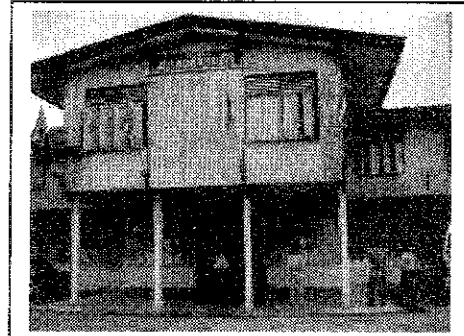


(2) Case of Tambon Thorn Hong, Amphoe Phromkiri

Tambon Profile: Tambon Thorn Hong is located in Amphoe Phromkiri, and has 9 villages and 1,820 households. The main occupations of the people are gardening and agriculture. Farm households account for 81% of all households, most of whom are engaged in the production of fruit trees and rubber. About 6 % of them (135 households) are engaged in handicraft. Its secondary occupations include manual labor, trading and governmental services. Of the total land area of 32,161 rai, 72 % is under agricultural production, of which 80% is planted with crops. The majority of the cropland is under rubber (38%) and fruit trees (29%), especially mangosteen.



Amphoe Phromkiri Office

The salient features of the Tambon are:

- **Strong community and group works** characterized as 1) Awarded community, 2) Magosteen network, 3) active cooperatives, and 4) entrepreneurial noodle processing, and
- **Learning and environmental awareness.**

1) Strong community and group works

Awarded Community:

Tambon Thorn Hong is known as strong community. CDD supports community development with the aim to strengthening community where people be able to have own idea and develop themselves through collaboration. Tambon Thorn Hong can work out Tambon Development Plan by themselves and implement it. This Tambon was selected one of the model Tambon in 22 provinces by CDD and they got award of good **Tambon Plan** in February 2002. CDD and other ministries are supporting HRD of the community where higher level of training are undertaken by extension officers of central ministries, however, the community is capacitated enough to undertake local level training with their initiatives. At Amphoe level, they have 7 places to train people where lecture and field visit of saving group, management of small business and OTOP training are conducted.

Technology Transfer Center (TTC) of this Tambon is taken as a good example of TTC in the country: many people from other provinces visit the TTC to study. The community has collaboration to coordinate government activities and got community convenience store in 2001. TTC has training activities to



Community Convenience Store at Thorn Hong

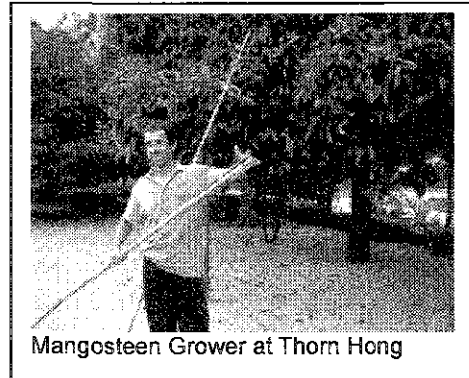


Technology Transfer Center at Thorn Hong

demonstrate natural fertilizer, fisheries, marketing with collaboration of department of commerce. For their good coordination, Tambon Torn Hong is also selected as a pilot Tambon for the establishment of the **Center for the Coordination of Community Organization (CCCO)**, which coordinates the work of twenty community organizations at Torn Hong. Five training programs have been organized by the CCCO on data bank, mushroom culture, livestock raising, etc. TAO also has projects in the fields of occupational promotion, environment, health, development, and culture and tradition.

The Mangosteen Growers Club of Tambon Torn Hong:

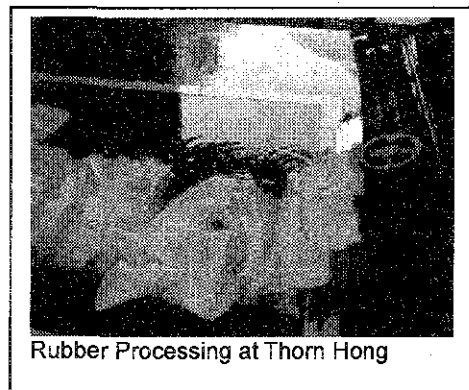
This club is a model of strong network of fruit growers, which has been successful in solving the low price problem of mangosteen through collective operation. Mangosteen becomes Tambon Hon Hong's OTOP. Especially, collective marketing gets higher price of mangosteen. The group with 50 members collects mangosteen from the members and sell to traders. Their mangosteen's quality meet the market demand. They know quality first, price next learned from companies and cross-visit. They control quality by grading collected mangosteen as Grade A to C and differentiate producer prices according to the grades. 70% of products get Grade A with its producer' price of 99 Baht/kg, and others get B with 60 Baht/kg and C with 55 Baht/kg. They have demand of training for packaging and processing, information of international market, and preservation technique.



Mangosteen Grower at Thorn Hong

The Wang Lung Rubber Growing Fund Cooperatives:

This Coops started its operation in 1994 with 91 members that grows to 105 members. The Coops collects rubber latex from its members, and process it into smoked rubber sheets for selling to the secondary manufacturers of rubber products. The Coops send the products to the center of the rubber market in Hat Yai in Songkla. The Coops provides services to members in community such as loan for agriculture and savings. The problems encountered include low and fluctuating prices of rubber sheets, ordinary and smoked sheets alike; lack of fund and equipment for the Coops to produce the higher-valued block rubber instead of rubber sheets; and high cost of inputs, e.g. fertilizers, chemicals etc.

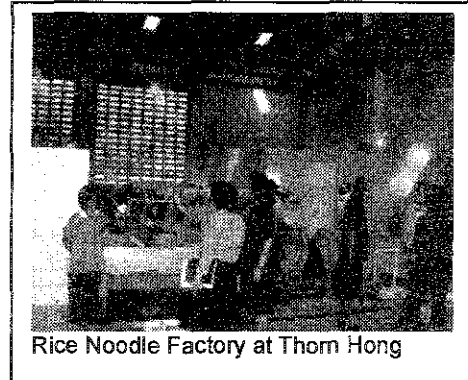


Rubber Processing at Thorn Hong

Entrepreneurial Noodle Processing Group: home grown entrepreneur

This group is based on rural network of saving organization with 122 members. They produce Chinese noodle made of rice powder of original species of rice which is purchased from farmers. They sell their products to community and large scale consumers in Nakhon Si Thammarat. They want to export the products in the future. The leader brought business administration of factory into the village. They practice quality check and production analysis as a part of marketing, which makes the business profitable. He got an idea form ancient people of how to cure water with clean natural way. This is a company secret to

keep the business stay longer. **The leader was a farmer before.** He was born in the community and educated there. He started the business because he wanted to give vocation to people. Members' educational level is around Grade 4, but they have salary. They have 6 bachelors to do business. **He start the business with pen and note.** He participate the study tour organized by Rural Reconstruction Foundation. The leader and his colleague analyze and start business. Once he got an idea, he got money from the Foundation. They bought building at 1 million Baht, totaling 5 million Baht investment. The leader designed the factory by himself. They have got no government budgetary support, while started business as company. This is good case of successful rural business, then many universities come to see as tourism to study. Currently, 7 Colleges got hints from them and submit proposal to governor those are regarding the development of knowledge, saving money, workforce, children without parent, weaving business, and natural fertilizer.



Rice Noodle Factory at Thorn Hong

2) Learning and environmental awareness:

A community group at Tambon Torn Hong maintains a good book-keeping with daily records on income and expenditure. All items are summarized monthly with annual total and graphs for presentation to the public on big board at the center of the village. These are the outcome of continuous learning supported by various ministries. Drug prevention project targeting to teenagers, which reduce the drug addiction problem. They also have environmental projects as students volunteer. At the Tambon, 5 volunteer are working with community and formal educational institutions like primary and secondary school for forest conservation. These learning activities increases the awareness of the people to the environment conservation.

Learning sometimes makes rural areas difficult situation. In Amphoe Phromkiri, 100% of young people go up to Grade 10; higher educated people go outside and less than 10 % come back. Young people never pay attention to agriculture because agriculture does not provide enough job to them to come back. However, some youth do agriculture later on if it turned to be profitable.

(3) Analysis and Implications for HRD

From the case study discussed above, the following table is analysis of the selected outstanding cases in Tambon Gam Loan and Thorn Hong.

Table 2.3.3 Analysis of the Outstanding Case in Nakhon Si Thammarat Province

Outstanding Case	Dye Color Bataiue Group, Gam Loan	Medicinal Herb Garden, Gam Loan	Rice Noodle Group, Thong Hong
Outstanding features	Utilize local knowledge to develop product to be integrate in the tourism potential.	Good product concept gives ecological images to integrate eco-tourism.	Create employment opportunity even for bachelor holders in village.
Key factors of Success	Outstanding leader.	Outstanding leader.	Outstanding leader.
Profile of Leaders	U-turner, educated and experienced.	U-turner, educated and experienced.	Home grown with passion.

Why they start?	Want to have off-farm income among community.	Want to solve poverty problem.	Want to give vocation to people.
How to learn skills and Knowledge	Leader school and local knowledge.	Experience of NGO, Local knowledge.	Study tour.
Fund Source	AusAID	Own fund.	Rural Reconstruction Foundation
Problems & Needs	Threat of Oversupply in Market	Further marketing and product development.	Want to export. Higher technology.

1) **Key factor is a leader who loves community: U-turned and home grown leaders.**

From the table above, the most critical factor is, again, an outstanding leader who has motivation to develop home community with sustainable way and abilities. They have two-types of leaders: **U-turned leaders** and **homegrown leaders**. Where are their motivation and abilities come from?

