

資 料

実 施 報 告 書

タイ，カセサート大学農業普及・機械化計画実績表

1. 専門家派遣実績

氏 名	指 導 分 野	派 遣 期 間	所 属
普及部門			
長 期			
長 井 次 雄	チームリーダー	56. 9. 3~61. 6.30	元京都府農政部
大 城 俊 雄	業務調整（両部門）	57. 7.29~61. 6.30	JICA 職員
短 期			
鎌 野 亮 二	印 刷 技 術	58. 1.10~58. 1.30	文祥堂
小田嶋 正 雄	農 業 普 及	58. 3.10~58. 5. 9.	元岩手県
田 島 重 雄	農 業 普 及	59. 3.13~59. 4. 8.	帯広畜産大学
機械化部門			
長 期			
今 泉 七 郎	チームリーダー	56.11.12~59. 3.30	農林水産省
小 川 淨 寿	チームリーダー	59. 3.21~61. 6.30	元農林水産省
短 期			
森 秀 雄	施 工 監 理	56.12. 1~57. 3.30	太陽コンサル
松 崎 昭 夫	稲 作 機 械 化	57. 3. 4~57. 3.31	東京大学
古 賀 治 夫	土 槽レール据付	57. 3. 5~57. 3.29	ヤンマー農機
田 中 武 久	土 槽レール据付	57. 3. 5~57. 3.29	小南鋳造鉄鋼所
松 山 男	とうもろこし作機械化	57. 9.20~57.10.10	農林水産省
金 谷 豊	水稻作機械化	57.12.17~58. 2. 6	農林水産省
吉 原 徹	とうもろこし作機械化	57.12.17~58. 2. 6	農林水産省
須 田 茂	土 槽台車据付	58. 6.13~58. 6.22	吉 原動機
松 本 憲 二	土 槽台車据付	58. 6.13~58. 6.22	吉 原動機
湯 川 義 光	実 施 設 計	58. 7.20~58. 9. 2	日本技研
松 川 保 則	実 施 設 計	58. 7.20~58. 9. 2	日本技研
八 木 茂	トラクター試験法	58.11.20~58.12.19	農業機械化研究所
岡 崎 一郎	とうもろこし乾燥貯蔵	58.11.20~58.12.19	農林水産省
湯 川 義 光	施 工 監 理	58.12.18~59. 2.15	日本技研
佐 藤 純 一	耕 作 試 験	59. 1.20~59. 2.19	農林水産省
野 添 彦	施 工 監 理	59. 1.23~59. 6.20	日本技研

2. 研修員受入実績

氏 名	研 修 分 野	研 修 期 間
普及部門		
MR. POOM	農業普及事業視察	57. 3. 4～57. 4.15
MR. ANUPOHORN	教育テレビ番組制作	57. 7.15～57.10. 3
MR. WATTANA	農 業 普 及	57. 9.17～57.10.23
MR. SOMCHAI	教育テレビ番組制作	58. 1.20～58. 3.14
MR. CHUKIYAT	農 業 普 及	58. 4.17～58. 7. 7
MR. PRAIT	印 刷 技 術	58.12. 1～59. 3. 6
機械化部門		
MR. BANCHAW	農業機械化事業視察	56.10.20～56.11.21
MR. TANYA	土 槽台車試験法	58. 3. 3～58. 7. 2
MR. SIRI	トラクター試験法	58. 3.17～58. 8.16
MR. KAMPHOL	農業試験研究機関視察	58.10.13～58.11.30
MR. VICHA	機械化試験法	59. 3. 1～59. 7.31

3. 機材供与実績

昭和56年度	26,957 千円
昭和57年度	25,359 千円
昭和58年度	66,242 千円

4. ローカルコスト負担

モデルインフラ整備費

昭和56年度	14,311 千円	土 槽建設
昭和58年度	23,000 千円	試験 場 施設整備

応 急 対 策 費

昭和58年度	2,300 千円	実験機器固定用レール敷設
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普及効果測定調査費

昭和56年度	1,191 千円
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中堅技術者養成対策費

昭和58年度	19,737 千円
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THE REPORT ON
THE TRAINING PROGRAM FOR INTEGRATED RURAL DEVELOPMENT
IN SUPHANBURI

By The Cooperation Between
Japanese International Cooperative Agency (JICA),
National Agricultural Extension and Training Center
and
Suphanburi Province

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THE REPORT ON
THE TRAINING PROGRAM FOR INTEGRATED RURAL DEVELOPMENT
IN SUPHANBURI
THE NATIONAL AGRICULTURAL EXTENSION AND TRAINING CENTER
KASETSART UNIVERSITY, KAMPHAENGAEN 1983-1984

1. Rationale

A large proportion of the Thai people live and work in rural areas. Their needs are many in number and varied in character. These call for intensive and simultaneous efforts in many sectors. In the Fifth Five Year Plan for Social and Economic Development (1981-1985) special emphasis are put on rural development. According to the development plan for the people within the 37 provinces indentified as poverty areas all over the country, the new approach for effective rural development has also been addressed to all government officers and the agencies concerned. Moreover, the rural development plans of the four main ministries : Agriculture and Cooperatives, Interior, Public Health and Education, will be organized by means of integration. Therefore, to achieve the goals as set forth, it needs cooperation in the work plan preparation and implementation among the local government agencies and the private sector concerned, e.g.local industries,marketing, transportation.

However, cooperation in planning and coordination in implementation for common goal are not easily achived. Decisions on these aspects of programmes are made in different agencies, by different levels of personnel, at different times with different visions. To achieve an unison among policy articulation, project formulation and actual implementation, there is need for an appreciation, acceptance and action by all officials concerned. Hence the importance of efforts to promote understanding and mutual supportiveness among personnel of different levels.

Kasetsart University realized the importance of this new approach towards the successful rural development but its philosophy concepts and methodology are not clearly understood among officers concerned. It was therefore necessary to organize a training course, workshop and the seminar for the officers at this first stage within the project area Suphanburi Province.

This training program has been supported by the Government of Japan through the Japanese International Cooperative Agency (JICA) in providing budget and expert consultation on program implementation.

2. The Objectives

1. To familiarize the participants with the integrated rural development concept and strategies.
2. To strengthen the implementation of the integrated program by the government officials, volunteers, private agencies and local leaders involved in rural development.
3. To motivate the participants to realize how their responsibilities and devotion contribute to successful integrated rural development (a moral development which is the basic of social and economic development by emphasizing diligence, self-reliance and co-operation.)

3. Participants

The participants were government officers and local leaders in Suphanburi Province. They were classified into 3 levels as follows:
(See appendix 3)

1. Seminar for administrative officers. Participants were provincial government officers totaling 31.
2. Training course for field workers. (2 times) The total number of participants was 90. They were district officers from 4 main ministries. (2 times)
3. Participatory field workshop (2 times). The total number was 96 persons who were sub-district officers from 4 main ministries (Tambon level), representatives from sub-district council, local leaders and small farmer representatives. They were 46 trainees from Donchedi District and 50 trainees from Dermbang Nangbuad District.

4. Duration of Training Program

1. Seminar for administrative Officers.
January 5-7, 1984.
2. Training course for field workers.
1st February 20-28, 1984.
2nd March, 12-18, 1984.

3. Participatory field workshop.

1st May 12-16, 1984.

2nd May 23-27, 1984.

5. The Training Program Venue

National Agricultural Extension and Training Center, Kasetsart University, Kamphengsaen Campus, Kamphaengsaen, Nakorn Pathom, Thailand.

6. Training Courses and Curriculum

The training program for integrated rural development were classified into 3 levels : (See appendix 2)

1. Seminar for administrative officers.

Main curriculum :- National policy of integrated rural development concepts.

- Integrated rural development projects of the Ministries of Interior Education, Health and Agriculture and Cooperatives.
- Integrated rural development with basic minimum needs.
- Problems of field coordination among the government agencies.

2. Training course for field worker.

Main curriculum :- Socio-economic and quality of life problems in Thai society.

- The New-Approach Integrated Rural Development (New-life Community Development)
- Nature of man and human behaviors.
- Human relations and leadership development.
- Successful cases in the new-life community development.
- Study tour to the outstanding villages in rural development
- Integrated community development planning
- Moral Development.

3. Participatory field workshop.

Main curriculum :- Socio-economic and quality of life problems in Thai society.

- The New-Approach integrated rural development (New-life Community Development)
- Nature of man and human behaviors.
- Moral development
- Human relations and leadership development
- Successful cases in the New-life community development.
- Study tour to the outstanding village in rural development
- Group discussion on the work plan of four main government agencies at sub-district level.

7. Proceedings of the training courses

7.1 Daily training activities

- 05.00 a.m. The trainees were awakened by the sound of patriotic music and prepared themselves for the morning flag saluting and exercise. They got in the usual athletic attire. Their being initiated in to the vanguard corps of the integrated community development movement.
- 05.30 a.m. The Staff and the trainees were assembled in front of the flagstaff, they sang the national anthem, while saluting the flag as it was being raised. The leader of each group of trainees led in uttering in unison the pledge of allegiance to the Nation, Religion and the King. The trainees with the supervision of the staff were led to jog around the field and undertake physical exercises until 06.30 a.m. The national flag salutation and pledge of allegiance were meant to awaken the trainees of their nationalistic consciousness and esprit de corp. The sense of unity as such would hopefully promote their willingness to "integrate" themselves in the community development

in their daily life. The physical exercises were intended to develop a good discipline and their physical fitness. The group activity also was expected to get the trainees better acquainted among themselves.

- 06.30-07.00 a.m. The staff and trainees cleaned up the dormitory facilities and kept their rooms in good order. This activity was intended to bring the trainees down to earth by the menial chores they might not ordinarily do at home. They would feel sympathetic with their fellow laborers and peasants. They learned to discipline themselves, to be self-reliant and responsible. With the limited time they practiced how to work most efficiently.
- 07.00-07.30 a.m. Breakfast.
- 07.30-08.00 After breakfast the participants assembled in the classroom for the daily meditation to build up mindfulness and inner peace. They were led to concentrate on what they were expected to do as human beings, citizens of the nation and government officers.
- 08.00-08.30 a.m. The participants, by their representatives, reported to the class of their experiences they received throughout the previous day, what they meant to them and what could be applied for their self development and their work.
- 08.30-12.00 a.m. The subjects were presented to the class by means of lectures with audio-visual aids such as slides, motion pictures, overhead projection, transparencies as well as games whenever suitable.
- 01.30-05.00 p.m. of lectures with audio-visual aids such as slides, motion pictures, overhead projection, transparencies as well as games whenever suitable.
- 05.00-06.45 p.m. Rest and dinner.
- 06.45-09.30 p.m. Group process and recreative games. Lectures with slides and movies on self development and the new-approach community development.
- 09.30-10.30 p.m. Group discussion to review and reflect what had taken place during the day in connection with their respective work of community development through integration.

7.2 Closing ceremony

There were two parts of the closing ceremony. One was the official closing ceremony held on the last day when the certificates were conferred upon the participants by Vice Rector of Kamphaengsaen Campus. The other held after official closing ceremony was meant to create an impression that the graduates of the training courses were committed with conviction to serve the people in the community. They were to light the community, like the brightly-lit candles they were holding during the ceremony, to get of the darkness of vices, ignorance and selfishness which had obstructed the path of development. They were to work together without discrimination against their agencies or organizations. The atmosphere at the ceremony was made solemn by the lighting and sound effects.

