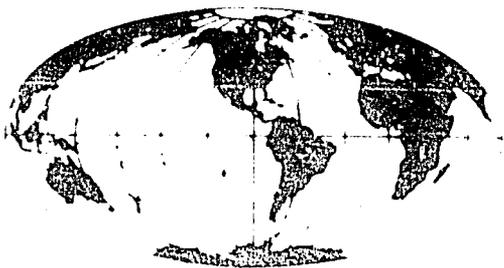


IN AMY-051

REPORT

DEVELOPMENT TRAINING FORUM



BANGKOK: JULY 26 - AUGUST 2, 1978

UNIVERSITY OF DENVER • DENVER RESEARCH INSTITUTE

DEVELOPMENT TRAINING FORUM

BANGKOK, THAILAND

THIS DEVELOPMENT TRAINING FORUM ADDRESSES THE ROLE OF WOMEN IN RURAL DEVELOPMENT BY PROVIDING A USEFUL PLANNING METHODOLOGY THAT CAN BE USED BY VARIOUS ORGANIZATIONS FOR EFFECTIVE PLANNING IN RURAL DEVELOPMENT.

UNDER USAID CONTRACT AID/TA-C-1337

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INTRODUCTION TO THE WORKSHOP

THE WOMAN OF TODAY LIVES IN AN EXTRAORDINARY MOMENT OF HISTORY. HERS IS A TIME BETWEEN THE MEMORY OF PAST IMAGES OF WOMANHOOD AND NEW EXPECTATIONS OF THE FUTURE.

URBAN AND VILLAGE WOMEN ALIKE ARE RAISING QUESTIONS OF HOW THEIR ORGANIZATIONS AND ACTIVITIES CAN BE MORE EFFECTIVE IN SHAPING A NEW SOCIETY.

THE DEVELOPMENT TRAINING FORUM WAS DEVELOPED BY THE DENVER RESEARCH INSTITUTE WITH THE SUPPORT OF THE U.S. AID/OFFICE OF SCIENCE AND TECHNOLOGY IN ORDER TO PROVIDE A FORUM FOR DISCUSSION REGARDING THE ROLE OF WOMEN IN FACILITATING THE FLOW OF TECHNOLOGY AND KNOWLEDGE TO RURAL AREAS.

SPONSORSHIP

The Denver Research Institute. DRI focuses on cooperative programs of research and technical assistance with research institutes and centers throughout the world. DRI provides opportunities for a two-way flow of people, a variety of short- and long-term training programs, short-term management consultation and technical assistance. DRI provides a center for the exchange of technical and "know-how" information and participates in cooperative research projects.

Contact: Melinda Cain, Judy Ellison
Office of International Programs
Denver Research Institute
University of Denver
Denver, Colorado 80208, U.S.A.

The Applied Scientific Research Corporation of Thailand. ASRCT was established in 1964 to ensure the best use of science and technology for national economic and social development. ASRCT conducts research and supplies applied scientific services beneficial to state organizations, private concerns, and international agencies. Emphasis is placed on research in agriculture and industry, particularly toward the expansion of employment in rural areas.

Contact: Dr. Malee Sundhagul
ASRCT
196 Phahonyothin Road
Bangkhen, Bangkok 9

The Thai Association of University Women. TAUW is concerned with the participation and role of women in development. Towards this objective, the TAUW concentrates on projects such as translating and producing books for use in rural areas, selection of recipients for fellowship awards, and arranging programs on such topics as problems of poverty in rural and urban areas and improvement of health and nutrition habits.

Contact: 9/7 Mu 8 Suan Luang
Sukhumvit 77
Bangkok 11
(M. L. Anong Nilubol)

IN COOPERATION WITH:

The National Women's Council. The NWC serves as the coordinating unit for 91 women's organizations throughout Thailand. Among many other activities, the Council is involved with the development of member organizations as coordinators of rural community work. The Council also provides training courses in leadership and vocational skills in the areas of agriculture, health and nutrition, and handicrafts as needed by individual communities.

