

Table 3.1.7 Activities in "Community Organization Development"

Activities	Contents	Facilitators	Participants
1) Potential development of community leader	To develop potential of community leaders to be able to optimize their leadership for community development	Selected CD Workers as leading facilitators, and other CD Workers as facilitators	Community leaders such as women leaders, and community development volunteers
2) Promotion of seminar to exchange idea among community leaders	To improve management skills of community leaders through seminars in which community leaders exchange ideas to solve a problem and work experiences among them		Leaders of advanced community organizations
3) Potential development of community organization	To improve management skills of community organizations by facilitating their own process of arranging such opportunities as workshops to exchange of idea and experiences among community organizations and training by and for themselves		Representatives of community organizations dealing with social problems
4) Increase in effectiveness of community organization at provincial level	To improve management skills of community organizations dealing with social problems through discussion about social issues.		Representatives of community organizations dealing with social problems
5) Promotion of workshop meeting for planning of community organization	To improve management skills of community organizations through workshops in which the representatives of community organization exchange each of work experiences and come up with a working plan for each of the community organizations		Network groups* at district level *The groups which have own network with the ones in similar interests
6) Promotion of family relationship	To improve relationship among members in families through participation in cooperative activities such as a walking rally		Selected families
7) Increase in effectiveness in fund management of committees for community fund	To improve management skills of committees for community fund through seminars in which the representatives of committees for community fund exchange each of work experiences		Fund management committees in village
8) Promotion of network development among saving groups for production	To promote network among saving groups by facilitating exchange of learning experiences among them		Leaders of saving groups and others financial organizations
9) Promotion of network development of committees for community fund	To promote network among saving groups by facilitating exchange of learning experiences among them		Fund management network at provincial level including such groups as saving groups for production, village fund committees, and demonstration or marketing center
10) Potential development of committee on Coordination Center for Community Organizations at sub-district level	To increase efficiency in management of committee on Coordination Center for Community Organizations at sub-district level by discussion to solve various problems among them		All management committees involved in activities of coordinate center of community organization at sub-district level
11) Potential development of committee on Coordination Center for Community Organizations at district level	To increase efficiency in management of committee on Coordination Center for Community Organizations at district level by discussion to solve various problems among them		All management committees involved in activities of coordinate center of community organization at district level

Table 3.1.8 Activities in "Occupational Development"

Activities	Contents	Facilitators	Participants
1) Improvement of financial management of saving groups for production.	To improve financial management of saving groups by facilitating expansion of network among them, improving quality and value added of products and establishment of demonstration centers	Selected CD Workers as leading facilitators, and other CD Workers as facilitators	Saving groups at sub-district and district level
2) Promotion of occupational development for producer's group.	To strengthen occupational groups to expand their activities taking into consideration the One Tambon One Product concept		Advanced occupational groups
3) Promotion of economic activities for community development	To strengthen communities to be a foundation of economic development at national level by increasing income, expanding network among community organizations and promoting learning process among them		Selected villages
4) Promotion of economic activities of women's organization	To improve quality of women's livelihood in village through improvement of financial management in women's groups		Selected villages

Source of Table 3.1.7 & 3.1.8: Technical and Planning Division, CDD, MOI, *Methodology for Provincial Development 2002*, June 2001. The Study Team reorganized information included in the source into the Tables.

2) The Ministry of Agriculture and Cooperatives

Department of Agricultural Extension (DOAE)

DOAE is assigned with the key tasks to: i) develop, promote and transfer knowledge on crop production and agri-business to farmers; and ii) promote and encourage the formation of farmers' groups to be core functions to obtain and disseminate agricultural information.

Among other measures adopted along the line of the above tasks, DOAE is to encourage local organizations and farmers to be able to analyze and draw up their own farm production plan at the community level with the technical and information support from the extension agents⁷.

In line with the organizational responsibilities, there are mainly three types of the HRD activities of DOAE for farmers, which are recently implemented or being implemented. These can be grouped as follows:

- **Provincial and Amphoe Level Activities**
- **TTC Activities:** HRD activities promoted by Agricultural Technology Transfer Center
- **Agricultural Extension Workers' Activities**

Provincial and Amphoe Level Activities:

i) The training under the Farmers' Rehabilitation Scheme

One of the HRD activities of DOAE is the training program organized under the Farmers' Rehabilitation Scheme initiated in 2001 in the wake of their debt moratorium. The debt moratorium program allows small farmers having an unpaid debt balance of not more than 100,000 baht each to choose to suspend the repayment at zero interest for 3 years. It is the responsibility of DOAE to come up with a rehabilitation program to help generate their income during the debt suspension period. The major component of this scheme is the organization of a training program of 61 curricula on the production and processing of agricultural products for farmers. The training program emphasizes on knowledge, experiences and skills in group organization, production, product management, processing, administration and one-stop market services⁸.

ii) The training on School for Farmers Scheme

School for Farmers is another grassroots HRD program specially organized for farmers by the DOAE. It is a participatory process of learning that helps restructure the way the farmers think and plan their production linking with natural resources. During 2001, a total of 6,400 farmers from 429 groups were trained in the School of Paddy, Vegetables and Fruit Growers. In addition, 44,550 farmers from 1,782 groups also participated in the School for Community Promotion and Production of Certified Rice Seed.

iii) The HRD through study tours for farmers

Another type of the HRD program for farmers is study tours to the various pilot groups and the working places of different farmers' groups. Farmers learn agricultural skills by observing activities of others and are stimulated to apply them to a part of own farming. The

⁷ Department of Agricultural Extension, The Ministry of Agriculture and Cooperatives, Agricultural Extension Policy and Measures, Fiscal Year 2000, p.5

⁸ Department of Agricultural Extension, Annual Report for the Year B.E. 2544, pp.12-13.

HRD program organized in the year 2001 involved 114,065 farmers, nearly a half of whom (49.4%) have applied what they had learned in three areas, namely, processing, rice production and integrated farming.

TTC Activities:

ATTCs were established at the sub-district level in order to promote transfer of agricultural knowledge through farmers' participation in the process of farm planning, decision-making, and carrying out a farm plan. There are 7,094 Centers throughout the country.

One of the most prominent HRD activities is a demonstration project. ATTCs select the demonstration sites on pilot projects basis, "where owner farmers will act as resource persons to transfer knowledge to other farmers"⁹. ATTC also promotes activities by "Extension Farmers" who make use of already acquired skills and knowledge applying to different contexts.

Agricultural Extension Workers' Activities:

Agricultural Extension Workers (AEW) play an important role in the respect that they work and think in the field together with farmers to optimize their agricultural productivity and profitability. AEW, besides CDW, is one of the two major agents belonging to the central government line who are active at the field level. HRD activities of AEW are mainly to offer technical advice to farmers on agricultural production skills and knowledge as well as introduction of new agricultural activities that can be suitable for farmers' interests.

Since AEW needs special skills and knowledge for agricultural extension, they participate in organizing pre-service training. Pre-service training, which spans for about 1 month, consists of three components: i) the training relating to the rules of government officials, ii) the training relating to agricultural extension skills, and iii) the training relating to agricultural production skills. After the pre-service training, new AEWs receive OJT in the field for 2-4 months given advice from more experienced AEWs.

The following boxes shows cases of the HRD activities promoted or facilitated by AEW in the case study Tamboms.

The Okra Producing Group (Tambon Ban Hae, Ang Thong)

Okra Producing Group was established few years ago. A farmer in the group with whom the Team met on an okra farm grows a total of 6 rai of okra with his family members. The net earning is 30,000 baht per rai for 45 days of production.

The group was recommended by an *Agricultural Extension Worker* of Amphoe Moung to cultivate okra since i) okra cultivation is suitable for the land with arid climate and can stay up to 3 years without being replanted; ii) takes only 45 days for harvest and can be kept harvesting for another 3 months since the first harvest, and thus 2-round-cultivation a year is possible; and iii) this product can make a good profit through export to foreign countries once achieving high quality; iv) there is not so much competition due to itch felt in hand by the hair on the surface of okra when reaping. According to him, "it was difficult to make high quality product at the beginning, however he and members of the group have learned little by little to improve the quality with advice from the *Agricultural Extension*

⁹ The Operating Center for Agricultural Technology Transfer Promotion, DOAE, Sub -District Agricultural Technology Transfer Center, The Ministry of Agriculture and Cooperatives (Brochure).

Worker." At the beginning, half of the production sent for export was shipped back due to low quality mainly because of stiffness of the product while shipping. However, the group has found some solutions to improving the quality.

The group has a contract with a company (Tim Food CO.) that provides agricultural inputs to the group. The group in turn sells okra to the company and is paid back within a week. There is no problem with negotiating the price with the company because *the Agricultural Extension Worker* has been introducing the group market information about okra.

Activities of farmers along the Moon River (Fai Yang, Tambon Pa Kiab, Buri Ram)

The Rubber Spillway at Ban Ka-waw has been constructed by the Ministry of Science and Technology for more than 10 years. The rubber spillway is deflated with water to reduce its size and height during the wet season to keep surplus water for releasing the water to the downstream while it is inflated by nearly 1 meter during the dry season for releasing to the cultivating field.

Apart from its irrigation role, the upstream and downstream areas of the spillway have been developed into three major income generation activities (IGA). One among the three IGAs having been developed at the Ban Ka-waw Rubber spillway area is the cage culture of the Ruby Tilapia or the Tab Tim fish. This was firstly introduced by an *Agricultural Extension Worker* of Amphoe Khu Mung, who had seen the technique of such culture elsewhere. About 18-19 fish farmers are engaged in this IGA. In order to be engaged in the IGA, each fish farmer has to invest about 5,000 baht in constructing a fish cage. Most have four cages each. The Ruby Tilapia fingerlings as well as their feed are provided by the Charoen Pokapand, a company generally known as CP. It normally takes 4 months to rear a crop of 2,000 fish per cage, which is normally sold at 35-40 baht each. The net earning is 11,000 baht per cage or 44,000 baht per 4 cages in 4 months or 11,000 baht monthly. The *Agricultural Extension Worker* is the major provider of technical supports to the fish farmers. Some of the organization such as a British NGO have supported the fish farmers through provision of credit.