8. List of Instructor

name	address
1. Prof.Dr.Niphon Kantasewi	Faculty of Social Science
2. Pol.Capt.Panu Pinnium	Community Development Cooperative Center
3. Assist.Prof.Vijit Kanjanarat	Piboolsangkram Teacher College
4. Mr.Payonth Opasi	Ministry of Public Health
5. Mr.Songjit Poolarp	Demonstration School of Pranakorn Teacher College
6. Dr.Yuwat Wuttimaeti	Department . of Community Development
7. Mr.Pairoj Sujinda	National Socio-Economic Development Council
8. Mr.Sawai Parmmanee	Nakorn rajchasisa Province
9. Mr.Pacha Lapanund	Leay Province
10. Dr.Channarong Tochuwong	Community Development Cooperative Center
11. Mr.Paibool Peungtonglau	Bangkok Bank, Lardproa Branch Bangkok
12. Mr.Petchaboon Rojjanatumkul	Sirirojpanichayakarn School, Bangkok
13. Mr.Dilok Pattanavichichote	Informal Education Center Ayuthaya Province
14.Miss Somsawast Vitchuroj	Wat tassanaroon School, Bangkok
15. Mr.Thanapol Wannakomol	Agricultural Extension Office, Bangpong District, Ratchaburi

name

address

16. Mr.Sombat Lertsuriyakul Informal Education Center, Nakorn-
rajchasima Province.

9. Training Staffs

Kasetsart University

1. Prof.Dr.Nippon Kantasewi Faculty of Social Science
2. Assist Prof.Poom Khumkiang National Agricultural Extension and
Training Center.
3. Assoc.Prof.Ratchaneekorn Sesto Faculty of Social Science
4. Assoc.Prof.Pensri Kanchanomai Faculty of Social Science
5. Assist Prof.Dr.Souvakonth Sudsawast Faculty of Social Science
6. Mr.Kasaem Jarinto Extension and Training Office
7. Mr.Chukiat Ruksorn National Agricultural Extension and
Training Center.
8. Mr.Pongsak Maneenoppol Extension and Training Office
9. Mrs.Ratana Aungkasit National Agricultural Extension and
Training Center.

Community Development Cooperatives Center

1. Pol.Capt.Panu Pinnium
2. Assist Prof.Vijit Kanjanarat Piboolsengkran Teacher College
3. Mr.Songjit Poolarp Demonstration School of Pranakorn
Teacher College

Department of Public Health

1. Mr.Payonth Opasi Division of Occupational Health

10. Evaluation of Training

Evaluation of the participants were conducted 2 times :

1. (Before training course started) Surveyed the participants' attitude, a survey was made on participants attitude including the know-how and understanding of rural development and moral development.

2. (After training) a survey was conducted on the participants attitude. They were asked about content, understanding and knowledge gain from each subject, administrative process in training and advantages received from this training course. The evaluation could be summarized as follows :

10.1 Results of Evaluation before Training. (officer Only)

(1) Most of their attitude (to 85%) enjoyed the programme, 25.00 % answered "It's OK". The reasons were that 93.55% of provincial officers and only 1 out of 113 persons from district and sub-district officers had been trained in the similar course before.

(2) About know-how attitude and understanding of integrated rural development from 8-subjects which were general information, it appeared that 42.19% fairly and poorly familiarized with them, the subject, which could most applied most for practical use was the methodology in integrated rural development in the village and the role of 4 main ministries dealing with rural development but the best subject applied for practical use was social situation and problems in Thailand.

(3) Content of Curriculum

81.61% agreed that it was suitable. Few participants recommended to add problems and solutions in rural development management, working plans and project of the year, rural development (in the Village) planning, problems of effective coordinations, human relationship, public relationship and social psychology etc.

(4) Coordination of Provincial officers from 4 main ministries

<u>Ideas.</u>	<u>Quantity of Coordination</u>
Most of Provincial Officers(35.48%)	Quite Often
Most of District Officers (36.65%)	Sometime
Most of Sub-District Officers (30.43%)	Very Few

(5) Coordination of District Officers

<u>Ideas from</u>	<u>Quantity of Coordination</u>
Most of Provincial Officers (32.26%)	Quite Often
Most of District Officers (40.00%)	Sometime
Most of Sub-District Officers (34.18%)	Quite often

(6) Coordination of Sub-District Officers

<u>Ideas from</u>	<u>Quantity of Coordination</u>
Most of Provincial Officers (41.94%)	Moderate
Most of District Officers (43.33%)	Moderate
Most of Sub-District Officers (47.83%)	Moderate

(7) Successfulness of Integrated Rural Development in Suphanburi

<u>Ideas from</u>	<u>Percentage of Successfulness</u>
Most of Provincial Officers (61.29%)	60-80
Most of District Officers (37.77%)	40-50
Most of Sub-District Officers (52.17%)	40-60

(8) Study Trip In Rural Development to other countries

Most provincial officers (74.20%) had never been abroad, 25% used to be trained in South Korea, Republic of China, Malaysia, Singapore, Taiwan, Philippines, 7 persons were trained in South Korea. Some district and sub-district officers used to attend the field trip in the country but most of them took their trip in Suphanburi only.

(9) Trainees's Responsibility

<u>Ideas from</u>	<u>Load of Responsibility</u>
Most of Provincial Officers (51.61%)	Moderate
(41.94%)	Over Load
Most of District Officers (63.33%)	} Moderate
Most of Sub-District Officers (69.57%)	

They had adequate time to arrange the time for their duties with integrated rural development project.

(10) Moral Development

All of participants agreed that moral development was most needed in integrated rural development and could really solve problems in rural development.

(11) Indulgence in the vices of Respective Workers

Most provincial officers (58.06%), district (55.55%) and sub-district (39.13%) officers; were with the idea that their fellow officers still indulged in vices moderately.

All participants agreed that it was really important to develop the moral of the workers and if they could give up all kinds of vices, integrated rural development would be success. Only officer from district government disagreed.

(12) Was it necessary to give up all kinds of vices when working and contacting with farmers ?

District (50.00%) and sub-district (47.83%) officers agreed to give up all and some of vices. Six district officers disagreed because they thought it was not necessary.

(13) Most of participants believe that the moral development could be transferred to thier fellow workers.

(14) Knowledge in Meditation "A-na-pana-sa-ti-kum-ma-tan"

Most of participants (77.85%) never heard about it, only 23 persons familiarized with it.

Results of Evaluation,after the Training Course was Over

To evaluate all participants the following criterions were used to measure.

- (1) Know-what and Know-how Attitude in every subject.
- (2) Suitability of Curriculae. (Contents, Subjects, instructors)
- (3) Training Process
- (4) Advantage Received for practical use.

For sub-district participants including officers, and local leaders, moral development was strongly emphasized and set as one of criterions also.

(1) Know-what and Know-how Attitude in each subject

<u>Knowledge & Experience Gain</u>	<u>Average Percentage</u>			
	Provincial Officers	District Officers	Sub-district Officers	Total
Integrated Rural Development	87.40	88.60	86.80	87.60
Moral Development	93.60	87.60	83.20	88.20
Experience and Sample of Successful				
Case in Rural Development	85.24	85.80	82.40	84.40
Total Average	88.60	87.40	84.20	86.80

From the data, provincial officers gained knowledge and experience the most (88.60%), followed by district officers 87.40% and sub-district officers 84.20%. The Average for 3 level officers was 86.80% which was quite satisfactory especially the percentage of moral development (88.20%) was higher than others.

(2) Suitability of the Curriculum (Activities, Technology Transfer by Instructor)

<u>Activities(%)</u>	<u>Provincial</u>	<u>District</u>	<u>Sub-District</u>
period of lecture	79.00	79.50	79.25
Instructor	91.20	87.10	89.15
Lecture Method	89.80	83.50	86.65
Supplement Paper	80.40	84.70	82.55
Question-Answers		71.30	71.30
Total Average	85.10	81.22	81.78

For sub-district officers, evaluation included knowledge and experience gained from every subject, 84.20% concluded that the curriculae were suitable.

(3) Training Process

<u>Management and Activity(%)</u>	<u>Provincial</u>	<u>District</u>	<u>Total</u>
Period of Training Course	70.40	38.15	54.28
Food and Refreshment	88.40	80.14	84.27
Dormitory	87.80	80.04	83.92
Training Class		97.73	97.73
Activities	82.60	88.20	85.40
Total Average	82.30	76.85	81.12

Percentage of service and management was satisfactory for provincial and district officers (81.12%) and sub-district officers 85.80%.

(4) Advantage from this Training Course

This training course emphasized on behavior-change in moral development in order to fulfil the idea that development of man led to development of work unit and community respectively.

<u>Advantage(%)</u>	<u>Provincial</u>	<u>District</u>	<u>Sub-District</u>	<u>Total</u>
For Personal, Family	91.60	85.57	88.15	88.44
For Work Unit	91.60	77.87	75.54	81.67
For Community	91.60	75.58	76.56	81.24
Total Average	91.60	79.67	80.08	83.78

From the data, the most advantages received from this training course were to his own self and family, but to the work unit and community were equal. Therefore, the objectives of the project were met.

(5) Moral Development

Strongly emphasized in sub-district participants as they contacted directly with farmers, therefore the evaluation included questions about vices in their life. From the data, most of participants could and would exactly give up vices. The following orders were as follow :

<u>Order</u>	<u>Types of Vices to give up</u>	<u>Percentage</u>
1	Card, Hourse Racing, Dice Games	73.15
2	Participated in night club, Bar	59.32
3	Cigarettes	40.28
4	Lottery	40.32
5	Alcohol	36.51

From the data, it could be noted that percentage of giving up alcohol and beer was lower than others. Most of them (25.22%) said they drank for social, 31.32% would give up cigarettes sometimes.

The evaluation of the training which emphasized on moral development was quite satisfy. Sub-district participants (50.05%) agreed to definitely give up all kinds of vices. Therefore, the pattern of integrated rural development emphasizing on moral development could be applied to the use by other provinces and also met the principles and objectives of the project. The results of applying experience, knowledge and change of behaviour for future use need follow up process to determine the real change.

11. Recommendations

The conclusions of recommendation from participants were as follows:

(1) Period of Training Course should increase to 5-7 days (from 3 days) for provincial officers but decrease to 7 days (from 9 days) for district officers. For Sub-district officers should be increased to 7 days (from 5 days)

(2) The curriculae were too tight (overload). Participants should have more time to relax and rest, night programme should not be extended over 21.00 p.m.

(3) Study tour, participants should be divided into groups to study the problems in the villages and then discuss in the class about the problems and its possible solution.

(4) Add more subjects about integrated rural development management and government administration (sub-district level)

(5) Should have supplementary paper for each subject.

(6) Seminar every 4 month to evaluate the progressiveness of the work after training.

STATEMENT BY MR. T. NAGAI, JICA EXPERT,
NATIONAL AGRICULTURAL EXTENSION AND TRAINING CENTER

It is my great pleasure to express my impression of this Integrated Rural Development Project.

Two and half years have passed after the opening of the National Extension and Training Center, and I am quite satisfied to report the progressive activities of our Center for all of you.

During these years:

1) in Training Section

We had 171 training courses for over 12 thousand trainees.

2) in Extension Section

We served many Audio Visual Service, produced 64 video tapes and 53 sound slide accompanied with 50 times of field extension works in rural area.

3) in our printing shop

944 thousand volumes consist of 9 million pages were printed.

