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KOO TAU RURAL OUTREACH PROGRAM

FINAL EVALUATION

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## GLOSSARY

This document contains a limited number of Thai terms and abbreviations. Those that were used were retained because they appear frequently in English language documents on the project.

acharn	--	teacher, professor, educator
kamnan	--	the sub-district chief
PSU	--	Prince of Songkhla University
rai	--	a unit of land, .39 acres
ROP	--	The Rural Outreach Project or Program
Tambon	--	a sub-district (lower than a district or minor district and larger than a village)
wat	--	a Buddhist temple

# MAP OF TAMBON KOO TAU

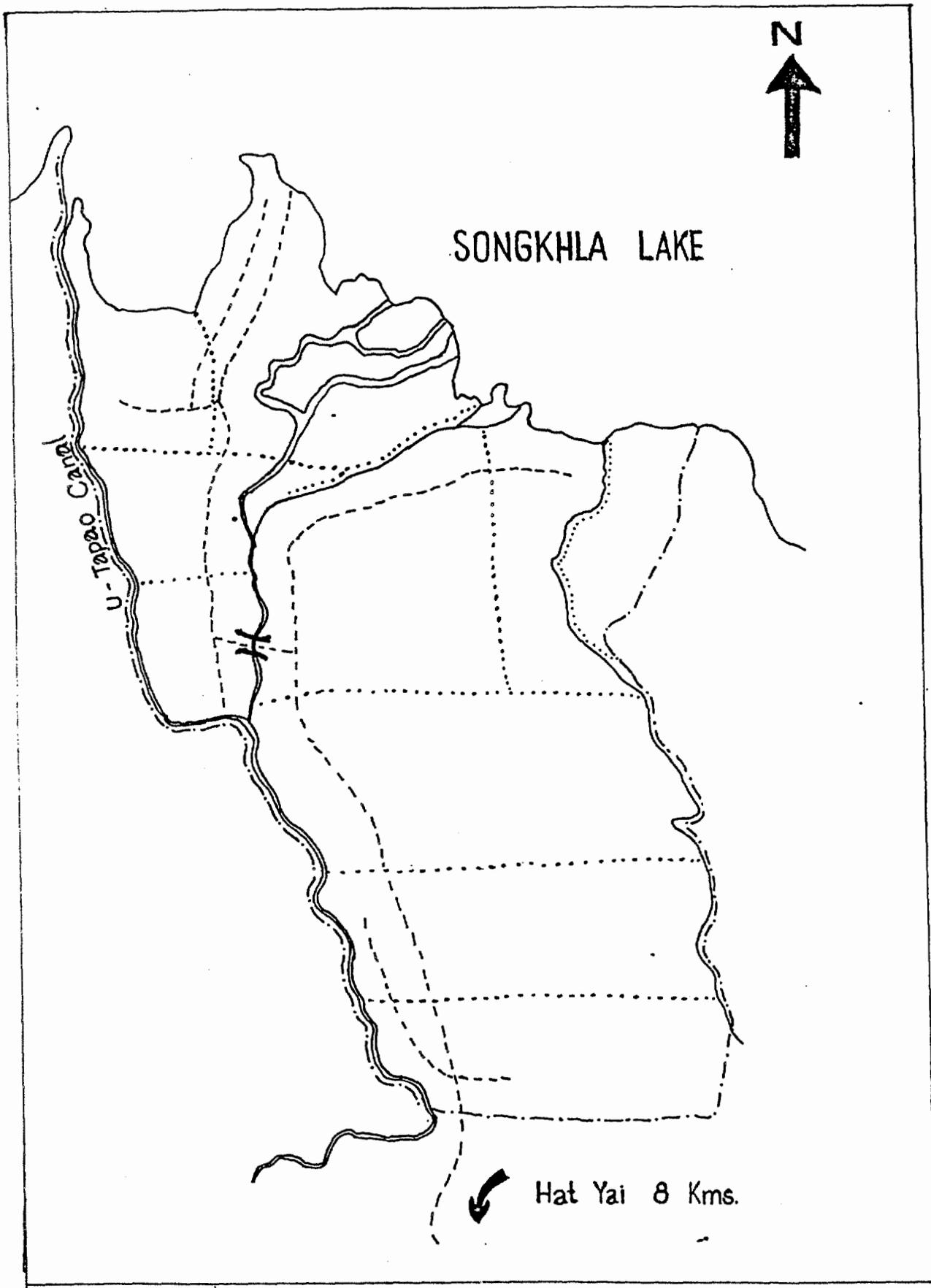


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CHAPTER I - EXECUTIVE SUMMARY

A. PROJECT TIME-FRAME, SITE, AND IMPLEMENTORS

The Koo Tau Rural Outreach Project took place from September, 1982 to October, 1985 in Koo Tau Sub-district, Hatyai District, Songkhla. This sub-district, consisting of ten villages, is a poor rural area overshadowed by the wealthy commercial center of Hatyai Municipality. It was chosen primarily because the basis of its economy is considered representative of the areas contiguous with Songkhla Lake and because of its relatively even mix of Buddhist and Muslim residents.

Six faculties of the Prince of Songkhla University's Hatyai campus were involved. A central project office (three full-time staff) and sub-district level field team (two full-time staff) led, coordinated, or otherwise assisted all field efforts. Thirteen regional/specialized, provincial, and local government development agencies and three non-government non-profit organizations collaborated in the various field activities.

B. BUDGET

A budget of approximately 2.43 million baht was provided by the U.S. Agency for International Development through the Asia Foundation. PSU committed an additional 1.03 million baht in counterpart funds for a total of 3.46 million baht. Government development agencies provided a further .5 million baht in cash and services, and

the Koo Tau villagers contributed an estimated .2 million baht. The ROP office raised a further .08 million baht from private enterprises, groups, and individual donors. Overall, then, the 2.4 million in donor funds attracted an additional 1.8 million baht from other sources. If administrative costs of the grant and counterpart funds are factored out, every 100 baht of donor funds was supplemented with another 88 baht from other sources.

C. PROJECT OBJECTIVES

The project sought not only to provide a wide range of development services in response to sub-district needs, but also to create experience-based learning opportunities for university faculty and students. With respect to the former, the emphasis was on increased income (occupational development) and health. With respect to the latter, the intention was to establish a development approach that, by promoting university learning/research aims as well as rural development, would encourage university administrators, faculty, and students to become more receptive to action research-oriented rural development and give important added impetus to efforts to make permanent, university-supported arrangements for such activities.

D. PROJECT DESIGN

There were two flaws (one major and common, the other an oversight perhaps) in the project design that impeded significant movement with respect to several objectives. The more serious issue was inappropriate project office staffing, both in terms of numbers and

specifications. Specifically, the project director, given her wide variety of technical and operational responsibilities, required more help from individuals who could carry on or follow up her coordination initiatives. Being over-burdened with such tasks, she was unable to devote concentrated energies to assisting participating faculty design viable project activities or structure student practicums in a manner that would provide them with real learning challenges. Second, the lack of an overall project evaluation plan and design diminished the value of the extensive baseline data collected prior to the project's start up and may result in under-utilization of the vast amount of qualitative and quantitative data that has been collected during the project period.

E. OUTCOMES

A total of 40 research, training, and field action projects focusing on occupational development, health, group formation, and education were carried out in the sub-district. Approximately, 4,837 villagers, 345 students, and 98 faculty participated.

Five additional activities related to university staff training and preparations for institutionalization were also carried out.

F. IMPACT

On the Sub-district

Benefits accruing to the villagers are most apparent in occupational activities which have included the development of village groups. Of the ten groups fully established, nine are currently active and making

some profit. Two aquaculture groups (shrimp farming) and an animal feed retailing cooperative are reputed to have achieved the highest profits and are considered able to proceed on their own. Two other aquaculture groups (shrimp farming) may need some further assistance. Arrangements are being made to continue assistance, primarily related to group organization/management and marketing, to the five groups involved in the reed weaving/crafts enterprise.

In the area of health village development committee, village group, and sub-district council initiatives to construct toilets and "Big Jar" rain storage tanks are attributed by village and sub-district leadership as well as project staff to the groundwork laid by prior project-sponsored training and demonstration activities. The strategies for the supplementary feeding programs designed to reduce malnutrition among pre-schoolers and the medicine funds are, according to the project director and village participants, only marginally effective and need rethinking if success is to be achieved. There is a strong possibility that the local health officer, given his close working relationships with the villagers and the resources of his agency, will help the village development committees make the necessary adjustments in these programs.

In education it is clear that the interest and village action to establish pre-school centers is a direct result of project efforts. Just how many villages will eventually act on this interest is difficult to determine given the problematic commitment of the local government agent who is responsible for promoting and supporting pre-school centers.

On the Village Development Committees

Village headmen feel the project did much to instill greater responsibility and to enhance development thinking among the membership of these groups. There were a number of suggestions from the sub-district chief and other residents that the project could have done even more in this respect.

On the University

The development approach, as it has evolved, appears suitable for a university in a number of respects. First, it is capable of having an immediate, positive impact on rural residents; they are not merely wasting their time getting to know university people. Second, when designed with care, projects can provide university students with opportunities not only to practice rudimentary professional skills (e.g., vaccinating livestock and poultry), but also to conceptualize, conduct, and evaluate programs (e.g., vegetable gardening). Third, it provides professors with opportunities to conduct scientific research related to rural needs under rural conditions with the benefit of assistance from university staff (project office and field staff) knowledgeable about the social, cultural, and political context of the area. Fourth, it could provide an opportunity to contribute both quantitative and qualitative (case study) data and analysis to the literature on development in rural Thailand. Fifth, it offers a common arena and a set of real people specific concerns around which various faculties/disciplines can come together for something more than talk.

On Knowledge About Development

Tentative profiles were established for a successful field project and a successful village. A wealth of detailed qualitative data exists, both on paper and in participants' minds, that could support further quantitative evaluation research efforts.

## CHAPTER II - BACKGROUND

### A. THE BENEFICIARIES AND THEIR CONTEXT

#### 1. The Beneficiaries

The project was directed to the approximate 8,000 residents of ten villages in Koo Tau Sub-district, Hatyai District, Songkhla Province and the academic staff and students of six PSU's faculties located at its Hatyai campus, e.g., natural resources, engineering, medicine, nursing, management sciences, and pharmacy.

#### 2. Background on Koo Tau Sub-District

"We're not poor . . . . . We're Hatyai."

-- the kamnan of Koo Tau

Koo Tau Sub-district sits between the swampy southern shore of Songkhla Lake and the bustling southern commercial center of Hatyai Municipality. Moving from village #10 on the northern outskirts of the municipality the 19 kilometers to the lake, the size of the rice fields grow smaller and the ruts in the roads deeper. The basis of village economy changes as well, from rice to mixed rice and fishing to fishing. Small orange groves, vegetable gardens, and occasional plots planted with sugar cane peter out well before the lake is reached.

The villages on the sub-district's western border are also accessible from Hatyai by the U-Tapao Canal. This canal enables some farmers to double crop, provides others with water for daily use, and serves, as well, as a conduit for Hatyai's industrial wastes.

Throughout the district's seven Buddhist majority villagers empty pig pens in disrepair and an occasional underfed sow are the only signs of a once important income-generating activity that all but ceased when the price on the hoof dropped by more than half. Some residents suspect market manipulation by agro-business operators. One gave the following reason for such suspicions.

"The price of fresh pork in the market has been moving back up steadily for some time. But, the price we can get hasn't moved at all."

Others suggested more distant reasons.

"The Singapore market has been taken over by local producers and pork airfreighted in from Australia."

In Muslim communities the scene is different. Here undersized adult goats and native chickens snap discarded plastic bags over their heads in an effort to shake loose the remaining scraps of the food they once contained.

Located half way between the sub-district's southern border with Hatyai and the lake sits the Sub-district Council's meeting hall, the seat of local government. Under the overall leadership of the kamnan, the headmen and one other elected representative from each of the sub-district's ten villages gather periodically to formulate or review their development plans and activities or, more frequently, to learn of plans passed down from government units above. In these deliberations they are assisted from time to time by the Sub-district Council Development Advisory Group, sub-district level government officers from public health, community development, and agriculture and a local teacher selected by the Council itself. These individuals are local agents for the four key rural development ministries.

About ten kilometers to the northwest of the meeting hall is Khuan So Sub-district of Ratthaphum District. There is little to distinguish the geography, economy, and general life in the two sub-districts. But, given that Ratthaphum has been designated a poverty district, the four key rural development ministries target a variety of special projects to Khuan So.

Koo Tau is backwash, having slipped between the cracks inevitable in even the best laid macro-level strategies and categories. Compounding this misfortune, perhaps even because of it, few government agents assigned to the sub-district over the years of the current national plan have shown much interest in or enthusiasm for their work. A notable exception is the young, quiet health officer. Even in casual conversation sub-district leaders and residents are quick to point out the situation and express their feelings about it.

"Five, six years ago...the ag agent, Mr. X, and the CD worker, ahh... Mr. Y, you'd always see 'em together, movin' around on a motorcycle. They were the first ones to get any vehicle into Village #1... They were a pair, those two. Always visiting folks, givin' suggestions. They left though, were transferred. One went to work with the university. Now, ha! Now every village has this sign, you see. It says 'Meet the Ag Agent' Day - blank, blank, blank; Time - blank, blank, blank. Who's the ag agent? I dunno. None of us know. None of us ever seen 'im. And the CD worker...well, he shows up in some of the villages near Hatyai once and a while. Not often, talks about things, projects... but then you never see him again until he has some new project he's supposed to talk about. The four key development ministries...now it's five, Industrial Promotions, too. Ha, well here, you gotta understand it's just two. The health worker and the teacher ... just two."

"Never seen the ag agent. Never met anyone that did. The CD worker, hell, he only shows interest in the 'Off-Season Employment Generation Project'....of course, you know why, don't you?"

"Last year I know the main project we submitted was ranked fourth in the District. Sure to get funded. It didn't. You know what the District people said. They said, 'We forgot.' They forgot!"

