



มูลนิธิแม่ฟ้าหลวง ในพระบรมราชูปถัมภ์  
Mae Fah Luang Foundation under Royal Patronage

# THE MAE FAH LUANG DEVELOPMENT MANUAL

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Building the Development  
Practitioner Team in the Target Areas







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# PREFACE

Since its establishment in 1987, the Mae Fah Luang Foundation under Royal Patronage (MFLF) has gained significant experience in setting up teams for carrying out development projects. The initial team consisted of 52 agriculture graduates in Chiang Rai and neighboring provinces and was responsible for basic surveying and leading local communities in a reforestation project. By 1990, 144 total villagers with educational qualifications or literacy were participating in training as Doi Tung Development Project Volunteers (DTDP Volunteers)", establishing relationships and understanding between the project workers and local communities to gain a better understanding of the problems, needs, thoughts, feelings, and potential of the project's communities, which consisted of six ethnic minorities. At that time, Mom Rajawongse Disnadda Diskul, the Private Secretary to Her Royal Highness Princess Srinagarindra, the Princess Mother, acted as a "Mentor" for both the Development Team and DTDP Volunteers, closely listening to their concerns and at the same time establishing the principles for working procedures. Serving in this role, Mom Rajawongse Disnadda Diskul was essential for obtaining the cooperation and acceptance of the Project's local communities.<sup>1</sup>

Today, 90 percent of DTDP Volunteers have become Doi Tung community leaders, cooperating with members of the Development Practitioner Team who are now part of the MFLF and DTDP management teams, carrying on the Princess Mother's Initiatives at the Doi Tung Development Project as well as with other outreach projects.

<sup>1</sup> More details of the Doi Tung Development Project at [www.maefahluang.org](http://www.maefahluang.org)

In 2002, MFLF expanded its outreach efforts to the Republic of the Union of Myanmar, while carrying on with various projects in Thailand including the Reforestation Project in Commemoration of His Majesty King Bhumibol Adulyadej, Rama IX (FTP33) at Thoet Thai Sub-district, Chiang Rai Province; at Pang Mahan Village in 2005; the Tea Oil Plantation Project at Puna Village, Thoet Thai Sub-district, Mae Fah Luang District; and the Reforestation without Planting Project in 2006. For each of these projects, MFLF has set up local Development Teams using a consistent model. With a limited number of members on development team, “Development Volunteers” have been an essential factor for the success of projects under the Royal Initiative so that meaningful development could be carried out to help improve the quality of life of local communities, regardless of race, nationality or religion.

However, although all the MFLF Development Teams in outreach areas have the same objectives, which are to alleviate poverty, improve the quality of life, and provide opportunities for local communities, there are geographic and social differences in each area, as well as different levels of experience among the MFLF teams.

The main principle of creating Development Teams is to allow trainees to gain experience with various activity models of the MFLF or other outreach projects. In addition, trainees learn by doing with a “development practitioner”, who gives advice and acts as a role model in accordance with the Princess Mother’s philosophy. For example, the Princess Mother taught naturally by letting those around her see how she dealt with various situations. Thus, those who were taught did not feel like they were forced to learn but they learned, they saw, they practiced and they benefited.

In 2009, MFLF expanded its development to Nan Province.<sup>2</sup> As a part of this effort, lessons learned from the Princess Mother over the 20 years of work with different projects in various areas were analyzed, and steps and procedures for setting up Development Teams were standardized in a text for establishing such teams. These guidelines are adaptable in a variety of areas, taking into account the local conditions and goals for each project. However, if anyone using this book has any questions or problems putting the guidelines into practice, he or she should consider the main principles, which are: 1) Use the reality of the local conditions as a basis from which to work in cooperation with using common sense, analyzing the causes of problems and tackling them as simply and practically as possible; and 2) Consider the local communities first and think of the benefits for the majority when finding solutions to problems.

Those who have taken part in preparing these guidelines, whether development practitioners, interviewers, analysts, compilers, editors or proofreaders, all work under the principles of King Rama IX of being a teacher or, in this case a knowledge transferor, and should consider two essential points: 1) Teach or transfer the information as it is outlined in these guidelines without any prejudice or own beliefs; and 2) Teach or relay complete knowledge without being afraid that learners may have different points of view (Kanok Wongtrangan, interview, 12 June 2010). By doing this, users of these guidelines will be able to do their work in a practical manner, tackling poverty and improving the quality of life of the target local communities sustainably.

The Production Team

<sup>2</sup> Under the Integrated Rural Livelihood Development Model for Nan Province based on Royal Initiative in partnership with Royal Initiative Discovery Foundation (RIDF) which providing funding and was the center for integrated cooperation from various sectors and MFLF. RIDF was the primary party in passing on development knowledge “Help them to help themselves” based on the Royal Initiative of the Princess Mother.

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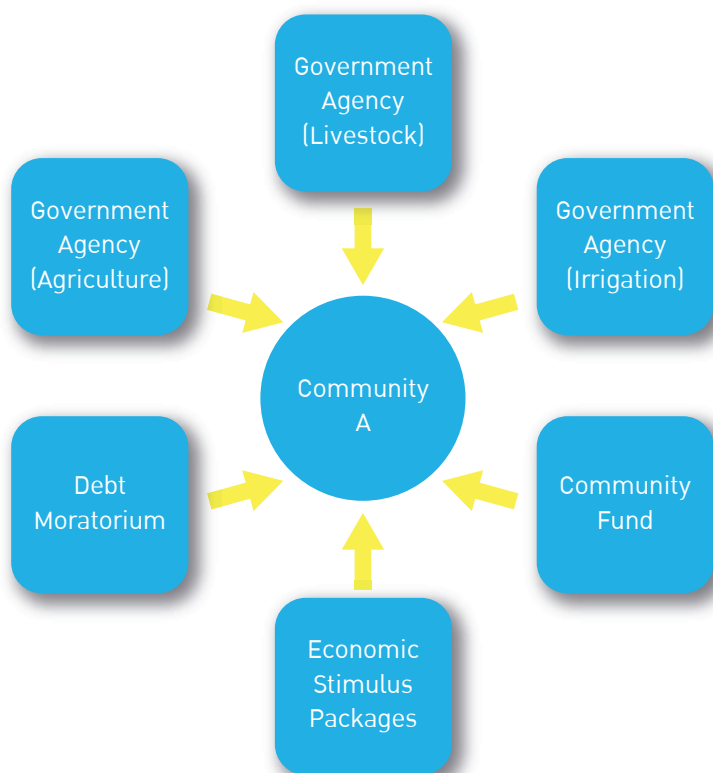


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## THE MAE FAH LUANG DEVELOPMENT MODEL

One of the causes of poverty in rural areas is the lack of knowledge of how to use and manage natural capital such as water, soil and forests to earn a living as well as for taking care of a household. In rural areas, trees in the forest are often cut down to make way for new areas for farming, resulting in the problems of deforestation such as soil erosion and flooding. Thus, it can be said that a lack of knowledge leads to poverty and at the same time poverty leads to a lack of knowledge. This is because people often have limited access to education to develop themselves. If they are in poor health, the problem of poverty will be even more severe as they will have an even harder time supporting themselves and their families. Sicknes, poverty, and ignorance are fundamental barriers to people's self-reliance.

A patronage-type relationship between local government representatives and the community only works to worsen the problem of poverty while also stripping the local people of their dignity. Historically, the government has not worked to empower local communities to be more self-reliant. Instead, help traditionally comes in the form of a handout, resulting in the community always looking to the government for assistance. Some of the authorities like this type of relationship as it allows them to retain influence for themselves. Also, there is the belief among some that residents of rural communities are ignorant, lazy and incapable of helping themselves. In addition to these issues, the general bureaucracy of the government limits its effectiveness in many ways. For example, the provincial administration has to follow the policy of the central administration, which may not fit the problems and real needs of each community. Sometimes it is an issue of the provincial administration not doing the necessary fieldwork to understand the real and



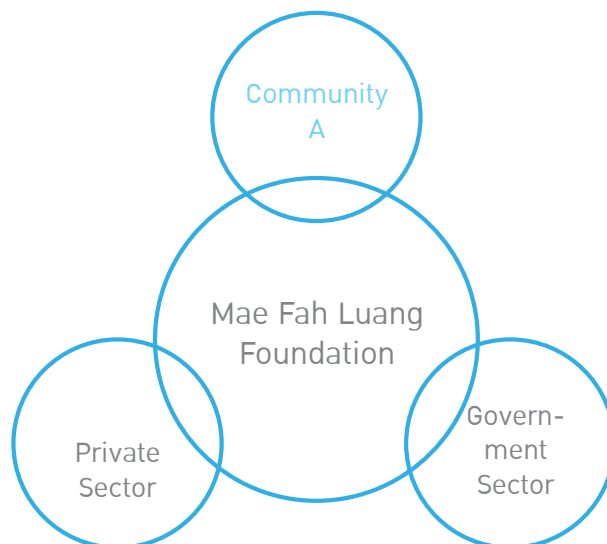
*Diagram 1*

Government agencies rendering help individually  
to the community under the patronage system

present situation. In addition, there is often a lack of coordination between government entities working in the same area. Furthermore, many government regulations are not flexible enough to address the specific problems of different regions of the country. Even worse, success indicators applied by the government tend to emphasize statistical data such as numbers of people, trees or incidences, without measuring achievements relating to the quality of life, the ability of a community to stand on its own or which local communities benefit from which development activities. Emphasis is not placed on the community itself, but often just on trying to finish a project to meet budget or planning goals.

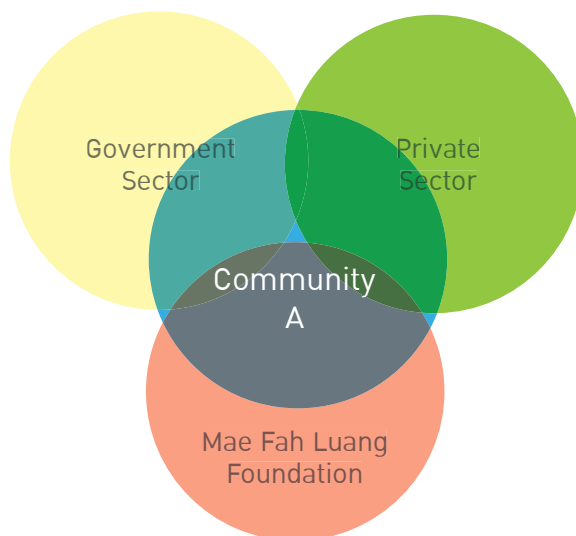
One of the key development principles of the Mae Fah Luang Foundation under Royal Patronage (MFLF) has been the belief that everyone has a sense of ethics and a potential

which they can fulfill if given a helping hand. HRH Princess Srinagarindra, the Princess Mother, gave a Royal Speech to the committee and volunteers of the Princess Mother's Medical Volunteer Foundation (PMMV) in Tak Province on September 26, 1983, in which she referred to the organization's support of the people of Tak: "I hope to proceed with this for as long as needed until adequate government services reach them." The Princess Mother wished to help in places that the government was unable reach in order to relieve the suffering of the people in remote areas. To accomplish this, the MFLF has made it its responsibility to connect various sectors to achieve shared development goals by inspiring and encouraging each sector — especially in the target community — to get involved in the development process with understanding and enthusiasm, cooperating with one another until the community can stand on its own with dignity and sustainability. Development through cooperation within the community will eventually lead to building networks with surrounding communities, making them more dependent on one another, with the government and private sectors giving advice and support only when necessary.



*Diagram 2*

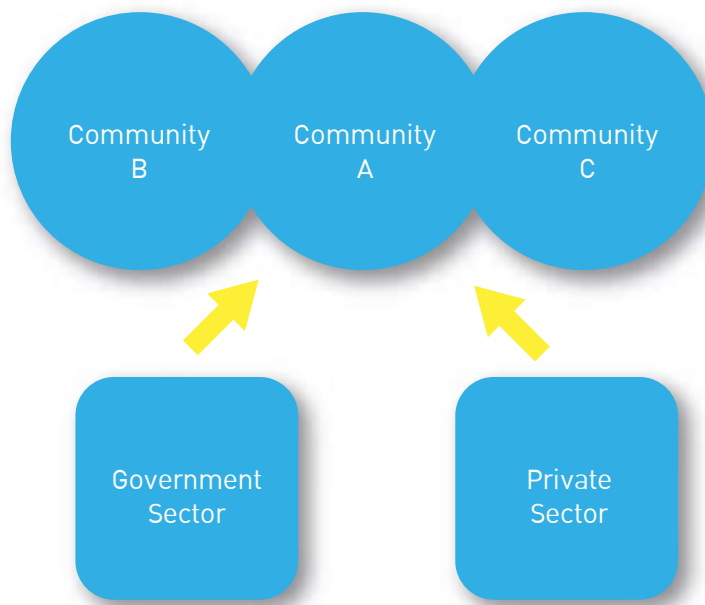
At the start of the development effort, the MFLF is the catalyst among the different sectors, inspiring and stimulating cooperation while creating a feeling of mutual understanding.



*Diagram 3*

Later, after the understanding process has been completed, the target community should be ready to get involved in the development on its own. The MFLF's role would then become a change agent to help the community become more independent.

When the community learns to stand on its own and develop mutually supportive relationships with outside communities, the MFLF can then reduce its role and eventually withdraw its involvement. The government sector should provide any additional needed support where necessary. The community may also choose to continue to work more closely with the private sector in order to expand its economic opportunities and social development.



*Diagram 4*

The communities become more dependent on themselves and on one another.

The concepts of the Doi Tung Development Project (DTDP) which the Princess Mother outlined in 1988 — “helping people to help themselves” and show people “how to coexist with nature in harmony” — are the key principles of the MFLF’s development efforts, emphasizing the quality of life of the target community. The MFLF functions as a center for integration among various sectors, ‘thinking big’ together by being farsighted and analyzing ways to work together until goals are reached. MFLF understands that it is its responsibility to bear the risks involved with what it does before the community is ready to work for development on its own. The MFLF has never stopped thinking of new ways to maximize the limited resources for the greatest benefit by increasing productivity and adding economic and social value with the least intrusion on nature. The organization also dares to experiment with new methods — accepting failure when it happens, but continuously learning and improving. As a result, the DTDP, under the supervision of the MFLF, has become world-recognized by international organizations

as an excellent model for community development. Over the 16 years since the project started, the MFLF has been able to achieve upstream development. Presently, the MFLF is working in 13 areas domestically and internationally following its established procedures of preparing development teams, coordinating with communities, implementing projects and then withdrawing, with continuously improved results in a shorter period of time as well as reduced funding. Community development volunteers from one area have gone on to work as mentors for other areas since the beginning. The MFLF has been using these development areas as a “Living University” for those who are interested in exchanging and learning new ideas.

#### **Social achievement using the Mae Fah Luang approach or model includes:**

- Better quality of life, ability to be self-dependent and community unity
- Networks of connections with other communities that result in exchanging knowledge, cooperating in development, investing for advancement and mutual support

The royal vision “helping people to help themselves” does not end when communities attain the ability to stand on their own; after doing this, it is hoped that they, in turn, will help others in the same way. When each person is able to fully reach his or her potential, then the potential of the family, community, and greater society will increase too—and finally the country as a whole will benefit. This follows what the Princess Mother once said, “If one person does things honestly and other people follow suit, the benefits will satisfy everyone’s interests, and the country itself will be prosperous.”

Over the years, the MFLF has gained sufficient knowledge from its many experiences which can be adapted for development projects elsewhere. What is needed is attention to detail in applying and adapting the procedures according to the geographic and social factors in each target area. Communication and adaptation need to be simple

and easy for the target community to understand and implement by themselves in an appropriate timeframe.

In December 2011, the Office of the National Economic and Social Development Board published a book called “The Development King: For the Benefit of the Thai People.” The book quotes an interview with Her Royal Highness Princess Maha Chakri Sirindhorn in which she talks about how the development principles of His Majesty King Bhumibol Adulyadej are reflected in the MFLF’s approach in the DTDP which was established under the Princess Mother’s directive. This no doubt results from the fact that the Princess Mother had studied the various Royal Initiatives of His Majesty King Bhumibol Adulyadej, such as reforestation, alternative development and value-added agri-product processing projects, and adapted and applied the ideas in the DTDP. Thus, the project can be seen as an instance where the “Mother learned from Son.” However, it is clearly a situation where the Princess Mother raised her son by example to be a conscious leader responsible for the nation’s development and leading a simple life without causing harm to others, being well-disciplined, observant and having a thirst for knowledge. All these can be seen as “Son learned from Mother,” which had a strong influence on the thoughts and work of His Majesty King Bhumibol Adulyadej.

## {02}

### COMPONENTS OF “DEVELOPMENT PRACTITIONER TEAMS” IN TARGET AREAS FOR THE EFFICIENT AND SUSTAINABLE DEVELOPMENT OF THE COMMUNITY

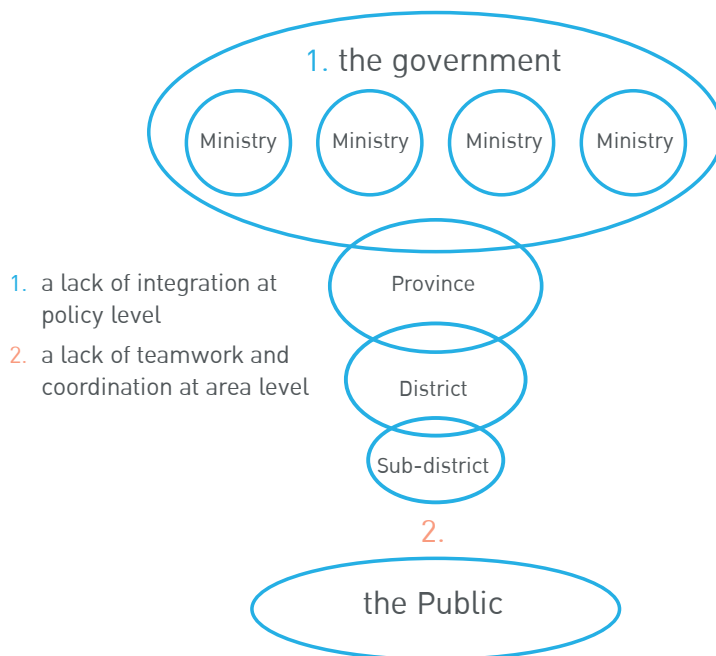
#### 2.1 The Missing Component

The MFLF’s area-based development concept emphasizes the development of the entire catchment area. When the Doi Tung Development Project started in 1988, the MFLF integrated its plan, funding and cooperation among the government, the private sector and the community to achieve the same objective — the development of the Doi Tung Development Project area so that the people of Doi Tung would become self-sufficient. This integrated approach of all sectors has been an essential factor in the success of the project.

Further outreach projects from Doi Tung to other areas confirm the importance of area-based development. It is clear that the missing components impeding development in certain areas are: 1) a lack of connection and integration of plans and funding among various units both in the government and private sectors, and within the same government unit at different levels such as at a policy level and ground level; 2) a lack of teamwork and coordination at the ground level leading to a communication gap between the government and the local community, as well as the ineffective and unsustainable solution of poverty and sustenance issues in many areas of Thailand.



## A Gap in Solving Community Problems



*Diagram 5*

The disconnected work process at policy level, and the gap between the government sector and the people, are the main obstacles to the successful and sustainable solution of community issues.

### 2.2 The "Skewer"

In area-based development, it is necessary to have a leader or central body that links all related units together. In the case of the Doi Tung Development Project, the MFLF was the "skewer", coordinating with the government sector consisting of 35 departments from six ministries, and the private sector consisting of various companies that jointly invested in a non-profit social enterprise to manage the economic forests, or those that provided know-how for value-added processing, together with the public sector. This comprised ethnic minority groups from 29 villages participating in the entire development process. In the case of the Integrated Rural Development Model for

Nan Province under royal initiative, the Royal Initiative Discovery Institute served not only as the funder but also as the “skewer” or coordinating unit integrating various sectors. The MFLF was the primary partner or mentor, building the development team, bringing in development knowledge in the form of connecting, inspiring, stimulating and participating in the development process in order to “Help people to help themselves” — the royal initiative of the Princess Mother, applying it to drive development in cooperation with the community.

Therefore, being the “skewer” means using both science and arts to analyze, plan strategies and convince relevant parties at different levels from various sectors as well as target communities to get involved at the appropriate time through certain procedures. It is imperative to communicate the objectives of the development project to all parties concerned in order to stimulate interest and an eagerness to participate in the development process, known as “explosion from within.” This should help create a partnership for the efficient integration of various processes both horizontally — among both government and private sectors, and among various government offices with different responsibilities, and vertically — among different levels within the same ministry. This is so that they can achieve the same goal — to solve the problems and the needs of the target community, through methods that have to be adapted to suit the geo-social aspect of each community.<sup>3</sup>

<sup>3</sup> Dr Kanok Wongtrangan compared the role of the Secretary-General of the Royal Initiative Discovery Foundation to a “chicken skewer,” in other words, a “person who mixes all the ingredients for chicken kebab to be on the same plane, in an order that will enhance the taste, the cooking process and the taste and convenience of eating. For example, meat should be skewered first, followed by tomatoes, then meat and onion so that the meat will absorb the good smell and sweet taste of the vegetables and fruits. The specific order of the ingredients are like the role and sequence of each unit in the development program. The final touch is the “sauce” in different flavours to suit the culture and likes of the consumer. This “sauce” can be compared to the Royal Initiatives or know-how in the various dimensions of resource management, from soil and water to forestry, or the more specific knowledge related to the problems of each region, such as acidic soil in the South, a lack of water in the Northeast, or excessive water in the North. This will serve to address specific problems of the people in those regions.”

## Roles and Responsibilities of the "chicken skewer" and "joints"

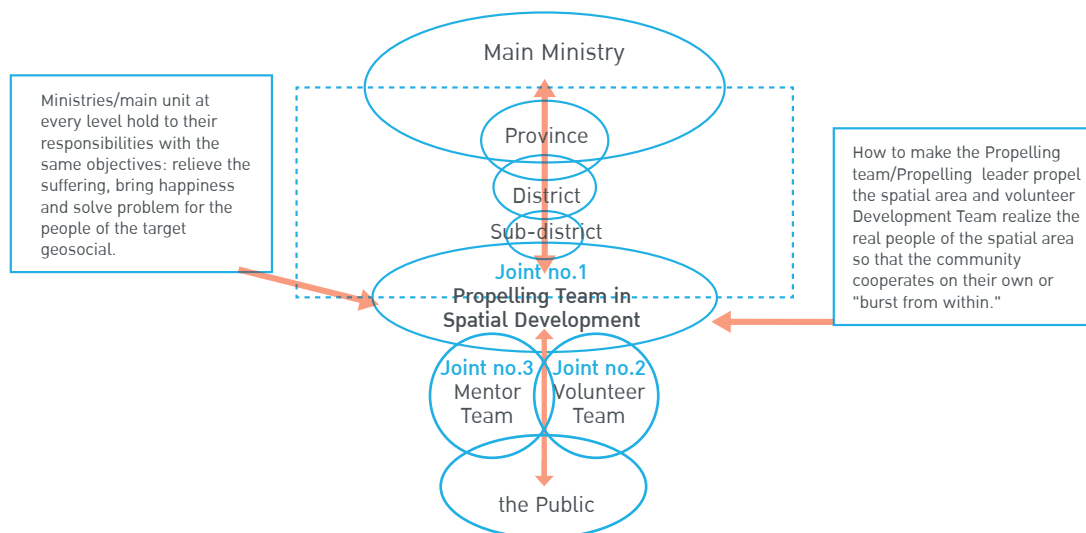


Diagram 6

Roles and responsibilities of the "chicken skewer and "joints" that link the various working processes of the project and reduce the gap, creating better understanding and relationships for better cooperation with the community in their own development project.

### 2.3 "Joints"

The "chicken skewer" will be useless without the three important "joints" that link the government and private sector in the area with the community, resulting in a shared understanding and vision. This leads to greater cooperation in the development of that particular area, carried out by the local community, resulting in self-sufficiency for the people, with the government and private sector taking the role as effective supporters.

The key content of this book will cover the approaches to creating the three “joints”: 1) the Development Project Mobilization Team for the target area; 2) the Development Volunteer Team; and 3) the Mentor Team. These are important components for the Development Practitioner Team in a target area to help the community achieve sustainable self-sufficiency.

2.3.1 The Development Project Mobilization Team for the target area is the team directly responsible for relief efforts to alleviate the suffering and bring happiness to the local community, such as local government officials, particularly the District Chief and Deputy District Chief, since they are appointed by the central government, they have direct authority at district level. This team also includes local government officials such as City Council members, Provincial Administration Organization, Sub-district Administration Organization or development practitioners and private sector groups working in the area. The goal of the team is to:

- Manage the project and create unity among various relevant units, to join forces to drive the community’s development efforts for the greatest efficiency, leading to the solution of problems and answering the needs of the community until success is achieved.

The Mae Fah Luang Development Model consists of 19 different processes that can be grouped into 4 phases to achieve sustainable development of the target community as detailed in Chapter 3.

## 4 Main Phrases in Community Development for Sustainable Livelihood in line with Mae Fah Luang Model



*Diagram 7*

4 Main Phrases in Community Development in line  
with Mae Fah Luang Model

Fundamentally, team members, or at least the leader of the Development Project Mobilization Team, have to have the spirit, the potential and basic qualifications of a development practitioner, that is, the volunteer spirit, and a heightened sense of duty and responsibility towards themselves and others. They should maintain their integrity, dignity, compassion and consideration for the benefit of the entire community, as well as be determined, eager and observant. They should also have a good attitude towards work and colleagues as well as good interpersonal skills for working with various groups of people as appropriate. They should have an analytical mind, possess skills and knowledge to manage communication channels in order to reach out and dispense primary advice on the management of resources in the area such as water, soil, forests, as well as occupation know-how on agriculture, livestock, handicrafts. They must also be able to gain the respect of the local people. The indicator of whether a development practitioner is qualified for the work is the response of the community. If there is already such a person in the area, then they only need to be supported with training on the principles of the Royal Development Principles as well as study of the local wisdom. However, if no such person exists, then it is necessary to develop such person by introducing them to various model projects and working with the MFLF mentor team in actual field work until he or she is ready to work on his or her own.

2.3.2 The Development Volunteer Team is made up of people from the target area who trained by the team to drive the development project in order that they can work closely with the community. The main purposes for having the Volunteer Development Team are:

**At the beginning of the project:**

- To help the Development Project Mobilization Team obtain insight and practical information (problems, needs, funding, potential, thoughts, feelings, etc.)
- To help build trust and faith in the Development Project Mobilization Team, resulting in better cooperation between the team and the community
- To enhance understanding within the community until "explosion from the within" is achieved (due to a clear understand of the benefits for the community and themselves as well as the working process) and therefore want to participate in the develop process.

**During the implementation of the project:**

- To develop close and consistent channels of communication regarding policies, problems, etc. between the Development Project Mobilization Team and the community
- To be the development team in the area to carry on the various aspects of the development process after the Development Project Mobilization Team/Mentor Team have withdrawn
- To capably lead and continue the various projects since he or she understands the principles and reasons as well as the processes, having been involved in the project from the start
- To act as a "joint" in communicating and liaising with the government and private sectors inside and outside the area, as well as the target community

Thus, during the building of the Development Volunteer Team, the Development Project Mobilization Team needs to develop and manage relationships with main partners, including official and unofficial community leaders, to achieve understanding, cooperation and coordination.

2.3.3 The Mentor Team is the team which trains the Development Practitioner Team through the transfer of knowledge of holistic, comprehensive, area-based development, as well as development through connecting, inspiring, stimulating and participating to "Help people to help themselves" in the line with the Royal Initiative of the Princess Mother. The roles of the Mentor Team are:

- To give advice and training on the principles and operation procedures of the Mae Fah Luang Model, pointing out how to come up with solutions based on real data through a people-centred approach, under the concept, "Help people to help themselves." More details on this will be discussed in the following chapters.
- To work as closely as possible with the Development Practitioner Team at the beginning, observing their work, their ability to adapt skills and knowledge with appropriate timing in the appropriate situations, as well as their emotional quotient, an essential qualification that is accumulated from experience working as a development practitioner. This will allow the Mentor Team to design training programmes to develop the Development Practitioner Team continuously.

In effect, the Mentor Team is not unlike a teacher who transfers knowledge to his or her students — in this case, development practitioners — based on pure principles, without prejudice or personal beliefs. The mentor must not be afraid that students might surpass them in skills or knowledge. The mentor should lead by example, as doing so is critical to help the Development Practitioner Team work well with the community. This is known as "Learning by doing", leading to knowledge and expertise.

## {03}

### UPSTREAM SUSTAINABLE DEVELOPMENT PROCESS OR “SURVIVAL” IN ACCORDANCE WITH THE MAE FAH LUANG MODEL<sup>4</sup>

The Upstream Sustainable Development Process or “Survival” according to the Mae Fah Luang Model consists of four phases which take place over six years in a 19-step development process. This approach to development of a target area does not necessarily mean that if all the steps are followed, success will be certain. Rather, the reality of the context of the area and the geo-social conditions must also be considered, as should conditions from level to level (Survival, Sufficiency, and Sustainability). Otherwise, at the end of the process, the steps may be completed but not successful, or the project may be derailed without knowing where things went wrong.