4) in our dormitory

We count more than 12 thousand guests included 35 thousand female guests.

To promote more activity of our Center, I request the budget for the Extension Training Project to JICA, Japan International Cooperation Agency of Japanese Government.

JICA has kindly approved this budget following by our request to open 20 training courses 4 different divisions : these are

- 1) Integrated Rural Development Course.
- 2) Video Tape Programming Course.
- 3) Agricultural Machinery Training Course.
- 4) Rice Cultivation Training Course.

In THAILAND the Government policy under the 5th Five Year Plan for Social and Economic Development has emphasized rural development.

Government agencies which have responsibility for this rural development are mainly four Ministries.

- 1) Ministry of Agriculture and Agri. Cooperatives.
- 2) Ministry of Interior.
- 3) Ministry of Public Health and
- 4) Ministry of Education.

I think cooperation is the most essential for the workers of these four Ministries, especially the staff working in the front line of rural villages.

Kasetsart University has the ability to organize the training course and teach the theory of successful rural development, its concept and methodology for workers concerned.

That is the reason that this training projects get full support by JICA

I hope this project would contribute to the effective rural development and benefit for farmers and THAILAND.

Thank you

CURRICULUM
SCHEDULES OF THE TRAINING COURSE ACTIVITIES INTEGRATED RURAL DEVELOPMENT PROJECT
FOR THE ADMINISTRATIVE OFFICERS
JAN 5-7, 1984

Date	5.00	5.30-6.30	6.30-7.30	7.30-8.00	8.00-8.30	8.30-9.30	9.30-10.30	10.45-12.00		13.00-15.00	15.15-17.00	17.00-18.45	18.45-20.30	20.30-22.00
Jan 5, 1984						Registration Opening Ceremony	Social Situation and Problems in Thailand	Principles, Ideals and Structure of the New-Rural Development	Break	Methodology of Integrated Rural Development	Basic Needs in Rural Development	Rest and Dinner	Group Dynamic, Movie and Slide on Rural Development	Small Group Discussion
Jan 6, 1984					Sharing and Exchange of Experience	The Sample of Successful New-Approach Integrated Rural Development			Lunch	Group Discussion on Problems of Field Worker in Rural Development				
Jan 7, 1984	Wake Up	Morning Flag Saluting and Exercise	CleanUp, Breakfast	Meditation		Debate on the Role of Four Main Ministries in Rural Development				Group Discussion on Working Plan in Connection with Their Respective Community Development Through Integration	Closing Ceremony	Solemn (Candle-lighting) Ceremony	Participants Depart	Rest

**SCHEDULES OF THE TRAINING COURSE ACTIVITIES INTEGRATED RURAL DEVELOPMENT PROJECT
FOR FIELD WORKER GROUP I FEB. 20-28, 1984**

Date	05.00-06.30	06.30-07.30	07.30-08.30	08.30-09.30	09.30-10.30	10.45-12.00	13.00-15.00	15.15-17.00	17.00-18.45	18.45-20.30	20.30-22.00	
Feb. 20, 1984				Registration	Opening Ceremony	Orientation	Social Situation and Problems of Thailand	Nature of Man and Human Behaviours		Group Dynamics, Movie and Slide		
Feb. 21, 1984					Ideal and Structure of Integrated Rural Development		Man Power Development	Moral Development		Successful Case of Extension Officer in Rural Development		
Feb. 22, 1984					Sample of Successful Case in the New-Approach Integrated Rural Development			Human Relations and Leadership Development				
Feb. 23, 1984					Study Tour To Out Standing (Banpong District,)			Villages in Rural Development (Rajababul)				
Feb. 24, 1984					Basic Minimum Needs in Rural Development			Role of Religious Leader in Rural Development				
Feb. 25, 1984					Role of Teacher in Rural Development			Man Preparation For Integrated Rural Development				
Feb. 26, 1984					Integrated Rural Development Management			Recreation and Games				
Feb. 27, 1984					Study Tour To Out Standing (Suphanburi Province)			Village in Rural Development				
Feb. 28, 1984					Groups Discussion on Working Plan in Connection With Their Respective Work of Community Development Through Integration			Closing Ceremony, Certificates Award, Solemn Ceremony, Evaluation Participants Depart				

10
SCHEDULES OF THE TRAINING COURSE ACTIVITIES INTEGRATED RURAL DEVELOPMENT PROJECTS
FOR FIELD WORKER GROUP II MAR.12-19, 1984

Date	05.00-06.30	06.30-08.30	08.30-09.00	09.00-10.30	10.45-12.00		13.30-15.30	15.45-17.00	17.00-18.45	18.45-21.30	21.30-22.00	
Mar.12, 1984				Registration Opening Ceremony	Orientation		Social Situation and Problems in Thailand	Real Needs in Rural Development	17.00-18.45	Nature of Man and Human Behaviours	21.30-22.00	
Mar.13, 1984				Ideals and Structure of Integrated Rural Development			Man Power Development	Moral Development		Successful Case of Extension Officer in Rural Development		
Mar.14, 1984				Role of Teacher in Rural Development			Study Tour To Outstanding Villages in Rural Development (Rajchaburi, Nakornpathom)		Rest and Dinner	Group Dynamic, Movie and Slide on Moral Development		
Mar.15, 1984				Basic Minimum Needs in Rural Development			Sample of Successful Case in the New-Approach Integrated Rural Development			Small Group Discussion		
Mar.16, 1984				Human Relations and Leadership Development			Role of Religious Leader in Rural Development	Recreation and Games				
Mar.17, 1984				Study Tour To Out Standing (Suphanburi)			Village in Rural Development (Province)					
Mar.18, 1984				Groups Discussion on Working Plan in Connection With Their Respective Work of Community Development Through Integration			Closing Ceremony, Certificates Solemn Ceremony, Evaluation					
												Participants Depart

SCHEDULES OF THE TRAINING COURSE ACTIVITIES INTEGRATED RURAL DEVELOPMENT PROJECTS

FOR PARTICIPATORY FIELD WORKSHOP GROUP I MAY 12- 16 1984

Date	05.00-06.30	06.30-07.30	07.30-08.00	08.00-08.30	08.30-10.00	10.15-12.00	Lunch Break	13.30-15.00	15.15-17.00	17.00-18.45	18.45-21.30	21.30-22.30	22.00
May 12, 1984					Registration Opening Ceremony	Orientation		Social Situation and Problems in Thailand	Nature of Man and Human Behaviours	Group Dynamic Movie and Slide on Moral Development	Small Group Discussion		
May 13, 1984					Ideals and Structure and Integrated Rural Development	Man Power Development		Human Relations and Leadership Development		Rest and Dinner			
May 14, 1984					Moral Development	Role of Teacher in Rural Development		Role of Religious Leader in Rural Development			Successful case of Extension Officer in Rural Development		Rest
May 15, 1984					Study Tour to Out Standing (Suphanburi)			Village in Rural Development (Province)					
May 16, 1984					Groups Discussion on Working plan in Connection With their Respective Work of Community Development Through Integration			Closing Ceremony Certificates Award Solemn Ceremony, Evaluation					

LIST OF PARTICIPANTS

A. Seminar for Administrative Officers (31 participants)

1. Ministry of Interior

1.1 Mr.Sopon Chawalkul	Deputy Governor of Province
1.2 Mr.Prateep Jirawat	Assistant Deputy Governor of Province
1.3 Pol.Col.Jinda Udomrat	
1.4 Mr.Sura-ud Tongniramon	Head of Provincial Officer
1.5 Mr.Ca-nueng Tippasit	Provincial Public Affair Officer
1.6 Mr.Utai Srirat	Provincial Rapid Rural Development Officer
1.7 Mr.Prasan Patawanich	Head of District
1.8 Mr.Chaowalit Tantrawanich	Head of District
1.9 Mr.Sutep Tarasasan	Head of District
1.10 Mr.Utai Anantasomboon	Head of District
1.11 Mr.Puchong Rungroj	Head of District
1.12 Mr.Prasert Plienrungsri	Head of District
1.13 Mr.Paiboon Soontarawipart	Head of District
1.14 Mr.Jarupong Raungsuwan	Head of District
1.15 Mr.Jamrat Pornrungsarit	Head of District
1.16 Mr.Soontorn Hutapat	Provincial Land Surveyer
1.17 Mr.Sayan Wantong	Community Development Technical Officer
1.18 Mr.Preecha Hoonuwan	Deputy Head of District

2. Ministry of Agriculture and Cooperative

2.1 Mr.Pirom Boonyopragarn	Provincial Fishery Promotion Officer
2.2 Mr.Sooksan Malitong	Provincial Agricultural Extension Officer
2.3 Mr.Watcharin Tinpichart	Provincial Livestock Promotion Officer
2.4 Mr.Auyporn Udtayutti	Provincial Irrigation Service Officer
2.5 Mr.Suang Seu-Sat	Assistant Provincial Cooperative Promotion Officer

- | | |
|------------------------------|---|
| 2.6 Mr. Kitti Jaksurungsri | Provincial Land Reform
Officer |
| 3. Ministry of Education | |
| 3.1 Mr. Narong Nuaatanom | Director of Suphanburi
Technical College |
| 3.2 Mr. Prachoom Poladech | Head of Informal Education
Center |
| 3.3 Mr. Sutep Chokesakul | Head of Education Supervision
Sector |
| 3.4 Mr. Sukum Sriwipat | Assistant Provincial
Education Officer |
| 4. Ministry of Public Health | |
| 4.1 Dr. Boonying Wad'aeu | Provincial Doctor |
| 5. Ministry of Commerce | |
| 5.1 Mr. Nam Canjarern | Provincial Commerce Promotion
Officer |
| 6. Ministry of Industry | |
| 6.1 Mr. Ban'ong Chardbut | Provincial Industry
Promotion Officer |

B. Training Course for Field Workers

Group I 46 participants

1. Ministry of Interior

1.1 Mr.Thongpoon Rutimanon	Senior Deputy Head of District
1.2 Mr.Suwan Kerdpremwes	Deputy Head of District
1.3 Mr.Bantaeng Oomsri	Deputy Head of District
1.4 Mr.Chalearmsak Chansil	Deputy Head of District
1.5 Mr.Pratuang Maneein	Deputy Head of District
1.6 Mr.Supol Sripan	Provincial Infrastructure Service Officer
1.7 Mr.Wittaya Suwajananon	Inspector of Local Government
1.8 Mr.Tawach Khewtong	District Land-Administrative Officer
1.9 Mr.Kosol Luksitanon	District Land-Administrative Officer
1.10 Mr.Prasert Ugsornnit	District Land-Administrative Officer
1.11 Mr.Somkiat Wattanaparuda	District Land-Administrative Officer
1.12 Mr.Wittaya Meenettip	District Community Development Officer
1.13 Mr.Sanguan Sritasanea	District Community Development Officer
1.14 Mr.Wiroj Yopaspjnj	District Community Development Officer
1.15 Mr.Banjong Masang	District Community Development Officer
1.16 Mr.Sumon Boonmadee	District Community Development Officer
1.17 Mr.Jannong Pitakwong	Community Development Technical Officer
1.18 Pcl.Maj.Wattana Kaesornsun	
1.19 Pol.Maj.Sawan Palasingha	
1.20 Pol.Capt.Tongsuk Kaewtoo	
1.21 Pol.Capt.Surat Jonggolsirikul	
1.22 Pol.Sub-Lt.Boonchob Keawcum	