"The governor...every time he hears of trouble brewing in one of the sub-districts he thinks it's us... not that it sometimes isn't, mind you. Anyway, if we ask his help he says, 'Ask the MPs.' The MPs people keep telling me this sub-district doesn't generate enough votes for the winner. We never see any of the funds he has for development."

"The MPs. Last year we had bad flooding here. We worked like hell for more than a week to get food and water from Hatyai in here for the villages affected. No politicians ever showed his face around here during or after the flood."

"Part of it's us...the council. Ya see, we're not so good about getting our plans down on paper in accordance with the forms and all. Most of us only have a grade four education. Some not even that. I tell them that, if they need all that stuff, maybe they ought to be making a regulation saying only people with degrees can be kamnan. Or, get us some training. They tell me the Advisory Council's supposed to help. I try to explain that and they ask me whether I'm beginnin a campaign to run for MP..."

"The deputy governor visited a number of months ago. He was really impressed with the pre-school center over near village 7 the university folks helped us out with. He told the CD worker to look after it... to help out. The CD worker hasn't seen the place since."

"The new District Officer... he's a development worker. He told the Sub-district Council to dismiss any of the sub-district officers who weren't doing their jobs."

District records for 1981 indicated officers of the four key rural development ministries visited the sub-district with the following frequency. (Monda 1982A:34)

Sub-district Agriculture Extension Agent -- 13 times/month.

Sub-district Health Officer -- 20 times/month.

Sub-district Community Development Agent -- 20 times/month.

District Education personnel -- 2 times/month.

In 1982 a census recorded a total of 7,684 sub-district residents living in approximately 1,120 households with women in a slight majority (51%). 52% of this population was Muslim, although they were a majority in only four of the ten villages. Among the population sample surveyed prior to the project, the average gross per capita income (cash and kind) was estimated at 7,300 baht. Figures for Songkhla Province and the Southern Region for the same year were 12,160 and 12,683 respectively. (Monda 1982A:28-29) Electricity became available in October, 1982 in the villages closest to Hatyai Municipality, i.e., #s 10,9,8,7 and 6 but only between 20-30% of the homes became subscribers. (Monda 1982A:4) The current situation has not changed, although several additional villages should be gaining access soon as poles are in place and the main lines are being hooked up.

Although all villages grow some rice and rice cultivation is considered a major occupation in many, it is a cash crop only in five villages and in those villages no more than two per cent of the crop is sold. (Monda 1982A: ) Fish, labor in Hatyai, fruit and, now that the price of pork is unfavorable, other seasonal agricultural products are the main sources of cash.

Further statistical background data by village can be found in Tables A and B on the following pages.

TABLE A: GENERAL BACKGROUND DATA ON KOD TAU SUBDISTRICT

VILLAGE NO.	TOTAL POP.	NO. HOMES	RELIGION % BUDDH	LITERACY %	% HOMES W/TOILETS	% MEMBERS VIL. GRPS	GOVT./RELIGIOUS INSTITUTIONS
1	481	73	100	100	4	37.5	Primary School
2	164	31	100	86	0	0	Wat
3	992	152	25	37	3	37.5	Mosque
4	215	28	100	100	18	40	Primary School, Reading Ctr., Wat
5	1132	145	0	58	4	16.7	Primary School, Mosque, Reading Ctr.
6	636	109	80	80	22	30	Police Sta.
7	1862	228	10	58	13	26.4	Primary School, Mosque, Religious Sch.
8	879	149	100	93	62	13.3	2nd School, Primary School, Health Station Subdistrict Council Hall, Wat
9	667	137	100	50	37	22.3	Primary School, 2 Wats
10	656	108	55	72	17	36.4	Mosque
TOTALS	7684	1160					

TABLE B: ECONOMIC DATA ON KOO TAU SUBDISTRICT (1982 Figures)

VILLAGE NO.	NET CASH INCOME/FAMILY	MAJOR OCCUPATIONS (% Claiming)	% OWN LAND	RAI PER FAMILY (Ave.)	% LAND USABLE (Ave.)	% RICE SOLD (1981 Av)	RICE OUTPUT (Kg/rai)	% DEBT	% DEBT NOT COOP OR BANK**	% HOMES W/ TV-TRUCK -MCYCLE
1	-5078	Rice 60 Fish 25 Other† 15	88	13.5	81	2	213	12	100	38
2	-1040	Rice 50 Fish 25 Other 25	84	12.5	50	2	219	14	n.a.	14
3	6431	Fish 88 Other 12	83	6.9	76	0	163	25	67	13
4	-1754	Fish 100	100	6.4	67	0	153	45	33	25
5	15288	Rice 41 Fish 33 Other 26	90	6.4	79	0	153	9	0	18.1
6	4634	Rice 50 Other 30 Fish 20	69	7.4	85	0	213	40	50	20
7	671	Fish 83 Other 12 Rice 5	91	7.6	57	0	154	57	91	15
8	3879	Rice 80 Other 20	89	13.8	82	2	296	40	49	14
9	1461	Rice 94 Other 6	87	10	81	2	288	44	87	11
10	9920	Rice 55 Other 45	91	14	69	2	275	75	56	45

† -- Other includes primarily labor in Hatyai, rubber, fruit and other occasional crops.

\*\* -- % those in debt in debt to extralegal sources, e.g., middlemen, neighbors, relatives.

SOURCES: [Monda 1982A & B:passim]

Respondents to the benchmark survey identified the following priority problems and needs.

TABLE C -- SUB-DISTRICT PROBLEMS AND NEEDS

Area	Problems/Needs (In Priority Order)
Agriculture	1. Lack of water, 2. lack of capital, 3. saline soil, 4. lack of labor, 5. lack of knowledge, 6. acidic soil, 7. poor seed, 8. salt water penetration, 9. market/price.
Animal Husbandry	1. Disease, 2. market/price, 3. cost of feed, 4. lack of capital, 5. lack of knowledge, 6. poor breed.
Fishing	1. Depletion, 2. polluted water, 3. lack of capital, 4. thievery.
Community Needs	1. Water for agriculture and daily use, 2. roads, 3. electricity, 4. flood control, 5. knowledge re: agriculture, 6. security, 7. knowledge re: health, 8. improved soil.

(Monda 1982A:38-41)

3. PSU and Community Outreach: Prior Experiences and Issues

The project proposal and agreement and numerous project related documents make sound, even eloquent arguments for PSU to fulfill its community service mandate in a more aggressive, rural development-oriented fashion. The context with which advocates of such a position

must contend can be best understood when one considers the following. First, whereas published research efforts, whether relying on qualitative or quantitative analyses or a combination of both, that are based on field action can be submitted for in-grade promotions, they are not taken into account when a faculty member makes a case for promotion from lecturer to assistant professor or from assistant professor to full professor.

Second, since the cost of graduate study is so minimal and acceptable topics and methodologies for coursework papers, theses, and dissertations so narrow, field-based efforts initiated by a faculty cannot draw on a pool of energetic, low-cost support staff or associates eager to assist with the implementation and the analysis of the experience for valued income and/or program credit. This appears to be one area where too many professors have forgotten their western biased graduate programs when the university might be better off if they remembered them.

A third problem area, one suggested by others, is the power and independence of the Deans and the failure of the faculty council to perform consistently roles more significant than those of a union concerned with the interests of its membership.

There are, however, positive elements in the situation. These include the recent establishment of a Research and Development Institute which will focus, at least initially, on the collection and generation of data on southern Thailand needed for development planning. NESDB support for university involvement in the Songkhla Lake Basin Study, and, most recently, the State University Bureau's approval of the PSU

Pattani-based Office of Extension and Continuing Education with a branch at the PSU's Hatyai campus. Other positive elements will be discussed in the section on project impact below.

B. PROJECT OBJECTIVES

The agreement between The Asia Foundation and PSU states the project's objectives as follows:

"3. Specific Objectives

- 3.1 For the villagers: through training and administration in Koo Tau, the transfer of appropriate skills and technology from the University to the people will be facilitated.
- 3.2 For Prince of Songkhla University: the project will assist in inducing cooperation among various University Faculties, and to coordinate and channel their efforts down to the village level where assistance is needed."

(Agreement 1982:3)

These objectives were made more explicit in various project documents. One (ROP nd.:2) presents the second in the following terms.

- "2. To develop a model and method for integrated rural development that includes resource mobilization and cooperation among the various university faculties and external agencies in order to improve the quality of life for rural people."

Another (ROP 1983:1), a statement distributed to participating faculties to guide their preparation of field project proposals contributes further clarification:

- "1. The main objective is not only rural development, but includes, as well, the study of rural development principles and approaches."

"2. The operational parameters are as follows. We wish to study (approaches to)

- a) increasing production and determining casual factors,
- b) group formation,
- c) health, personal hygiene, and nutrition,
- d) training for leadership development,
- e) increasing income."

"3. Specific village level projects not only must be related to the project's specific goals but also must conform to the parameters set out above."

Finally, one analyst (Supin 1985:6) who looked at the project during its last year of operations saw its guiding objectives in the following terms.

- "1. Create a 'social laboratory' in Koo Tau Sub-district that will enable professors/instructors, technical specialists, and students to study rural realities from various perspectives, to put their technical knowledge into practice in these realities, to develop and/or practice the skills needed to do so, and to further study and adjust the assumptions behind subject matter theory so such theory can be put into practice more feasibly and be even more useful to society as a whole.
- "2. Provide services to the community...the educational activities brought to Koo Tau must be relevant to rural development, that is, the study, research, and training done should have as their targets the discovery of methods of helping the residents of Koo Tau develop their community and improve the quality of their lives, i.e., increasing agricultural production, increasing incomes, improving health and sanitation, improving the economic and social status of the sub-district's residents." (\*)

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(\*) The third objective identified by this analyst was stated in a manner similar to that quoted above from the Rural Outreach Project's guidelines for participating faculties.

In sum, the original objectives did not change in any substantial fashion during the project period. There were, however, adjustments, changing emphases, and greater clarification made on the basis of experiences and the reflection they stimulated.

C. MAJOR STRATEGIES

1. Basic Premises

The project director identified three key project premises (Discussions: Nov. 21). These were:

1. Both learning and development to be effective must be holistic and multi-disciplinary and both involve change;
2. Education in various forms is an essential starting point for rural development, if not to stimulate awareness of problems and needs then certainly to provide people with information about options or alternatives; and
3. For any university, but particularly those funded almost entirely by the government, "social relevance" must be a critical element in the definition of "academic excellence" and vice versa.

An additional point was made so frequently during discussions with staff that it appears to have been an important premise though it was never identified as such. That is, in order to establish momentum among participating university elements and credibility with the sub-district residents, action should be relatively immediate.

2. Approach

The basic project approach, explained in retrospect by the project director and other key staff, might be best summarized by the following table.

TABLE D - PROJECT APPROACH

=====

YEAR 1

=====

Undertake immediate field action related to critical needs or problems in major occupational areas determined on basis of benchmark survey; include technical assessments (research) of conditions related to those areas. The ROP chose increased rice production, aquaculture (especially shrimp farming), and animal husbandry.

Initiate concurrently broad "mass" education activities related but not restricted to other need or problem areas identified by the benchmark survey and undertake technical assessments to determine the scope of the problem. The ROP placed particular emphasis here on health, nutrition, and sanitation.

=====

YEAR 2

=====

Maintain original field activities that appear viable, or in which sub-district participants sustain commitment; undertake further technical assessments when necessary to provide the basis for solving new problems or to increase the effectiveness of solutions being applied, and organize specific support education or skill training programs in various forms; initiate additional field activities and training programs in response to needs and interests expressed by the villagers.

=====

=====

YEAR 3

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Increase emphasis on field action activities identified by the villagers and follow up on previous activities that remain viable; continue specific education/skill training programs related to field activities initiated during first two years when the community or groups are prepared to handle or share costs; provide general educational programming opened to all on a range of topics of community concern.

=====

(Discussions:Nov. 8, 12,20, 25)

The project document distributed to the staff of collaborating faculties gives further insights into important elements of the project's basic approach.

"... 4. These (field) projects (undertaken) should emphasize self-help and self-reliance.

... 5. be responsive to community needs. In some instances it may be necessary to assist the villagers develop an awareness of these needs and motivate them to take an interest in seeking to fulfill them.

... 6. should seek to maximize community participation and allow for and promote a sense of community ownership.

... 7. When PSU students are to be involved in projects they should be given opportunity to apply knowledge from their field of study. Their participation might be considered part of their coursework or in the form of a special project. Participating faculty could assist them. The student's participation should not be a community "do-gooder" or "boy scout" type of service.

... 8. In order to assist participating faculty the Rural Outreach Project will provide a per diem in accordance with the criteria set forth in university regulations."

(ROP 1983:1)

The approach also stressed working with local organizations, in particular, the village development committees and the Sub-district Council. The ROP required that all activities undertaken by the various faculties receive prior approval of the development committees in the villages targetted, or the sub-district council, or the kamnan. In addition, stress was placed on involving local government agencies and in supporting the formation of new village groups or the strengthening of existing ones.

Finally, although the project's potential beneficiaries included university staff and students, the sub-district's residents were accorded top priority. One clear reflection of this priority is the fact that all proposals for field projects submitted by the participating faculties had to show that at least 80% of project funding would be directed to activities that would have an impact on the villagers.

#### D. PROJECT DESIGN

##### 1. Project Development

The university's first involvement with Koo Tau Sub-district occurred informally in 1979 as the agricultural extension agent then assigned to the sub-district sought out advice and assistance in shrimp farming. By 1981 with support from the Canadian Embassy, various official university sources and student clubs, other government agencies, and some private enterprises, a more systematic project effort was underway. During the next two years, seven projects were initiated (benchmark survey, acid-soil field tests and demonstration,

shrimp-farm training and field observation, treatment of drinking water, survey and improve child health, poultry farming and youth development, and swine vaccination.) (Monda 1982A:4-7) It soon became clear that these resources would be depleted before little more than preliminary activities could be completed for many of these projects. Since the leadership and residents of the sub-district had demonstrated a high degree of enthusiasm for and commitment to the efforts that had been undertaken, the project leaders with the assistance of a CUSO volunteer turned to a number of other agencies for possible assistance. The Asia Foundation responded and worked with project staff to develop a proposal that could be submitted to funding agencies. The U.S. Agency for International Development responded favorably to The Asia Foundation's eventual submission, and in August, 1982 a grant agreement between the two parties was signed. The following month The Asia Foundation and PSU signed a letter of agreement for the project.