Whenever the implementation of the development process in the target area seems particularly challenging or slow, it will be necessary to go back to the process of building understanding and trust in the community again to look for the causes or “common issues”, or issues that are of concern to the majority of local people who would like to see them addressed. These issues can then be used to help motivate the community and gain their participation. If there is an opportunity to speed up the development process such as through common issues that can be address through a quick fix, then this should be done immediately, even if it is not specified as part of the formal development process. Most importantly, there must always be community participation during such operations.

In Chapter 2, it was explained how the Mentor Team holds the “chicken skewer” linking all the “joints” based on the basic needs and benefits of the community. Those holding the “skewer” should accelerate or slow the process of development in accordance with the community calendar or the readiness of the community. It may not be easy to determine

<sup>4</sup> See the calendar of the “Understanding, Reaching Out and Development” process in the Appendix.



clearly when and how to proceed; what is needed is understanding and observation of the community. The Mentor Team needs to embed with the community to understand its geo-social environment, resulting in more accurate knowledge and true reaching out to the community. Also, the Mentor Team should work in tandem with the Development Project Mobilization Team and the Development Volunteer Team in the area, especially in the early stages. The experience and lessons learned from its development work in various areas has enabled the MFLF to standardize the development process into the 'Mae Fah Luang Model' as shown in Chart 8, presenting the relationship between and roles of each development team in different target areas and phases. It also summarized the development process into 19 steps as guidelines to drive the development under the concept: "Help the people to help themselves."

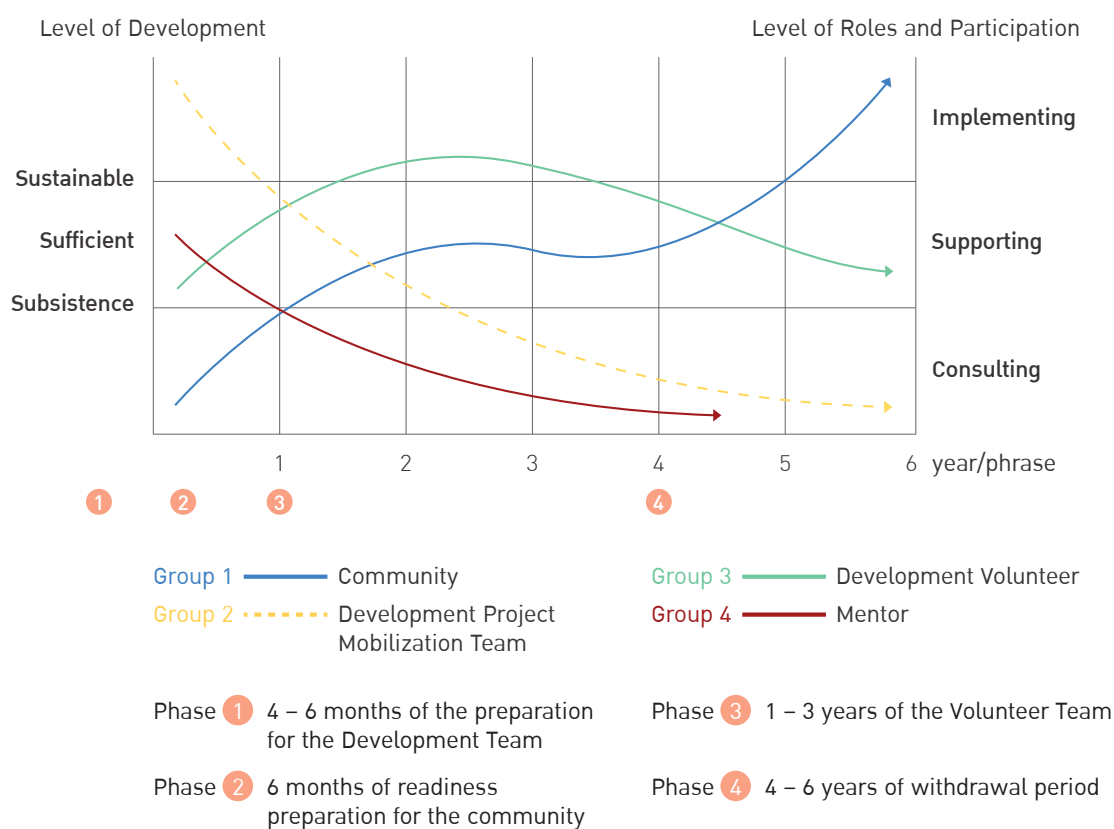


Chart 8

Development Procedures according to the Mae Fah Luang Model

Chart 8 describes Development Procedures according to the Mae Fah Luang Model, presenting the roles and levels of participation of four groups of people in area-based that corresponds to the different levels of development in that area, in accordance with the Mae Fah Luang Model concept of: "Help the people to help themselves." That constitutes the sustainability of development, which is achieved when the community can carry on and further the development on their own, be able to think on their own, analyze and solve problems on their own and finally be self-reliant. To be able to reach this point, the three development teams must work side by side with the community, creating understanding and participation from the start, serving as examples, leading by doing, developing their skills and knowledge of development concepts gradually until the point is reached that the Development Project Mobilization Team and the Mentor Team act only as consultants while the community and the Development Volunteer Team do the work. That is to say when the community absorbs the development concepts and continues working on it until they are skillful and understand the process from start to finish, becoming confident in doing it by themselves. Only then will the Development Project Mobilization Team and the Mentor Team withdraw from the area so that the community and the Development Volunteer Team can fully drive the development on their own.

The roles and the work of the three development teams can be divided into four phases:

1. Preparation of the Development Practitioner Team; 2. Preparation of the community;
3. Implementation of development activities; and 4. Preparation for exit from the area.

### **Phase 1: Preparation of the Development Practitioner Team (Development Project Mobilization Team and Development Volunteer)**

The Development Project Mobilization Team identifies problems and proposes approaches to solve them in an effort to get buy-in from the relevant parties and communities concerned. Then, after the principles are on board, the Development Project Mobilization Team opens up channels of communication with the community

for the understanding of the concepts, goals, and procedures, to develop a real working partnership. In this phase, the Development Project Mobilization Team must create a Development Volunteer Team in the area to prepare the support structure for the project operation in the future. This is done by introducing them to the model structure, having them study holistic knowledge and training them on all necessary aspects to become development practitioners. Also, clear specifications for the target area and a study and collection of data of the area are essential to truly understand the community. The procedures in this phase are the readiness preparation for the Development Practitioner Team before the actual work begins.

## **Phase 2: Preparation of the Community**

The Development Practitioner Team, consisting of the Development Project Mobilization Team and the Development Volunteer Team, is responsible for "implementing" and "leading by doing" so that the community can clearly see what is happening, with the teams proving themselves and creating confidence and faith within the community. In this phase, the target is to let the community see the potential benefits, and become confident in the Development Team and development approach, while at the same time participating in the operation. Initial steps may include surveying the area, assessing the available natural resources, water system, soil, forest, various occupations in the area, and stimulating the community to get involved in brainstorming and casual analysis. During this period, the Development Practitioner Team should take the opportunity to conduct activities serving the immediate needs of the community with a "Quick Hit." This helps the community to see the big picture and understand the development approach that is going to happen soon. Most importantly, they will see the benefits of the development from the onset that will result in "explosion from within", that is to say the community will take a participatory role in the development work. This shows that the community has faith in the project and is ready to help themselves.

### Phase 3: Implementation of development activities

When the community begins more intensive development work in this phase, the Development Project Mobilization Team should gradually decrease its role but still “work in partnership,” that is, through the Development Volunteer Team who, in turn, works most closely with the community. At this stage, the Development Volunteer Team steps in with a more active role and becomes the main leader in operations. Both the Development Project Mobilization Team and the Development Volunteer Team must be vigilant and support each other so that the development efforts will not fail, since this may discourage the community and lead to a lack of confidence in development. In addition, having the Development Project Mobilization Team and the Development Volunteer Team learn along with the community serves as a good example for the community, helping them to understand the principles and working approaches of the Development Team. The Mentor Team acts as adviser to the Development Project Mobilization Team and the Development Volunteer Team when they are faced with difficult situations or as required. The role of the Mentor Team is to provide further training in the principles of development, adapting concepts and devising solutions to problems based on real data, keeping the needs of the community as the central focus in order to achieve sustainability. This allows the Development Project Mobilization Team and the Development Volunteer Development Team to learn and understand problem-solving skills based on real experiences.

### Phase 4: Preparation for exit from the area

When the community is gradually more capable of taking charge of its own development work, to the point of being able to brainstorm, make plans and solve problems by themselves, it is time for the Development Project Mobilization Team to prepare for a gradual exit from the area. The community becomes more involved in setting up rules and regulations, and take responsibility for various tasks, while the Development Project Mobilization Team gradually reduces its role, allowing the Development Volunteer Team and the community to continue working on their own, with the Development Project

Mobilization Team in an advisory capacity. This will give the community a sense of pride and confidence in their own potential, as well as a sense of ownership of the development project, stimulating new initiatives to further the development effort and greater cooperation within the community. Eventually the Development Project Mobilization Team will become just a consultant, giving advice when necessary, just like the Mentor Team.

However, the Development Project Mobilization Team should follow up, evaluate the development results and level of participation within each group in the community as shown in Chart 8, in order to adjust participatory levels of each group appropriately. For example, if the community shows less interest and enthusiasm about the project (the graph line of the community trends downward), the Development Project Mobilization Team should reach out to the community more diligently, motivating them by taking an active part in the project. Also, the team should create a positive environment and procedure that nurtures community participation (the graph line of the Development Project Mobilization Team should not decline for a period of time).

Therefore, whether the graph line of the operations of each group gets closer or veers away from the standard line of Chart 8 depends on the geo-social factors as well as the problems and situations particular to each area. The Development Project Mobilization Team must be attentive to and be smart enough to adjust the balance of the work process to drive the project forward towards its goal as effectively as possible using different techniques for each team.

## 19 Procedures for Sustainable Development

### 0. Before starting the process

- Propose issues and solution guidelines for approval

This book is intended to accompany the course "Creating a Development Team in Target Areas to Drive Sustainable Development and a Self-Reliant

Community", where there is already a local individual or organization responsible for development efforts to help drive, convince and motivate others for an effective process. This team is called the "Development Project Mobilization Team." The Mae Fah Luang Foundation or the Mentor Team will provide training and advice to the Development Project Mobilization Team and the Development Volunteer Team. The assumption is that the Development Project Mobilization Team and the Development Volunteer Team already know and understand the problems of the area or community from their regular field work, and from close communications with the local people. This can help to quickly identify the issues of the target area. Also, the Development Volunteer Team must only comprise of local people, chosen by the locals.

Although there are various issues within the area, the MFLF or the Mentor Team addresses only the issues that affect the survival of the community in the area, leading to self-reliance. Thus, conditions are set as for the approach to the issues as follows:

- The development area must take into account the entire catchment area.
- The area must have issues related to the community's economic survival, and lack of income-generating opportunities, such as insufficient rice harvest for their own consumption. This leads to a dependency on external sources for survival, excessive loans or social problems such as monoculture, opium crops or human trafficking.
- The area must have issues related to available natural resources (water, soil, forests), in livelihood or main occupations such as dependence on rainfall, arid areas, or degraded soil, resulting in failed crops, the cause of poverty.
- The area must have great sensitivity that is disruptive to the community as a whole, such as a catchment area, a national park, an area with diverse ethnicity and cultures, or strategic border areas. (Demands by a community to build roads,

install electricity and water systems do not meet this criteria as defined by the MFLF, since these activities do not lead directly to self-development and sustainable self-reliance of the community).

- The issues must not be political in nature such as conflicts over land-rights or promoting a voting base for political gains.

The initiator of the development project must then propose issues, guidelines on how to collect data that is factual and current so as to better understand the causes of the issues, and approaches for integrating the work of various units for approval. If the initiator is a district chief, and the provincial governor has given his approval of project in principle, then a letter must be requested from the governor to be sent to various relevant government units at provincial level, instructing them to give their support to the district chief in the operation. In other cases, for example if the initiator is a development practitioner, then he should get approval from his supervising organization. When the proposal is approved, that organization should seek cooperation from, and prepare a Memorandum of Understanding for relevant government units in the area to gain their support. Therefore, the Development Project Mobilization Team may consist of a district chief, members of the Sub-district Administrative Organization (SAO), civil engineers from the SAO, agricultural sub-district officers, livestock sub-district officers, etc. The reasons for having official requests or written documents before starting the development process is to create a partnership framework and get government units or departments to take responsibility officially so that they can cooperate in driving the development towards self-reliance of the target community as the main task for each unit. Thus, the initiator of the development project will then be able to form the Development Project Mobilization Team quicker and more efficiently.

### **1. Set up the Development Project Mobilization Team**

Only when the initiator of a development project has the proposal approved in principle and the official requests for cooperation are issued, can the development process begin.

The duty of the initiator at this stage is to communicate with all relevant parties and convince them through whatever means suitable. This is to help create understanding of the concepts and target of the project, including the procedures and approaches so that the Development Project Mobilization Team can gain a true understanding and become a willing and active participant in the process, that is to say, setting up for an "explosion from within" of the team. In addition, the Development Project Mobilization Team must agree on the conditions of working together for the shared target, such as integration of working plans for communication, budget, evaluation, etc. Responsibilities should also be clearly divided so that they do not overlap, but do support each other.

## **2. Study visits for the Development Project Mobilization Team to model projects with similar issues as the target area, with training on the essentials of a development practitioner as well as geo-social survey methodologies.**

This procedure helps the initiator and team members understand the royal development principles that can be applied to the target area, as well as the goal and approach of the development project. This allows them to see the potential for the project's success, helping to inspire greater confidence. This procedure can also encourage an "explosion from within." In addition, it will encourage team spirit building among members of the Development Project Mobilization Team through their joint experience. Thus, the MFLF proposes: 1) study visits to model MFLF projects which have been used as lessons learned for this manual and will help promote a better understanding of this manual; 2) the initiator should assess which model projects or model communities have a suitable context that can be applied to the target area by considering the issues and geo-social factors that are similar to those of the target area, and then do fieldwork to collect knowledge to adapt to the target project appropriately.

At the same time, the Development Project Mobilization Team must discuss and prepare the study plan to gain knowledge and conduct various training programmes necessary for development practitioners in line with the 19 procedures, such as training procedures for



the Development Volunteer Team so that further training can be conducted at the next stage. This is because when the mobilization procedure has reached the stage where the team has to work directly with the community, the process should not be obstructed or delayed due to unpreparedness causing the community to lose confidence in the team and not give their full cooperation.

### **3. Designate a target area**

When the development proposal reaches a certain stage, the target area should be clearly designated using the following criteria:

- An area delineated by shared natural resources such as a water catchment area or a pasture. The area may cover more than one sub-district. The development mobilization team must talk to and create an understanding among the community and make sure the community leaders understand and participate in the process. That is to say, a target area should be designated based on its geographical factors, not political.
- If shared natural resources are not a clear issue, then select a small area of not more than three villages or 300 households. Then, when the operation is successful, the project can be expanded to surrounding communities, since the management of smaller project areas is easier than starting off with a large project in several locations.
- The target area must be directly affected by the issue since the community will be more motivated to get up and solve the problems.
- The community must be ready; that is, there is a clear and strong local or community leadership in place, since this will make the work of the Development Project Mobilization Team easier due to a strong partnership that is ready to be cultivated further.

This process is the start of the understanding the actual conditions in and evaluating the issues of the area/target community. This step of preparation must be done before starting the actual fieldwork, namely the assessment of the "normal conditions" of the community, which may not be normal conditions from the point of view and experience of the people outside the community or of the Development Project Mobilization Team. This misunderstanding may lead to the misconception of what constitutes an issue for the community, and result in a misguided development plan that is not what the community truly needs. For example, some communities forage in the forest for sustenance; however, people outside these communities may think that these people are poor and have nothing to eat. But actually, this may be a normal lifestyle for those people and there is no problem of not having enough to eat, thus, there is no real issue to address. The more precise the surveys by the Development Project Mobilization Team, the clearer the understanding of what the "normal conditions" of the community are, and the better the ability to distinguish between "normal" and "abnormal" conditions that need addressing. With questionnaires and the specification of GPS co-ordinates conducted together with the community, the Development Project Mobilization Team should be able to conclude which "abnormal conditions" need to be addressed. They can then make a proposal to the community for approval, and launch the development project.

#### 4. Preparation

When the target area is well-defined, and before the actual field work starts, the Development Project Mobilization Team must equip themselves with all the facts and data, studying all available secondary data about the area so that they can understand as much about the community as possible, and see options for the project or pre-fieldwork activities. The result of this step is a preliminary project plan and direction.

In addition, what also needs to be done in this stage is building the Development Volunteer Team. This is done through discussion within the Development Project Mobilization Team so that each unit chooses volunteers in its original affiliated organization in the area such

as Public Health Volunteers (PHV) or Civil Defense Volunteers (CDV). The number of development volunteers should be 1-2 per neighborhood depending on the size of the community. If there are not enough volunteers, the Development Project Mobilization Team should ask the community leader to recruit suitable persons to be trained as development volunteers.<sup>5</sup>

When the number of development volunteers to be trained is sufficient, the Development Project Mobilization Team has to appoint a development volunteer leader. This person has more responsibilities than the general development volunteers; namely, to make daily action plans and report on the development progress, including any obstacles or problems, to the Development Project Mobilization Team. The leader is also responsible for coordinating with those in related units and being a representative at meetings with the community as well as overseeing the activities to ensure that the Development Volunteer Team is always ready for work. The development volunteer leader can be temporary and chosen from development practitioners, provincial health officers or anyone with work experience with the general public. The leader must also be trained on the qualifications of a development practitioner and on the survey process to collect basic geo-social data<sup>6</sup> so that the Development Volunteer Team understands its roles and responsibilities, has faith in the project, is inspired and ready to do the actual work with passion, understanding and appropriate skills. Then, at a later stage, a permanent leader of the Development Volunteers can be chosen from those who have demonstrated their skills.

## **5. Community Leaders and the development volunteers arrange meetings with the community in preparation for the survey**

When everything is in place, the Development Project Mobilization Team should ask the community leader to arrange a meeting with all the villagers at a time and date convenient for the villagers. The Development Project Mobilization Team then assigns the first task to the Development Volunteers — who have completed their training and have reached a certain level of understanding and readiness — which is to prepare for the survey meeting.

<sup>5</sup> See Chapter 5 for details of basic qualifications and abilities of people suitable for recruitment as development volunteers.

<sup>6</sup> See Chapter 5 for details on Self-practice to become Development Practitioners, and Chapter 6 for Preparation Training for the Development Volunteers.

They have to coordinate with the community leader on a suitable location for the meeting, prepare the facilities such as seating, computer equipment, a projector screens, sound system and loudspeakers.

**6. The Development Project Mobilization Team meets with the villagers to help them understand objectives, goals and the survey process while making appointments for individual surveys of each house/plot of land.**

At this meeting, local government leaders, community leaders and the Development Volunteer Team join forces to initiate relations with the community to allow the Development Project Mobilization Team to build confidence in the Development Volunteer Team. However, each area and each village will require varying amounts of time and procedures depending on the leaders, the background and experiences of each area. Many villages require more than one large meeting, and discussions may be continued in further meetings as required to achieve success. Also, small group discussions can be arranged among leaders or even with individuals. What needs to be avoided is to let the government officials make decisions on behalf of the others, since the majority of the community may not agree, resulting in not being able to start the project since there is no true community buy-in.

Meanwhile the Development Project Mobilization Team must prepare the field team to conduct the survey, delegating responsibilities appropriately and comprehensively. This should be conducted together with the community. What must be avoided at this initial stage of approaching the community is allowing police officers or army personnel to lead the way, since most community members have a fear of the authorities — fear of being arrested or having their land confiscated due to possible forest encroachment. This may result in a negative reaction and non-cooperation.

**7. The Development Project Mobilization Team, Development Volunteers and the community cooperate in surveying economic and social data with questionnaires and surveying the co-ordinates of residential and cultivation areas.**

This process is the heart of the development and drives towards self-reliance as it allows

the community and the development team to clearly identify the geo-social factors and the issues of the community based on the most accurate and up-to-date data. This allows them to pinpoint the source of the issues, evaluate the potential of livelihood opportunities, and plan quick-hit solutions as well as solutions that responds to the true needs of the community. It also promotes teamwork, since the Development Project Mobilization Team, comprising local government representatives, development volunteers, community leader and villagers, having to work together in collecting data, seeing things together, and learning about the issues together. This is an essential step that allows the villagers and the Development Practitioner Team to “understand and reach out to each other,” that is to say the Development Practitioner Team fully understands the problems, wellbeing, and feelings of the community, while the community better understands the approaches of the Development Practitioner Team, and appreciates their good intentions. Most importantly, the community will also better understand their own issues and potential. The Development Practitioner Team will also understand their own role, and know themselves even better through the joint experience with the community. This mutual understanding — understanding ourselves and understanding each other — is in line with the process of “understanding and reaching out” in accordance with the principles of His Majesty King Bhumibol Adulyadej, Rama IX. This prepares the community to participate as a “co-owner” of the development project in the next stage.

This survey process therefore corresponds to one of the important objectives of the MFLF, which is to develop human and social resources, since the villagers learn by “seeing” with their own eyes as they participate throughout the survey process as well as feel ownership of the data and recognize its importance. It also serves to take the knowledge, understanding and confidence of the development volunteers to another level as they work together with the Development Project Mobilization Team and the community.

Thus, the Development Project Mobilization Team has to carefully plan and thoroughly observe the whole process so that they can adjust the plan quickly and appropriately if necessary to achieve the objectives.

## **8. Analyze, compile and integrate data in a mapping process to transfer the raw data from the survey into meaningful information**

This process involves compiling the economic and demographic data from the households, and from the GPS survey of residential and cultivation areas for analysis to understand the actual conditions, problems, resources and potential of the community, which will be presented to the community in a form that is easy to understand. Examples of compiled data start with the total village population, which is then divided into sex, age, occupation, etc. Economic data includes total income, expenditure, debt, savings and land utilization including total area used for planting, rice fields, forests, living, etc. This data is used to analyze weaknesses and strengths, opportunities and risks.<sup>7</sup>

Furthermore, the Development Project Mobilization Team must study, analyze and draw conclusions to identify the clear "common issues" of the community so as to give feedback with guidance to the community and put the problems in order of importance in the next step. For example, if the data from the survey clearly indicates that soil is the core cause for a decline in agricultural production, but the community itself ranks debt as the most important issue, the Development Project Mobilization Team can then explain their plans with supporting reasons to convince the community to understand and give priority to solving problems at the root cause.

## **9. Give feedback to the community to obtain approval and create understanding and outreach**

Giving feedback to the community and addressing the needs of the community is the process that every community member should participate in since this cooperation helps guarantee the accuracy of the data, which leads to better understanding the core problems and guides the objectives of the development. Therefore, the process should not be rushed. The villagers should all come together and ensure they truly understand what the data means. The two processes should be done consecutively to maintain continuous interest and not waste the villagers' time. Therefore, before the process of giving feedback, the

<sup>7</sup> See examples for compiling methods and conclusion of survey data in Appendix.

Development Project Mobilization Team must communicate to the villagers the importance of these two procedures so that the community leader can convey this to members and then arrange a meeting at a time and place convenient to every household.

In the case that less than 70 percent of the community members or household representatives are available, the meeting should be postponed. Otherwise, the confirmation of the data, enquiries about problems and needs, and prioritization in the next stage will not come from the majority, or the community has not truly confirmed the accuracy of the data. This may cause difficulty in moving the development project forward.

The objective of the feedback is to have the community confirm the accuracy of the conclusions drawn from the survey data. If there is some disagreement, then there can be discussion to correct the data or agree on further surveys. Another objective is to help the community understand their resources, potential and real issues clearly, such as 1) the human resources of the working age population in the area, separated into sex and age; 2) the opportunities for reducing household expenses and increasing income based on the data regarding the source of expenditures. For example, if most of the community expenditure is attributable to food which comes from an outside source, the village should consider planting crops or raising livestock for consumption; 3) the imbalance between the use of natural resources and the preservation of nature as they relate to well-being, such as extensive debts against minimal savings despite encroachment on forests for farming.

After the feedback session and before enquiring the needs of the community, the Development Project Mobilization Team should have the community do some activities to stimulate and focus their thoughts, so that their ideas regarding community issues and needs are refined. This is because often with development projects of similar type, the survey of the needs of the community tends to result in them providing "wants" rather than "needs", or sometimes the community gives responses without actually understanding how important the process is. For example, some individuals may identify the need to have better

mobile phone network coverage, a crematorium or even a second wife. To help kindle the thought process of the community before the enquiry process and prioritizing their needs, the MFLF has used an activity developed from past experience called K D T W M.<sup>8</sup>

"K" is for Keep (keep for eating, using and selling for benefit)

"D" is for Dig (storing or water management, laying pipes, connecting pipes, digging irrigation ditches, check dams and efficient water usage)

"T" is for Think (or research how to use K and D to create work)

"W" is for Work (how to create work and use K D T to create work for the community and decide what to build), and

"M" is for Management (how to manage each item)

## 10. Enquiry to determine problems and needs of the villagers and voting to prioritize

After the community sees the larger picture and better understands the connection between the various elements in the area, the facts, their personal problems and community issues, the Development Project Mobilization Team can then begin the process of enquiring about the needs of the community, and voting to prioritize issues, while continuing to interpret the needs of the community to keep the flow of the thought process going.

The result will be the conclusive indication of the main issues to be tackled in various dimensions, and the most urgent needs to be addressed as identified and specified by the community themselves. The main outcome of procedures 9 and 10 are that the community will be able to see the problems and the various dimension of their own potential in a related and logical manner. They will have ideas, and the opportunity to express those ideas as they gradually see ways to solve their problems together. Thus, they will gain more confidence in themselves, courage and a desire to participate more. This can be seen as a way of developing human capital in the area to another level.

However, if the Development Project Mobilization Team evaluates the readiness and eagerness of the community to cooperate in the development effort and sees that over

<sup>8</sup> See examples of K D T W M results of Moo 1 Ban Sa Koen Yod Subdistrict, Song Khwae District, Nan Province in Appendix.



30 percent of the community do not have confidence in the project or the Development Project Mobilization Team, and do not want to participate in this development effort, this doubters should be grouped and approached again and the communication process repeated. It is necessary to convince them it is really possible to solve the problems or develop the community, and that it will lead to real benefits, and what those benefits are. Only when the majority of community members, that is over 70 percent, feel ready and willing to cooperate in the development effort, should the Development Project Mobilization Team move on to the next stage.

In addition to how the understanding and reaching out process leads to the project planning and evaluation of the benefits for the community, the value of this process is that it is a starting point for community participation and ownership of their own development. This is because the process stimulates the villagers to think, choose, learn, envision the future, voice their opinion and make decisions. Therefore, the sooner the villagers understand, trust and have an active role in the process, the faster sustainable development will occur.

**11. The Development Practitioner Team (the Development Project Mobilization Team and the Development Volunteer Team) cooperate in drafting an operation plan emphasizing issues related to resources for livelihood and occupations. If the team feels confident that there is a chance of success, they should start with quick hit activities to create faith and confidence in the team from the community.**

The principles involved are 1) working plans must meet the objectives set by both the Development Practitioner Team and the target community, emphasizing solutions to the problems of natural resources to address livelihood and occupations within the framework of time and resources specified together; 2) work plans must conform to actual conditions, using data mainly from the survey, as well as build on the existing resources and potential in the area for the greatest benefit; and 3) work plans should specify clear targets and the time frame for project evaluation and adjustment, both for the operation plan and budget. Reviews should be done periodically. In addition, personnel and their responsibilities should be clearly specified.

When the community understands and feels like they are ready to take on the development efforts to address problems as a result of the previous stage, it is essential to find opportunities for activities to address issues that will benefit the majority in the community. The Development Practitioner Team must be confident that these activities will be successful and that all supporting elements are in place such as funding, and that there they will produce immediate results, stimulating, persuading, convincing the community to participate in the efforts, in other words "explosion from within" before going on to the next process.

From there the members of the Development Practitioner Team should propose a draft plan created together with the community, community leaders and local authorities. If the community does not approve it, the plan should be amended until acceptable to all. When the community agrees on the draft and is ready to start work, agreeing on how to assemble the workforce, how many workers and how many days, this draft should be proposed to the head of each affiliated group for approval and for supplementary funds. However, if an affiliated group or group leader does not agree to the plan, it should again be amended until it can be agreed upon by all. The end result should still meet the objectives specified at the beginning and the Development Project Mobilization Team must bring the amended draft back to the community for their approval and cooperation. Then, if the community approves of the amended version and shows their readiness, the project should start immediately.

## **12. The Development Practitioner Team (the Development Project Mobilization Team and the Development Volunteer Team) commence the development project with the community for a mutual learning experience**

This process is to stimulate and inspire the community to contribute to development by "showing" that it can be done and "leading by examples" that success comes with effort. It also serves to show that the Development Practitioner Team is serious about the development programme. In addition, the Development Practitioner Team should continuously stimulate or enhance the community's desire to participate with various forms of motivation such as explaining concrete benefits in the easiest way for the community to understand.

