network

Tsubame City is located roughly in the center of Niigata Prefecture. The history of the metal working industry is in most ways the history of the city itself. By using the latest in technology, design and ideas, the city tries to continue to produce items that are popular not only in Japan but also around the world. Tsubame is the center of silverware production not only in Japan but also throughout the world, and the basic process of production has remained the same since the beginning of the 1900s. Silverware production is composed of a number of different processes; and, in this region, one business is not solely responsible for the whole process. Rather, several businesses focus on only one or two specific parts of the process, with the production system organized in a pyramid-style subcontracting system.

Production in Tsubame started in the 1700s with the production of nails, taking advantage of their location near a big copper mine. Initially, the initiative was taken by the government who, in the Edo period, brought nail producers from Tokyo to teach local villagers. But from that point forward many technological breakthroughs have taken place and all have come from initiatives of the manufacturers themselves and the role of the public sector has been mainly limited to testing.

Based on a survey of the manufacturers, all ranked their own efforts as being their main source of technological upgrading, however at this point it is important to say that most of them have good educational

levels, usually high school degrees with a specialization in engineering. We must, therefore, be careful to consider that in regions where the educational level is not so high, more external support may become necessary to achieve improvements. Other important sources were reverse engineering (usually copying innovations from other producers in the area), joint technological development, and patents.

Almost half of the companies surveyed use technical support from parent firms and public technological support agencies, such as prefectural technical centers that are engaged in Research and Development (R&D) activities, exchange of technical information with firms and universities, and provision of technical assistance to SMEs. Companies do this mainly by holding seminars, dispatching technical advisers and providing testing services. Other important sources of technical support have been equipment suppliers, firms in the same business and industry associations.

Tsubame silverware companies sell their products in both local and international markets. For local distribution, almost 90% of the production is sold through trading houses who then sell to retail stores. The remaining 10% are sold directly to retail stores. This was possible because some producers gained prestige due to the high quality of their products and were able to create their own brand name. Marketing support in general has been mainly provided by industry associations and the chamber of commerce, and usually consists of hosting trade fairs and sending interested buyers to the local manufacturers. Other public institutions such as the Japan General Trade Organization (JETRO) and the local government also provide marketing assistance. Important assistance has also been provided by industry associations carrying out quality inspections. This has been especially important for exporting of products.

Financial assistance is usually provided by parent firms, and public funds channeled through commercial banks or specialized public institutions. These funds are offered at lower interest rates. Other kinds of financial support which are a part of the effort to contribute to the development of Japanese SMEs are the credit guarantee system (so that they can have better access to private loans), tax reductions and subsidies (mainly offered to cooperatives and industry associations for joint investigation and marketing efforts).

We can conclude by saying that the most important lessons from this case study are:

1. Traditional craft activities can be developed into more value-added, profitable activities.
2. Innovation has to be a continuous process.
3. The creation of local networks, both horizontally and vertically, are necessary for the development of local industries.
4. Local efforts should lead to development of new products or processes (local wisdom).
5. Public support, in terms of financial, marketing and technical assistance, is of extreme importance for the development of local industries, especially in the first stages.
6. Coordination among public and private efforts for supporting the creation and development of small local industries is also of extreme importance.

4. Pilot Studies in Khon Kaen, Thailand

4.1 Background Information on Government Policies for Rural Development through the Promotion of the Business Sector

After facing the financial crisis in mid-1997, the Thai Government and especially the King decided to reorient their line of thinking about economic and social development, from promoting Foreign Direct Investment to returning to self-reliant agriculture and promotion of small and medium size local industries. To achieve these goals, the Thai Government established a number of policies, such as the “One Tambon, One Product” Program, Promotion of SMEs and SMIs, a Marketing Support Program, a Financial Assistance Program, Promotion of Cooperatives, and Thai Business Initiative in Rural Development (TBIRD).

The government supports the “One Tambon, One Product” Program which is designed to increase the capacity of rural communities to add value to their original products, which are based on traditional indigenous expertise and local know-how.

Promotion of SMEs and SMIs in the manufacture, service and commercial sectors has been included in the 9th (present) National Economic and Social Development Plan, as an important means of strengthening the Thai Economy.

To support marketing activities of local industries and agricultural products, the Ministry of Commerce supports the development of marketing channels through trade fairs, the dissemination of information about markets, and products and prices, etc.

Financial Assistance for the creation and development of rural businesses is provided in two main ways: the “One Million Baht Village Fund” Program and the “One Tambon, One Product” Program.

The Thai Government has actively promoted the creation of cooperatives and associations since 1915, and its main activities are promotion and dissemination of the cooperative ideology, principles and practices; cooperative study and research; promotion and advice for the establishment and operation of cooperatives; the assisting and seeking of cooperation from concerned agencies for financial assistance, basic infrastructure and other service support.

The Thai Business Initiative in Rural Development (TBIRD) was introduced by the Population and Community Development Association (PDA) in 1989. Its methodology was to recruit private sector companies to sponsor human resource development activities in rural areas. The TBIRD project now approaches rural development from the point of view of providing a safety net for unemployed laborers and workers returning *en masse* from Bangkok and other major industrial centers.

4.2 Site Information

4.2.1 Khon Kaen’s Provincial Economic Development Plan: Business and Marketing Issues

In the process of provincial economic development, the Khon Kaen provincial governor came up with many strategies related to business and marketing issues. The following strategies can be treated as a part of the overall provincial plan to achieve Khon Kaen’s goal of becoming a sustainable, developed province.

- **Production Strategies:**

At present, one of the important problems in agricultural production is the structure of production. Most of the farmers depend on only one or two main crops so they face high risks that originate from the changes in season and fluctuation in market prices. Therefore, the government tries to promote multi-crop farming and supports research and development in the agricultural field to increase productivity.

- **Marketing Strategies:**

The following strategies are those which aim to promote both agricultural and non-agricultural products that are produced within the province.

The first strategy is the establishing of a market day, such as a “Sunday market”, for the promoting of local agricultural and non-agricultural products, such as handicrafts and products from the “One Tambon One Product” projects. This strategy provides an opportunity to farmers and producers for selling their products directly to customers, so that they can get fair and better prices than selling through middlemen.

The second strategy is the establishing of trade fairs or festivals, which are held for promoting local agricultural and non-agricultural products.

The third strategy is support for the communities to set up a “Community Shop” in their own area to sell their products directly to customers. This kind of activity works as a learning process, since it can teach the farmers or villagers how to create and manage a community business.

The last strategy is the providing of information about products and markets to the farmers or producers; so that they can use this information for their decision-making regarding the kinds of products they should invest in, how they can produce them and where they can sell their products.

4.2.2 Site 1: Local Government at Grass-Roots Level

Site 1 is located at Kud Nam Sai Tambon and is the location for the project “Local Government at the Grass-roots Level”. It is a relatively rich area and its Tambon Administrative Office (TAO) can be classified as level 2 (TAO’s with a total revenue of over 20 million Baht/year). Every year it has a budget surplus of about 4 million Baht. A major problem prevailing in this TAO from a business point of view is that the role of the private business sector in the community development is quite low.

The population of this TAO is mainly engaged in agriculture (90%), 5% work in factories and the remaining 5% are general workers. The main natural resource is its substantial reserves of natural gas. There are not many enterprises operating within the area. The main source of revenue in this TAO is tax revenue (93%). A big industry, the Phoenix Paper Pulp Company, operates in the area. This company provides a lot of support to the villagers such as water facilities, electricity, road construction, scholarships and medical treatment. This factory also, however, creates environmental problems by releasing polluted water into the river.

Since the TAO revenue is not so diversified, even though it has substantial financial savings, it has to find other sources of revenue. This TAO should invest more in economic activities and promote the creation of more business activities, specially SMEs, and SMIs, which will contribute to a more diversified and sustainable income.

4.2.3 Site 2: Sustainable Village Development Project

This site is comprised of Ban Soke Tae village 7 and 8, in Ban Fang District of Khon Kaen Province. Most villagers are engaged in agriculture, and many are involved in different activity groups. In the site, a canal as well as public ponds were constructed in 1994. The canal was extended in 2002. As a result, the number of farmers able to farm year round has increased significantly.

The activity groups currently operating include rice, sugarcane, seed, mulberry and silk weaving, livestock raising, and water user groups. Seeds are widely produced through contracts with private companies. Seed production companies offer materials, fertilizers and technical assistance to farmers. Even if farmers cannot harvest enough due to weather problems, the rewards from seed production companies are guaranteed. Now only four varieties of seeds are produced in the villages. It seems like there is no imminent problem in the site. But if villagers can contract seed production companies to produce additional varieties of seeds, they will be able to increase their income. Moreover, if activity groups are extended to cover more activities, such as fishery, handicrafts, cooperative retail shops, and simple agricultural processing, villagers will be able to earn more income and improve their living standard.

4.2.4 Site 3: Rural Education and Mid-Day Meal Project

Site 3, Ban Don Joad School, is located in the village of Donjod, Wangyai(Wang-Yai) District. It has 221 students with 45 children at the kindergarten level coming from 4 villages. Ban Don Joad School started its Midday Meal Project in March 2001. The school received a donation from a private financial institution and utilized the allocated funds to raise chickens, and fish, and produce eggs, vegetables, fruit and mushrooms, which were used to prepare a midday meal for the students. These agricultural activities were integrated into the subjects of the regular curricula. The surplus output was sold in the community at prices lower than the market. The cash income generated was added to the project fund. The students received their share from the generated income while at the same time improved their practical abilities. Villagers benefited from their participation in the school agricultural projects by being able to obtain products at lower prices, learn new production methods and introduce new products.

There also however exist several problems. For example, they have problems with marketing and production. There is no supply control to match the market demand and they lack the ability to develop new products. Moreover, they face problems in attracting more private businesses to provide donations and assure the stability of the Midday Meal Project in the long run.

4.2.5 Site 4: Local Wisdom and Community Leader Development

Site 4 is located in Tambon Bua Nguan, Amphur Nam Phong. It covers village No.1 and part of village No.14 with a total population of 1200 people (300 households). The main occupation of the villagers is rice and sugarcane cultivation. Besides the main occupation, the community has formed activity groups to generate more income and diversify their sources of income. In site 4, there are more than 20 activity groups such as the bee and honey production group; the cricket raising group; the reed mat production group; and the mulberry and silk production group. The financial and technical support for the activities came from various sources, such as the Tourism Authority of Thailand (TAT); the Bua Nguan Tambon Administrative Office; the Agricultural Promotion Office (APO); and the Community Development Office (CDO). Site 4 can be seen as a

successful example of diversification in economic activities, where local wisdom was utilized to create community-based businesses, generating more income and improving the community's living standard. However, the community is still facing some problems in the production and marketing of their products.

4.3 Research Questions

The main objective of the present study is to determine the level of development of economic activities within the sites, their basic characteristics and their contribution to the community's development. One of the most important issues to be investigated is the level of diversification of business activities achieved by the local villagers in terms of the variety of products, existence of higher value added products and services, and marketing channels. Also important is the way in which villagers, private sector, and local government have been organized and have used local wisdom to find new business opportunities and improve the existing ones in order to increase the villagers' income. Also the study will attempt to determine how Agricultural Cooperatives at the local level can contribute to the improvement of local production activities.

The ultimate research question is: What kind of strategies can be recommended to improve business activities in the province and in each site for the sake of a self-reliant and sustainable rural development?

The main research questions to be answered during our field research in the sites are as follows:

- 1) What products or services are actually being produced in the different sites?
- 2) What marketing channels are used to commercialize their products?
- 3) What production, lending or saving groups exist?
- 4) What kind of technical and financial assistance is available for the villagers?
- 5) What new value-added and profitable products and services can be developed?
- 6) How can people improve the marketing of their products and service, and what type of assistance can they receive regarding this issue?
- 7) What can government and different institutions do to promote the creation of new businesses and organize the people for the development of these new activities?
- 8) What is the role of Agricultural Cooperatives in the promotion of business activities and how can they improve their work?

4.4 Research Methodology

Prior to the fieldwork and based on secondary data, the main characteristics and problems faced by the four sites, in terms of their business activities, were determined. Based on this, the research questions were established and relevant case studies from other countries, which could be applied in the sites, were selected. A secondary investigation on the role of business in rural development and the ways of improving its performance was also carried out.