## 2. Selection of Koo Tau Sub-District

The selection of one sub-district as the basic unit of field operations was based on three considerations. First, it was a unit large enough to encompass a variety of problems and, therefore, require services from many of the university's faculties. (The sub-district covers almost 18,000 rai and includes ten separate villages.) Second, there are usually sufficient resources, human and otherwise, at the sub-district level to make the goal of self-reliance and self-help more feasible. For example, it is the lowest level to which key

government development agents (aside from primary school teachers) are assigned. Finally, in the government's current plan for moving toward a more democratic system, it is the highest non-municipal local level at which the key leadership is elected.

The selection of Koo Tau, a sub-district which can be seen from the higher hills behind the university's campus, was made for the following reasons. First, despite the fact that it was not an officially designated "poverty area," its poverty was marked. Second, it confronted numerous complex problems (e.g., soil/water conditions, etc.) whose solutions appeared to require the high level of technical expertise the university could offer. Third, and of considerable importance, previous university experiences in rural development in more distant poverty-designated areas had been severely hampered by the cost and time required for travel. Fourth, the religious mixture of the sub-district's population as a whole and by village offered research possibilities that might produce findings useful in similar areas throughout the south. And finally, the sub-district could, in many ways, be considered representative of the communities in the Songkhla Lake Basin area.

(Discussions Nov. 8, 20, 26 and Supin 1985:5)

### 3. Project Administration

The project was administered on a daily basis by the Rural Outreach Project Office. Headed by the project director, a professor assigned full time from the Agricultural Development Department of the Faculty of Natural Resources, the office was staffed by two full-time

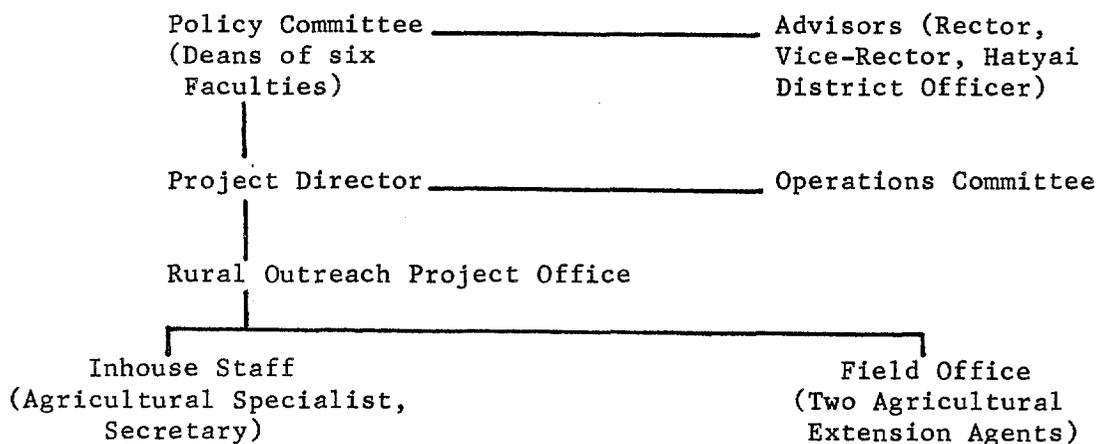
personnel, an agricultural development specialist (the former agricultural extension agent for the sub-district) and a project hire secretary/administrative assistant. At the field level, two project hire agricultural extension agents worked out of a rented facility in village #7.

Within the university ROP activities were organized by a nine-member inter-faculty operations committee, chaired by the project director. Its specific functions were to review field project proposals submitted by the various faculties or professors within those faculties, select those appropriate for funding, and insure that budget and other support and field services were provided in a timely fashion.

The efforts of this group were guided by policy committee which included ranking university administrators and deans or representatives from the six participating faculties. The university rector, one vice-rector, and the Hatyai District Officer sat on this committee as advisors.

The project's organization is diagrammed below.

THE PROJECT'S ADMINISTRATIVE STRUCTURE



The project director's roles, in practice if not in intention, were all-inclusive. Not only was she assigned responsibility for running the project office and the operations committee, but she also appears to have served as the policy committee's executive secretary. She was required to initiate, pursue, and finalize all but the most mundane field-level coordination activities, that is, coordination with faculty administrators; with district, provincial, regional, and specialized government agencies; with the project's committees; with The Asia Foundation; with faculty members in charge of various field activities; with the sub-district chief; with the university's financial office and, when clout was needed, motor-pool, etc. Clearly, this was a challenging arrangement. That it was met as well as it was can be attributed largely to the director's energy and commitment and also to the support provided by individual members of the policy committee and its group of advisors.

#### 4. Role of The Asia Foundation

The Asia Foundation's roles, as inferred from the project agreement, were to provide funding and assist the project office set up an accounting system to administer the fund. (Project Agreement:passim) They were also responsible for liaison with the funder on budget matters, the preparation of substantive and financial reports required by the donor, and advising the project on the permissibility of certain activities. (Discussions with AF staff:Nov. 25)

The project staff indicated that the Foundation had been fully supportive of their efforts. When questioned for specifics they pointed first to the considerable time and energy Foundation personnel had devoted to discussion with the donor regarding waivers of certain restrictions

(i.e., for the purchase of fertilizers and pesticides), budget adjustments, and the use of contingency funds. They also found the Foundation to be responsive to requests to direct funds to unforeseen activities that emerged during the course of the project (i.e., the project staff's trip to visit other development projects in northeast and north Thailand, the coordinator's trip to the Philippines to present a paper at the Sixth World Congress for Rural Sociology, a project advisor's trip to Indonesia to study university rural outreach programs and institutional arrangements, a PSU seminar in September, 1985 on the Lessons of Koo Tau, and a national conference on "Universities and Rural Development" in October, 1985, the rector's visit to Indonesia to study university rural outreach programs and institutional arrangements, and the intra-university seminar held in November on the universities and rural development.

Finally, the staff felt commitment to the project was strong among the three different Foundation staff members who served as back-stop from proposal development to project completion. There was considerable regret that one Foundation staff, Dr. Nelle Temple, an experienced development administrator, and the project director had to devote so much of their time together to discussions on administrative matters related to donor restrictions and concerns and were, therefore, not able to focus their relationship on substantive matters that might have contributed to project field activities. For example, reams of paper and apparently considerable time appear to have been directed to the issue of the purchase of fertilizer and pesticides. There are instances, and this may be one given the project director's demonstrated

ability to attract "third party" funding, when the time, energy, and emotional costs required to secure waivers in well-established donor regulations are more detrimental to a project's goals than a search for alternative solutions.

#### 5. Evaluation Plan

Although the project had no overall evaluation plan or design, many of the field activities proposed by the various faculties included such plans. Through these efforts and regular project monitoring activities, a vast amount of qualitative and quantitative data has been amassed and, taken together with the data from the original benchmark survey, a follow-up survey could serve as the basis for a range of evaluation research efforts that could provide development practitioners in southern Thailand and elsewhere with some valuable insights. It might also provide participating university professors with articles worthy of publication.

#### E. THE DESIGN OF THIS EVALUATION

##### 1. Data Sources

The data for this evaluation has been gained from individual and group discussions with: (See Appendix A for list)

- the project's core staff;
- Koo Tau villagers including participants, non-participants, and, primarily, members of the village development committees and sub-district council;
- PSU professors and students who participated in project field activities;
- university administrators who served on the project's advisory board; and
- local government officials involved in or familiar with the project.

There are several limitations to this data. First, and most seriously, it was not possible to meet many students who had been involved in the project given that most did so in their fourth year and the most recent group graduated last May. Second, given time constraints and difficult travel conditions within the sub-district, it was not possible to visit all villages or participating groups.

Project records, reports, and other documents were also reviewed. Particularly useful were the pre-project benchmark survey, the project-supported marketing survey, and handbooks and other materials produced by some of the faculties involved in field level activities. (See Appendix E for list)

## 2. Method

With respect to the project's impact on the villagers' lives and the development lessons learned, the approach used involved several steps. First, the project's core staff was asked to rank villages and field projects in terms of their "success." In both cases the staff developed their own criteria, based on the overall project's objectives, for success.

Efforts were then made to identify common and diverse elements among successful and not so successful villages and projects. Information secured in the course of discussions with community residents and local officials was compared with staff perceptions and insights. Discussions with the latter groups focused on 1) what worked or did not work and why, and 2) the strengths and weaknesses of university and government agency inputs.

With respect to the project's impact on the university, discussions focused on the impetus the project gave to efforts to enhance the university's commitment to rural development, in particular, how it had contributed to on-going thinking about permanent institutional arrangements for turning this commitment into a permanent action-oriented operation.

CHAPTER III - IMPACT

A. INTRODUCTION - PROJECTS UNDERTAKEN

1. Field Projects

General Description and Participants

A total of forty field activities (or projects) involving 4,837 village and 443 university (345 students and 98 faculty) participants were supported by project funding or organizational and technical talents (Appendix B 1). The projects can be categorized as follows:

TABLE E - PROJECTS BY CATEGORY

Categories	Occupation Related	Health, Sanitation	Education (* )	Total
Research	6	3	0	9
Training/ Demonstrations	9	4	4	17
Immediate group Action Service (**)	10	4	1	15
Total	25	11	5	41

Notes:

(\*) "Education" is defined as projects that sought to provide villagers with general knowledge or information.

(\*\*) "Immediate Group Action/Community Service" is defined as projects that began with or quickly moved to immediate group action for the benefit of the group itself or the community in general.

Rankings

The project's core staff, plus a professor from the Faculty of Natural Resources who had participated in a number of field activities and was familiar with the rest, rated the various field projects undertaken on the basis of a set of criteria which these individuals developed as a group. These criteria were:

- 1) Villagers placed importance on the activity and they themselves applied what they learned in the process in a continuous, appropriate manner;
- 2) PSU faculty and students were involved and benefited from the experience; and
- 3) The approach involved allowed for villager initiative, self-help, and sense of ownership.

After much debate and discussion the core staff developed consensus ratings in accordance with the three criteria for each activity that had already achieved a relatively high degree of success. These activities have been grouped on the basis of their rankings into "high" and "mid" success categories. They are as follows:

HIGH SUCCESS (Total 5)

Aqua-culture

"Big Jar" Rain Storage Tanks

Toilets

Pre-school Centers

Youth Development Training  
(Health and Agriculture)

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\* Indicates that several closely related projects were grouped together.

MID SUCCESS (Total 5)

Mat Weaving/Seamstress\*

Animal Feed Retail Cooperative

Chicken-Raising (Layers)

Intestinal Parasites\*

Swine/Poultry Vaccinating

The ratings by criteria and overall ranking are shown in Table F.

TABLE F - OVERALL RANK AND RATING BY  
CRITERIA OF MOST SUCCESSFUL PROJECTS

Activity	Rank	Rating By Criteria**			Average
		1	2	3	
Aqua-culture*	1	1	1	1	1
Big Jar Rainwater Storage	2	1	2	1	1.33
Toilets	3	1	3	1	1.67
Pre-school Centers	3	1	3	1	1.67
Youth Dev. (Health/Agric.)	3	3	1	1	1.67
Mat Weaving*	6	1	3	2	2
Animal Feed Coop	6	2	3	1	2
Chicken Raising (Layers)	6	2	2	2	2
Intestinal Parasites*	6	2	1	3	2
Swine/Poultry Vaccinations	6	2	1	3	2

Notes:

\* Represents several closely related projects grouped together.

\*\* 1=High, 2=Mid, 3=Low

The remaining activities the project's core staff initially signalled out as being successful were grouped in the low category, as the "success" was considered either 1) tenuous at this time (e.g., there are questions concerning the long-term viability of the Village Supplemental Feeding Fund Program) or 2) dependent on future changes in external conditions (e.g., a revived market for pork), or the direction village follow-up actions take (e.g., citrus growers forming a group).

LOW SUCCESS (Total 6)

Nutrition\*

Improve Swine Breed

Citrus Production

Village Handyman Training

Study of Native Goat Growth Rate

Basic Home Health Care

Field project activities that the project staff did not place in any of these categories were those that were either terminated prematurely or postponed due to unfavorable weather or water conditions or whose results were seen as inconclusive or less important than the projects mentioned. (\*)

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\* It should be emphasized here that these categories do not represent unmitigated "success" or "failure". The rating process began with each of the five individuals involved being restricted to presenting what they thought were the ten most successful field activities sponsored by the Rural Outreach Project.

Since no sub-district resident or local official was familiar with all the activities stimulated or supported by the project, it was not possible to secure comparative rankings. However, when the village development committees discussed project activities which they felt had been most beneficial to their villages they ✓ corroborated independently all "high" and many "mid" success ratings made by the core staff. For example, the development committee in a village (#3) -- which had participated in the aqua-culture, "Big Jar," and animal feed as well as a variety of other unranked activities -- had a difficult time deciding which of the first two was more beneficial. Moreover, they were keen to initiate several other activities that they had seen elsewhere in the sub-district which the project staff had rated highly, i.e., toilet constructions and pre-school. Similar patterns prevailed in discussions with these committees in other villages (#7 and 9) and with the village headmen from several others (#2 and 5). Finally, the development committee in a village (#4) that had participated in no activity ranked highly by the staff, when asked which projects it thought might be useful in their community, only mentioned ROP efforts which were ranked in either the "high" or "mid" success category (e.g., aqua-culture, animal feed, pre-school) as well as several others not previously suggested.