Results expected from this process are that the community will feel more confident that they can do the work, and with greater eagerness, enhancing the trust among the Development Practitioner Team (the Development Project Mobilization Team, the Development Volunteer Team and the community), leading to greater cooperation and progress of the work, and most importantly, participation and learning on the part of the community.

Stages 13-15 do not have to be implemented in sequence but must always take into account actual conditions in the target area. The most outstanding issues should be addressed or tackled first.

### **13. Restore and/or manage natural resource capitals (of water, soil, and land use)**

Generally, Thailand is rich in natural resources. However, what is needed is good natural resource management that is done correctly and efficiently. As a result, those resources are not maximized, and are not sufficient for the survival of the community. For example, the community of Chalerm Phrakiet District of Nan Province, located in a forest area, needs an average area of 60 rai (9.6 hectares) per household comprising an average of five members for crop rotation to plant high-land rice or monoculture such as corn. It is therefore no surprise why forests in the country have decreased steadily. However, the MFLF has cooperated with the Royal Initiative Discovery Institute to promote terrace rice farming and at the same time develop sufficient irrigation systems, improve soil quality and promote seeds that provide a high yield and can be easily propagated, so that the local farmers can achieve the highest yield for the crops using the least resources. This helps to reduce the use of land and other resources through proper resource management that is more efficient and appropriate.<sup>9</sup>

The process to promote the restoration and/or management of natural resource capitals at this stage, the increase in agricultural and livestock production, as well as the management of natural resources and environment in stages 14–15 will provide not

<sup>9</sup> See details of restoration and/or management of the cost of production in the book "Approaches to Development in accordance with the Mae Fah Luang Model: Water Management".

only food security, income and natural resources, but also enable the participating villagers to be able to "think" and "act" carefully, aware of the risks and value, as well as the impact on themselves, the community, the economy, society and environment.

#### **14. Increase agricultural/livestock production through the revolving bank/fund system and providing basic knowledge**

When the natural resource capitals and other factors for agricultural production are sufficient for the whole year of planting, the Development Practitioner Team needs to, first of all, ensure that the people have enough to feed themselves and reduce food expenditure, then focus should be on increasing and stabilizing household income.

#### **15. Management of natural resources and environment (conservation forests, sustenance forests and economic forests)<sup>10</sup>**

Only when problems of well-being have been addressed, the community has enough to eat and has improved economic and social stability, forest and other environmental issues are able to manage. It is essential to create benefit without having to disturb the balance of nature. When the community understands the mechanics, value and long-term benefit of nature, they will have the conscience to protect it.

#### **16. Evaluation and joint plan adjustment**

The most important question regarding the evaluation process that development practitioners must always be kept in mind for each activity is: "What do the people get out of it?" How much is invested? What is the value of the benefit for the villagers? Increase in income? Decrease in expenditure? Assets such as an increase in livestock or reduction in livestock mortality. Does the community have better food security according to the first step of development towards the goal of survival, and how? Apart from financial or economic benefits, what effects, good or bad, have those activities had on society and the environment, for example, have they enhanced human potentials, made people more skillful or confident? Have they had any negative impact on the balance of

<sup>10</sup> See details in the book "Approaches to Development in accordance with the Mae Fah Luang Model: Cultivate Land, Cultivate People": Principles of Cultivate, Land, Cultivate People.

nature, and how? Alternately, how broad is the effect? What does the province gain? What does society gain? What about the country or the next generation? There should be ongoing communication with the community in simple terms about how the development project that is based on their own needs, and that they are participating in, will affect them, and in what time frame. Also, the community should understand the principles and reasons of any changes made to the plan based on actual conditions of the area so that they achieve the planned objectives.

The Development Project Mobilization Team should prepare with the Development Volunteer Team a report on the progress and evaluation of the operation periodically. Most importantly, when there are problems with the operation, or "moving forward" becomes difficult and the root of the causes cannot be found or quickly rectified, go back to study the conditions of the area/community using the "understand and reach out" approach again until a solution can be found.

#### **17. Facilitate the establishment of local committees and jointly establish community-based rules and regulations of various activities**

Establishing local committee rules and regulations for various activities does not necessarily need to be done before the start of the operation, but can be done at the start or during the operation. For example, after the completion of a reforestation effort, there may be a discussion of how to make sure no one is going to cut down the newly planted forest. The community should come up with the rules themselves. This depends on the readiness and attitude of each community.

Before the withdrawal of the Development Project Mobilization Team, in order to allow the Development Volunteer Team and community to continue operating on their own, if any activity still has no official supervisory structure or agreement, the Development Project Mobilization Team has the responsibility to encourage or motivate the community to form a committee and set rules and regulations concretely as a basis for joint cooperation. This will also give the community a sense of ownership of the project and a sense of

responsibility as a member of the committee, and having participated in setting the rules and regulations to supervise things themselves. This, in effect, means the community is taking charge of managing the development and their resources on their own.

### **18. Create clarity regarding the use of resources in the area, cultivation area and forest areas by issuing land documents or making cooperation agreements**

As in Step 17, clarity that comes from agreements or concrete documentation will have a positive psychological effect on the community, from having a sense of security to a sense of belonging and cherishment that grows from a sense of ownership. The result is a desire to develop what they have and feel that they own, and see it thrive and flourish in a sustainable manner. However, any agreements or offering of rights must be done following set conditions.

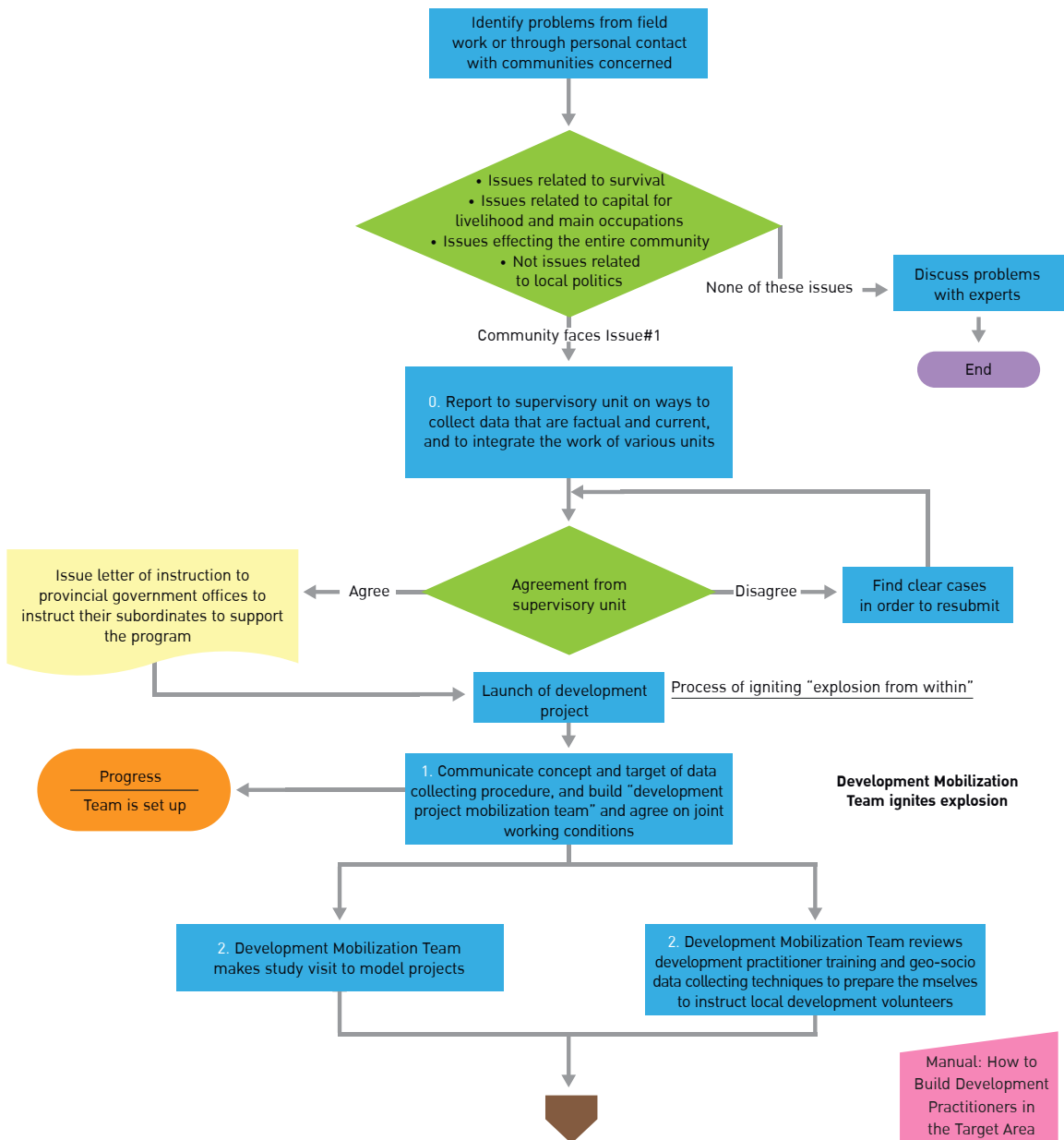
From the experiences of the MFLF, if the operation follows these 18 procedures, the community will "survive", meaning there will be sufficient rice for the whole year, a higher income from their occupations or from a variety of agricultural activities, lower expenditures and less need for loans within 2 - 4 years.

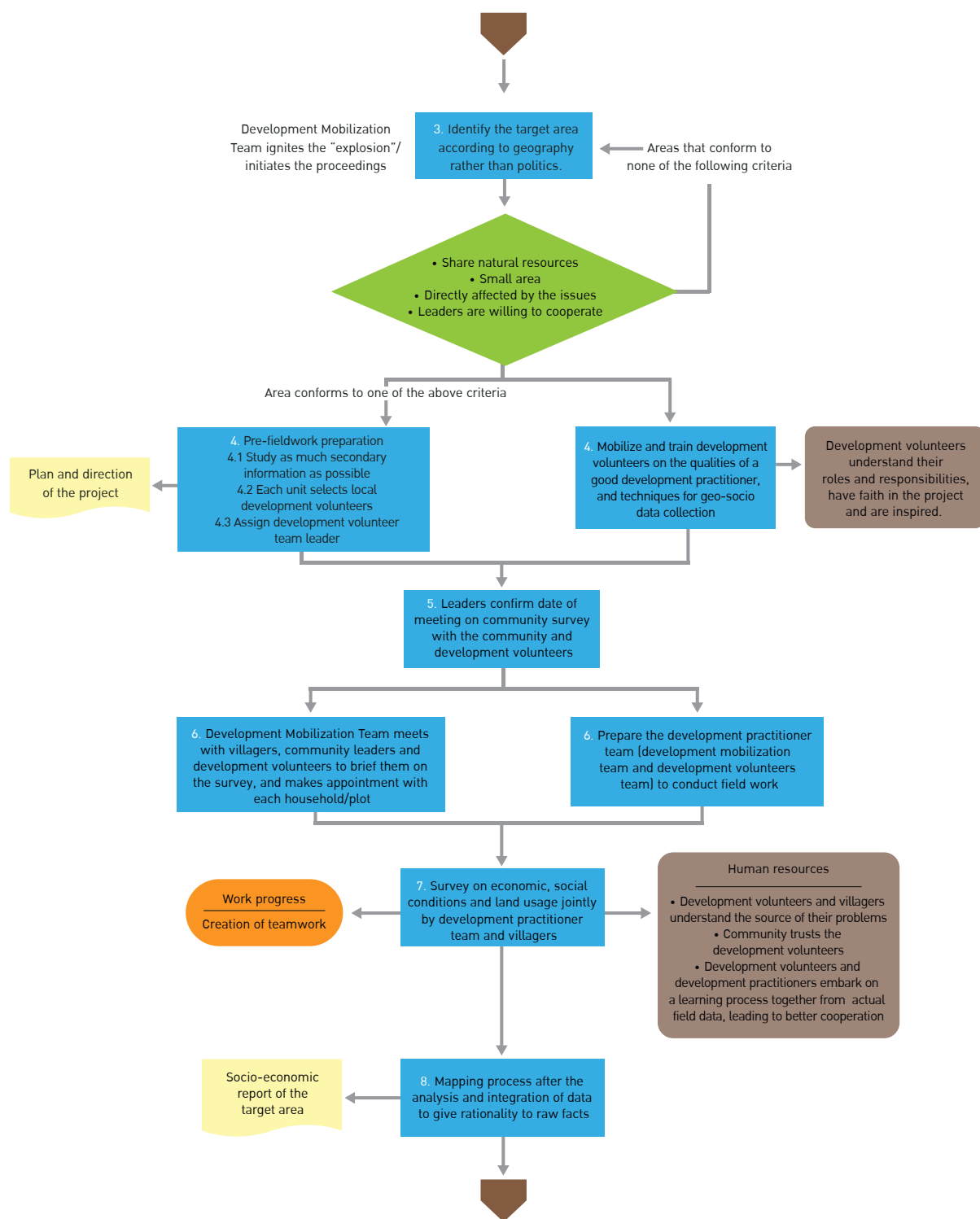
However, if this is not the case, if the community still faces the same problems, then the Development Project Mobilization Team has to re-examine the conditions in the area, analyze the problems and correct them. The Development Project Mobilization Team has to work in partnership with the community continuously until success is achieved, keeping in mind always that development takes time, since the basic elements — or resources — of each community are different. But if the community has reaches the "survival" level according to the indicators above, the next process can follow.

### **19. The Development Volunteer Team and the community jointly drive the development of the community, under the mentorship of the Development Project Mobilization Team, to advise, evaluate and support continuously**

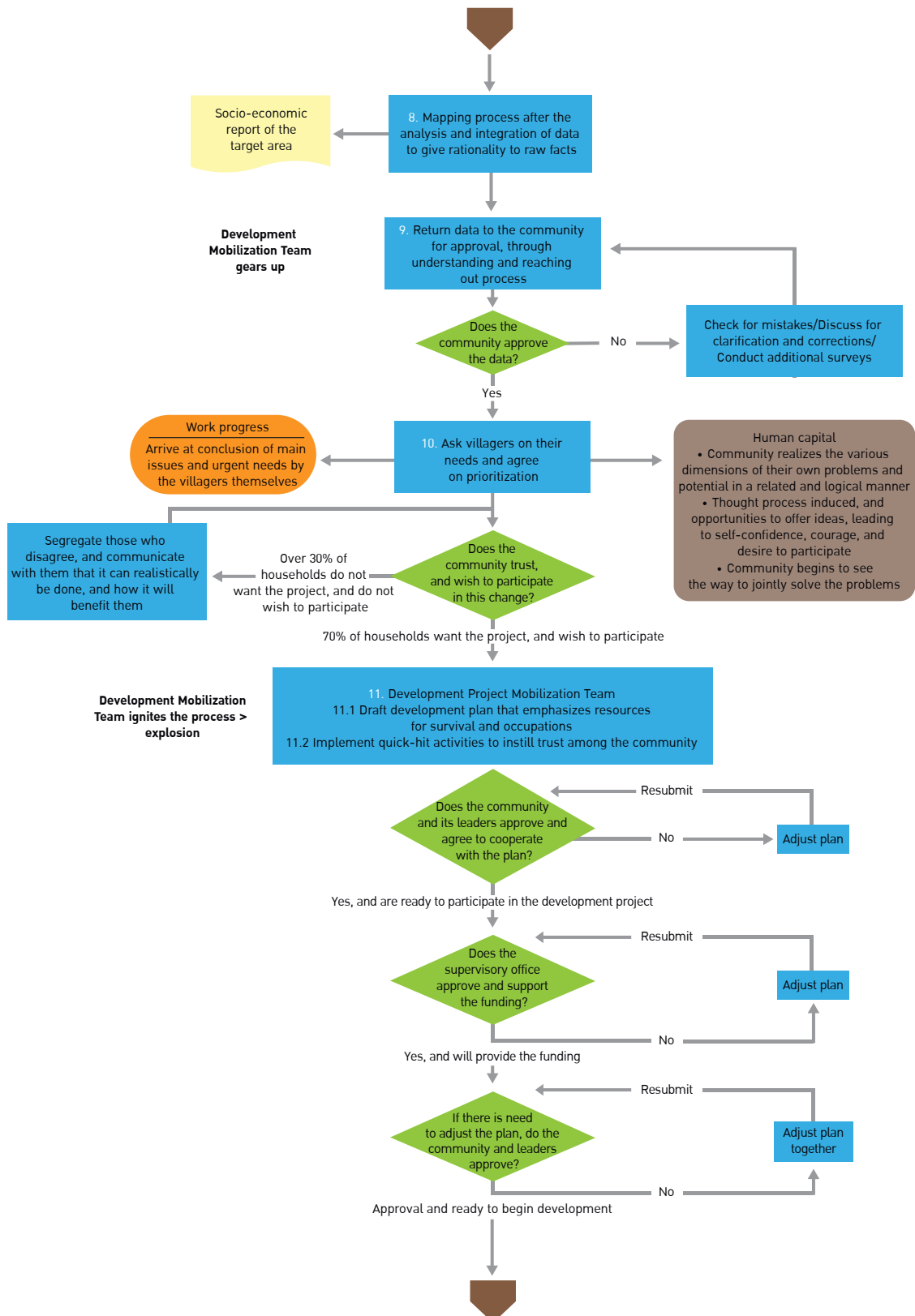
(See the expanded diagram of the 19 sustainable development procedures on page 45)

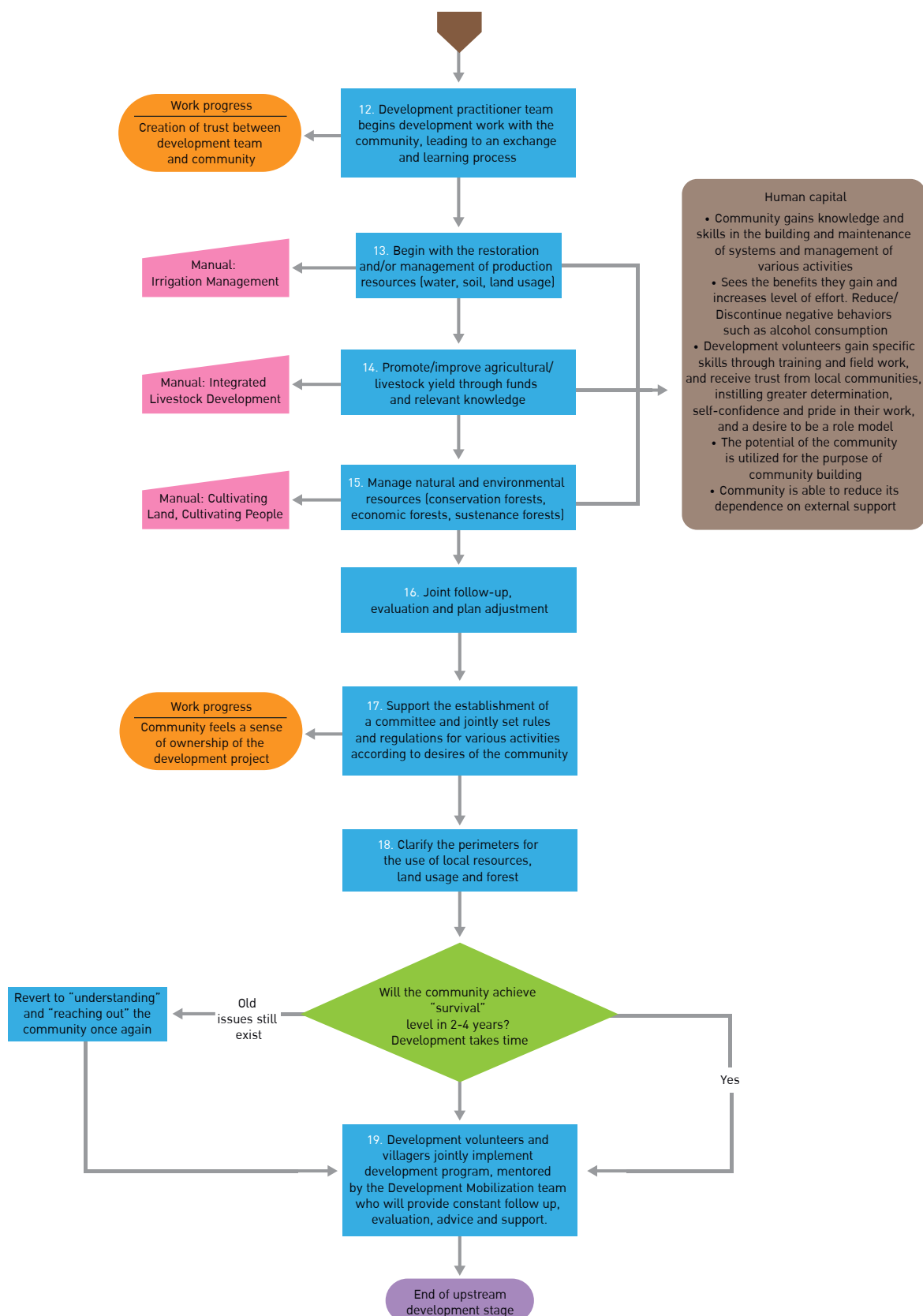
*Diagram 9*  
19 steps to sustainable development











## (4)

### MAIN RESPONSIBILITIES OF “DEVELOPMENT PRACTITIONER TEAM” IN THE TARGET AREA

No.	Development Project Mobilization Team in the target area	Development Volunteer Team in the area
Preparing Yourself		
1.	Ensure that there is a connection between the plan, budget and work of all personnel from every unit of the government sector in the target area for efficient coordination towards achieving the same objectives and target - the improved well-being of the target community. For every activity, always ask yourself, “What do the people get out of it?” Is the result worth the investment and labour? If the budget had to come out of our own pocket, would we still invest?	<p>Participate in training for Development Volunteers and learn:</p> <ol style="list-style-type: none"> <li>1) The royal principles of development approaches and study local wisdom</li> <li>2) Procedures and methodology in analyzing problems, summarizing issues and daily tasks</li> </ol>

No.	Development Project Mobilization Team in the target area	Development Volunteer Team in the area
<b>Preparing the Community's Readiness</b>		
2.	Set strategies and plans, prepare teamwork and activities to support the "explosion from within", or the development of the community, by the community.	Act as an interlocutor between the project and the community on topics such as policy, working principles and guidelines and activities so that the community understands and feels reassured. Listen to problems, needs, opinions and worries of the community, and find ways to clarify and convince them so that only accurate data is obtained, then report to the Development Project Mobilization Team. Also, liaise with the community to prepare for various activities such as large or group meetings during the data collection process, or for village visits.
3.	Determine the real problems of the community by stimulating and giving opportunities for the community to participate from the start and throughout the process so they understanding and are able to cooperate in solving problems and carry out development with creativity and quality.	Stimulate enthusiasm among the community to develop themselves by talking first to individuals, then using them as positive examples in general meetings to create further stimulation.
4.	Create good relationships with development partners in the target area, such as leaders who truly represent the villagers, both appointed leaders or natural leaders, religious leaders, teachers, etc.	Be responsible in liaising with other relevant teams in the operation system so that they all have the same correct data, resulting in a strong driving force that grows out of the mutual cooperation and understanding of every unit.

No.	Development Project Mobilization Team in the target area	Development Volunteer Team in the area
5.	Train development volunteers in the target area <sup>11</sup> so that these people can become a source of knowledge and data related to the target community, help generate ideas and a medium to foster understanding, and instill confidence in the Development Project Mobilization Team for the community.	Make a daily plan for the geo-socioeconomic survey; conduct small or short-term activities.

### Preparing the Community

6.	Analyze lessons learned from operations, activities and progress, including daily or weekly problems, and outline them in a summary that is clear, concise, reasonable, correct, complete and current, for the Development Project Mobilization Team.
7.	Conduct geo-socioeconomic survey at the onset of the project and annually, together with the community and Development Project Mobilization Team, and summarize it in a report.
8.	Be responsible for maintaining equipment for collecting data and related work to be in good condition so that it is always ready for use, for example, those responsible for charging batteries have to ensure that batteries will always be charged and ready for use whenever needed.

<sup>11</sup> See details of the quality of Development Practitioners and training guidelines to prepare Development Volunteers for their work in chapters 5 and 6

No.	Development Project Mobilization Team in the target area	Development Volunteer Team in the area
<b>Real Implementation of the Project</b>		
9.	Set strategies and plans, prepare the teams and make other preparations to solve problems and respond to the needs of the community as indicated by the surveyed data.	Be a leader of the community so that they can see how things should be done, that they can be successfully done and can provide real benefits, such as constructing check dams for water conservation.
10.	Participate in field work, monitor and evaluate, improve the knowledge and skills of the Development Volunteers closely and continuously, so that the development achieves the target. Most importantly, the Development Project Mobilization Team must embed and work with the Development Volunteers and community without any discrimination.	Be responsible for assigned work tasks to ensure that they finished on time and according to set standards, such as overseeing the health of the village livestock according to the timetable and specified standards.
11.	Communicate, encourage and created understanding continuously with all partners: the government and private sectors and the target community, so that all units receive the same data to achieve the same understanding, and move forward in the same direction.	Be a link in communicating between the project and the community while liaising with outside units continuously.

No.	Development Project Mobilization Team in the target area	Development Volunteer Team in the area
Exiting		
12.	Stimulate or encourage the community to brainstorm and advise in setting strategies and plans to promote taking the development project into the next stage until the community can be sustainably self-reliant, and the Development Project Mobilization Team can exit, and offer advice from a distance.	Study, learn and increase specific skills at every opportunity available so as to increase the community's potential and efficiency in conducting future development activities or projects. Act as a link in communicating between the project and the community while liaising with outside units continuously.

# {05}

## QUALIFICATIONS OF A GOOD DEVELOPMENT PRACTITIONER ACCORDING TO THE MAE FAH LUANG MODEL

The development principle of the Mae Fah Luang Foundation following the Royal Initiatives of the Princess Mother is the people-centred approach. The MFLF believes that everyone has potential to be good and do good, if they are given the opportunity, are in the right environment, have good examples, receive the right training and sound advice. This also encourages people to continue on doing good work. Those who have nowhere to go for help or lack opportunity or choice struggle to survive. Others may be greedy, selfish, negligent and irresponsible. We ourselves, as people, can therefore be both the cause of problems and the solutions to them, depending on opportunities and environment.

Thus, it is the responsibility of the Development Practitioners to be good leaders, starting with being a good example to inspire others and someone who works to create opportunities and a good environment. This helps encourage people to develop to reach their potential. The Princess Mother taught those who were close to her to lead by example; that is, to let people learn by seeing. This is natural teaching. Learners will not feel that they are forced to learn and resist learning but will see and practice, leading to a positive outcome.

### **Definition of the Development Practitioner**

A well-qualified Development Practitioner according to MFLF model can be compared to a person who possesses quality No.8 of the 38 Steps Towards Enlightened Living from a Manual of Peace by Phra Maha Dr.Somchai Thanavuddho which addresses the quality



of 'being artful' (Artfulness in Application). Phra Maha Thanavuddho notes that besides being knowledgeable and skillful, a person must be 'artful' or be able to apply the knowledge he/she has to achieve their goals, while helping people around them develop. Also, it is necessary to continually practice applying this 'art' to increase knowledge for continuous development. Thus, knowledge is like preparation while 'art' is to be able to apply it in action. The following is text from 'Enlightened Living Step No.8' by Phra Maha Dr. Somchai Thanavuddho. (Phra Maha Somchai Thanavuddho, 2004:65-69)

The result of planting a mango tree to feed yourself or to make extra money depends on the mango fruit. During the first stage of growth, the mango tree has just its stem, branches and leaves, which is preparation for fruit. At this stage, it is like knowing what one needs to know. Being a scholar here is just preparation. Knowledge will help us only when we have 'art' which allows us to put our knowledge into action.

'Art' means expressing yourself through your actions beautifully and admirably. A scholar is smart, learning all principles knowledge, knowing what is what, and knowing how to do things.

'Art' is the ability to apply certain knowledge to work beneficially. Just because a person has knowledge does not mean that they have everything they need. For example, a person may know the steps to cook rice; that is, putting rice in a pot, washing the rice, pouring water in the pot and put it on the fire. Then later, after the water has boiled, pouring out the water, waiting for rice to set before eating the rice. However, just because a person knows this does not mean he or she can cook rice properly. The rice may be raw, watery or burnt if the person who cooks it does not have the 'art' to cook rice. This is called being smart at knowledge but not smart at doing. This is, of course, also true with other matters. Knowing only theory does not guarantee things can get done properly.

### Types of Art

- Body: being smart at skilled work such as being a goldsmith, mechanic, sketch artist, designer, sculptor, photographer, printer or various other careers. This even includes actions such as including standing, walking, sitting, sleeping, dressing properly, welcoming guests, paying respect or composing oneself.
- Verbal: being smart at speaking, rhetoric, and saying the right things that are beneficial, and allows one to be able to lift the heart of both the speaker and the listener.
- Spiritual: being smart in your thought processes, being mindful, able to control one's thoughts, thinking positively and creatively, and thinking in a way that will elevate the mental level.

“Art is sound thought, sound speech and sound action.”