- **Motivation is coming from loving home community.**

Why do they love home community? These are coming from the **cultural background of strong community**. They are grown and educated in the strong community in their childhood. Community spirit is descended from forefather. They are educated community spirit in daily life. These culture is base on the geographical conditions. They live narrow areas surrounded by mountains. They do not have a plenty of land, which need collaborative work to utilize limited natural resource, as compared with the vast land in the Northeast. They have a collaboration- need background.

U-turners have away from home community for a long time, while they are imprinted to love home community because they have grown in their childhood. Education form the childhood is a key element to grow home community spirit. Primary and secondary education is the base of HRD.

- **To grow home community mind, hometown education is to be done from the children.**

Then, where are the abilities coming from? The abilities come from different for U-turned and home grown.

- **U-turner has got his/her abilities through the experience of Bangkok or somewhere.**
- **Homegrown has got his ability through the experience within the community.**

2) **How to get back U-turner?**

Currently, most of young people who get higher education go to big city like Bangkok, then only a few come back to the community, especially young boys. The higher ability they have, the more they have gone to big cities, and the less able people tend to left in the community. It is very difficult to stop their going out to cities. Rather than stopping it, it is good things for young people look around outside world. U-turned leaders know outside world and have wide vision as described in the Box below. If a certain rate, say one-fifth, of

gone out youth come back in the future with the experience and the abilities, it can help the development of rural economy, as shown in the case study of Oyama town in Japan as discussed in the Chapter 4. This town is the original place where the One Village One Product movement is occurred. The question is how to back the U-turners? The answer is, again:

- **Hometown education is to be done in the childhood.**

Home town education develop the pride and identity of people, which includes culture and tradition, way of life, moral and environment awareness. Currently, the primary and secondary education policy changes to be decentralized. 60% of curriculum is to be developed by the provincial government, as described later in Chapter 3. It is good opportunity to introduce the hometown education into formal education.

Box: The Ability of U-turned Leader: Medicinal Herb Leader

The leader of the Suan Somrom Integrated Garden at the Kiriwong Community is a young man with a wide vision and capability. He has a rare research capability and curiosity in the production of sanitary products from medicinal herbs.

The best know of their product is medicated soap made from the skin of mangosteen. He also has a good packaging knowledge seen in the various forms of medicated soaps his group produces to the orders of several hotels. His marketing ability is notable in that the medicated soap is now exported to international markets. His management and administration capabilities are seen in how the various sections of the Garden is located. A summer hostel built to entertain guests with environmental friendly mind indicates his interesting vision. Best is that he is still young and appropriately educated. The ability to learn in advance the marketing strategies of his rivals will help maintain his market share in the profitable range.



Young Capable U-turned Leader at Gam Loan

3) How to foster home grown leaders? Foster leadership according to life stage.

There are several homegrown leaders in the Case Study Tambons. The examples are both TAO presidents of Cam Loan and Thong Hong and both leaders of Mangosteen Network and Rubber Cooperatives Groups in Thong Hong. How have these home been grown leaders grown? These community have the background to grow home community awareness as mentioned above. Homegrown leaders are fostered step by step according to life stages. In the childhood, children are to be educated hometown consciousness to develop pride, identity and motivation. In the young age, leaders are fostered by the experience of leadership of group corresponding to their life stage. This is shown in the case of TAO president of Tambon Gam Loan who experienced the leader of youth group in the community. After grown up, one is to be grown to be a leader of group or business, then, grown to be a leader of local community who can do local management such as a TAO leader.

4) How to grow entrepreneur? Self-reliance education from the children to grow motivation.

The leader of the Noodle Processing Group at Tambon Thong Hong is a homegrown entrepreneur. How has he been grown to be an entrepreneur? He was born in the community and educated there. He once practiced farming as other people do and knew the way of life and not enough cash income during off season. Then, he was motivated to give employment to the people including himself. While he kept trying to find new business seriously, he had a chance to participate in the study tour, then he got a hint of new business. He learned technique and worked out a plan by himself with collaboration of his colleague. He prepared a proposal for fund to get necessary fund from a foundation. He does not depend on the government support, as seen in usual practice of farmers. This kind of entrepreneurship is not often seen among farmers. While a farmer oneself is a self-employment job, one does not usually have business mind. Where is his entrepreneurship coming from? One factor is that he has been grown and educated with self-reliant mind in the community and family. However, it is not easy for everybody grown in this situation. To grow self-reliance mind, self-reliance education is necessary from children to youth education, especially vocational education. Then, it needs:

- **Self-reliance awareness education in the basic education for children to grow motivation, and**
- **Self-reliance education in the vocational education to grow skill for self-support.**

In the childhood, it needs the self-reliance awareness education in primary and secondary education. For the youth, a self-reliance education to grow skill for self support is needed in the vocational training. If a person goes to higher education like high school and university, one tends to work for other person not support oneself. And, vocational education has provided skill training to meet the demand of industries not for self support of students. Currently, vocational education system is under the transformation into decentralized system to meet local demand, as discussed later in Chapter 3. It is a chance to introduce and emphasize these approach in the vocational education systems.

5) TAO has good a capacity. Technical advice and support the facilitation.

TAOs in both Tambon Cam Loan and Thorn Hong have good capacity to provide their services to the people. They can plan the Tambon Development Plan and implement it. They can coordinate the government services according the Tambons' needs. What kind of support is needed for these advance Tambon for further improvement by central ministries? There are two types of support:

- one is **the technical advice beyond TAO's knowledge and skills, and**
- another one is **facilitation of Tambon to provide better and wider range of facilitation to the people.**

Even if these Tambon are advanced and they have advanced groups, most of the people are not rich farmers. There is a need to facilitate these people from the viewpoint of equity and fairness. TAO job is not only picking winners but also provide further facilitation to support the people who are not the winners.

6) **Product Development Strategy of OTOP for survival in the future: Local specialties.**

Currently, similar OTOP products such as banana chips, silk fabric and bamboo basket are over supplied in the market. Under the globalization, a flood of low cost products can come from China, as shown in the case study of Minabegawa village in Japan described in Chapter 4. At Minabegawa village in Japan, they succeed to produce value-added plum products with a high quality brand image, however, they face the threat of competition against low cost products from China. Generally, in the traditional food products market, foreign products is difficult to compete because of tastes, however, there is a global competition even in this market. Japanese big trading companies invest and give technical advice to China to develop the traditional food to meet the taste of Japanese demand. So, rural products are to be differentiated to create brand of local specialty.

Questions is how to differentiate the products from others? And, what kind of products can compete and survive in the globalization of the market? The case of Medicinal Herb Garden group gives us a hint to answer these question. Their products have **Product Development Concept of local specialty, ecological products, indigenous knowledge, and cultural heritage.** Kiriwong community employs eco-tourism programs where their rural life style and production are exhibited and natural resources conservation are emphasized. The leader of the Group takes advantage of this potential. He employed product development strategy of the concept of ecological and environmentally-friendly products with indigenous knowledge. Their products are themselves ecological conscious, and their manufacturing process is also ecological, for example, mangosteen soap is produced with utilization of waste, i.e., mangosteen skin and rubber leaves. A mangosteen soup is beautifully packaged. On the package, it tells the story of the community-managed village of Kiriwong: *“Kiriwong village, the “Heaven on Earth” the community-managed village is situated amid the valley in kao Luang mountain Naitonal Park.....”* These message conveys to consumers to have a good image of Kiriwong community.

The team observed that many people mentioned their needs being designing, packaging and marketing. Even these skills are improved, a product itself needs to develop so that it can compete in the global competition in a sustainable manner. While these skills look like the real problems the people face, **the real factors** to develop products marketable in a sustainable manner are other things. Some of the way to survive in the competition under the globalization are:

- **The Product Development Strategy that has the concept of local specialties with a background of local and indigenous knowledge, culture and history to meet the market demand, and**
- **Technology to be able to meet these demand of the said concept for keeping quality of the products.**

If rural products has these concepts and establish the brand, it is difficult for other people to imitate and beat these kinds of products.

2.3.5 Analysis and HRD Implications from Case Study

Case analysis above tries to pick up the outstanding features, as shown below, and get implications for HRD from the cases. The implications and their issues to be addressed are summarized in the table below.

Table 2.3.4 Outstanding Feature of Case Study Tambon

Province	Tambon	Outstanding Features
Lampang	Ban Pao	OTOP network among women leaders.
	Hua Sua	Pilot CEO administration system with Computerized Information System (CIS), and Model village as self-dependent community.
Buri Ram	Putthaisong	Mulberry and silk promotion led by young knowledgeable TAO president.
	Pa Kiab	TAO capacity needed, and leading role of facilitators.
Ang Thong	Ban Hae	Active women's group activities, and a leader motivating to grow a new leader.
	Chai Yo	Agro-tourism, and people to people learning led by lady leaders.
Nakhom Si Thammarat	Gam Loan	Community tourism, and integration with tourism led by young U-turned leaders.
	Thon Hong	Strong community, and learning and environmental awareness.