During the fieldwork, in order to answer the main research question, several methodologies were used. The specific methodologies are as follows: (1) key informant interviews with provincial government offices, Tambon Administrative Offices (TAOs), Agricultural Cooperative (AC) and Agricultural Promotion Office (APO); (2) interviews with members and leaders of the different activity groups; (3) field survey (of the villagers) and observation (4) collection of materials and statistics from the TAO and business sector, such as the Phoenix Company; (5) analysis of secondary data obtained from related references.

5. Findings and Recommendations

5.1.1 Findings and Recommendations for Site 1

The TAO has provided quite a lot of funds for the promotion of economic activities in the area. However, the amount per activity is quite low, ranging between 10,000 – 50,000 Baht. Consequently, farmer groups can only use the funds for very small business activities with small profits. The groups used the funds mostly for agricultural-based activities, such as livestock raising and vegetable cultivation. They need to diversify their activities by introducing value-added agricultural products to increase the profits obtained from their agricultural products. The TAO should examine the business activities that are suitable to be developed in this area by conducting research and feasibility studies with the help and advice of business experts from universities and related agencies, such as the Industrial Promotion Office, the Agricultural Promotion Office and the CDD. For those prospective businesses, the TAO should provide more support in terms of funds and technical assistance. The TAO can also invite experts from universities and related agencies to provide training and supervising. After training, the TAO and related agencies should continue monitoring and evaluating the results obtained from the training. The importance of local networks and government support can be seen in the case study of Tsubame city.

In line with the marketing of the products produced by the farmers groups, the TAO, in cooperation with other related agencies, plans to set up a local market/regular market to sell those products within the area. This is considered to be a very important and good measure. Furthermore, the TAO should also examine marketing channels to sell local products in other areas, in order to expand their market. To achieve this, products should be high quality (need for standardization of products), and available in stable supply. The TAO should also promote the local products on their website. Another important aspect related to marketing is that the TAO and the related institutions should provide better transportation facilities to support marketing, including the improving of road conditions, and the provision of vehicles. Those recommendations refer to Post-Visit PDM No.2-1-1-1, 2-1-1-3, 2-1-1-4, 2-2-3, 2-3-2, and 2-3-5.

Tambon Kud Nam Sai has formed an Agriculture Cooperative (AC) at the Tambon level. This AC is quite successful and has many activities. However, because this AC is still quite new, the AC staff still lack knowledge in the management and running of an organisation. So, they need more training in bookkeeping, management, and accounting, in order to improve the performance of the AC.

5.1.2 Pilot Study: Agriculture Cooperative at Tambon Level

Unlike other TAOs in Region 5, Tambon Kud Nam Sai successfully formed an Agricultural Cooperative (AC) at the Tambon level in the year 2000. This cooperative was formed as an initiative of the villagers and has received support from the TAO. It has 510 members from 10 villages throughout the Tambon. It has 3 main activities, including financial arrangements to lend money to its members; buying agricultural materials for its members (seed, fertilizer, and insecticide); and collecting the output from its members (rice, sugarcane) and distributing them to the market. This AC has also helped in the development of other economic activities, such as furniture production, weaving, rice milling and the making of organic fertilizer. A new product that AC intends to develop in the near future, after the rice mill is established, is traditional Thai rice wine.

The AC receives funds from 3 sources: the TAO budget (1000.000/year), the Agricultural Promotion

Office, and the membership paid by its members. The AC lends money to its members with 2 conditions: the lender has to find at least 2 guarantors and possess collateral such as a piece of land.

The AC has provided training in furniture making and weaving (how to weave, dyeing, and designing) to its members. The AC also assists in the marketing of the members' products by making contacts with middlemen in the region, assists its members in the improvement of the packaging of their products and price establishment, participates in exhibitions under the One Tambon One Product Program, and promotes local products on the Tambon website.

5.1.3 Pilot Study: PHOENIX Company

The Phoenix Company was established in 1975 with financial support from the TAO. It is the biggest company in Tambon Kud Nam Sai producing paper pulp. It employs 1,058 regular employees and 7,000 part-time employees. Its main activity is pulp production and it buys the raw materials, such as eucalyptus, bamboo and kenaf, from local farmers. It is one of the sources of revenue for the TAO.

The Phoenix Company provides many kinds of support for the development of the local community, such as the supplying of drinking water to five villages, cattle, electrical water pumps, loans to villagers and small businesses. It is also the patron of a primary school in the area, provides health services and provides transportation for children to go to school in Khon Kaen. It has also established a community center for vocational training and provides education and training for its employees. This has helped employees to assimilate existing knowledge and experience and, at the same time, improve their individual capability to carry out the responsibilities assigned to them in a better and more efficient manner. In addition, a total of 400 scholarships were presented to students from elementary to university levels living in 11 target-villages surrounding the Phoenix Mill, including special student groups selected by the Foundation for Child Development, Nam Pong District Officer, Ubolrat District Officer, President of Khon Kaen University, and Mass Media Association of Khon Kaen from.

At present, the company is facing two critical problems: environmental issues and the company's bad image. In the production process of pulp, the used water drains out of the factory after production is finished. It causes water pollution in Nam Phong River, a public water source. This has led to a social dispute with the villagers who live around the factory area. The company consequently created a project called "Project Green" with the idea of recycling water in cooperation with a local NGO. It will reuse water to grow eucalyptus trees on its own land.

5.2.1 Findings and Recommendations for Site 2

Recommendations here are highly relevant to the post-visit PDM's activities in output 1, which is "villagers increase their profitable income earning activities". User group activities are functioning quite well in site 2. Governmental institutions should offer them not only financial assistance, but also assistance to increase their marketing channels, and technical assistance. Villagers should create more commercial opportunities by setting up more income-earning groups. In the villages there are a lot of business potentials, which are yet to be developed, such as fish net making, woodcarving and art painting. By setting up such groups, more people with certain commercial talents and interests will be engaged in economic activities.

To generate more income, marketing of the products of the commercial groups in the area should be intensified and broadened not only within the area but also outside the area. For this purpose, TAO, Community

Development Department (CDD), and related agencies at the Amphur level, such as the Chamber of Commerce and Industry, should cooperate with each other to provide more professional business management skills, marketing skills, and marketing channels for the products.

To advocate the establishment and development of business activities, an agricultural cooperative needs to be founded at the Tambon level. The cooperative will later on be able to support the activities just as in the pilot study in Site 1 (Agricultural Cooperative at Tambon level) and the Japanese Sumita-town case study (Section 3.1). Furthermore, the role of the cooperative should be extended to information sharing and technical support for the members.

5.2.2 Pilot Study: User Group Activities

Before the irrigation system was constructed, people in this area could not produce a variety of crops. Their production capacity was mostly limited to rice, sugarcane and cassava. After the irrigation system was completed, water became sufficient enough to diversify their agricultural output. For example, seed production under a contract with seed production companies started. Moreover, self-reliant farming (integrated farming with crop rotation) was introduced and successfully operated for 4 years.

The success of diversification owes much to user group activities operated by villagers. They formed more than 30 user groups for their production. There are groups for rice, sugarcane, cassava, silk and mulberry, silk weaving, cow, chicken, and seed. There is a self-reliant group, a women's group and also a youth group. These groups help villagers a great deal in enhancing cultivation of new crops. As a group, they are able to diffuse production skills, gain bargaining power, and receive grants from governmental organizations. Villagers are very proud of the success in user group activities.

The silk weaving group is introduced here as one of the examples of a successful user group activity. The silk weaving group was founded in March 2002 under the initiative of one lady, Mrs. Jankorn. She is an ordinary middle-aged woman living in the village. One day she went on a trip to the province of Lopburi and saw that the weaving group of the region played a big role in the weaving business. After she returned, she created a silk weaving group in her own village to make their silk production more organized and more profitable. Now 37 women participate in the group, and 6~7 of them are being trained to improve their skills. Initially, they invited a teacher from Lopburi province, but now the fast learners in the group are asked to act as teachers. As a group, they managed to get a grant from governmental institutions. This silk weaving group received a grant of 15500 BHT from the TAO. Now they are even planning to expand their production to synthetic silk, which is easy to handle and easy to sell because of its affordable price.

5.3.1 Findings and Recommendations for Site 3

Two findings have been made from the viewpoint of business relations. First, the contribution of a new company is required to expand the Midday Meal Project. Although every primary student is able to have a meal everyday in Ban Don Joad School, the school lunch is not provided to all of the lower secondary students because there are not enough funds to support the project for the lower secondary education level. In order to provide lunch to every student, it is also required to further increase its agricultural products as well as to introduce new kinds of crops. Continuous financial support from business sector is therefore required for that purpose. Second, villagers have to explore new markets in which to sell the remaining products of the program.

The school in fact sells the surplus products to the community and markets outside the community. The

profit is then shared among the students. By expanding the marketing channels for their products, villagers can increase their income.

The main recommendations for this site have been included in outputs 7 and 8 of the Post-Visit PDM. It is recommended that in order to obtain continuous financial support, the school should widen its information channels to secure sufficient sources of information. For example, establishing a good relationship with government to get more funds, keeping more contacts with the private business sector, such as the Phoenix Company, to acquire more donations, and advertising the school itself.

It is also recommended that products should be diversified and the marketing channels should be widely expanded. As mentioned in case study 2 (Agricultural Diversification in Sri Ranka), because of agricultural diversification, high economic returns are gained from other food crops. It is necessary to establish a stable market within the community and make deals with others outside the community regularly. It is also essential to establish a kind of organization to make these activities better organized.

5.4.1. Findings and Recommendations for Site 4

Site 4 has been able to successfully diversify its production from sugar cane to other agricultural products such as honey, crickets, mulberries, frogs and some manufactured products such as reed mats and silk. All of these productive activities have been developed through the creation of production and saving groups (around 20 in total), which facilitate the access to funds from sources such as One Tambon One Product Project, Village Fund and Tourist Authority of Thailand. Of the above groups, the most successful has been the Bee Raising and Honey Production Group, which has been identified as a pilot study. Its main activities and features will be explained in the next section.

Even though the project has been very successful in achieving the goal of self-sustainability, it still faces certain weaknesses, such as the dependency on middlemen for the commercialization of their products, lack of higher value-added products and businesses in the service sector and a lack of knowledge on how to improve the marketing of the local products. Many of these weaknesses derive from the fact that local people start producing just for the sake of self-consumption and when the time comes to sell their excess production, they lack the information and quality to access the market.

The main recommendations for this site have been included in outputs number 2, 3 and 4 of the Post-Visit PDM. These recommendations specifically relate to the diversification of local businesses into more value-added products and services such as barbershops, grocery shops, restaurants, an electrical appliance repair shop, a lodging and ecotourism project. In terms of value-added products some of the recommendations include garments or household ornaments made from silk or cotton, banana chips and traditional Thai sweets.

In order to achieve these objectives the different governmental agencies such as the Tambon Administrative Office, the Community Development Office, the Tourist Authority of Khon Kaen and the Industrial Promotion Office, should teach the local villagers about the importance, benefits and ways of diversifying and commercializing their production and elaborating simple business plans. They should also offer training in management and accounting.

On the other hand, the government agencies, specifically the Tambon Administrative Office, should provide information about products and markets outside the site, establish market days and festivals to promote local products, and promote the creation of marketing and lending groups. The information provided in the case study “Silverware in Tsubame: Organization of a Traditional Local Production Network” will help to better understand the role of the government in promoting local businesses.