### Components of Being Artful

“Artful” consists of six components as follows:

1. Doing things with refinement
2. Elevating the value of things
3. Promoting creativity
4. Doing actions that do not stimulate carnal desires
5. Doing actions that do not instigate violent thoughts
6. Doing actions that do not encourage exploitative thoughts

### Qualifications of those with artistry

1. Possess faith and trust that their actions are of value and beneficial. They should be passionate about it and be determined to see it through successfully
2. Must not be frail and take good care of their own health
3. Must not be boastful. No one wants to train or advise such a person as they are more focused on boasting than practicing

4. Must not be lazy, but must be patient and persevering
5. Must be intelligent, scrutinizing and observant

#### Self-Practice to achieve artistry

1. Practice being observant, finding exceptional features of things around you
2. Be dedicated to all tasks assigned. Do not look down on work or avoid responsibility
3. Pay attention to detail
4. Keep improving. Do not work carelessly or just to get it done
5. Associate with those who truly possess artistry in respective fields
6. Meditate regularly to acquire peace of mind, good spirits, wisdom to train and develop your artistry

#### Reminder:

Do not seek to find fault in others; otherwise, we will become artful in criticizing others and end up criticizing other people's work all the time. If you constantly criticize others, when it is your turn to show your skill, you will be hesitant to do so, resulting in lower productivity.

#### Virtues of having artistry

1. Able to stand out from others
2. Able to be self-reliant
3. Become smart, observant, witty
4. Become successful
5. Become happier, both in the present world and the next
6. Improving the world, materially and spiritually

Artistry, even only in one aspect, can lead to success

Enlightened Living Step No. 8 can be explained in the context of the work of Development Practitioners or the Development Project Mobilization Team as follows:

1. Physical

- Possess strong body, with no health problems that can obstruct work
- Awareness of the limits of your own body
- Understanding the need to preserve your body and get sufficient rest

2. Verbal

- Capable of artful speech which is an instrument to foster understanding, connect people and help them develop on themselves

3. Spiritual

- Be helpful and enjoy helping others without expecting anything in return, while always working for the benefit of the community
- Have a fighting spirit, be strong and determined, dare to think outside the box, dare to act, dare to make decisions and be decisive
- Be sincere
- Development work requires more than just hands, feet and brain; it requires “heart” to understand, reach out to the feelings and needs of the community to give them what they lack
- Do not be vain or boastful
- Have a high sense of responsibility towards yourself, others and the community

4. Being wise in knowledge is:

- Knowing what we do not know and daring to admit it. Make an effort to learn, experience trial and error until you achieve complete understanding
- Realizing that there is no way to know everything, and no way to be the person who is always right; therefore, you have to be open to other people’s opinions, dare to give up in arguments, and always try to learn from experiences

- Being analytical and improving yourself all the time; learning how to lose, how to be a fool, so as to become smarter in the future

5. Being wise in action is:

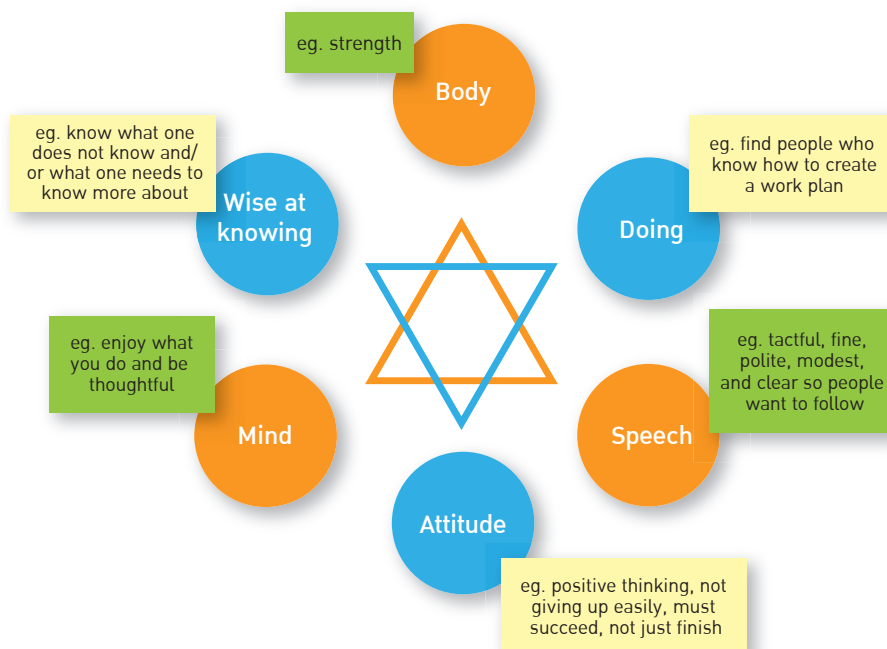
- Being a positive thinker and “creative” doer, not just “one who builds”
- Taking the initiative, daring to propose on the basis of what is correct and realistic, based on the analysis of data that has been well researched, appropriate and reasonable, fair, and benefits the whole
- Doing things with mindfulness and concentration, leading to wisdom at the same time
- Having good judgment in analyzing, differentiating, and deciding what should or should not be said or done, such as whether to publicize data or not
- Knowing how to manage action plans, knowing how to put the right man on the right job, for the best, fastest and most cost-effective results
- Being a good listener and speaking only when opportunities and topics are appropriate
- Being able to transfer knowledge and teach others

6. Good attitude is:

- Not getting discouraged, not giving up, being diligent and patient
- Not avoiding work, grumbling or putting the blame on others
- Focusing on other people’s positive side and knowing how to convince and persuade others in order to draw out that power to work for the collaborative effort, and for their own development
- Aiming more for success than just completion
- Having vision, looking to the future and not getting stuck in the past

These qualifications of Development Practitioners as detailed above can be adapted as basic qualifications for Development Volunteers as well so that their work will be successful both as a role model to inspire others to develop themselves and the progression of each activity towards achieving set goals as follows:

1. Always keep a healthy body
2. Be diligent, patient, and positive. Always be an enthusiastic thinker and doer
3. Do not be conceited or arrogant
4. Be eager to learn and search for new knowledge
5. Know when to sit, stand, walk, speak at the appropriate time, with different groups of people such as with villagers at meetings, with government units
6. Associate and participate with the community seriously and consistently, work well with others, until you are accepted
7. Learn to listen and capture key points. Finish the assigned tasks successfully and communicate the details to others
8. Be able to plan and manage your own schedule so as not to be late for appointments, miss meetings, or keep making the same mistakes. Keep official work and personal matters separate



*Diagram 10*

6 Dimensions of Qualities for Development Practitioners

Training Development Volunteers requires time and a lot of thought and skill. However, if successfully done, there will be people who can ensure sustainable development in the area. Therefore, the screening of those who will be trained as Development Volunteers is important. Looking for people who have some of these basic personal traits is an important step towards building Development Volunteers with the qualities of a development practitioner, and who will help achieve the goals and objectives of sustainable development, and increase the rate of success of building the Development Volunteer team.

#### **Qualities and Basic Abilities of Development Volunteer candidates:**

1. Must reside in the target area, as their main responsibility is to communicate with the local people to develop a relationship and obtain accurate, current and in-depth data.
2. Have at least Grade 9 education. If there are no qualified candidates who meet this standard, basic literacy is necessary as this is essential for communication.
3. Aged 16-45. The reason for accepting those as young as 16 is that they can communicate with young people in the community. The proportion of development volunteers in an area depends on the demographics of the area. For example, if there are more young people living in the area, the proportion of development volunteers between the ages of 16-20 should be higher (if possible) to create a good balance.
4. There should be no affiliation with any political parties.
5. Appropriate candidates must be recognized and nominated by community leaders and the community.
6. Do not partake of illicit drugs.
7. Special consideration should be given to those who have been ordained as monks or performed military service as they have received a certain degree of training in discipline and spirituality.

## Guidelines for Selection

People who are involved in the selection process should be community leaders such as members of Sub-district Administrative Organizations (SAO) or persons respected in the community with no criminal history who understand the objectives and have faith in the principles and goals of the project. They must also know a lot of people and have the ability to pick out people with the above qualities. They should be able to help with promoting the process and the selection of candidates after being briefed on the criteria.<sup>12</sup>

## Self—practice to become a development practitioner

- True know-how and action

A development practitioner must be a person who has “true know-how and action”, since the work of the development practitioner is to be directly involved in developing the way of life, livelihood, and quality of life the local populace. So what development practitioner is and does has a direct impact on the survival of the local community. Therefore, development practitioners have to be serious about their knowledge and action.

“True know-how” means that the development practitioner must know all of the essential information about area conditions including: the population, demographics, employment, income, culture, geography, water resources, soil conditions and forests, to be able to make wise decisions regarding water, soil, the environment, agriculture, livestock, fishery and local handicrafts. The development practitioner must be able to separate fact from hearsay. Thus, the development practitioner should always ask “Why?” to find the answers that will lead to accurate analysis and reasoning. The more questions that are asked, the more that will be learned. The “Why?” question should always be followed up with additional questions to gain more in-depth understanding.

In addition to being one who has “true know-how”, the development practitioner must

<sup>12</sup> See Appendix “One of the Products of Building Development Volunteers Who Have the Qualifications of Good Development Practitioners”



be a person who commits to “true action”. Besides being able to talk about approaches, methods and possibilities, a development practitioner must have determination, which will help him gain the confidence, faith and trust of the community. When the community has confidence and trust in the development practitioner, he/she will be able to gain greater access to the knowledge needed to make a difference. Later on, the community will take ownership of the project themselves with the development practitioner still giving advice, which will help to maintain confidence and make certain that they still adhere to the approach of the development.

- **Being Observant**

Being observant or considering details, meanings and links between various things, no matter how small, are essential qualities for the development practitioner since this is how he/she needs to understand and obtain accurate information about the area. A good development practitioner has to learn to observe things around him. However, each person has different forms of observation, resulting in different outcomes no matter what the perspective, details and interpretation they get from the observation. Therefore, exchange of information among development practitioners should help to obtain a clearer overall picture.

As we all know, the human brain has two sides. Some people may think they understand things already, but that is just one side of the brain working. The other side may not have received any data yet, so he will be a one-sided development practitioner who will not achieve success in the field because he doesn't have a comprehensive understanding. For example, if you simply watch someone playing table tennis, you may think that playing table tennis is not difficult. But when you actually hold the bat, you might not know which way to swing it before hitting the ball, because the side of the brain that has “input” has not yet processed that information into “how-to”. Two sides of the brain are still working independently, with no link. The “input”

side of the brain is responsible for sending commands to the other side about what needs to be done, and how to prioritize actions. Therefore, the synchronized working of both sides of the brain is very important. Therefore, the development practitioner needs to do field work in order to understand and achieve successful outcomes.

If the development practitioner relies only on “input” without paying attention to the reality of the field, and observing the details, he will not be able to pinpoint the issue and offer guidelines or solutions. When the problems cannot be solved, the trust and faith of the villagers cannot be gained, resulting in ineffective development.

### Main Principles of Development Practitioners: Process of Understanding, Connecting and Developing



Diagram 11

Expanding the definition of "Understanding, Reaching out and Developing"  
from the experiences of the Mae Fah Luang Foundation

“Have you surveyed the actual area? Walked around yet? This will help separate the issues. Is it too remote? Have you talked to people face to face? You have to show genuine interest in them. Do it regularly until it becomes a habit and not a pretense...”

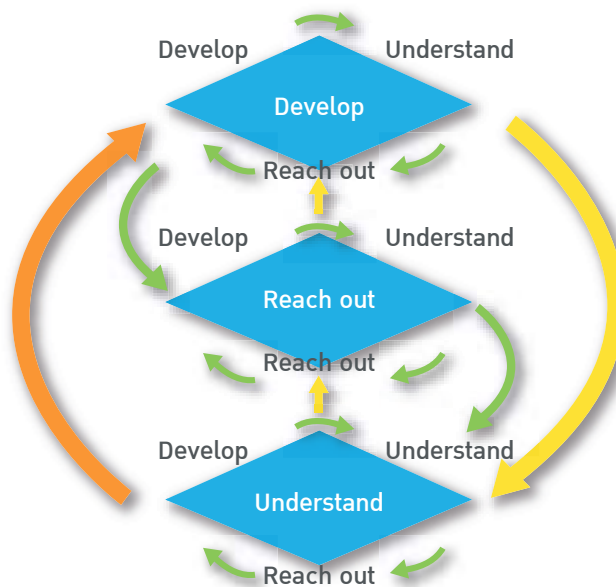
His Majesty King Bhumibol Adulyadej, Rama IX, 29 October 2009

The principles of “Understand, Reach Out and Develop” in accordance with the Royal Initiatives of His Majesty King Bhumibol Adulyadej are not principles that can be taken like going up the stairs, step by step, and then completed. You cannot complete each step, then go on to the next, but they build upon one another continuously. When you understand, you can reach out, and this will lead to development which, in turn leads to better understanding and reaching out. These principles create a cycle of learning that spirals upwards, leading to continuous development.

Development practitioners must always consider these principles and be aware of the differences in geo-socioeconomic conditions, cultures, traditions, complications and depth of issues, livelihood, resources and readiness of the community for development. Furthermore, these conditions change constantly. Development practitioners need to always apply the process of understanding and reaching out to search and identify variables and factors that could affect the success or failure of development in a particular area.

If the development practitioner does not learn to observe the conditions around him/her, or the body language and reaction of the local people, or go into the field with the local people and community leaders to survey the area with meticulous detail, or listen to and learn from the locals, but applies only his/her own perspective — that is to say, does not try to understand the true conditions and issues of the community, and the community does not understand the development practitioner, or understand itself and its own issues, or the solutions and the benefit of development, and simply wait for aid, the development practitioner will not be able to reach out to the local people, and will not gain their

confidence, faith and trust. That's because the development practitioner has not viewed the way of life of the community through the eyes of the local people, and has not stimulated the community to participate in the development effort, and in finding a solution to their problems. So no matter what development approach is proposed to the community, it will be a form of imposition, and will not receive acceptance and cooperation from the community, because they have not been part of the process from the start, and therefore do not approve of that approach. Besides, that approach might not fulfill the real needs of the community.



*Diagram 12*  
 Dynamics of "Understand, Reach Out and Develop"

Ultimately, sustainable development will not be achieved because the community did not participate in the process and do not have a sense of ownership of the project, and will not take an active role in its own development, or desire to find solutions for its problems. That is, there will be no "explosion from within."

Therefore, basic guidelines for the development practitioner to keep in mind throughout the process of development are as follows:

- Even after the development has begun, the development practitioner must always review the steps of understanding and reaching out to what they are currently doing.
- In understanding the community, the development practitioner must internalize the issues of the community and should not let his/her personal feelings intervene.
- The development practitioner should have positive interactions with the local community and always be ready to listen to them, especially to criticism since this shows that the community cares and pays attention to what the development practitioner is doing, and empathizes with him/her. The development practitioner should take the criticism from the community as constructive feedback.

# [06]

## TRAINING FOR DEVELOPMENT VOLUNTEERS

### Principles

1. Stimulate participants to ask questions and learn on their own by
  - facing actual conditions and having to solve problems on their own
  - seeing reality both from bad and good models
  - conducting hands-on activities such as surveying the village
2. Enhance theoretical understanding so as to be able to provide principled responses/ explanations
3. Summarize in the “big picture” with every related component, and the “small picture” for each component in detail, and establish the relationship between these components

### Goals

1. Practice self-learning by listening, observing, asking questions and summarizing lessons learned
2. Practice skills in livelihood and resource development, establishing key points, summarizing lessons learned and presentation
3. Train to understand development principles and approaches
4. Create inspiration, hope and moral support
5. Build a unified team from people coming from various places, with various experiences and ideas

6. Test their

- Patience: since in real situations, the people are the focal point, and their benefit is an indicator of the success of the project. Therefore, the work may require long journeys, loss of sleep and skipping meals, so patience is required
- Ability to work as a team

7. Select and differentiate the skills of each team member so as to assign appropriate responsibilities to each member

**Activities — Case study of Development Volunteers Training for development volunteer team of the Royal Initiative Discovery Project (Pid Thong Lang Phra), Nan Province**

1. Study trip of model projects
2. Practice in actual target areas
3. Preparation before actual work
4. Training from actual field practice
  - Arranging community forums to create understanding
  - Surveying socio-economic data and ground survey

**Activity 1**

**Study trips to model projects of Sustainable Alternative Livelihood Development**

- 5-day study trip to the Reforestation Project in Ban Pang Mahan, Terd Thai Sub-district, Mae Fah Luang District, Chiang Rai Province. This is a model of upstream development with area conditions similar to that of the Doi Tung Development Project when it was initiated in 1988. Detailed activities included:
  1. Before the study visit, the Mentor Team and the Development Project Mobilization Team asks the community leader to select Development Volunteers to conduct a brief study of their own area to find data that will be beneficial to the study visit, since this will allow Development Volunteers

to be able to clearly identify ways to develop their own area, particularly those who may not really know their own area.

2. Ice breaker activities and relationship development activities such as introductions to help team-building and create familiarity. Since the training programme can be rather tough, some may feel discouraged or stressed. Therefore, a sense of familiarity can help alleviate these feelings.
3. Grouping of participants for easier management and training
  - Techniques for separating different types of people such as those who are eager to learn, potential leaders, or those that need close supervision. One technique might be to leave some alcohol out after dinner and then observing the behavior of each person, or observing during the daily presentations who is often chosen to represent the group.
  - Techniques for handling high-risk groups such as for alcoholics might be to give them more difficult tasks under the close supervision of a mentor, or for the arrogant and narrow-minded people, it might be necessary to have a “heart-to-heart talk”. That involves the mentor listening to them and summarizing the points for them. They should be given the opportunity to talk until they have nothing more to say, while the mentor listens without argument or interruption. He should reinforce ideas gently by asking questions like, “After doing that, did you do this?”
4. Set rules and regulations for working together, and assign responsibilities such as cooking, washing dishes and cleaning. Daily activities should run from 5:00 a.m. to around 9:00 p.m.
5. Study trips should be cover 14 learning stations as follows:
  - (1) Development principles of His Majesty King Bhumibol Adulyadej and the Her Royal Highness the Princess Mother



- (2) Survey of socio-economic data
- (3) Using the Global Positioning System (GPS)
- (4) Check dams for conservation and agriculture
- (5) Seed Fund
- (6) “Plant everything you eat, and eat everything you plant”
- (7) Raising chickens and local (Muscovy) ducks
- (8) Goat and Sheep Fund
- (9) Pig Fund
- (10) Vetiver Grass for soil and water conservation
- (11) Reforestation without Planting
- (12) Natural Reforestation
- (13) Economic Forest
- (14) Forest fire prevention measures

The topics of learning depend on the area such as the socio-economic survey, water survey etc. as well as specific knowledge of the area such as the Vetiver Grass for soil and water conservation, tea oil plantations and economic crops. However, the knowledge transferred will emphasize principles and concepts rather than technical details and there will be a resource person at each base and a mentor for each group who will stimulate, advise and observe behaviors.

6. Visits by leaders or high-level executives of the organization who Development Volunteers are familiar with, in order to discuss, encourage and inspire. This also serves to build faith and trust among Development Volunteers towards the leaders and team members and ensure that they will not desert them and will be there with them every step of the way.
7. Daily summary of individual behavior through short videos of activities and behaviors to indirectly stimulate improvement of the Development Volunteers.

8. Study visit to the Doi Tung Development Project to observe the result of development and how the community can operate on their own. This will provide proof that development activities have true potential for success.
9. Talks with experts on problems and development of the target area.
  - Criteria on selecting experts: the Mentor Team has to know the immediate problems of the target area and select academics who are experts in that field and also know the area so that they can give examples that are relevant to the Development Volunteers, and easy to understand.
  - **Benefits from the study visit:**
    - o Development Volunteers will be able to visualize and propose ideas that they can adapt to their own community.
    - o A community calendar that Development Volunteers can use to help determine the time frame of their future work.
    - o Development Volunteers will understand based on principles, procedures and approaches, as well as observe development activities in practice.
    - o The Mentor Team will be able to observe the level of knowledge, skills, personality and inherent traits of each person, so further training can be planned accordingly.

## Activity 2

### Field practice in the actual target area

- Before finishing the study visit and the 10-day leave period, the Mentor Team will assign homework to Development Volunteers to practice in the target area or their own community, and report back at the next appointment. Therefore, besides getting continuous practice, Development Volunteers will have a chance to actually practice what they learned on their own. Also, the Mentor Team will see further progress in the operation.

- Assignments are as follows:
  - 1). Report the cost of development (economic, social, environmental) for the area, or report K D T W M<sup>13</sup>
  - 2). Relay the experiences of your study visit to community leaders and villagers, and create an understanding with the leaders, village committee members and the community when appropriate such as at the monthly meeting of the village, on the assigned topics assigned such as setting up meetings and requesting permission to set up a temporary camp for team members. Development Volunteers have to report to the Mentor Team regarding who, how and when they met up with.
- Benefits from field practice in the target area:
  - o K D T W M Report
  - o Community leaders and villagers understand the basic development approach.

### Activity 3

#### Preparation before field operation

- Development Volunteers and the Mentor Team stay together for five days at the operations center to create mutual understanding and prepare an action plan before the actual field operation as follows:
  - o Prep the Development Volunteers in mind, body and speech
  - o Prep operation equipment
  - o Re-inforce an understanding on principles, rules and regulations for various aspects of operations

<sup>13</sup> See examples of K D T W M Report of Village No.1 Ban Sakern villager, Yod Sub-district, Song Khwae District, Nan Province, in the Appendix

**Rules and regulations in working with the community which the Development Volunteers have to observe strictly are:**

Do	Don't
<ul style="list-style-type: none"> <li>- Work consistently, earnestly</li> <li>- Be honest</li> <li>- Ask what the villagers need</li> <li>- Let the villagers participate</li> <li>- Do what you promise; if you cannot do it, give reasons</li> <li>- Examine the community's potential</li> </ul>	<ul style="list-style-type: none"> <li>- Don't look down on others. Don't be repetitious. Don't stir up trouble.</li> <li>- Don't commit adultery</li> <li>- Don't take things from villagers</li> <li>- Don't bring up the past (about other projects)</li> <li>- Don't get involved in local politics</li> </ul>

- Set a time frame and strategy one month in advance to conduct geo-social surveys.
- Review knowledge needed for work such as GPS equipment, recording and sending data, both theoretically and in practice.<sup>14</sup>
- Benefit from the activities:
  - Progress of the Development Volunteers
  - Learning how to adapt and get along with others
  - New knowledge and new perspectives such as advance planning, the importance of having a holistic view of the process, teaching techniques on self-learning and conducting research on their own which will result in a deeper understanding. Also, the Development Volunteers can apply this knowledge in their future work with the community. (At first, many people did not understand that being left to do the work on their own with the Mentor Team not giving instructions was actually a method of teaching. But at this point in the training, many people would have seen some

<sup>14</sup> See examples of GPS training in the Appendix

positive changes or development, and understood that every step in the process up to that point has been a form of teaching.)

The MFLF's Development Practitioner Team works like "An Army of Warriors" or "Guerillas," that is, when they receive an assignment, they must succeed. When the work starts, a commander sets the strategy, with deputy commanders to liaise field operations such as personnel, kitchen utensils, catering, accommodation and communications. Responsibilities are divided according to individual skills and priority of each task. A security team has to be in place at every level. Daily summaries have to be prepared before bedtime: achievements, discoveries, problems and obstacles, feelings, reflections and exchanges of ideas, as well as learning from seniors and from peers. This creates an atmosphere of a learning community in the form of a field operation camp.

#### Activity 4

##### Training through field operations (Survey of geographic and social data in the target village)

- Organize a forum to create understanding at community level
- Survey geo-socioeconomic data
- Principles for training through field operations:
  - o Start by assigning small tasks first such as making appointments with villagers and then observe their potential and skills
  - o When assigning responsibilities, the scope of authority must be established to allow them the freedom to make decisions.
  - o Provide opportunities for mutual observation, such as working in pairs, but assigning different tasks so that they can see each other's approaches and assess their effectiveness, and decide whether they wish to follow suit.

- Benefit of the activities:
  - o Progress of Development Volunteers
    - Patience
    - Courage such as in making decisions, resulting from confidence and the ability to seek data to justify decisions
    - Discipline such as waking up early
    - Better teamwork, gaining from a mutual experience leading to a better understanding of those working at different levels
    - Increased resourcefulness
    - New acquired skills such as computer programs, report writing, preparing a plan of action, observation skills
    - Pride

**(Post field operations) Success indicators in building the Development Volunteer Team and the continuity of training to achieve a standard quality of Development Practitioners who understand the principles and approaches of the project:**

- Community leaders and the villagers understand the principles and approaches of the project, and provide their cooperation on the project
- Community leaders and the villagers participate in development project with full understanding
- The project acquires accurate and complete data as targeted
- The problems and queries of the community are solved and addressed
- Decrease in the number of mistakes

The MFLF places great importance on continuous development, and has therefore developed instrument for evaluation tools to rate the skills of Development Volunteers with the aim of putting the right people in the right jobs. Those who are weak in certain skills will be paired with those who are strong in those skills so as to enhance the

learning process and the efficiency of the team. This ultimately results in every member of the team being well-rounded, and meet the same, or similar, standard. Evaluation should be done every six months.

### **Training and team-building techniques for the MFLF Mentor Team:**

- Never discuss salary or wages since only those with a true passion and spirit will be selected
- Teach by demonstrating rather than talking; not answering questions but letting them find solutions themselves; expressing love, concern and team unity such as the team leader and subordinates sleeping together in the same type of accommodation.
- Teach everything without keeping back any knowledge, explaining clearly until Development Volunteers are able to work on their own. For example, letting Development Volunteers accompany Mentors into the field to observe how to speak and solve problems, or let Development Volunteers work in pairs, assigning different tasks and scope of authority so they can learn from each other's good points and bad points.
- Organize meetings at meal times so that the team will learn at the same time.
- Never tire of repeating the same matters so that everyone understands the same things equally.
- If there are mistakes, it should be the whole team's responsibility in the eyes of outsiders, but internally, the one who is responsible for the mistake has to admit it and correct it.
- The Mentor Team is divided into two teams: the enforcement team and the consoling team to offer advice.
- Offer inspirational quotes for Development Volunteers such as:
  - o The misery of the villagers is our misery
  - o The leader must arrive before the subordinates; and the subordinates must arrive before the leader

The MFLF has used the lessons learned in sustainable alternative livelihood development from the Doi Tung Development Project and other outreach projects to develop as a Training Module for Development Volunteers, with the aim of helping participants understand area-based, people-centric development approaches, emphasizing community participation from the start as well as capacity building to they can achieve self-reliance and continue the development on their own.

The curriculum comprises 17 lessons as follows:

### **Concepts and Basic Principles**

Lesson 1: Concepts, Principles and Success of Sustainable Development

Lesson 2: Qualifications of Development Practitioners

### **Basic Development Skills**

Lesson 3: Maps and GIS System

Lesson 4: Water System Development

Lesson 5: Development and Promotion of Agricultural Occupations

Lesson 6: Holistic Livestock Development

Lesson 7: Development of Non-agricultural Occupations (Handicrafts etc.) and Funding

Lesson 8: Reforestation: Management of Watershed Areas following the Doi Tung Model

Lesson 9: Creating Understanding and Techniques for Reaching Out to the Community

### **Determining the Community's Real Problems and Needs**

Lesson 10: Surveying Cultivation Areas and Land Usage

Lesson 11: Physics: Survey on Natural Resource Capital and Occupations

Lesson 12: Potential: Evaluating the Social Power (temperature) of the Community

Lesson 13: Socio-Economic Survey

Lesson 14: Data Analysis-Processing and Preparation for Data Presenting to the Community



Lesson 15: Feedback and Cooperation with the Community to Determine Real Problems and Needs

Lesson 16: Development Planning

### Adaptation to Specific Contexts

Lesson 17: Evaluation of Training Participants: Dividing into Groups to Prepare Area Development Plans



*Picture 1*

The Princess Mother visits DTDP community leaders and Development Volunteers during training at Mengrai Maharaj camp, Chiang Rai Province



*Picture 2*

The Princess Mother visits DTDP community leaders and Development Volunteers during training at Mengrai Maharaj camp, Chiang Rai Province



*Picture 3*

Development Volunteers from the outreach projects make a study visit to Doi Tung Development Project



*Picture 4*

Members of the Development Volunteer team, the Mentor team, villagers and local government representatives jointly conduct a land use survey



*Picture 5*

Members of the Development Volunteer team, the Mentor team, villagers and local government representatives jointly conduct a land use survey





*Picture 6*

Members of the Development Volunteer team, the Mentor team, villagers and local government representatives jointly conduct a land use survey



*Picture 7*

The Development Practitioner Team holds a forum to create an understanding with the community leaders and village committee members to encourage participation



*Picture 8*

Development Volunteers from the Republic of the Union of Myanmar and the MFLF Mentor Team



*Picture 9*

Training Development Volunteers on how to use the Global Positioning System (GPS)



*Picture 10*

The Mentor Team broadcasting on a community radio program to communicate with the community



*Picture 11*

Development Volunteers conduct a socio-economic survey in village households





*Picture 12*

Development Volunteers conduct a socio-economic survey  
in village households



*Picture 13*

Training Development Volunteers from the southern provinces  
on water systems development



*Picture 14*

Development Volunteers from the southern provinces conduct  
a socio-economic survey in village households



*Picture 15*

Training Development Volunteers from outreach projects in the Republic of the Union of Myanmar on livestock development



*Picture 16*

Training Development Volunteers from outreach projects in the Republic of the Union of Myanmar on book keeping for village fund

# APPENDIX

## THE WORKING PRINCIPLES OF HIS MAJESTY KING BHUMIBOL ADULYADEJ ON RURAL DEVELOPMENT FROM AN INTERVIEW WITH HER ROYAL HIGHNESS PRINCESS MAHA CHAKRI SIRINDHORN IN “THE DEVELOPMENT KING: FOR THE BENEFIT OF ALL THAI PEOPLE”

### **Solving the People’s Problems with a Practical Wisdom**

His Majesty the King’s working principles and royal initiatives for development, which are known widely through his royal speeches, can be summarized as follows: When His Majesty saw things that could be improved or made more beneficial, or saw that his people were still suffering, he would think about what could be done to help. His Majesty used his existing knowledge, or if he lacked that knowledge, he would seek it out by studying and talking to academics and then applying and adjusting that for the benefit of his people. It didn’t matter to him how tiring the task was. If His Majesty thought the work was good, he had to be strong enough to see it through. If there was a problem or criticism, he would consider improving it. He felt that problems should not be avoided and that determination, caution and prudence were necessary.