Table 2.3.5 HRD Implications and their issues to be addressed

Cases	HRD Implications	Issues to be addressed			
		Leadership	Business	Facilitation	Local Administration
Lampang	Group leader network by effective facilitation	x	x	x	
	Leadership of CEO provinces for better coordination			x	x
Buri Ram	For TAO needs enhanced capacity, TAO capacity building with utilization of Village Fund.				x
	For TAO needs enhanced capacity, need facilitation for self-reliant and local initiatives.			x	x
Ang Thong	Leader is a key to success. One can utilize technical and financial assistance.	x			
	Motivation is a base for leadership to be grown.	x			
	Leaders need interaction with outside for wider vision.	x	x		
Nakhon Si Thammarat	Leader who loves community is a key to success: U-turn leaders and home-grown leaders. For growing leaders, it needs:	x			
	• Motivation development: Motivation is from loving community; Hometown awareness from the childhood.				
	• Ability development: For home-grown leaders, abilities can be grown step by step; For U-turn leaders, abilities can be grown through one's experiences in the outside.				
	Hometown education to get back U-turners.	x			
	Home-grown leaders need leadership experience according to one's life stages.	x			
	Develop entrepreneurship:	x	x		
	• Self-reliance awareness from the children to grow a motivation to be entrepreneur.				
	• Self-reliance education in the vocational education to grow a skill for self-support.				
For capacitated TAO: Two-step approach			x	x	
• Technical advice beyond TAO's knowledge and skills					
• Facilitation of Tambon to provide better and wider range of facilitation to the peoples.					
Product Development Strategy of OTOP for survival in the future.		x			
• Product Development Strategy with concept of local specialities with a background of local and indigenous knowledge, culture and history to meet the market demand					
• Technology to able to meet these demand of the said concept for keeping quality of the products.					

These implications can be reorganized by issues as shown below. As we can see from the results, a leadership development comes to the most important issues, which includes business leader development. Next, capacity building of local administration, TAO, comes. Then,

facilitation and coordination come to the third.

HRD implications reorganized by issues:

Leadership development

- Leader is a key to success. A capable leader can well utilize technical and financial assistance.
- Motivation is a base for leadership and capability is necessary conditions. Leaders have two-type: U-turn leaders and home-grown leaders. For growing leaders, it needs: 1) Motivation development: Motivation is from loving community; Hometown awareness from the childhood; and 2) Ability development: For home-grown leaders, abilities can be grown step by step; For U-turn leaders, abilities can be grown through one's experiences in the outside.
- To have a leader, 1) to get U-turners back through hometown education in the childhood, and 2) to foster Home-grown leaders through leadership experience according to one's life stages.
- Leaders need interaction with outside for wider vision.

Business/leader development

- Develop the base of entrepreneurship from the children: 1) Self-reliance awareness from the children to grow a motivation to be entrepreneur, and 2) self-reliance education in the vocational education to grow a skill for self-support.
- Group leader network by effective facilitation
- Product Development Strategy of OTOP for survival in the future: 1) Product Development Strategy with concept of local specialties with a background of local and indigenous knowledge, culture and history to meet the market demand, 2) to able to meet these demand of the said concept for keeping quality of the products.

Local administration/facilitation/coordination

- For TAO needs enhanced capacity, it needs: 1) TAO capacity building through full utilization of Village Fund, and 2) facilitation for self-reliant and local initiatives.
- For capacitated TAO, it needs Two-step approach: 1) Technical advice beyond TAO's knowledge and skills, and 2) Facilitation of Tambon to provide better and wider range of facilitation to the peoples.
- Leadership of CEO provinces for better coordination.

The implications for HRD are not region-specific, rather applicable for any region in Thailand. For example, Nakhon Si Thammarat province has a number of outstanding leaders; some of them are U-turned and others are home-grown leaders. Those leaders contribute to stimulating rural economies as well as capacity building of local administration. To have those leaders is a key to success, which can be applicable to any area, say, Buri Ram province. If Buri Ram province succeed in getting back U-turned leaders or fostering home-grown leaders, it helps the stimulation of regional economy as well as capacity building of local administration. Then, policies to get U-turner back to the province can be applied. An implication, say, a strength of the province, from a specific province can be applied to the other provinces where that implication can not found. In other words, the comparative study of case analysis not only gives us implications from the corresponding province but also reveals the HRD demands of other provinces. Those are the weakness of the province to be strengthened.

Based on the case analysis, region-specific prospects and HRD demanded are summarized as below. Given the surrounding environment of rural areas, current features of rural areas

and government policies, future prospect of rural areas can be varied region by region, however, human resources demanded does not vary according to the regions. As seen in the case study, the most critical factor to success for rural economic activities is the outstanding leader while the outstanding leaders are limited. Good local leaders are human resources demanded in rural areas. To fill the gap between the HR demands and HR availability, local leaders need to be developed. Outstanding leaders closely link with Tambon leaders, they help each other. Tambon leaders can be local demand-oriented facilitators with local initiatives under the decentralization. Some facilitators like extension workers support local people from the people's view points. To develop local leaders, Human Resources Development needed in rural areas as follow:

- Leadership development,
- Capacity building of Local Administration, and
- Capacity development of facilitators to be people-centered way.

Table 2.3.6 The Prospects of Rural Areas and HRD Needs

Region	North	Northeast	Central	South
Case Study Province	Lampang	Buri Ram	Ang Thong	Nakhon Si Thammarat
Environment surrounding rural area	1) Market globalization. 2) Decline of the importance of agriculture in the national economy.			
Current features in rural areas	1) Outgoing young capable HR, especially in the Northeast. 2) Growing importance of the non-agricultural sectors and the integration with urban areas.			
Government policies	1) Human-centered development 2) Decentralization			
HR Demanded	1) Leaders to stimulate rural economy with wide vision. 2) Capacitated local administrators to have a vision. 3) Facilitators can support people demand-oriented way.			
HR Availability	Some good leaders.	Few in business activities.	Some good leaders.	Outstanding leaders
HRD needed	1) Leadership development 2) TAO capacity building 3) Facilitators development for people-centered			2) Facilitation and technical advice to TAO.

Chapter 3

Human Resources Development

Chapter 3 Human Resource Development

Previous chapters analyze the demand side of Human Resources (HR) in rural economy by sectors and regions to get HRD implications and demands for rural economic development. Chapter 1 tries to undertake sector analysis of rural economy, and Chapter 2 tries to undertake a region-specific case analysis of Case Study Areas. This Chapter, on the other hand, takes a look at the supply systems of HR. First, it reviews the current programs and activities of Human Resource Development (HRD) for rural economy, and tries to point out the issues and implications for the future improvement of HRD programs. Then, it analyzes the current HR, HR demand for rural economy, target people, and HR needs by actors based on sector and region-specific analysis, and tries to give a direction for the improvement of HR supply systems to meet the emerging demand for further rural economic development.

3.1 Current HRD Programs

Formal Education and Other HRD as Informal and Life-long Education

Once a person is born, HRD begins for every human being to become Human Resources (HR) for one's survival and contribution to the society. That starts with infant education at home, preschool education, basic education that includes primary and secondary education, upper secondary education, higher education, social education, specific training programs, and learning through various occasion. Through these learning, human being become a Human Resources to contribute to a specific purpose set by HRD programs. HRD for rural economy starts with formal education and is followed by other learning activities, and continues to the end of life. In this study, HRD for rural economy is divided into:

- Formal education, and
- HRD as informal and life-long education.

The formal education gives a foundation of HR. The latter is more focused on in the Study, because these HRD are directly targeted to rural economy.

3 Types of Current HRD for Rural Economy as Informal Education

Human Resource Development (HRD) in this Study includes broad aspects. Human Resource can be developed not only by participating in a training program but through application or utilization into practice, of what one has learned from own experiences, from ancestors and through communication with other people. This section reviews major existing HRD programs by different agencies for rural economic development under three categories below.

- **People to people learning:** HRD programs/activities by and for villagers.
- **Government programs:** HRD programs/activities by government for villagers.
- **Business and NGO programs:** HRD programs/activities by private businesses and NGOs for villagers.

People to people learning is mainly practiced on own initiative of rural groups¹ in order to transfer skills and knowledge in a concerning field. It is also practiced in everyday village life transferring traditional skills and knowledge from one generation to another.

Key actors for **Government programs** at the village level are "Community Development Worker" (CDW) of CDD, the Ministry of Interior and "Agricultural Extension Worker" (AEW) of DOAE, the Ministry of Agriculture and Cooperatives. CDWs and AEWs function as facilitators or advisors for villagers to promote their group activities. Apart from activities by CDW and AEW, various departments of the central government provide training opportunities mainly at the provincial level.

Business and NGO programs vary in content and scale in accordance with different organizational purposes in each of the private businesses and NGOs. They however play a crucial role for rural development not only in terms of income generation (IG) but also social supports as foundations of the IG activities.

Figure 3.1.1 shows major actors and the HRD programs/activities for rural economic development at different levels. Among these activities and programs, the first typed **People to people learning** is the preferable as a learning activities for rural economy, if it is active enough, because this is voluntary base activities with people initiatives to meet the real people's demand. However, people to people learning is limited in its scale, and there are not many cases that people to people learning is active, as we discussed in the previous chapters. Then, the second typed **Government programs** have their importance in HRD to provide knowledge and skill and facilitate people to people learning. Since Government programs are the largest in their scale and horizon to reach people, these are the major concern of the Study. If Government programs are improved toward the right direction to capacitate people and stimulate rural economy, it has a large impact on the people to people learning. The third typed **Business and NGO programs** are also important in complementing the other two types of activities. Especially, business programs catch attention because one of the major problems in rural economy is the rural business such as OTOP.

Following sections explains details of: 1) Formal education, 2) People to people learning, 3) Government programs, 4) Business and NGO programs, 5) Coordination of HRD programs for rural economy, and 6) Issues and implications for better HRD programs.

¹Rural groups include producers' group, woman's group, farmers' group, and saving group.