5.4.2 Pilot study: Bee Keeping and Honey Production Group in Ban Pia Fan

The Bee Keeping and Honey Production Group was established in 1999 in Ban Pia Farn, Tambon Bua Nguan, Amphur Nam Phong. Its original objective was to introduce a minor occupation to generate more income to the villagers. There are now 18 members in the group. The group has received support, both in terms of finance and technique, from many sources including financial support from the TAO, the Agricultural Promotion Office (APO), the Tourism Authority of Thailand (TAT), and technical support from the Community Development Office (CDO), APO, TAT; and Japan International cooperation Agency (JICA). The main activities of the group are the production of honey and other beekeeping products; providing information and training on beekeeping; and giving marketing support to sell honey. This group can be considered as the most successful group in the site and there are many factors behind its success. First, the idea of establishing the group came from the members themselves, which led to a higher compromise of the villagers in assuring its success. Second, they have a strong group leader. Third, they were provided support from government agencies as well as a foreign organization (JICA). Fourth, besides producing and selling honey, they also diversified their production to products such as beeswax and pollen. Moreover, the group was also the source of an initiative for the creation of other activity groups such as the cricket raising group and reed mat production group, which have contributed significantly to the economic and social development of the villagers. Lastly, they utilized the beekeepers association, existing throughout the country, as a network for marketing their products.

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Thematic Working Group 3

Education and Human Resource Development in Regional/Rural Development

1. Introduction
2. Education and Human Resource Development in Regional/Rural development
3. Case studies
4. Pilot Studies in Khon Kaen, Thailand
5. Findings and Recommendations

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1. Introduction

Education and Human Resource Development (HRD) plays a significant role in improving people's living standards and has two main benefits: one is a personal benefit, another one is a social benefit. The personal benefit is that the ability to get a highly paid job goes up and people lead a healthy life in terms of higher education. The social benefit is that the quality of labor increases because of HRD.

In this report, we discuss the role of education and HRD in community development; we deal with the relevant concepts and cases drawn from Japanese and other countries' development experience, and four project sites in Khon Kaen, Thailand, as pilot studies. Especially, we would like to focus attention on non-formal education. Formal education is beneficial to community development, but the service is limited. But non-formal education contributes to community development, meets the broad needs of people and provides the opportunity to get new knowledge and technology in various forms according to needs. Furthermore, non-formal education increases people's roles in the community and contributes to self-sustaining community development. In consequence, this report is intended as an investigation of non-formal education for community development.

This report consists of 5 chapters. Chapter 1 introduces our research activities in Khon Kaen and sketches and outline of this report. Chapter 2 explains why non-formal education is chosen as a topic for this report, with background information concerning non-formal education. Chapter 3 contains 4 case studies of a successful program for education and human resource development among which three cases are from Japan and one from Nepal. Two cases directly related to non-formal education are further discussed in Chapter 5 in terms of their applicability to cases in Khon Kaen. Chapter 4 describes four pilot studies in Khon Kaen, Thailand. The chapter starts with background information on the education sector with reference to national economic and social development plans of Thailand, especially the Seventh (1992-1996) and the Eighth (1997-2002) plans. The background is followed by information focused on the education sector in Khon Kaen Province and the four sites of our fieldwork. Based on the above overall information, both from the national and the local levels, research questions of our thematic group will be presented together with the methodology used for the survey. Finally, Chapter 5 shows our findings and recommendations as a result of our field research.

2. Education and Human Resource Development in Regional/Rural Development

As we all know, education has played a vital role in the course of development in industrialized countries. A public education system was established in the early stages of development in these countries. It contributed significantly to the development of these countries because improved education resulted in a high-quality labor force. Even if the country has abundant natural resources and well-equipped industrial facilities, development cannot be successful without the improvement of human resources.

In Thailand, it was supposed that less-educated people obstructed development in the early 1990's. To expand the opportunities for lower secondary education, people in Thailand worked hard and, finally the enrollment rate increased through the provision of various educational services.

There are three types of educational systems to support lifelong education: 1) Formal education; 2)

Non-Formal education; and 3) Informal education. As the further improvement of human resources is a pending task in the country, especially in the rural areas, non-formal education plays an important role in covering the weaknesses of formal education.

Non-formal education is administered by the Department of Non-Formal Education (DNFE), which was established in 1979 by the Ministry of Education (MOE). The purpose of founding the department was to increase the literacy rate, which was only around 32 percent then. The tasks of the DNFE encompass three areas: organization of non-formal education; rendering support and cooperation to the formal schooling system; and organization and promotion of informal education. The DNFE provides basic education to a large number of the out-of-school population. The target group of the DNFE has been expanded from those who missed educational opportunities in formal schooling and rural people to include children, women, local leaders, and the aged.

Non-formal education programs and activities are categorized into three main areas: basic education, vocational education and skills training, and information services. Basic education programs are for those who missed or dropped out of formal education, while vocational education and skills training services, mostly held at the provincial and district NFE centers, aim to upgrade the quality of people's lives through vocational development.

The importance of NFE cannot be overemphasized. For one thing, NFE, through its wide range of programs, meets the diverse needs and interests of people with different backgrounds. People are given chances to obtain certain skills or credentials that can lead to better job performance. Furthermore, non-formal education helps to guarantee equal learning opportunities for all at any time of their lives. In our research, we therefore focus attention on how NFE contributes to community development.

3. Case Studies

3.1 Case 1: Cooperative Agricultural Extension Project, Agricultural Extension Center in Ise-Shima Region, Mie Prefecture, Japan

The Japanese experience of Cooperative Agricultural Extension Project is considered to be relevant to solving the problem of Site 1 (Tambon Khudnamsai, District Nampong). The Kud Nam Sai TAO plans to establish a vocational school for occupational training, especially agricultural training to increase villagers' incomes. However, from the perspective of economy and academic quality, it seems rather difficult to establish such a school. Therefore, agricultural training by experts, such as agricultural technology transfer officers, can be an alternative solution. However, in such a case, careful identification of local people's needs for the training may be an important factor for success.

The agricultural extension center in Ise-Shima Region belongs to the department of agriculture, forestry, fisheries, commerce and industry in Mie Prefecture. Activities of the center include: 1) consultation on agricultural technique and management with farmers; 2) provision of information to farmers; and 3) provision of training for farmers. The project has four objectives, which are developing environment-friendly agricultural techniques; introducing effective management; promoting agriculture based on regional characteristics; and improving villagers' lives.

Extension advisors play an important role in providing agricultural training. They are stationed in each

center by each prefecture according to the national policy. Each prefecture employs them, however, each regional center make their own programs according to the national and prefectural policies. Extension advisors plan activities, including training each year, often in coordination with agricultural cooperatives, and carry them out. Extension advisors also give lectures upon request to agricultural cooperatives or municipalities.

In order to identify the farmer's needs for agricultural training, extension advisors visit farmers and have meetings with them, and the center coordinates with agricultural cooperatives and municipalities. Furthermore, farmers can find relevant information about agricultural skills on the center's website and can easily make inquiries. The training proved effective, for it helped to increase harvest, improve farmers' techniques in producing higher quality crops, and reduce manual work with new agricultural techniques.

3.2 Case 2: Small Farmers Cooperative Limited (SFCL), Piple village, Chitwan district, Nepal

In Site 2 (Tambol Pa Why Nung Banfang District), there are numbers of activity groups in the villages but they cannot perform their duties well enough. Judging from the information we obtained we assume that there is a lack of cooperation among the groups, and that the group members have little understanding on their responsibilities as a member of group and as a member of a community. The following case study may serve as a useful example to solve such problem.

The SFCL was established in 1996. According to the Asian Development Bank of Nepal (ADB/N) policy, a cooperative of the Sub-Project Office (SPO) was registered and then converted to the SFCL. The bank's employees trained farmers in taking up their responsibilities. The SFCL consists of many activity groups and most of the groups have similar activities that are based on farming.

The Group Organizer (GO) played an important role in motivating farmers to form a group and in educating farmers about their role. The training concentrated on stimulation, knowing oneself and awareness of one's life and responsibilities. The training was based on the participatory methods of problem identification and problem solving method.

The Piple's SFCL consisted of many groups and has a written constitution which outlined the structure of SFCL and the selection of a chairman and its committee. The constitution also mentioned the duration of tenure. Each group has a representative at the ward level, within the inter-group and on the main committee of the SFCL. The problems in the group are discussed among themselves. If the problems cannot be solved then it is forwarded to the inter group where the issue is discussed together with related group leaders or members. Furthermore, involvement in the SFCL has certainly helped farmers in developing leadership qualities to a limited scale, as they are also involved in other organizations.

The main problems are its lacks of sufficient financial and banking resources. Finding appropriate person for training and follows up of training, though the training programs were found very useful is also a problem.

What is learned from this case is that a well organized, well written constitution is important when establishing any group. Also, the role of education and training are proved to be important factors in development, especially education for members of the group about responsibilities and the role of each member in the group. Lastly, the capacity of group leaders contributes to the development procedure.

3.3 Case 3: Educational Supporter Network, Nagoya, Japan

This case study from Japan seems relevant to the solution of problems in Site 3 (Tambol Don Joad,

District Wangyai). A school in Don Joad Village faces problems in running a school lunch project, whose farming activities require good agricultural knowledge that not all teachers have.

Nagoya municipal office recruits and registers citizens of Nagoya with special skills and abilities who are willing to work as volunteers. When the municipal office receives requests from schools and communities for a supporter in the area of education and lifelong learning, it then identifies available volunteers with requested skills. The system just started to operate in October, 2002.

Volunteer Educational Supporters can work either at school or in the community. At school, educational supporters are expected to help teachers as assistants and coach students in technical skills related to club activities such as baseball, soccer, judo, drama and brass band. In order to participate in these activities, a request from a school is necessary during their volunteer activities. Transportation expenses and some insurance fees are covered by Nagoya city. In the community, educational supporters coach and assist activities as requested by various community groups, who learn handicrafts, industrial arts, drawing, personal computer skills and other activities in a lifelong education center or at a community center.

The process for working as supporters is as follows:

1. Schools refer to Educational Supporters Network and find appropriate supporters;
2. When schools identify supporters with skills they need in the Network, the school director accepts an interview with them;
3. The board of education decides whether or not to employ them referring to the result of an interview by the school director; and
4. Supporters join in club activities and start to coach students.

3.4 Case4: Community leader training program, Japan Center for Regional Development, Japan

In Site 4 (TAO Buangun, District Nampong), a major challenge is the lack of strong leadership. In this site, there is one strong leader, but one leader can not sustain future community development, that is why strong leaders should be provided. For this purpose, the community leader training program from Japan is relevant to introduce in this site.

This program works to provide leaders in Japan for community development. Nine sessions of 36 days each are held from May to February. There are about 30 participants in each section, workers from villages and municipal offices, NGOs, quasi-public corporations, and small associations of commerce and industry.

The program is characterized by the following aspects. First, lectures, seminars and study tours put an emphasis on practices rather than theories. Lectures and seminars, for example, deal with real problems of the participants' community, such as protection of the environment, promotion of regional industry and community participation, in order to help to motivate participants. Secondly, in the study tour, participants are given chances to observe successful models of community development, by which they are strongly motivated to implement what they have seen. Thirdly an alumni association is organized after the program in order that participants continue to share experience and exchange information concerning community development. Regular gatherings of the association serve as good opportunities for all to expand their knowledge, exchange opinions and self-evaluate their own progress. Lastly, participants bring their unique products of their locality to the training program so as to exchange information concerning the diversification of local products.

4. Pilot Studies in Khon Kaen, Thailand

4.1 Background Information

(1) National Economic and Social Development Plan; Seventh Plan (1992-1996)

Human resources, education and health were important issues of development in Thailand during the Seventh Plan (1992-1996) period of the National Economic and Social Development Plan. In Thailand, the population growth rate was a major problem and during the previous plan the nation dealt directly with the issue. As a result, by the end of the Sixth Plan, Thailand's population growth rate declined, but with some exceptions, such as the northeast region. Population growth in the northeast still remains high. Settlement patterns of Thai people changed from a largely rural society to a more urbanized society. As the majority of industrial and service activities are concentrated in urban areas, people tend to move towards those areas.

There are emerged many problems due to an overflow of urban migration. These problems included a shortage of housing and education and health services and an increase in the number of crimes, drugs, and slums. The number of the people with highly skilled human resources in Thailand decreased due to changes in the economic and social environment, and population structure. There were increasing shortages of labor in the basic, average and advanced skills in science-and technology-related fields. Because of this shortage, wages increased, undermining the international competitiveness of the Thai economy. At the same time, the education and training system was not sufficiently flexible in helping to increase the production of manpower in response to the constant changes in demand.