Contact: Khunying Sumalee Charitkavanij, President
The National Women's Council
514 Manangkhasila House
Larn Luang Road
Bangkok

OPENING ADDRESS

Melinda Cain
Denver Research Institute
Office of International Programs
25 July 1978

I would like to say a few words about the Office of International Programs (OIP) of the Denver Research Institute, its linkage with the Applied Scientific Research Corporation of Thailand (ASRCT), and our concern for the role of women in national development.

The OIP/Denver Research Institute was created in 1973 in response to needs expressed by various research institutes for advisory services and technical assistance in developing better research and management capabilities. We now have linkages with 60 research institutes in over 25 countries in Africa, Asia, and Latin America. Our activities include information services, regional training activities, a research grants program, and collaborative research activities with various institutes.

During our work with ASRCT, we have been very pleased and impressed with the institute's response, its capabilities and desire to cooperate and develop progressive research programs. In particular, Dr. Malee Sundhagul has been a great help in developing the concept that gave birth to the Development Training Forum here in Thailand. We are also privileged to participate with the National Council of Women of Thailand and the Thai Association of University Women, two organizations which are instrumental in rural development of Thailand.

In the past few years there has been a growing awareness both within our institute and within governmental and private institutions that women are a strong force in national development and play a significant role in furthering the economic and social progress of a country. This awareness of the importance of women's issues in national development has caused DRI to focus part of our current program on women in development. We were able to develop the design of the Development Training Forum with the support of the U.S. Agency for International Development's Office of Science and Technology.

In our work, we have found that interests, concerns and needs are very different in each country. It is this recognition of the need for local input and attention in the design of development planning that makes the planning method of the Development Training Forum so useful. During the next six days, we will introduce to the participants an effective planning method that can be useful in many organizations for all levels of activity. It is a method that will allow participants to better plan a program within their organizations as well as better plan collectively for their country's development. The method is a "how-to" go about planning, and draws upon the collective experience of the participants. It will provide a coherent and structured form to your productive activities in rural development.

I want to express our appreciation to Your Royal Highness for having us in your country and allowing us to participate in this program.

DEVELOPMENT TRAINING FORUM

DAILY SCHEDULE

Wednesday, 26 July

Opening Ceremony

Report presented by Dr. Malee Sundhagul
Applied Scientific Research Corporation of Thailand

Report presented by Ms. Melinda Cain
Denver Research Institute

Opening remarks by Khunying Sumalee Chartikavanij
President of the National Council of Women of Thailand

Opening remarks by M. L. Anong Nilubol
President of the Thai Association of University Women

Opening address by Her Royal Highness Princess Chulabhorn

Community development in Thailand: Problems and Suggestions for
Solution
Her Royal Highness Princess Chulabhorn

Discussion

Thursday, 27 July

Khunying Sumalee Chartikavanij, President, National Women's Council:
"Problems and Practical Blocks to Carrying out Development Programs
for Women"

Contradiction Workshop Session

Proposal Workshop Session

Friday, 28 July

Program Organization Workshop Session

Saturday, 29 July

Field Trip to Chachoengsao Province, Ban Ao Chang Lai village, to
visit Community Development project of NCWT.

Chaiskran Hiranpruk, Lecturer, Kasetsart University, "Seminar on
the Integration of Women in Development, July 1978 at Kasetsart
University."

Monday, 31 July

Program and Method Review

Tactics Workshop Session

Tuesday, 1 August

Lawan Ratanaruang, USAID: "New Roles for Women Needed in Order to Accelerate Development in Thailand"

Skills Workshop Session

Time Schedule Workshop

Wednesday, 2 August

Plenary Session

Opening Address
Melinda Cain

Summary of Planning Methodology
Judy Ellison

Organization for Follow-Up
Dr. Malee Sundhagul

Panel Discussion on Action-Oriented Follow-Up: The Next Step.
Chaired by Khun Kanok Samsenville, President, Girl Guides Association; Khunying Sumalee; Lawan Ratanaruang

Evaluation of Development Training Forum

Concluding Ceremony
Presiding, Khunying Virat Chomanan, wife of the Prime Minister of Thailand

DESCRIPTION OF THE PLANNING METHODOLOGY

OBJECTIVE

The Forum will introduce a planning methodology based upon the identification of issues and underlying problems of rural development in Thailand. Action-oriented programs will be developed by the participants themselves to deal with the issues they have identified. Practical steps and time-lines for implementing these programs will also be formulated. The emphasis of the Forum is upon training participants in the use of the method for their own needs.