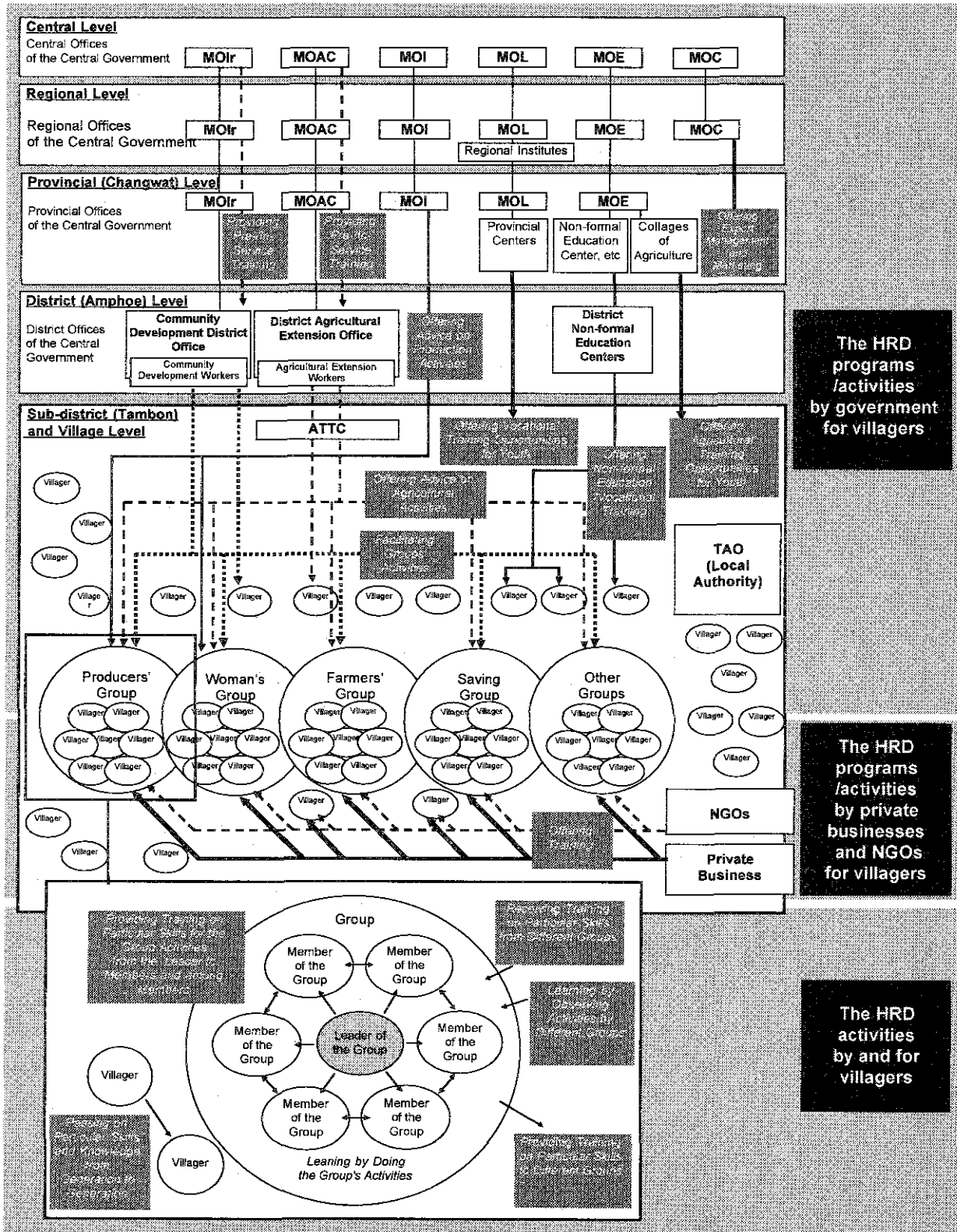
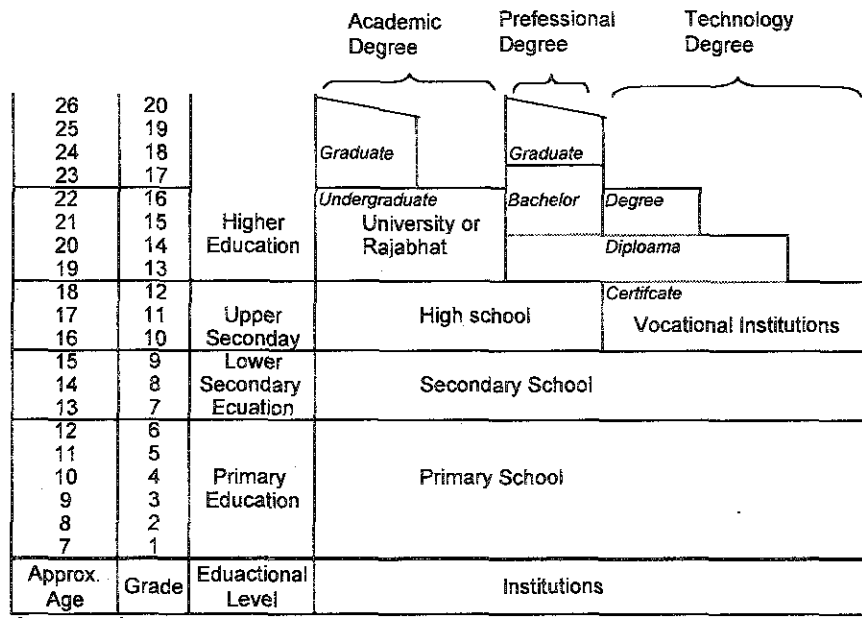


Figure 3.1.1 Actors in the HRD Programs for Rural Economic Development

3.1.1 Formal Education

Formal education provides an opportunity to learn for rural young people. Formal education plays very important roles in HRD for rural economy since formal education gives a foundation to rural young as potential leaders. Formal education system is as shown as Figure below. This section discusses the current status and issues for 1) primary and secondary education, 2) vocational education, and 3) university.



Source: The Study Team

Figure 3.1.2 Formal Education System in Thailand

(1) Primary education and Secondary education: Curricula are to be designed by Changwat (Province)

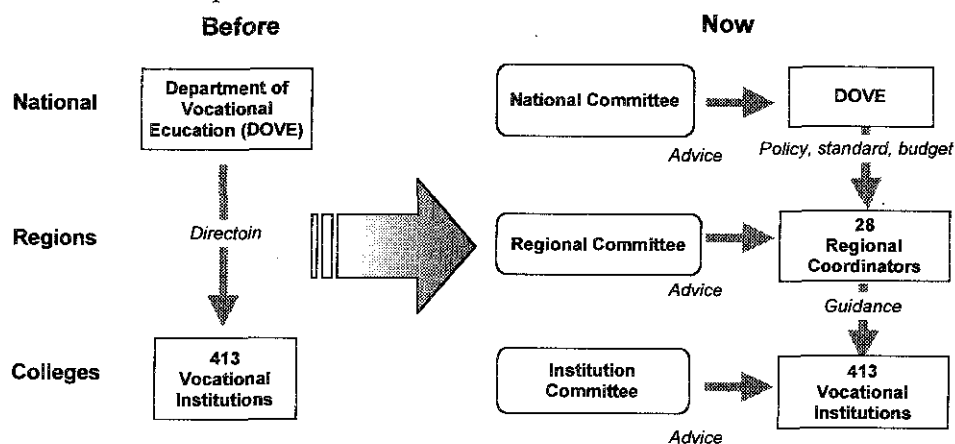
Primary and secondary education systems are in the process of decentralization. So far, curricula of primary and secondary education have been in consistent with the instructions designed by the central government, however, Changwat can design 60% of curricula by 2003.

(2) Vocational Institutions: Transforming to decentralization of systems

Background of Vocational Institutions: Thailand has 413 vocational institutions in the nation that consists of 116 Technical Colleges, 46 Vocational Colleges, 48 Agricultural Colleges, and 203 Industrial and Community Colleges. Currently, 600,000 students are enrolled in 2001 academic year, which accounts for 30% of students who finished lower secondary education. The mission of these vocational institutions is to meet the need of the labor market and national economic growth according to the HRD policy and National Economic and Social Development Plan, through formal and short courses training programs. These institutions provide formal educational services to at the levels from upper secondary to bachelor degree according to the students' demand. Agricultural Colleges and Industrial and Community Colleges provide learning opportunity to rural people. The students of vocational institutions are young people some parts of whom are successors of farm household; they have possibility to return hometown.

Recent trends to meet demand: According to the change of the policies and labor demand, vocational institutions create new programs such as 1) **Special Vocational Education Program for Young Farmers**, 2) **Agriculture for Better Life**, and 3) **Industrial and Community Education Colleges** for potential rural businesses to meet the emerging demand of rural economies. Special Vocational Education Program for Young Farmers is designed with the aim to upgrading young farmers between 15-25 years of ages. Young farmers finished 6 Grade can go to any college of Agriculture and Technology to study in their spare time until they complete all the subjects needed. Agriculture for Better Life program started 6 years ago. This program provides poor children finished 9 Grade with more opportunities to access to vocational education free of charge and equips them with knowledge, skills, and experience required by the labor market demand. The learning process during this program emphasizes students obtaining experience through learning by practicing. Students are provided a piece of land in the college for farming and necessary materials to run their own farms under the supervision of experienced instructors. The students are also provided with the allowance at the amount of 5,000 baht a year in the form of materials for farming. During their enrollment, students operate their farm live on the products from their farms. Students are given opportunities to invest their money to run their farms and business. Especially, vocational institutions provide outreach program to rural areas, namely "One College 20 Villages program". Under the program, each college is responsible to support 20 villages.