Another IGA in the downstream of the rubber spillway is the straw mushroom production by a farmers group, also activated by the *Agricultural Extension Worker*. Further, "there is a plan for eco-tourism, which is being prepared for submission to a Deputy Prime Minister responsible for tourist promotion at present," according to the *Agricultural Extension Worker*. The plan is to construct a road connecting the main road with the areas around the spillway. A number of hostels for home-stay or long-stay tourists are planned to be constructed along the bank of the Moon River where the spillway is. More cage fish farmers will be invited to the area.

The Cooperatives Promotion Department (CPD)

CPD functions to strengthen cooperatives¹⁰ by disseminating the cooperative ideology, providing them advice on business operations, and assisting them to find service supports to be self-reliant along with the Cooperative Law¹¹.

¹⁰ The cooperatives in Thailand are officially categorized to six types: i) Agricultural Cooperative; ii) Land Settlement Cooperative; iii) Fisheries Cooperative; iv) Consumer Cooperative; v) Thrift and Credit Cooperative; and vi) Service Cooperative.

"Agricultural Cooperative" that CPD mainly supports includes Water Users Cooperatives; Land Reform Cooperatives; Special Cooperatives who raise animals such as cattle, and swine; National Security Command Cooperatives through productive occupation promotion; Rubber Cooperatives; Cooperatives in the Border Patrol Police School.

¹¹ Definition, value, and ideology of cooperatives articulated by CPD and supported by the Cooperative Law enacted in 1968 are as follows:

Definition of Cooperative: A Cooperative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise.

The HRD programs by CPD are in accordance with the organizational responsibility to strengthen cooperative activities and thus the target population of the HRD activities are those related to cooperative activities such as cooperatives personnel, cooperative leaders and members, women cooperators and young cooperators. HRD activities of CPD are mainly practiced in the process of the activities supported by CPD for cooperatives such as activities relating to *agricultural production* and *occupational development*.

One of the examples of the activity relating to *agricultural production* is the project, "Promoting the Usages of Green Fertilizers for Soil Quality Improvement." The objective is to promote the members of cooperatives to reduce the use of chemical fertilizers in agricultural production. In 2001, 24,174 members of 135 cooperatives joined in the project, and among them 8,400 members received the training session on how to use green beans to make green fertilizer in the rice fields.

In regard to a program relating to *occupational development*, among the most prominent is the project, "Vocational Promotion for Farmers' Families and Cooperatives". The objective is to provide the training for skills and knowledge on part-time jobs or alternative jobs that help the farmer increase their incomes instead of only doing the agricultural works. In 2001, the total of 792 groups or 15,960 farmers and their family members received the training.

3) The Ministry of Labor

Department of Skill Development (DSD)

The responsibility of DSD is "to put Thai labor force on par with international standards so as to make it more competitive in the world at large," under which the DSD provides the HRD programs particularly focusing on vocational training for new entrants to the labor market, employed persons, and training personnel¹².

DSD provides occupational training at the National Institutes for Skill Development, the Regional Institutes and the Provincial Centers. These Institutes and Centers provide opportunities for any qualified people including villagers to participate in occupational training programs. Occupational training provided by DSD is basically schooling or classroom-type training as well as OJT or in-factory training as part of the training curriculum. Followings are two types of training programs offered by DSD particularly relating to rural economic development:

- **Pre-Employment Training**
- **Upgrade Training**

Pre-Employment Training:

Pre-Employment Training is a training program for the development of knowledge, skills and craftsmanship required in the various occupations for the preparedness of new workers. This is full time training provided for youth aged between 15-25 years who have left schools at the

Cooperative Values: Cooperatives are based on the values of self-help, self - responsibility, democracy, equality, equity, and solidarity. In their founders' tradition, cooperative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

Cooperative Ideology: In its essence, cooperative ideology is a strong belief that the people well being can be achieved only if they are organized and operated as cooperative by means of self-help and mutual help.
(<http://www.cpd.go.th/eng/index.htm>)

¹² Department of Skill Development, Department of Skill Development (brochure).

primary level or over¹³. Training course of 2-10 months is available with 20% of the theoretical part and 80% of the practical part. After completing the program, trainees are given OJT in a factory for 1-4 months in order to have a first-hand experience in the labor market. Once completing OJT a certificate is awarded.

Upgrade Training:

Upgrade Training is a training program aiming at increasing the skills on selected fields of industrial mechanics, businesses and services for those who are already in the labor market, those who are ready to take a job and those who are dismissed from other employment. The main objective is to provide an opportunity for each of them to get a job of higher payment so as to improve their quality of life. The duration of the training program is from 60 hours on.

Among the most prominent courses relating to rural economic development under the two types of the training programs are the training courses for entrepreneur development. The training courses promote entrepreneurship skills and knowledge such as basic knowledge about entrepreneur development, accounting skills, marketing skills, business plan writing skills and others. Duration of the courses is 3-10 days. The focus of the courses under *Pre-Employment Training* is on cultivation of the sense of entrepreneurship while the same under *Upgrade Training* is on improvement of the practical skills on entrepreneurship. During the 2000-2001 period, approximately 30,000 people participated in the courses. Those participants are making use of the skills for formal and informal sectors after their participation.

In order to maintain the quality of training programs above, DSD organizes a program called, "Training for Training Personnel." The aim of *Training for Training Personnel* is to improve training techniques of training personnel. DSD provides personnel development courses for both personnel of other departments and private companies as well.

4) The Ministry of Education

Department of Vocational Education (DOVE)

The organizational responsibility of DOVE is "to meet the need of the labor 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."¹⁴ DOVE has several programs based on the organizational responsibility targeting not only at people living in rural areas but also those in the urban area. According to the categorization of DOVE, there are six programs including i) Certificate in Vocational Education, ii) Diploma in Vocational Education, iii) Higher Diploma in Technical Education, iv) Bachelor Degree, v) A Special Vocational Education Program, and vi) Vocational Training. This section only explains about v) and vi), since they are particularly relating to the HRD for villagers among the programs.

¹³ Relation among educational level, Grade, and age in Thailand

Educational Level	Pre-primary	Primary						Lower Secondary			Upper Secondary			Higher
Grade		1	2	3	4	5	6	7	8	9	10	11	12	13→
Approx. Age	←5	7	8	9	10	11	12	13	14	15	16	17	18	19→

¹⁴ Dept. of Vocational Education official site, <http://www.dovenet.moe.go.th/english/dove/>

- **A Special Vocational Education Program, and**
- **The Vocational Training program**

A Special Vocational Education Program:

The targets of A Special Vocational Education Program are young farmers aged 15 to 25, who have completed their compulsory education¹⁵. Collages of Agriculture and Technology located at the provincial level provide the courses in which young farmers can participate utilizing their spare time. A certificate is awarded upon completion of all requirements under the courses.

The Vocational Training program:

The Vocational Training program consists of five courses¹⁶ as follows.

i) *Short Training Course Program* is provided by Industrial and Community Colleges. The target of the course is any person who completed primary education. The program requires 225 hours of course attendance.

ii) *Short Training Course* is provided by Technical Colleges, Vocational Collages, and Industrial and Community Colleges. The targets of the course are the local people and communities in needs of particular skills and knowledge. Contents of the course are based on the needs or interests of participating people and communities, and duration of the course ranges from 6 to 225 hours.

iii) *Cooperative Study Training* is offered by Industrial and Community Colleges. The targets of the course are the students of general secondary school who choose a vocational area as part of their selective subjects.

iv) *Agricultural Short Course Training* is provided by Colleges of Agricultural and Technology. The targets of the course are local farmers whose needs are reflected in the content of the course. Duration of the course is 7 to 8 days.

v) *Mobile Extension Unit* is organized by Collages of Agriculture and Technology. The unit sends trainers to rural areas according to the training needs on occupational skills and knowledge raised by rural and farming communities. Duration of the course is approximately 3 days.

The Other Prominent Activities Rural Economic Development:

DOVE, in addition to the HRD programs above, initiated promotion of colleges' roles¹⁷ in 2001 in relation to the OTOP movement. College's roles in this case are in figuring out technical needs of the village level and tailoring training programs for appropriate technology based on the need. Under the initiation, each college selects about 20 villages as the targets for promotion. Villagers of the targets are to receive the tailor made training designed by the colleges.

¹⁵ According to Section 17 of *National Education Act 1999*, "Compulsory education shall be for 9 years, requiring children aged 7 to enroll in basic education institutions until the age of 16 with the exception of those who have already completed Grade 9."

¹⁶ Based on the information of [DOVE, *MOE, DOVE Statistics 2001*, p19.]

¹⁷ "Colleges" in this case are mainly Collages of Agriculture and Technology, and Industrial and Community Colleges.

Department of Non-formal Education (DNFE)

DNFE is responsible for providing "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."¹⁸ DNFE provides the HRD programs for people living both in the urban and rural area, in the respect that the underprivileged exists regardless of geographical location¹⁹.

The HRD programs provided by DNFE are categorized into four: i) "Basic Education," ii) "Vocational Education," iii) "Interest Group", and iv) "Informal Education."²⁰ This section focuses ii), iii) and iv) as follows since they are more directly related to the production activities of villagers for income generation, though the Study Team recognizes that basic education is important for the HRD in terms of cognitive skills underlying income generation activities.

- **Vocational Education**
- **Interest Group**
- **Informal Education**

Vocational Education:

The Vocational Education program consists of three sub programs provided by the central, the provincial, and the district centers.

i) *Vocational Certificate Curriculum* is a 3-year curriculum for villagers being engaged in agriculture, who have completed primary education and are willing to participate in vocational educational opportunities. Trainees need to attend only weekly group meetings while being engaged in agriculture in their village. Three levels of achievement are necessary to complete the curriculum. The first level is to obtain a job, the second level is to be able to expand his/her career, and the third level is to secure his/her career. Once the three levels are achieved, the certificate is awarded.

ii) *NFE Occupational Certificate Curriculum* is also a 3-year curriculum but for those who have completed lower secondary education and have had more than 3 years of working experience. The curriculum is to upgrade vocational skills and knowledge of experienced learners. The certificate is awarded upon completion.

iii) *Short-term Vocational Course* is provided for any people interested in occupational skills such as industrial mechanic, home economics, commercial, arts and handicraft, and agricultural skills. The duration of the course varies from 100 to 300 hours.