His Majesty accumulated his knowledge by learning from talking with officials presenting reports on various topics. From there, His Majesty would gradually build upon his wisdom. Over time, he had gained enough experience to appraise a project himself.

### **Integrating knowledge... without relying on preconceived notions**

His Majesty combined knowledge and technical know-how in what is now known as “integration,” not discarding one thing for another. Some matters, for instance, could be

solved with engineering approaches, but may not be feasible economically. Or they could be appropriate from both an economic and engineering point of view, but do not enhance the happiness or progress of the people, in which case they would not do.

Whenever His Majesty saw people who were suffering, he would immediately lend a helping hand. His Majesty never set a preconceived format to follow. His Majesty's "New Theory" and others were devised through his observances of problems or impacts, for which he tried to find solutions. After numerous attempts, they became theories. I saw that His Majesty did not allow principles or theory to lead then supported later by cases. I felt that His Majesty had a large number of cases from his various visits to his people and seeing first-hand the actual problems.

### **Towards "Sustainable Development"**

His Majesty the King's goal in development was "Sustainability", to improve the livelihood and well-being of his people without destroying the environment, to help people be happy while taking into account their geographical conditions, religious beliefs, race, as well as their economic and social backgrounds. Despite the various approaches to development, most important was that the development practitioners had to have genuine love, concern, responsibility and respect for fellow humans. Development was all about mankind and the human spirit.

Development work is not just about personal sacrifice; it's also a personal issue, since humans are social animals, and we have to depend on each other. If others are suffering, we cannot survive. Development practitioners need to have social awareness, be eager to help others have a better life and well-being.

His Majesty always said that development work had to be based on the needs of the target community and satisfy all stakeholders. Development work is difficult and takes time. Development workers, or "practitioners", have to be patient, have faith in virtue, be compassionate, and wish to see others overcome suffering and be happy. They also have



to be knowledgeable on a wide variety of subjects, since development work is related to many different fields. They must have good human relations, be understanding and open-minded since it is not work that can be achieved alone.

Furthermore, a good development practitioner has to be honest. If he/she is corrupt, he/she will incur hatred, and never gain the trust of others, nor will he/she be a good role model. The success of a development project will lead to widespread contentment, for both the target community and also the development practitioners themselves.

If you take this approach, and with the intent to help others, you will not be concerned with personal hardship. If you consider it beneficial to make the effort, you will be resolute and patient in furthering the effort without feeling discouraged.

### **“Explosion from within”: Capacity building for a strong community**

His Majesty had his own way of area-based development. He would travel into hills and forests where, in the early days, would be no roads, and he had to make the trips with great difficulty, simply because he did not want other people to come in and take advantage of people when they were not yet strong enough. Later, when they were strong, they would come out on their own. This was an “explosion from within.”

Today, when development practitioners want to start a project, they will first cut a road and think this is the most effective method. This does not only happen in Thailand but also in China. Documents from the Asian Development Bank (ADB) show that roads are used as indicators for development.

However, the concept of development has changed. We cannot just hold onto the old ways; we have to adapt. For example, a teacher came to me for advice, saying that crops were doing well in a certain farming area, but that building a processing plant in the area was not possible. The original location of our plant was good, so I have been trying to provide good roads to access the farms to transport the produce. Later I will try and

arrange for ten-wheel trucks to transport the produce to the plant. And they have to be safe trucks. You cannot just argue that His Majesty the King instructed that roads should not be built into the village; you have to consider the conditions. His Majesty would not disagree if there are adequate reasons and needs.

### **A Model of “Public Hearing”**

Before travelling upcountry, His Majesty would study an aerial map to decide where to visit, or how he was going to solve the problems in the area. For example, if it was possible to deliver water from one area to farmers in another area, would it be beneficial, and how much would the construction or operations cost? When would the return on investment be evident? But most importantly, a discussion needed to be held with the local community as to whether they want it or not. If they do not yet want it, or still feel uneasy about it, then do it somewhere else first. This is how His Majesty personally conducted his “public hearing”. His Majesty would do it there and then. Sometimes, His Majesty would receive a report or opinion which might be positive or might serve the purpose of just one person. In that case, His Majesty would not go ahead if it benefited only one person while the rest of the community still suffered. His Majesty would consider every detail carefully before proceeding.

### **Developing both the people and the area**

His Majesty always emphasized development of both the people and the area. His Majesty explained that if the area was developed, the local people who used to suffer would benefit. At the same time, people in the area had to be developed too, so that the younger generation would have a good education and secure occupations.

His Majesty did not agree with the development concept that removed the poor from the area and replace them with trained individuals, since this method would not help the poor improve their well-being.

### **Risk management... conducting trials with success before handing over to his people**

Usually, when people saw that His Majesty's efforts yielded good results, they would follow suit. But sometimes they wondered why His Majesty spent a lot of time conducting experiments before implementation. His Majesty would explain that if it had not been proven successful, he did not want the people to implement it and have to face the burden of the mistake. For example, if new types of fruits are introduced, it was not certain that they are going to flourish and give a good yield. We should be the one to take responsibility for any losses first. But it is also not right not to test new things, so His Majesty would keep testing until he was sure of its success before letting the people implement it. This was "risk management"; to prevent others from having to take risks, particularly those who have nothing. His Majesty would not allow it.

Once when His Majesty travelled to Chiang Mai about 50 years ago, he saw various hill tribes were planting opium crops, which did not provide much income, but even worse, adversely affected their health as they sometimes smoked it themselves. They sold it cheaply through a middle man or drug traffickers. In the past, other countries eradicated opium by burning poppy fields. However, His Majesty always said that if we could not help the people to have a better livelihood, we should not destroy their former way of life. And if we were going to help them, we had better make sure that the alternative works before letting the people implement it. His Majesty would test the various kinds of crops first, and only when he was sure it was successful would he introduce it to the hill tribe villagers to replace opium. It was a gradual process.

Other countries offered alternative crops to replace opium, and eventually the United Nations International Drug Control Programme (UNDCP) asked who was in spearheading this project in Thailand. In those days, there was no official organization conducting this programme; only His Majesty the King. So they volunteered to support the King's efforts. But the Thai people were capable of handling all the work, including the technical side which was supported by various universities such as Kasetsart University

in the central region and Maejo University in the north. In those days, Chiang Mai University did not yet exist, but when it was established, they also supported His Majesty's efforts.

### **Listening and solving the people's problems**

Sometimes when His Majesty travelled, his entire entourage had no idea where he was planning to go, since he did not wish to inconvenience the people. Sometimes, when I accompanied His Majesty, he would give me a map and say that he wanted to go to a certain area, and he would drive according to my directions. I would be the navigator. So I would say: Turn left, turn right, go straight for three meters — which was inaccurate. But he would follow my directions anyway, and one day, we ended up in the middle of a rice field. There was no one in sight; only one monk fixing the chapel roof. When the monk saw His Majesty, he climbed down from the chapel, went to the drum tower to sound the drum. It was quite a novel sight.

After the monk had beaten the drum for a while, a considerable number of people turned up to pay their respects to the king. They also told him about their area, and what their problems were. His Majesty would listen and try to solve their problems. When the people referred to a certain problem, His Majesty would go and take a look immediately. Then His Majesty would discuss with the people how to solve these problems such as sharing water for soaking the bark of mulberry paper trees. Nowadays, we do not see much, but in the past, villagers would soak the bark in water and the water would become rancid. This water could not be used for agriculture; and cows and buffaloes would get sick if they drank it. This resulted in a conflict between mulberry paper producers and rice farmers. His Majesty separated the water used for mulberry paper and for rice. At the Pak Phanang Project, His Majesty segregated activities into fresh water and salt water areas, known as “Land Consolidation.”

### **Working for a Secure Livelihood**

His Majesty's main goal was to provide knowledge to Thai people. The Thai encyclopedia project was part of his development work for security, as were scholarship awards

and the construction of schools, of which he built many. His Majesty was a pioneer in the field of “Human Security.” This was not limited just to national security, but also the people in terms of livelihood, good health, knowledge, and education that would open up opportunities, and train future developers to have a passion to serve the country, with the knowledge and volunteer spirit that continues to grow.

Teaching others how to do things for themselves was a priority for His Majesty. My own role was like picking up the pieces. There were so many projects that we had to help follow up in different regions. When someone asked for help in a certain area, we had to conduct a fact-finding mission first. Sometimes there were people who did not want our help, or had other ideas.

### **Emphasizing education for disadvantaged children**

In development work, education is the most important factor that leads towards the country’s sustainable development. There must be science and technology education at every level, from kindergarten to university. Students must be taught skills, both practical and mental. They had to learn how to think methodically, and also have imagination which would lead to creativity and innovation. Only the can education successfully achieve its goals.

In the past, I supported His Majesty on various projects. Later, I implemented my own. If there was anything I could do to help, I would do it. However, the format and style might be different. Early on, when His Majesty saw young people with nothing to eat, he founded the Foundation for the Welfare of Needy School Children. That was decades ago. In the past, M.R. Kukrit Pramoj was in charge of the project. Later, Khunying Amporn Meesuk took over, and although she is now over 90 years old, she is still working. The Foundation is about to celebrate its 50<sup>th</sup> anniversary.

In the early stage, His Majesty had the Foundation provide food for students and taught students how to grow their own vegetables and fruits so that they would have agricultural

knowledge and skills. Besides getting value-added from products, brought people together. If something was required — hoes or spades — the villagers or those who sold hoes and spades would offer their support. If they saw us doing something awkwardly, those with the knowledge would come and lend a hand. Eventually, it became a joint effort of a large number of people, and more and more people were able to benefit from it.

Sometimes, I had to ride a motorcycle for hours to reach certain places where there was no electricity. If generating electricity with hydropower could not be done, then solar power would be used instead. Every type of assistance came as a result of His Majesty the King. In those days, wherever His Majesty went, he would build schools in rural areas and in remote communities needing development.

From the start, we had to build schools or community learning centers in the villages, such as the Border Patrol Police schools and Chao Phor Luang Upatham schools. The police already come up with ideas about this and asked for His Majesty's support. If His Majesty travelled somewhere and found there were no schools, he would have a school built such as the Romklao schools, the Royal Project schools, and schools for needy children in Bangkok. At that time I was still young and couldn't remember much, but I remember some Chulalongkorn University students helping out. In the old days, Din Daeng Road area was used as a landfill area, but His Majesty worked to improve the area and eventually flats were constructed there.

### **Studying the environment while travelling**

While travelling, His Majesty would study what he saw along the way. For example, while travelling on a plane or in a helicopter, His Majesty would observe the environment, evaluating the advantages and disadvantages of the areas, and thinking about how to improve them or what could be added to make them better. I have used this knowledge to teach my students.

Furthermore, His Majesty would teach us we could even learn a lot in a car while

travelling up in the hills or along the plains. Natural vegetation changes according to different soil and rock conditions. Natural changes; what types of economic crops are there? How is the well-being of the local people? We can learn all this from observing the surroundings. When His Majesty saw this, he would analyze what kind of project could be implemented. It wasn't that he planned the projects in advance.

### **Doing everything for the happiness of his people**

There was a large number of Karen people living in Kaeng Krachan. His Majesty visited them to advise them on what kinds of crops should be planted there, how to survive, and how to engage in selling products or other occupations. His Majesty provided knowledge and sent the children to schools. His Majesty also promoted other activities that could help them have a better livelihood, and provided treatment for the sick. His Majesty used an integrated approach to development, and did everything he could to improve the well-being of his people.

Some aspects might not seem related to development such as disease prevention. My Grandfather, Prince Mahidol, promoted tuberculosis prevention, while His Majesty supported cholera prevention and the prevention of other diseases including polio, for which he promoted awareness and treatment through physical therapy. His Majesty would do everything for the happiness of his people.

### **Royal Development Study Centers: learning through studies and experiment**

Having conducted development work in various regions, His Majesty would choose a location to establish a study center to provide models for people in the area to learn and implement. These Development Study Centers conducted studies and experiments for the learning process. Each center would take into account different area conditions.

This was a different learning process, conducted by people in different government units with different knowledge bases and ideas, but working together in one location, brainstorming on how that knowledge could be used to improve the well-being of the

people, equip them with practical skills and keep everyone around happy. For example, the Pikun Thong Royal Development Study Centre, Narathiwat Province, concentrated on finding solutions for acidic soil. Solving this problem depended on the cooperation between many government units. No longer could the Royal Irrigation Department, the Land Development Department, the Royal Forest Department and Department of Livestock work individually; every unit had to work together, pooling their knowledge and know-how into a single project. This was a new learning process. At the end, the people could come and observe. Development practitioners could also adapt the knowledge to replicate in their own areas. Surrounding villages also put what they learned into practice. With the success of the implementation, and the people have managed to clear their debts, those people in turn become resource persons, transferring knowledge to others, helping them in a true spirit of generosity. Some of those who have a surplus from their harvest are even ready to give it away if requested.

Now, I am thinking of enhancing every center, adding rice mills for example. I would also like each center to expand its outreach, not only the villagers in the immediate vicinity whom His Majesty wished could learn from the center and put the knowledge to good use. His Majesty wanted this knowledge to keep expanding; not just for the people to implement for their own benefit, or for the benefit of government or resource persons. Those who lend their support, whether community leaders, natural leaders, local scholars or even young children, have the heart to help share this knowledge to other areas. I am working on this right now.

### **Hua Hin ... the beginning of the Royal Initiatives**

When I was young, I remember that His Majesty was already visiting villagers. My nanny told me that I was only two months old when I first went to Klai Kangwon Palace in Hua Hin. From there, His Majesty would visit villagers in nearby areas. These people lacked water and faced problems of water salinity, so they could not do much. His Majesty improved the water sources there with construction of Khao Tao Reservoir, resulting in the first Royal Initiative Project.



The start of the Royal Initiative Project was around Hua Hin where water was lacking. I still remember that any nanny, lady-in-waiting or palace staff who were not on duty would volunteer to go out to different villages to help build water tanks as unofficial tasks, and also give donations to build water tanks in different areas.

I even used this for my mathematics class when I was young. During the 3-month summer holiday, I had to solve two mathematics problems; one was about a water tank — it leaked, you filled it up, it rained, water seeped out, leaked out. By the time I was able to calculate the tank, the three months were over. The other question was how much was a person's monthly expenses. I had to check the price of shrimp paste, fish sauce, the clothing he needed, how many children he had, and do an expense account for this person, and essentially try and manage this person's life.

In those days, there were no computers or computer games. I played this game for the entire three months. It was like bookkeeping. His Majesty suggested that everybody should learn household bookkeeping.

His Majesty also set up an "Agriculture Cooperative Village" by introducing the cooperative system to Hub Kapong village to solve the problem of the low and fluctuating prices of agricultural commodities. The success of this effort led to the village being considered a "Model Cooperative Village" and named "Hub Kapong Project Cooperative Demonstration Center." This was the first project to set up a cooperative and promote handicrafts. It was here that Her Majesty Queen Sirikit began her work on the promotion of supplementary occupations.

### **Planting trees to preserve soil**

A long time ago, while His Majesty was in residence at Klai Kangwon Palace, a group of Karen or Karang people, I was not sure, asked to be presented before His Majesty to ask him to grant permission for them to relocate to Myanmar. This was due to the fact that the Thai authorities had come and cut down the trees in the forest. In the past, agricultural

areas were cleared by what His Majesty called “peeling”. The Karen or Karang people were possessive of their areas and were therefore not happy with what was happening. Thus, they wanted to relocate to Myanmar. His Majesty declared to all parties, “We must not peel or expose the soil.” We must “blanket the soil” and the soil will be good. To “blanket the soil” meant to plant trees.

### **Vetiver grass for soil improvement and handicrafts**

His Majesty also introduced the use of vetiver grass to improve the soil since the roots of vetiver grass are thick and grow vertically, not horizontally. Their roots can be used to hold soil, preventing soil erosion. They also retain water and moisture like a dam under the ground. Vetiver grass can loosen hard soil such as laterite soil. There are a variety of vetiver grasses that can be used as appropriate. The blades of vetiver grass can also be used to produce handicrafts, which was another incentive for farmers to grow it.

### **Helping those who petition**

Development started from within the palace. Anyone who saw a problem would inform His Majesty, or sometimes His Majesty would see the problems himself. There were a lot of things which became part of His Majesty routine such as settling legal disputes. All Thai citizens whose cases have passed the Supreme Court have the right to petition the Crown. His Majesty would put people on to the case to conduct an investigation starting from testimonies given at the Civil Court. It was clear that some cases came about as the result of poverty, suffering and grievance. Besides making legal judgments on these cases, His Majesty would help improve their lot, something which His Majesty committed himself to throughout his reign.

### **Underground reservoirs: preventing floods and water evaporation**

His Majesty realized that water is vital for life and for agricultural production. If water problems could be solved, then other problems would be overcome as well. A familiar image for the Thai people is that of His Majesty the King travelling to various places carrying his homemade maps to plan the construction of reservoirs and check dams. The planning

process requires various data such as the project location, elevation, water flow direction, quantity of water, topography etc. This data could all be recorded on the map. The area survey, design and construction required various areas of technological know-know.

One unique royally initiated irrigation project was called the “underground water reservoir” which was located in a cave at Ban Huai Luek, Chiang Dao District, Chiang Mai Province. The area had a unique topographical feature – a karst or limestone landscape with lots of caves. His Majesty suggested using the caves to retain water, so as not to flood surrounding farmland. At the same time, the water would not evaporate as quickly as outside. The difficult task was surveying the caves to prevent leakage. Several methods had to be compared, such as electrical resistance. During the survey trip to use electric waves, the surveyors got lost and almost had no oxygen to breathe. Upon doing the survey, we realized that the caves were usually limestone caves. When limestone comes into contact with water, it creates excess acidity which weathers the limestone, and cannot retain water. If you want it to retain water, then it must be covered with cement.

Cave reservoirs can be found in several countries, but they are very large in size. We started with a small project. The disadvantage was the high cost, and the caves, which were natural resources, would no longer be available for access. But the benefits outweighed the disadvantages.

For flood prevention, His Majesty initiated the “Monkey Cheek” concept to retain water during the rainy season for use during the dry season.

### **Chaipattana Aerator and Artificial Rain**

In the field of water development, His Majesty the King invented the “Chaipattana Aerator”. Available in seven different models, this aerator helps to oxygenate water in order to prevent polluted water. Patented in 2002, it was the ninth such aerator in the world to be patented. The Chaipattana Aerator has received several international awards and has been used as far away as a public park in Brussels, Belgium.

His Majesty showed his concern for farmers who suffered from lack of water for consumption and agriculture during the dry season. He therefore developed a process for creating “artificial rain” 50 years ago, widely known as “Royal Rain.” The technology required knowledge of physics and chemistry, and works when there is a certain degree of humidity in the air. A plane is used to spray non-toxic chemicals at a suitable altitude and coordinates in order to condense the humidity into raindrops. Different environmental conditions (meteorological conditions such as wind direction, wind speed and area conditions) require the use of different chemicals. This has been used effectively for filling reservoirs, providing water for the benefit of agriculture.

Extinguishing fires in peat swamp forests can also be done by using Royal Rain to supply water to canals that flow into peat swamp forests. This works better than using helicopters to pour water on to the fire as was previously done.

### **Alleviating flood problems in Bangkok**

Recently, an old school friend commented that she had never seen His Majesty the King help Bangkok people. In fact, His Majesty has done a lot, such as dealing with flood problems in Bangkok. Since the construction of Pasak Jolasid Dam, flooding has not been as severe as before when people had to climb out of windows or climb trees to go to work. No more submersible pumps are needed. In those days, my niece was about to be born, and I was in charge of decorating the nursery. The curtains I ordered had to be delivered by boat to Chitralada Villa, so bad were the floods.

When Bangkok was flooded, His Majesty went out personally to observe the conditions. He drove himself as far as On Nut Road. His car even broke down. But Bangkok was in a difficult situation as it is very flat.

His Majesty always travelled to places to see the actual locations himself, and also used maps or any other available material such as books, diagrams, charts or anything that had been recorded. His Majesty would check whether the information was correct or not, and

he would adjust it accordingly. This was his “Literature Review,” based on available documents and information that His Majesty surveyed and collected himself. After a thorough study, His Majesty would decide how to proceed.

### **Enduring hardships for people in need**

On his travels anywhere upcountry, His Majesty would walk in the front. I had to run, and all the entourage had to dash, too, to keep up. His Majesty was really good at walking, perhaps because he grew up in Switzerland, and the Swiss people like to go hiking up the mountains or through the forests. He would lead Her Majesty Queen Sirikit, and sometimes he would have to help her along. On the hills, His Majesty would sing a luk thung country song, “Killing me, This time, it’s really killing me!...”

It was tough accompanying His Majesty on these trips. There was no way to run under the shade or sneak a bite to eat. This was not because His Majesty did not allow eating or resting in the shade; it was because His Majesty never sought the shade for himself or stopped to eat. Sometimes His Majesty would even encourage his entourage to find something to eat so that they would be ready to work. However, the hosts would say that it was improper to eat before His Majesty. It was even a sin. That’s what they really thought. His Majesty endured more hardship than others. He had to be under the sun like everyone else. That’s why I got large doses of Vitamin D and strong bones!

During the trip, if His Majesty walked up the mountain, we had to climb too. His Majesty once said that development work requires a strong and healthy body. Therefore, it was necessary to build up one’s strength. I once trained myself to carry loads up the mountain in case a farmer in the highlands wanted us to climb the mountain to look at his farm. We would always go to see what they wanted to show us, even if it was just one coffee plant. Sometimes we had to cross several mountains to get there, but we would go to show our moral support for the farmers and to befriend them. No matter who or where they were, His Majesty would go and visit them.

There is a photograph in a book showing His Majesty driving a car into the water in Narathiwat Province. When he opened the car door, there was a thicket of thorns. Not only did we drive into water, but thorns as well. Also, wherever His Majesty went, he would greet everybody. Once a senior member of the group remarked that if His Majesty kept on greeting everybody, it would be “Good Morning” by the time we reached the palace, and it was nearly “Good Morning” every time indeed.

When I was at university, I did not attend class as often as others because I had to accompany His Majesty on his trips. My classmates were very helpful, recording the lectures for me. I used the experience gained from the visits, the knowledge from the Royal Initiatives, and the knowledge from the villagers and experts who accompanied the visits that I befriended to help me get through university.

### **Like a family elder alleviating suffering**

People respected His Majesty the King, not because he was the king, but because he was like an older relative who always helped them overcome their problems. They would tell him everything like he was a relative who had come to visit. When His Majesty arrived, they would welcome him with things they had in the house such as bananas or other fruit. His Majesty had friends in every region. Whenever His Majesty came to visit, they would come and tell him everything.

### **The Office of the Royal Development Projects Board (ORDPB) under the Office of the National Economic and Social Development Board (NESDB)**

It was originally the responsibility of the NESDB to allocate funding to development projects. In the earlier stages, the problem was that the funds could not be processed in time for a development project, such as storing water during the rainy season before it drained out to sea. The government wanted to support His Majesty in this matter, by setting aside a budget and setting up the Office of the Royal Development Projects Board (ORDPB) which was under the NESDB.

The principle at that time was that if His Majesty initiated anything, it should be tried out first. If it went well, a project proposal would be submitted to request a budget under regular channels. The procedure is still the same now. However, it would take a long time for a project proposal to be ready for processing under the normal budget system.

### **Founding the Chaipattana Foundation to render integrated help**

His Majesty felt that some projects were urgent, and would suffer a set-back if they had to wait for the budget. The development support would not be integrated or meet the immediate needs. His Majesty therefore established the Chaipattana Foundation, operating like a private sector organization. In the past, there seemed to be an overlap with the ORDPB, but now it is totally separate, operating as an NGO, mobilizing funds from donations.

In addition, there are investments which are made economically and cautiously as I am personally responsible for every baht, every satang. We have a consultant to advise what would be good investments opportunities. We cannot just wait for donations. There have been several investment activities such as selling products at fairs, opening cafes, ready-to-wear outlets, and other products.

### **Development through a half-charity and half-compassion approach**

Sometimes, even though I agree with the modern “executive” approach, I have to keep in mind that development may have to be half-charity and half-compassion. Sometimes we cannot expect development to achieve progressive returns. Instead, we must have compassion for those in need. The Chaipattana Foundation puts great emphasis on this, Development alone was not enough; we had to make room for compassion.

His Majesty reminded us that we had conduct business with caution. Even though we wanted to make a profit to help people, we had to do business with compassion. We had to love the people we are trying to help, and feel sincere in trying to help them. Then we will succeed, and be prepared to sacrifice everything to help them.

Some modern executives are too concerned with simply making a profit. That is easy; just sell clothes, noodles or ice cream, and make money. But that will not directly help the villagers, or the people we are aiming to help. Therefore, I sometimes have to remind them that in helping people, there will be some waste. At the same time, objections and budget cuts make us more cautious. I can cut a budget by 100–200 million baht to 19 million baht. What I cut is mostly extravagant construction expenses. But whatever we are going to give the poor, we will give.

### **Carrying on Royal Initiative Projects**

We haven't discontinued the Royal Initiative projects; we always go back to follow up on His Majesty's projects. It has been said since His Majesty does not travel upcountry any longer, his Royal Initiative projects will be discontinued. But this is not correct. In fact, we have been doing this for such a long time that we know exactly what His Majesty wanted, and how he wanted things done to help his people overcome suffering. We have to continue doing what we can. We know the principles. What I have gained from accompanying His Majesty on his trips is having watched him at work, and knowing what to do to carry on his work.

### **Her Royal Highness Princess Maha Chakri Sirindhorn always follows up on her work via email**

Nowadays, natural disasters occur more often than in the past. There are hailstones as large as mobile phones. As a result, trees die and have to be replanted. A vegetable storage cabinet toppled over in a som tum shop, and we had to go in and help.

After the 2004 Asian Tsunami struck, several organizations went in to provide aid, including the Ratprachanukhro Foundation, whose mission is to provide disaster relief. The Chaipattana Foundation also helped on several aspects. I, myself supervised five teams, making initial surveys before sending in relief teams.



Sometimes when we travelled abroad, we did not need our royal guards to look out for us, so we sent them to help flood victims, checking their progress via email. They had to report to me via email, which I would forward to Dr. Sumet and other relevant people. So the work could proceed.

For example, when a sugar boat capsized, I was in Egypt. One person sent an email suggesting using a tube to blow air to make the sugar sink deeper. One villager suggested putting a pipe deep into the water and blowing the sugar up. We had to consult technicians to determine whether it could be done since sugar is heavier than water. We received all kinds of suggestions.

Sometimes people submit petitions to me via email, such as when there were intruders at the Chaipattana Foundation, and officials had to lock the gate to prevent them from getting in. They sent me a petition to complain that they couldn't access their own place, since they had to pass through the Foundation's property, which was previously open to them to pass through. When I heard about this, I looked into the matter and finally it was settled.

### **Development based on what Her Royal Highness Princess Maha Chakri Sirindhorn learned from His Majesty**

From my earliest memories, I was familiar with two words: development and charity. It was explained to me that if you want to help by making a donation without expecting anything in return, that is called "charity." But if you expect that something that you do will help others prosper, then that is called "development."

Development is wide-ranging in many aspects, and takes time, such as economic development, social development, educational development, agricultural development, industrial development, land development, water resource development, medical development etc.

### Remarks on development

Having accompanied Their Majesties the King and Queen on their visits to rural areas from an early age, I had the opportunity to do development work seriously. I have learned to observe and analyze the ways of life and needs of various groups in different environments. Some groups live in remote areas in environments that do not facilitate a normal way of life, lacking public services such as education, health care, and sometimes even the basic necessities of life.

Thus, I have learned some important concepts regarding development, including how modernization is different from westernization, and how development that is imbalanced and unsustainable may cause more problems than solve problems. For example, farming that relies on excessive use of fertilizers and insecticides can be dangerous to the health of both humans and animals in the area. It can contaminate the soil, causing reduced crops. This kind of farming can be called “Get rich and quit.”