THERE ARE SIX STEPS OF THE METHODOLOGY:

- VISION - CREATION OF THE DIMENSIONS OF THE TOPIC.
- CONTRADICTIONS - DETERMINATION OF UNDERLYING PROBLEMS AND OBSTACLES TO VISION ATTAINMENT.
- PROPOSALS - DEVELOPMENT OF MAJOR STRATEGIES TO ADDRESS CONTRADICTIONS.
- PROGRAMS - DESIGN OF ACTION-ORIENTED PROGRAMS.
- TACTICS - DESCRIPTION OF PRACTICAL STEPS TO IMPLEMENT PROGRAMS.
- SCHEDULING - ESTABLISHMENT OF TIME/TASK SCHEDULES.

INTERNAL STRUCTURE OF EACH STEP:

- BRAINSTORM/GROUP DISCUSSION
- GESTALT/DATA ORGANIZATION
- TITLE GROUPINGS/GROUP CONSENSUS

THE PLANNING METHOD OF
THE DEVELOPMENT TRAINING FORUM

GENERAL
APPROACH

The purpose of the DTF is to shape a comprehensive practical development model geared to the interests of the forum's participants. In contrast to approaches which begin by establishing ideals or superimposing goals, the methods are fundamentally indicative. They draw upon the participants' wisdom and creatively build upon what the given situation indicates as necessary. The methods described in the following paragraphs comprise six major steps. They emphasize tactical thinking in relation to sociological contradiction rather than creating goals to resolve catalogued problems. Although analysis and careful planning are important, the methods focus on implementation. The same methods used in the DTF to shape the development model can be subsequently employed by participants individually and in their organizations.

A. PHASE I: ANALYSIS

OPERATING
VISION

The first phase of the method involves a form of social analysis. Here the basic operating components within a given local situation are identified and brought together to provide a new, comprehensive picture of the participants' unique socio-economic dynamics. The first step involves discerning the Operating Vision. Such a vision for any people is never explicit. It is woven through their hopes and fears, frustrations and yearnings. It is concealed in their stories and symbols. All of these are deeply a part of who they are and indicate what they hope to become. The Operating Vision represents a group's attitude toward itself and its destiny and therefore plays a critical role in the direction of future development. However, for any group the Operating Vision is initially latent. No group by itself can clearly grasp or articulate its Operating Vision. Only when the latent vision is objectified with the help of independent leaders, and a group becomes conscious of it in its entirety, can effective, objective development occur.

UNDERLYING
CONTRA-
DICTIONS

The second step of the method involves locating the basic social contradictions which prevent the Operating Vision of a community from being realized. The term "contradiction" as it is employed here does not refer to obvious problems but to underlying foundational blocks to the people's vision of the future. Contradictions are closely related to the fundamental historical trends of a given time and are not always readily discernible. First, it is necessary to identify the irritants, deterrents and obstacles to the various aspects of the vision and rationally organize these in order to disclose the basic blocks to the total model. It is by looking through these blocks and the trends of history that the Underlying Contradictions are located. If the Underlying Contradictions are not at least roughly discerned, there is little chance of effective social change. Effective socio-economic development is not the result of attempts to achieve the explicit or implicit components of the practical vision in a direct fashion; instead, it occurs by the creation of practical proposals to deal with the Underlying Contradictions to the Operating

Vision. In this respect, contradictions are not negative, but provide the context for directed, creative action.

B. PHASE II: PLANNING

PRACTICAL PROPOSALS

The second phase focuses on creating the practical plan for action based on the Operating Vision and the Underlying Contradictions. The third step of the method involves formulating Practical Proposals, or broad strategies, in response to the Underlying Contradictions. Proposals are based on the actual social situation, and stand in contrast to abstract goals or superimposed ideals, while the Operating Vision reveals the community's conscious and unconscious images out of which the community needs to operate in order to deal effectively with the contradictions. In this respect, proposals are judgments or decision-oriented resolutions about the future. However, a proposal is never something which is done. Instead, it points to the crucial arenas or directions for the implementation of specific tactical actions.