Further independent ✓ corroboration came from the kamnan and local public health officer. The kamnan's views closely paralleled those of the core staff, although, if his rankings had been guided

by questions similar to those directed to the village development committees, he probably would have given a higher rating to the mat weaving/seamstress activity, as it appears to have been most beneficial to certain residents in his village, i.e., mat weaving. The sub-district health officer rated health related activities in the exact same order as the core staff.

Analysis: Profile of a Successful  
Project in Koo Tau\*

In the Koo Tau experience, then, a project was likely to be considered successful by both staff and sub-district leadership if it met the following criteria:

- Immediate action orientation, primarily by a group (9 out of 10 high and mid-success activities)
- Supports on-going activity for which villagers hold hopes for significant income increases (8 out of 10 high and mid-success activities)
- Responds to a village request (8 out of 10 high and mid-success activities)
- Vital services and/or technical inputs and/or revolving funds available in a continuous, timely fashion (8 out of 10 high and mid-success activities). The revolving funds were considered an important element in project success by participants, village development committees, and the sub-district chief.
- Active, informal monitoring by project staff or local official (7 out of 10 high and mid-success activities). This point independently mentioned and ranked along with loan funds as most important variables by participants, village development committees, and sub-district chief.

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\* For detailed case studies of several activities rated highly successful, see Appendix C.

- When not a major (as opposed to supplementary) income-generating activity, participation does not upset established work and family routines over a prolonged period of time. (7 out of 8 high or mid-success activities that apply). This is particularly important, according to some villagers, in communities whose residents rely on income from a wide and changing variety of short-term activities carried out simultaneously.
  
- When the activity involves complex organizational tasks and/or a division of labor and/or shared responsibilities, groups met on a regular basis. (5 out of the 7 applicable activities). Again villagers suggested this factor in discussions regarding the importance of project monitoring.

## B. IMPACT ON VILLAGERS

### 1. Introduction: A "Successful" Village

#### Rating of Villages

The project coordinator and three field workers on the core staff were asked to rank independently the ten villages in the sub-district with respect to the RELATIVE "success" they had achieved in project-related activities. No criteria was provided or developed beforehand. They were asked to discuss and resolve any serious discrepancies. From the rankings obtained the villages were grouped as follows: (\*)

HIGH -- Villages #3, 7, 9

MID -- Villages #1, 5, 6, 10

LOW -- Villages #2, 4, 8

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(\*) The same qualifications apply here as for the "success" ratings for field activities. See foot-note on page 36, above.

TABLE G - CORE STAFF RATING OF VILLAGE SUCCESS

Village #	Ranking		Group
	Average	Rank	
1	2.25	6	MID
2	2.5	7	LOW
3	1	1	HIGH
4	2.5	8	LOW
5	1.75	4	MID
6	2	6	MID
7	1.25	2	HIGH
8	2.75	10	LOW
9	1.5	3	HIGH
10	1.75	4	MID

Analysis: Profile of a  
Successful Village

Among the ten Koo Tau villages, successful ones tended to have the following characteristics:

--- Muslim, either majority or minority. (All such villages were rated either "high" (2) or "mid" (2), while none were "low." Moreover, in two of the three highly rated villages Muslims were a dominant majority. Finally, as Table H indicates, if adjustments are made for the lowest ranking "high success" village and the lowest of the mid-ranked villages the relationship becomes even more pronounced.)

TABLE H - PROJECT SUCCESS AND RELIGION

SUCCESS RELIGION	HIGH	MID	LOW
ALL BUDDHIST	#9 (a)	#1 (b)	#2, 4, 8
MAJORITY BUDDHIST		#6	
RELATIVELY EQUAL MIX		#10 (c)	
MAJORITY MUSLIM	#3, 7		
ALL MUSLIM		#5 (c)	

Notes: a = Lowest of the high ranked; b = Lowest of the mid ranked;  
c = tied for highest of mid rank

After some discussion among project staff, the following tentative explanations were formulated. The obvious cohesiveness of a minority group surfaced first. Second, and perhaps more helpful in terms of a guideline and, for non-Muslim areas perhaps, as a goal for development practitioners, is that Muslim community members tend to linger around the mosque after Friday prayers for social and other reasons. When they are involved in a group project activity they often discuss its current status and problems. The local health official and project field staff indicated they made it a habit of stopping by the local mosque

after Friday prayers to talk with villagers about the progress of certain activities. (\*) This point is similar to those made above concerning the importance of frequent meetings, close monitoring, and the need to establish a project "routine."

--- There were no discernable patterns, when a variety of economic factors were viewed as Tables I to M, below, indicate. (\*\*)

TABLE I - PROJECT SUCCESS AND NET CASH INCOME

SUCCESS NET CASH INCOME	HIGH	MID	LOW
HIGH	3	5, 10	
MID	9	6	8
LOW	7	1	2, 4

(\*) In another project in southern Thailand in which I have been involved, a strategy found to be successful to achieve similar aims in Thai Buddhist villagers was for field workers/monitoring staff to attend regularly scheduled monthly meetings of the village development committees. Where these did not take place as they are supposed to, the staff of that project was able, in all cases where they tried, to give a reason to the committee for meeting. See The Evaluation of the STEP Project to be submitted to the Non-Formal Education Department and AID in December, 1985.

(\*\*) Data extrapolated from tables in (Monda 1982A:passim). It should be noted I was not able to secure a reading on income distribution within villages because, while data on factors that may be indicative of such patterns exists in the benchmark survey it has not yet been tabulated and I lacked the time to do this tabulations myself.

TABLE J - PROJECT SUCCESS AND PER HOUSEHOLD INCOME

SUCCESS PER HOUSEHOLD INCOME	HIGH	MID	LOW
HIGH	7	5, 6, 10	4
MID	3		8
LOW	9	1	2, 4

TABLE K - PROJECT SUCCESS AND CONSUMERISM

SUCCESS % OWN TV, MOTORCYCLE, PICKUP	HIGH	MID	LOW
HIGH		1, 10	
MID		5, 6	4
LOW	3, 7, 9		2, 8

TABLE L - PROJECT SUCCESS AND VILLAGE OCCUPATIONS

SUCCESS OCCUPATIONS	HIGH	MID	LOW
PRIMARILY AGRICULTURE	9	1	8
MIX AGRICULTURE/FISH		6, 5, 10	2
PRIMARILY FISH/OTHER	3, 7		4

TABLE M - PROJECT SUCCESS AND PERCENT IN DEBT

SUCCESS % IN DEBT	HIGH	MID	LOW
HIGH	7	10	
MID	9	6	4, 8
LOW	3	5, 1	2

When, however, the percentage of debtors in debt to extralegal sources is examined a pattern does emerge. As Table N, below, indicates "high" success villages, whether Muslim or Buddhist dominant, tend to have a higher debt rate to extralegal sources.

TABLE N - PROJECT SUCCESS/DEBT TO EXTRALEGAL SOURCES

SUCCESS DEBT	HIGH	MID	LOW
HIGH	7, 9	1	
MID	3	6, 10	8
LOW		5	4

Notes: No figures for village 2

Given that extralegal sources of loans are usually middlemen who charge usurious rates, the pattern here does not make much sense. Discussions with project staff and sub-district residents, however, revealed the following picture in Koo Tau. Most of the extralegal debt in the sub-district is to relatives or neighbors. Though many of the latter are not more wealthy than those who borrow, they charge no interest. (Of course, among strict Muslims, charging interest is a violation of religious precepts.) Rather, those loaning money expect reciprocity at some future time, either in the form of a loan when they are hard pressed or services. Thai concepts of "boon khun" and "kathanjuu-kathanwaay" surfaced often in these discussions.

What this data may be suggesting, then, is that villages in which there is strong inter-personal trust and a high sense of sharing-

reciprocity, i.e., a strong sense of community and helping out, are more likely to achieve success in development efforts. I attempt to search benchmark survey data for other factors that might support this importance of "community" and found one accessible possibility, group membership. (\*) As Table 0, below, indicates the pattern there is supportive.

TABLE 0 - PROJECT SUCCESS AND PERCENT VILLAGE GROUP MEMBERS

SUCCESS MEMBERS	HIGH	MID	LOW
HIGH	3	1, 10	4
MID	7, 9	6	
LOW		5	2, 8

Patterns between "success" and a number of other social and physical factors were sought (e.g., access, electricity, modern practices in health, etc.), but only two emerged from the data available. These were:

(\*) Other possibilities exist in the benchmark survey, e.g., participation in village meetings, sources approached for information/knowledge, etc., but, again that data by village was not tabulated.

--- The larger the village, the more likely it was rated "successful." All "high" success villages have populations of close to or more than 1,000 (range 992-1,862). The other large village was the highest rated "mid" success village. Two of the three "low" success villages had populations of less than 200, although the third was relatively large.

TABLE P - PROJECT SUCCESS AND VILLAGE SIZE  
(POPULATION)

SUCCESS SIZE	HIGH	MID	LOW
LARGE	3, 7	5	
MID	9	6	8
SMALL		1	2, 4

--- The greater the illiteracy, the greater the likelihood of "success." (\*)

(\*) Normally I find literacy to be an inadequate indication of a village's educational strength, particularly in samples which include Thai Muslims in significant numbers. My preference is to use literacy (a "mass" education indicator) in combination with grade ten or higher graduates (an "elite" education indicator in rural areas) and interest in learning (an indicator on views/attitudes). Again, this data was either available only in untabulated form or not at all.

TABLE Q - PROJECT SUCCESS AND EDUCATION (LITERACY)

SUCCESS LITERACY (Percent)	HIGH	MID	LOW
HIGH		1	4, 8
MID		2, 6, 10	
LOW	3, 7, 9	5	

It would be easy to explain away this pattern by the presence of significant Thai Muslim populations in three of the four "low" literacy villages. (All 58% literate or less compared with the national rate of approximately 86%.) Village #9, however, is 100% Thai Buddhist and its literacy rate is 50%. Its presence in the "low" category could be written off by claiming the data is inaccurate, as it may well be. But, Buddhist/Muslim differences, while usually pronounced, are not the issue here. The point that does merit attention is the relationship between literacy and development, as villages in Koo Tau and elsewhere (\*) seem to be among the most successful in projects even when illiteracy is prevalent. Whether they can sustain those successes over a period of time or when the successes themselves bring the village into greater contact or inter-dependency with the world external to it without broad based literacy are the questions that should be examined before policies regarding literacy campaigns and other forms of organized adult education activities are decided.

To summarize here, in the Koo Tau experience a successful village was likely to be not small, include significant numbers of Thai Muslims, be relatively more cohesive as determined by debt to neighbors/relatives and group membership, and be illiterate.

2. Economic Impact

Increased Income

The project agreement set forth three goals or targets related directly to villager income. These were:

1. To increase in rice production in four villages from an average yield of 200 kilograms per rai to approximately 300 kilograms per rai,
2. To increase in the number of rai used for shrimp farming from 30 to 150, and
3. To assist 300 families begin to raise pigs.

(Agreement 1982:3)

Two additional goals with a bearing on villager income were also suggested.

"....4. The project also envisages five functioning cooperatives or 'groups' in three years' time. These groups will sell produce in town, buy needed farm supplies, and through this process, develop their marketing skills.

....5. It is anticipated that by the end of the three-year project period each village will have some kind of a functioning farmer's association with the active participation of approximately 50% of the village community."

(Agreement 1982:3)

Over the course of the three-year period the project initiated or supported villager initiatives in eight activities or a total of fourteen field projects directly related to increased income. These

activities and the number of groups and participants currently involved listed in Table R, below.

TABLE R - ON-GOING INCOME-GENERATING ACTIVITIES

ACTIVITY	# PARTICIPANTS/GROUPS (*)	
Chicken Raising (layers)	2	0
Swine Raising (3 projects)	uncertain	1
Aqua-culture (4 projects)	79	4
Citrus Cultivation	uncertain	0
Increase Rice Production	uncertain	0
Vegetable Cultivation (post harvest)	7	0
Mat Weaving/Seamstress (2 projects)	74	4
Animal Feed Cooperative	70	1
Total	232	10

Through these activities the project has made good progress with respect to the second (shrimp farming) and fourth (group formation) targets. It was unable, however, to overcome the obstacles which impeded efforts regarding the first (increased rice production) and third (swine-raising) objectives as these were largely external in nature. The fifth target (farmers' associations), dependent to a large degree on prior success with the first and/or fifth, or some related alternative, was not achieved.

The targets that were not reached will be discussed first. With respect to rice production the inability to find adequate alternative sources of funds for the timely purchase of fertilizer and insecticides coupled with unfavorable weather conditions made it impossible to carry out this activity on any large scale. Visits to the homes of and discussions with villagers revealed another possible difficulty. While many individuals are quick to claim that their major occupation is rice farming, few look to such activity as a significant source of income.\* Rather, rice is security ... prestige. In many homes visited unmilled rice stores, some which had been put aside over a 20-year period and were estimated by the residents to weigh as much as 15-20,000 kilograms, dominated a large percentage of the interior. Questions as to whether they would sell this rice when in debt or to meet an unexpected expense or to send one of their children to Hatyai to school were met with tolerant smiles. As a farmer elsewhere once told me, "We'll always grow rice. We'll live and die with it, because of it. But, we'll never make money from it."

The project staff claims much was learned from this effort by both the university specialists and the villagers. With regard to the former, for example, several of the techniques introduced (e.g., re: plowing) were found to be less effective than traditional practices for certain soil conditions in the area. Conversely, project data does exist which indicates the treatment tried in several demonstration plots did produce a yield close to the original 300 kilogram/rai target.

As for the farmers, the project director indicated that many point to the healthy appearance and overall good condition of the rice currently growing in the plots treated with lime several years ago as part of an early demonstration effort. It would be premature at this point to suggest that the farmers neither learned enough nor were sufficiently impressed to overcome traditional views and adopt some or many of the practices introduced as market prices were low and falling throughout the project period.