¹⁸ Dept. of Non-formal Education, The Ministry of Education, Dept. of Non-formal Education (brochure), p15.

¹⁹ In fact, the target groups of DNFE expressed in the brochure covers almost all types of group in Thailand i.e. children, women, inmates, labor force, the disabled, conscripts, agriculturists, the aged, hill-tribes, local leaders, slum dwellers, Thai Muslims, religious practitioners, people with compulsory education having no chance to further their studies in formal schools, students in formal schools, other special groups.

²⁰ Categorization of HRD programs is based on the following material:

Dept. of Non-formal Education, The Ministry of Education, Dept. of Non-formal Education (brochure), p41-61

Table 3.1.9 Major Courses of Short-term Vocational Course

Industrial Mechanic Courses	Home Economic Courses	Commercial Courses	Arts and Handicraft Courses	Agricultural Courses
Bicycle repairing	Dress making	Typing (Thai/English)	Weaving	Annual husbandry
Motorcycle repairing	Tailoring	Accounting	Flower decoration	Mushroom growing
Electricity	Beautician	Shorthand	Souvenir making	Nature farming
Electric equipment repairing	Hair dressing	Tourist Guide	Lathering	Transplant and seeding
Carpentry	Sewing	Computer	Ornament	Fruit/flower gardening
Masonry	Painting	Marketing and cooperatives	Thai/international music	Insecticide
e.t.c.	e.t.c.	e.t.c.	e.t.c.	e.t.c.

Source: DNFE

Interest Group:

The program for Interest Group is provided for the group with a specific vocational need. A specific occupational course is provided for the request from minimum of 15 people. Instructor is a resource person provided by DNFE. The duration of the course is no more than 30 hours.

Informal Education:

The Informal Education program is provided for the public to improve the quality of life. The program includes information provision through public libraries, provision of 2 newspapers to each of the Village Reading Centers taken care by inhabitants, provision of various kinds of knowledge through Community Learning Centers, provision of educational programs through radio and television.

5) The Ministry of Industry**Department of Industrial Promotion (DIP)**

The responsibilities of DIP are "to implement supportive measures necessary for development and building SME capabilities; 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 and to recommend concepts necessary for the drafting and formulation of SME promotion."²¹

In accordance with the responsibilities, DIP provides various kinds of training programs covering industrial skills necessary for SME development. According to the "Calendar of Training and Seminar B.E. 2545 (2002)," major covering areas of the training programs are weaving industry, jewelry industry, furniture industry, agro-industry, leather industry, fiber glass industry and porcelain industry. Each area is further subdivided into different aspects for training. The duration of the each training program for subdivided areas differs according to the contents though most of the training is offered for 1 to 15 days.

²¹ The Ministry of Industry, *60 Years: Anniversary of The Ministry of Industry, 2002*, p8

Table 3.1.10 Example of Training Program by DIP: Furniture Making

Item	Training program / Seminar	Scheduled Date	Duration (day)	Participant	Place
1	Coloring on rubber products	21-25/01/02	5	25	Yala
2	Coloring on wooden products	18-22/02/02	5	25	Supun buri
3	Design for furniture	18-22/03/02	5	10	Bangkok
4	Quality assurance of furniture	20/03/02	1	30	Bangkok
5	Design for furniture by computer	25-27/03/02	3	18	Bangkok
6	Sharpening of carpentry tools	25-28/03/02	4	25	Bangkok
7	Molding and curving technique	1-5/04/02	5	25	Rayong
8	Sharpening of carpentry tools	22-24/04/02	3	25	Songkla
9	Sharpening of carpentry tools	20-24/05/02	5	25	Bangkok
10	Structure of furniture	10-14/06/02	5	20	Lampang
11	Silk Tree production technique	8-12/07/02	5	25	Ubonrachatani
12	Structure of furniture	5-9/08/02	5	20	Bangkok
13	Pattern design on furniture	14-18/08/02	5	25	Surin
14	Coloring technique on wooden products	2-6/09/02	5	25	Bangkok
15	Pattern design on furniture	16-20/09/02	5	25	Surajtani

Source: DIP, Calendar of Training and Seminar B.E. 2545 (2002)

6) The Ministry of Commerce

Department of Export Promotion (DEP)

The responsibilities of DEP are: "i) to promote and expand the market for Thai exports in goods and services by penetrating new markets and to preserve existing ones; ii) to develop and perform activities that promote trade and increase the competitiveness of the export sector, for instance, the expansion of production bases overseas; iii) 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; and iv) 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."²²

Under the responsibilities, DEP offers the HRD programs stressing mainly on export management through seminars, workshops, and training courses, most of which are held in Bangkok. The contents of HRD programs vary within the range of export management including marketing methodology, documentation skills, and even language skills. The programs are offered to those interested in exporting goods and services. Table 3.1.11 shows the HRD programs offered by DEP in April 2002-September, 2002.

²² Department of Export Promotion

Table 3.1.11 HRD of DEP in 2002 (April-September)

Program	Date	Duration (day)	Type of Program
Bangkok			
L/C and UCP 500	2-3 Apr	2	Training
Export Business Communication	9-12 Apr	3	Training
Basic Knowledge in Export	22-26 Apr	5	Training
Channel of Distribution in China	24-Apr	1	Seminar
Organic Food Export to Japan	29-Apr	1	Seminar
How to success in China Trade Fair	29-Apr	1	Seminar
Trade Opportunity in Taiwan	30-Apr	1	Seminar
Export Strategies in China	24-May	1	Seminar
Traditional Fabric Adaptation	30-May	1	Seminar
Food Export Potential in China	4-Jun	1	Seminar
Understanding sale contract	4-Jun	1	Training
The Role of Design in Handicraft Development	14-Jun	1	Seminar
Export Basic Knowledge for Agricultural and Industrial Officer	18-21 June	4	Training
The Advantage of International Education	20-Jun	1	Seminar
The Profitability of using C.I.F.	24-Jun	1	Seminar
Intellectual Property for Export Product	27-Jun	1	Seminar
Rule and Regulation for Shrimp Export to China	27-Jun	1	Seminar
Negotiation Techniques	2-3 July	2	Training
Tax Exemption and Privilege for Export	4-5 July	2	Training
Custom Export Documentation for University Instructors	18-19 July	2	Training
Export Potential for gold and Silver Jewellery	23-Jul	1	Seminar
Basic Knowledge for Export	29 July-2 August	5	Training
Export Marketing Strategies	13-14 Aug	2	Training
Product and Packaging Development for Gift Items	15-Aug	1	Seminar
Export of Agricultural Products to China	15-Aug	1	Seminar
Export Opportunity for Leather Products	16-Aug	1	Seminar
Successful Trade Fair Participation Strategies	20-21 Aug	2	Training
Costing and Pricing for Export	11-13 Sep	3	Seminar
Export Opportunity of Medicine and Ccostmetic to China	13-Sep	1	Seminar
Trade and Investment in Vietnam	19-Sep	1	Seminar
China Marketing Strategies	20-Sep	1	Seminar
Export Clinic	23-Sep	1	Consaltation
Basic Knowledge on International Business	24-Sep	1	Training
Region			
Export Opportunity of Southern Products (Surat Thani)	24-25 Apr'02	2	Training
Export Opportunity of Fresh Fruits (Chiengmai)	25 Apr'02	1	Seminar
Product Adaptation and Management for OTOP Product (Songkia)	7-8 May'02	2	Training
Basic Knowledge in Starting Business (KonKaen)	12-14 June'02	3	Training
Trade Oppportunity with Neighbouring Country (Nan)	17 Jul'02	1	Seminar

Source: Department Export Promotion

Table 3.1.12 Major HRD Programs for Rural Economic Development by Government

Ministry	Dept	Categories of the HRD Programs for Rural Economy	Approach / Site				Content				Duration			Participant of year 2,563,270 Total # (1,000)	
			Facilitation of People to people learning	On-site advice	OJT	Class room	Agriculture	Non-Agriculture	Technical skills	Managerial skills	Short (<1 month)	Long (>=1 month)	Unfixed		
Ministry of Interior	Community Development Department													641 (25.0%)	
	CDD	Organize community	x				x	x		x			x		
		Development occupation	x				x	x		x			x		
The Ministry of Agriculture and Cooperatives (MOAC)	Department of Agricultural Extension													318 (12.4%)	
	DOAE	DOAE at district and province				x	x		x	x		x			
		ATTC	x				x			x			x		
		Agricultural Extension Workers		x			x			x			x		
	Cooperatives Promotion Department														N/A
CPD	Agricultural Production				x	x			x		x				
	Occupational Development				x				x	x		x			
The Ministry of Labor	Department of Skill Development													213 (8.3%)	
	DSD	Pre-Employment Training				x	x		x	x		x	x		
		Upgrade Training				x				x	x		x		
The Ministry of Education	Department of Vocational Education													246 (9.6%)	
	DOVE	Special Vocational Education Program		x		x	x	x	x	x		x	x		
		Vocational Training program		x		x	x	x	x	x		x	x		
	Department of Non-Formal Education														1069 (41.7%)
	DNFE	Vocational Education				x	x	x	x		x	x			
Interest Group			x		x	x	x	x		x					
Informal Education		x				x	x	x	x			x			
The Ministry of Industry	Department of Industrial Promotion													26 (1.0%)	
	DIP	Training program/seminar		x	x	x			x	x	x	x	x		
The Ministry of Commerce	Department of Export Promotion													N/A	
	DEP	Training program/seminar				x			x			x	x		

* 1) Figures are based on the study by Office of the National Education Commission (ONEC), The Office of Prime Minister in 2000.

2) Figures include the number of participants in the HRD programs not only for rural economic development, but also for urban and national development as well.