There were three goals to be accomplished by the end of Seventh Plan. First, the development target, in respect to education and training, was to expand basic education from 6 to 9 years and to increase attrition rates from primary to lower secondary education from 46.2 percent to no less than 73 percent. Second, it tried to set a new university student admission ratio of science to social science students at 30:70 and especially places emphasize increasing medical doctors, dentists, pharmacists, engineers, scientists and other manpower fields consistent with the national development of Thailand. Lastly, the plan tried to facilitate people's wide and continuous access to both formal and non-formal education system.

Guidelines and measures for development, in terms of education and training, placed high priority on the expansion of basic education, and tried to ensure that the six years compulsory education covered all of the age groups, particularly children in remote rural areas and children obliged to migrate with parents. In ensuring compulsory education, the plan focused on trying to expand and develop appropriate teaching and learning patterns, improve teaching and learning processes to reduce repetition and dropout rates, and improve school lunch projects which was an important issue. The expansion of basic education to nine years, and the development of methods and principles of teaching science, mathematics and linguistics were also important goals in the education and training sector. Along with the expansion of basic education, the development of medium and highly-skilled manpower was also taken in to consideration. These steps included an effort to increase the number of medical doctors, dentists, pharmacists, engineers, architects, scientists, technologists, and technicians, and also to develop an information system with up to date data on the labor market situation to meet the current expectations. Equally important was the need to speed up the development and training of teachers in areas running short of qualified teachers.

(2) National Economic and Social Development Plan; Eighth Plan (1997-2002)

As a result of the previous development plans, the standard of living of Thai people has improved and, in accordance with those plans, the Eighth plan aims to sustain those developments as well as to improve and enhance the capacity of the Thai people. As a result of the Eighth Plan, concerning education, literacy rates among Thai people has increased. Still the educational opportunities in big cities and its suburbs is much higher than those in the rest of region. That is, the literacy rate in big cities is 99.4% whereas it is only 94.4% in region as a whole. Moreover, other factors which effect educational opportunities are the economical situation and the literacy of the leader of the family. In other words, in a family with an educated leader, the children in the family will have more chance to receive education than children from a family in which its leader is not educated.

Attrition to higher level education is still low and concentrated in the Bangkok Metropolitan area and its suburbs. It can be viewed on two levels. Firstly, the rate of students who have graduated from a primary school and advanced to Junior high school. Secondly, junior high school students who continue onto the high school level. The former has decreased whereas the latter has increased, especially in the Bangkok Metropolitan area and its suburbs where it has increased by 153.1%. The rate of junior high school graduates continuing onto high schools level in the Northeast shows an increase of 71.1%, which is the lowest in the whole nation.

The Eighth plan also encourages development projects in the regions of Thailand. The projects aim at developing self-reliance and nurturing the creativity of villagers and people in the regions. The projects are as follows:

1. In order to promote capacity building in community, the Thai government:
 - 1) establish Tambol developing project;
 - 2) encourage a pilot plan of cooperation between communities under the support of the United Nation ;
 - 3) raise Social Investment Fund (SIF) to encourage capacity in management and learning in communities.

The fund aims at helping the poorest people of the community to have the ability and capacity to run their own community in a more effective way. The fund also aims at encouraging self-reliance of people in the community; and
 - 4) strengthen the economy in rural areas to provide community members with job opportunities. Not only loan services and leadership training for the community, but rural business projects are also provided. The project encourages the private sectors to invest in the community and provides the community with a consultant clinic to give advice of how to do a business with private sector and to facilitate private sector that involve in the community` s business activity.
2. The creation of job opportunities contributes effectively to the distribution of economical activities. Sustainable agriculture development, household industry promotion and rural industry have been promoted successfully.

The economic crisis in 1997 has drastically affected not only the employment and poverty situation in Thailand but the society as the whole. Although the Eighth Plan aims at solving those problems, it can only ease the situation and to make it easier for the Ninth Plan.

4.2 Site Information

4.2.1 Khon Kaen Province, Thailand

Khon Kaen Province has constantly given prominence to educational development because it sees that education plays a very important role in the quality development of human resources. Furthermore, several occupational training programs have been increasingly promoted to stimulate provincial social and economic development.

(1) Education

Khon Kaen province has placed strong emphasis on people outside the formal education system who lack opportunity to attend schools and complete their compulsory education. In the provincial long-term planning in the years 2000, education was one of the major targets identified by the Khon Kaen Planning Committee to achieve under the long-term strategies for sustainable development. The plan emphasizes, as its goal, promoting greater access to educational facilities, lifelong education, and increasing worker's skill (Khon Kaen Commercial Office, 2002)

In 1999, there were 1,317 educational institutions in the formal schooling system under MOE (Ministry of Education) and 838 education institutions in the non-formal schooling system (Khon Kaen Province Office, 2002). There are many government agencies responsible for educational affairs in Khon Kaen. At the ministry level, MOE, the Ministry of University Affairs (MUA), Ministry of Interior (MOI), and the Ministry of Agriculture (MOA) provides separately both formal and informal education services, such as the office of the National Primary Education (ONPEC), the department of Vocational Education (DVE) and the Department of General Education (DGE).

Empirically, although the Khon Kaen government has consistently promoted education the disparities between urban and rural education have existed, for example, educational opportunity, educational choice, and quality of facilities. Moreover the unimpressive average schooling level of the population is another challenge for the government.

To be the center of the northeastern region, educational indicators in Khon Kaen should be performed well compared to the other provinces in this region. However, these indicators in Khon Kaen are not preeminently better than competing provinces. The education attainment ratios in the primary, secondary and university levels of the population ages 5 years and over in Khon Kaen are 63.2%, 24.1% and 4.6% respectively, while those of Nakorn-Ratchasima are 63.8%, 21.8% and 4.6% and Ubon-Ratchatani are 58%, 23.3% and 2.1% (National Statistical Organization, 1998)

Since Khon Kaen aspired to be the center of Indochina, it is worth comparing its human resource indicators with other countries in the area. Although Khon Kaen school enrollment ratios are good compared with those of other provinces in Thailand, Thailand performance in education is not the greatest among Indochina countries, especially compared to Vietnam, as can be seen in Table 1. Therefore, Khon Kaen should look beyond the provincial level and develop its educational matters to enable itself to be more competitive with its neighbor countries.

Table 1:
The school enrollment ratio as the % of relevant age in Indochina countries in 1999/2000

| Country | Net Enrollment Ratio
Primary Education | Net Enrollment Ratio
Secondary Education | Gross Enrollment Ratio
Tertiary Education |
|----------|---|---|--|
| Thailand | 81.35 | 55.43 | 31.92 |
| Myanmar | 83.23 | n.a | 8.03 |
| Vietnam | 96.33 | 61.33 | 9.66 |
| Lao | 81.76 | 28.55 | 2.90 |
| Cambodia | 88.57 | 15.60 | 0.89 |

Source: UNESCO Institute for Statistics, 2002

(2) Human Resources Development

In Khon Kaen, various government agencies work for human resources development through training programs, for example, the Tambon Administrative Organization (TAO), the Community Development Department (CDD), the Agricultural Promotion Office (APO), the industrial Promotion Office (IPC), and the Tourist Authority of Thailand (TAT). These organizations provide several training services, such as leadership training programs and vocational training programs, a bakery group, an artificial flower group, and a fish and frog raising group. However, even though these agencies have provided different activities aimed at building the capability of people, their operations often overlap due to a lack of coordination and joint-planning. For example, the APO not only provides vegetable planting training but also bakery training, which is already provided by the CDD. The quality of training in these two agencies is unequal, according to their equipment and specialization. This overlap also inefficiently exploits the government budget.

4.2.2 Site 1: Local Government at Grass-Roots Level

Site 1 is located about 32km from Khon Kaen city, and Kud Nam Sai TAO is selected for Site 1 as a case study of successful local government at the grass-roots level. Its administrative unit covers 10 villages in Tambon Kud Nam Sai. There are 1,300 households with a population of 7,149. The main natural resources are large supplies of natural gas, rock for construction and natural water resources. There are 6 primary schools, 2 secondary schools and 10 temples in this Tambon.

In Kud Nam Sai Tambon, 90% of the labor force are engaged in agricultural activities, 5 % work in the factories, and the remaining 5% are general workers. There are some large enterprises, such as the Phoenix Paper Pulp Co. While the Phoenix Company is the main source of TAO revenue and of other benefits to the community, it is also the main cause of water pollution in the area.

As of 2001, TAO consists of 32 members, including 17 people who are elected to be members of the administrative or judicial committee, and 12 administrative staff. One urgent issue for the TAO is capacity building of their staff in financial analysis, investment and planning, since 84.5% of total assets are in the form of deposits at financial institutions, whose annual return is only 0.2% of the total revenue.

As another topic regarding human resource development, TAO plans to establish a vocational school of occupational training, especially in agriculture. Since 90% of the labor force is engaged in agriculture, agricultural training would help to increase the village's income and community development. Training is needed on soil improvement, organic fertilizer and the appropriate use of insecticide. However, there is no economic justification for establishing a vocational school. In other words, TAO is not capable of financially supporting a vocational school in the long run with a small number of students and high investment cost for

teachers and equipment. Neither will it be approved by Department of Vocational Education in MOE from the view of academic and quality standards. Given the circumstances, TAO relies on agricultural extension officers to provide training for the villagers.

4.2.3 Site 2: Sustainable Village Development Project

This part relies heavily on a paper by Professor Phaisal Lekuthai

Site 2 is situated in Ban Soke Tae Moo 7 and Moo 8 Tambol Pa Why Nung, Ban Fang District Khon Kaen province Thailand. Before 1994, agricultural activities depended only on rain water. In 1994 the villages were selected by the Khon Kaen Accelerate Rural Development Office for sustainable Village Development Projects. As a result a canal was constructed and benefited areas of 1,000 rai. Also the agricultural activities are promoted according to the water availability.

In a manner of HRD, we found out from the interview that with a cooperation of many offices such as Provincial Vocational College, CDD, activity groups are regularly provided training programs. Furthermore, school also offers occupational training to its student by inviting villagers who are veteran to teach at school. Most of the training are agricultural training.

4.2.4 Site 3: Rural Education and Midday Meal Project

Site 3 is located in the village of Donjod, District of Wangyai (Wang-Yai) and is one hour drive from Khon Kaen City. In Thailand, the attendance rate of primary students is 100 percent, and on top of that 90 percent of students continue on to junior high school. This is because the government provides 6 years of free compulsory education and also encourages students to continue for another 3 years of further education. However, despite this, in poor regions there are many school children who cannot afford lunch and as a result they go hungry during school hours. Because of this, some students have to drop-out of school. The government provides books, uniforms and milk to students, but when it comes to lunch, they can only help 30 percent of the school children who are facing hardships. It was found that 22 percent of the total number of students have financial problems, and 10.9 percent of those cannot afford to go onto further education after 9 years of compulsory education despite government encouragement.

The central government has recognized this problem recently and encouraged Tambol districts to try to overcome the situation as of 2001. This has resulted in the emergence of a project called the “Midday Meal Project”. Ban Don Joad School in the village of Donjod, with 230 students from kindergarten to junior high school, is one of the 5 schools who have adopted this project, and out of those 5 schools it had the best results. This project not only provided lunch for the school children but is also a good example of how villagers can develop their village together.

The idea for this project originally came from the schoolmaster and teachers in Donjod. They decided to raise vegetables, chickens and fish by themselves. The Midday Meal Project of Ban Don Joad School started in 1992. The schoolmaster persuaded the parents to participate and cooperate in the project, and as a result they help in cooking lunch for the students with the products students produced under the supervision of teachers. The cooperation of parents and teachers with students brought the project its success. Along with the contribution of villagers, donations from private corporations, advice from the provincial government, local government, and ONPEC were also factors that helped the project succeed.

However, there are also some difficulties with the sustainability of the project. Water scarcity during

summer is one of the problems. Extensive mushroom production by students and villagers will also lead to a problem of oversupply, as well as the decline of prices along with difficulties in gaining access to the private sector for more school donations. Along with these problems, the capacity building of the school should also be taken into consideration. Teachers must play an important role in the project, as they have to persuade villagers to help in the project in a sustainable manner because the scarcity of human resources could pose a serious problem. They also have to be capable of handling agricultural experiments and have the ability to coordinate with other government agencies.