The swine raising efforts suffered from a dramatic drop (eventually more than half) in market price which started approximately 10-11 months after the project agreement was signed. A good start was made in this area, however, and at present one pure line boar remains under the care of a group prepared to reinitiate activities should the price improve as they expect. Moreover, this group continued to request castration and mineral supplement services from ROP field staff throughout the last six months of the project period.

Efforts to promote the formation of Farmers' Associations never really got started. In addition to the reason suggested above, the non-presence of the sub-district agricultural extension agent, a key front man for this activity, made progress here difficult.

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(\*) Statistical data presented in Chapter 2 substantiates this. See Chapter II, Table B, p. 16.

The project also had clear successes. The original target regarding shrimp farming has largely been met as the number of rai devoted to it has increased from 30 to almost 100. Despite high interest on the part of villagers not currently involved (especially in villages #7 and 4) further expansion has been hindered by the inability to bring in by road the equipment needed to construct additional ponds (villages #3 and 7) (\*) and the lack of suitable land and landownership patterns (village #4). After several years of small losses or marginal profit and the exploration of numerous alternatives, three of the four still active groups have shown profit up to 10,000 baht per catch per member.

Over the longer run, progress with respect to group formation may prove to be among the ROP's most valuable contributions. At present there are nine groups involving approximately 223 villagers engaged in group activities directed to income generation. The four aqua-culture groups (currently involved with tiger prawns and banana shrimp but experienced now with other shrimp varieties as well as white sea bass and, to a lesser degree, mullets are, as has been indicated, all profitable. The Animal Feed Cooperative, a retail operation, has over 100,000 baht in its account. The three reed weaving groups and seamstress group (the latter turns some of the products of the former into handbags, carrying cases, etc.) are currently able to sell all

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(\*) The road the villagers began constructing in the dry season of 1984 with university technical support, Hatyai District funding, and donated equipment has not been completed as it has not been dry enough since that time to get even a back-hoe in over the 1.5 kms. already built. A university engineering is trying to finalize arrangements to get a Public Highways Department back-hoe on a barge in during the coming dry season.

they produce through university channels. The university also provides the synthetic leather needed for some of the products of the seamstress group.

It appears that most, if not all, of the aqua-culture groups are operating on solid ground with alternatives available if they are not able to purchase tiger prawn fry from the National Institute for Coastal Areas in March, 1986. The animal feed retailing operations has both capital and energetic leadership. The weavers/seamstress operation will require continued assistance with respect not only to marketing, but also to management. At present the four groups have little contact with each other and, consequently, little sense of the operation as a whole or of a commitment to the larger group. For example, several of the weaving groups have approached the community development agent for sewing machines so they can sew their own items and make more money. In any case the ROP has interested the Songkhla Business-women's Association in the activity and intends to continue working with the groups to improve the operations organization, leadership, and marketing skills.

Of equal importance, several of these groups have either extended their activities beyond their original scope or directed their groups' profits, organizational skills, and other resources to community service activities. With respect to the former, one aqua-culture group has informally begun raising goats around their ponds and has approached the university professor who undertook the project-sponsored study of the growth rate of native goat breeds for assistance. In the community

service area this same group and another contributed part of their 1984 profits to their village for the construction of three deep wells in order to improve the village's year round supply of potable water. The same two groups are currently in the forefront of that village's efforts to establish a pre-school center. Finally, the leadership of the animal feed retailers is apparently prepared to present their membership with a recommendation that the cooperative provide their village's development committee with a no-interest loan which it can use as a revolving fund to promote the construction of toilets and "Big Jar" rainwater containers. (Discussions, Nov. 15, 16, 17)

#### Participation/Distribution

The project's approach appears to have been successful with income generating projects in both relatively wealthy (#7, 3) and relatively not so wealthy (#1, 2) villages. Although the stronger groups (aqua-culture and animal feed retailing) exist in villages that are ranked in the high or mid categories when compared with other sub-district villages. It is not possible to determine from existing data whether participants in relatively successful income-generating projects include individuals from relatively poor families. Project staff claim, however, that participants in the highly successful aqua-culture groups and the animal feed retailing cooperative include relatively poor as well as wealthy villagers.

## 2. Health

The project's original targets related to health were based on the results of the benchmark survey and studies undertaken in the sub-district prior to The Asia Foundation's involvement. These were "...to reduce the percentage of worm infection among children from ...80% to 50% .... (and to reduce) ....the percentage of anemia from approximately 20% among school children to 10% through a combination of treatment with medicine, hygiene, and nutrition programs."

(Project Agreement 1982:3)

✓ Twelve projects related to health were sponsored, supported, or assisted in some other way by the ROP. These can be grouped into four basic types:

- 1) needs assessment and research (three projects), i.e., testing school children for intestinal worms/parasites, pre-school children for malnutrition and water treatment experiments;
- 2) knowledge promotion, including general training, the provision of information, and demonstrations, (five projects), i.e., Basic Home Health Care, Health Education Training for Teachers and Pupils, Training in the Use of Medicine, and the demonstration of bio-gas converters;
- 3) provision of services (two projects), i.e., Intestinal Worm/Parasite Treatment and Supplementary Feeding Program and;
- 4) action projects involving village groups or self-help (three projects), i.e., sanitary toilets, big jar rainwater containers, and medicine funds.

For the most part the action projects were initiated or requested by the villagers themselves, while the projects in the other three categories were initiated by the project staff or participating faculties on the basis of problems identified through the benchmark survey.

Without follow-up data to the benchmark survey or the kind of extensive interviewing time did not permit, it was not possible to get any overall reading on changes in practices and attitudes. (\*) The project staff, however, feels that village initiated projects related to health and sanitation, such as the sanitary toilets and big jar projects, were motivated at least in part by earlier projects designed to provide knowledge and increase awareness. A number of villagers I spoke with, particularly women, felt that the various training programs covering health matters were very valuable. As a counterpoint, and I would suspect an exception more than a rule, the youngest child in the family responsible for keeping track of one village's medicine fund and supplementary feeding program was badly under-nourished.

### 3. Education

Project documents indicate a total of over 4,000 villagers attended various types of training activities conducted by the ROP, participating faculties, and collaborating agencies. (ROP nd.:6) The numbers here occasionally get confusing due to the fact that training and action activities were often so highly intermeshed.

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(\*) The case study on health in Appendix C.

Since from the point of view of both pedagogues and andragogues such circumstances are a positive sign, I have made no attempt to try to disentangle things.

The ROP's impact on villager's views of education appears fairly clear in several areas. The project's assistance to one village group to establish a pre-school center has had a positive impact throughout the sub-district and several villagers are well on their way to setting up their own. Several villagers I spoke with concerning these centers pointed to the changes that had taken place in the children who attended. To quote one member of a development committee:

"The kids are learning some letters, but it's more than that...They've got better manners, too. But still better, I think, is that they seem more interested in things...they ask more questions....."

(Discussion: Nov. 16)

The kamnan's interest is equally evident and he and the Sub-District Council have made pre-school centers a major sub-district priority for the current fiscal year. The villagers all gave credit to the ROP for the interest in such centers that had emerged in the sub-district, many adding statements critical of the community development agent ("pre-school centers" are a "project" of the Community Development Department).

There also appears to be a clear willingness among certain villagers to contribute to the cost of their own education, particularly field visits to study successful villager occupational endeavors

elsewhere. The project director has pointed out that when the ROP first began it was difficult to find villagers willing to participate in such visit even at no cost to themselves. Once they arrived, however, they did not want to leave. Upon their return, they wanted to know when the ROP was going to organize another one. Later, the villagers initiated such visits themselves and contributed the cost of gasoline and food.

Finally, I was impressed during my discussions with the village development committees with the important place of education for themselves and other adults as well as out-of-school youth. On learning I was associated with the Non-formal Education Department, the discussion turned in every case to questions:

"Why have they stopped offering the radio correspondence level 3 (grade 6/7) and level 4 (grade 10) programs here? Kids who pass them, particularly the level 4 program get higher paying starting jobs in Hatyai than those who don't have the similar certificates."

"How do we get a reading center here?"

"Someone from the District Education Office was here last week, with some people from your center maybe... Said if we had bookcases in our reading center he'd bring us a lot of books that were donated in Bangkok. I asked him why we couldn't just put them in the boxes we have. He said we needed bookcases. Why?"

I was surprised, too, that in several instances people took notes as I explained the procedures for requesting support for a reading center and the Department's "Interest Group" and "Short Vocational Course" Program. The latter were of interest as a way of getting the PSU acharns to continue to help out by serving as resource people and instructors.

C. KNOWLEDGE OF DEVELOPMENT MODELS AND APPROACHES

1. Introduction

This section focuses on the aspects of the ROP models and approach might be useful to other universities and development organizations.

2. The Sub-district as Target Area

In most pilot development activities that I am aware of in Thailand, the village or district is selected as the key operational unit. (There are exceptions, of course, such as the recent AID-assisted Tambon Council based project in several northeastern provinces.) Nonetheless, if the specific lessons learned from the Koo Tau experience about the value of such a unit of operations are analyzed carefully, even comparatively, they would provide an important contribution to development thinking in Thailand. My general sense is that the rationale for such a choice in the ROP effort (see Chapter II, pp. 25-26) are sound, but time did not permit a careful analysis of the lessons learned. (Several lessons are suggested, however, in discussions of the approaches, strengths and weaknesses.)

There are a number of additional points that might also be further analyzed. First, how representative, in fact, is Koo Tau of the Songkhla Lake Basin area?

Second, what are the unique issues or obstacles encountered when working in a rural area close to a major, wealthy municipality?

Minor drug and other typically urban youth problems were mentioned occasionally, but do not appear to have been serious negative factors.

Third, in Koo Tau PSU interest and resources were responding to a range of critical needs that regular government development agencies had neglected. Did this make it easier for those agencies to continue to ignore the sub-district? The project seems to have had greater success in bringing external, specialized government development service units, e.g., livestock, fish/shrimp farming, cottage industries, etc., to the sub-district than in motivating the local representatives of the four key rural development ministries to greater action and commitment on a regular if not daily basis. Closer examination indicates that, indeed, the local health officer seems to have benefited significantly from his close collaboration with ROP both in terms of his success in carrying out his agencies goals and projects and as a person. The community development worker's non-participation and infrequent presence in the sub-district appears unrelated to the ROP. He revealed no hint of resentment toward ROP or any real understanding of it. In my talks with him and his presentation to the sub-district council he was in a constant happy fog. The latest agricultural extension agent assigned to the district managed to work a transfer elsewhere shortly after his arrival and at present, as no replacement has been sent, the deputy district agricultural officer is theoretically responsible for the area.

### 3. The Project Approach/Model

#### Major Strengths

--- The approach was planned to be organic and evolving.

In the conceptual realm it moved from one that could be labelled "community-oriented" to one more "community-based" or "people-centered." Initially, the project's approach paralleled that most commonly found to be guiding development projects in Thailand. At the outset the approach involved an assessment of the community's needs through the use of a project designed survey, introducing the possibility that questions being determined by outsiders could miss key community problem conditions or concerns. Likewise, the early appropriate responses were often decided by external experts or development specialists. But, as we have seen above (Chapter II, pp. 22-24), there were clear reasons for beginning in such a manner. It also can be concluded, at least tentatively, that in the short run such a beginning proved effective. (\*)

As the project progressed more village level projects were undertaken as the result of village or village group decisions and initiatives.

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(\*) My concern with such a beginning is that it might not be as effective in promoting the formation of strong, self-reliant groups. While several of the groups formed in Koo Tau fit this description, it is possible that another started might have resulted in more such groups.

--- Project operations were guided by a focus on the "possible" and a concern with benefits accruing to villagers. The ROP core staff, in particular, consistently sought to resolve project issues in a fashion most advantageous to village efforts. Concerns with appropriate or "cosmetic" coordination and adherence to models or plans were secondary.

--- It was not a project plagued by over-planning. The focus was on philosophical consistency, a common direction, and action. While planning was not neglected, greater value was placed on flexibility and the ability to seize opportunities and create options. It was street not seminar room wise.

In sum, the ROP core staff moved hard on this effort and demonstrated a well-developed quick response capability and an unwavering commitment to Koo Tau's residents. In doing so, they may well have left many other participating elements far behind.

#### Relative Weaknesses

As has been suggested, not surprisingly the ROP core staff's and project approach's very strengths led to its relative weaknesses. It is apparent that as the project progressed, the ROP staff lost some of the patience and persistence they had shown earlier as they tried to encourage greater and more imaginative local government and university involvement. This point can be supported by the fact that the ROP core staff's direct and often sole responsibility for specific

field activities, while high throughout the project period (fully half of the 40 field activities), increased proportionately in later project stages when they appear to have resigned themselves to working directly with the villagers and those (e.g., the sub-district health officer) who had already demonstrated a willingness to show interest and commitment through action.

There is another area where the approach perhaps needs some further thinking. While it involved close coordination with the sub-district chief and council and the various village development committees, and this indeed generally took place, it is not clear that these individuals and groups participated as organizations to the degree that might have been desirable in the long run. They did not, for example, prepare project proposals, losing an opportunity to enhance skills they need to fulfill their regular functions. The ROP core staff, particularly the project director, became aware of this as the project neared completion. Some villagers did as well. During discussions we had with the sub-district chief and council, the point was brought up on several occasions, most specifically by the sub-district chief himself.

"You know, maybe several projects should have been directed to the needs of the Council and the Village Development Committees as groups. We certainly need some training."

But, it should also be stressed here that more than several village headmen were insistent about the positive impact of the ROP on their development committees. They pointed out increased

responsibility among members and sharper focus on practical development efforts in their discussions. One relatively inarticulate but effective headman on each occasion he saw me would catch my eye, nod, and mumble "better ... we're better, definitely better."

D. UNIVERSITY

1. Introduction

Five ROP projects were directed exclusively to the university itself. These were a staff training trip to development projects in the north and northeast, participation in an international conference on rural sociology and a subsequent visit to other Asian countries by the project director and one of its advisors, an in-house seminar on the "Lessons of Koo Tau," a study of the project's lessons by a professor at the Faculty of Management Sciences, and a national seminar on university roles in rural development.