3) ATTC: Agricultural Technology Transfer Center located at tambon level.

x: Program is corresponding to each type.

3.1.4 Business and NGO Programs

Unlike public sector, private businesses and NGOs are pursuing own interests according to the organizational mission or goals adopted by the founder or the proprietor, and thus activities of them are not necessarily in conformity with governmental policies. Accordingly, their HRD activities are so diversified and dispersed that it is difficult to generalize their activities.

However, the role of non-public institutions for rural economic development has been crucial in the respect that they are more effective and efficient in terms of promoting activities that correspond to the needs of villagers. This is in fact based on the nature of non-public institutions to meet the needs of beneficiaries such as target population of interventions, funding bodies, and recipients of share, otherwise non-public institution cannot survive. This section introduces some prominent HRD activities of one of the most famous NGOs in

Thailand, Population and Community Development Association (PDA), which skillfully collaborates with private businesses and integrates activities of private businesses into the village context.

The HRD activities by Population and Community Development Association (PDA)

PDA is a NGO established by Mr. Mechai Viravaidhaya in 1974. The activities of PDA cover many aspects for rural development though the primary emphasis of its activities was on promotion of family planning. The activities of PDA include income generation at the village level, industry relocation into rural areas, forest replanting, vegetable banks, mobile health clinics, environmental education, free vasectomies, and democracy promotion.

Various activities of PDA are in operation through its regional centers called CBIRD, Community Based Involvement in Rural Development, which is primarily the name given to the cluster of rural integration development projects. Among the various activities operated by CBIRD, TBIRD, Thailand Business Initiatives in Rural Development, is the most prominent program in terms of the HRD for rural economic development.

TBIRD was initiated in the belief that investment in infrastructure does not necessarily promote income generation but skills and resources for sustaining income generation activities. The objectives of TBIRD are: i) to encourage successful businesses to help improve the quality of life of villagers; ii) to transfer business skills to the villagers; iii) to establish income generating activities for the rural poor; and iv) to reduce migration and encourage rural migrants to return home²³. TBIRD has promoted HRD through creation of labor opportunities for villagers to be a part of the operation by private business. The following boxes introduce successful cases which including one in Buri Ram, one of the case study provinces of the Study.

Working with Bata Shoe Company of Thailand Ltd

Project Areas:

Nong Bod, Lam Sai Yong, Nong Sai villages, Buri Ram Province

The Project:

Bata, an internationally known footwear company, joined TBIRD and developed what may be one of the most promising models for rural industrial development.

Bata's approach was to bring the factory to the villagers so they would not have to travel to the city to find work. The factory was to produce footwear to be sold under the Bata label, but it was also to serve as the foundation for further economic development.

Bata started with a village survey in February 1991 and decided to base its operations in Buri Ram province near PDA's Nang Rong CBIRD office. CBIRD, or Community Based Integrated Rural Development, has been one of PDA's earlier projects in rural development. The intention was to take advantage of the support services of PDA for training and administration.

The project's first step was to train 5 young women who graduated from the TBIRD/Singer Sewing

²³ <http://www.sli.unimelb.edu.au/pda/tbird.htm>

Centre in Nang Rong as the nucleus for the factory. These women, and a TBIRD coordinator employed by Bata received further training at the Bata factory in Bangkok. These six people learned more than simply how to make shoes. They also studied the production process so that they could teach and supervise others. After the core group finished training, they returned to Nang Rong and trained more than 16 villagers.

Bata now established a small training factory at the village of Nong Bod and provided the equipment needed to produce the uppers of canvas shoes. This factory now produces the uppers for about 1000 pairs of shoes per day.

From its small beginnings in 1991, Bata's TBIRD project has expanded and continues to grow. The first training factory has expanded to 32 workers, and the interest created has led to the establishment of Bata cooperatively owned factories in 3 other villages. Singh village employs 65 workers, and Lam Saiyong employs 76 workers.

The Bata project has focused primarily on employing women, who are most at risk of exploitation if they leave the villages. By employing women in their village children grow up in a far healthier environment, and generally attend school for longer than if they were in Bangkok. An evaluation of the Bata project shows that two thirds of the women employed at the cooperative factory are former migrants who have returned from Bangkok

(Source: <http://www.sli.unimelb.edu.au/pda/batashoe.htm>)

Working with Singer (Thailand) Ltd

Project Areas:

Nang Rong District, Buri Ram Province and Ban Phai District, Khon Kaen Province

The Project:

Singer, a well know producer of sewing machines and household electrical appliances, joined TBIRD in December 1989, and opened its first center in 1990. The Singer project is unusual in several ways. First, it is not located in or aimed at a particular village. Rather Singer has established 2 centers offering training in industrial sewing. These centers train women from villages throughout the northeast. Secondly, Singer's project does not contain traditional development work aimed at providing basic needs. The project primarily involves the promotion of income-generating skill that can be used in people's home village to allow them to make enough money to support themselves without having to migrate.

The resources provided by Singer have also been used to train participants from other TBIRD projects. For example, the first group of workers at the Bata factory received their training at the Singer facilities.

To get the facilities started, Singer donated sewing machines and provided experienced sewing teachers. The classes are held in buildings at the PDA centers, and the course of study lasts 3 months. Once a student graduates, he/she is entitled to an interest free loan from a fund provided by Singer, to help them purchase their own sewing machine. In some villages graduates have set up cooperatives to accept contract work from garment factories. Singer has provided some contract work, and tries to coordinate orders from other buyers.

(Source: <http://www.sli.unimelb.edu.au/pda/batashoe.htm>)

3.1.5 Coordination of the HRD Programs for Rural Economy

(1) Coordination Functions of the Central Government Line

1) Coordination Functions at the Central Level

There is no coordination system at the central level, particularly stressing on the HRD for rural economic development, but on "vocational training." Following explains some of the coordination systems of vocational training although it covers only a part of the HRD activities for rural economic development.

The National Board of Vocational Training Coordination (NBVTC)

The National Board of Vocational Training Coordination (NBVTC) is a coordination body relating to HRD with legal basis, involving major agencies concerning with HRD¹. NBVTC was established in 1994 upon approval of the cabinet for the request by the Minister for Labor. The DSD of MLSW is directly responsible for the operation of NBVTC. The Board is vested with the authority to formulate policies and directions of vocational training, and to coordinate with related public and private agencies in implementing their vocational development plans at the national level.

Duties of NBVTC (Source: Technical Study and Planning Division, DSD)

- Formulating principle policies and directions in labor development and vocational coordination for those in the labor force along the government policy and the social and economic development plan.
- Coordinating between the educational system and labor development components of the HRD plan along the line of the Government policies.
- Coordinating the policy and vocational training programs of all agencies and parties in the government and the public sectors to avoid duplication of efforts and financial loss.
- Promoting and supporting skill development in the government and the private sectors both in terms of quality and quantity.
- Evaluating the results of policy and plan implementation of the concerned agencies.
- Appointing sub-committees or working groups to assist its operation.

The NBVTC sub-committees² at the provincial level were established under the cabinet

¹ Participants of "major agencies concerned with HRD" include as follows

Chairperson: 1) Prime Minister or the assigned Deputy PM

Members: 2) Minister of Labor, 3) Permanent Secretary (P.S.) of the Office of the Prime Minister, 4) Permanent Secretary (P.S.) of MLSW, 5) P.S. of the Ministry of Interior, 6) P.S. of the Ministry of Defense, 7) P.S. of the Ministry of Commerce, 8) P.S. of the Ministry of Education, 9) P.S. of the Ministry of Industry, 10) P.S. of the Ministry of Agriculture and Cooperatives, 11) P.S. of the Ministry of Science, Technology and Environment, 12) P.S. of the Ministry of University Affairs, 13) P.S. of the Ministry of Finance, 14) P.S. of the Bangkok Metropolitan Administration, 15) Secretary General (S.G.) of the Office of the NESDB, 16) S.G. of the Board of Investment, 17) Director of the Budget Bureau, 18) President, the Industrial Council of Thailand, 19) President, Thailand Chamber of Commerce, 20) President, the Banking Association of Thailand, 21) President, the Employers Association Council of Thailand, 22) President, the Employers Association Council of Trade and Industrial Enterprises of Thailand, 23) President, Employees Association Council of the Employment Council of Thailand, 24) President, Employees Association Council of the Labor Federation of Thailand, 25) President, Social Welfare Council of Thailand, 26) President, Population and Community Development Association, 27) President, Thailand Development Research Institute, 28) President, Personnel Administration Association of Thailand, 29) Mr. Jamnian Juangtrakun, 30) Mr. Suchan Pokin, 31) Mr. Chumporn Pomprapa, 32) Mrs. Amporn Junnanon

Member and Secretary/Assistant Secretary: 33) Director General of the DSD, 34) Deputy Director General of the DSD, 35) Deputy Director General of the DSD

² The sub-committee of NLDOTCC at the provincial level consist of:

Chairperson: the Governor;

Vice Chairperson: the head of the provincial Labor office;

resolution in 2001. The key objective is to assist NBVTC in efficiently performing its tasks and activities. The emphasis is on maximum benefits to people in all areas of the country, through uniform system and directions of allocating the benefits of development to the provinces.

Duties of NBVTC Sub-committee at the Provincial Level

- Collecting and analyzing information in order to prepare the labor and skill development plan at the provincial level, and integrating it into a provincial development plan
- Coordinating the agencies concerned with labor and skill development, and evaluating the training activities at the provincial level
- Supporting participation of entrepreneur and private organizations in training programs for labor and skill development
- Providing the information, on the results of training activities for labor and skill development at the provincial level, to the NBVTC at the national level
- Establishing a taskforce which contributes to the operation of the NBVTC at the provincial level

Legal basis on NBVTC: The NBVTC and its subsidiary bodies are legally appointed either by the cabinet or other bodies authorized by the Vocational Training Act 1995. They are therefore vested with the full authority to carry out their duties. At the moment, a new act to replace the present one has been drafted under a revised name of the Skill Development Promotion Act. The draft is still in the process of consideration.