2. Ministry of Agriculture and Cooperative

- | | |
|----------------------------|---|
| 2.1 Mr.Banyong Sangpantar | Assistant Provincial
Agricultural Extension
Officer |
| 2.2 Mr.Direk Sripong | District Agricultural
Extension Officer |
| 2.3 Mr.Khanit Supparat | District Agricultural
Extension Officer |
| 2.4 Mr.Chalong Sangprasert | District Agricultural
Extension Officer |
| 2.5 Mr.Sawaeng Thessanawat | District Agricultural
Extension Officer |
| 2.6 Mr.Suwan Hotarapawanon | District Forestry Officer |

3. Ministry of Education

- | | |
|---------------------------------|---|
| 3.1 Mr.Somsak Jorrawong | District Education Officer |
| 3.2 Mr.Charern Jodprom | District Education Officer |
| 3.3 Mr.Wiwat Jitlerdkajorn | District Education Officer |
| 3.4 Mr.Suybua Yenjit | District Education Officer |
| 3.5 Mr.Sanit Kausuwan | District Primary Education
Officer |
| 3.6 Mr.Pratuang Wanrerk | District Primary Education
Officer |
| 3.7 Mr.Damrong Chucanjit | District Primary Education
Officer |
| 3.8 Mr.Tammarong Kaerod | Assistant District Primary
Education Officer |
| 3.9 Mr.Sawaey Chimpalee | Teacher |
| 3.10 Mr.Ruangsak Sukatippayapan | Teacher |

4. Ministry of Public Health

- | | |
|----------------------------|---|
| 4.1 Mr.Anan Iyararat | District Public Health
Service Officer |
| 4.2 Mr.Prasit Jiewjarern | District Public Health
Service Officer |
| 4.3 Mr.Prajit Supantanakul | District Public Health
Service Officer |
| 4.4 Mr.Sa-ard Jenloy | District Public Health
Service Officer |

- | | |
|---------------------------------|---|
| 4.5 Mr.Manop Paengkul | District Public Health
Service Officer |
| 4.6 Mr.Soonporn Palalard | Assistant District Public
Health Service Officer |
| 4.7 Mr.Chana Khawnae | Disease control officer |
| 5. Provincial Council Committee | |
| 5.1 Thawee Sittirat | Chairman of committee |

Group II 44 participants

1. Ministry of Interior

1.1 Mr.Padungsak Radomsuk	Deputy Head of District
1.2 Mr.Saeree Wimolkaseam	Deputy Head of District
1.3 Mr.Songrit Pimpo	Deputy Head of District
1.4 Mr.Teerapong Wongboonpeng	Deputy Head of District
1.5 Mr.Prapon Boonchaay	Deputy Head of District
1.6 Mr.Chalerm Maneein	District Land Administrative Officer
1.7 Mr.Pai boon Yedsodsai	District Land Administrative Officer
1.8 Mr.Weera Po-ta	District Land Administrative Officer
1.9 Mr.Prateep Klinmelai	District Land Administrative Officer
1.10 Mr.Pongtep Chockamnerd	District Land Administrative Officer
1.11 Mr.Pradit Tongmee	District Community Development Officer
1.12 Mr.Somsak Aggarin	District Community Development Officer
1.13 Mr.Sommai Srisulare	District Community Development Officer
1.14 Mr.Sompong Sangdang	District Community Development Officer
1.15 Mr.Taweechai Plaichumpol	District Community Development Officer
1.16 Mr.Supat Srisoontornpinit	District Community Development Officer
1.17 Mr.Sayan Wantong	Community Development Technical Officer
1.18 Pol.Lt.Col.Somjate Sirikul	
1.19 Pol.Maj.Pitee Kanjanasatit	
1.20 Pol.Capt.Sutin Jamsri	
1.21 Pol.Lt.Yuttapong Penwan	

2. Ministry of Agriculture and Cooperative

2.1 Mr.Sombat Sanwisata	Assistant Provincial Agricultural Extension Officer
2.2 Mr.Utai Samrertrum	District Agricultural Extension Officer
2.3 Mr.Wichian Cunno	District Agricultural Extension Officer
2.4 Mr.Narong Seesad	District Agricultural Extension Officer
2.5 Mr.Wanchai Sungsamute	District Agricultural Extension Officer
2.6 Mr.Samean Ploybanpaew	District Agricultural Extension Officer
2.7 Mr.Sucheeep Krajangyao	District Agricultural Extension Officer
2.8 Mr.Wart Conboon	District Fishery Promotion Officer
2.9 Mr.Wichit Wijitsanguan	District Livestock Promotion Officer

3. Ministry of Education

3.1 Mr.Suko Chaipuriyanon	District Education Officer
3.2 Mr.Supin Pejinda	District Education Officer
3.3 Mr.Fua Tamwichit	District Education Officer
3.4 Mr.Jarom Chaiming	District Education Officer
3.5 Mr.Leam Srimora	District Primary Education Officer
3.6 Mr.Sawat Intalang	District Primary Education Officer
3.7 Mr.Narong Moncharern	District Primary Education Officer
3.8 Mr.Paijit Suwanpanich	District Primary Education Officer
3.9 Mr.Jamrat Patoomtedwipat	District Primary Education Officer

4. Ministry of Public Health

4.1 Mr. Payom Rawangpan	District Public Health Service Officer
4.2 Mr. Burin Pimollikit	District Public Health Service Officer
4.3 Mr. Pleng Poonbarn	District Public Health Service Officer
4.4 Mr. Manoch Nuchanart	District Public Health Service Officer
4.5 Mr. Piyabong Yamsa-au	District Public Health Service Officer

C. Participatory Field Workshop

Group I 46 participants

1. Government Officer

1.1 Mr.Uthai Udomphon	Deputy Head of District
1.2 Mr.Nicom Maneechan	Deputy Head of District
1.3 Miss Pojanaj Yu-jongdee	Community Development Worker
1.4 Mrs Metta Saengsawangchoat	Community Development Worker
1.5 Mr.Pracha Maktongmanee	Community Development Worker
1.6 Mr.Damrong Nuanla-si	Community Development Worker
1.7 Mr.Silapachai Nawakul	Livestock Promotipn Worker
1.8 Mr.Adul Tanyskarern	Agricultural Extension Worker
1.9 Mrs Lamduan Lekpan	Public Health Service Worker
1.10 Mr.Chalad Watesuwan	Assistant District Cooperative Officer

2. Local Leader

2.1 Mr.Sanit Paopan	Member of Provincial Council Committee
2.2 Mr.Ton Chaibu	Head of Sub. District
2.3 Mr.Kraw Jewjarern	Head of Village
2.4 Mr.Prajuab Kemtong	Head of Village
2.5 Mr.Sungwein Tamjso	Head of Village
2.6 Mr.Phin Manron	Head of Village
2.7 Mr.Tongyib Sriboontam	Head of Village
2.8 Mr.Chaleaw Mungkorn	Head of Village
2.9 Mr.Lamyai Kawpan	Head of Village
2.10 Mr.Banjong Chujan	Head of Village
2.11 Mr.Weed Arjhan	Sub-District Adviser Committee
2.12 Mr.Jui Klingklom	Sub-District Adviser Committee
2.13 Mr.Suk Malisorn	Sub-District Adviser Committee
2.14 Mr.Chalong Po-klan	Sub-District Adviser Committee
2.15 Mr.Jorm Sricham	Sub-District Adviser Committee
2.16 Mrs Namwarn Srinamngern	Sub-District Adviser Committee
2.17 Mr.Buapa Pudpoa	Sub-District Adviser Committee
2.18 Mr.Surapol Bunteung	Sub-District Adviser Committee
2.19 Mr.Bua Chaigate	Sub-District Doctor
2.20 Mr.Taem Dongsarart	Contact farmer

2.21 Mr.Yeaw Arjhan	Contact farmer
2.22 Mr.Hleau Wongsuwan	Contact farmer
2.23 Mr.Gnuaw Boonmee	Contact farmer
2.24 Mr.Tongbai Roopsom	Contact farmer
2.25 Mr.Muan Dawruang	Contact farmer
2.26 Mr.Gnam U-gate	Contact farmer
2.27 Mr.Torn Kulta	Public Health Service Volunteer
2.28 Mr.Noï Sessila	Public Health Service Volunteer
2.29 Mr.Won Jamjang	Public Health Service Volunteer
2.30 Mr.Suan Dawruang	Public Health Service Volunteer
2.31 Mr.Chaley Suitpala	Public Health Service Volunteer
2.32 Mrs Bampen Kasikitpanich	Representation of Home- Economic Groups
2.33 Miss Payung Chainebu	Farmer
2.34 Miss Rabeab Oumwong	Youth farmer
2.35 Mrs Jian Klula	Voluntary Development Women
2.36 Mr.Lam Chawpayorn	Small farmer

Group II 50 participants

1. Government Officers

1.1 Mr.La-aw Chit-ar-ree	District Education Officer
1.2 Mr.Udtawit Songcoaw	District Livestock Promotion Officer
1.3 Mr.Prasit Suknirum	Assistant District Public Health Service Officer
1.4 Mr.Winai Sermtrakul	Assistant District Agricultural Extension Officer
1.5 Mr.Somporn Kaogaw	Assistant District Community Development Officer
1.6 Mr.Kraiwan Nawakulkan	Community Development Worker
1.7 Mrs Kasorn Suttipan	Public Health Service Worker
1.8 Miss Pongsai Kanjaruk	Public Health Service Worker
1.9 Mr.Wiyut Kampan	Sanitation Service Worker
1.10 Mr.Tassana Siriwitch	Agricultural Extension Worker
1.11 Mr.Surin Puakluck	Sanitation Service Worker
1.12 Mr.Chalard Kongdee	School Principal
1.13 Mr.Narongrit Sribunpote	School Principal
1.14 Mr.Panom Cheuychem	School Principal
1.15 Mr.Amnaj Makecha	School Principal

2. Local Leaders

2.1 Mr.Boonchai Srilachareem	Member of Provincial Council Committee
2.2 Mr.San Poolperm	Head of Sub-District
2.3 Mr.Chan Nuchsiri	Head of Village
2.4 Mr.Saen Kemgnern	Head of Village
2.5 Mr.Sawany Maijean	Head of Village
2.6 Mr.Rabeab Rodpom	Head of Village
2.7 Mr.Wiengchai Mamtip	Head of Village
2.8 Mr.Charern Kaewsrignam	Head of Village
2.9 Mr.Tongdee Kemgnern	Head of Village
2.10 Mr.Jamrus Phasuk	Assistant Head of Village
2.11 Mr.Sunreuw Maneewong	Sub-District Advisor Committee
2.12 Mr.Chammarn Thongpancotchasarn	Sub-District Advisor Committee

2.13 Mr. Chaem Tongkam	Sub-District Advisor Committee
2.14 Mr. Sin Kemgnern	Sub-District Advisor Committee
2.15 Mr. Kom Jantaranum	Sub-District Advisor Committee
2.16 Mr. Sa-ard Srimora	Sub-District Advisor Committee
2.17 Mr. Phin Pungsoung	Sub-District Advisor Committee
2.18 Mr. Preung Sripuktong	Sub-District Advisor Committee
2.19 Mr. Pratuan Klinmonta	Sub-District Doctor
2.20 Mr. Boontam Kentong	Contact farmer
2.21 Mr. Saman Kemgnern	Contact farmer
2.22 Mr. Namop Chiewcharn	Contact farmer
2.23 Mr. Phon Poonperm	Contact farmer
2.24 Mr. Jane Kemgnern	Contact farmer
2.25 Mr. Payor Lamudtead	Contact farmer
2.26 Mr. Chaleaw Homyanyen	Contact farmer
2.27 Mr. Somnuk Supsirisonbat	Contact farmer
2.28 Mr. Serm Srimora	Member of Farmer Group
2.29 Miss Samnao Ruamruk	Member of Voluntary Development Group
2.30 Mrs La-mud Pasuk	Member of Home-Economic Group
2.31 Miss Tongje Jaengsawang	Youth Farmer
2.32 Mr. Prayoon Porung	Public Health Service Volunteer
2.33 Mr. Juey Boonraum	Public Health Service Volunteer
2.34 Mr. Chamlong Srimora	Farmer
2.35 Mr. Tamneab Porung	Secretary of Sub-District Council

Manpower development by moral development

The third part of the manpower development plan aims at developing in the manpower a sense of responsibility, law and order, human dignity, self-respect, national loyalty, and moral consciousness.