All these activities were considered valuable learning experience by participants I met. The project director, however, was not entirely satisfied with the direction the national seminar took, as she had expected that a closer examination of development issues through an exchange of experiences would have emerged.

Leadership in field activities among the six faculties involved in the ROP varied considerably in nature and number. In no case did two or more faculties collaborate on the same activity. In only five was there any collaboration with any group other than the ROP core staff. Only seven of the forty field activities involved PSU students. The breakdown is as follows:

TABLE S - FACULTY RESPONSIBILITY FOR FIELD PROJECTS

FACULTY	NO. OF PROJECTS (TOTAL)	NO. OF PROJECTS W/COLLABORATORS	NO. INVOLVING PSU STUDENTS
Engineering	4	2	0
Management Sciences	0	0	0
Medicine	4	1	1
Natural Resources	9	2	2
Nursing	1	0	1
Pharmacy	2	0	1
-----			
SUB-TOTALS	20	5	5
-----			
ROP Core Staff	20	14	2
-----			
TOTALS	40	19	7

1. Participating Faculty

In a group discussion with representatives from five of the six faculties involved (no one from management science attended), the ROP's impact was stated as follows (from strongest or clearest to most marginal):

--- More aware of need for/interested in inter-faculty collaboration (STRONGEST)

--- More personal contacts with professors in other faculties

--- More supportive of the need to create facilitating mechanisms and incentives for achieving the same

--- More aware of difficulty in transferring knowledge to villagers

--- More concern with design of student practicums (VERY MARGINAL)

## 2. Participating Students

### Faculty View

There has always been a commitment to rural service, at least the seeds of such a commitment, among many students. The ROP gave some of these individuals an opportunity to test this commitment in the face of reality and, for those who retained such a commitment, to think about how to provide services related to their specialization in a more effective manner.

In the Faculty of Pharmacy, fifth year students who participated in the Koo Tau project during their fourth year tended to choose social science electives to a greater extent than their fellow students who did not.

Eight PSU students who participated in the ROP in its first year were hired upon graduation along with students from other universities to work on development field teams to open new rural communities for veterans and people who had responded to the military's "open arms" program. All eight were chosen by their counterparts during training to serve as team leaders once in the field.

### Student Views

In comparing participation in Koo Tau with other opportunities offered for practicums student former students in the Faculty of Natural Resources made the following points.

--- They had more opportunity to think on their own and as a group, to initiate, solve problems, organize; more responsibility and, therefore, learned more about development process skills, e.g., how to learn about social/cultural/economic context of target area, and effective learning processes for rural adult villagers.

--- In preparation of final reports for grade they had more opportunity to discuss points/issues with professors from different disciplines involved in/knowledgeable about the project and project area.

#### 4. Rural Outreach Activities

##### Inter-Faculty Collaboration

University faculty and administrators involved in or knowledgeable about the project were unanimous in their opinion that the project had resulted in more inter-faculty collaboration than had been evident in previous efforts, although the project director and the facts (See Table S, above) seemed reluctant to support such a contention. Both groups felt that the project had helped to lower the traditional walls that separated faculties to a measurable extent and that within

most if not all the participating faculties there existed a group of professors, perhaps not a critical mass but, at least, an emerging critical mass, committed to greater inter-faculty collaboration in the future.

Neither group, however, left the impression that this trend was either widespread or irreversible. In fact, voices as divergent as junior faculty, the project director, and senior top level administrators all conveyed the need for action in short order to insure that the momentum established is not lost. Several options are presently under consideration and there is pressure to make some decisions and begin to act.

#### Project Office Staff

The project was able to mobilize a small core staff (the project director plus 3-5 project hire staff) working at both the central office and tambon center levels that was impressive in terms of both commitment and talent and, importantly, their ability to work as a team. This mobilization was not a one-time effort, but, as talented young people left for the kind of permanent employment the university could not offer in connection with this soft money project, a replacement of similar if not always equal competence was eventually found. One person who left for a permanent position with the agricultural bank periodically calls in to check if any permanent positions with the ROP office are possible. When he left, he indicated he would return if such positions became available.

Both faculty and students involved in field activities in Koo Tau (and the residents and local leadership of the sub-district) gave this team high marks for their coordinating/facilitating efforts. In essence the project hire personnel on this team, knowledgeable about the community and its people as well as the full range of field project activities played "broker" or "linking" functions between the villagers and university professors and students involved in field projects, among the various field project staffs, and, at times it appears, among the village groups themselves. As for the project director in addition to involving herself in similar linkage efforts devoted considerable energy to seeking greater interest in the sub-district on the part of district officials, encouraging faculty participation (by, for example, suggesting possible project activities and/or roles they might play), securing support services from specialized government units (e.g., provincial livestock, regional fisheries, provincial home industries), and attracting private sector inputs in cash and kind (e.g., Bangkok Bank cash support for the production of video tapes, Charoen Pokaphandh Co., Ltd. provision of chicks, etc.)

In any case the performance of this team was such that the several options for maintaining inter-faculty rural outreach activities include, as an important component, a permanent unit which will have among its functions some if not many of those handled by this staff.

Overall: The Movement to Permanency

In this reviewer's opinion the project's most important impact in this area has been the stimulus as well as the examples the project

has provided the university administration regarding the creation of a permanent rural outreach mechanism supported in large part with hard (university) as opposed to soft (specific project related) funding. Leading this effort are administrators who have served on the Koo Tau project's advisory board and professors from the various faculties who have participated in project activities. Discussions of this matter which took place during the course of the evaluation focused on a "council" or "association" of faculty and other interested university personnel supported by a permanent hire core staff or secretariat. The "council" or "association" type arrangement would enable the mechanism to be relatively free from the regulations guiding academic personnel and activities.

The functions of this "council" and support unit have been discussed in the following terms.

1. Project development: keep faculties informed of potential funding sources and, perhaps eventually, assisting them to develop/process proposals.

2. Inter-faculty coordination: keeping the various faculties informed of rural outreach activities upcoming and on-going through periodic meetings, occasional seminars, and a regular newsletter. This activity could subsequently expand to include the publication of an occasional paper series and/or a journal on rural development.

3. A small team of experienced development workers who could help the various projects get their operations under way, play "broker"

roles in support, and/or assist these projects identify/recruit project hire personnel from among faculties not directly involved in the project or recent graduates from those faculties.

The issues dominating current discussions are numerous. Among the most critical are several raised by the rector. His major concerns are that an arrangement be found that brings permanency without stifling the creativity, flexibility, and enthusiasm that the Koo Tau Project core staff exhibited. This issue, he maintains, would have to be taken into account in determining, for example, "council" or "association" membership. Would it be best to have membership official, i.e., representing faculties, individual or some combination of the two?

He also seeks a strategy that promotes inter-faculty collaboration without challenging, or appearing to challenge, the authority of the faculty deans.

In addition, he is also concerned about an issue articulated most persistently by the project director and, to some extent, the Vice-Rector for Planning and Development, that is, the need to act in relatively short order to insure that the overall momentum, inter-faculty linkages, and mobilization of young support staff established by the Koo Tau Project are not dissipated.

Considerable discussion has also been directed to ways in which the costs for this office could be met by a combination of regular budget and project-funding. The former would support a small core

staff and office and core coordination/project development activities, while the latter might be assessed as fixed percentage of the budget of each project receiving support from the council and its secretariat under a university "overhead" or, perhaps better, university coordination and support services category. The possibility of having a sliding scale percentage depending on the nature and extent of services a particular project wished to "purchase" was also discussed.

Finally, with regards to an organizational "home" for the "council's" support unit several alternatives were discussed. Current thinking tends toward the university's recently established Research and Development Institute, an organization whose purposes are primarily related to academic as opposed to operational endeavors.

CHAPTER IV - CONCLUSIONS AND RECOMMENDATIONS

"We helped ourselves before PSU came. We'll help ourselves after they leave .....

"Yea, but I think we'll do it better.

---From an open discussion  
with a village develop-  
ment committee

"I hope the Acharns come to visit once in a while ....  
to sit and chat, you know ....."

"Is there any way they can come and give us some more  
advice.... like they did about pruning fruit trees?"

---From an open discussion  
with another village  
development committee

"The students? It was good to have them around. No  
trouble. When I see groups of them in Hatyai now?  
I think I look at 'em different. Hard to explain."

"I know my way to the university now. Know where to  
go when I get there, too."

---In response to question  
asked at the end of a dis-  
cussion with the Sub-district  
Council

A. CONCLUSIONS

1. Overall -- The villagers benefited more than students, faculty, university as a whole; perhaps even at cost the cost of students/faculty. The project staff was so strongly committed to the community in which they were involved, and always, it appears, so pressed for time, that they may have not spent sufficient time with

faculty members designing or organizing field projects to assist them involve students and staff from other faculties to the extent possible. While it is clear that some faculties and individuals might have viewed this assistance as unnecessary interference, some others appeared, at least by project end, to be openly receptive to it. This point should not be interpreted to mean that the project staff did not consistently service the operations of the various faculty efforts with both efficiency and creativity, but rather that their or, perhaps better, the advisory committee's input at the conceptualization stage of the various field activities might have been stressed somewhat more.

2. Development approach which has evolved around the project should offer a valuable model for other universities, NGOs, supra-agencies (e.g., Hill Tribes Division, Public Welfare Department) with relatively direct control over a wide range of services (or with the "influence" to secure such services in a timely fashion) and the ability to concentrate on a relatively confined physical area to consider. Its strengths lie in its ability (1) to begin with deliberate action on any of a range of critical community needs regardless of the technical sophistication needed to deal with them, (2) to use patiently a variety of educational programs to build greater awareness of problems among community members (if that is necessary) and provide information on or examples of alternative solutions, and (3) to respond effectively to village initiated actions in almost any area without being interminably delayed by the need for coordination. The ROP office and their field staff was the element of this model that made quick response possible.

3. The project's major flaw was partly a design problem. Project Office staff arrangements were inappropriate with respect to both number and specifications to cope with the type of coordination required if the project was to have a greater substantive impact on the university and its programs. The burden of this effort, as was the case with all coordination requirements, fell heavily, almost exclusively, on a project director who had a wide range of additional operational and technical responsibilities. The Operations Committee, as originally envisioned, did not apparently amount to much more than the project director and staff and one or two colleagues with strong ties of shared commitment and/or friendship.

4. The ROP's performance has been recognized by groups outside as well as inside the university. It is now playing a critical role in one internationally funded project ("Population Education for Muslim Minorities") and another pilot activity (palm oil production) that has caught the attention of the King.

#### B. RECOMMENDATION

While I have made many recommendations throughout Chapters II (e.g., regarding an evaluation design) and III, I will focus here on those most germane to the ROP's immediate future.

##### 1. Institutionalization or Permanency

--- Maintain momentum and contact among committed university faculty and administrators focusing on a continuous series of specific, low cost tasks that, while all valuable in themselves, have, as an important goal, the formulation of alternative strategies and ideas

regarding feasible institutional arrangements and broader support for the idea of institutionalization itself. A number of examples suggest themselves here.

--- Develop an action plan for achieving permanent arrangement (i.e., a schedule of meetings, activities, etc. to discuss issues, perhaps using evaluations of Koo Tau and FNRDC as an excuse to start, and moving to the creation of small task forces to prepare working papers.

--- Follow up the benchmark survey to secure the quantitative data needed to reinforce (or refute) and supplement knowledge/lessons gained from the experience.

--- Prepare scholarly articles on the basis of the information now available (e.g., case studies, etc.) and with new quantitative information from the proposed follow-up study and the publication of those articles in Thai and international journals in order to attract interest/support in ROP and its idea from others. The Asia Foundation should be able to assist with the preparation of the English versions of these articles and in identifying a range of journals likely to be interested (e.g., SID's Development) and pressuring/encouraging them to accept quality pieces for publication.

--- Urge The Asia Foundation to assist in identifying graduate schools and scholarships or work/study arrangements for faculty members with commitment to rural development fieldwork; also gather information on institutional arrangements on rural outreach type operations in universities elsewhere.

I am concerned that any effort to permanency will demand the same kind of time and focused attention that the key ROP energizer has shown in the past towards field activities. The ROP Office and its leader seem to be less oriented to development action within the bureaucracy than similar action in the field. They appear to be more intent on finding ways of sustaining some level of action in Koo Tau and taking on other field activities than in taking the time out to take on the battles that must be made if the ROP is to become a permanent unit. In fact, I am not sure in the grantedly brief time I have been associated with the group that I have met an individual who by temperament, commitment, and time to plan and carry out such an effort.

Perhaps, there is an important lesson here. Should or could a "project" that has among its goals institutionalization be designed in such a way to bring in people ready for such a battle from the beginning, plan for it at the beginning and marshal the needed data (through close evaluation) needed to achieve success without detracting from other more immediate objectives? Using Koo Tau case as an example, we might find project phasing established along the following lines.

Phase 1 - Planning, operations -- 36 months, with last six months a winding down of staff field level involvement;

Phase 2 - Final Evaluation and Policy Decision Regarding Institutionalization -- 6 months beginning month 30 with project staff backstopping this effort, i.e., it now becomes their primary job;

Phase 3 - (optional -- depending on favorable decision regarding institutionalization) Transition/preparation for institutionalization in which project staff play key backstopping role.

New project staff, meeting the necessary job specifications would be recruited at the outset of Phase 2 and, if Phase 3 was initiated, stay on to assist through that period as well.

2. Continued Roles for The Asia Foundation

It was not able to ascertain just what plans, if any, The Asia Foundation has for maintaining and continued working relationship with the ROP Office. It seems to me that such relationships be sustained in order to insure that much of the positive accomplishments of the project are not lost before they can have the kind of impact that is possible. It is not so critically important that this relationship involve the level of funding that has been involved in the past, if USAID and other major donors are not prepared to provide it. Much could be accomplished with a series of small grants from Foundation funds that can be disbursed at the local representative's discretion.