Vocational Training Act 1994

The objectives of the Vocational Training Promotion Act 1994 are "to promote and provide supports to the provision of vocational training for working age labors", and "to promote collaboration between entrepreneurs and academies in the form of the former allowing the students of the latter to practice in their workshops, or the former sending their new workers for training in the latter's training programs." For the present Act of 1994, all the 36 articles are grouped into the following six chapters:

- Formation of the Vocational Training Promotion Committee and its 17 members
- Vocational training procedures and regulations
- Training for skill upgrading
- Testing of skill standard
- Rights and benefits of the trainers
- Officers and registrar

A newly prepared "Skill Development Promotion Act"

The special features of the newly proposed Act are the additional provisions on the establishment of the skill development fund, government's withdrawal from being training organizers, petition and penalty. In other words, the scope of provisions of the newly proposed Act is wider with more benefits to all concerned. In the draft of the newly proposed Act, there are nine chapters of 56 articles

- Procedure of organizing training for skilled labor

Members: representatives of public and private sectors (11-17 people);

Member and Secretary: the director of regional/provincial labor skill development institution/office; and

Member and Assistant Secretary: the chief of the plan and evaluation division, regional labor skill development institution or the chief of the training cooperation division, provincial labor skill development office.

- Standard of skilled labor
- Skill labor development fund
- Rights and benefits of the trainers
- The Skill Development and Promotion Committee
- Registrar and officers
- Withdrawal of being training organizers and permits
- Petition
- Penalty

(Source: Technical Study and Planning Division, DSD)

Vocational Education Committee (VEC)

Another coordination function relating to the HRD for rural economic development is Vocational Education Committee (VEC). VEC³ is to be established for vocational education reform in accordance with the aim at educational reform set forth in the National Education Act in 1999. Like NBVTC, this committee functions partly in terms of coordination of the HRD programs for rural economic development since vocational education is only one aspect of them.

Duties of VEC expressed on "Ministry of Education Command on June 18, 2002 "by Minister for Education

- Formulating policy goals relating to labor development in accordance with the NESD plan
- Figuring out the principle scope on vocational education at the national level, and recommending vocational courses at different levels
- Establishing a qualification system in vocational education
- Recommending establishment of research funds for a new invention and new technology
- Adjusting vocational education system to have continuity to higher technical education
- Controlling and improving the quality standard of vocational education through evaluations, inspections and research
- Preparing a regulation in order to promote collaboration between public and private sectors Appointing committee members based on the scopes figured out for vocational education improvement
- Preparing a regulation for research fund on new inventions and new technology
- Formulating recommendations to Ministers and the cabinet on vocational training and vocational management
- Appointing committee and sub-committee members and personnel to be in charge of tasks in the vocational education reform

³ Vocational Education Committee (VEC) consists of:

Chairman: Minister for Education;

Vice Chairman: the president for Industrial Council of Thailand, and Permanent and Secretary of the Ministry of Education;

Members: Secretary of NESDB, Secretary of Board of Investment, Director of the Bureau of the Budget, Permanent Secretary of the Ministry of Labor, Permanent Secretary of the Ministry of Science and Environment, Permanent Secretary of the Ministry of Industry, Permanent Secretary of the Ministry of Agriculture and Cooperatives, Permanent Secretary of the Ministry of Commerce, President of the Chamber of Commerce, President of Thai Bank Association, President of the Central Committee for Agricultural Group of Thailand, the representative of the Employees' Organization Council, the representative of the Employers' Organization Council, the representatives of governmental vocational schools, representatives of private vocational schools, the representative of Administrator for Vocational Education Association, the representative of Vocational Education Teacher Association, and scholars;

Member and Secretary: Director General of Department of Vocational Education; and

Member and Assistant Secretary: Deputy Director General of Department of Vocational Education

Legal Basis on VEC: Vocational Education Committee (VEC) is established in order to improve vocational education as part of educational reform set forth in the National Education Act, 1999.

The provisions of the Act were prepared by the Office of the National Education Commission (ONEC) based on research results by academic personnel, opinions from scholars, and inputs from organizations concerned, public relations campaign, and public polls⁴. The principal objectives of the Act are to ensure that education "aims at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people (Section 6)."⁵

Although vocational education reform is not a major concern of the Act, it contains the article implying necessity for preparation of a vocational education act.

Section 20

- Vocational education and occupational training shall be provided in educational institutions belonging to the State or the private sector, enterprises, or those organized through co-operation of educational institutions and enterprises, in accord with the Vocational Education Act and relevant laws⁶.

In compliance with Section 20 of the Act, ONEC and DOVE have been preparing the Vocational Education Act at the moment. The box below shows a draft framework of the Act released to the public.

The Vocational Education Act (draft)

1. Vision statement will cover
 - Quality, standard, and efficiency;
 - Equal opportunity, lifelong learning, variety, and articulation;
 - Cooperation, shared responsibility between public, private, and community; Modernity,
 - technological advancement, internationalization;
 - Learning with practical experience, competency-based training, entrepreneurial skills, and
 - work ethics;
 - Relevance with economic and social context.
2. Principles for vocational education and training (VET)
 - 2.1 Providing opportunity for everyone who has interest and is capable of learning in vocational education;
 - 2.2 Vocational education must be instilled at the basic education level in order to develop appropriate knowledge, attitude and skills;
 - 2.3 The provision of VET must give priority to learner's needs and allow an individual to progress to an advanced degree level;
 - 2.4 There should be a system of vocational qualification to bridge between education and work, so that, an individual could enter the world of work and come back to education and training at any time.

⁴ The Nation, November 8, 1999.

⁵ Office of the National Education Commission, Office of the Prime Minister, National Education Act of B.E.2542 (1999).

p7.

⁶ Ibid, p10.

3. Administrative system should promote
 - 3.1 Unity in policy guidelines and variety in management;
 - 3.2 Networking between educational institutions, i.e., public institutions, private institutions, and industry;
 - 3.3 Vocational education administrative system should have two levels:
 - National level: there shall be the Committee on Technological and Vocational Education;
 - Institutional level: there shall be networking of vocational education institutions
 4. Teaching and learning
 - 4.1 The target group for VET shall cover school-age population as well as the labor force who wish to upgrade knowledge and skills;
 - 4.2 Teaching and learning must provide a good proportion between theory and practice and promote the application of universal knowledge in the Thai context;
 - 4.3 There should be competency standards for learners at each level;
 - 4.4 The evaluation should emphasize on application of knowledge more than just theory;
 - 4.5 There shall be research and development to promote the transition from vocational education to the world of work.
 5. Cooperation with community and industry
 - 5.1 The provision of VET must draw community participation at every stage from planning to implementation;
 - 5.2 Effective incentives are necessary for private participation, such as, tax incentives, coupon for VET.
 6. Quality and standard
 - 6.1 License for vocational education teachers may be required;
 - 6.2 Provide continuous and systematic in-service training for vocational teachers;
 - 6.3 Establish funds for vocational teacher development;
 - 6.4 Develop vocational qualification framework.
 7. Financing and resource mobilization
 - 7.1 Resource mobilization from public and private sectors;
 - 7.2 Provide financial support for those who do not wish to continue beyond compulsory education to obtain vocational training of at least one year before entering the labor market.
- Source: Chinnapat Bhumirat, The Office of National Education Commission through www.oncc.go.th/move/news/apr_18a.htm

2) Coordination Functions at the Provincial and District Levels

The central government line taken a lead by the offices of the Ministry of Interior is functioning as a coordination body for planning at provincial and district (amphoe) level. Development plans are first formulated at the district level, and then taken into account at the provincial level to prepare for a provincial plan, having the process involving stakeholders such as representatives of provincial and district offices of the central departments, local authorities and private sectors. The plans are finally submitted to the central level for budget requests.

Nevertheless, these plans at the provincial and district levels are generally not in a complete and integrated manner in terms of combining dispersed HRD programs of the central departments. This is because each of the departments has separate resources based on a different framework according to its organizational responsibilities.

3) CEO Pilot Province

The CEO pilot provinces are to function as coordination bodies of the HRD programs by different agencies. This concept is distinctive in its nature of pursuing integration of governmental programs at the provincial level or below to minimize duplication among them, and preparation of database regarding various ongoing programs by different agencies for the

basis of integration. They are to be efficiently promoted under the authority of CEO governors.

CEO governors like CEOs of private company, have full authority in the province they command, and function as supervisors and managers of internal budgeting and personnel. The CEO governors directly report to the prime minister in order to ensure that implementation at the provincial level be in accordance with national policies.

It was October 2001 that the concept was initiated on 1-year-pilot basis, after the cabinet approval as part of government's bureaucratic reform towards decentralization policy. 5 pilot provinces are selected: Lampang, Phuket, Sri Sa Ket, Chai-nart, and Narathiwat. Another 5 provinces with similar conditions, Pitsanulok, Surin, Pattani, Pangna and Anghong, are also selected for assessments as comparison groups without CEO system.

Being one among the 5 pilot provinces in the country, some positive aspects in fact have been observed and realized so far in Lampang, one of the case studies provinces of this Study. The positive aspects observed include the fact that database of existing programs by different departments were prepared, and based on the database individual training programs of all departments are being integrated. This has lessened the intensity of duplication of similar training programs and trainees as well as resource persons and other inputs of the overall training program to a great extent. Effectiveness of CEO pilot provinces is to be clarified through the final evaluation after pilot period ended in September 2002.

(2) Coordination Functions of the Local Authority: Tambon Administrative Organization

By the decentralization law, TAO is supposed to be one of the main coordinating actors at the Tambon level by 2006 to implement governmental activities as a local administrative body. However, TAO generally is not able to sufficiently coordinate all HRD activities by different departments collectively.

Apart from TAO's function, direct interventions of the central departments still have been effective for promoting HRD to a certain extent at the village level. This is evidenced that many successful community businesses has direct supports of central departments such as CDD, DOAE, and DIP either in technical or monetary terms. They are however still implemented in parallel with each other and it is still beyond TAO's capacity to optimize the resource allocation for HRD through coordination of ongoing HRD activities implemented by the different departments at the Tambon level.