Target groups : government officials, state enterprise employees, and leaders in business, education, labour and religion, children and youth.

PROBLEMS

It has been observed that moral deterioration among the majority of the public may be the most significant cause of the following problems of the present time.

1. Lack of security and safety for life and property as apparently caused by criminal acts, drug addiction and juvenile delinquency;
2. Economic and social injustices;
3. Corruption and misconduct in government and private organizations;
4. Low quality of life.

POLICIES

To promote religious devotion and moral uplift in the manpower, the following policies are suggested:

1. Mobilization of resources in the public and the private sectors to organize continuous activities for mental, spiritual and moral development;
2. Nation-wide campaigns for moral development in the family and the community, following one's own religious principles;
3. Review of its own proper role in moral development activities in all social institutions, especially the family.

MEASURES

1. Each of the following target groups should conduct moral development activities for their respective members : government and state enterprise employees, youth leaders, business leaders, labour leaders (industrial and agricultural), educational leaders (administrators and teachers), religious leaders, the mass media, the family, the politicians, various other social groups , such as the women's group, the volunteers' group, etc.

2. Manpower should be mobilized in all public and private organization, especially the mass media, to be responsible for moral development on a continuous basis, by incorporating the moral aspect in all manpower training courses. (Responsible agencies : the Prime Minister's Office and Parliament).

3. All social institutions, especially the family, should review their roles in moral development and make necessary adjustments. (Responsible agency : The Prime Minister's Office).

4. Religious leaders should give appropriate religious guidance for moral development as desired by the policies. All religions faiths and orders should co-operate to bring about moral development in the public following the principles of each faith. (Responsible agency : The Ministry of Education)

5. Methods of teaching and training for moral development should be continually developed to suit the need of each target group. (Responsible agencies : The Ministry of Education and the State Universities Bureau)

6. The administrative system should be de-centralized so that regional and local communities could be actively involved in moral development.

7. A proper social environment (with its act, culture and values components) should be created to aid moral development. Places for harmful and immoral recreation should be abolished, while natural and historical sites of value should be preserved in a meaningful way.

AN IDEAL OF RURAL DEVELOPMENT FOR THAILAND

Profassor Dr. Niphon Kantasewi

Thailand is considered to be more fortunate than most of her neighboring countries especially Laos, Kampuchea and Vietnam. She still remains socially and economically quite stable. Her people enjoy relative freedom to express and practice their religious beliefs. They have a king of whom they are proud and who give them the feeling of moral security and the sense of national unity. They have one government and one land unalienated where people live their daily life with reasonable peace and order or at least not with nerve-wrecking fears or nightmares. The Thai do not have to keep moving endlessly to no specific destination like those from Laos, Kampuchea, Vietnam or Afghanistan. They can get up in the morning and go to work or to school as usual.

Realistically, Thailand today is faced with all kinds of problems that one can think of except few ones, namely, major natural disasters like earth quakes or floods that take hundreds of lives, or violent racial or religious conflicts that lead to bloodsheds, or political oppressions of the mass.

History has taught us under these circumstances not to be too careless. One has to critically analyze the situation consisting of many different factors and changes. The past trends have to be established and the future predicted as soon and as accurately as possible. While certain conditions must be corrected immediately others must soon find preventive measures for.

One of the most outstanding problem facing the people in this country at present is the sky-rocket high cost of living which is mainly derived from a series of oil price rises. The people's expenditures are increasing at a much faster rate than are their incomes. Consequently the mass are becoming poorer everyday.

Speaking of people, one may think of three groups of population. The first group is composed of those who live on salaries or wages. It includes government officials and private employees. The second category is the group of business people whose income is derived mainly from the profits of their investment. The third group consists of farmers, laborers, small-time producers and entrepreneurs. The first and third categories are the ones who suffer most as their salaries and wages are relatively fixed or increase at a much slower pace than the prices of commodities. Those who are least affected are the second group of people whose income depends on the profit which could be fluctuated at will. The people in this group are actually the ones who play a very vital role in a community's economic system. They can either stimulate or slow down production or service delivery as the case may be. They hold high bargaining power and arbitrarily fix the price of any commodities they handle. As we all know, wealth usually corresponds with power, therefore it is not so surprising that these people possess high influence, enough to almost determine the fate of the community. In many cases they could even dictate certain government officials' decisions.

Similar to most other developing countries, determining factors for such alarmingly high cost of living in Thailand are varied. One may cite some of them as follows : 1) less exportation than importation : 2) a too small and too slow domestic monetary circulation : 3) too excessive foreign investment and savings outside the country : 4) high prices of oil and fuel together with high cost of production : 5) insufficient savings, excessive luxury and materialism : 6) ineffective enforcement of law and order : and 7) proportionally, too high a budget allocation to urban development as against the rural.

Apparently rural development is the only solution to such social and economic problems. Why rural development ? A : least three reasons may be referred here : 1) the rural is where the majority of the population (85-90%) live and work : 2) it is where the largest piece of land and most natural resources exist, and 3) it is the major source of food and other necessities of life for the entire country.

One can see, therefore, that a developing country like Thailand cannot survive without accelerating the development of her rural sectors.

Any development must have definite goals. Rural development is no exception and should have the following objectives : 1) physical and moral whole some living : 2) self-reliance and self-government: 3) proper utilization of local resources for the benefit of the community ; 4) longterm and efficient conservation of natural resources and environment, and 5) promotion of security and safety of the community.

It is actually the development of manhood in totality which includes the physical, emotional, intellectual, and spiritual components. Absence of any one of these would make the development incomplete and unbalanced. Such development had occurred in the past because it was at the time believed that if economic resources were developed which would provide people with food and other necessities to live by, the needs for other things would consequently be fulfilled. Even to day there are many who still have such a belief. Our experiences and historical perspectives should by now have confirmed that the mind is more important than the matter. Without effective training in knowledge, skills, and attitudes, no matter how abundant our natural resources may be, they would soon deplete and the poor people would remain poor. The mountains would soon become bald, the forests turn prairies, and paddy field arid deserts. Technical know-hows without considerate thoughts would lead to chaos and disasters. There would be conflicts of interests which might result in violent disputes. The poor would get poorer while the rich richer. There would be no peace and order in the Society. Everybody would demand for their personal rights and interests and fight for his own survival. Consequently, civil wars or wars between the ruling government and the rebels or dissidents would break out. There might even be interference or invasion by a third country claiming that they have to step in either to liberate the poor, the oppressed and the deprived or to help abolish the long overdue tyrant regime, as manifested in Indochina and in the Middle East.

Thailand is a case in point indicating imbalance in development. A series of the so-called social and economic development plans over the past 14 years have obviously modernized the country to a large extent. Infrastructures have been constructed extending out from Bangkok Metropolis in all directions. Private sectors have invested and expanded their businesses and industries. Industrialization and commerce have grown tremendously. Agricultural sectors, on the other hand, have slowed down except in the Central Plains near and around the Capital. The percentages of the regional gross domestic product have declined in all other regions from 17% to 14.8% for the Northeastern, 15.8% to 13.2% for the North, and 14.1% to 13% for the South. The proportion of the population who are classified as poor has remained relatively unchanged or slightly increased. Meanwhile socially and psychologically, there is a decline in security, serenity, and safety, throughout the country.

What are then the problems in the process of rural development in Thailand and who are responsible for the development ?

Actually it is the responsibility of every citizen to take active part in the societal development men and women, young and old farmers and businessmen, government officials and politicians alike. And of course, the government officials have the direct responsibility.

The followings seem to be the problems facing the rural development in the Thai society : 1) those who are directly responsible for the development do not understand or accept the concepts of rural development with the earlier mentioned objectives : 2) those assigned to carry out the development work especially the government officials in most cases lack the universally upheld characteristics of a good development worker ; and 3) the social and political structures and the government mechanisms are not congenial to the development.

Most of these problems are concerned with people, whether or not there is water on any land it would depend largely on a person who does or does not possess the ability to locate and use it. Depletion of natural resources usually occurs when man misuses or does not know how to conserve them. It is man who, consciously or not keeps the air he breathes everyday clean or polluted. Today almost every-

where water and air have become polluted mainly because people have engaged themselves in various activities, some of which result in impurifying the resources. Speaking of structures and political system. the same holds true. People create the system, write the law and confine themselves in the frame of the rule. Whether the government is a centralized or decentralized one, it is the people who determine and decide it. The system or structure itself is not to be blamed or condemned, If it is not suitable it is up to the people to change or modify it, but unfortunately they do not.

With regard to the people involved in rural development, one can also classify them into three categories : 1) the villagers which include farmers, gardeners, small-time producers and operators, constituting the majority of a rural community : 2) government officials under the various departments and assigned to perform their jobs at the village level on up, such as agricultural and home economic extension workers, cottage industry worker, local government officers, and safety and security officers, and 3) businessmen large-scale entrepreneurs and money lenders.

The first group, particularly the farmers, are usually the most disadvantaged of all groups. They are deprived of practically all social facilities due to their ignorance, lack of social status and occupational education. Most of them are poor socially and economically. But since they constitute the majority of the nation's population their conditions can very well indicate the degree of survival, security and safety of the country.

The second group, which consists of the government officials, has as their duty to eradicate sufferings and promote happiness of the people, to encourage growth and development and to protect the people from social and natural dangers and to maintain laws and order.

The businessmen are grouped in a different category by themselves. Though considered a minority in number, these people hold very strong influence in practically every aspect in a community. As wealth is socially valued highest, this group is most powerful in determining the fate of the community.

Ideally, the government officials should have the major rôle over all other groups in stimulating, encouraging, supporting, and controlling the various activities for development of the communities. Apparently, the farmers or villagers in general, have not satisfactorily received close attention and continued encouragement from the concerned officials. In many cases certain businessmen take advantages of the villagers' ignorance and misuses their influences derived from their wealth in such a way that in the long run they will be endangering the security and progress of the community. Such practices include, for example, charging exorbitant interest rates on loans, suppressing the prices of the commodities produced by the farmers, illegally poaching logs and exploiting other natural resources and setting up ethically and morally bad examples for the young or creating such social values that would unconsciously undermine the characteristics desirable for community development. Thoughtlessness and irresponsibility of such businessmen have eventually established a wider gap between the haves and have-nots than ever, resulting in hostile feelings and suspicious among the various groups. As a consequence, there is a decline in sincere cooperation in community activities and finally common crimes and terrorism. In most cases, it is apparent that the government officials take sides with the businessmen than leaving the farmers or the poor villagers with despair and misery.