APPENDICES

APPENDIX A

LIST OF PEOPLE/GROUPS INTERVIEWED

<u>Date</u>	<u>Individuals/Groups</u>
Nov. 5	ROP Director
Nov. 8	ROP core staff (Director, Agricultural Development Specialist, current field-level Agricultural Extension Agent, original field-level Agricultural Extension Agent) and Professor of Animal Sciences, Faculty of Natural Resources
Nov. 8	Participating Faculty representatives (Pharmacy 2, Nursing, Medicine, Natural Resources), Project Director, and current Agricultural Extension Agent.
Nov. 9	Project Advisory Committee and Advisors (Dean of Faculty of Pharmacy, Rector, Vice-Rector for Planning and Development, Project Director, Dean of Faculty of Nursing)
Nov. 11	2 former student participants, Faculty of Natural Resources
Nov. 11	Representative of the Faculty of Engineering
Nov. 15	Headman, Village Development Committee, villagers from Village #3, Sub-district Health Officer, Primary School Principal  Headman, Village Development Committee, villagers from Village #7, Primary School teacher responsible for community development, head of aqua-culture group, pre-school committee members.
Nov. 16	Headman, Village Development Committee of Village #4  Medicine Fund organizer (villager) and salesperson, Village #3.  Sub-district Officer
Nov. 17	Supplementary Feeding Program organizer and distributor plus some development committee members, Village #9  School Principal, Village #8  Sub-district Council, Community Development Worker, headmen of villages #2, 3, 4.

Appendix A - continued

<u>Date</u>	<u>Individuals/Groups</u>
Nov. 19	Project Director and representative of the Faculty of Engineering
Nov. 22	ROP Agricultural Development
Nov. 24	ROP Director and The Asia Foundation's Assistant Representative
Nov. 27	ROP core staff

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APPENDIX B

CHARTS

BASIC INFORMATION ON FIELD PROJECTS

PROJECT	RESPONSIBLE FACULTY/AGENCY	KEY COLLABORATORS	# PSU PARTICIPANTS		VILLAGER GROUPS #PART				
			FACULTY	STUDENTS					
<b>OCCUPATION RELATED</b>									
Aquaculture Subtotals	6	1	3	3	0	4	80		
Mullet Farming	Rural Outreach	-		0	0	1	20		
Giant Freshwater Prawn Cultivation	Project (ROP)	Natl Coastal Aquacult.Ct.		0	0	1	20		
Shrimp Farming (Banana)	ROP	Songkhla Prov Fisheries		0	0	2	40		
Tiger Prawn Farming	ROP	--- * ---		0	0	2	40		
White Sea Bass Farming	ROP	--- * ---		0	0	2	40		
Road Construction to Shrimp Farm	Engineering	Hatyai Dist.		3	0	0	30		
Soil Improvement Subtotals	2	2	2	11	0	0	195		
Soil Testing/Increase Rice Production	Natural Resources	Pattalung Rice Research Inst.		4	0	0	192		
Improving Acid Soil	ROP	Land Develop. Dpt		7	0	0	3		
Livestock/Poultry Subtotals	7	3	2	19	126	0	1150		
Animal Marketing Study	Natural Resources	-		3	74	0	0		
Swine/Poultry Vaccinating	ROP	Songkhla Prov Livestock Off		10	52	0	956		
Improve Swine Breed	ROP	-		0	0	0	44		
Training in New Swine Rearing Techniques	ROP	Natl Ctr of Swine Research		2	0	0	134		
Chickens/Layers Raising	ROP	-		0	0	0	2		
Study Native Goat Growth	Natural Resources	-		2	0	0	8		
Demonstration Of Back-yard Feed Grass Plots	Natural Resources	-		2	0	0	6		
Misc. Cultivation Subtotals	5	2	1	5	20	0	97		
Experiment to Improve Sugar Cane Strain	Natural Resources	-		1	0	0	4		
Citrus-Training/Dem.	ROP	-		3	0	0	63		
Vegetable Cultivation	ROP	-		0	10	0	7		
Demons. Biological Pest Control	ROP	Natl Pest Control Ct/NRC		1	0	0	3		
Compost Demos.	Natural Resources	-		0	10	0	20		
<b>TOTALS: # of Projects --</b>	<b>20</b>	<b>Faculties --</b>	<b>8</b>	<b>Other Agencies --</b>	<b>8</b>	<b>38</b>	<b>146</b>	<b>4</b>	<b>1522</b>
		<b>(Not incl. ROP)</b>		<b>(Not incl. ROP)</b>					

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PROJECT	RESPONSIBLE FACULTY/AGENCY	KEY COLLABORATORS	# PSU PARTICIPANTS		VILLAGER				
			FACULTY	STUDENTS	GROUPS	#PART			
<b>HEALTH RELATED</b>									
Nutrition Subtotals	2	2	0	2	0	3	91		
Study of Nutritional Status of Preschool Children	Medicine	-		1	0	0	59		
Improving Nutrition Of Preschool Children	Natural Resources	-		1	0	3	32		
Water Subtotals	3	1	2	3	0	2	70		
Drinking Water Treat.	Engineering	-		2	0	0	20		
Bamboo Reinforced Rain Catchment Tanks	Engineering	-		1	0	0	4		
"Big Jar" Rain Catchment Tanks	ROP	Subdist. Health & PCDA (1)		0	0	2	46		
General Health Knowledge	2	2	0	22	40	0	888		
Home Health Care Training	Nursing	-		17	40	0	720		
Health Ed Training for Teachers & Pupils	Medicine	-		5	0	0	168		
Parasites Subtotals	2	2	0	5	20	0	1605		
Testing Schoolchildren for Intestinal Worms	Medicine	-		2	20	0	398		
Treatment of Intestinal Worms in Schoolchild.	Medicine	-		3	0	0	1207		
Sanitation Subtotals	2	0	2	1	0	2	56		
Biogas Demonstration	ROP	Natl Energy Ctr.		1	0	0	2		
Sanitary Toilets	ROP	Subdist. Health Officer		0	0	2	54		
Medicine/Drugs Subtotals	2	2	0	12	84	3	253		
Training/Use of Medicines	Pharmacy	-		10	74	0	200		
Est. Medicine Funds	Pharmacy	-		2	10	3	53		
<b>TOTALS: # of Projects --</b>	<b>13</b>	<b>Faculties --</b>	<b>9</b>	<b>Other Agencies --</b>	<b>2</b>	<b>45</b>	<b>144</b>	<b>10</b>	<b>2963</b>
		<b>(Not incl. ROP)</b>		<b>(Not incl. ROP)</b>					

NOTES: # PCDA = Population and Community Development Association

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PROJECT	RESPONSIBLE FACULTY/AGENCY	KEY COLLABORATORS	# PSU PARTICIPANTS FACULTY	STUDENTS	VILLAGER GROUPS	#PART			
GROUP FORMATION (Income/Education)									
Rural Youth Development (Agric/Health)	Natural Resources	State Univ. Bur.	8	40	0	62			
Rural Youth Development (Leadership)	Natural Resources	State Univ. Bur.	3	15	0	60			
Mat Weaving	ROP	Indust Promotions	0	0	4	74			
Seamstress Training	ROP	Indust Promotions	0	0	1	4			
Animal Feed Retailers	ROP	-	0	0	1	70			
Preschool Center	ROP	-	0	0	1	44			
Village Handyman Training	Engineering	-	4	0	0	38			
=====									
TOTALS: # of Projects --	7	Faculties --	3	Other Agencies --	4	15	55	7	352
=====									
GRAND TOTAL	40		20		6	98	345	21	4837
=====									

APPENDIX C

CASE STUDIES

CASE STUDY: HEALTH-RELATED PROJECTS IN KOO TAU SUB-DISTRICT

"The people in this village want toilets. It's clear we've got to organize something. What we need is a revolving fund of some kind to start things, to help the group of interested villagers get going."

"Don't you have a project to support this?"

"Yea, the village is eligible for 3,800 baht from public health," the sub-district health worker answered.

"Cash or goods?"

"Goods ... the porcelain bowls, that kind of thing."

"But we still need the revolving funds."

"You folks in the Village Feed Coop, what did you say your current working capital was?"

"A little more than 100,000 baht?"

"Couldn't you release 5,000 or so of that for a while to help your village get the toilet project going?"

"Well, I suppose so....I mean if the members agreed ....sure."

The above dialogue, reconstructed on the basis of detailed notes taken during a discussion among village #3 development committee members in mid-November, 1985 typifies the widespread interest in matters related to health and sanitation I found throughout the sub-district. The excerpt also indicates a general approach to problem-solving in which the development committees and, indeed, the villagers in general have developed an increased confidence, i.e., the formation of groups and access to a revolving fund to help them convert ideas into action more quickly.

All the village groups I met were quick to credit PSU's three-year project with creating among villagers a greater awareness of health-related problems and a commitment to taking corrective actions. More importantly perhaps, at least for the long run, a number of villagers in community leadership positions (i.e., members of the village development committee and sub-district council) felt villagers had greater confidence in group action as a result of their own experiences in PSU project-related groups or their knowledge of the successes such groups had achieved.

It is not the purpose of this case study to prove or refute the villagers' conclusions. Rather, the intention here is to describe various health-related activities undertaken in connection with the project in order to better understand what did and did not work and to analyze why.

The ROP core staff ranked two action projects related to health among the top three activities supported by the overall PSU effort. Villagers who participated in these as well as other activities also ranked them either first or second in terms of impact or usefulness. They are also activities in which other villages have expressed a keen interest in pursuing and support for their expansion was given a high priority at a recent meeting of the sub-district council. Finally, the Sub-district Health Officer thought the two projects were the most successful health-related activities supported by PSU. (Discussion, November 16 at Village #3) These projects are the construction of sanitary latrines/toilets and rainwater catchment tanks using the "Big Jar" design.

The case study will focus on a discussion of these two activities, both of which were initiated only in the last half of the last project year, and then present more briefly an outline of other health-related activities that (1) may have planted the seeds for these ideas or, at least, helped to motivate village action on them and (2) established the relationships among villagers, ROP project staff, local health official that made the resulting collaborative efforts so successful.

### THE HIGHLY SUCCESSFUL PROJECTS

#### The "Big Jar" Rainwater Catchment Tank Project

##### Description

This activity, which began in January, 1985, was a collaborative effort among villagers, the Rural Outreach Project core staff, the Sub-district Health Officer, and the Hatyai Branch of the Population and Community Development Association (PCDA). The core staff ranked the project second among the forty activities supported by the larger PSU project.

The project's main objective was to enable the villagers to have ready access to safe (high quality), economical drinking water year round. The original target was to assist two families in each of the sub-district's ten villages construct these 2,000 litre "jars." The assistance was to take the following forms; (1) the provision of a mold by the PCDA, (2) the training of three sub-district residents (one experienced craftsman and two other volunteers) in the construction process by the PCDA, and (3) a 900 baht cash advance per family

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for the purchase of cement and other materials needed for construction. This advance was to be repaid in 100 baht monthly installments.

After discussions with village leadership throughout the Sub-district and further analysis of need and interest by the Sub-district Health Officer and ROP core staff, it was decided to focus the initial effort on Village #3 where acidic and saline groundwater problems were severe and where approximately 50 village families had expressed a strong interest in participating in the effort. Within eight months 46 jars had been built. An additional 23 families in the village have asked to participate and the development committees and residents of villages #4, 5 and 7 have requested that a similar project be undertaken in their communities.

#### Analysis

In the terms of the Village #3 development committee the "Big Jar" Project was successful for the following reasons. First, the community was "ready." Second, "the Sub-district Health Officer visited the village frequently." Third, the ROP "money provided the cash on hand needed for immediate action in response to the interest shown." (Discussion with village #3 development committee, November 15)

These points were elaborated on in further discussions among the committee members, the health officer, and two members of the project's core staff. "Readiness," the former village headman explained, "meant we knew we had this problem about drinking water

and we wanted to do something about it." Project staff offered the suggestion that the villagers were also ready in organizational terms, that their experiences in organizing and operating the profitable Animal Feed Retail Cooperative gave them increased confidence in their ability to organize and conduct this activity. I also got the sense from the tenor of the discussion and the interaction that was taking place that "readiness" here included a phenomenon that I have been much closer to in other village development settings. That is, that the villagers had confidence in the health officer and the PSU staff, a confidence that these individuals were involved in or committed to this project and would stay with it until it succeeded or every effort to achieve success had been made.

In expanding on the health officer's inputs the committee mentioned his interest and encouragement rather than any particular technical advice. The health officer indicated that he felt the success of the effort had a lot to do with the fact that the villagers involved and the development committee met frequently, not only during his visits but at other times as well. But the importance the villagers placed on his interest became clearer as the villagers turned the focus of the discussion to the other sub-district level officials who in recent years were rarely (community development) or never (agricultural extension) seen.

The seed money or revolving fund appears to have been important for several reasons. The villagers insisted that it was essential because people lack cash. My experience elsewhere in southern Thailand

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indicates that suggestions such as putting 100 baht a month aside for nine months instead of taking a 900 baht loan and paying it back at 100 baht a month fail to take into account not only the constant social as well as consumer pressures on villagers but also villager psychology. The average individual will have a difficult time developing the discipline needed to counter the social and consumer pressures until there is a change in the psychology. Is this latter change possible when so much that happens to the villager, that goes on around him, suggests that little is secure and that changing situations are opportunities for individuals or groups to compete to manipulate guided solely, not merely primarily, by concerns with their own gains. In any case villager cash flow patterns makes it easier, psychologically perhaps, if not always in fact, for an individual or family to part with a modest sum monthly than a larger one all at once. Moreover, even if they have the necessary cash on hand, many villagers are most reluctant to part with relatively large amounts at one time for activities that offer no direct economic return.

One ROP core staff member insisted that a revolving fund type arrangement was critical in that it enabled villagers to move an idea and a commitment into action more quickly than would be otherwise possible. He argued that relatively immediate action was an essential element for the success of any development activity among poor rural villagers because too many villagers had too frequently experienced government efforts that petered out before any real action took place.