Presumably the Midday Meal Project will become sustainable with achievement in these three areas: 1) it should continue to produce enough benefits to cover its running cost; 2) villagers should continue to support the project by providing free labor; and 3) teachers also have to contribute to the project as coordinators.

4.2.5 Site 4: Local Wisdom and Community Leader Development

Site 4 is Ban Pia Farn located in Tambon Bua Nuan, 53 km. from Khon Kaen city. There are 300 households with a population of 1,200 with an equal ratio of males and females. The main income of villagers comes from rice and sugarcane cultivation. Since government has encouraged the villagers to participate in diversified activity groups, most of the villagers voluntarily belong to various groups of occupational activity. Within the village, there are four main occupational activity groups; the bee and honey group, cricket group, reed mat group, and mulberry and silk group. In addition, there are more than 20 minor occupational activity groups, such as the dairy cow group, fish and frog raising group and duck raising group (Lekuthai 2002).

This site is well known for transferring local wisdom. Their local wisdom includes: mulberry raising and silk weaving, profitable animal raising, and value-added food processing. In this site, this local wisdom is traditionally transferred through two channels. The first channel is the transfer within the family from older to younger, which is called between generations transfer. Another channel is the transfer within occupational groups, known as between producers transfer. Such transfers have provided new skills and developed other skills of villagers, which is very necessary for self employment.

In addition, the government has also provided both knowledge information and financial support to villagers. Various kinds of occupational training have been conducted. These training activities are aimed at increasing alternative production activities and improving production techniques. Financial support has come from various sources, for example TAO and TAT. Moreover, the villagers also formed themselves into a “Saving Group” to provide loans to support various production activities within the village.

However, there are some problems with this vocational training program. These problems often relate to the coordination between the government, who provides training, and the villagers, who participate in the program. For example, the existing problems are the government does not constantly evaluate and follow up the outcomes of training in both its effectiveness and villagers’ performances and the government does not pay attention to whether the training topic is interesting to the villagers. There are some problems related to financial support as well. The villagers do not receive the financial support from the government universally and continuously. Moreover, other things needed in production are also lacking especially production equipment.

In this community, one of the few leaders is Mr. Supasilapa. He is the head of the occupational group, the bee and honey group, and also the community leader. Therefore, in practice, the community leader has a variety of functions. In principal, however, the community leader serves as a coordinator between government agencies and villagers. He spreads the information from the government to his community and informs of the

community needs to the related government agencies.

To develop community leaders, the government has consistently provided a community leadership training program. The CDD and TAO are responsible for this service. However, the villagers are not interested in participating in these programs and the government often calls upon the same people to participate in the programs. Therefore, the participants of these programs are usually the same people. This incident may be explained by the villagers' lack of understanding of the benefits or the value of community leader status and the government's lack of attention to building new leaders.

4.3 Research Questions

In chapter 4.1 and chapter 4.2, the strategies of education in the whole of Thailand, and the situation of the HRD and education in each site of our research in Khon Kaen is reviewed. The following points are explained as problems of the education sector that were found before visiting Thailand.

After the implementation of the Seventh Development Plan, the quality of people's lives improved. However, the gap between urban and rural areas did not necessarily decrease. In order to sustain development in urban areas and help rural areas to catch up with urban areas, the Eighth Plan was designed to focus on the economy and education. To improve the economical level of the country, education is thought of as an important sector. In education, the literacy rate is, of course, one of the important things that should be improved in rural areas. The other way to help people to improve their lives is through the development of skills and vocational training within or outside of school education.

There are many agencies providing non-formal education for the rural population, but the coverage has not met the demand. Although teachers are ready for service in rural areas, because of the insufficiency of information and data, the provision of training does not yet meet the demand. Also, even if there is training supported by communities or TAOs, the quality of the courses offered by different agencies, as well as the coordination and joint planning among agencies, cannot be guaranteed.

It follows from what has been said that our field survey will be centered on the role of NFE in community development. Our research question is, "How is the NFE contributing to community development in Khon Kaen?" In order to answer the above question the following concrete questions are asked:

- 1) What is the effect of training?
- 2) Do those training programs fit the needs of villagers?
- 3) How do they evaluate NFE programs? (Both sites of villagers and officers of TAOs)
- 4) How effective is the leadership training?

4.4 Research Methodology

During our three-day period of research, from October 14-16, we visited nine different places. On the first day, as a whole group, we visited two places: the Provincial Primary Education Office, and the Non-Formal Education Center, in order to find basic information on education in Khon Kaen, and also the provincial plan. Interviews were conducted at the Provincial Primary Education Department, and at the Non-Formal Education Center, materials were provided for extra information.

On the second day, to acquire information on non-formal education provided by organizations close to the community, interviews took place at the Community Development Office in Nam Pong District, and the

Agricultural Cooperative in Nam Phong District.

On the last day of the field research, separate groups visited five different places. One group visited the Office of Superintendents, Khon Kaen Vocational College, and Khon Kaen Polytechnical College. The Office of Superintendents gave us a lecture on non-formal education, and Khon Kaen Vocational College and Khon Kaen Polytechnical College provided us with information about their training programs. The other two groups visited Site 1 and 3 for the purpose of finding out whether the provision of non-formal education meets villagers' needs and whether the outcome is satisfactory or not. This was conducted through interviews based on written questions.

5. Findings and Recommendations

5.1 Overall Findings and Recommendations

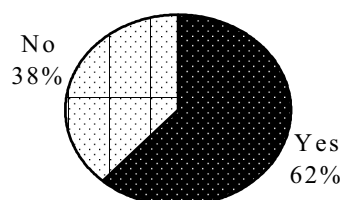
Overall Findings

According to the interviews we conducted in Site 1 and 3, generally speaking, villagers who received training are satisfied with the program and felt that it was up to their expectations. However, some villagers have the impression that the content of the program was not practical enough to apply to their real life.

First, according to some villagers we interviewed, TAO did not necessarily ask villagers about their need for training in advance. As a result, some training programs, no matter how well designed they are, do not match villagers' needs and have minimal relevance to their life. Though TAO uses statistical data, such as the census, to obtain general information about the people they serve, they do not carry out specific surveys on villagers' needs for training. And although voluntary teachers sent by the CDD located in each Tambol communicate with villagers to identify villagers' needs, TAO does not actively cooperate with them.

Figure 1:

Have you ever taken part in any training programs?



Reasons for no participation:

| | |
|--------------------------|-----------|
| Lack of money or time--- | 10 people |
| Need no training----- | 1 person |
| Others----- | 2 people |

Second, villagers who took training face difficulties in finding a market for their products, even when they acquire skills to produce something new. For example, the original objective of training for making artificial flowers was increasing villagers' income; however, it often fails to attain that goal without potential markets for sales.

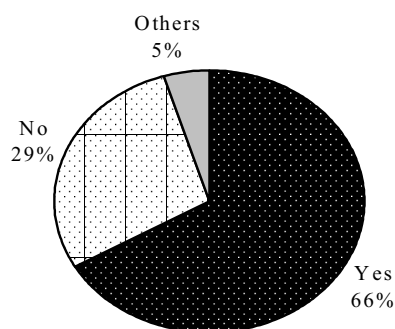
Third, trainees have a problem of putting their knowledge into practice due to lack of funds. Even though they want to apply the new skills and technique, they cannot afford to. One interviewee in a vocational college also points to this problem.

Fourth, the Follow-up program is a decisive factor in the success of training programs. Sixty-six percent of the interviewees (14 out of 21) answered that TAO officers or village leaders ask trainees about the result of training and try to solve the problems, if any, by visiting villages or sending experts to them, when villagers have any problem (See Figure 2). However, there are some villagers who do not even know who they should ask when they have problem. Some group leaders don't ask them whether they have problems after training, although they talk about the program with trained villagers. It should be stated that TAO officers or village leaders do follow-up by asking trainees about the results of training. They also visit or send experts to villagers if trainees are found to have problems. However, we found that some villagers who took a training program were not well-informed as to whom they could contact when problems arise.

Fifth, some training programs are provided only for village leaders with the aim of disseminating new knowledge to other villagers. However, this objective is not always achieved and the leaders are not able to transfer their acquired knowledge efficiently to the people.

Figure 2:

After training program, did TAO officer or village leader ask you about result of training?

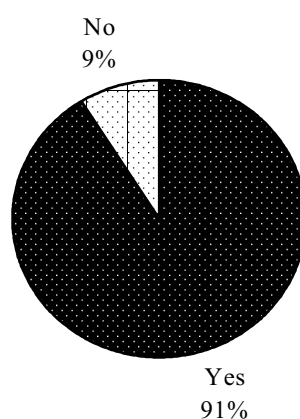


Finally, we investigated whether villagers know about the program for the completion of a certificate of Grade 9 for out-of-school villagers. Ninety-one percent (19 out of 21) of the interviewees answered that they knew of its existence through TAO, village heads, learning centers and media such as the cable radio system and the newspapers. However, few of them knew the program in detail. Some are interested in these programs, but others claim that they are unnecessary. Although the government policy aims at providing nine-

year-education to the entire population, not all the villagers value the acquisition of the Grade 9 certification.

Figure 3:

Do you know program by which you can get a certificate of Grade 9 completion?



Overall Recommendations

From the above findings, and with reference to the case studies described in chapter 3, we would like to recommend the following.

(a) Needs identification

In order to identify villagers' needs for vocational and skill training, organizers of training programs can make good use of questionnaires. Though TAO obtains general information about the people they serve through their own questionnaire which is distributed before the provision of training programs by TAO, the questionnaire for the purpose of identifying villagers training needs are not common. Also, TAO officers should cooperate with voluntary teachers from CDD who are supposed to communicate with villagers to identify their needs by visiting villagers' homes. The idea of networking in the Japanese case, which was discussed in chapter 3.1, can work here. In order to identify the farmer's needs for agricultural training, extension advisors visit farmers and have meetings with them, and the agricultural extension center coordinates with agricultural cooperatives and municipalities. In this Site, this kind of center should be provided.

(b) Financial support

As mentioned above, TAO and village leaders try to solve problems after training if there are any. However, the problems are not always solved, especially when they are related to funds and marketing. Even when villagers acquire useful skills through training, they sometimes cannot make good use of them due to a lack of funds and marketing. We would like to suggest therefore that the government agencies, like CDD, should provide financial support and marketing skills for the sustainable financial success of the program.

(c) Knowledge sharing

As mentioned above, when village leaders take training programs, whose purpose is to disseminate new knowledge to other villagers, such knowledge transfer does not always seem to be successful. We would like to recommend that existing groups can be utilized in a better manner to encourage new knowledge sharing. From the Japanese case, discussed in section 3.4, it is clear that regular gatherings of the group serve as good opportunities for all to extend their knowledge and skill to participants. Village leaders and group leaders should organize meetings for such purposes.

(d) Follow-up system

There are two kinds of follow-up systems; those provided by organizers of training programs and others provided by participants themselves. We would strongly like to recommend the creation of an 'alumni association' for the former and a 'peer teaching' for the latter. Regular follow-up meetings among participants, such as the alumni association which contribute to the knowledge sharing described in the Japanese case study of the leadership training program in section 3.4, serves as a good example in this case. So-called 'peer teaching' is known to bring about highly effective learning among participants.

(e) Utilization of certification

From the above findings, more than 91% of the villagers know the program by which villagers can get a certificate of Grade 9 completion, but some villagers do not need this program. The reason is mainly due to the shortage of the jobs which need of Grade 9 certification especially in this Site. We would like to recommend therefore that the government promote programs according to villagers' needs, and provide a program which villagers can get a certificate in the future in this Site.

5.2 Findings and Recommendations for Site 1

Since more than 90% of people in Kud Nam Sai Tambol are engaged in agriculture, improving the capabilities of farmers through agricultural training is important for sustainable community development.