3.1.6 Issues on HRD Programs and Implications

Based on the review of HRD programs above, the issues on HRD programs and its implications are pointed out below regarding: 1) formal education, and 2) HRD programs as life-long informal education by village, Tambon, and central ministerial levels,

(1) Formal Education Under the Transition: to be accelerated

Formal education is very important for stimulating rural economy since it provides a foundation of human resources. Formal education system has been designed to meet the

demand of the society in rapid economic growth. However, the society is changing rapidly, and formal education systems are also subject to change according to the demand of the society. Currently, the system of formal education is under the process of transformation, which needs expedite the process as below.

- **Primary and secondary education: curricula are to be developed with local initiatives,**
- **Vocation education: to be transformed to decentralized systems to meet the demand of people, and**
- **Higher education: involvement in community education to be strengthened.**

(2) HRD Programs as Informal Education: to be demand oriented

Based on the analysis of the available information of training programs and field study, the followings are pointed out for the issues to be addressed:

- **Lack of a system to meet people's demand:** currently top-down approaches rather than demand-driven. Especially, limited availability of HRD programs to address the **emerging subjects such as marketing and managerial skills.**
- **Weak people's initiative in HRD of rural areas:** Weak village-village and Tambon-Tambon networking for mutual learning to share information and experiences. Insufficient opportunities to be exposed to advanced villages/community.
- **People not exposed to information of training:** on the other way around, TAOs have inadequate provision of information on HRD to people.
- Although a variety of programs are available to people in rural areas, people have a **limited opportunity** to participate in HRD programs in terms of quantity. Only 2.5-3.0 millions of people have opportunity to participate government HRD programs, which accounts for only 6-7% of labor forces in Thailand.
- **Weak coordination and insufficient information sharing among government agencies** at local and central levels: On the other hand, TAOs have difficulty to coordinate the HRD programs by government agencies due to their weak capacity.

To address the issues above, the main agenda to be addressed for the HRD in rural areas is:

- **"To create improved systems to meet people's demand at each level, especially local level".**

To tackle this agenda, the following arrangement are needed:

- **To coordinate government agencies,**
- **To have national strategy of HRD in rural areas,**
- **To organize national coordinating body to work, and**
- **To build capacity of local authorities (TAOs and Changwat).**

These are explained in detail below.

1) Lack of a system to meet people's demand

Currently, HRD programs employ top-down approaches rather than demand-driven. Especially, there is a limited availability of HRD programs to address the emerging subjects such as marketing and managerial skills.

Lack of national system to provide HRD programs based on people's demands

There is not a consistent system at the national level to provide the HRD programs for villagers that can satisfy all their needs. In other words, the HRD programs provided by the central government are not customer-oriented or taxpayer-oriented and still based on disconnected organizational concerns of each of the departments. There are some reasons for this.

First, decision making in Thai government has historically been based on the centralized system and at the same time each of the central departments implements HRD programs in their jurisdictional conflict based on different purposes according to each of the organizational responsibility.

Second, there are many strategies regarding the HRD prepared by each department but no affiliated strategy on the HRD for rural economic development at the national level. There needs to be merged into only one strategy on the HRD for rural economic development, under which each of the concerned departments may prepare an action plan based on roles defined in it.

Third, there are no clear criteria to assess if ongoing HRD programs for rural economic development are satisfying needs of recipients: Quality and effectiveness of all ongoing HRD activities will improve by monitoring and evaluation through performance measurement, in accordance with which budget for ineffective programs are curtailed.

Insufficient availability of the HRD programs for marketing and management skills

There is not sufficient number of HRD programs provided for villagers particularly to improve marketing and management skills. Many of the group leaders the Study Team interviewed during the field study expressed their needs for training to improve marketing and management skills. In fact, all of the departments reviewed in this Study except for CDD, and DEP place more emphasis on improvement of the HRD in terms of specific technical or vocational skills, not management, and marketing⁷.

2) Weak people's initiative in HRD of rural areas:

There is a weak village-village and Tambon-Tambon networking for mutual learning to share information and experiences; insufficient opportunities to be exposed to advanced villages/community.

⁷ CDD facilitates villagers to expand their capacities in management skills by themselves. DEP provides training for management and export marketing.

At village level, weak networking with other villages

One reason for insufficiency of information regarding the HRD opportunities at the village level is on account of weak networking of a village with other villages within and outside Tambon. In particular, useful information for the HRD opportunities tends to be concentrated on the villagers with prominent activities. Concentration of information occurs since a villager with information can multiply information in a way that he/she has more opportunities to find another information utilizing original one. Strong networking among villagers helps promoting optimum utilization of concentrated information and multiplying it by sharing the information with other villagers to a large extent.

At Tambon level, weak networking among TAOs

Networking among TAOs is another issue to be emphasized based on some respects. First, it promotes information sharing among TAOs. Information that each TAO has is different from each other due to different concerns and connections of their activities in Tambon. A TAO can take advantages of information sharing with others since information is multiplied in the way that some information brings another useful information. Second, it promotes transfer of skills and knowledge among TAOs. There are different experiences in each Tambon according to activities in different development context. In particular, problem-solving skills of a TAO developed through its own experiences can be transferred to another and applied for different occasions in new development context. Third, it promotes collective activities combining resources of TAOs. A budget of TAOs is relatively small to execute a large-scale program. Supposing that several TAOs need to establish the same public property to be shared among them or they need to implement certain HRD activities on a massive scale, collective activity will be more efficient in terms of scale of economy.

Insufficient opportunities to observe activities of more advanced villagers or groups

Magnitude of opportunity to observe activities of more advanced villagers or groups in technical and management terms needs to be placed more emphasis in the village context. This is in the respect that it stimulates the less advanced for improvement of their existing activities and it gives practical idea of solutions for a certain problem. There is a high probability that advanced villagers or groups with similar interests have been facing to similar problems and have more experiences to overcome the problems. In fact, many producers' groups with prominent activities that the Study Team observed during the field study are making efforts to improve the quality of selling products by observing activities of other groups.

Opportunity to observe activities of the advanced is also important in terms of sustainability in activities of the less advanced. For instance, in a producers' group, once the product becomes marketable and makes sufficient profits, the group could be swamped with daily production activities without recognizing that further improvement of the quality is necessary to meet variations in the demand side.

3) People not exposed to information of training:

People are not exposed to information of training; on the other way around, TAOs have inadequate provision of information on HRD to people.

At village level, lack of information about HRD programs

There are various HRD programs provided by government, NGOs, and private businesses, as

well as by producer groups. The villagers however are not sufficiently exposed to these opportunities for HRD due to lack of information about HRD at the village level. In some cases observed during the field study, the leader of the successful group has his/her own connections with personnel of agencies providing HRD programs, and in another cases, field officers of governmental departments dig up the groups with prominent activities for promotion. This means that the marginalized villagers without being exposed to the information become more marginalized, enjoying less advantage of enhancing capacity and capability for income generation through HRD programs

Inadequate provision of information about the HRD programs to villagers

TAO is not sufficiently providing information about the HRD programs to villagers despite that it is supposed to have more access to information about the HRD activities of the central governmental units due to its direct contact with them such through attendance in a coordination meeting at the district level. Further, since TAO oversees villages within its administrative border and has a contact with other TAOs, it can be easier for them than for one village to recognize the HRD activities of other villagers or groups within and outside the village border.

However, it is difficult to provide information of such HRD activities of others due to lack of reliable sources in a systematic manner. It is difficult at the Tambon level to clearly understand which central governmental departments are providing what kinds of HRD programs available for villagers in what manner, and what kinds of group activities of other Tambons or provinces have been successful in exactly where and in what circumstance.

4) limited Opportunity for People to Participate HRD Programs

Although a variety of programs are available to people in rural areas, people have a **limited opportunity** to participate in HRD programs in terms of quantity. Only 2.5-3.0 millions of people have opportunity to participate government HRD programs, which accounts for only 6-7% of labor forces in Thailand.

Looking at whole HRD programs provided by governmental departments as well as NGOs and private businesses, they are so sporadic and limited in the number. Thus, this makes difficult for villagers to participate in even the HRD programs for any concerns and much more difficult in those particularly for management and marketing skills.

Taking governmental HRD programs as an example of how scarce it is for villagers, the number of participants in the HRD programs offered annually by major governmental departments, such as DNFE, CDD, DOAE, DOVE, DSD, and DIP, are only about 2.5 to 3.0 millions people according to studies done in the past⁸. This number is relatively small comparing with approximately 40 millions⁹ of labor force aged 15-64 in Thailand, taking as

⁸ 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, the total of participants in skill development programs offered by 12 major departments was 3,043,330. 12 major departments include such as DOAE, DNFE, DOVE, DSD and others. Also, another study by The National Board of Vocational Training Coordination (NBVTC) done in 2000 shows that the total number based on the latest available figures in the same manner are 2,563,270. Departments reviewed were DNFE, CDD, DOAE, DOVE, DSD, DIP, and others.

⁹ Central Intelligence Agency, The World Factbook.

According to the source, the total number of labor force aged 15-64 in 2001 was 21,304,051 of male and 21,921,383 of female.

well into consideration some people participated in more than one HRD.

5) **Weak coordination among government agencies at local and central levels**

There is a weak coordination and insufficient information sharing among government agencies at local and central level; on the other hand, TAOs have difficulty to coordinate the HRD programs by government agencies due to their weak capacity.

At Tambon level, difficulty to coordinate the HRD activities to meet the people's demand

Regardless of the ongoing process of decentralization, TAO is still not capable for coordinating all HRD activities by governmental departments to meet the needs of villagers. One reason is that the central governmental interventions at the village level are not implemented under the control of TAOs but each ministerial department backed by appropriated budget from each parent ministry for its HRD activities. It is beyond TAO's capacity at present to coordinate activities of the HRD department backed by the ministerial budget. Another reason is that even if a community development plan is prepared involving villagers in a participatory manner at the Tambon level, this is not necessarily reflected in a development plan for budget requests prepared at the district level by the central government line. Thus, at present, community development plan of a TAO is not necessarily substantiated by utilizing existing scheme of the HRD departments backed by the ministerial budget but most probably within the budget of a TAO or villagers themselves.