Finally, several members of the village development committee indicated that the revolving fund worked because the "acharn" from PSU ran it, that is, collected the repayments. They indicated that the villagers were too "krengchai" (most quickly, "hold in awe with an element of fear") the acharns not to make the repayments. Krengchai, they felt, also explained why a villager, even the headman, would not be as successful in securing the repayments. They backed off their point somewhat when they were asked whether or not the village development committee as a whole could not elicit a sense of "krengchai" from those taking an advance that would insure a good rate of repayment. The village headman responded with particular enthusiasm to the subsequent suggestion that one way which might help convey or reinforce the fact that the village development committee as a whole was in charge would be to share responsibility for collection among members rather than leaving it up to the headman alone. The committee seemed to bury the point towards the end of the session as they began to make plans for securing a revolving fund from the village's Animal Feed Retailers Cooperative for the construction of toilets.

### The Sanitary Toilet Project

#### Description

The second project to be discussed here was the last activity undertaken by ROP. It began in May, 1985. Like the "Big Jar" activity it was ranked second overall by the Rural Outreach Program

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core staff and considered equally high among health activities by the Sub-district Health Officer. It also provided a good example of collaboration among villagers, the project staff, and the local health officer. In this instance the latter provided information regarding designs and their costs and advised on actual construction.

A total of 54 families have been involved in the effort; 22 in village #9 and 32 in village #10. At present 45 village families have completed construction of their toilets. They received revolving funds ranging from 800 to 1,200 baht from the Rural Outreach Program and to date more than 80% have regularly made the 150 baht monthly repayment on schedule. The staff indicated that none of those families who are in arrears are more than a month or two payments behind schedule.

#### Analysis

Schedule constraints made discussions with the development committees of the two villages involved impossible. The volunteer medic (Aw Saw Maw) of village #9 indicated that the reasons why this activity succeeded to a greater degree than other ROP-assisted activities related to health undertaken by the village were that (1) the effort did not require the villagers to alter for any significant length of time their work routines, and (2) the "acharns" managed the loan fund. (Conversation, November 17) The Sub-district Health Officer felt the project was easier to organize for and undertake than the Nutrition/Supplementary Feeding for Young Children Fund, that it met a felt as well as real need, and, importantly, that visible results were immediate.

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Project staff views varied. One suggested that success was due to the techniques and methods used to insure repayment so the money could rotate.

THE BACKGROUND: PRIOR HEALTH-RELATED ACTIVITIES

How did these activities come about?

PSU had been active in Koo Tau Sub-district for several years prior to the signing of a project agreement with The Asia Foundation. During that time several activities related directly or indirectly to public health were undertaken. In September-October, 1981 a benchmark survey was undertaken that provided the Rural Outreach Project staff with the following information. First, three health-related matters were among the ten most frequently mentioned non-agricultural/occupational problems identified by the sample population. These were "drinking water," ranked second; knowledge in health and sanitation, ranked eighth; and medicine, ranked ninth non-agricultural/occupational problems, following information related to this case study. They also learned that no one mentioned the sub-district health officer as a "source of knowledge."

Of the seven projects undertaken during this early period two concerned health. The Faculty of Engineering, funded by the Canadian Embassy, analyzed the ground water taken from sample wells throughout the sub-district and attempted to devise economical filter and treatment systems that would make the acidic and saline water found in many wells potable. A second project, undertaken by the Faculty of Medicine

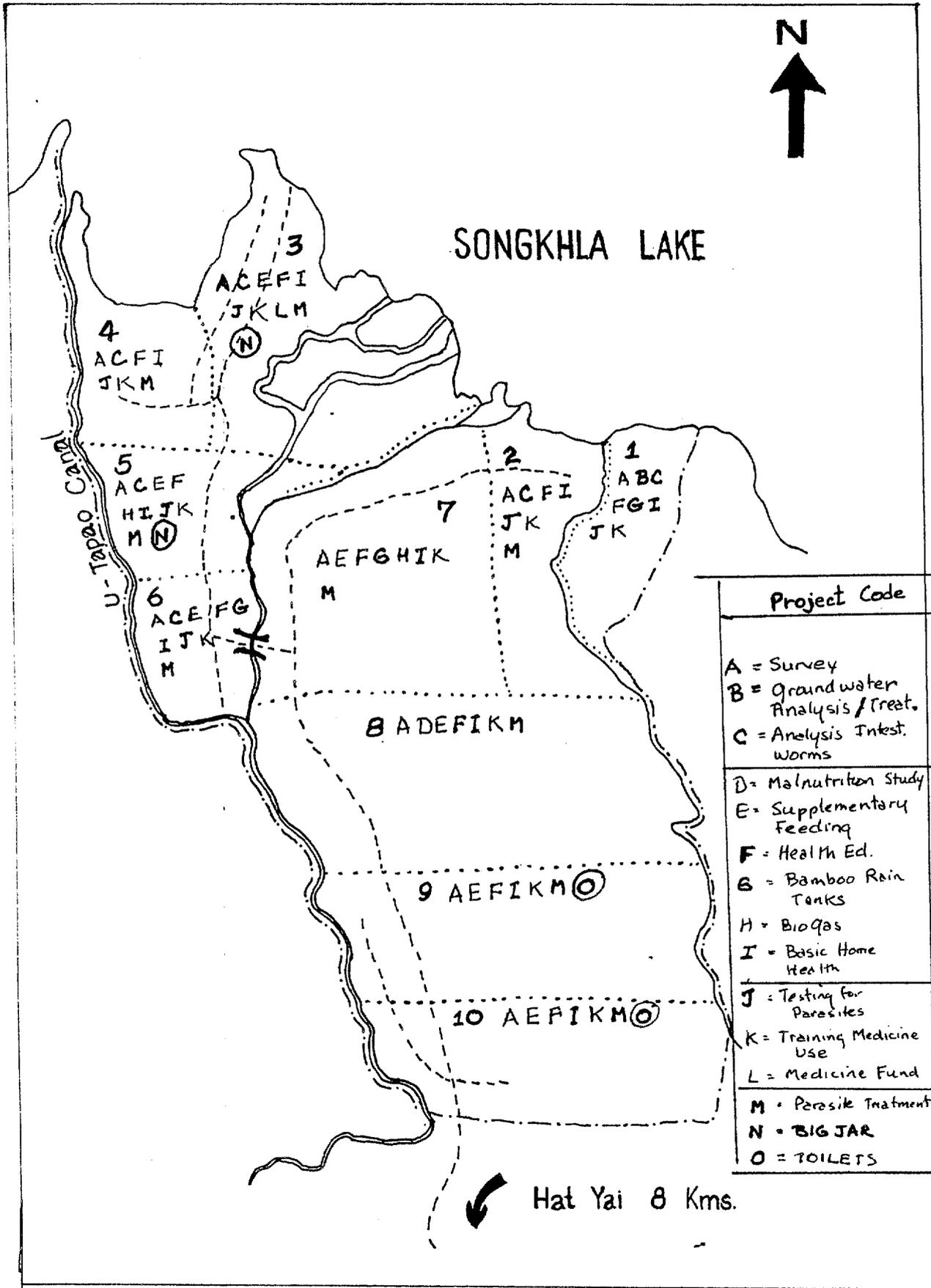
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with support from the Office of University Affairs, was a study of worm infection and malnutrition among school children in six of the sub-district's ten villages. This effort also included the distribution of one hundred iron pills and directions on the use to anemic pupils and instructions on the purchase and use of medicine to parents of pupils identified as suffering from worm infestation.

The following map and chart show the location and chronology of these projects. They also suggest their possible relationships with the two activities with "high" success ratings.

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# MAP OF TAMBON KOO TAU HEALTH RELATED PROJECT ACTIVITIES



Project Code	Year
A = Survey	1981-82
B = Groundwater Analysis / Treat.	
C = Analysis Intest. worms	
D = Malnutrition Study	1983
E = Supplementary Feeding	
F = Health Ed.	
G = Bamboo Rain Tanks	
H = BioGas	
I = Basic Home Health	1984
J = Testing for Parasites	
K = Training Medicine Use	
L = Medicine Fund	1985
M = Parasite Treatment	
N = BIG JAR	
O = TOILETS	

HEALTH PROJECTS: CHRONOLOGY AND RELATIONSHIPS

PROJECTS	Nutrition for Preschool Children	Drinking Water Improvement	Basic Home Health Training	Health Train- ing/Teachers & Pupils	Intestinal Worms In School Children	Biogas Demonstra- tion	Sanitary Toilets	Medicine: Training in use & Fund
Pre TAF	1981-2: PSU	1981-2: Study & Treatment of Groundwater			1981-2: Study of problem			
Involvement	[A]	[B]			[C]			
1982								
1983								
	[D]							
	Study Begins							
	* [E]			[F]				
	* Training			Training				
	* Feeding	[G]		Begins		[H]		
	Ends	Bamboo Rein- forced Rain Catchment	[I]	Ends		Demonstra- tion		
		Tanks Demon- stration	Training Begins by Village					
					[J]			
1984	[D]		Groups		Testing			
	Study							
	* [E]							
	Ends							
	Village Nutri- tion Fund							[K] Training
	"							
	"							[L] Est. Fund
	"							
	"	[N]			[M]			
1985	"	Big Jar Rain Catchment Tanks		Ends		Demonstrate Treatment & Training		
	"						[O] Village	
	"						Groups	
	"					Ends	Begin	
	"						Construct	
	"							
	"	Subdistrict Council					Subdistrict Council	
1986	"	continues					continues	

NOTES: \*\*\* = Close ROP support/monitoring; \* = Villagers acting (less space between more the action);  
[A],[B], etc. = Sequences of projects; can be used with following map.

## APPENDIX D

### REFERENCES

1. Materials/Documents Prepared for General Dissemination
  - 1.1 (1985) Kaechakupt, Supin (Ms.) , "A Report on the Lessons of Koo Tau (Raajngaan Kaansyksaa Ruang Botrian Caak Khuu Taaw)" 56 p. mimeograph.
  - 1.2 (1982A) Kullavanija, et. al., "Benchmark Survey (Kaan Samruad Chuumchon Tambon Khuu Taaw)," 42 p. typewritten.
  - 1.3 (1982B) \_\_\_\_\_, "Integrated Rural Development at Tambon Koo Tau." Hatyai: Prince of Songkhla University, 51 p.
  - 1.4 (1984) Kullavanija, "Study Tour on Community Services Programs in Indonesia, the Philippines, and the Republic of China (Taiwan), December 3-28, 1984." Rural Outreach Project, Prince of Songkhla University, 9 p. mimeograph.
  - 1.5 (n.d.) ROP, "The Koo Tau Rural Development Project; Prince of Songkhla University (Khrongkaan Phatthanaa Chonabot Tambon Khuu Taaw)" 5 p. mimeograph.
  - 1.6 (1983) \_\_\_\_\_, "The Operative Principles and Concepts of the Koo Tau Rural Development Project (Lakkan Le Naewthaang Kaandammerngaang Khong Khrongkaan Phatthanaa Chonabot)" 1 p. mimeograph.
  - 1.7 (1985A) \_\_\_\_\_, "Summary of Community Service Programs at PSU (Sarup Khrongkaan Burikan Wichaakan Kae Sangkhom Mahaawithayaalai Songkhla Nakharin)," 18 p. mimeograph.
  - 1.8 (1985B) \_\_\_\_\_, "Summary of the Seminar in Rural Development in Tambon Koo Tau (Sarup Phon Kaan Saminaa Kaan Phatthanaa Chonabot Tambon Khuu Taaw)," 4 p. typewritten (Seminar held on September 6, 1985)
  - 1.9 (1983) Siritattananukul, Yuphinphan, "Animal Raising and Marketing in Tambon Koo Tau; a Research Report (Kaansuksaa Saphaawa Talad Le Kaanliang Sat Nai Chonabot Tambon Kuu Taaw)," June, 1983, 32 p. mimeograph.

- 1.10 (1984) Suthipradith, Sumalee, et. al., "Development and Improvement of Highly Acidic Soil for Rice Cultivation (Kaan Phatthanaa Le Prabprung Din Priaw Phua Kaan Pluuk Khaaw)," 25 p. mimeograph.
- 1.11 (1985) Tambon Koo Tau Rural Development Committee, "Report on the Basic Home Health Care Project (Raajngaan Khrongkaan Obrom Raksaa Phayaabaan Nai Khrua Ruan)" Faculty of Nursing, Prince of Songkhla University, 37 p. mimeograph .
- 1.12 (1985) Tirawatana, Kanok, "Report on the Supplementary Feeding Program for Pre-school Children (Raajngaan Phon Kaan Damnerngaan Khrongkaan Phatthana Thaang Phochanaakaan Nai Dek Kon Rian, Tambon Khuu Taaw)," 21 p. mimeograph.

## 2. Internal Documents

- 2.1 Evaluation: Year I Asia Foundation to USAID
- 2.2 Progress Reports Nos. 1 to 4; ROP to Asia Foundation
- 2.3 Progress Reports 6, 12, 18, 24 months; Asia Foundation to USAID
- 2.4 Project Agreement Between Asia Foundation, September, 1982
- 2.5 Project Proposals (Field Activities) from various faculties to ROP (total 17)

## 3. Project Produced Materials Distributed to Sub-district Residents

<u>3.1 Occupation-related</u>	<u>Distribution</u>
-- Raising Chickens: Overview	Trainees/Others Interested
-- Vaccinating Swine/Poultry	" " "
-- Shrimp Farming	Group Participants/Others
-- Rice Farming (6 pamphlets)	Trainees/Others
-- Swine Raising	Group Participants/Others
<u>3.2 Health-related</u>	
-- Bio-gas converters (design)	Village Development Committees
-- Water Treatment Systems	" " "
-- Basic Home Health Care	Village Dev. Com., schools, reading centers, wats, mosques
-- Knowledge About Parasites	" " "