ACTUATING PROGRAMS

The fourth step of the method is translating proposals into actual programs. The programs provide precise structures or forms within which specific tactics are carried out. They perform several essential functions. First, the programs make possible a broad cost analysis of the project and thereby become crucial instruments for its funding. Second, they enable the creation of a relatively accurate phasing design for the total project. Third, they serve to organize both the local forces who implement the program and the extended forces who form the support network. Finally, they release an imaginal power that motivates the local people, the project patrons and the public at large by reflecting the possibility, the inclusiveness and the unity of the Development Program.

TACTICAL SYSTEMS

The fifth step of the method involves building the Tactics required to realize the directions called for by the Practical Proposals and Actuating Programs. At this point, concern for the Operating Vision and Underlying Contradictions becomes peripheral, except as together they provide a broad context for designing the tactics. The Tactical Systems describe and rationally organize the concrete actions required for the actuation of the project. They are both inclusive and necessary; they are both creative and relevant. Because the Tactics provide the practical substance for implementation, their delineation is perhaps the most crucial step in the method.

C. PHASE III: IMPLEMENTATION

TIME-TASK SCHEDULES

The final phase of the method deals with forging the model which is implicit in the work of the planning phase. The sixth step, then, of the method is building time-task schedules. This is done on a five-year (or the length of the program), a one-year and a quarterly basis in order to comprehensively think through the implementation of the program. This enables realistic program budgeting and a thorough assessment of staffing requirements on all levels--local, regional and national. It is against these time-task frames that project evaluation is done and mid-course corrections are made.

INTERNAL STRUCTURE OF EACH STEP OF THE PLANNING METHOD

Each step of the method is a separate workshop. The data produced in each workshop is used as a building block for the next workshop. Though the material produced in each workshop is quite different, the internal structure of each workshop is the same. It is composed of three methodological steps--brainstorming, gestalting, and consensus--which do not have any presupposed content to them. These steps are described below.

A. Brainstorming

This is a step where the workshop leader attempts to elicit as much data as possible in the arena under discussion. She does this by asking each individual to do her own thinking and to list three to five items of information relevant to the issue. The leader then asks each individual to star her most important item. Now the leader is ready to collect the data and does so by going around the room, asking each person for her information and writing it on a blackboard or large sheet of paper so that all can see it clearly. Keys to effective leadership in this step are:

- 1) Accept all data and write it down. Do not dispute or take issue with the accuracy or relevance of the data. The only questions you raise here deal with the clarification of what the individual is saying. Take care not to allow others in the group to dispute the data given, either. You are not making decisions about the data at this point.
- 2) When introducing the brainstorming step, the points to emphasize are:
 - a. Content should be specific (you don't want universal statements).
 - b. Push for positive statements rather than negative ones. If someone gives a gripe, ask them to say it another way, stating the issue behind that complaint.
 - c. Philosophically, the importance of this step is to emphasize the need for everyone in the group's participation, not just those with obvious stature.

B. Gestalting

This is the process of grouping all the data from the brainstorm step into similar categories. This can be done by using colored marking pens or symbols (○+△□) to note which items relate to one another. When this is done, the leader reads all items in one category and asks the group to give a name to it. Naming the categories is the way the group can assimilate large amounts of diverse data and continue to make decisions about it. Very practically, categories with the most data (the greatest number of items) should inform you about where emphasis or priorities should be put.

This process rationally orders the intuitions of the whole group. Because the wisdom of the whole group rather than just the outspoken few is considered, this step allows the work produced to become a consensus of the group, adopted and accepted by all.

C. Consensus

Though a step in and of itself, this step is also built into steps I and II. In brainstorming, everyone's data has been written down. In gestalting, the entire group has participated in deciding what constitutes a grouping and in naming the group. The result of this process is the consensus itself. The entire group has participated in the design of the model, and therefore everyone supports the product. Consensus doesn't just happen; it is a process of building and articulating the common mind of the group.