Actually, TAO focuses on occupational training as one of its main policies, and many farmers have been able to get agricultural training. Even though TAO itself does not have sufficient capability to provide training due to a lack of human resources, it coordinates well with other training providers. First, TAO sets up an office for the agricultural technology transfer officer, who has the responsibility of providing training for farmers, in front of TAO office so that he is easily accessible and so that TAO can hold meetings with him on training easily. Second, TAO invites university professors in order to receive professional advice on training. Third, TAO requests that governmental agencies, such as development officers, provide training. However, according to our interviews with farmers, training programs currently available are not successful in improving farmers' skills, because the content of training does not always reflect farmers' real needs.

To upgrade farmers' capabilities through training, farmers' needs for training should be identified through different methods, and if training is carried out based on their needs, it may help to increase farmers' motivation to improve their skill.

In Site 1, an Agricultural Cooperative exists at the Tambol level, unlike other Tambols. Therefore, it seems possible for TAO to cooperate with the existing Agricultural Cooperative to identify farmers' needs effectively. Moreover, TAO provides questionnaires to obtain information about villagers. TAO should make the best use of results obtained to identify what kinds of training farmers need, as well as to evaluate training

programs.

5.3 Findings and Recommendations for Site 2

In site 2, there are many activity groups made up of members of communities, such as the sugarcane group, silk waving group and etc. The most important things are how to help villagers obtain those skills, and how to have smooth communications between officers of TAO and villagers in each village.

TAO occasionally carries out training related to agriculture. Trainers are usually invited from the district level in cooperation with the Agriculture Department of the Tambol. TAO, in this case, is only responsible for providing funds and a venue, and experts from the district level decide the training curriculum in cooperation with the agricultural officer of TAO. It seems that villagers also make their own efforts to acquire certain skills when no training or support from TAO and other organizations are available. For example, the leader of the silk weaving group hired a trainer from another province to learn how to weave silk.

Our suggestions for site 2 are as follows.

Firstly, village headmen and officers of TAO should assess villagers' needs, and then occupational training should be offered to village participants. TAO should coordinate the necessary trainers and facilities. Secondly, in order to increase villagers' participation in development activities, it is better to create a school curriculum which includes teaching local wisdom. Schools, TAO and activity groups should each contribute to increasing local wisdom-based activities for young people. Thirdly, community capacity building, leadership, and project monitoring and evaluation are recommended. Surely it is a huge program for a rural area and a hard goal to achieve in a short period. As a first step, TAO should encourage its community to identify their own needs and then plan their own development agenda to improve the village's capacity building. At the same time, the TAO should strengthen its staff capacity through training programs so that they become more skillful in handling the projects in the community. In order to improve leadership among villagers the TAO should seek assistance from the CDD for both training programs, and their follow-up through evaluations. A committee, whose results should be publicized to increase villagers' awareness, should be set up and carry out monitoring and evaluation of the projects. And finally, the responsibilities of post-project maintenance should be shared by the TAO and CDD.

5.4 Findings and Recommendations for Site 3

In Site3, we focus mainly on formal education, whereas our TWG researched about Non-formal education. However, we found that informal education contributes to Community Development. We could see lots of villagers taking part in cooking to prepare school lunch. Through this activity, they obtain useful knowledge on nutrition from the teacher. Also, parents gain agricultural knowledge from children who participate in agricultural production.

Concerning the applicability of the Japanese case study, we found the following things. Before visiting to Site 3, we understood that the main issue lay in a lack of participation by parents or villagers in school activities. Therefore we looked at a Japanese case study of an Educational Supporter Network. However, it was found that the school already had created an inventory of community resources, which enabled the school obtain information to identify villagers with particular knowledge and skills needed.

We suggest that the inventory be made available to villagers themselves in order to share their knowledge and skills among themselves. By utilizing the inventory, villagers can expand their potential, in other words, these opportunities will nourish human resources.

5.5 Findings and Recommendations for Site 4

Among the many training programs offered in Nam Phong District, we would like to focus on the leadership-training program conducted by CDD, in order to discuss the applicability of the Japanese case study described in chapter 3. The general purpose of the CDD leadership training program is to strengthen the leadership of potential leaders and to teach marketing planning. The training program is found to be useful in that participants can exchange information, and that they can learn from successful cases how to gain useful knowledge on good leadership. The CDD also conducts both an internal and external evaluation of the program. Comparing the Japan program and that of the CDD, we see that both of them provide marketing skills to the participants. On the other hand, there are some differences between the two programs. That is why this Japanese case study is applicable in some ways.

As was described in the Japanese case study of leadership training, the creation of an alumni association should be included in the training design to facilitate the success of the training program. For a sustainable successful program, the participants should go to other villages and learn from successful cases how to obtain effective skills and knowledge of leadership. Participants should exchange information and obtain useful knowledge amongst themselves and learn about special products from other participants. In this way, in each village, strong leaders are created and contribute to community development.

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Thematic Working Group 4

Culture-Sensitive Participatory Frameworks for Community Development

1. Introduction
2. Culture-Sensitive Participatory Frameworks for Community Development
3. Case Studies
4. Pilot Studies in Khon Kaen, Thailand
5. Findings and Recommendations

Endnotes

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1. Introduction

We are at a juncture in development where we must acknowledge the invaluable strengths, potentials, and endeavors of the community. This can also be seen in the Thai Government's Ninth Plan (2002 – 2006) that emphasizes the importance of sustainability and self generated strategies for development.

When one thinks of community participation, one thinks of the active involvement and wise voices of people working towards a common goal. One can also envision the transference of skills and knowledge of an elder/senior villager to eager youths or other villagers. And in doing so, local wisdom is not only transferred, but sustained throughout the community for generations.

For this Thematic Working Group (henceforth referred to as TWG4) Report, we will deal with the background and concepts of culture sensitive participatory frameworks for regional development in Chapter 2, and to give credence to this discourse, for Chapter 3, we will draw on successful development case studies from Japan, which cover the issues of Network Building and the transference of local wisdom through the school curriculum. As regards to Chapter 4, Pilot Studies from all four project sites in Khon Kaen, Thailand will be used, and our research questions and methodology will be presented. Chapter 5 will essentially deal with the findings and recommendations from our in-depth research of all four sites.

It is our hope that our approaches will show the importance of network building and the transference of local wisdom in participatory development practices as a means of achieving sustainable village development.

2. Culture-Sensitive Participatory Frameworks for Regional Development

2.1 Background

Robert Chambers, a famous practitioner of development studies, defined participation as follows:

“A process in which people, and especially the weaker and poorer are enabled not just to express and analyze their reality, but to plan and act”¹.

Chambers believes that empowering the people is a process that makes people aware of their own living conditions and their problems. Therefore, what we should do is to make them realize the fact that they know themselves better than outsiders, and they can solve their problems using local wisdom. However, outsiders can play a role of “facilitator” in their decision-making process and in the process of implementation of their own projects.

As a result of the aforementioned philosophy, the field of International Development experienced a major shift in its paradigm in the 1990s. International aid agencies started focusing on human development. One of the reasons is that their efforts for economic growth could not solve the problems of community development. As a result researchers prefer to adopt a bottom-up approach in which the people at the grassroots of society are placed first. Moreover, they realized that the implementation of foreign ideas without consulting with the local people can never bring about prosperity to the community.

Since 1961, the Thai Government has emphasized modern technology as a tool for economic development of the country. However, in recent years more emphasis is given to the use of local wisdom and community participation for local development. One of the reasons for this switchover is the National Economic Crisis in 1997. After the recession, laid-off workers returned to their villages. Though the agricultural sector absorbed all the unemployed, poverty in rural areas increased due to the heavy reliance on insufficient resources. Moreover, the central government budget has been shrunk due to the slow down of the economy, so the government has had to delay ongoing projects in rural areas, which has increased unemployment in rural areas. As a result, local communities have started to take the initiative towards self-reliant activities with effective use of community based resources².

2.2 Concepts

Why networking and the transference of local wisdom through the school curriculum are important for community development.

After conducting our field research, we realized that two issues are more relevant to our thematic group. One is “Network building” and the other is “Transference of local wisdom through schooling”.

Networking among various stakeholders plays a vital role in community development. To build a good network among villagers, groups and other stakeholders, we need motivation and participation from all concerned parties.

According to the new development approach, it is better to use local wisdom for sustainable community development. However, the transference of local wisdom is a big challenge for many communities. Our investigations have revealed that local wisdom can be transferred through the school curriculum.

3. Case Studies Drawn from Japan

3.1 Case1: “Network building among local stakeholders for sustainable community development”. Joshin, Nagoya (Aichi Prefecture, Japan).

In the case study of Joshin, Nagoya, local stakeholders, such as residential groups, economic groups, women’s groups, schools and administrative bodies formed both formal and informal networks among themselves to achieve sustainable community development. From this case study, we found that one of the most critical points in community development is the networking and collaboration among stakeholders. This case explains firstly, how local stakeholders find issues and solve problems within the community. Secondly, how to effectively deal with those problems. Network building will be introduced as one of the means to solve the problems.

Joshin has been developed as one of the commercial centers in the western part of Nagoya. In Joshin, the city office started building electrical lines in 1998. Due to the construction, many public facilities, including sidewalks and parking lots, that are essential to residents became unavailable. The consequences were serious and many residents faced difficulties. In order to deal with this public construction, the existing

local shopkeeper's association in the community played an essential role in organizing local stakeholders' opinion towards the construction.

At this point, it is necessary to mention how the local shopkeeper's association successfully created a network to meet the needs of local stakeholders. The process is threefold:

1. The association conducted a questionnaire to grasp the needs of stakeholders regarding public construction.
2. After summarizing the results of the questionnaire, the association held a meeting with city officers to re-organize the state of the construction.
3. Following the meeting city officers, the association successfully encouraged local residents to take part in public works, as well as, initiate a tree-planting campaign with them.

After examining this case study, we found that there are four stages for building networks among local stakeholders. The first stage is to set up a body or an organization to discuss varieties of issues among local stakeholders. According to the area and issues, local stakeholders, in this case study the local shopkeeper's association, is required to deal with those challenges from the viewpoint of community development. If there are no actors who can manage this process, public officers or existing groups have to coordinate local stakeholders.

The second stage is to set a clear process to confirm consensus. Based on the coordination made in the first stage, the group, which has been assigned to coordinate stakeholders, needs to have a meeting regularly. In those meetings, the group members can share and exchange information among its members, which strengthens the unity among the group members. During this stage, public officers, who are some of the main actors in designing community development projects, need to acknowledge the group as a partner for its projects.

The third stage is to encourage the participation of residents in the process of community development. In this stage, the group holds regular meetings to enable themselves to represent the voices of its members and local residents to the public. At the same time, the group needs to discuss with the public officer about the topics discussed in the meetings with the public officer.

The last stage is to create a system that reflects the decision made by the local stakeholders. During this stage, the group needs to make a proposal about the community's development to the public office, which could make it possible for those stakeholders to reach a consensus among themselves. In addition, the group needs to conduct a survey to collect opinions of residents who do not participate in the stages of consensus forming. After summarizing the results of the survey, the group and the public office can reach an agreement on the plan for community development.

Based on the Joshin case study, we found that it is important to respect the principles of fairness and openness as the functions required for network building among stakeholders. Furthermore, the process of forming a consensus among local stakeholders can encourage residents to participate in the community's development.

*This case study relies heavily on the Research Institute for Regional Planning and Development (2001).

3.2 Case 2: “Local People are Our Teachers” – Tomiura Elementary School, Chiba, Japan.

Tomiura Elementary School is one of four primary schools in Tomiura town, located in Chiba prefecture, a neighboring prefecture of Tokyo. The population is 5813 people, with 1952 households. This

town is well known for the fruit “biwa,” of which it has the largest production in Japan. Also, the town faces the Pacific Ocean, and has been historically engaged in fisheries.

Within the subject “Comprehensive Learning”, schools have the freedom to choose the content according to the requests of students. In the classes, students in each grade can experience various kinds of activities, including agricultural production. The school utilizes local wisdom along with local materials by inviting the community members with special skills as “guest teachers”.

In one of the activities, the students in Grade 3 tried to make salt in a very traditional way, that is, producing it from seawater. To do this, the students needed advice from community members, especially the elders who did it until the end of World War II.