Transformation of Vocational Institutions: The vocational institutions have been operated under the direction of the central government, Department of Vocational Education (DOVE). These institutions are, however, under the transformation from the top-down operation system into the decentralized system in order to meet the local demand of the labor market as shown in the Figure below, which has just started in October of 2002. Under the new system, each institution and regional coordinator is given greater responsibility for institutional management, especially how to work with local people to meet local demand is a big issue. Currently, DOVE undertakes training for regional coordinators for better understanding of their mission and role, while, it is difficult to change their mind and behaviors and to materialize the mission. After this transformation to meet local demand being successful, vocational institutions have a potential to supply a number of future rural leaders to contribute to rural economic development.



*50% of committee members from private stakeholders

Figure 3.1.3 Transformation of Vocational Institutions Operation into Decentralized System to Meet Local Demand

Case of Khon Kaen College of Agriculture and Technology: Local to local Cooperation with Gunma prefecture in Japan and Field-oriented outreach programs

Khon Kaen College of Agriculture and Technology is one of the Agricultural Colleges. Currently, this college has 1,170 students in total, 768 for 3 years certificate course (1st year 300, 2nd year 250, 3rd year 200), 207 students for another 2 years Diploma course, and 28 students for further 2-3 years Bachelor course. Students are children from poor farmers; 50% from Khon Kaen, 40% from Loei, and 10% from Nakhon Rachasima and others. The Subjects of the college are basic agriculture, livestock, business, crop, agricultural technology, and fisheries. Students for three years course have to study every subject. Diploma students have to select one subject. Bachelor course has only dairy and plant and plans to have management course in next year. 80% of students after certificate go to diploma, out of diploma 70% go to bachelor, out of bachelor 80% go to find job in the city.

Grow future leaders in rural areas: Some of the students enrolled in the Institute are potential leaders in rural areas. The team met one student who is 2nd year of diploma course. He is the President of *Future Farmers in Thailand (FFT)*, who wants practice king's theory in the future as farmers. FFT is the similar body to Future Farmer Organization in Japan (FFJ) based on student association of agricultural colleges. They have regional and national contest every year where representatives of students show their performance and results of the study.

Exchange program with Gunma Prefecture in Japan: The college has the exchange program with Gunma Prefecture in Japan, which has been established with their own initiatives for 5 years. The college sends three students every year. Students stay in Gunma one year and go to vocational high school. They come back with valuable experience and outward-looking mind. The study team met one student who has been to Japan in one year and has fluent command in Japanese. He wants to become farmer, as well as, wants to run own business related to agriculture at home village. In turn, Gunma Prefecture also sends 5 students to Khon Kaen for one month.

The exchange program begins to grow a further comprehensive cooperation. Gunma Prefecture of Japan observes the situation that exchanged students face the constraints to operate agriculture back to home community. Gunma Prefecture wants to support students' community development project after graduation after returning home community through farmers to farmer or grass-root cooperation. This idea attracts the governor of Khon Kaen Province, the governor wants to grow the exchange program into Khon Kaen Province and Gunma Prefecture Cooperation program. However, this idea is beyond their budget of both local governments, they are planning to submit a proposal to JICA for some assistance.

Outreach program by the College: The College also provide outreach programs to communities. The college has project to grow 45 coordinators as expert from farmers in three Amphoe in collaboration with Khon Kaen University and National Research Department. They have good collaborative works between university and the college. Khon Kaen University provides technical assistance to farmers and comes to the agricultural colleges with five farmers when they need field-oriented study. The college also provides two on-site field training courses to villages; the subject is mushroom and other techniques and are conducted on Saturday and Sunday because of the availability of farmers. Their course have good features because those courses are not classroom-typed but in-field training.

**Project Proposal by Khon Kaen College of
Agriculture and Technology**

1. Title: Project for Agricultural Education Development between Khon Kaen Province and Gunma Prefecture in Japan
2. Background:
The students after graduation have problems: no work for support on agriculture after they graduate, and no fund for agricultural work. With this project, students can apply their agricultural knowledge on agricultural works, and it can create for further network.
3. Purpose of projects.
 - 3.1 To exchange agricultural students of Thai and Japan.
 - 3.2 Thai student can apply agricultural knowledge on their agricultural works.
 - 3.3 To encourage the community participation on education demand.
 - 3.4 To reduce the problems of the migration
4. Components:
 - 4.1 Agricultural student exchange
 - 4.2 Agricultural processing project
 - 4.3 Marketing development project
 - 4.4 Encourage people love home community.
5. Responsible organizations: Khon Kaen Agricultural and Technology College (KKATC), Governor of Khon Kaen Province, Farmers and cooperatives under the MOAC
6. Project implementation
 - 6.1 Project approval
 - 6.2 Study and making work direction for each project.
 - 6.3 Work on projects
 - 6.4 Analyze and summarize a result of working
 - 6.5 Submit final report to Gunma Prefecture
7. Expected output.
 - 7.1 Experience exchange between Thai and Japanese students.
 - 7.2 Thai student has a chance to study agriculture in Japan.
 - 7.3 Strong community in education and economy
 - 7.4 Migration reduction.
8. Benefit
 - 8.1 People have better life and reduce poverty problems.
 - 8.2 Strong education and community economy according to government policy.
9. Scope of the period
 - 9.1 1st phase: exchange students between KKATC and Gunma Prefecture
 - 9.2 2nd, 3rd, and 4th phases: Work with the community in Khon Kaen Province.
10. Work place
 - 10.1 1st project: At KKATC and Gunma
 - 10.2 2nd project: At Khon Kaen
 - 10.3 3rd project: At Khon Kaen Province
 - 10.4 4th project: At forest phuum phukratae, Amphoe Wangyai, Khon Kaen Province

(3) Universities and Higher Educational Institutions

Higher educational institutes like universities also provide extension services to rural communities. While most of universities are centered in the big city, especially around Bangkok Metropolitan Area, some universities that have faculty of agriculture have outreach programs to rural areas. Extension programs to outreach rural community with professors' individual initiatives. Most of cases, university provides extension services around the campus.

Although students had to go to big cities like Bangkok, Chiang Mai, and Khon Kaen to have a higher education 20 years ago, at present many higher educational institutions are established in provinces, then students can access to higher education in the provinces. Rajabhat institute and Rajamangala Institute of Technology (RIT) under the Ministry of Education are of these institutes established in provinces and involved in community education. Rajabhat institutes are former teachers college and have 41 institutes in the nation. Rajamangala Institute of Technology is established as Institute of Technology and Vocational Education and has 28 campus in the nation.

Higher educational institutions are also in the process of transformation: university is to be an autonomous body; Rajabhat is from teachers college to provincial college. Two new initiatives for community education are noted: 1) Joint learning project for every province supported by Ministry of Education, 2) Student volunteer to monitor 1 Million Baht Fund, supported by Ministry of Education, and 3) TTC project supported by Ministry of Agriculture and Cooperatives.

1) **Joint learning project for every province**

This project allows students to stay in villages for certain period (one month) as a formal program, and to make activity plan of the villages, which started last year. A student stays in village, learns about rural life, undertakes SWOT (Strength, Weakness, Opportunity and Threat) analysis, prepares a activity plan of village. Then, a student prepares and submits a report to the university for credits.

The project benefits that a student can learn the rural life and is encouraged to be interested in rural development. For village side, villagers can learn the specific technique, community development methodology such as SWOT analysis and have connection to university. The activities can be chosen from 8 areas: 1) OTOP, 2) Tambon Internet, 3) Tambon promotion planning, 4) natural resources & environment, 5) public health, 6) herb and nutrient food, 7) art culture and local knowledge, and 8) tourism.

90 universities are involved in the project in total: 50 universities, 30 Rajabhat, and 10 Rajamangala, and 6,000 students are involved in the project. Each institutes are incharge of counterpart provinces. For example, students of Kasetsart University stay in Suphanburi and Nakhon Pathom provinces. Students of Khon Kaen University stay in Khon Kaen province.

2) **Student Volunteer Program: 1 Student 1 village**

Similar to Joint learning program, student volunteer program allow students stay in village for one year to monitor 1 Million Baht Fund. Student stay in village and can learn the village and rural life and get credit for submitting a report to university. Students benefit from the program for studying rural life and getting interested in rural development. Villages also benefit from the program for learning community development method such as SWOT analysis and ensuring the transparency and fairness fund use, and getting a connection to university for further technical advice. 78,000 students participate in the programs in the nation.

3) TTC support programs

This programs supported by Ministry of Agriculture and Cooperatives aiming at human capacity building of government officers and farmers. The programs targets 29 main center and 107 pilot centers. Under the program, training course for cooperative officer, TAO staffs are offered. This project is collaborative work among 5 universities: Kasetsart University in charge of Central East, Mae Jo University and Chiang Mai University in the North, Khon Kaen University in the Northeast, and Songklanakarin University in the South.

Case of Kasetsart University: evolving to community college for rural people

National Agricultural and Extension Training Center (NAETC) of Kasetsart University offers training courses, promotes organization of association and undertakes outreach projects.

Training Courses: NAETC offers 30 training courses a year for farmers, government officers, private businesses, and person who are interested in. Participants are offered courses through media like radio and paper. The duration of the courses vary from one day course to one week course. The fee of the course costs 3,000 to 5,000 baht for 4 day to one week course.

The subjects of courses are mushroom production and marketing, flower production, participatory development facilitation, food preservation, food-processing, dear production, media production for extension, aquaculture and so on. While the popular courses was cattle production before, current popular course is mushroom production of its profitability. Currently, NAETC offers technical course includes marketing in the end, as well as courses for human behavior improvement such as participatory development and moral development.