If the rural development is to be successful the government officials should be the first target group for development so as to assist them to play their role effectively and efficiently.

The Thai government, which initiated the systematic social and economic development plans some 14 years ago, did not overlook this aspect of national development process. The government has established development administration training programs concurrently with the actual launching of the development plans. The training programs were first started with the highest ranking officials, namely,

the Directors-General of the various ministries in hope to have similar training set up for those in lower echelons. The training programs, however, are confined to methodology of planning and administration of the plans. Too little emphasis if any at all, is placed on emotional, mental and moral preparation for the officials assigned to implement development projects. This aspect of preparation should be viewed as the most important in carrying out rural development work.

A government official who is responsible for rural development should possess the following personal characteristics congruent to the objectives of the development :

1. Knowledgeability. He should have the ability to identify the problems and real needs of the individual villager and the community, and the technical knowledge on how to improve the situations or to solve the community's problems.

2. Enthusiasm. He must be enthusiastic to help the villagers alleviate their sufferings, i.e. the poverty and ignorance, sickness as well as feelings of inferiority.

3. Conscientiousness. He must possess high sense of responsibility for the achievement of the work assigned him, especially, the well-being of the villagers, transcending such selfish aspirations as social recognition, power, glory, ranks, positions or promotion.

4. Human relations attitudes. He should be congenial and kind, and recognize the villagers' human dignity. He should possess the love for his fellowmen including his colleagues in the various sectors private or government, and the villagers who are the target group in the rural development.

It seems mandatory that a good development worker must to begin with, be a person with high virtue. The virtue is usually derived from certain religious precepts supported by beliefs in spiritual life of man. Generally, man's beliefs and social experiences formulate his social values which in turn determine the course of his behaviors. To achieve the objectives of an ideal rural development is not an easy task. It demands patience, hard work, and in some cases, personal sacrifice on the worker. Without such moral convictions he could not withstand the hardships and temptations. Religion offers a way to us to acquire the understanding of the spiritual dimension

of life which is the highest composition and baliefs. Religious studies would lead us to the understanding of what role we should properly play. All major religions teach about the sufferings of man and offer means of salvation. Salvation can only be achieved by helping one another in amelioration of poverty, oppression, and deprivation- absolutely not self indulgence. The degree of salvation would depend on the level of sacrifice one might make for his fellowmen. The state of salvation can be felt even in the present life the contentment of his mind and joys to see that his fellowmen no longer suffer.

MORAL DEVELOPMENT

by Dr. Chi-Osoth Hasabumruer, M.D.

The presentation was proceeded by an illustration of how a person would react with emotions believed to be controlled by the "Id" or the subconscious desires, and exhibit certain behaviours when stimulated by sights, tastes smells, sounds, feelings, and thoughts. A group "game" was conducted for the purpose (above) by the speaker who is also the chairman of the working group on moral development planning.

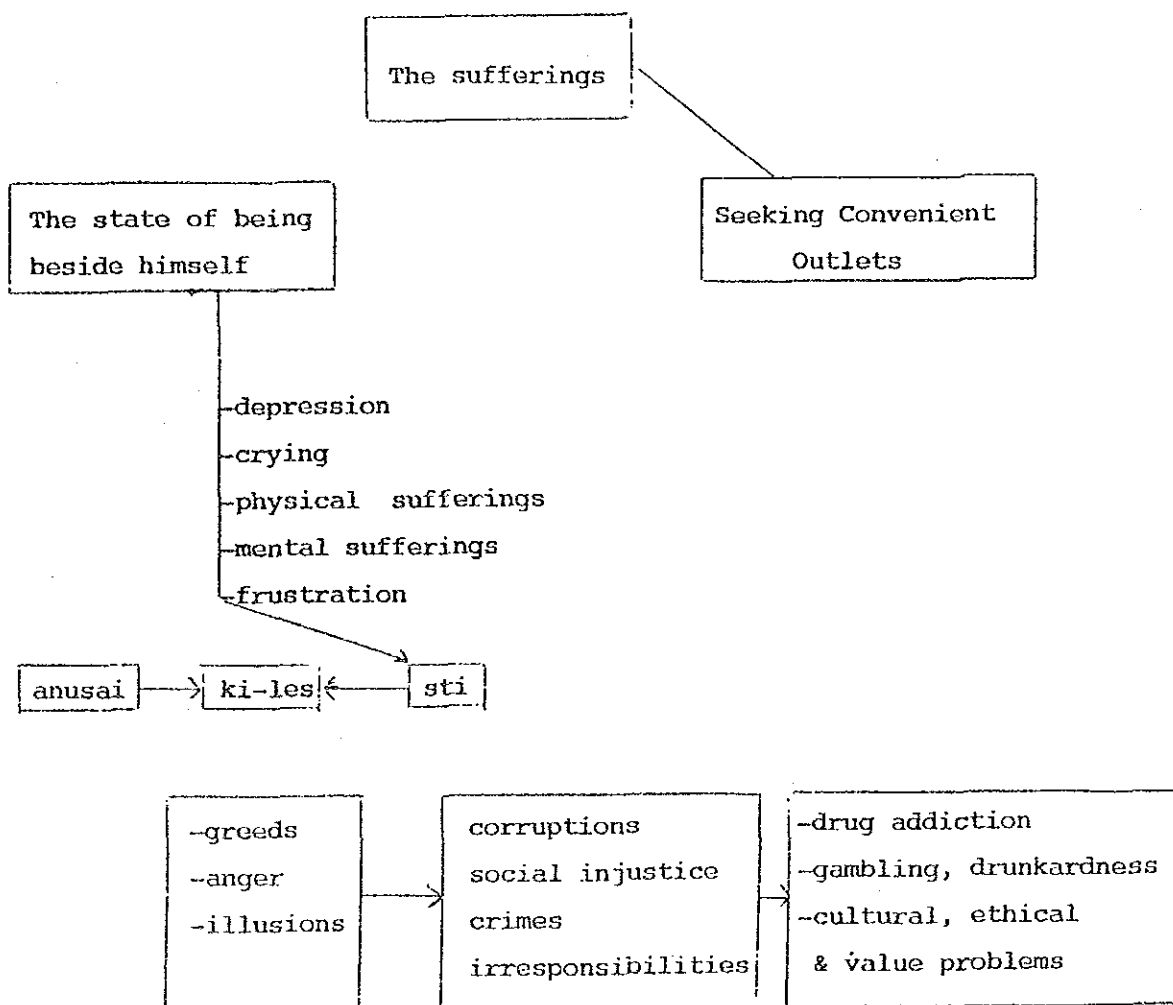
A. The Presentation.

1. As the majority of the Thai population are Buddhists, it is more convenient for the development workers and the people to understand and accept the principles of Buddhism and thus practice the religious precepts to which they have been accustomed since birth. Certain selected Buddhist philosophy and teachings are used as the guidelines for moral development in the Fifth Plan. This does not by any means, exclude the principles and philosophies of other religions from the Plan's moral development strategies. Infact, all religious groups are strongly encouraged to join in this concerted efforts to uplift the moral conditions of the Thai people according to their personal beliefs. The main emphasis in moral development planning for the Fifth Plan is to achieve efficient manpower and responsible citizens from the human resources of Thailand that will guarantee prosperity and peace with the Thai nation. The planning is based on the philosophy that man must be man before he can be a manpower and that moral training will make him an all-around desirable manpower of his country.

2. Moral development should begin with an assumption that life today is full of competition for an individual who seeks to satisfy his needs according to his own concept of man, life, and universe. According to the Buddhist philosophy, man is born with the deep-rooted subconscious desires called in Pali "anusai" which, when stimulated by anyone of the six senses, called the "aa-ya-tana" namely, sights, smells, tastes, sounds, touches, and thinking, would

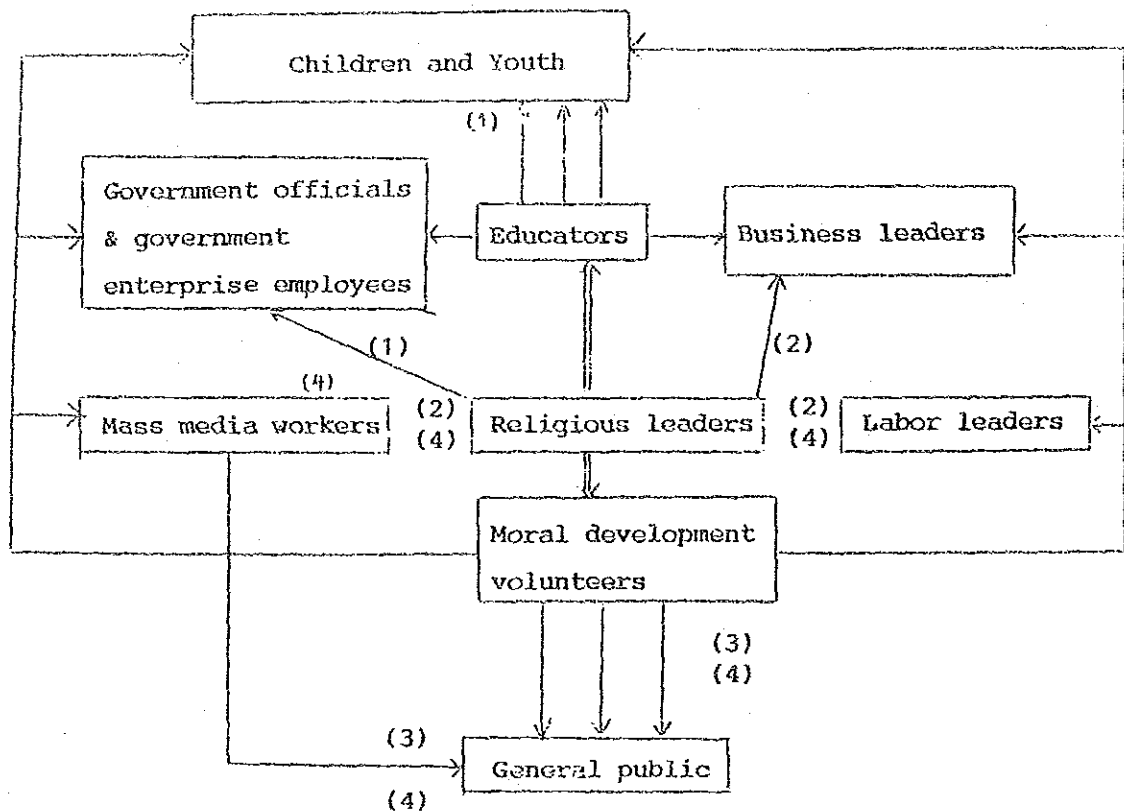
cause him to respond in the form of selfish behaviour called "Ki-les" i.e., greed, anger, and illusions unless controlled by consciousness or mindfulness or superego called "sti" . It is essential then to develop "sti" strong enough to cope with the three ki-les. When a person is confronted with the ki-les, he is likely to exhibit two symptoms : unmindfulness being beside himself and seeking certain convenient outlets to release himself from sufferings. Unless he is morally knowledgeable and trained to appropriately cope with the situations, certain undesirable behaviour would result, as may be seen from Diagram 1.

Diagram 1



3. As a strategy, religious leaders will provide the materials for moral training and education to the leaders of certain target groups or individuals through trained volunteers. Considering limitations in personnel qualified to carry on moral development activities and financial resources of the government, the main target groups identified are namely, children and youth, government officials and government enterprise employees, religious leaders, educators, business leaders, labor leaders, and mass media workers. A scheme of work operation is shown in diagram 2.