The most important output was that the children realized the value of the knowledge the elders have, and at the same time, the elders were delighted to have communicated with the children. This case provides a good example of how the transference of local wisdom can take place within the official educational curriculum.

3.3 Case 3: Groundwork Mishima, Shizuoka, Japan

Groundwork Mishima is a non-profit organization that works for environmental protection as a Non Profit Organization. This organization provides education in environmental protection for children. Supported by the local government and companies, they foster links among all the parties that hope and act to improve their city. Before 1990 there were some groups that cleaned up the river and educated the children about environmental protection respectively. In 1990 the groups registered as an NPO, gathered and established a NPO corporate body, called “Groundwork Mishima”

Now the local government subsidizes the corporate body by providing assembly halls for free when Groundwork Mishima plans a public performance, and by providing advertising for this body in a public magazine.

The private sector also sponsors Groundwork Mishima. It introduces specialists which the body needs for activities by using networks between the companies.

The NPOs in the body also cooperate each other. When an NPO needs volunteers, other NPOs help it. All agencies (public and private sector) who are participating in Groundwork Mishima hold an informal meeting one a month.

Groundwork Mishima is a community-based organization initiated by local people and which has a good network with the government, companies, and NPOs. Its organization can help in developing an understanding of common issues, and the formation of consensus. Moreover, with a good understanding of the community, local people are actively participating in various activities.

4 Pilot Studies in Khon Kaen, Thailand

4.1 Background Information

After discussions, we came up with the relevant issues on participation and culture, namely the network building within the community and the transference of local wisdom through school curriculum. We selected

network building because coordination among various stakeholders plays a vital role in community development. Network building among villagers, activity groups, and the Tambol Administrative Office (TAO), requires motivation and participation from all concerned parties. We believe that network building is the key element that fosters participation.

The other issue is the transference of local wisdom which contributes to sustainability of local skills and knowledge. The National government is very keen on the issue of teaching the local skills to the young of school age. Therefore, the government has given the liberty to the schools to establish their own curriculum, which should meet the demands of the local people. According to this policy schools set their own curriculum for four hours per week for lower/higher secondary classes and two hours per week for elementary classes. Within these class hours, they can invite local people to teach local knowledge to students. Moreover, schools have an Arts and Crafts class in which students learn about basic skills for daily use.

4.2 Site Information

4.2.1 Khon Kaen Province, Thailand

Khon Kaen is the third biggest province in the Northeast region in terms of area. Khon Kaen is divided into 25 administrative districts.

After analyzing the existing problems, weak-points, strengths and opportunities, Khon Kaen's planning committee identified the long-term visions and strategies needed to achieve the Province's overall goals. The vision specifies 7 desirable situations. These are:

1. Land of morality
2. Excellent education
3. Sustainable economic progress
4. Strong community
5. Sustainability of environment
6. Transparent politics
7. Center of Indochina region³

In order for us to learn sustainable development with strategies based on the comparative advantages and local wisdom, four research sites at different locations are recommended as pilot studies, which are presented as follows:

4.2.2 Site 1: Local Government at Grass-Roots Level

Tambol Kud Nam Sai is selected as a successful local government case study for the site 1. This Tambol is located in Nam Phong District, 32km north of Khon Kaen city. It consists of 10 villages whose total population was slightly over 7,000 in 2001. About 90% of population in Kud Nam Sai engages in agriculture with the help of an irrigation system⁴.

There are more than 50 villager's groups in Kud Nam Sai, including an agricultural cooperative, a wine making group, reed mattress groups, chicken raising groups, etc. Thus, villagers in this Tambol adopt a relatively active position in the process of community development. Kud Nam Sai TAO also prepares financial and technical assistance for those villagers' groups in order to increase the villagers' sense of

ownership of community development. On the other hand, with the diffusion of the market economy in rural areas in Thailand, people's sense of belonging to the community has been decreasing. Accordingly, local institutions in this region have been called on to promote unity among people in the society in a participatory way.

Additionally, in this Tambol, there is one non-governmental organization (NGO) to protect the environment from pollution of ground water pollution caused by pulp and paper company. This NGO has received support from villagers, however, due to strained relations with this company, the TAO has reduced the amount of financial support to the NGO. As a result, the NGO has been faced with difficulties in finding another source of financial support. Promoting wider support from villagers and encouraging them to participate in the NGO activities might help the NGO develop its activities in a sustainable manner.

4.2.3 Site 2: Sustainable Village Development Project

Site 2, or Ban Soke Tae Moo 7 and Moo 8, is located 42 km north of Khon Kaen city. There are 347 households in village 7 and 8. Most of the villagers are engaged in agriculture and also involved in activity groups. Site 2 is selected as a sustainable village development project. The terminated Accelerated Rural Development (ARD) Office implemented a three steps development project in the site as follows:

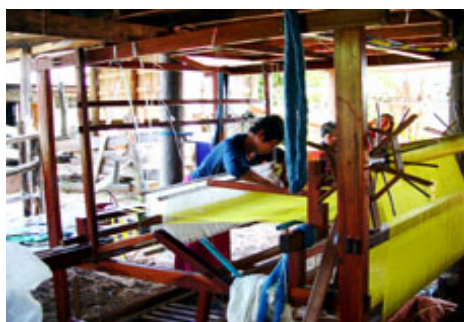
1. Develop Soke Tae Course of Canal by constructing the dike for phase 1 and 2. The phases were completed in 1995 and 2002 respectively.
2. Set up a water user group in 1996 for water management.
3. Promote economic activities such as agricultural production due to the completion of canal construction.⁵



Site2: TAO office

In general, community development in Site 2 seems to have only a few problems. However, the major concern is whether the current community development projects can be sustained or not. Another question is how to increase participation and coordination of the concerned parties, that is villagers, activity groups, and TAO. Solving these issues is currently the biggest challenge facing villagers.

People's participation in Site 2 is rather high, compared to other sites and networks among villagers, and activity groups are efficient. There are about 30 villagers' activity groups, such as the Silk Weaving Group, Mulberry Group, Youth Group, Women Cooperative Group, Livestock Raising Group, Self-sufficient Economy Group, etc. These 30 activity groups



Site2: Silk weaving group

are working simultaneously and coordinating the activities. Furthermore, it is apparent that most villagers in this site participate in at least three activity groups. But the greatest concern is that in order to build and strengthen the network among villagers and activity groups, more effort and coordination from the TAO in this site is essential.

The transference of local wisdom, such as silk weaving skills is already carried out amongst the members of the Silk Weaving Group through on-the-job training of the younger generation. So far there is no formal way of transferring local wisdom to the younger generation. In addition, villagers have less awareness of the significance of transference of local wisdom.

4.2.4 Site 3: Rural Education and Midday Meal Project

There are many schools which offer school lunch in Thailand, and also many schools have introduced what we call the “Midday Meal Project”, in which the teacher and children themselves produce agricultural products for school lunches and provide a cheaper lunch with the help of parents.

Site 3, Ban Don Joad School in the village of Donjod (pop: 450), District of Wang-yai, holds 45 kindergarten children, 118 elementary school students, and 58 lower secondary school students. The school has carried out the Midday Meal Project since 1992, and has been successful. Because of the success, the school received funds for further development of the Midday Meal Project from the Standard Chartered Nakornthon Bank (SCN Bank) in 2001⁶. The school utilized the allocated funds to raise chickens and fish, and to produce vegetables, fruits and one type of mushroom. The mushroom production succeeded very well, however it faced a decline in market price due to over supply. So far, the school manages to provide free lunch to all the kindergarten children and elementary level students, and is trying to do it for junior high school students as well.

The school asks parents to voluntarily come to school and cook lunch in rotation. They organize themselves into groups on an area basis, and teachers regularly inform the groups when they need help from each group. The school also asks for the help of villagers in agricultural farming at the school.

Although the school director claims that the school needs more subsidies and funds for a new kitchen and dining room to serve lunch for over 200 students, and that the school faces a permanent lack of water in the dry season, the school seems to have the potential to maintain the Midday Meal Project with the help of the community.



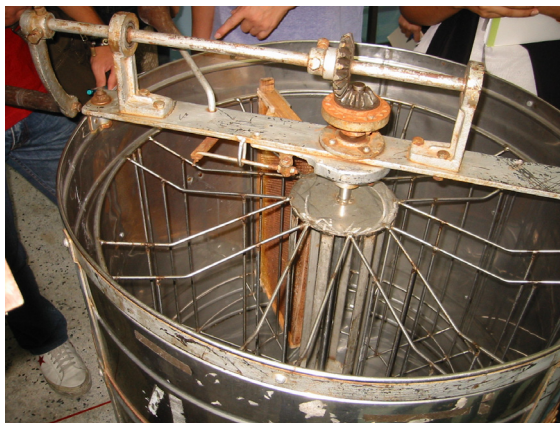
Site3: Midday Meal Project (MMP)



Site3: MMP (Chicken hat)

4.2.5 Site 4: Local Wisdom and Community Leader Development

Ban Pia Farn in Tambol Bua Nguan is located about 53 km from Khon Kaen City. There are about 300 households with a population of 1,200 with an equal ratio of males and females. The main occupation of villagers is rice and sugarcane cultivation. However, they are involved in many activities; for example, bee and honey production, cricket raising, reed mat making (see Appendix 2 2-3), mulberry and silk production etc.⁷ Most of these activities are seasonal because the production process depends very much on nature.



Site4: Machine for gathering honey

production process with the objective of poverty reduction. People from neighboring countries such as Laos, Cambodia, who have similar cultures and ways of life as Thai villagers, visited this site to learn how to set up activity groups, beekeeping and cricket raising.

According to a new policy of the government regarding the use of local wisdom in the production processes, people need to rely upon traditional ways of producing goods and services so that their communities can develop in a self-reliant manner. To make this policy sustainable, the transference of local knowledge of producing goods is indispensable. There is one school in this site, which offers primary, lower secondary and upper secondary education. In the arts and crafts classes, local skills are taught to the children e.g., reed mat making, furniture making from bamboo, rice basket making, barber training etc. For this purpose the school hires skilled people from the village, who agree to teach the children voluntarily. In this way the elders have better coordination with the children and at the same time the children are able to learn skills and wisdom from their elders.

This site is blessed with a very intelligent and smart leader. He graduated from the Udon Thani Vocational School, majoring in agriculture. He was elected as the President of Bua Nguan TAO once and, is now a leader of the Saving Group, as well as the Beekeeping and Cricket Raising Group. The leader is well known his application of local wisdom to the



Site4: Honeycomb board



Site4: Reed mat making

4.3 Research Questions

We developed our tentative research strategy before going to Khon Kaen as follows:

We would first collect data from each Site Working Group (SWG) by the time TWG activities started. Then we would analyze and re-organize the information according to our thematic issues, such as: how to manage, organize, maintain, and increase the participation of local people; and in what way local wisdom can be utilized in the developmental process. If there was more investigation to be conducted on thematic issues on some sites, we would conduct additional surveys as a TWG. (However, we were sure that we needed to visit Site 3 during the TWG survey in order to conduct a questionnaire survey and carry out supplemental interviews of school children, since we learned that Ban Don Joad School was closed until the 15th of October.)

At the first meeting as a TWG in Khon Kaen, we discussed in what ways we would be able to talk about the four sites in terms of participation and culture. SWG 1 suggested that Site 1 strongly needed unity among local people. In order for them to have unity, they needed motivation, income generation, vocational education and network building.

Site 2 has enough villager participation, and more than 30 working groups exist and are well networked. However, they may need better management of the participants and to empower women through participation. It is also better for them if they utilize local wisdom through group activities.

In Site 3, there is also enough participation of the villagers, and they utilize local knowledge within the project, which is a part of the school curricula. SWG 3 suggests that by making the best use of this situation, they can develop the school's role as center of information and knowledge. For instance, regarding local people's participation, they can develop a system to transfer local knowledge through school activities.

Site 4 has strong leadership, and 15 groups are actively working under the good instruction of the leader. However, they need to strengthen the network system among each group in order to maximize the potential of participants. Moreover, they want to transfer the knowledge they learn to the young through group activities.