Participants are willing to learn because they pay fee. Training starts in the morning up to the night, and participants are well involved in the discussion in the end. This is different from government officer training courses those venues are resort areas, which makes participants drink at night and sleep in the next morning.

Outreach program: Kasetsart University has the experience of successful outreach programs. The university undertook integrated rural development project in Supahnburi in 20 years ago. The components are moral education, government officer training, coordination of four departments, and the improvement of consciousness and behaviors, aiming at capacity building for self-reliance. The project was suspended after the alternation of the governor. One of the village, Posvijaruang Village, where capacity of people are fully developed and become self-sustained village. They even reject government project offered. The problem of the village is aging of current leaders, which needs next generation leaders.

Promotion of association: Association development has been expanded from Ampohe to Province, then the nation. The main activity is the exchange of technical information. They are not developed to run business yet.

Other program: Kasetsart University undertakes a research project requested by the Prime Minister about the marketing problems of OTOP. The university also submits a proposal of training course for TAO. This course starts with human behavior like leadership development then, is modified to cover technical aspects. The problem of TAO leaders is paying attention to only physical infrastructure, not to human resources development, which is the training needs.

Future prospect of NAETC: The faculty member has a future prospect that NAETC serves as a community college for rural people linking with formal education. The college covers moral education in the youth up to technical aspects, and makes it possible for people in rural areas to access to higher education while they are living in villages.

3.1.2 People to people learning

The main initiators of the HRD activities at the village level are the villagers themselves. They practice HRD activities based on the needs generated through daily activities such as group's activities, agricultural activities, or any other village activities. There are mainly 4 types of the HRD activities by and for villagers in this regard.

- **Generation to generation:** Transfer of skills and knowledge from generation to generation
- **Advanced group to less-advanced group :** Transfer of skills and knowledge from more advanced groups to less advanced groups or persons interested
- **Leader to members:** Transfer of skills and knowledge from a group leader to group members within a group
- **Advanced members to less-advanced members:** Transfer of skills and knowledge from more advanced members to less advanced members within a group

Table 3.1.1 Types of People to People Learning

Type of HRD activities (From who to whom)	What	How
Generation to generation	Farming methodology, traditional practices such as herbal healing, etc.	<ul style="list-style-type: none"> • Learning traditional skills and knowledge from ancestors • Learning by doing/observing how ancestors do
Advanced to less advanced	Skills and knowledge on production of particular goods, and provision of services, etc.	<ul style="list-style-type: none"> • Learning by visiting to observe activities by other group • Learning by inviting a trainer from other groups • Offering opportunities of training to other groups and persons interested
Leader to members	Skills and knowledge on production of particular goods, and provision of services, etc.	<ul style="list-style-type: none"> • Learning from the group leader who has more advanced skills and knowledge • Learning by doing/observing activities by the leader
Advanced members to less advanced members	Skills and knowledge on production of particular goods, and provision of services, etc.	<ul style="list-style-type: none"> • Learning by doing group activities receiving advice from more advanced members • Learning by observing activities of more advanced members

Source: The Study Team

(1) Generation to generation

In the rural context, skills and knowledge are transferred from one generation to another generation in everyday circumstances. Farming is one of the examples which is not only common in Thailand but everywhere in the world, although the nature of skills and knowledge handed down is different depending on the customs of villages or even families. Some examples of these skills and knowledge identified from the case study Tambons are silk weaving skills, rice cake processing skills, natural dying skills and knowledge of herbal medicine as well as farming technique of staple crops. A new generation learns skills and knowledge by observing what a former generation does or by practicing for improvement according to advice from a former generation.

**Chareonsuk Silk Weaving Women's Group
(Tambon Norng Sagae, Amphoe Chalerm Phrakiat, Buriram)**

The Charoensuk Silk Weaving Women's Group is located at Ban Siliam and Ban Norng Sagae of Tambon Norng Sagae, Amphoe Chalerm Phrakiat. A lady is the president of the Group. Starting in 1996, the Group presently has 31 members. The main products of the Group are the artificially dyed silk textile and naturally dyed cotton textile. Silk weaving has been practiced in the place since ancient period. Therefore, the skills and knowledge in silk weaving of the Group have been passed on to a new generation, particularly women, in the place from their former generation.

The Group started its business with an initial investment of 20,000 baht. In 2000, it was allocated a SIF loan of 150,000 baht. Later, it received another 40,000 baht interest-free loan from the Village/Urban Community Development Fund. In order to make use of fund efficiently, MOI provided accounting and bookkeeping skills at the site.

**Kao Tan Rice Cake Groups
(Tambon Ban Pao, Amphoe Moung, Lampang)**

Kao Tan Rice Cake Groups produces watermelon-flavored rice cake. There are 26 producers' groups for rice cake in a village the Study Team visited, and each group has about 15 members.

A main raw material for the product is rice cultivated in the northern part of Thailand as a staple food. Rice cake or Kao Tan in vernacular has been produced as a snack of the villagers since the era of former generation. Traditionally skills and knowledge of rice cake production has been transferred from generation to generation. The groups are utilizing the skills and knowledge for rice cake production and add a new idea of putting watermelon flavor on rice cake in order to add value for marketing.

One of the groups is lead by a lady leader with a motto "Don't wait for the full moon"; "don't be shy to work for a living"; "don't look down upon small sum of money"; and "don't wait for the right time." The group has its outlets in Bangkok, Malaysia and Japan. Orders from buyers are sent to them once every 3 months.

(2) Advanced Groups to Less Advanced Groups

Transfer of the skills and knowledge in technical and management terms from more advanced groups to less advanced groups are practiced in two ways. One is a training-type activity and the other is an observation-type activity.

Former is practiced in such a manner that an advanced group with a particular skill offers training upon request from a group trying to initiate a new activity or to improve skills and knowledge in its concerning skill. There is also a case of spontaneous practice by a group to expand skills and knowledge of a specified field to other persons interested.

Latter is practiced by a group to observe more advanced activities by the other groups or in the market which sells the same type of the product produced by the group, but higher quality. This stimulates the group to improve its activities and quality of the selling goods and services.

**The Chai Yo Women Farmers Group
Chai Yo, Angthong**

The Chai Yo Women Farmers Group was initiated by a lady, Home Economic Officer of Amphoe Chai Yo, in 1989 with 18 members. All members were initially trained on the production of salted duck eggs, Chinese sausage, peanut snack and products from water hyacinth. Initially, the members only applied what they learned in family affair. Not until 1999 when an outstanding lady leader was elected as the group president with 24 members, that the Group has developed into an outstanding local group in Ang Thong.

Agricultural products are processed by subdivided groups: a) the group processing sweetened natural foods in boiled syrup (5 members); b) the group processing natural foods in lime and saturated syrup (5 members); c) the group processing those made from flour 3 members: Chinese cake, herbal crackers, fried peanut; d) the group processing household products (5 members): tamarind liquid soap, dish washing liquid, etc; and e) the group processing and utilizing medicinal herbs (15 members): herbal capsules, traditional massage.

The group has expanded these skills and knowledge among interesting persons and students through training and demonstration activities upon request. The skills and knowledge introduced in the activities are: a) Thai traditional massage; b) the use of medicinal herbs for curing of diseases and good health; c) waste recycling for productive purpose.

In 2000, the Group organized demonstration activities on medicinal herb processing to the following groups: women farmers groups, housewives, university professors and students, Amphoe Agricultural Extension Workers, TAO members, farmers groups, business community network, and women volunteer groups.

(3) Leader to Members

Transfer of skills and knowledge from a group leader to group members is a common practice in a rural group. In many cases, a group leader has a job experience in Bangkok before returning to his/her home village and initiating group activities. Through group activities, a leader transfers skills and knowledge to comrades. It is most often practiced when group activities are not diversified and the number of members in a group is still relatively small.

(4) Advanced Members to Less Advanced Members

Transfer of skills and knowledge from more advanced members to less advanced members is another common practice in a rural group. It is most likely practiced when a group has enough number of skilled members after it becomes larger in terms of its economic activities. In the initial stage of expanding business, skilled members in a group gradually take initiative of giving training to the less skilled while the leader may still give training to members.

**Processed Banana Production by Women's Group
(Ban Hae, Ang Thong)**

The Women's Group led by a lady leader was established in 1996. The group has broad income generation activities with various sub-groups such as the processed banana production group, the salted eggs production group, and the handbag production group.

Processed Banana Production

Processed banana production lead by the lady leader is among the main activities by the Women's Group. She received 3-day training on food processing at the Juraporn Institute. Upon returning home, she started to exchange and expand what she had learned to the other women in the village. Later, a training program on banana processing was organized for them by faculty members of Kasetsart University, and then processing of banana and other food products was started in full-scale. At present, 36 women's groups are engaged in banana/other fruit processing. She and other members with skills and knowledge on banana processing provide training to other members of the Group on the OJT basis. She has recently started to give training for the other groups as well.

The raw materials for processed banana production are from or within the village while the products go beyond the village to big wholesale outlets like Big C, Carrefour, Lotus, and even to Japan. The order is about 1,500 pieces for a one-and-a-half to a two-month's time. In fact, foreign market demand is much larger than 10,000 pieces, which is beyond the production capacity of the Group. To meet this demand, the Group requires more capital and better marketing management knowledge. The production still depends on available capital investment mobilized from the 114 group members. Each member deposits 100 baht monthly in the Group Fund. According to the leader, the group still needs the training on the knowledge in using modern ovens and better techniques of bookkeeping though bookkeeping is well maintained at moment.