On the other hand, “sustainable development” refers to development that provides benefits in the long term, without much negative impact on resources. There must be a balance between “development” and “conservation”, such as before building a dam to store water, you have to consider whether, and how, it will affect other resources in the area that should be conserved.

### Responsibilities and Approaches of Development Practitioners

Development practitioners must handle their duties and approaches systematically. Their “Duty” is to help create progress for people in the target area, or for their individual responsibilities. The “approaches” involve various steps and features depending on the type of development they are working on.

The following is an example of a development approach I have practiced in the past. First, you have to conduct research and collect data on the problems and general conditions of the local community, both geographically and socially. Data should be compiled from

documents, conducting surveys and obtaining personal information from individuals, especially people in the area and people who previously operated there. Furthermore, a knowledge of geography and maps, particularly for the purpose of specifying agricultural, industrial and residential zones, will allow you to understand distances and topography as well as other features that can be used as basis for operations.

From there, the project should be drafted, specifying the general conditions of the area, the problems, solutions, duration of the project, necessary funds, sources of funds (it may be necessary for communities to source their own funding). Then, when the project is underway, there must be a constant flow of attention and advice. It is also necessary to solve immediate problems that arise during the operations so that project can proceed in accordance with the target planned.

Then when the project has achieved success, there should be a transfer of knowledge through training programs and study visits for officials and target persons to enhance their working knowledge, broaden their perspectives, and encourage an eagerness to learn and acquire new ideas. You might take people who used to work in one place on a study visit to another place. Most importantly, there has to be constant monitoring of the project so as to correct any mistakes that occur during the operations, and also to provide lessons for new projects in the future.

### **Development is a long process... each stage requires cooperation**

Development is an extensive process that might not even be completed in one lifetime. There has to be cooperation during each stage, with new people listening to old ones. For example, the maps that His Majesty the King instructed the Royal Thai Survey Department to print show Bangkok from the reign of King Rama V, showing how the canals at that time were systemized in accordance with nature. Any new projects undertaken should be designed taking into account the existing system. Success in achieving the target goal can be expected since water will not be flowing in the wrong

direction. The old maps indicate clearly how the water flows from a certain location into which canal and on to where, and what the conditions are. We can also see how the irrigation system for Thung Rangsit fields in the past was planned and how the canal network was systemized. This can certainly help with planning new development.

### **His Majesty's work as a daily routine**

His Majesty the King was undoubtedly exhausted, but he never complained. He worked 365 days a year, 24 hours a day. The radio would be on all day, and he had all sorts of devices to follow the news. His Majesty tried to teach me about all these devices, including how many amperes, watts, or volts they used. He listened to amateur radio on several frequencies, and therefore knew immediately when and where there were fires or floods. As a result, he was able to provide immediate relief. This may not be considered “development” but rather “disaster relief.”

His Majesty still continues to carry on this kind of work until it has become his daily routine. His relief packages are always ready at Border Patrol Police units around the county so they can be distributed immediately when there are flash floods. Of late, however, vehicles needed for distribution have broken down or are in need of repair. We are addressing that, while looking for networks to cooperate with us in this regard.

His Majesty is genuinely interested in helping his people, and continues to do so. Wherever he is still able to visit, he will. Recently His Majesty presided at the Opening Ceremony of Khlong Lat Pho and Bhumibol Bridge. Those responsible for the Royal Initiative Projects continue to carry out their work, reporting back to His Majesty for further instructions.

### **Even in the hospital... His Majesty is still concerned about his people**

Now, even while His Majesty is in Siriraj Hospital, he is still working to help his people all the time. He initiated ideas on how to solve heavy traffic problems around the hospital both on land and on the river. Since he has always been working on traffic

problems, His Majesty assigned the police to check several areas, calculating the number of vehicles turning, and surveying several key traffic locations such as monuments, intersections, and roundabouts, to see how the streets should be redesigned, how large should they be, where there should be flyovers or other forms of construction to enhance the flow of traffic.

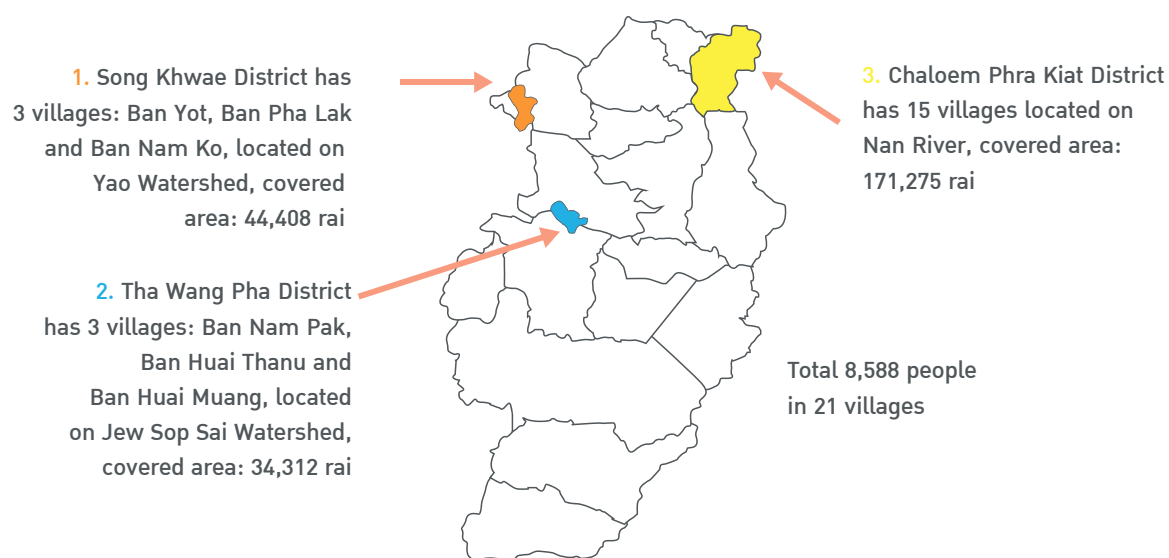
## Working Calendar of “Understand, Reach out, Develop”

No	Action Plan	May	June	July	August
PROCESS OF UNDERSTANDING					
1.	Identify development area				
2.	Prepare information				
3.	Prepare maps				
4.	Primary area survey to understand general primary conditions				
5.	Prepare team to start field work survey				
6.	Create understanding at district level and operating team				
7.	Inform area units to prepare survey team				
PROCESS OF REACHING OUT					
8.	Primary survey training				
9.	Primary survey with district area team				
10.	Gather geographic and social data				
11.	Provide feedback and assess community needs				
12.	Identify main problems in all dimensions				
13.	Design development Plan and Budget				
14.	Propose plan to units in level order				
PROCESS OF DEVELOPING					
15.	Create community understanding				
16.	Implement development plan				
17.	Follow up and plan adjustments				



## Example of compiling and summarizing primary survey data of 3 villages in Tan Chum Sub-district, Si Phum Sub-district, Tha Wang Pha District, Nan Province

Project model for integrated solutions to problems and area development in Nan Province in accordance with Royal Initiatives



## Population of 3 Villages

Ban Nam Pak, Ban Huai Thanu and Ban Huai Muang Population categorized by age and gender

Population by age	Qty (persons)	Percentage
1 - 15 years	153	18
16 - 54 years	574	67
55 years and above	134	16
Gender	Qty (persons)	Percentage
Male	449	52
Female	412	48
Total	861	100



## 1. Population of 3 Villages

Ban Nam Pak, Huai Thanu and Huai Muang

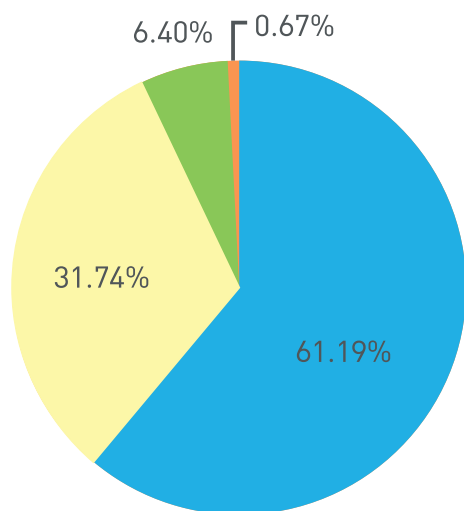
Village	Population (persons)	Household (Qty)	Population (persons)/ Household
Nam Pak	284	68	4.2
Huai Thanu	334	92	3.6
Huai Muang	234	57	4.1
3 Villages in Total	852	217	3.9

## 2. Cultivation area per household

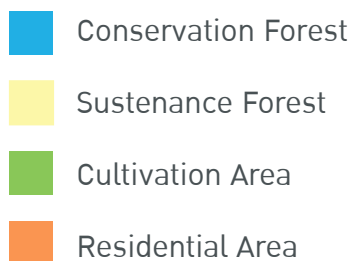
Village	Number of Plots of land	Land use (rai)	Number of Household	Average land use (rai)/ household
Nam Pak	145	1,045	68	15.37
Huai Thanu	167	1,964	92	21.35
Huai Muang	186	2,220	57	38.95
3 Villages in Total	498	5,229	217	24.10

### Land use data

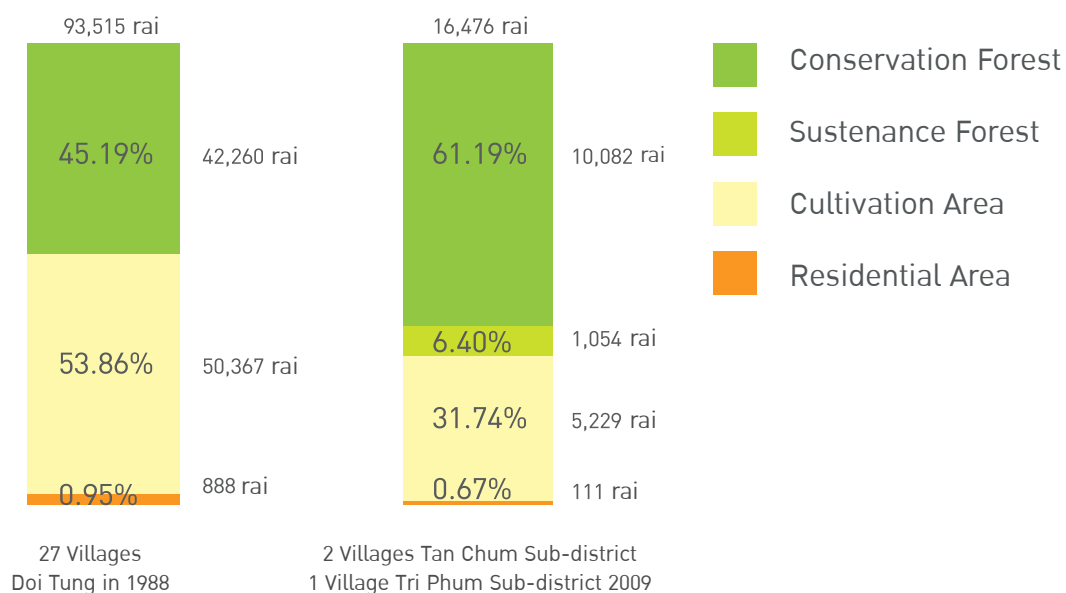
Land Use	rai	Percentage
Conservation Forest	10,082	61.19
Cultivation Area	5,229	31.74
Sustenance Forest	1,054	6.40
Residential Area	111	0.67
Total	16,476	100.00



## Land Use Data



## Land Use Comparison



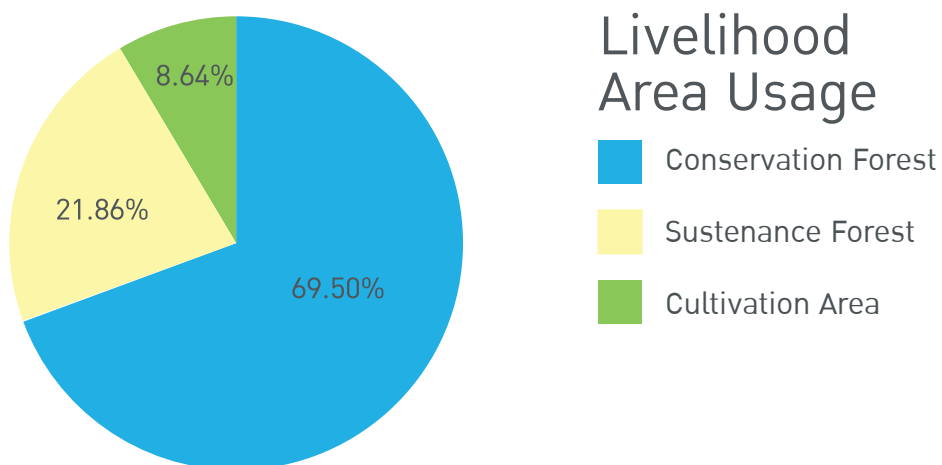
## Use of Cultivation Area

### Percentage and Use of Livelihood Area in Each Village

Village	Shifting Cultivation	Farm (rai)	Rice Field (rai)	Cultivation Area (Rai)
Nam Pak	508	376	161	19.98
Huay Thanu	1,424	437	103	37.56
Huay Muang	1,720	330	185	42.46
Total	3,652	1,143	449	100.00

## Cultivation Area Usage

Land use	rai	Percentage
Shifting Cultivation	3,634	69.50
Farm	1,143	21.86
Rice Field	452	8.64
Total	5,229	100.00



### 3. Livestock Data

Village Type	Nam Pak	Huai Thanu	Huai Muang	Total	Total Deaths	Mortality Rate (Percentage)	Total (Baht)
Cow	64	6	23	93	9	10	45,000
Buffalo	2	6	1	9	1	5	6,000
Pig	-	-	34	34	7	20	17,500
Chicken	100	189	368	657	197	30	19,700
Goat	2	-	-	2	-	-	-
Duck	10	-	52	62	18	30	1,620
<b>Total</b>	<b>178</b>	<b>201</b>	<b>478</b>	<b>857</b>	<b>232</b>	<b>95</b>	<b>89,820</b>

Type	Cow	Buffalo	Pig	Chicken	Duck	Goat	Total
Per one livestock	5,000	6,000	2,500	100	90	1,680	-
<b>Total (Baht)</b>	<b>465,000</b>	<b>54,000</b>	<b>85,000</b>	<b>65,700</b>	<b>5,580</b>	<b>3,350</b>	<b>678,640</b>

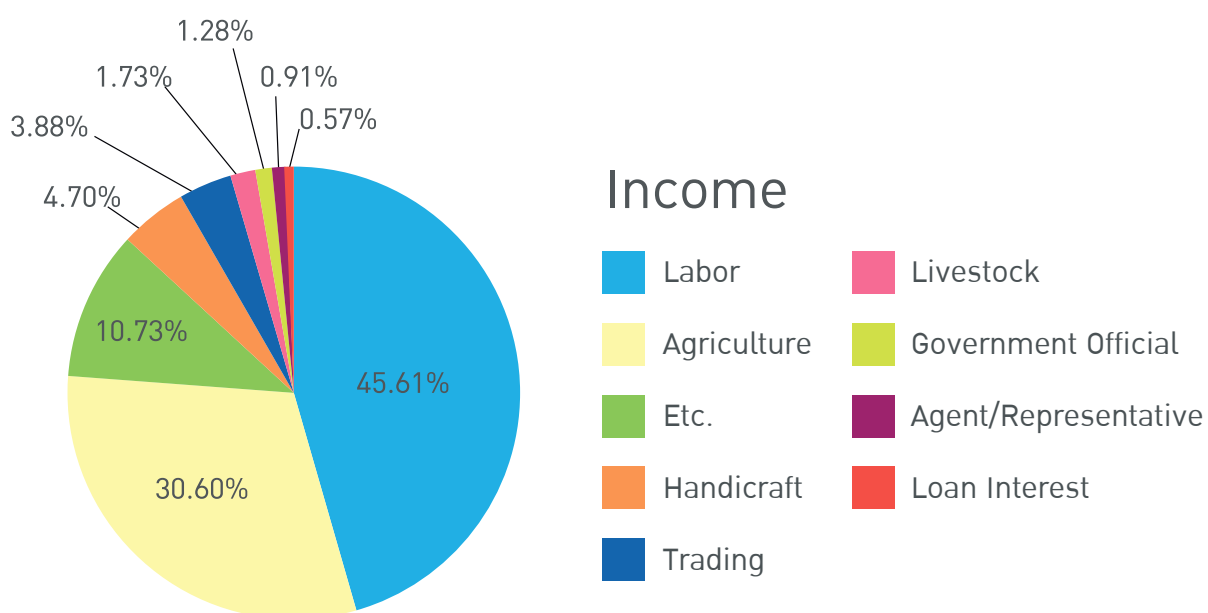
### 4. Economic Data

Economic data per household

Village Type	Nam Pak	Huai Thanu	Huai Muang	Average (Baht)
Incomes (Baht)	101,692	77,726	64,130	81,183
Expenses (Baht)	98,028	67,879	56,131	74,013
Debt (Baht)	108,874	32,558	31,830	57,754
Savings ( Baht)	9,653	2,656	7,886	6,732
Assets ( Baht)	204,077	124,463	232,254	186,931

## Income

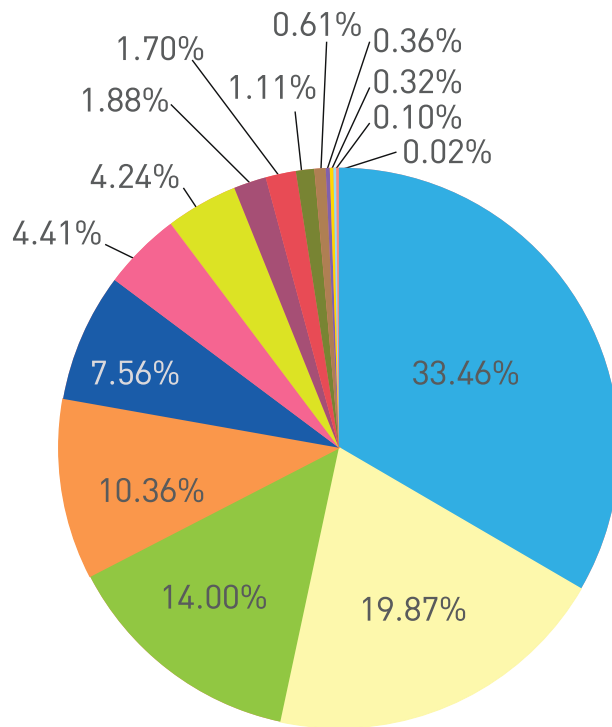
Income \ Village	Nam Pak	Huai Thanu	Huai Muang	Total (Baht)	Total (Baht)
Labor work	3,722,253	2,313,500	2,046,970	8,082,723	45.61
Agriculture	1,970,160	2,473,170	978,464	5,421,794	30.60
Etc.	139,500	1,677,970	84,000	1,901,470	10.73
Handicrafts	242,900	474,000	115,750	832,650	4.70
Trading	145,500	112,000	430,000	687,500	3.88
Livestock	305,860	-	-	305,860	1.73
Government Official	226,680	-	-	226,680	1.28
Agent/ Representative	162,000	-	-	162,000	0.91
Loan Interest	200	100,080	200	100,480	0.57
<b>Total</b>	<b>6,915,053</b>	<b>7,150,720</b>	<b>3,655,384</b>	<b>17,721,157</b>	<b>100.00</b>



## Expenses

Cost \ Village	Nam Pak	Huay Thanu	Huai Muang	Total (Baht)	Percentage
Food	2,625,650	1,832,040	933,360	5,391,050	33.46
House	268,100	2,612,610	320,864	3,201,574	19.87
Investment in Farming	1,011,250	903,210	340,595	2,255,055	14.00
Education	1,087,500	204,100	376,780	1,668,380	10.36
Transportation	448,813	175,500	594,200	1,218,513	7.56
Miscellaneous and Communication	336,507	75,300	104,830	516,637	3.21
Clothes	287,500	114,200	281,200	682,900	4.24
Alcohol, Cigarettes	97,090	172,000	33,780	302,870	1.88
Ceremonies	149,400	87,350	36,940	273,690	1.70
Investment in Livestock	35,630	-	144,900	180,530	1.12
Tax	37,113	-	-	37,113	0.23
Investment in Trading	51,300	-	-	51,300	0.32
Health Care	22,000	7,040	28,240	57,460	0.36
Handicraft Fund	15,400	-	-	15,400	0.10
Consumption	193,630	61,490	3,591	258,711	1.61
<b>Total</b>	<b>6,666,883</b>	<b>6,244,840</b>	<b>3,199,460</b>	<b>16,111,183</b>	<b>100.00</b>

## Expenses

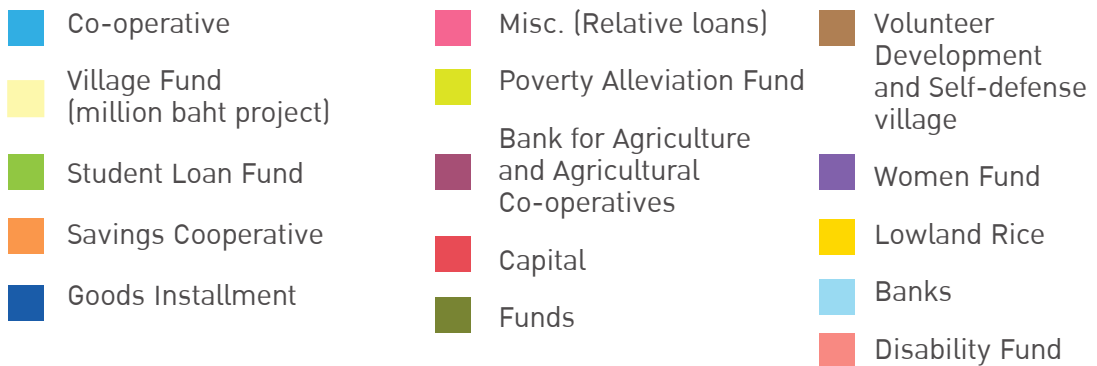
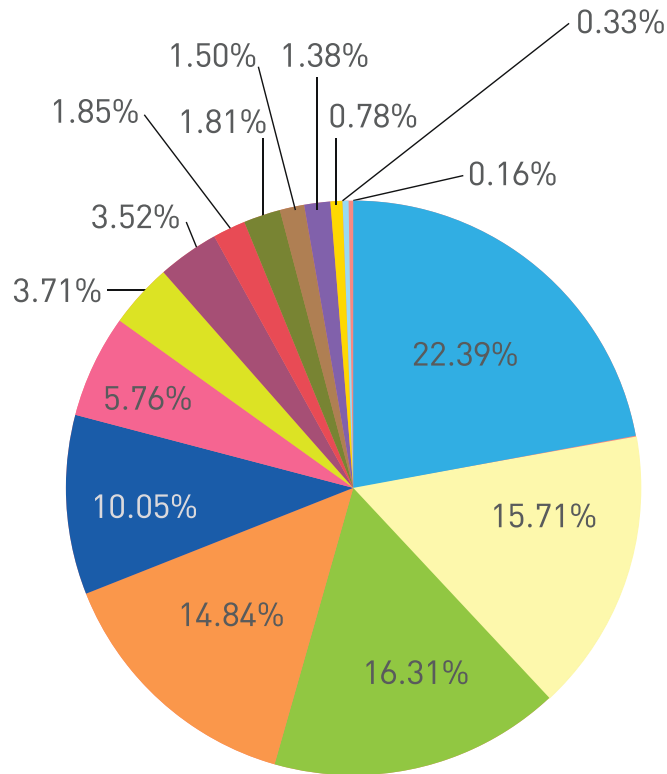


**Debt**

Source of Loan \ Village	Nam Pak	Huai Thanu	Huai Muang	Total (Baht)	Percentage
Co-operative	2,037,510	-	696,400	2,733,910	22.39
Village Fund (million baht project)	1,173,000	386,000	360,000	1,919,000	15.71
Student Loan Fund	1,618,206	205,200	169,000	1,992,406	16.31
Savings Cooperative	184,000	1,604,400	-	1,788,400	14.64
Goods Installment	1,103,000	124,000	-	1,227,000	10.05
Misc. (Relative loans)	485,900	117,000	100,000	702,900	5.76
Poverty Alleviation Fund	85,200	79,000	288,500	452,700	3.71
Bank for Agriculture and Agricultural Co-operatives	130,000	278,000	22,400	430,400	3.52
Capital	76,200	149,200	-	225,400	1.85
Funds	191,400	41,500	-	232,900	1.91
Volunteer Development and Self-defense Village	25,500	-	158,000	183,500	1.50
Women Fund	166,000	3,000	-	159,000	1.38
Lowland Rice	87,500	8,000	-	95,500	0.78
Banks	40,000	-	-	40,000	0.33
Disability Fund	-	-	20,000	20,000	0.16
<b>Total</b>	<b>7,403,416</b>	<b>2,995,300</b>	<b>1,814,300</b>	<b>12,203,016</b>	<b>100.00</b>

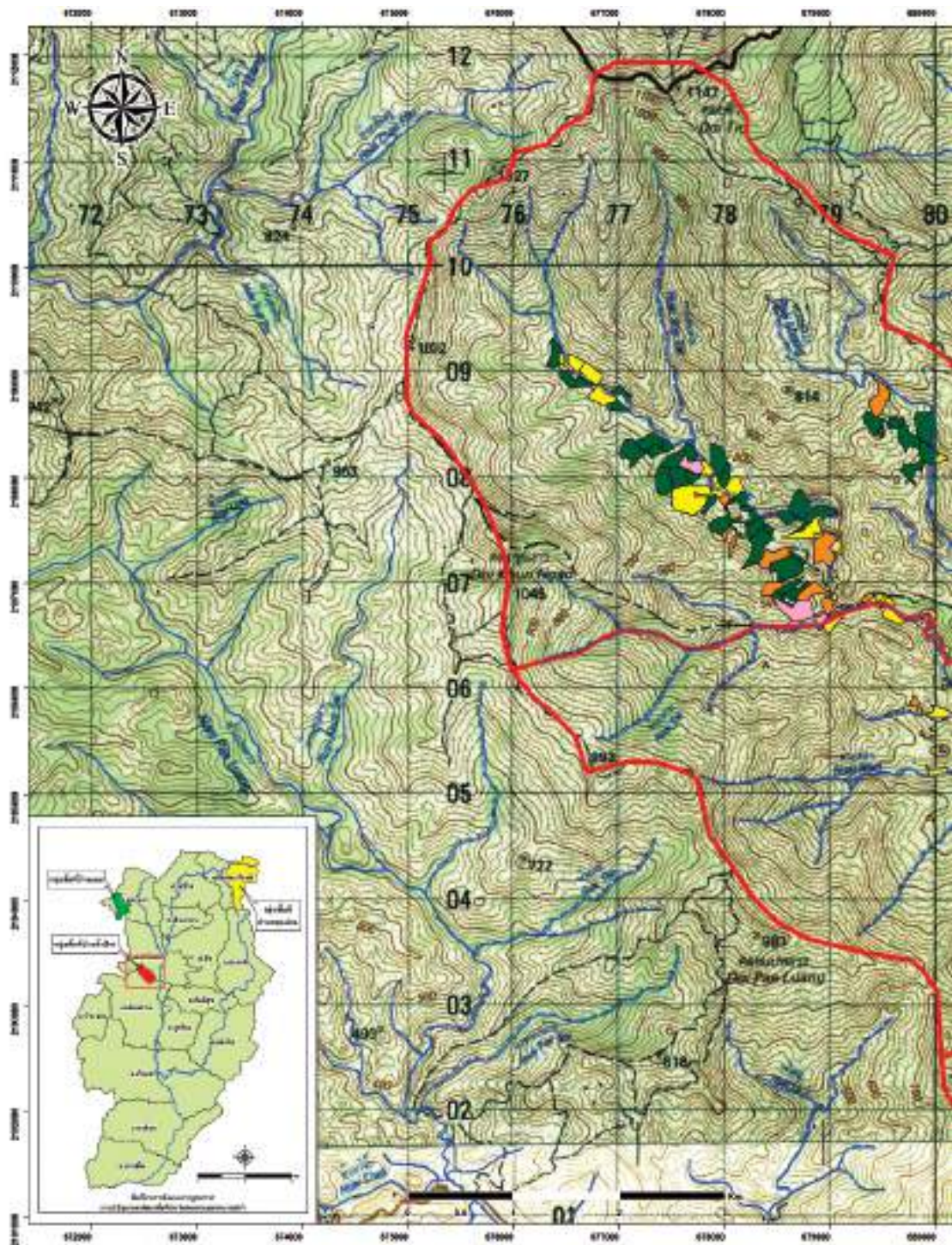


## Debt

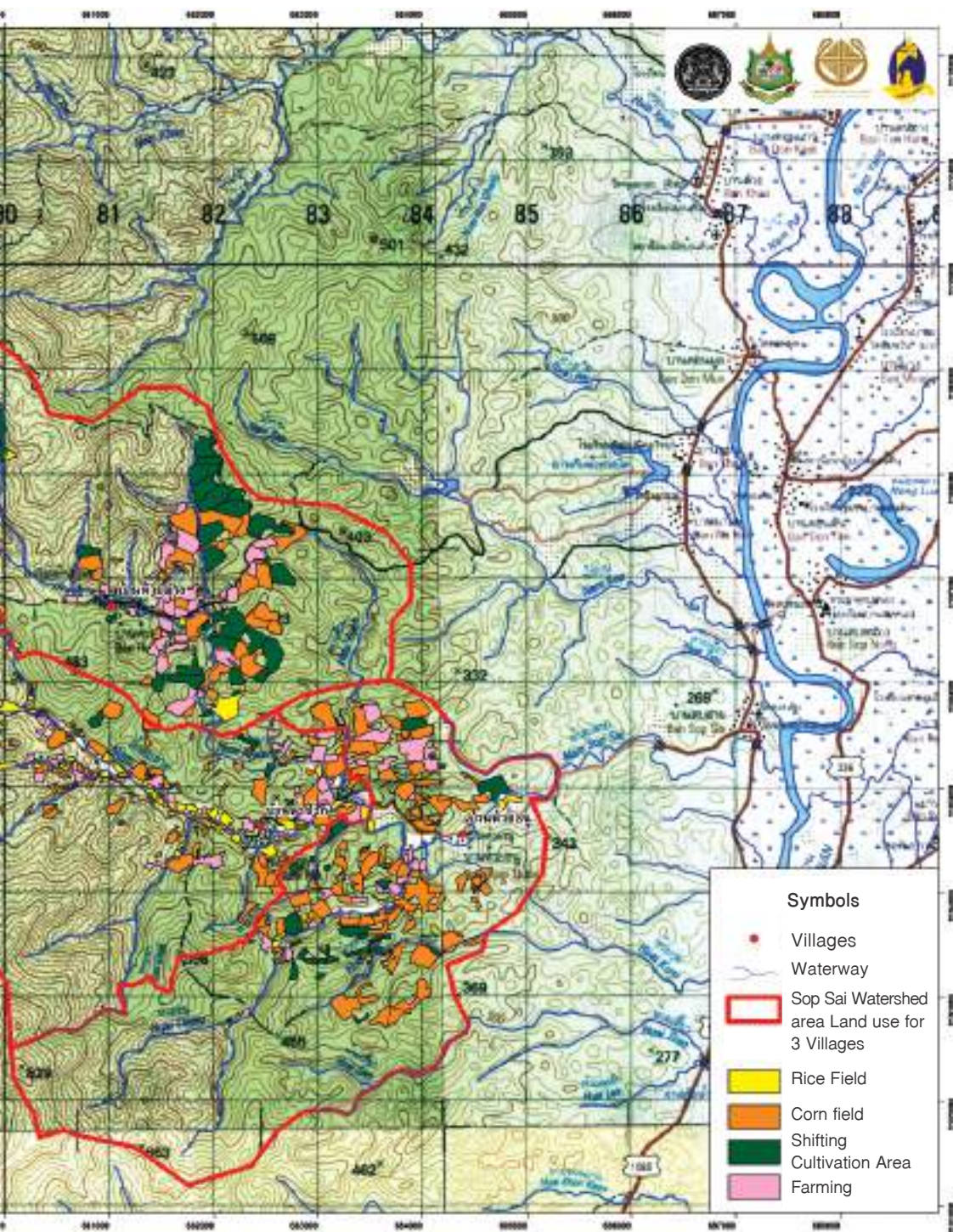


## Map shows land use in Ban Nam Pak, Ban Huay Thanu, Ban Huai Muang, Thambon Tan Chum Sub-district, Siphum Sub-district and Tha Wang Pha District, Nan Province