Lack of coordination and clear demarcation among ministries at the central level

Coordination at the central level regarding the HRD programs for rural economic development is not sufficiently promoted. Expanding a range of jurisdiction is rather a matter of concern for each ministry than pursuing efficiency and effectiveness of HRD activities. Other reasons that coordination has not been promoted are mainly due to the followings.

First, the government has never had a national framework for the HRD focusing on rural economic development in an integrated manner. A strategy and action plan as a framework, on which the HRD activities of each ministry base, promotes coordination and helps clarifying demarcation on the HRD activities among ministries.

Second, each ministry does not really understand the HRD activities for rural economic development implemented and operated by other ministries. When each ministry prepares a development plan, it needs to make an exhaustive inquiry into ongoing HRD programs by others and a thorough discussion with each other in order to maximize efficient resource allocation.

Third, there is no coordinating function for the HRD programs for rural economic development at the national level. There is a board called The National Board of Vocational Training Coordination (NBVTC) and Vocational Education Commission (VEC), but it is only focusing on vocational training, which is only a part of the HRD activities for rural economic development. Meeting is not so frequently held as well. For example, NBVTC met three times in 1995, but only once in 2000¹⁰.

¹⁰ Based on information of Technical Study and Planning Division of DSD.

Weak coherency and cohesion of the HRD programs at local level

HRD programs of the central departments at local level are not sufficiently cohesive and coherent. They are not implemented aiming at the same goals in one framework but based on different organizational responsibilities. The main reasons for this weak coherency and cohesion are as follows.

First, centralized decision making of departments is influential to a large extent at the village level in a way that HRD activities are implemented as planned at the central departments without flexibly integrated with the HRD activities of other departments.

Second, there is no practical coordinating function at the district and sub-district levels to optimize the resource distribution regarding HRD activities. There is a coordination meeting held at the district level involving major stakeholders but it is rather an opportunity to share and exchange information and to prepare a plan for budget request, not bringing (about) abolishment and amalgamation of ongoing programs.

Third, the central departments have not sufficiently made collaboration efforts at local level. Even though abolishment and amalgamation of ongoing programs do not occur, there is still a room for collaboration efforts by the departments at local level. For instance, a HRD activity such as the one collaborated by AEW, CDW, DIP officers, and non-formal education officer could be possible, pooling knowledge based on different specialties.

3.2 HRD Analysis and Needs

This section, first, clarifies actors involved in rural economy, analyzes human resources, and identifies HRD needs by actors. Human resources analysis is made based on summing up the sector-, case- and HRD analysis to identify HR demanded, direction of HRD programs, and targeted actors. Then, it identifies HRD Needs by actors.

3.2.1 Actors Involved in Rural Economic Development

A variety of stakeholders are playing different roles for rural economic development in Thailand. The stakeholders for rural economic development can be categorized from different perspectives depending on their economic and social roles. There are three actors in rural areas according to the level of involvement of economic activities:

- **Farmers, farm managers and local entrepreneurs** as 1st tier,
- **Facilitators** as 2nd tier, and
- **Government official at the local levels** as 3rd tier.

First of all, there are first tier actors such as farmers, farm managers and local entrepreneurs. The second actor is the personnel who train such farmers, farm managers and local entrepreneurs. Those are facilitators such as Agricultural Extension Officers, Community Development Workers and cooperatives officers. The last one is the third tier actors such as government official at the local levels.

(1) **Farmers /farm managers/entrepreneurs**

Farmers or villagers are the main actors for rural economic activities who are producing primary or secondary products and marketing them to generate incomes for livelihood. Farmers or villagers are sub-divided in 3 aspects.

- Rural leader / Non-leader
- Woman / Man
- Youth¹ / Non-youth
- Community business

Rural leaders play the most important roles in terms of establishing and promoting rural economic activities. Rural leaders are categorized into two folds: external leader and internal leader. The former is the leader who does not belong to the village but contribute directly to villagers for the betterment of livelihood. An Example of external leaders is agricultural extension workers. The latter on the other hand is the leader who belongs to a village and takes a core role in initiating rural activities, which produces and markets primary or secondary products for income generation. This Study concerns more on the latter for self-sustained rural economy. Non-leaders, in other words "followers" are as important as leaders in the sense that production activities cannot optimize benefits without enjoying scale of economy.

¹ Youth in this case is the population aged 29 or below.

Women/Men is another category for actors in rural economic activities. Statistics show that both women and men are more active in non-farm activities than farm (Table 3.2.1). In many cases, women operate non-farm activities such as handicraft production and petty trading as side business of farming, utilizing an unoccupied time in household activities in the village life. In a successful case, side business is transformed into main business generating more income than farming while farming activities may remain in order to secure self-consuming food. Some past studies show that more than 50 percent of the total income of poor families in rural areas is generated from non-farm activities². This implies that the economic contribution of women, who are more active in non-farm activities, is essential to sustain rural economy.

Table 3.2.1 Population Engaged in the Agriculture Sector in Non-Municipal Areas

In thousands						
Gender	Agriculture/Fishery		Non-Agriculture		Population aged 15 or over (Employed)	Total Population
Female	3,839	(25)	5,058	(32)	15,672 (8,897)	21,164
Male	5,607	(36)	6,611	(42)	15,788 (12,218)	21,486
Total	9,446	(30)	11,668	(37)	31,460 (21,114)	42,650

* () : % in the population aged 15 or above

Figures are based on: National Statistics Office and Office of The Prime Minister, *Report of The labor Force Survey: Whole Kingdom, January to March 2002*

On the other hand, men are generally more active than women in economic activities particularly of farming through a whole year though this depends on age groups. Statistics show that the ratio of the seasonally inactive men aged 30 or over in total labor force³ is smaller than that of women. While the men's ratio of those aged 29 or lower is higher than women (Table 3.2.2). This indicates that elder men are generally more economically active than younger men living in villages. We can know that men are looking for better job and sometimes are idle while they are young, however, after being grown up and married, they can not be idle any more and have to work in any works to feed family.

Table 3.2.2 Ratio of Seasonally Inactive Labor Force in Total Labor Force by Age and Sex

		Age Group								
		Total	<13	13-14	15-19	20-29	30-39	40-49	50-59	60<
February	Male	1.55	-	0.93	2.89	4.70	1.09	0.53	0.32	0.29
	Female	3.17	-	0.16	1.96	4.45	4.11	5.98	6.88	2.03
May	Male	0.02	-	-	0.02	0.03	0.00	-	0.13	-
	Female	0.06	-	-	0.15	0.02	0.06	0.02	0.27	0.03
August	Male	0.22	-	0.08	0.47	0.66	0.21	0.08	0.05	0.04
	Female	0.43	-	-	0.25	0.64	0.72	0.78	0.69	0.17
November	Male	0.31	-	0.14	0.45	1.07	0.36	0.03	0.04	0.02
	Female	0.49	-	-	0.29	0.65	0.76	0.91	0.94	0.29

: Figures larger than the other

² 1) Suteera Thompson and Maytinee Bhongvej, *Profile of Women in Thailand, 1995*.

2) Pawadee Tonguthai, Suteera Thompson and Maytinee Bhongsug, *Country Briefing Paper: Women in Thailand, 1998*.

3) The World Bank and Australian Agency for International Development, *Beyond the Crisis: A strategy for Rural Development in Thailand, 2000*.

Although "non-farm incomes" include the earnings from seasonal migrations, the non-farm incomes other than the earnings are still significant since they contribute to household income of villagers to a large extent.

³ "Total labor force" does not include the person who is engaged in household work, studying, and too young / old / incapable of work.

Figures are based on National Statistics Office and Office of The Prime Minister, Report of The labor Force Survey: Whole Kingdom, vol.1 - 4 2000.

Youth/Non-youth is also a category to consider for rural economic development. The youth in rural areas is the potential resources for stimulating rural economy, composing a large portion of rural population. Rural villages are however in the face of the problems such as morality problems and migration problems among the youth. The spread of drug addiction and HIV among the youth are the most serious problem relating to morality. This is because the youth in a village tends to be less active in economic activities and might be easily led to a misdeed doing nothing in a village. In addition, migration of the youth to urban areas is also an issue since this will lead to losing the source of vitality in villages. These problems among the youth are rather serious in the respect that the population under 29, expected to stimulate rural economy, accounts for more than 50 percent of the rural population in Thailand.

Table 3.2.3 Rural Population by Age Group

	Total (in thousands)	Age Group (%)						
		<15	15-19	20-29	30-39	40-49	50-59	60<
Total	42,650	26	9	18	16	13	9	10
Male	21,486	27	9	18	16	13	9	9
Female	21,164	26	9	17	15	13	9	10

Figures are based on:

National Statistics Office and Office of The Prime Minister, Report of The labor Force Survey: Whole Kingdom, January to March 2002

Community business is major businesspersons in rural areas. Community business is similar to economic activities by rural groups. The rural group whose purpose is particularly to generate incomes through economic activities, namely producers' group or Small and Medium Communities Enterprises (SMCE), can be equivalent to community business. Community business is the one initiated in rural areas and sometimes expanded its economic activities to become a small enterprise.

(2) Facilitators

Major facilitators in the rural economic activities are government personnel and NGO personnel. Government personnel facilitate rural economic activities through provision of training programs to farmers or villagers, provision of technical advice on production and marketing activities, and creation of opportunities for farmers or villagers to exchange views or experiences with each other. NGO facilitate village activities generally covering the broader aspects not only for income generations but also for social aspects such as educational development, improvement of health, and conservations of cultural and natural resources, in order to promote sustainability of livelihood in villages.

The central government line consists of the administrations at the central, provincial, and district levels. The administrations at the provincial and district levels function as local agencies, which follow the strategies and programs formulated at the administration at the central level. They play a role to promote rural economy through facilitation of rural activities, provision of technical advice, or provision of vocational training opportunities. For instance, Community Development Workers facilitate rural activities at the district and sub-district levels, Agricultural Extension Workers provide technical advice on agricultural activities at the sub-district level, and technical institutes or collages provide vocational

training at the provincial level.