One reason that the Group became famous is due to media. Since a TV program introduced activities of the Group, many groups are stimulated in their activities and thus there are many visitors coming to observe the Group's activities at present.

Handbag Production

Hand Bag Group is led by another lady leader who once went away from home to learn about leather bag making in Bangkok. The financial crisis which brought her back home also gave her the idea of teaching other women on leather bag making. Knowing the market at Sam Peng China Town in Bangkok, she formed the group and start sending the products to Sam Peng 3 years ago. Starting with 10 members, now the group grows in size to more than 40 members.

The Group is at present lead by a woman who also used to be away from home to be in Bangkok when she was in her young age. Having been hired in a lady's leather bag factory in Bangkok for quite some time, she learned about the production techniques and marketing of the products. Upon returning home in the wake of the financial crisis, she started to teach others the techniques being stimulated by activities of Mrs. Nongnuj.

Don Ngam Patana Brassware Production (Tambon Tapeeg, Buri Ram)

The President of the Don Ngam Patana Industrial Development Group is a gentleman leader. The group consists of 34 members. The products of the Group are brass sculpture and statues of various designs ordered to them by customers from various places in and outside of the country. Examples are an elephant sculpture, a statue, etc. The plant of the Group is at nearby Ban Koak Yai. The prices of the products are as high as 300,000 to 500,000 baht per unit.

The Group has skills and knowledge in brassware production succeeded from their predecessors.

The members with advanced skills and knowledge of the group train the other members on the OJT basis since brassware production requires craftsmanship.

In 1996, a DIP officer first visited the production group and started to promote business. About four years after the visit, the Group was selected as one of the best industrial village group in the nation. Since DIP found potentials for further development in the Group, DIP has been asking if the Group needs assistance. However, the Group has been refusing to have assistance from DIP due to its high level of skills and knowledge in brass production and already established connections with private companies in Bangkok for marketing its products.

3.1.3 Government Programs

Currently, to a greater or lesser extent, various ministries² are involved in the HRD for rural economic development. Extent of involvement by each of the ministries differs significantly since each has different organizational responsibilities, on which organizational strategies and activities of each are based.

This section reviews HRD activities of major departments³ of five ministries. These ministries include the Ministry of Interior, the Ministry of Agriculture and Cooperatives, the Ministry of Labor, the Ministry of Education, the Ministry of Industry and the Ministry of Commerce.

Table 3.1.2 Major Departments Concerned with the HRD for Rural Economy

<i>Ministry</i>	<i>Department</i>
The Ministry of Interior	Community Development Department (CDD)
The Ministry of Agriculture	Department of Agricultural Extension (DOAE) Cooperatives Promotion Department (CPD)
The Ministry of Labor	Department of Skill Development (DSD)
The Ministry of Education	Department of Vocational Education (DOVE) Department of Non-Formal Education (DNFE)
The Ministry of Industry	Department of Industrial Promotion (DIP)
The Ministry of Commerce	Department of Export Promotion (DEP)

(1) Responsibility of Major Departments for HRD in Rural Economy

The HRD programs or activities implemented by each department are based on their organizational responsibilities⁴ covering not only the aspects relating to rural economic development but also those relating to social and economic development both of the rural and urban areas. Some departments therefore do not necessarily place a major emphasis on the HRD activities for rural economic development but implement them as only a part of their

² "Various ministries" includes such as the Ministry of Interior, the Ministry of Agriculture and Cooperatives, the Ministry of Labor, the Ministry of Education, the Ministry of Industry, the Ministry of Commerce, the Ministry of Defense, and the Ministry of Public Welfare.

³ This Study regards the departments above as major ones for reviewing, taking into consideration the following points. First, according to a study done in 1998 by the Skill Demand Research Team consists of Department of Skill Development, Department of Employment and Prof. Yun Kim, among 12 major departments reviewed offering skill development programs, the proportion of participants in the total number (3,043,330) in order from the largest are: DOAE (47.7%), DNFE (35.3%), DOVE (8.0%), DSD (6.7%) and others (2.3%). Second, another study by Office of the National Education Commission (ONEC) done in 2000 shows that the proportion of participants in the total number (2,563,270) based on the latest available figures in the same manner are: DNFE (41.7%), CDD (25.0%), DOAE (12.4%), DOVE (9.6%), DSD (8.3%), DIP (1.0%), and others (2.0%). Third, this Study found out that whereas CPD was not reviewed in the both of the above studies, the number of participants in the training program provided by CPD is relatively large. Finally, regarding DEP, its activities are prominent since most of them place emphasis on marketing and management skill improvements.

⁴ The term "organizational responsibilities" in this Study is used as the same meaning as "organizational mission".

HRD activities according to organizational responsibilities. Table 3.1.3 shows different responsibilities of the departments.

Table 3.1.3 Responsibilities of Major Departments for HRD in Rural Economy

Ministry	Department	Organizational Responsibility
The Ministry of Interior	Community Development Department (CDD)	<input type="checkbox"/> To promote and develop the learning process of individuals, families, communities <input type="checkbox"/> To promote the development of occupation, local fund for both families and communities as a whole <input type="checkbox"/> To develop the potentials and support community organizations and volunteers as well as local leaders to be able to play an important role in managing their own community development work <input type="checkbox"/> To promote and support the development of the network of community based organization <input type="checkbox"/> To promote and coordinate with local organizations in human resource development i.e. the development of individuals, families, and communities <input type="checkbox"/> To promote and support local communities in their natural resource and environmental management <input type="checkbox"/> To promote democratic principles to become people's ways of life <input type="checkbox"/> To promote and support the development of the village baseline data system as well as the information service system for rural development <input type="checkbox"/> To carry out research and development activities on CD model and methods
The Ministry of Agriculture	Department of Agricultural Extension (DOAE)	<input type="checkbox"/> To develop, promote, and transfer knowledge on crop production and agri-business to farmers <input type="checkbox"/> To promote and encourage the formation of farmers' groups as a core to obtain and disseminate agricultural information <input type="checkbox"/> To carry out other activities as stipulated in the Act or as assigned by the Ministry of Agriculture and Cooperatives or the Cabinet
	Cooperatives Promotion Department (CPD)	<input type="checkbox"/> To promote and disseminate the cooperative ideology, principles and practices including cooperative knowledge and information <input type="checkbox"/> To study and conduct cooperative research <input type="checkbox"/> To promote and advise establishment and business operation of cooperatives <input type="checkbox"/> To assist and seek for cooperation from concerning agencies for financial, basic infrastructure and other service supports which are necessary for cooperatives to be self-reliant organization <input type="checkbox"/> To consolidate and allocate land to landless farmers using the cooperative practices <input type="checkbox"/> To supervise and guide cooperative operation following laws, regulations and the Cooperative Registrar's Orders
The Ministry of Labor	Department of Skill Development (DSD)	<input type="checkbox"/> To put Thai labor force on par with international standards so as to make it more competitive in the world at large
The Ministry of Education	Department of Vocational Education (DOVE)	<input type="checkbox"/> To meet the need of the labour market and national economic growth according to the human resources production policy and the National Economic and Social Development Plan, through formal and short course training programs
	Department of Non-Formal Education	<input type="checkbox"/> To provide the public nationwide with access to life-long educational opportunity, particularly for the out-of-school and the underprivileged based on their readiness, needs and interest at any time they require
The Ministry of Industry	Department of Industrial Promotion (DIP)	<input type="checkbox"/> To implement supportive measures necessary for development and building SME capabilities <input type="checkbox"/> To promote, support and develop the synergistic network between public and private units engaged in the field of human resource development and SME industrial management <input type="checkbox"/> To recommend concepts necessary for the drafting and formulation of SME promotion
The Ministry of Commerce	Department of Export Promotion (DEP)	<input type="checkbox"/> To promote and expand the market for Thai exports in goods and services by penetrating new markets and to preserve existing ones <input type="checkbox"/> To develop and perform activities that promote trade and increase the competitiveness of the export sector, for instance, the expansion of production bases overseas <input type="checkbox"/> To reinforce the ability of Thai exporters to deliver goods and services that are of international standards and meanwhile increasing the competitiveness of Thai exporters to further penetrate the international market <input type="checkbox"/> To build a positive image of Thai goods and services and thereby increases the market's confidence in Thai product, in terms of quality and prompt delivery of service

- Source:
1. Community Development Department, Ministry of Interior, Community Development Department Strategy 1999-2002.
 2. Department of Agricultural Extension, Agricultural Extension Policy and Measure FY2000, 2000.
 3. <http://www.cpd.go.th/eng/index.htm>
 4. Department of Skill Development, Department of Skill Development (brochure).
 5. Dept. of Vocational Education official site, <http://www.dovenet.moe.go.th/english/dove/>
 6. Dept. of Non-formal Education, Ministry of Education, Dept. of Non-formal Education (brochure).
 7. Ministry of Industry, 60 Years: Anniversary of Ministry of Industry, 2002
 8. <http://www.dbe.moc.go.th/vision/miseng.html>

(2) Organizational Set-up of the Departments for HRD in Rural Economy

Extent of involvement by each of the departments concerning with the HRD for rural economic development varies as seen in their organizational set-up (see Table 4.2.5). Among the departments, CDD and DOAE have their field workers more closely working with villagers than other departments. The field workers of both departments are stationed at district offices and provide services to villagers at the village level.