Project model for integrated solutions to problems and area development, Nan Province  
in accordance with Royal Initiative







### Example of Report KDTWM (กชคจ) Ban Sa Koen, Moo 1, Yod Sub-district, Song Khwae District, Nan Province

K-Keep: Keep for eating, use, selling benefits such as rattan, palm candy

Order	Items	Current Qty	Remarks
1.	Rattan	100 rai	Conservation forest
2.	Palm Candy	10,000	Conservation forest
3.	Indian Ivy-rue	200 trees	Conservation forest
4.	Paper mulberry, Tab Jute	50,000 trees	Conservation forest
5.	Bamboo shoot	50 rai	Conservation forest
6.	Catathea	20000	Conservation forest
7.	Bamboo Grass	11,000	Conservation forest
8.	Thatch grass	100 rai	
9.	Galanga	100,000 clump	
10.	Freshwater fish	21,600 kg	
11.	Bamboo joints	300 rai	
12.	Wild banana tree	300 rai	
13.	Lemon	10,000 trees	
14.	Lychee	10 rai	
15.	Corn	1,500 rai	
16.	Guano	5,000 kg/year	
17.	Chilli	15 rai	
18.	Wild Rambli	1 rai	
19.	Termite grass	10 rai	

Order	Items	Current Qty	Remarks
20.	Chicken	1500 bodies	
21.	Duck	120 bodies	
22.	Pig	50 bodies	
23.	Cow	20 bodies	
24.	Longan	10 rai	
25.	Rambutan	20 rai	
26.	Dracontomelon dao	1,000 trees	
27.	Craib	500 trees	
28.	Passion Fruit	50 trees	
29.	Herbs		widespread
30.	Hevea	14,100 trees	

#### D-Dig: Store or Manage Water, Piping for Mining Check Dam, using water efficiently

Order	List	Remark
1.	Fish Pond	
2.	Water Supply for Consumption	
3.	Water Supply for Agriculture	
4.	Reservoirs	
5.	Dredging Mines	
6.	Dredging in front	
7.	Water Management	

## T: T is for Think and Search, how to get K (keep) and D (Dig) to work

### No. 1 process as follows:

- 1.1 Palm Candy: form a group to buy palm candy
- 1.2 Check quantity of materials for each season
- 1.3 Check quality of materials for appropriate volume
- 1.4 Arrange a place to keep materials to prepare for processing
- 1.5 Find markets to buy the group's palm candy
- 1.6 Study about adding value for palm candy

### No.2 process as follows:

- 2.1 Indian Ivy-rue: form a cooperative group to buy Indian Ivy-rue
- 2.2 Check quantity of materials for each season
- 2.3 Check quantity of materials for appropriate volume
- 2.4 Separate the 2 types of materials: raw and dry
- 2.5 Arrange a place to keep materials for cooperative group
- 2.6 Find markets to buy the cooperative group's Indian Ivy-rue
- 2.7 Study about adding value for Indian Ivy-rue

### No.3 process as follows:

- 3.1 Paper Mulberry, Tab Jute: form a cooperative group to buy paper mulberry, tab jute
- 3.2 Check quantity of materials for appropriate volume
- 3.3 Check quality of materials for appropriate volume.
- 3.4 Arrange a place to keep cooperative's materials
- 3.5 Find markets to buy the cooperative group's products
- 3.6 Construct a processing plant for paper mulberry and tab jute at Yod Sub-district

### No. 4 process as follows:

- 4.1 Catathea: form a cooperate group to by catathea
- 4.2 Check quantity of materials appropriate for each season
- 4.3 Check quality of processing materials for appropriate volume

- 4.4 Arrange a place to keep materials
- 4.5 Find markets to buy the products
- 4.6 Produce household products and basketry

**No.5 process as follows:**

- 5.1 Rattan: form a group to produce rattan products
- 5.2 Study production process from experts on rattan
- 5.3 Produce rattan products with quantity and quality as the market demands
- 5.4 Find a place to sell rattan products
- 5.5 Develop rattan products to make them attractive and unique
- 5.6 Transfer the knowledge of making of rattan products to young people

**No.6 process as follows:**

- 6.1 Bamboo shoots: form a group to process bamboo shoots
- 6.2 Check quantity of materials
- 6.3 Process bamboo shoots into foods such as compressed bamboo shoots
- 6.4 Arrange a place to sell products

**No.7 process as follows:**

- 7.1 Produce animal feed from corn. Form a group to make animal feed from corn
- 7.2 Check quantity of materials
- 7.3 Find a place to keep the cooperative group's materials
- 7.4 Research production form and packaging of animal feed
- 7.5 Find a market to buy products

**No.8 process as follows:**

- 8.1 Bamboo grass: form a cooperative group to make products from bamboo grass
- 8.2 Check quantity of materials
- 8.3 Produce products from bamboo grass such as brooms
- 8.4 Create products that have more variety and are more attractive
- 8.5 Find a market to buy products

**No.9 process as follows:**

- 9.1 Thatch grass: form a cooperative group to produce products
- 9.2 Check quantity of materials
- 9.3 Find materials for the cooperative group
- 9.4 Research designs for the products' packaging and brand
- 9.5 Find a market to buy products

**No. 10 process as follows:**

- 10.1 Lemon: form a group to buy lemons
- 10.2 Check quantity of materials
- 10.3 Find a place to keep the group's materials
- 10.4 Find a market to buy the product

**No. 11 process as follows:**

- 11.1 Hevea: form a group for planting hevea
- 11.2 Find out the number of rai of land on which the members of the groups are planting
- 11.3 Ask for support from Yod Municipal area or government units to take the members on a study trip to a successful plantation in Thailand
- 11.4 Ask for support from Yod Municipal area or government units to provide hevea seedlings to be planted in an appropriate area
- 11.5 Find speakers to provide information to the members on planting, continuous maintenance until its harvesting
- 11.6 Find a market to buy hevea for the hevea planting group at Yod Sub district

**No. 12 process as follows:**

- 12.1 Longan: form a group that produces products from longan
- 12.2 Check the quantity of materials
- 12.3 Find a place to keep materials of the group
- 12.4 Organize training by experts
- 12.5 Find a market to buy the products



**No. 13 process as follows:**

- 13.1 Galangal: form a group to process galangal products
- 13.2 Check quantity of materials
- 13.3 Find a place to keep materials
- 13.4 Organize a training by experts
- 13.5 Find a market buy the products

**No. 14 process as follows:**

- 14.1 Bamboo joints: form a group to produce products from bamboo joints
- 14.2 Check quantity of materials
- 14.3 Find a place to keep the group's materials
- 14.4 Organize a training by experts
- 14.5 Find a market for the group

**No. 15 process as follows:**

- 15.1 Lychee: form a group to buy lychee
- 15.2 Check quantity of materials
- 15.3 Find a place to keep the group's materials
- 15.4 Find a market for the group

**No.16 process as follows:**

- 16.1 Banana trees: form a group to process products from banana trees
- 16.2 Check the quantity of materials
- 16.3 Find a place to keep the materials
- 16.4 Find a market for the group

**No. 17 process as follows:**

- 17.1 Guano: form a group to make fertilizer from guano
- 17.2 Check the quantity of materials
- 17.3 Find a place to keep the group's materials

17.4 Make fertilizer from guano

17.5 Find a market for the group

**No. 18 process as follows:**

18.1 Chillis: form a group to plant chillis

18.2 Check quantity of materials

18.3 Find a place to keep the group's materials

18.4 Find a market to buy the products

**No.19 process as follows:**

19.1 Termite grass: form a group to produce products from termite grass

19.2 Check quantity of materials

19.3 Find a place to keep the group's materials

19.4 Organize a training by experts

19.5 Find equipment for processing

19.6 Find a market to buy the products

**Water management, piping, piping for mine or check dam, using water efficiently**

1. Organize a village meeting
2. Have the villagers select a committee to manage water resources, piping system, connecting pipes to make irrigation ditch and learning how to use water most beneficially both in consumption and agriculture.
3. Organize a meeting in the village so that people can propose their needs for reservoirs, check dams, mines or water pipes and where to do them.
4. Have the committee selected by the villagers to survey water resources to check whether they are sufficient or if it is worth proposing support from government units or private sector in constructing reservoirs, check dams, mines and waterworks for the greatest benefit of the people.
5. Have the committee bring the survey data to the meeting so that the people can vote

where the first water resource should be so that it will be in accordance with the people's needs and where it is most necessary.

6. Have the committee bring data on the water resources to a vote in the meeting for the support on budget from Yod Municipal area and government units and private sector to render help.

### **W-work, create work: how to create work and bring K, D, T to create work for the community**

#### **Create what?**

1. Organize a meeting at village level
2. Have the people select the committee to be responsible for each project.
3. Have the people select the most urgent project and propose to ask for budget support from Yod Municipal area or government units or private sector to help with the operation.
4. Present problems in each project operation to the meeting so that the village committee and the people in the village acknowledge and cooperate in solving the problems
5. When the committee summarizes the problems or obstacles that cause the delay in operation, it is necessary to ask for cooperation from government units or private sector groups which have the knowledge and capability in various projects in the village to become consultants for those projects
6. Organize a meeting for each group in the village to discuss and exchange knowledge of obstacles and problems for each project in order to solve the problems together.
7. Have the village committee present problems and obstacles of each group to ask for advice or for help from Yod Municipal area or government units or private sector.
8. Have the committee arrange a place to sell products/goods for each village group at the same place so as to be easy for management.
9. Ask for support from Yod Municipal area or government units and private sector to publicize products of each group so as to distribute them more widely.

**M – Manage: how every item is managed**

No.	Items	Methods of Management	Remarks
1.	Palm Candy (Sugar Palm)	Pick palm candy from its trees without cutting the trees in the conserved forest. Then sell them at wholesale price to merchants who live in the village. He/she then sells them to the factory.	no processing of produce
2.	Indian Ivy-rue	Pick product and then sell to the middle man who comes from outside the village	
3.	Paper Mulberry Tab Jute	Peel the skin and then scrape the green skin out. Then dry in the sun. Later sell to the middleman in the village.	no processing of produce
4.	Catathea	Sell the produce to the middleman	no processing of produce
5.	Galangal	Process galangal for spices or herbs	
6.	Guano	Form a group to produce guano fertilizer since raw materials are available in the area	
7.	Animal feed from corn	Grow materials in the area in large numbers	no processing yet
8.	Lychee	Pick produce for wholesale to the middleman	no processing yet
9.	Longan	Pick produce for wholesale to the middleman	no processing yet
10.	Lemon	Pick produce for wholesale to the middleman	no processing yet
11.	Cow group	Raise according to local wisdom by leaving them in nature	
12.	Chicken	Raise as according to folkways by leaving them in nature	
13.	Hevea	Each grows on their own using their own investment and in agricultural areas	still lack knowledge in growing, picking produce and maintenance

No.	Items	Methods of Management	Remarks
14.	Rambutan	Each grows on their own using their own investment and in agricultural areas	still lack knowledge in growing, picking produce and maintenance
15.	Banana	Processing into products from banana	still lack processing
16.	Laying pipes to provide water for agriculture from reservoirs		nothing done yet
17.	Pig	Raise according to folkways by leaving them in nature	
18.	Duck	Raise according to folkways by leaving them in nature	
19.	Dracontomelon dao	Process into accessories and seeds are canned	no processing yet
20.	Craib	Process into dried seeds in cans	no processing yet
21.	Passion Fruit	Process into passion fruit juice in bottles	no processing yet
22.	Herbs	Process into herbs	no processing yet
23.	Chillis	Grown on their own land in the community	no market yet
24.	Thatch Grass	Process into roof materials	no market yet
25.	Bamboo Joints	Process into basketry materials	no processing yet
26.	Bamboo Grass	Make into brooms	no market yet
27.	Freshwater Fish	Promote raising freshwater fish in floating baskets	
28.	Rattan	Process into basketry products	no operating yet
29.	Rambi	Pick in tropical rain forest	no market yet
30.	Termite Grass	Process into dried tea	no market yet

### Can every household do household accounting?

Talk to the villagers, emphasizing how important it is to do household accounting as it will be beneficial to every household in financial resource management, resulting in saving money in the household.

## Training Development Volunteers to be good Development Practitioners

Transcribed from an interview with

Khun Vichai Keawsifah (Nanwi)

Thursday 31 March 2016

at the Office of the Mae Fah Luang Foundation,  
Piang Ko, Nan Province

Before I became a Development Volunteer, I used to help my family sell things at the border crossing of Huai Kon. One day, the sub-district headman announced that some volunteers were needed for a study trip to Doi Tung, so I applied without really knowing what I had to do. At first I thought it was being a Village Health Volunteer (VHV) to oversee the village which does not require having to go out to work elsewhere. When the Team took me on a study trip to the Doi Tung Development Project and Reforestation Project in Commemoration of His Majesty the King at Pang Mahan Village, I still didn't know what these projects were. We were taken to a coffee plantation, macadamia plantation and a weaving factory where I got to see the Mae Fah Luang teamwork. After the trip, I felt that Doi Tung was much different from our home. Doi Tung had a variety of occupations and plants as well as other things to sell. Its economy was good, but there was only corn in our area.

At the time, the MFLF team asked, "Do you see the differences? Do you want your area to be like Doi Tung? Do you want to develop your area?" I couldn't answer right away because I didn't know what I would have to do. Two weeks later, the team organized a meeting at the sub-district headman's house to create understanding of what Development Volunteers were, what they had to do and for whom. We met with the administrators and the MFLF team. We began to understand that Development Volunteers were development

practitioners in the area in accordance with the Doi Tung Development model and we would be the ones to link the community and the project.

When I became a Development Volunteer, at first I was so excited. When I was a monk, I worked alone and there was no fun and no challenges. But becoming a Development Volunteer, I learned how to work with many people. I learned to adapt a lot. It was like another life as there were many people working together. There was a framework, rules and regulations and discipline.

During the first 3-4 months, everybody had to learn, to get to know one another, learn how to use equipment such as GPS, and learn new techniques for working with the community. Also, we had to learn how to communicate, interview and operate with the Mentor Team until we were able to do it well. Then we were allowed to go into the field. However, we were not alone in the area. We had the Mentor Team with us all the time. When we faced problems, we could talk to the Mentor Team immediately. For example, if we were in the field to conduct an interview and faced a stubborn villager who obstructed our progress, the Mentor Team would give us techniques how to deal with it. We had to wait for the opportunity and the right time, checking on what the villagers were doing, eating or drinking. Also, if we had problems answering any questions, we would return to the Mentor Team to ask for advice. Furthermore, the Mentor Team would bring their experience with various development projects such as at Doi Tung, in Indonesia or in Myanmar to teach us, giving us inspiration at the same time. The team would serve as an example and we worked together such as binding wires to make Gabion boxes. When written words were not understood, it was necessary to demonstrate it. Learning techniques, creating understanding, finding problems, organizing a community forum, giving feedback, prioritizing needs, and making plans were the techniques learned from the Mentor Team which are still used today.

However, as time went on, the Development Volunteer Team started to feel tired, working until 10-11pm, coordinating with GPS until 7pm and writing reports afterwards. Then we had to wake up early in the morning to prepare our meal. Therefore, many became discouraged. At this point, the Mentor Team stepped in to boost our morale, and so the Development

Volunteer Team gradually felt invigorated again. Working here, therefore, became like working with a family. The Mentor Team aroused in us a desire to work, but never giving orders, so we never felt as if we were being ordered around to do things. They were like elder brothers teaching younger brothers.

Another thing learned from the Mentor Team was how to hold up under pressure. Sometimes pressure is all around us, but we learn how to live with it. In the past, we didn't have separate units such as accounting, inventory and data team. We had to learn and do everything ourselves while liaising between the project and the local villagers so that they would understand. We also had to learn to understand other people. So with everything happening around us, we felt the pressure. We needed to practice, learning from the actual work while adapting, repeating and learning from mistakes. These helped us work better. Everyone had their own responsibilities, but we were together in it like brothers. When we were out in the field, we had to take care of one another. Whenever there were problems we had to give one another encouragement, providing support including sharing chores like cooking and cleaning the toilets. The Mentor Team taught us like parents. We did not just respect them because they were in charge, but because of the way they treated us.

Furthermore, we were instilled with a moral conscience and clear goals; so we really wanted to make it happen. Working principles were our support. When we earnestly worked to solve the problems, the outcome had a direct impact on the villagers. Other places may have operated more superficially or for the benefit of the development team, but for us, it was different. We kept in our minds how the villagers would have a better livelihood because of worthy projects such as building a check dam. We had to think about what the villagers would get, whether it would be beneficial for them. When there was water, should there be a check dam to hold it? We always kept this in mind and to keep us feeling good about work.

When we were working, we kept learning new things as there were new problems arising all the time. Therefore, we always had to practice and learn. Some may have thought that when we found a solution to a problem that was it. But realistically, it wasn't. Problems are like a chain; we had to show the villagers that problems can happen all the time. They



have to practice solving them on their own, learning approaches to be ready to deal with them. Furthermore, the Mentor Team also taught us to solve problems on the spot. Even though there are many smart people, it takes experience to be able to solve problems on the spot. Some may know theories but when it comes to working in a real situation, it is a different story which may require talking directly to the villagers. Most important is being honest. The first time I met Khun Chai (Mom Rajawongse Disnadda Diskul, the Chairman of the MFLF), Khun Chai did not ask where I graduated from but said, "All I want from you are two things: diligence and honesty. What you not have, we can give you. Our Mentors know everything. Tell us what you want to learn."

Being a Development Volunteer may sound easy. However, it is actually difficult because it is a matter of mind and determination, which must come from inside. Skills can be learned but the right attitude and determination must be the foundation, not just working day by day without any goals. When there are no goals, we do not want to keep on walking since we don't why we have walk on. Some just work as if they were working in a factory, earning a monthly salary without thinking about the goal of either the organization or themselves. But to be a Development Volunteer is not like working in a factory, we don't get just the salary. What we get is what the villagers and our brothers and sisters will get.

Nowadays, we are proud because we see real changes. In the past, villagers knew very little. They did not realize that planting maize or not vaccinating their livestock could become problems. Also, they did think that we would be able to solve their problems, either. It was only when we adapted the Doi Tung model to the area that the villagers were able see what their problems were, and come up with their own solutions. This happened at Ban Nam Chang, Ban Nam Lee 6, Ban Bon, Ban Buak Ya and Ban Kew Chan. At first, Ban Kew Chan didn't even want to take on the project, but now they are capable of carrying the development work on their own. They can take care of their forests; they have a group of economic crop farmers and a committee to take care of the forests. This is the result of our talking to them to create an understanding, helping them adapt themselves. Besides, we are also local people, and when we saw how the community had improved, we felt proud. From those who did not accept us and did not agree with us (the project) at

first, we were able to talk to them and lead them to the point that they accepted us. That made us very proud.

I sincerely hope the villagers of Ban Khun Nan can live sustainably and have real happiness. External factors such as money may help them survive, but they tend to forget that the real factors for a sustainable livelihood are food security, forests and water. We must not kill ourselves. In the past, farmers did not have to take water into the fields, just cooked rice. The rest could be found in the fields; vegetables and meat.

Nowadays, they have to take everything with them. It is like they have killed their own future. If you have to rely on food from the mobile grocery store, it means true survival does not yet exist. In the end, the young people in the area will all want to leave the village to find work elsewhere, to earn enough money to start a family. But in fact, we want them to get an education and grow, then return to develop their own community. We can develop economic crops or livestock into an enterprise and create a sustainable community. The younger generation, therefore, will feel that they don't have to leave their hometown to earn wages or work in a factory. Instead, everybody can have their own occupation, jointly creating an enterprise with the knowledge they have learned, combined with the natural capital in the community, raising a family and taking care of the natural environment at the same time.

**Transcribed from an interview with  
Khun Chad Pang-Ud (Chad)  
Sunday 3 April 2016  
at the Office of the Mae Fah Luang Foundation,  
Piang Ko, Nan Province**

Before I became a Development Volunteer, I was a construction worker and factory worker in Bangkok for a couple of years. Later I returned home just when the village headman was looking for two development volunteers from each village to join a study trip to the Doi Tung Development Project. At first I really didn't know where it was and what it was about. When I got there, I learned about the operations and management of Doi Tung.

I saw a picture of Doi Tung 30 years ago, which was not different from Ban Khun Nan and its surrounding areas. Doi Tung planted opium poppies while here we planted maize using crop rotation. The area conditions were similar, but they went on to develop the area with success. So I asked myself, “Why were they successful?”

When I came back from Doi Tung, I couldn’t figure out what to do at first as I wasn’t sure whether the project was going to get off the ground. I just thought it would be like other study trips; going to broaden perspectives and then coming back, with no follow up. However, this time everybody returned to become Development Volunteers, helping and working with the villagers to develop our hometown. The team gathered on the ninth day of the ninth month of the year 2009. The team was formed and we were divided into groups to survey various geo- social factors under the supervision of the Mentor Team. We felt we really wanted to be Development Volunteers since I saw everyone participating enthusiastically, actually working in the field.

The first stage of Development Volunteer training was devoted to people- and team-building. There were many obstacles since the trainers and volunteers came from different backgrounds, so there was sure to be some misunderstanding. We had to talk things through but we never felt discouraged since we, volunteers, were working in our hometown; we were not working somewhere else. Upon finishing our work, we went home. We worked for 4-5 days at a time, and then we could go home. This was different from the past when we didn’t work close to home and were far from our parents. But now we had returned home to develop our community and hometown, talking to our peers and learning new things from our mentors. When we had problems, we would talk, helping one another solve problems no matter what they were. If we couldn’t solve our problems, the Mentor Team would help us.

On developing people and the village, the Mentor Team would teach us every day how to build trust. Also, if we would like to learn something more, the Mentor Team would take us on study trips to other areas. Then we could transfer what we learned to the community. For example, when we went on a study trip to learn about plants and the sufficiency economy, we came home to pass on the ideas to our own family, since

development had to start from ourselves. Then when it worked out, villagers would understand and follow our lead. If we didn't start first, it would be difficult for other people to believe us. Thus, we had to start with ourselves. Now, we are the Mentor Team for other projects in Nan such as repairing the province's check dams. If there is something we can't handle, we can consult our Mentor Team. Anything we can do on our own, we will do, such as things regarding soil and agriculture.

Some problems we have faced, and that have sometimes discouraged us, are often related to cooperation from the villagers. For example, when we have a meeting to create understanding, the villagers will argue. Sometimes when we go to collect data in the community, the villagers will not cooperate. What we need to do then is to talk and spend time among them; then they will cooperate with us.

We are proud when the villagers talk to us and do what we suggest. Those who are bright and ready to work will come to ask questions immediately. The villagers who do not comply can be divided into two groups. First, the "wait-and-see" group who are waiting to see whether anyone who follows our advice will be successful. Second are those who go to find work outside their communities, and are only beginning to return. There are also those who plant corn who are gradually changing as they begin to realize that they are making losses. They have to pay nearly all their money to the middlemen, getting almost nothing for their corn. They don't even get paid for their labor, and not only do they not make a profit, but in fact they are in the red. They came to this conclusion on their own, and eventually quit planting corn to work with us. Most importantly though, they have to learn by themselves.

To be a good Development Volunteer, one must be able to tell if what has been done has responded to the villagers' needs and has made their lives better, not worse. We should measure whether they have a sustainable livelihood. When we are with them, how much do they follow advice? We have to continue working for a better livelihood for the villagers. We must not wait for someone else to tell us what to do. One more thing I would like to remind those who are thinking of becoming Development Volunteers is that they must come with heart, spirit and determination and really want to work, since volunteers can

get discouraged and want to quit. Therefore, Development Volunteers really need to come with heart and determination to be successful.

**Transcribed from the interview with  
Khun Wanchai Buasaeng (Ter)  
Monday 4 April 2016  
at the Office of the Mae Fah Luang Foundation,  
Piang Ko, Nan Province**

Before I became a Development Volunteer, I was a farmer, planting crops and working as a hired hand. I had no academic knowledge or any technical knowledge for my everyday life. I just worked day by day with no goals since I lacked knowledge and lacked the opportunity to access other circles with greater prospects for knowledge. In other words, I hadn't had a chance to "open my ears or eyes." But when I became a Development Volunteer, I had the chance to do this and I realized that everything outside our village was changing so fast and that we had to catch up and learn quickly.

During the first stage of becoming a Development Volunteer, I felt it was difficult to manage the work since there were specific working hours. We didn't work from 8 to 4; we had to work until the job was completed. Sometimes we worked until 9pm or 11pm. We had to work in a team and report the work we did each day. But as time passed, the knowledge and unity gradually increased, the work became more successful and the working environment was so positive.

During the Development Volunteer training, I was trained in managing livestock, from giving vaccinations, medicine, finding solutions to problems and animal epidemiological surveillance. We had a livestock team to provide knowledge, with emphasis on going into the field, and a hands-on experience. Therefore, the knowledge that the Development Volunteers gained was quite practical.

The Development Volunteers here are really different from other areas since the Mentor Team has been supervising us closely, following up, and enhancing knowledge continuously

where something is missing or overlooked. It is like being part of a team. When there is something we do not understand, or problems, we will work on the solution together. In the past, I always volunteered for training or study trips, but I never thought I could transfer my knowledge to other villagers until I became a Development Volunteer.

Besides the wages, what I have gained from being a Development Volunteer is the invaluable knowledge from the Mentor Team of the MFLF. In the past, everything seemed so dark, and so the knowledge gained from the Mentor Team was like the end of a tunnel. We could see the light and a clear future. As a Development Volunteer, I am very proud that I have gained knowledge from the Mentor Team that I can put into practice, such as water systems, building a check dam, managing livestock and growing various vegetables. But most importantly, the knowledge doesn't stop there; we can further it, transferring it to the villagers and then to the wider community. We can help them to be self-reliant. The knowledge gained is complete in all dimensions — soil, water, forest and livestock, and the villagers can adapt it to their own situations. At present, the villagers are very good at designing their check dams and their own irrigation systems. This is the pride of our community, since in the past, the villagers had no knowledge of this. As for me, I have held onto the working principles of King Rama IX to work with the community. I have adapted the knowledge I gained to benefit the community to help the villagers have a sustainable way of life.