NGO Personnel: NGO personnel are another actors who play a significant role as facilitators for rural economic activities like government personnel. Although both NGOs and governmental organizations function as facilitators for rural economic development, there is a difference in between in the sense that NGOs is a private entity pursuing their own interests and their activities are to be accountable for beneficiaries such as target populations and funding bodies, not necessarily for taxpayers. NGO activities contribute significantly to rural economic development promoting people's initiatives and participations. However, there are a number of different NGOs all over the nation and their activities are fragmented focusing on different targets. Hence, NGO cannot produce large impacts at the national level unless an organization is large and extensive in economic scale and activities being recognized by various international and domestic funding organizations.

(3) Government Officials (LGAs)

Government personnel play important roles to facilitate rural economic activities though public sector involvement in rural economic activities is limited but essential. This is because public sector itself does not directly operate economic activities in villages but should promote the economy for rural livelihood through facilitation of private sector including villagers/farmers, private businesses and NGOs to vitalize rural economic activities. Local Government Authorities (LGAs) is the government officials involved in rural economy.

LGAs consist of Tambon Administrative Organization (TAO), Municipalities, Provincial Administrative Organization (PAO), Bangkok Metropolitan Administration (BMA), and Pattaya City. Among them, TAOs are supposed be the most important actor for facilitating rural economic activities since TAOs are one of the closest administrative bodies to the villages where rural economic activities are initiated. A TAO' member is sometimes expected to be a leader in villages of the Tambon where activities of rural groups are not sufficiently active due to lack of strong village leaders. The Decentralization Act of 1999 ensures that LGAs partially take over responsibilities of the central government line but those processes of decentralization are still ongoing.

3.2.2 HR Analysis

The analysis of the sectors and cases in previous chapters 1 and 2 tries to pick up the issues and implications for HRD, in sector-wise and region-wise. These are highlighted as follows. Some of these are addressed to HR demand, and other are to the supply system of HRD that includes HRD programs, HRD policies, HRD coordination, and institutional arrangements for HRD.

Table 3.2.4 Issues and Implications for HRD in the Analyses

Issues and Implication for HRD in Analysis	HR Demand	HRD system
Agricultural development		
● Local level approach in research and development.		X
● HRD programs to involve local communities in planning.		X
Business development		
● Foster local leaders of business activities with market-oriented mind.	X	
● Public sector support, especially in business skill.		X
Rural development		
● Fostering leader: 1) Self-reliance and moral education from the children, 2) Start from the young age: step by step approach and 3) Identify and foster potential leaders.	X	
● Foster core economic activities: get private sector involved.		X
● Region by region and case by case approach.		X
● Review successful cases.		X
● Let government officials field oriented.		X
● Promote grass-root level partnership.		X
● Secure fairness to avoid corruption.		X
Local administration		
● Capacity building of TAO leaders and staff for strategic planning and administrative works.	X	
● HRD programs given to TAOs to be practical and local demand-oriented.	X	X
● Collaborative works among TAOs.		X
Case Analysis: Lampong		
● Group leader network by effective facilitation.	X	
● Leadership of CEO provinces for better coordination.		X
Case Analysis: Buri Ram		
● For TAO needs enhanced capacity, 1) TAO capacity building with utilization of Village Fund, and 2) need facilitation for self-reliant and local initiatives.	X	X
Case Analysis: Ang Thong		
● Leader is a key to success. Capable leader can utilize technical and financial assistance.	X	X
● Motivation is a base for leadership to be grown.	X	
● Leaders need interaction with outside for wider vision.	X	X
Case Analysis: Nakhon Si Thammarat		
● Leader who loves community is a key to success: Motivation is a base and capability is necessary condition for leadership. Leaders have two types: U-turn leaders and home-grown leaders.	X	X
● To have leaders, 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.	X	X
● 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.	X	X
● For capacitated TAO: 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.	X	X
● 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, and 2) Technology to able to meet these demand of the said concept for keeping quality of the products.	X	

(1) HR Demanded and Direction of HRD Programs

Case analysis reveals the HR demand in rural areas. HR demanded in rural areas is a **local leader for the people**, especially a business leader because the most critical factor of success

in the rural economic activities is a leader as seen in the case analysis summarized in Table 3.2.4 and detailed in Chapter 2. However, in order for rural areas to be sustainable, it is not only economic aspect but also social aspects essential for people to flexibly adjust themselves to the rapidly changing socio-economic environments of the outside world, making maximum use of their own social and cultural values, and agricultural and environmental potential. Followings are the state of rural areas for people in mind as mentioned in Chapter 1.3.

- Young people live in villages, with the activities where they can devote their young passion and energy.
- People have wide view of the outside world.
- People have their identity and pride of unique culture and tradition, the consciousness of environment conservation.
- People have stable income sources for self-sustained economy.
- People can manage their future.

HR demanded is leader who can lead the people and rural area to the above state. HR demanded for future rural economy is:

- **Local leader who can lead people in such ways:**
 - to run new economic activities,
 - to adjust to external change,
 - to think about their future, and
 - to sustainable society.

1) Common features and necessary abilities of leaders

The team met a number of leaders in the case study areas. Common features of leaders seen in the case study are described in the box, and they have outstanding abilities as shown in Table 3.2.5 in the box. Based on this, common abilities necessary for leaders are mainly categorized in the following three types; these abilities are evolving from small areas to larger areas, problem solving to strategic thinking, and private interest to social interest.

Evolving leadership and group management:

Leadership and group management are abilities to motivate and mobilize people those are essential abilities as group leaders. How good this ability is deciding the strength of group.

Problem solving, eventually to have strategic thinking for the future:

A good leader has problem a solving ability to solve any problems arisen in the group, and an excellent leader can do strategic thinking for the future, then one can has future vision and strategy to lead group to right direction in the future.

Business skill, eventually to have community and social mind:

Business skill is necessary as a base for economic activities since most of group are involved in economic activities. Even a leader is good in business skill, one can not be a leader of society. A leader once succeeded in economic activities has to contribute society with community and social mind, otherwise members do not respect her/him as a leader of society.

Leaders in Case Study Areas

The team met a number of leaders in the case study areas. They have outstanding abilities as shown in the Table 3.2.5. Common features of the leaders are shown below.

Who are leaders, people or facilitators?

Successful cases in economic activities have good leaders who lead people rather than facilitators. However, for not advanced cases, facilitators such as agricultural extension workers are leading people as seen in the case in Buri Ram.

Evolving leadership and group management

A leader can motivate and mobilize people and resources for realization of own ideas. As seen in many of leaders, they can convince, motivate and finally mobilize people to realize her/his idea. Most of leaders in the case study areas have ability to mobilize people, otherwise not leaders. Some of leaders who have already succeeded in economic activities have further leadership. Leaders become those of wider areas as seen in the case in Kao Tan group in Lampang and Banana Processing group in Ang Thong. The Banana Processing leader also motivated people to be a next leader.

Problem solving to strategic thinking

A leader can find and solve the problems. As seen in the case study, leaders start with solving small problems of their daily life. Many of leaders in the case study areas have problem solving skill because this is the one of the motivation for them to become leaders. For example, Leather Bag group leader in Ang Thong starts her activities because she wanted to solve the people's problem of no job opportunity. Gradually, leaders solve a larger problems that many people are concerned with.

An outstanding leader can do strategic thinking to show future vision of the rural areas/communities. However, few of leaders have strategic thinking ability. In Nakhon Si Thammarat, leaders of Medicinal Herb Garden, Natural Color Batik and Noodle Processing worked out strategies for further success, even they started from problem solving. In Kiriwong Community, the leaders of community look at the outside environment and find the opportunity, next look at the internal resources of villages and find the strength. Then, they find out the potential direction of development of the rural areas as sustainable tourism.

Business skill to community/social mind

A leader can run economic activities as a base for self-reliance. Most of leaders in case study run economic activities since it is a base for self-reliance and have business skills in some extent.

Some leaders can do area management with community and social mind. These leaders succeed in their economic activities in the case study have community and social mind. Some of these leaders succeeded in economic activities become leaders of local communities. Leaders of Kao Tan in Lampang, Medicinal Herb and Banana Processing in Ang Thong have social mind evolved from business. Leaders in Nakhon Si Thammarat also have community mind for their cultural background. Some leaders become TAO leaders from business leaders as seen in TAO president in Buri Ram. She is young and run a store successfully introducing new initiatives. Then, people around her recommend her to be a TAO president.

Table 3.2.5 Leaders in Case Study Areas

Province	Tambon	Leader	Leadership to mobilize	Leadership to motivate or in larger areas	Problem solving	Strategic thinking for the future	Business skill	Community and social mind
Lampang	Ban Pao	Kao Tan	XX	X	XX		X	X
		Ceramic Doll	X		X			
	Hua Sua	Animal Fur Doll			X		X	
		Wood Carving	X		X			
		Artificial Doll	X		X		XX	
		Weaving	X					
		Cattle Raising						
Extension worker for cattle raising.	X		X					
Buri Ram	Putthaisong	TAO President	X	X	X		X	XX
		Agricultural Extension Worker for mulberry and silk production.	X		X			
	Pa Kiab	Extension Worker for aquaculture.	X		X		X	
Ang Thong	Ban Hae	Banana Processing	X	X	X		X	X
		Leather Bag	X		X		X	
	Chai-Yo	Agricultural Extension Worker for Okura.	X		X			
		Medicinal Herb	X		X		X	X
		Bamboo Bag	X		X		X	
Extension Worker for Agro-tourism.	X		X					
Nakhon Si Thammarat	Gam Loan	Natural Color Batik	X		XX		XX	
		Medicinal Herb Garden	XX		XX	X	XX	X
		TAO President	X	X	X			XX
	Thom Hong	Mangosteen	X					
		Rubber Cooperatives	X		X	X		
		Noodle Processing	X		XX	X	XX	X

Note: X: Good in corresponding ability. XX: Outstanding in corresponding ability.