At the end of the meeting, we came up with the result that of the topics discussed so far the most common and interesting were network building, and transference of local knowledge/wisdom through the school curriculum. Network building is important for community development because co-ordination among various stakeholders plays a vital role. Local wisdom is a tool for sustainable development. Once knowledge is obtained by one of the members of the community, it should be spread to other members. Besides that, it should also be transferred to the younger generations.

Our research questions at this point are “how can villagers build a networking system among villagers' groups?” and “how applicable is the idea of transferring local knowledge/wisdom through school curriculum?”

Since our time was limited, we needed to select some sites to visit in order to investigate more about the two topics. We chose site 2 and 4 because both SWG 2 and 4 have identified issues or points that are related to the two topics.

4.4 Research Methodology

We ascertained that we should meet villagers' working group leaders, local government officers, or school principles/teachers. Our methods of collecting data as a TWG were interview and observation. We

listed the personnel with whom we conducted interviews as follows.

- ◆ The Community Development Department (CDD) officer at district level
Topic: Cooperation between the CDD office and their people
- ◆ The president of Tambol Administrative Office in Site 1⁸
Topic: The benefit of building unity of people, peoples participation in projects, the Agricultural Cooperate, and sustainability of community development
- ◆ The school principal in Site 2
Topic: Occupational training in school curriculum
- ◆ The leader of the Silk Weaving Group and Women Cooperative in Site 2
Topic: Coordination among villagers' groups and formal and informal meetings
- ◆ The officer of Tambol Administrative Office in Site 2
Topic: Networking among over 30 villagers' groups and a bottom up approach to group work
- ◆ The leader of the Silk Production Group in Site 4
Topic: Potential of formal and informal meetings among villagers' group leaders, transference of skills to the young
- ◆ The school teacher
Topic: Applicability of the transference of local knowledge/ wisdom

5. Findings and Recommendations

5.1 Overall Findings and Recommendations

From our in-depth research of our Case Studies and Pilot Studies, we do believe that people's participation is one of the most important aspects in community development. And to achieve people's participation, strong network building and the transference of local wisdom through the school curriculum can be a good means for community development. It is also pertinent to note that this process is successful when key stakeholders such as villagers, activity groups and the TAO, actively and effectively participate to promote sustainable community development.

5.2 Findings and Recommendations for Site 1

After investigating the process of community development and its sustainability in Kud Nam Sai, we found out some important facts from interviews.

We found that there are some tasks which are done by the Community Development Department (CDD). The Community Development Department has the following tasks: (1) Promoting villager's activities in the rural areas, (2) Developing the rural community by implementing the central government development programs, such as the "One Tambol One Project." (3) Coordinating the development projects among various stakeholders through the Center of Community Organization Network (CCON) whose members come from both public and private sectors. The CDD annually makes a database, called a "Basic Needs Database of All Villagers", with the assistance of the TAOs. Issues and problems surrounding people's lives are introduced

into this database.

On the other hand, from our field survey in Kud Nam Sai we recognized that there are a lot of activities in which villagers are engaged. For example, in village No.8, villagers have started some activities (cleaning their house as well as the neighborhood) on their own initiative. Regarding the agricultural cooperative in village No.1, it has about 500 members in Kud Nam Sai. It provides technical and financial support to 3 villagers' groups (the Youth group, the Sewing group, and the Biochemical fertilizer group). The Sewing Group also got financial assistance from the One Tambol One Project Fund so that currently it is constructing a building for a workroom and an exhibition room.

The Kud Nam Sai TAO has carried out a variety of programs, which are explained below:

- ◆ Provision of financial support including grants, loans to the villagers' groups and giving training opportunities to group's leaders with the assistance of the university professors and development officers. Holding sports cultural and religious events, to promote the villager's participation in the community.
- ◆ Promoting villager's health through public health and sanitation facilities. Setting up a Volunteer Security Group for villager's security.
- ◆ Providing villagers with agricultural knowledge in order to promote cost-effective agriculture and diversification of products.
- ◆ Installing a cable radio system in every village to broadcast several programs, such as religious program, daily local news, public event schedule, etc. In the village No.1, the village head has played a role in managing the cable radio system, which includes 10 loudspeakers and 3 microphones.

Nevertheless, we realized that the level of unity among villagers and their sense of ownership toward community development is not strong. The following are possible causes for the low level of unity and ownership: (1) low level of villager's motivation towards community development, (2) Villager's short-sighted way of life, (3) Limited chances and inconsistent vocational education for villagers, (4) Weak networks among villagers' groups. Based on these, we would like to give the villagers some recommendations. Firstly, the TAO should improve existing institutions and processes, and develop institutional mechanisms for increasing villager's motivation. Proper use of the security volunteers group, transferring local wisdom at the school and temple will contribute to installing cultural pride and self-esteem, while enhancing the motivation among local stakeholders. Secondly, changing the way villager's think can be accomplished by increasing their income. To achieve this, TAO should provide marketing training as well as opportunities to sell their products through the village group leaders. Thirdly, the TAO should set up vocational training based on villagers needs in the process of community development. Fourthly, strengthening the capacity of the existing agricultural cooperative and setting up other cooperative/activity groups will produce a network among villagers' groups. This will result in a change in attitude towards their lives and allow them to share information to promote their activities. The cable radio system could be a good means to strengthen the unity among local people by collecting opinions from the villagers through the volunteer groups.

5.3 Findings and Recommendations for Site 2

Based on our findings from the field survey and interviews in Site 2 or Ban Soke Tae Moo 7 and Moo 8,

we found that people's participation is rather high compared with other sites. There are about 30 villagers' activity groups and it is apparent that villagers participate in at least three activity groups. These 30 activity groups work simultaneously and coordinate with each other. For example, the Youth Group coordinates with the elders in the village to set up the campaign for cleaning public places in the village. We also recognized that most of the activity group leaders are relatives as we could guess from their family names. Therefore we would like to assume that the network among activity groups and group leaders has already been built up efficiently although, mostly, it is in the form of informal meetings. Nevertheless, there is a formal meeting among Village Bank Group members once a month. Most of the members of this activity group are leaders of other groups. As a consequence of this, we presented Site 2 as a pilot case for network building.

However, the greatest concern is that more effort and coordination from the TAO in the site are needed. In order to build up a good network among villagers, activity groups, and the TAO, motivation and participation from all concerned parties are essential. Hence, in order to strengthen the network among all concerned parties, we would recommend that there should be a formal meeting among activity groups and their members regular. Furthermore, the TAO should put more effort and support into village development activities. In doing so, we already recommended some activities in the PDM for Site Working Group 2.

Regarding the transference of local wisdom, we found that silk weaving skills are already carried out amongst the members of the Silk Weaving Group and through the observation by the younger generation. However, there is no formal way of transference to the younger generation. Hence, it would be more efficient if there was a formal and systematic method of transference of local wisdom. As a result, we recommended that schools should insert transference of local wisdom activities into the school curriculum. In order to obtain the schools and the activity group's ideas on this issue, we interviewed the school's principal and the Silk Weaving Group's leader. Based upon the principal's answer, we learned that the school used to have a silk weaving class, unfortunately it turned out to be a failure. The principal does not really agree nor disagree with this idea, but what he would like to do is insert IT into the school curriculum instead. On the other hand, the Silk Weaving Group leader agrees with this idea and is willing to participate in and support any school activities. Finally, we recommend that TAO should be the coordinator for all stakeholders.

5.4 Findings and Recommendations for Site 3

Regarding Site 3, we found a gap between the image we held before and after visiting there. As we did not have chance to visit site 3 as a Thematic Working Group, we discuss here the analysis of participation and cultural aspects of Site 3 based on the survey by SWG 3.

Although we had thought there were a lack of helpers who cooked lunch for children at the school, we found that there was quite enough participation by parents. Moreover, not only parents of the school children, but also some villagers who do not have any school-aged children of their own helped with the midday meal project. According to the school director, the project director, and some villagers, parents form groups based on the area in which they live. The teachers then contact them to tell when the school needs their help. So individual participation in such activities as cooking is (on average) once a month. From the interviews, we also found that the school receives participation from villagers not only in cooking but also in farming, although it is not voluntary participation; the school asks farmers to help children raise products, and in return pays a certain amount of money to the farmers.

We tried to find out what children think of participating in the Mid Day Meal Project. It seems that they quite enjoy producing vegetables, fish and chickens, and they are proud to produce the ingredients for

lunch by themselves. Further, it seems that they quite like to have local people as teachers.

Regarding culture, during the field research, we saw that coming to the school to help with school activities was a good opportunity for villagers to exchange knowledge among themselves and to gain new knowledge from the teachers. For instance, housewives who gather to cook lunch are exchanging recipes with other families. Housewives decide the lunch menu with a teacher's advice on nutrition. The teacher studies nutrition by herself, basically from books, and passes the knowledge on to the villagers. Also, from the farmers who come to school to help children farming, the school has a chance to collect local knowledge.

With regard to our thematic issues, we can say that Site 3 is one of the strongest cases in terms of transference of local knowledge/wisdom. The school already has a project to invite villagers to teach children their specific skills, and as a result of such participation in school activities, villagers are exchanging knowledge among themselves and getting new knowledge from teachers. However, there is room to further develop the project and to utilize local knowledge more efficiently through the system. For instance, it would be effective for children if the school provided a project like in the Tomiura elementary school case, in which the school offers an opportunity for children to learn history, and also to get to know the particularities of people in their community. This case and recommendation are related to Output 6 and Activity 6-1 to 6-4 on the Post-visit PDM of site 3 (see appendix of SWG 3 report)

Another possible improvement is that in order for villagers to have more frequent meetings at school for exchanging knowledge and getting new knowledge from teachers, they can organize themselves into activity groups and ask the school to provide a place for meetings or ask teachers to give them advice (see Output 5 and Activity 5-1 to 5-6 on the Post-visit PDM of Site 3).

As an additional recommendation, we suggested to villagers that they create an "inventory," or a list of skillful human resources in the community and to involve children in the process. If the list is created and then updated regularly, the school can always refer to it when any help is needed (see Output 3 and Activity 3-2 on the Post-visit PDM of Site 3).

5.5 Findings and Recommendations for Site 4

In this site, we have learned some successful experiences of diversification of group activities. There are more than 20 groups working in the village; for example, the Bee and honey group the Cricket raising group, and the Mulberry and silk group, which contribute a lot to increasing villagers' incomes. According to our investigation, this site is lucky to have a very efficient and smart leader, who plays a very important role in encouraging villager's participation in groups' activities for the betterment of their lives.

Furthermore, the school in this site designs the curriculum in such a way that children are able to learn skills and wisdom from their elders. Actually, there is one school in this site, which offers primary, lower secondary and upper secondary education. The total number of students is about 400 with 30 teachers. In this school, two classes per week are devoted to occupational training and to teaching local skills to the children e.g., reed mat making, furniture making from bamboo, rice basket making etc. Furthermore last year, students got barber training in the school. The school is interested in starting new courses e.g., courses about silk weaving. For this purpose the school hires skilled people from the village, who agree to teach the children voluntarily or at the rate of 80 Baht per one hour. In this way old people have better coordination with the children and at the same time children are able to learn skills and wisdom from their elders. This school can be used as a pilot case for other sites and other schools can initiate activities which involve local skills.

Moreover, to provide leadership training to the students from their childhood, the school has a Students' committee. The members of this committee are elected through voting. This committee is responsible for conducting various programs in the school for example, the holding of sports events amongst the classes, and conducting debates on various issues.

Although there are many groups working in this site, they are not well organized and there is no communication among them. For the development of the community and to achieve maximum benefits from existing activities of the site, there is a need for people to work collectively and coordinate well with each other. Villagers should select someone, for example a village headman or any reliable group leader who can play the role of mediator for their coordination. Along with this, groups should have joint meetings on a regular basis so that they can enhance their inter-group cooperation.

Endnotes

1. Chambers, Robert: p.156
2. Lekuthai: p.2
3. Lekuthai
4. Lekuthai
5. Lekuthai: p.35
6. Lekuthai: pp. 44-45
7. Lekuthai: pp.52-53
8. Although we chose Site 2 and 4 as our main pilot cases from Kohn Kaen, we visited Site 1, since we needed to confirm why unity is so strongly needed.

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