DOAE has Agricultural Technology Transfer Centers (ATTC) and CDD has CD offices both at the sub-district level. AEWs and CDWs utilize them as a base for their activities. On the other hand, DNFE has Non-formal Education Centers at the district level, which provide ample opportunity for villagers to participate in non-formal education programs including vocational training. Otherwise, majority of departments do not have any offices or institutions as well as stationed workers or officers assigned by the central government below the district level.

The number of field workers stationed at the district level is 4,146 in 2002 for Community Development Workers (CDW) of CDD and 9,338 in 2002 for Agricultural Extension Workers (AEW) of DOAE. This means 1 CDW needs to cover 1 to 2 sub-districts and 1 AEW does 1 sub-district on average. The number of field level workers or officers is decreasing due to cutback in budget by the parent ministry. CDD is in fact not hiring any new staff for CDW presently⁵.

Role of CDW is to facilitate villagers to solve problems and satisfy needs of and by themselves and their community. That of AEW is mainly to provide technical advice to farmers on appropriate skills and knowledge for raising agricultural productivity and profitability.

Table 3.1.4 Number of Community Development Workers and Agricultural Extension Workers

<i>The Number of CD Workers</i>				<i>The Number of Agricultural Extension Workers</i>			
	1998	2000	2002		1998	2000	2002
All province 1/	5,238	4,537	4,146	All province 6/	9,971	9,626	9,338
Ang Thong 2/	69	63	62	Ang Thong 7/	75	75	75
Buri Ram 3/	145	139	135	Buri Ram 8/	119	117	113
Nakon Si Thammarat 4/	188	184	175	Nakon Si Thammarat 9/	225	225	215
Lampang 5/	101	100	99	Lampang 10/	204	200	195

Sources:

- 1/ Community Development Department (CDD), Bangkok
 2/ Ang Thong Provincial CD Office
 3/ Buri Ram Provincial CD Office
 4/ Nakorn Si Thammarat Provincial CD Office
 5/ Lampang Provincial CD Office

Sources:

- 6/ Office of Agricultural Economics, Thailand Agricultural Sector Needs Assessment Study, Vol.3, November 1998, Annex 11
 (The newly proposed number is zero, 3,500 and 8,500 for regional, provincial and district staff sizes respectively.)
 7/ Provincial Agriculture and Cooperatives Office (PACO), Ang Thon;
 8/ PACO, Buri Ram
 9/ PACO, Nakorn Si Thammarat
 10/ PACO, Lampang

⁵ Based on information obtained from CDD at Bangkok

Table 3.1.5 Organizational Set-up of the Department for HRD in Rural Economy

Ministry	Department	Overseas	Central Level	Regional Level	Provincial Level	Ampoeh (District) Level	Tambon (Sub-district) Level
The Ministry of Interior	Community Development Department (CDD)	-	Central Offices/Operational Institutes	Regional office (12)	Provincial Community Development Office (75)	District Community Development Office (876)	Tambon CD Office (755)
The Ministry of Agriculture and Cooperatives	Department of Agricultural Extension (DOAE)	-		Regional Agricultural Extension Office (6)	Provincial Agricultural Extension Office (76)	District Agricultural Extension Office (797)	Tambon Agricultral Officer/Technology Transfer Center (7,094)
	Cooperatives Promotion Department (CPD)	-		Cooperative Promotion Zonal Office (9)	Provincial Cooperative Promotion Office (75)	All district CPO be withdrawn by the end of the FY.	-
The Ministry of Labor	Department of Skill Development (DSD)	-		Regional Institute (12)	Provincial Center (64)	-	-
The Ministry of Education	Department of Vocational Education (DOVE)	-		Regional office (12)	1) Technical Colleges (116) 2) Vocational Collages (46) 3) Agricultural Colleges (48) 4) Colleges of Industrial and Community Education (203)	-	-
	Department of Non-Formal Education (DNFE)	-		Non-formal Education Center (5)	1) Non-formal Education Center (75) 2) Vocational Training and Development Center for Thai People along the Boarder Area (7) 3) Sarn Song Songprakhn Vocational Training Center, Kanchanaburi (1) 4) Provincial Science Center for Education (12)	District Non-formal Education Center (860)	-
The Ministry of Industry	Department of Industrial Promotion (DIP)	-		Industrial Promotion Center (11)	Provincial Industrial Promotion Office (76)	-	-
The Ministry of Commerce	Department of Export Promotion (DEP)	Overseas Offices (63)	Export Promotion Center(5)	-	-	-	

* (Figure) is the number of office/center/institute

Source: 1. Hearing from an officer of CDD

2. Department of Agricultural Extension, Department of Agricultural Extension 5th Ed. (brochure), 1998.; and <http://www.doae.org.th>

3. Cooperatives Promotion Department (CPD)

4. Department of Skill Development, Department of Skill Development (brochure).

5. Dept. of Vocational Education, Ministry of Education, Dove Statistics 2001., 2002.

6. Dept. of Non-formal Education, Ministry of Education, Let's Join in Making a Literate World (brochure), 2000.

7. Ministry of Industry, 59 Years: Anniversary of Ministry of Industry, 2001

8.Mr. Sirichai Potitapana: Director of Metal Work & Mechanical Industry Div., DIP, Tel 66-2-367-8158

9 Chonburi Provincial Industrial Promotion Office 038-274124 to 5; Nakampathom Provincial IPO 034-258899

10.www.sanook.com (Ministries/Departments)

11.www.thaitrade.com/

(3) Approach Taken for the HRD Programs by the Departments

Although HRD programs/activities of the departments vary in content and scale in accordance with each of the organizational responsibilities, they are classified into 4 types in terms of the approach taken for HRD as shown below.

- **Facilitation of People to People Learning.**
- **On-site Technical Advice.**
- **OJT: Offering opportunities to work in/with a private company/factory (OJT)**
- **Classroom-type training.**

Facilitation of People to People Learning is conducted by CDD, DOAE, and DNFE. CDD and DOAE facilitate villagers to operate HRD activities mainly through activities of CDWs and AEWs. DNFE does the same mainly through provision of information and tailor-made training opportunities. **On-site Technical Advice** is seen as activities of DOAE and DNFE though the purpose of the approach by each differs. Activities by DOAE are to transfer agricultural skills and knowledge; and those by DNFE are to provide basic education or

occupational skills to the people in marginalized areas. **OJT** is seen as activities of DSD and DIP. DSD offers OJT opportunities for trainees to work in a private factory; and DIP promotes a potential producer's group to have business partners for quality improvement and business expansion. **Classroom-type training** is the most conventional approach for HRD, namely, schooling or classroom-type training, practiced by DOAE, CPD, DSD, DOVE, DNFE, DIP, and DEP. Each has different settings to provide training program. For instance, DSD has Training Institutes and Training Centers to provide occupational skill training course; DOVE has vocational institutions such as Agricultural College to provide specific vocational training programs; and DNFE has Vocational Training Centers and Non-formal Educational Centers at the provincial level, and District Non-formal Education Center at the district level.

Table 3.1.6 Approaches Taken for the HRD Programs by the Departments

Ministry	Department	HRD Approach for Rural Economic Development			
		Facilitation of People-to-people Learning	On-site Technical Advice	OJT	Classroom-type training
Ministry of interior	Community Development Department (CDD)	x			
Ministry of Agriculture	Department of Agricultural Extension (DOAE)	x	x		x
	Cooperatives Promotion Department (CPD)				x
Ministry of Labor and Social Welfare	Department of Skill Development (DSD)			x	x
Ministry of Education	Department of Vocational Education (DOVE)				x
	Department of Non-Formal Education (DNFE)	x	x		x
Ministry of Industry	Department of Industrial Promotion (DIP)			x	x
Ministry of Commerce	Department of Export Promotion (DEP)				x

Source: The Study Team

(4) HRD Programs by Ministries in Detail

This section introduces the HRD programs or activities by the major departments placing an emphasis on those directly designed for villagers in order to give a clear idea of what kinds of HRD programs or activities are implemented by the governmental departments for rural economic development.

1) The Ministry of Interior

The Community Development Department (CDD)

The Community Development Department (CDD) is a main agency for rural development among governmental departments which functions to promote people's participation and learning process so as to develop intimate families, self-reliant communities, strong community economy and sustainable development in rural areas.

In regard to HRD, CDD currently emphasizes promotion of villagers' participation in the activities to solve problems and satisfy needs of/by themselves and their community. In this regards, CDD is applying a community development framework⁶ to all provinces. The framework consists of three components.

⁶ Technical and Planning Division, CDD, MOIr, Methodology for Provincial Development 2002, June 2001.

- **Community organization development**
- **Occupational development**
- **Child development**

Among the three components, 1) **Community organization development** and 2) **Occupational development** are closely related to the HRD for rural economic development. There are 11 activities included in the former and 4 activities in the latter (see Table 3.1.7 and 3.1.8).

At present, CDD implements the activities based on the framework through its officers, CDWs, and the local volunteers. Among them, CDWs with supports of local volunteers play a major role as facilitators closely working with villagers at the field level.

Since CDWs need particular skills and knowledge as facilitators, they receive special training consisting of pre-service and in-service training. Pre-service training, which spans for about 1 month, is designed for newly hired workers to obtain skills and knowledge on rural development and how to serve as a facilitator. On the other hand, in-service training stresses on more specific skills or knowledge on service provision after experiencing a fieldwork for some time. There is also a seminar held annually in order for CDWs to exchange ideas and experiences for improvement in their activities.

In addition to the pre-service and in-service training, CDD also provide training for selected CDWs for implementation of the framework above before they start taking an initiative as facilitators. Training is offered in Bangkok or Regional Offices.