As for the future, I will think of how to help the villagers live a better life by using the Sufficiency Economy Philosophy, with its 3 Components and 2 Conditions. Therefore, besides gaining income, the villagers will be able to protect themselves from adversity. We try to encourage them to think by themselves and do things by themselves in pursuing a vocation. Also, we help them determine whether something is worth the investment or not. Thus many of the villagers have begun to change their behavior. They now know the difference between monoculture and integrated farming. Our world and society are changing so rapidly, especially in agriculture. Therefore, transferring knowledge has to be done continuously. Further understanding and more examples are needed such as how to reduce the expense of animal feed. We already grow corn and have our own animal feed

grinder, so we should use the corn as animal feed so we do not have to buy feed stock at 20 baht a kilo from somewhere else. We try to adapt the villagers' behavior by helping to reduce costs, gradually changing their way of life for the better.

Even though we may face some obstacles or opposition, we now have better understanding and more integrated cooperation. As a result, we can attract more people and more units in the area to form a better team. For example, if we need more knowledge about vegetables, we can just contact the Chief of the District Agricultural Office to ask him to help. This is a team solution, resulting in a network of units in the area.

To be a good Development Volunteer, we have to take care of ourselves first. How were we in the past? How much do we have to adapt our behavior? Most importantly, we have to be honest, diligent, responsible and cautious. A good Development Volunteer must be able to transfer knowledge to other people and be able to work in a team. Therefore, I would like every Development Volunteer to embrace their job and responsibilities. This is because the word "volunteer" suggests "volunteer to work". So one must have a "volunteer heart" and a love for his job. Even though the wages are not much, we are proud to be a part of community development and to help the community have a better life, especially those who are poor with little opportunity in life. We can now take our knowledge as a Development Volunteer to seize the opportunity to gain even more knowledge and have a much better life for ourselves and our community than in the past.

**Transcribed from the interview with  
Khun Sakdarin Nupangta (Bird)  
Saturday 4 April 2016  
at the Office of the Mae Fah Luang Foundation,  
Piang Ko, Nan Province**

I graduated with a Bachelor's in Business Administration, majoring in marketing. I once worked with one community development organization in Nan province. We worked for 200 baht a day. My responsibility was to map out the villagers' plots of land by using stencil paper over a large satellite image map, identifying the code, number and owner of each

plot of land in order to prepare the information for the community's title deeds. I worked there for two months. When I had heard that the Royal Initiative Discovery Foundation was recruiting candidates with computer, typing, data collecting and mapping skills, I applied without really knowing what the work would be like.

After I was accepted, I studied GPS mapping with the Raks Thai Foundation for one month at Pua District in Nan Province. From there, I went to Ban Yod, Yod Sub District, Song Khwae District in Nan for Development Volunteer Training and area assignment. I had a chance to see the actual field work and help with the data collecting, under the supervision of the MFLF's Mentor Team.

I worked with the team, surveying and reporting the data, which sometimes took until about 5pm or sometimes until 2am. At first, I felt really tired since I was walking all day and had to work on the report until late at night. When I was still a student, I stayed out until 1 or 2am, but I still woke up to go to school. This time I was working for the benefit of other people. It was tough but that gave me the strength. Also, the Mentor Team taught me how to think, collect data and report data. At first I didn't understand why the Mentor Team had to be so meticulous, but after working for a period, I began to understand and see the benefits. This method of teaching helped me to be able to think by myself, to adapt my knowledge, and grow as a person.

Another thing I learned from the Mentor Team was inspiration and correct knowledge. Most importantly was the working principle: "If you do not understand, go and do field work. Sitting in a room will not help you understand." I also learned how to lead my life and work for the basic necessities of the community. I learned to think and solve problems at the root. If the villagers, the working team and the related units all cooperate, everything is possible, especially if you understand and truly reach out to the community. Working in the field helped me get practical experience and skills not available in textbooks, especially when bringing in the private sector to support marketing efforts. I learned how marketing works in real life, and helped review my old knowledge.



To be a good Development Volunteer, it is essential to have a sincere volunteering spirit, with the aim of “Doing your best.” This will certainly affect the efficiency and effectiveness of the work. I am proud to have been able to do what I intended, sacrificing my own happiness for the happiness of others. I am happy, and I have gained merit as I have helped my own people of Nan and also other provinces by sharing knowledge and implementing development for their survival.

To be a good Development Volunteer, therefore, I think you have to be diligent, determined, patient, dedicated. You have to have a sense of responsibility towards yourself, co-workers and the community. You also have to be resourceful and keep up-to-date on current events, both on a national level as well as any other changes that might affect the community. Moreover, you have to be honest and disciplined, not deceitful or arrogant; respectful yet able to express your opinions and ideas, be tactful and broad-minded. A Development Volunteer can evolve into a leader, knowing how to adapt ideas to benefit the community. Thus, the best qualification for a Development Volunteer is the desire to work for the good of the public. As the term indicates, to be a good Development Volunteer, you have to have a volunteering spirit; not just be working for money.

**Transcribed from the interview with**  
**Khun Tanida Bovarin (Plern)**  
**Monday 10 January 2011**  
**at the Office of the Royal Initiative Discovery**  
**Foundation (Pid Thong Lang Phra), Nan Province**

Before I began working with Pid Thong Lang Phra, I used to be a teacher in the non-formal education program so I already had experience living with the community. Being a teacher gave me enough direct experience and knowledge to adapt to working here, that is, living with the community, including how to make the community accept us, how to behave etc.

At first I was just with the MFLF Nan team, not yet with Pid Thong Lang Phra. I was persuaded to help out because they saw I wasn't doing anything. I was asked to help

conduct a survey to collect data. I asked what the project was, and they said there was no salary or wages, but if I went to work with them, the lives of the people of Nan would improve. The person who talked to me was Supong Krajai, Deputy Chief Executive of SAO, Pon Sub-district, Thung Chang District. My first trip was to Ban Yod, arriving in the afternoon, and meeting up with the MFLF Team with Khun Narong and many others. They were gathered at a sala where they were preparing a meal. At first, I was a bit nervous, hiding myself in the car in the middle of Ban Yod School's playing field. There were three of us from Thung Chang. All together there were over 20 people; five from Tha Wang Pha, who Khun Berm brought along. The rest were from Song Khwae and local people in the area. The Mentor Team told us to stay at Nam Pak. When we got there, we stayed at the temple, sleeping in the Prayer Hall. I wasn't scared since I had lived in the hills before. The reason we had to go to Nam Pak was because there wasn't enough room for all of us to sleep at the venue itself; there were so many people. There were teams from Doi Tung and Nan. The Mentor Team told us that there was going to be a training session from the 5<sup>th</sup> to the 12<sup>th</sup>. When we got there, the Mentor Team said "You can take this house." At that time we had Kiang, a Ban Yod local, as well as other local people. When the team told us they would let us have that house, we all helped with the cleaning. The house had been deserted so it took the whole day to clean. The Mentor Team then asked us again to clean another area. That night, we said among ourselves that the Mentor Team were not doing anything, but were making us do all the work, and whether we would survive. We were beginning to be discouraged. I consoled the younger ones, saying that it was worse when I was working up in the hills. I tried to boost their spirits, saying we should at least try and get through it. Then we all cooked dinner together. We then underwent a week's training on how to use GPS and data survey. We were trained to walk around plotting GPS locations; the Mentor Team kept us walking around nine temples. We couldn't help thinking the Mentors did not act like mentors at all; walking on without telling us anything. We wondered why they sent this kind of mentor to teach us. Khun Praephan was one of the trainers. After four days of training, I began to notice that the Mentor Team didn't teach by explaining. They rarely spoke, and were rather passive. When asked a question, they would act like they didn't know much. They hardly told us anything. In fact, they were very

smart, but they wanted us to figure things out by ourselves and wanted us to ask only what we wanted to know. They wanted us to learn to make plans. This was a teaching technique. There would be a sum-up session of the day's activities every evening. So I told the younger ones that the Mentor Team used a certain technique that they should notice. The younger trainees asked me how I knew. I explained to them that when the Mentor Team trained us, they didn't do it by telling us what to do, perhaps to avoid annoying us. Instead, they taught us by showing us. They would observe whether we would ask questions or would devise plans. The reason the young ones were scared and felt bad at that point was because they didn't understand and didn't dare to ask questions. Most of the trainees didn't understand this, so I told them it was a technique, and reminded them we were Nan people and we wanted good projects like this in Nan. In the past we never had any projects like this. How did I know it was a good project? I sensed it from the team's behavior towards others; they constantly showed love and concern. For example, we had tents to sleep in at night. Even though we were Nan People, they were concerned about us. Normally in Nan the leaders slept in the choice spots, but our Mentor Team slept like us without discrimination. Sometimes they taught us over lunch, like Khun Boonpeng who was on our team. He taught us everything without holding anything back. I asked him why and he said he and the Doi Tung team were trained like this, to share everything we knew with the trainees. So I shared these seemingly little things with the younger trainees, saying that this was a good example that we should follow.

After seven days of training, we started field work at Ban Yod. On that first night I cried. The villagers prepared a sala for us but our leader refused to stay there because he didn't want to trouble the villagers. Therefore, he asked to stay at the school. The school let us stay in the old school hall which was really a mess. The leader asked us to clean it, and everybody helped, even the leader. Usually in Nan, the leader that I've seen won't lift a finger, and just orders others around. We thought this was a good example that we should follow. In two hours, everything was clean. I thought this was a good show of unity. The leader then told me to organize everyone to cook dinner, and we would talk during the meal. I told him that Nan people normally don't talk during meals, but the leader taught me that meal time was the best time because everybody was there.

What I got from the 7-day training were GPS skills, how to be patient, how to live with others, and the technique of teaching without words. Also, I learned how to conduct in-depth surveys, and doing research on my own. They kept us practicing so much that today, we can do it all by ourselves. We learned how to make plans and that a project requires an advance work plan. In the past, we just did what we were told, but now we are able to formulate a work plan.

At first, I was so discouraged that I wanted to quit. On the first day, early in the morning, we had to cook rice and prepared food. Then we ate and everybody packed their lunch. Everything had to be done by 7am to catch a ride out to work. Everybody had to walk across the plots of land for the survey. I walked to every plot as I was afraid that I would be asked in the evening and I wouldn't be able to give an answer. So I had to walk through all the plots until dark. I had to do it because I felt obligated as the villagers were waiting for us. This was my own assumption; the Mentor didn't tell me this. I was afraid that the villagers would lose their faith in us. We put our all into everything we did, even if we had to work until 6 in the evening sometimes. I told the younger ones to imagine that we were the villagers who had to wait from early morning, and no one showed up. How would they feel? Then, when I arrived back at camp, we had to cook dinner. There was no one else to do it. I was so tired and still I had to cook dinner. Most of the boys weren't concerned with cooking. As for girls, there were just Kiang and myself. We helped with the cooking, then at night Kiang went back home to sleep. I slept alone at the camp. There was no mobile signal so I couldn't call anyone at home. I didn't know how they were, I couldn't contact anyone, and I kept thinking about quitting and going home. At least there was food for me there.

Later I learned that this was a practice in patience. We had to work hard all day and when we came back we had to cook dinner. Later, we had to finish our report. I thought this was so tiring. These leaders really forced us to do things. In the morning, anyone who couldn't make it by 7o'clock would miss the ride, so we had to be quick. One day it was raining and I thought we wouldn't have to go to work. But no! The leaders came with rain coats and boots. The GPS equipment had to be put in plastic bags. We had to go out to work, and if we didn't, we wouldn't get our 200 baht for that day.

I felt discouraged and I wanted to quit. Moreover, Khun Narong had written the plan on the board that we would work straight through for 31 days. My kids were still young and my mom was alone, but I thought if the project was as good as Khun Supong said, I would be able to help the Nan people, so I stuck with it. The reason I cried was that I was so tired and was worried about my family. But later I enjoyed my work as it was something I had never done before. I learned a lot and gained a lot of knowledge. I like to learn by doing, not by being taught. I didn't know how to use a computer before, but at work I had to prepare daily reports each evening. Khun Ed taught us how to write reports, and how to use a computer, so I learned. I try to clear my reports daily so they don't pile up and I would be even more tired. The leader would also need to check my report before I handed it in, and if there was a mistake, the leader would point it out and tell me to correct it.

The reason I believe this was the team's training method is that I used to teach the non-formal education curriculum. When we were given assignments, we just did it and submitted it. But they never told us if we were right or wrong, and even if we made mistakes, the leader would just correct it. However, with the Doi Tung team, they would tell us what was wrong and why, so it became a learning process for us.

After a month of training, the Team let us go home for about a week. What I learned from working there for a month was how to be patient, how to use a computer, write reports and make plans. The first time I presented a report I was shaking. Later, they taught me to be more confident and to search for more information on our own. From being laid back and a late riser, I have now become an early riser. I feel I have developed myself a lot, all because at training camp we had to finish breakfast and be ready by 7am. I used to think that check dams should be a man's job, but at the camp, I learned all about check dams; how to make plans, how to observe, and how to adapt. From being impatient, I have learned to become calmer.

We can observe from the villagers' reactions whether they are ready to cooperate with us or not. If we talk to them and they are indifferent, this means they don't accept us yet. But if they accept us, they will take us along or join us whenever there is a meeting or a trip.

What I have gained that has far greater value than money is the knowledge that the Mentor Team has passed on to us. Now, I know how to make plans. My leader told me that I had become decisive and I responded that the reason was that I had a good leader. I quit my former job in non-formal education because I once came to blows with the director of the center who had put pressure on me. He assigned me to a remote village with no transportation and I had to walk there. When I reported to work on my first day, I could see him whispering to the other people, maybe saying I wouldn't last, or explaining how he would intentionally send me to a remote village. However, I naturally like to help others and wanted to give children a chance for an education. When I did my job successfully, the administration visited my area and got to know me well. As a result, my director got jealous and reassigned me to a village even further away than the last one. That was Lua hill tribe village. There, I raised funds to build a school and a teacher's house without requesting any official budget for construction materials at all. We asked friends for donations, and the villagers helped to build the school. Later, there was a project for the village to make broomsticks. Khun Paiboon, who was with Princess Maha Chakri Sirindhorn's centre, provided a 15,000-baht budget to set up a group for making broomsticks. But the head of the project was corrupt; he bought some materials worth no more than 1,000 baht for the group and let a teacher who was his subordinate put her signature to it. The total money given to the villagers was about 7,000 baht but he forced us to sign for a receipt for 15,000 baht. Other people agreed to sign since they were afraid they might not pass the performance evaluation. But I refused to sign; I punched the head of the center and resigned. Moreover, he was also involved in stealing funding for students. I decided at that point that if I ever became a leader, I would be decisive. If something is good I will accept it and if something is not good I wouldn't stand for it. Thus, as a leader, I am decisive in what I do.

After a home leave, I went to Doi Tung, and they sent me to Pang Mahan to learning through observation. There were some briefings, and then we observed seedbeds. It was the first time I saw a connecting ponds in Pang Mahan and in Nan. I learned how useful they are. I wish I were 15 years younger, so I could learn and do so much more.

We should work in the field before making a study trip to Doi Tung as it helps us see a clearer picture of our area, and Doi Tung will help us understand the big picture.

What I have learned from Pang Mahan and Doi Tung is how to make a plan. I saw how to hire local labor. What I want to bring back to Nan is the sense of patriotism. Every morning they had to stand in line to pay respect to the national flag. It helps to instill patriotism and discipline while checking attendance of the day workers. Moreover, I learned a lot about building check dams.

I think the training process for Development Volunteers is already good. During the first week, there was no quitting. The reason they quit was that they thought they would get a pay increase. After the 3-month probation period, they expected to get a salary, but no one got it. I explained to them why they didn't get it. To give an example, I said if they were the owner of a company, and an employee who was very diligent and knew how to make a plans and devise ways to increase the company's earnings would definitely deserve a raise. However, if another person makes no effort and has no plans, who would he give the raise to? They starting complaining that their wages were low, but they never looked at themselves to see whether they had the capability, rather than just asking for a raise. As for me, I don't think about the salary but rather about what I learned, the knowledge that could be brought back to my hometown. I told my younger colleagues we were here to help Nan Province. They themselves had improved. At Ban Yod, we were often told to take home as much knowledge as we could; anything negative, just leave it there.

If I were to create one person, that person should first have a deep passion for their work. With Kiang, I had to gradually get her to understand by chatting to her. I asked her if she loved Ban Yod, and why. Her goal was to help her family have a better life. At first people complained about her but she was patient and never reacted. Kiang was self-confident, and eventually the villagers accepted her and trusted her.

In looking for a good Development Volunteer, I would look for someone who is truly passionate about his work. We have to set a criteria for the village headman to look for that kind of people. But there are two types of leaders: one who plays favorites and one who is serious about his work.

Right now, I have trained over 10 people at Ban Yod. My goal is that if I'm not there, the work can still continue, since there is someone to carry on my work. If I have to go away on an errand, they can fill in for me. This evening, I will prepare a lesson for about 10 students at Ban Yod School. I would like them to learn about our project, and about the pig fund, chicken fund and kitchen garden. These are the three things I want them to learn, since they are still young. I started teaching the kids when I saw them running around aimlessly. So I called them in to watch the video "Nai Ko Nai Kho" [Mr. A and Mr. B]. They learned something and they even went home to tell their parents to grow vegetables and raise fish like in the video. Once, when I saw some children running around the school, I asked them where their parents were. They said they were at the onion patch at Huay Had. So I asked them why they didn't accompany their parents so they could learn how to grow onions. The children followed my instructions and went to see their parents. I want them to learn from their parents. Sometimes on weekends, I want the children to earn some money. We announce through public announcements that we need help filling soil into sacks for the seedling patches. Besides earning some money, the children can also learn mathematics such as filling in two thirds of a sack. The wage for filling 100 sacks for 30 baht. They can then calculate that if they fill 200 sacks, they will get 60 baht. So children get both mathematics and agriculture lessons.

## Training Manual on how to use the Global Positioning System (GPS)

**GPS, or the Global Positioning System, uses satellite signals for various purposes such as mapping and surveying. Training Development Volunteers to use GPS in their fieldwork will lead to a more efficient operations.**

### Preparation

1. Find an open space to practice using GPS receivers
2. Equipment
  - 2.1 GPS receivers (one for each trainee or group)



2.2 Map scale 1:50,000. This is the appropriate scale for a walking survey requiring detailed data (for each trainee or group)

2.3 Time: half a day to a full day

## Training Procedures

1. “Showing” is the first step of training. The mentor will explain the basic operation of GPS and then demonstrate how to use the receivers covering the following topics:

- How the GPS system works
- Components of a GPS receiver and its buttons
- How to use a GPS receiver with a map
- How to use a GPS receiver: This may be done by addressing only the parts that are necessary for regular operations such as Track log and Area calculation.
- Operating precautions

2. “Working together” is the step in which the Mentor will let the Development Volunteers learn how to use the GPS receiver in a real situation. The Mentor will provide GPS receivers to each person or group. Later, the Development Volunteer will practice what they learn from a short distance. When they are able to use it correctly, they can now try to practice using it from a greater distance. For example, the Mentor may assign coordinates for a location far away and let each group use their GPS receivers to find the position of that place and put in the track log for each place by themselves and within a time limit. For this exercise, the Mentor should let the Development Volunteers work on their own without any help or advice so Development Volunteers can be evaluated regarding how much they understand.

“Giving advice” is the final step after the test. The Mentor checks the result of the position finding and recording in the track log. For those who have not done it correctly, the Mentor will explain a second time and then assign the Development Volunteers to repeat the test until they can do it correctly. Before the end of the training, the Mentor will give the Development Volunteers a chance to ask further questions and then the Mentor will explain the benefits of using the GPS system in surveying the area.

## The various skills of development volunteers in Nan Province (2012)

No.	Image	Name-Surname	Education	Skills									
				Data collection	GPS	Community forum	Data briefing/presentation	Building conservation check dams	Surveying water sources	Basic livestock health	Leadership skills	Plant propagation	Total
1.			Grade 12	★	★	★	★	★	★	★ ★	★	★	10
2.			Bachelor's degree	★ ★	★ ★	★ ★	★ ★	★	★	★	★ ★	★	14
3.			Grade 12	★ ★	★	★ ★	★	★	★	★	★ ★	★	12
4.			Grade 6	★	★	★	★	★	★	★	★	★	9
5.			Grade 9	★	★ ★	★	★	★ ★	★	★	★	★	11
6.			Bachelor's degree	★ ★	★	★	★	★	★	★	★ ★	★ ★	12
7.			Vocational certificate	★ ★	★	★	★	★	★	★	★	★	10
8.			High vocational certificate	★ ★	★	★	★	★	★	★	★	★	9
9.			Vocational certificate	★	★ ★	★	★	★	★	★	★ ★	★	11
10.			Grade 9	★	★	★	★	★	★	★	★	★	9
11.			Grade 9			★			★		★	★	4
12.			Grade 9	★ ★	★	★	★	★	★	★	★	★	10
13.			Bachelor's degree	★ ★	★ ★	★	★	★ ★	★	★	★	★	12
14.			Bachelor's degree	★	★ ★	★	★	★ ★	★	★	★	★	11
15.			Grade 12	★ ★	★	★ ★	★ ★	★	★	★	★ ★	★	13

Special skills assessment (on a range of 1-10, from high to low):								Remarks	Assigned responsibilities	Remarks	Started work	Period of work
Using a theodolite	Livestock	Forestry/ plant species	Teaching buffalo to plough	Reports/ paperwork	Computer	Data analysis	Total					
1	9	3	1	2	1	1	18		Livestock		31/08/09	2 years 1 month 3 days
1	10	4	1	6	4	6	32		Head of office team - liaison, briefing, meetings		5/09/09	2 years 29 days
2	6	4	3	4	3	4	26		Liaising with Nam Chang unit	Every team has to be mutually supportive such as public affairs is everyone's responsibility	31/08/09	2 years 1 month 3 days
-	8	3	1	3	-	1	16		Livestock		31/08/09	2 years 1 month 3 days
3	4	2	-	2	1	1	13		Irrigation system		31/08/09	2 years 1 month 3 days
2	7	3	3	3	2	3	23		Terraced rice fields		31/08/09	2 years 1 month 3 days
1	6	2	1	3	1	1	14		Terraced rice fields		31/08/09	2 years 1 month 3 days
3	8	2	5	4	5	2	30		Livestock		31/08/09	2 years 1 month 3 days
-	5	1	3	2	-	3	14		Terraced rice fields		31/08/09	2 years 1 month 3 days
3	8	4	4	2	1	1	23		Terraced rice fields		31/08/09	2 years 1 month 3 days
1	4		1	1	1	1	9		Occupation promotion: plant nursery		31/08/09	2 years 1 month 3 days
1	8	4	1	4	3	1	22		Livestock		31/08/09	2 years 29 days
3	7	2	3	4	7	3	29		Irrigation system		05/09/09	2 years 29 days
4	6	3	5	4	3	4	29		Irrigation team leader		31/08/09	2 years 1 month 3 days
2	7	6	6	5	3	3	32		Terraced rice field team leader		31/08/09	2 years 1 month 3 days



Special skills assessment (on a range of 1-10, from high to low):								Remarks	Assigned responsibilities	Remarks	Started work	Period of work
Using a theodolite	Livestock	Forestry/ plant species	Teaching buffalo to plough	Reports/ paperwork	Computer	Data analysis	Total					
2	7	3	2	3	3	3	23		Livestock		31/08/09	2 years 1 month 3 days
5	9	2	2	3	5	5	31		Livestock		31/08/09	2 years 1 month 3 days
5	5	1	2	3	1	1	18		Terraced rice fields		31/08/09	2 years 1 month 3 days
1	6	2		5	3	1	18		Office unit		31/08/09	2 years 1 month 3 days
1	8	2	3	3	1	4	22		Terraced rice fields		31/08/09	2 years 1 month 3 days
1	7	4	2	3	4	1	22		Occupation promotion: plant nursery		31/08/09	2 years 1 month 3 days
3	4	1	1	2	-	3	14		Irrigation system		31/08/09	2 years 1 month 3 days
3	4	1	1	3	-	3	15		Irrigation system		31/08/09	2 years 1 month 3 days
-	7	2	1	4	-	2	16		Terraced rice field office unit		31/08/09	2 years 1 month 3 days
3	7	4	5	3	1	1	24		Terraced rice fields		31/08/09	2 years 29 days
1	7	2	3	5	5	4	27		Livestock team leader		12/10/09	1 year 11 months 22 days
5	5	1	2	5	3	3	24		Irrigation system		21/11/09	1 year 10 months 13 days
0	4	2	1	2	1	1	11		Office unit		02/12/09	1 year 10 months 2 days
								New arrival. Did not complete program.	Computer/ data		29/04/10	1 year 5 months 5 days
								New arrival. Did not complete program.	Supplies/data	Not ready for posting	20/11/10	1 year 4 months 14 days
0	0	0	0	2	1	0	3		General (no specific team)	Grandson of Oui Pluem, Ban Dan Village	21/03/10	1 year 6 months 13 days

## Assignment list of field team, Ban Piang Soh Village, Khun Nan Sub-district, Chaloem Phrakiat District, Nan Province (2012)

No.	Image	Name-Surname	Education	Assigned responsibilities
1.		Mr. Somporn Prathumchat	Grade 6	Livestock
2.		Mr. Vichai Kiewsisah	Bachelor's degree	Office unit leader, liaison, briefing, meetings
3.		Mr. Wanchai Buasaen	Grade 12	Nam Chang check dam liaison
4.		Mr. Navaphol Moolya	Grade 6	Livestock
5.		Mr. Suroj Ounthin	Grade 9	Irrigation system
6.		Mr. Chiraphat Saensee	Bachelor's degree	Terraced rice fields
7.		Mr. Uthai Paeng-ut	Vocational certificate	Terraced rice fields
8.		Mr. Sompas Hongkham	High vocational certificate	Livestock
9.		Mr. Chart Paeng-ut	Vocational certificate	Terraced rice fields
10.		Mr. Chana Homdok	Grade 9	Terraced rice fields
11.		Mr. Rith Ounthin	Grade 9	Occupation promotion: plant nursery
12.		Ms. Suvisa Ounthin	Grade 9	Livestock
13.		Mr. Atuphol Khamkhwaen	Bachelor's degree	Irrigation system
14.		Mr. Vinanthavat Chaiping	Bachelor's degree	Irrigation team leader

Remarks	Started work	Period of work
	31/08/09	2 years 1 month 3 days
	05/09/09	2 years 29 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	05/09/09	2 years 29 days
	31/08/09	2 years 1 month 3 days

No.	Image	Name-Surname	Education	Assigned responsibilities
15.		Mr. Vuthichai Upachak	Grade 12	Terraced rice field team leader
16.		Mr. Thawee Phisutsaksakul	Grade 12	Livestock
17.		Mr. Kittisak Utten	Grade 9	Livestock
18.		Mr. Loey Ounthin	Grade 9	Terraced rice fields
19.		Ms. Chintra Paeng-ut	Grade 9	Office unit
20.		Mr. Suphol Ounthin	Grade 12	Terraced rice fields
21.		Mr. Suchart Paeng-ut	Grade 9	Occupation promotion: plant nursery
22.		Mr. Nat Ounthin	Grade 6	Irrigation system
23.		Mr. Suraphol Ounthin	Grade 12	Irrigation system
24.		Ms. Phorn Ounthin	Grade 6	Terraced rice field office unit
25.		Mr. Prasit Chaiping	Grade 9	Terraced rice fields
26.		Mr. Ek Phromphinit	High vocational certificate	Livestock team leader
27.		Mr. Suphataraphong Suchakulkarn	Grade 12	Irrigation system
28.		Ms. Malee Ounthin	Grade 6	Office unit
29.		Mr. Nopachai Sakdasri	Bachelor's degree	Computer/data
30.		Ms. Varanya Wongtham	Bachelor's degree	Supplies/data
31.		Mr. Pholasak Bualek	Grade 9	General (no specific team)



Remarks	Started work	Period of work
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	31/08/09	2 years 1 month 3 days
	12/10/09	1 year 11 months 22 days
	21/11/09	1 year 10 months 13 days
	02/12/09	1 year 10 months 2 days
	29/04/10	1 year 5 months 5 days
Not ready for posting	20/11/10	1 year 4 months 14 days
Grandson of Oui Pluem, Ban Dan Village	21/03/10	1 year 6 months 13 days

## The Production Team

### Development Guidelines in Accordance with Mae Fah Luang Model: Building the Development Practitioner Team in the Target Areas

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Professor Kanok Wongtrangan

Narong Apichai

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"What works, record it  
for use as a guide in the future.  
Whatever is a failure,  
record it as well, so as not to repeat it."

King Bhumbol Adulyadej

Handwriting practice lines consisting of 20 horizontal dotted lines.

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มูลนิธิแม่ฟ้าหลวง ในพระบรมราชูปถัมภ์  
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