Diagram 2



The methods for moral development would include:

- 1) classroom teaching as part of the curriculum;
- 2) meeting, seminars and workshops;
- 3) mass communication;
- 4) public practices as part of moral training.

B. Comments

1. In considering the ideal models.....one of man as the member and another of the Thai society in the future, it is an appropriate movement, and good for all concerned parties. The real problem, if one looks at the complexity of modern Thailand and mental qualities of the people, might arise in the implementation phase. As it is obvious to us all, Thailand has a great number of social problems, and the increasing number of population become the first barriers to the success of the plan. Definitely, the larger part of national resources can not be pooled to solve social problems when economic setback is alarming. Secondly, in Thailand at present there are all sorts of mental pollution that encouraging the development of greed hatred, delusion or selfishness among people from all walks of life. Social habits, attitudes and beliefs of the old days become disturbed and grandually destroyed. The challenging task, first of all, is how to help the people free themselves from all of the mental problems..... This is the second problem. Finally, since the proposed approach to deal with the social problems is the approach of Sappurisa^adhamma (the seven qualities of the good....) Confidence, moral shame, moral fear, being learned, being of stirred up energy, established mindfulness, and wisdom, which is not a familiar technique for those who implement the plan, it is therefore, a difficulty to train the personnel to understand and accept it.

2. At the time being the majority of Thai technicians and planners have not been exposed sufficiently to the traditional knowledge of Buddhism; superficial understanding can do harm to the good intention. As the case, all of us know that Thai educational system has been heavily westernized. Resulting that, those who are now involved in the national development process are limited within the western worldview, knowledge, end means and values including technologies imported from the west. The way they perceive a problem and make choice for a solution is quite different from those of their forefathers and the majcrity of folk people. Thus, what they are undertaking now can be called only as modernization rather than development. Because, development in the right sense must be the process of improvement and adjustment of the traditional cultures to fit the modern world, and the benefitary parties understand and follow it voluntarily.

The technological influence which is now popular in Thailand, as it known, is based on scientific materialism in which Science, Economics and Engineering are the three powerful component to shape the progress, generally ignoring the human-side of development. In contrast, the Suppuri-sadhamma Approach might go against the grains. Since all Buddhist means summing in three words of Morality, Meditation and Wisdom, are aimed toward emancipation. The concept of control and forceful change which is important in technological planning of the west is unknown to the Buddhist way of life in that Buddhists prefer voluntary changes rather than the forced ones.

C. Discussions from small group meetings.

1. To improve upon human resources of the country, it is necessary and essential to include moral development as part of manpower development in the Fifth Plan. Recognizing, at the same time that measuring changes in moral conditions is difficult. The social indicators so far developed to measure social changes are in the forms of objective data. Perceptive studies of satisfaction or otherwise of the people with the social conditions of the country should be conducted. Other indicators such as the number of immoral business operations and power struggle cases in the government circle should also be used.

2. To facilitate moral development among the general public, it is necessary to eradicate all illegal and immoral practices, to control deviant behaviours and correct undesirable social environment such as corruption and social injustice which would otherwise provoke evil desires in the youth and the morally weak adults. At the same time moral and other development should be planned in a well coordinated manner, realizing that the object of our economic and social development is the individual in total. Moral development is a continuous process and must be incorporated in every one of the development projects at all levels including mass media and higher education. It should also promote and encourage the public to form voluntary groups that would take responsibility in the moral development, and improve moral education in schools and colleges.

3. Moral training must concentrate on the younger age groups in schools, as it is difficult to reform older people. Speeches or discussions lasting only a few hours without continuity have proved ineffective and a waste of time and energy. Moral development is a very delicate matter and must be studied in depth. It should be incorporated in very activity, in everyday living and working. Better or more effective methods must be developed to instill faith and conviction in the people. Moral development might not require much expenditures from the national budget but needs an all-out cooperation from the government agencies.

4. It was suggested that a better method of moral training be in the form of group dynamics in which principles are explained and supplemented with experience sharing and/or questions and answers.

5. A policy in conserving and promoting religious-cultural development should be formulated and urgently implemented.

6. In the process of moral development, one of the first things that must be done is to improve the image of the religious leaders, particularly the priests so as to restore the faith in religion among the people while strengthening the church organizations in coping with the present-day economic and social situations. The instruction in the church academic institutions for priests should be evaluated church academic institutions for priests should be evaluated for its effectiveness in a changing society.

7. Social values that are congruent with the desirable social and economic development should be seriously promoted.

THE REPORT
ON
THE TRAINING PROGRAM
IN
AGRICULTURAL MECHANIZATION
1983

BY THE COOPERATION BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA),
AGRICULTURAL MACHINERY CENTER, K.U.

A. Basic course on small engine (1)

1. Duration : Nov. 28 - Dec. 3, 1983

2. Participants : 21

They were all district extension officers of the Office of Agriculture from 4 provinces.

3. Policy and Aim :

To let the participants fresh up the knowledge they got from school and to familiarize the participants with the engine structure, performance, maintenance and in the meantime introduce the new technique in Solving problem for the new improvement of small diesel engine.

4. Curriculum : Lecturer or Person in charge

- History & development of the engine
Banchaw B.
- Principle & types of the engine
Mongkol K.
- Parts of the engine
Banchaw B.
- Measuring devices and tools
Tanong P. & Siri L.
- Principle of assembly and disassembly
Mongkol K.
- Practice of disassembly
Mongkol K, Siri L, Niwat S, Anek S, Nared S,
- Fuel system and air filter
Banchaw B.
- Ignition and circuits
Mongkol K. Siri L.
- Practice of assembly
Mongkol K, Siri L, Niwat S, Anek S, Nared S.
- Lubrication System
Banchaw B.
- Cooling system
Banchaw B.
- Diagnosing of the engine
Mongkol K, Siri L.

- Study tour

Danchew B. Prayouth S, Siri L, Niwat S, Anek S.

- Discussion

5. Expenditure : 61,688 baht

6. Evaluation :

The trainees were very interested and it was very useful course for them. Since the Center has good facilities for training in this subject.

B. Basic course on small engine (2)

1. Duration : 9-14 January 1984

2. Participants : 22

They were all district extension officers of the Office of Agriculture.

3. Policy and Aim :

To familiarize with the engine structure, performance and maintenance, in the mean time fresh up the knowledge they got from school.

4. Curriculum : Lecturer or Person in charge.

- History & development of the engine
Banchaw B.
- Principle & types of the engine
Mongkol K.
- Parts of the engine
Banchaw B.
- Measuring devices and tools
Tanong P. & Siri L.
- Principle of assembly and disassembly
Mongkol K.
- Practice of disassembly
Mongkol K. Siri L. Niwat S, Anek S, Nared S.
- Fuel system and air filter
Banchaw B.
- Ignition and circuits
Mongkol K. Siri L.
- Practice of assembly
Mongkol K, Siri L, Niwat S, Anek S, Nared S.
- Lubrication System
Banchaw B.
- Cooling system
Banchaw B.
- Diagnosing of the engine
Mongkol K, Siri L.
- Study tour
Banchaw B, Prayouth S, Siri L, Niwat S, Anek S.

-- Discussion

5. Expenditure : 57,473 baht

6. Evaluation :

The course was useful for them but the use of the gasoline engine for farming nowadays is not popular because of the price of gasoline.

C. Tractor and field operation course

1. Duration : 20-29 February 1984

2. Participants : 40

They were all district extension officers of the Office of Agriculture from 8 province.

3. Policy and Aim :

To acquaint the participants with the tractor and its operation with various kinds of implement. The testing technique and maintenance for longer and more effective utilization.

4. Curriculum : Lecturer or Person in charge

- History & development of tractor
Tanong P.
- Principle & types of tractor
Tanong P.
- Tractor operation
Banchaw B.
- Measuring device and testing instrument
Vicha M.
- System of the tractor
Banchaw B.
- Hydraulic system
Suntornchai K.
- The relationship of soil, water and plant
Montri K.
- Practice of driving and hitching
Siri L.
- Land preparation equipment
Tanya N.
- Land preparation for low land crop
Vicha M.
- Practice of low land crop and preparation
Vicha M, Prayut S, Siri L, Anek S, Suntornchai K.
- Study tour
Banchaw B, Siri L, Prayut S, Anek S.
- Land preparation for high land crop
Banchaw B.

- Selection of tractor and machinery
Banchaw B.
- Practice of high land crop land preparation
Banchaw B, Siri L, Prayut S, Anek S, Niwat S.
- Planter
Prayut S.
- Cultivator and weed control
Siri L.
- Practice of planter
Prayut S, Siri L, Anek S, Niwat S.
- Sprayer
Akradet A.
- Practice of sprayer
Akradet A.
- Practice of tractor care and maintenance
Siri L, Anek S, Niwat S, Sunternchai K, Prayut S.
- Harvester
Prayut S.
- Practice of harvester
Prayut S, Anek S, Niwat S.
- Discussion
Banchaw B, Siri L.

5. Expenditure : 160,637 baht

6. Evaluation :

The trainees were interested in the use of various types of tractors and implements. They got information of new technology in mechanization.

D. Special course on agricultural mechanization

1. Duration : 12-17 March 1984

2. Participants : 20

They were 6 officers from the Bank of Agri. and Agri. Cooperatives, 4 instructors from the Department of Vocational Education, 10 agricultural teachers and technicians from different Departments of the Kasetsart University.

3. Policy and Aim :

To familiarize the participants with the agricultural machinery testing technique and its performance.

4. Curriculum : Lecturer or Person in charge.

- Testing and Testing method
Banchaw B.
- Testing code
Banchaw B.
- Testing instrument
Banchaw B, Prayouth S.
- Calibration of the instrument
Bandit J.
- Lab test for land preparation equipment.
Prayut S.
- Field test for land preparation equipment
Siri L.
- Lab test for seeder
Barata K.
- Field test for seeder
Barata K.
- Power test (small engine)
Siri L, Prayut S.
- Study tour to engine and tractor manufacturers
Banchaw B, Siri L, Prayouth S.
- Power test (tractor engine)
Prayouth S.
- Sprayer test
Akradet S.

- Rice transplanter

Banchaw B, Prayouth S.

- Discussion

Banchaw B, Siri L, Prayouth S.

5. Expenditures : 62,739 baht

6. Evaluation :

The course was quite useful for the instructors, teachers and technician level rather than the person who comes from the Bank, as a whole all participants were pleased to be in such course, because they could see the new agricultural machinery working and testing instrument.

THE REPORT
ON
THE TRAINING PROGRAM
OF
RICE CULTIVATION
AND
INTEGRATED FARMING
1983

BY THE COOPERATION BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
AND
SUPHANBURI TRAINING CENTER

Report of September and plan of October 1983

Suphanburi Training Center

Report of September

1. Training

1) Longterm rice cultivation

Agency	Participant	Agency	Participant
D. O. A.	11	ALRO	1
R. I. D.	5	OAE	2

Activity work

Sep 5, Monday	Seed treatment and plan of experiments
Sep 6, Tuesday	Prepare the field and Calper coating
Sep 7, Wednesday	Transplant by hand and transplanter
Sep 8, Thursday	Sow seeder and broadcasting calper seed
Sep 9, Friday	General broadcasting seed

2) On farm training at Ampo Bangpha-ma

2. Experiment

	Sowing	Transplanting	Basal	Furadan	Saturn G
Exp1	Sep6,	-	sep6 Sep21	Sep6	Sep18
Exp2	Sep6	-	Sep21	Sep21	Sep18
Exp3	Sep1	-	Sep27	Sep27	Sep19
Exp4	Sep8-9	Sep7	Sep23	Sep23	Sep16

3. Others

- 1) Reporting of experiment result on 1983 dry
- 2) Visitor and etc
 - Sep5. Mr.Nagai present to long term training
 - Sep8. The guidance mission
 - Sep9. Dr. Nippon and Mr.Tanigawa:Sumito Co.,Ltd
 - Sep13-17 Meeting of guidance mission at Bangkok
 - Sep27 Mr. Kurihara:HoKo chemist Co.,Ltd.

Plan of October

1. Training

- 1) Longterm rice cultivation 2nd on October10-14,1983
- 2) On farm training at Ampo Bangpla-ma
- 3) Computer training for experts on October26-28,1983 at Suphanburi Training Center

2. Experiment

continue

Report of October and plan of November 1983

Suphan buri Training Center

Report of October

1. Training

- 1) Long term rice cultivation (2nd) 10th~14th Oct. 1983
Participants 19

Activity work

10 Mo.	Rice cultivation techniques (D.A.)
11 Tu.	Rice fertilizer (D.A.) and germination check, Calper Contine
12 We.	Japanese farm mechanization (Mr. Murata)
13 Th.	Thai farm mechanization (Mr. Ihara)
14 Fr.	Germination check, using sprayer

- 2) Students Training from Phisanulok (3), Suphan buri (7) and
Kamphangphet (4) 1st Oct.~1st Nov.
Shumporn (5) 15th Oct. - 14th Nov. Total participants 19

- 3) On farm training at Amphoe Banpla-ma

- 4) Computer training for Japanese experts 25th~28th Oct.
Participants

- I.A.D.P. Mr. Nakajima, Mr. Isuchi, Mr. Murata and
Mr. Shibata
- Karpaengsaen Mr. Nagai and Dr. Nawata

2. Experiment 1) 1983 wet rice experiment continue
2) Net melon 1st cultivation

3. Others

- 1) Reporting of 1983 dry rice cultivation
2) Prepare of computer lecture note
3) Distribute of management of the new dwarf rice....AICRIF. INDI/
4) Visitors
5th Oct. Mr. Imaizumi - Kasetsart university, Karpaengsaen
13th Oct. Mr. Nagai - " "
25th Oct. Mr. Mizawa - MaeKlong project

Plan of November

1. Training

- 1) Long term rice cultivation (3rd) 7th-11th Nov.
2) Computer training for experts at Project Center 13th Nov.
3) On farm training at Banpla-ma

2. Experiment

Continue.

Report of November and plan of December 1983

Suphan Buri Training Center

1. Training

○ 1) Long term rice cultivation technique in irrigated area.

7th~11th November participants 19

Activity work

7 Mo.	Animal pest	and its protection.
8 Tu.	Weed	and its protection.
9 We.	Insect pest	and its protection.
10 Th.	Rice disease	and its protection.
11 Fr.	Field work of the experiments.	

2) Assistant of live stock officer training

14th~18th November.

Participants 45 volunteers from 9 Districts of
Suphan Buri Province.

Activity work

14 Mo.	Open ceremony and orientation. Live stock major diseases.	
15 Tu.	Use equipment in curing disease. Report on the occurrence of animal disease.	
16 We.	Practice on how to sterile cow. Law concerning to live stock.	
17 Th.	Artificial insemination.	Cure and protection of disease occur in this region.
18 Fr.	Breeding program, animal raising technique nutrition.	Medicine for curing of animal disease.

Closing Ceremony

Report of December '83 and plan of January '84

Suphan Buri Training Center

Report of December 1983

1. Training

○ 1) Rice cultivation techniques 19~23 Dec. participants 19

19	Mo	Harvest field 6-3 transplanting plots
20	Tu	Survey of rice yield components and preparation of yield
21	We	Harvesting practices by binder and combine
22	Th	Arranging data and analysis
23	Fr	Analysis data and close ceremony

2) On farm training on Bang pla-ma farmers 16

2. Experiments

Exp 4	Harvest 19th on transplanting plots
Exp 1	Harvest 21st on seed rate 8 and 16 kg plots
Exp 1	Harvest 26th on seed rate 4 kg plots
Exp 2 and Exp 3	Harvest 26th
Exp 4	Harvest 28th on Direct Sowing plots

3. Others

- 1) Report on experiment of dry season 1983 (ANNEX 1)
- 2) Making of report annual report 1983
- 3) Making of report for leader meeting
- 4) Draft of 1984 equipments list
- 5) Go to Kamphaeng Saen for discussion new year budget
- 6) Visitors

1st	NWSRI project Mr. Kojima to teaching computer programing
13rd	Yanmar Co. Mr. Tomago and Imamura to Direct Sowing machine and roller
20~21st	Iseki Co. Mr. Aihara to repair combine and lecture for long term training
22~23rd	Mr. Nakajima and Nagai as attend of long term training close ceremony

Report of January and plan of February 1984
Suphan Buri Training Center

1. Training

○ 1). Study tour of long term Rice Cultivation Course for Southern THAILAND

Date	Depature	Arrival	Observation
9 Mo	Suphan Buri	Chumporn	Huptapong Agr. Coop. Project
10 Tu	Chumporn	Phuket	Marine Fishery Center
11 We	Phuket	Haad Yai	Fishery Center (JICA)
12 Th	Haad Yai	Narathiwat	Phikulthong Dev. Project
13 Fr	Narathiwat	Haad Yai	Rubber Research Center
14 Sa	Haad Yai	Chumporn	Sawee Horticulture Research Center
15 Su	Chumporn	Suphan Buri	

Participant trainees 19

2) Computer programing 23rd~27th Jan 1984

Agency	Participant
Field Crop Research Institution	3
Agri. Chemistry Division	1
Botany and weed science Division	2
Farming system Research Institution	1
Royal Irrigation Department	1
Rubber Research Institution	1
Kasetsart University	3
total	12

3) On farm training Bang plama key site farmers 16

2. Experiment

Survey yield and yield component for wet season rice.

3. Visitors

11st Nou-Kai and Japanese farmers 11
22~23rd Weed Institue Mr. Kojima
23~24th Re-afforestation Mr. Tsuchiya and 5
26~27th JIca Technical follow up team Mr. Chida and 5
26th Iseki co. Mr. Aihara and 1

4. Others

31~1st Go to Kamphaengsaen Campus Kasetsart University.

Report of April and Plan of May

Suphan Buri Training Center

Report of April

1. Training

1) Integrated farming

Mar 19th - Apr 12nd

Participant 27

Mon 19	Opening ceremony	Agro-economic zone and fundament integrated farming
Tue 20	Cropping system	and water requirement of crop
Wed 21	Rice cultivation	and technique for high yield of rice
Thu 22	Fruit cultivation	and fruit propagation
Fri 23	Vegetables cultivation	Study tour at Pathumtani
Sat 24	Study tour in integrated farming	at Pathumtani
Mon 26	Sweet corn, young ear corn and Soy bean, mung bean cultivation	
Tue 27	Rice disease, its protect	and fruit disease, its protect
Wed 28	Rice insect, its protect	and fruit insect, its protect
Thu 29	Vegetable insect, its protect	and weeds, its control
Fri 30	Animal pest, its control and sprayers utilization	study tour at Bang plama
Sat 31	Study tour at Bang plama	
Mon 2	Fish raising in integrated farming	
Tue 3	Study tour on fish farm and study tour on lobster farm	
Wed 4	Native chicken raising	and duck raising technique
Thu 5	Pig raising technique	and study tour at Damnoen Sadok
Fri 6	Survey of crops cultivation techniques	at Damnoen Sadok
Sat 7	Report preparation and present report	to the audiences
Sun 8	Return to Suphan Buri	
Mon 9	Mushroom cultivation	and preservation technique on farm product
Tue 10	Bio-gas fermented	and compost making
Wed 11	Farm management & record	and establishing Agri. cooperation
Thu 12	Evaluation	and closing ceremony, certificating

THE REPORT
ON
VIDEO TAPE PROGRAMMING
AT
N.E.T.C.

BY THE COOPERATION BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
AND
NATIONAL AGRICULTURAL EXTENSION AND TRAINING CENTER

Project report: Video Tape Program Production for Agricultural Extension
and Education

I. Introduction:

With the approval of the Japan International Cooperation Agency emphasised on short training courses in order to improve the agricultural development and farm productivity. Video tape program production was one of the short training course in the training series which ran by National Agricultural Extension and Training Center. The purposes of the training were: 1.) to increase the participants understanding the operation system of the video tape equipments, 2.) to increase understanding of planning and producing of video tape program, 3.) to produce an effective video tape program.

II. Participants

The participants of the training groups were obtained from the government officials. The total 63 trainees were accepted as follow:

Name of agencies	First training group	Second training group	Total
1. The Ministry of Agriculture and Cooperative.			
1.1 Livestock Department	-	5	5
1.2 Fishery Department	2	4	6
1.3 Forestry Department	2	4	6
1.4 Agricultural Extension Department	5	-	5
1.5 Cooperative Promotion Department	4	-	4

Name of agencies	First training group	Second training group	Total
1.6 Land Development Department	5	-	5
1.7 Agriculture Department	-	6	6
1.8 Agricultural Land Reform office	1	3	4
1.9 Dairy Farm Promotion Organization	-	1	1
2. The Ministry of Education			
2.1 Non-Formal Education Department	3	-	3
2.2 Technical College	-	1	1
3. The Ministry of University Affairs			
3.1 Kasetsart University	6	3	9
3.2 Prince Songkla University	1	1	2
3.3 Chaingmai University	1	1	2
3.4 Khon-Khan University	1	1	2
3.5 Maejo Institute	1	1	2
Total	32	31	63

III. Training curriculum:

1. <u>Lecturing</u>	18	hrs
TV. overview and video production equipments	3	hrs
Planing for video tape production	3	hrs

Script writing	3 hrs
Directing technique	3 hrs
Production technique	3 hrs
Editing technique	3 hrs

2. Field trip: One day field trip was arranged for participants to understand the production house and TV broadcast station at work.
3. Workshop session: Ten-day workshop was organized for participants to practice the video production process. The activities included video practicum, planning the production, script writing, graphic preparation, production, editing, sound dubbing and finalizing the program.

IV. Completion of the video tape programs.

Each training group had completed six programs

First group	Second group
1. Mango grafting	1. Duck raising
2. Soil improvement with compost	2. Paddy by germinated broadcast
3. Cooperative	3. Backward garden
4. Peking duck	4. Caponization
5. Dairy farm	5. Bees
6. Swine and fish raising	6. Lotus cultivation

v. Conclusions

In summary, video tape production training program has been quite effective. The participants had expressed their satisfaction during the training. In order to make the training program more effective for the next training program we should consider; 1.) the equipments still

limited the production flexibility especially U-Matic outdoor production equipments are in urgent need, 2.) Budgeting system should provide in total budgeting system (lump sum) instead of itemized budgeting system. Because this kind of training there are several kinds of expense which unforeseen and uncategorized, 3.) lecturers of the Extension and Training Office still need more experiences in the same kind of training of video tape production, because of the technology and new production technique are change rapidly. If indeed, the observation of the advanced production program in agriculture from Japan will have a major impact on improvement in the long run.