WORKSHOP PROCESS

BRAINSTORM		GESTALTING		FINISHED PRODUCT			
1.		①		○	+	△	▱
2.		+ 2.					
3.		③					
4.		4.					
5.		5.					
6.		+ 6.					
7.		7.					
8.		⑧					
9.		+ 9.					
10.		10.					
	49.		49.				
	50.		50.				

- Gestalt
- + categories
- △
- ▱

STEP ONE: OPERATING VISION

PURPOSE: TO ESTABLISH AND ORGANIZE PRACTICAL ARENAS OF CONCERN IN ORDER TO DEVELOP A COLLECTIVE AWARENESS OF THE VARIOUS DIMENSIONS OF RURAL DEVELOPMENT THAT NEED ATTENTION. THE WORK IS DONE BOTH INDIVIDUALLY AND AS A GROUP.

IMPORTANCE OF THE STEP IN THE METHOD: As the initial step, it is important to set the parameters of the issue as defined and approached by the participants. It is an important starting point, and is the basis for further sessions.

METHODOLOGICAL POINTS TO REMEMBER:

- It is important to accept everyone's data.
- Strive to make vision statements as "practical" as possible.

VISION BRAINSTORM

1. New attitude towards equal rights and opportunities for men and women.
2. Thailand as an independent and prosperous country.
3. Better livelihood, health and education for rural women in order for them to become better citizens.
4. Better opportunities for women in politics and administration.
5. Better "general education" for women.
6. Clean house, good family and good mother.
7. Education and care for all children.
8. Family-life education.
9. Self-concept change to integrate women in development
10. Women scientists to apply science to rural development.
11. Elimination of malnutrition in pregnant mothers and children up to age of 7 years.
12. Women as policy-makers.
13. More efficient use of time.
14. Equal rights in government positions.
15. Women's political place in provinces.
16. Family planning in rural areas.
17. Attention by the community to children's development in rural areas.
18. Better social welfare for women.
19. Bridging the gap between "haves" and "have-nots" for social justice.
20. Encourage women's interest in political affairs.
21. Educate women for better standard of living in health and family care.
22. More day care centers to enable mothers to work.
23. Better working conditions for rural women.
24. Education in good food habits.
25. Acceptance of women as planners, developers and beneficiaries of development.
26. Women to promote morale of families and young people.
27. Better health and education.
28. Better health for mothers.
29. Men and women to share equal responsibility in development.
30. Advantaged to share resources and knowledge.
31. Encourage women's participation in community development.
32. Greater participation by women in social activities.

VISION BRAINSTORM (continued)

33. Barefoot doctors to rural areas.
34. Increased food production.
35. Increased employment.
36. Campaign to stop sexual exploitation of women.
37. Equal wages for women.
38. Clean drinking water in N.W. Thailand
39. Vocational training for women in rural areas.
40. Introduce new crops and animal husbandry.
41. Non-formal education in rural areas.
42. Nutrition program.
43. Clean environment.
44. Greater opportunity for vocational training.
45. Promote local utilization of available resources.
46. Road construction in rural areas.
47. Better cable and phone communications.
48. Active role of women in anti-corruption.
49. Decrease number of poor women and give attention to orphans.
50. Long-range planning of family income.
51. Increase income by developing home industries.
52. Better training in sanitary habits for home and public areas.
53. Basic health care education for women in rural areas.
54. Leadership training for women at all levels.
55. Training in planning and administration for women.
56. Simple food preservation techniques.
57. Develop self-discipline in everyday life.
58. Safety measures to protect women laborers.
59. Better consumer education.
60. School lunch program.
61. Solve migration problems to capital city.
62. Educate women for equal rights and opportunities.
63. Increase job opportunities in rural areas.
64. Establish cooperative ventures.
65. Promote cultural affairs and tradition.

MASTER OPERATING VISION CHART
FOR WOMEN'S INVOLVEMENT IN RURAL DEVELOPMENT

ESTABLISHING SELF-DEPENDENCE		EXPANDING NEEDED SERVICES			CLAIMING HUMAN DIGNITY	
I. SOCIO-ECONOMIC DEVELOPMENT	II. INTEGRATION INTO RURAL DEVELOPMENT	III. EDUCATION AND TRAINING	IV. SOCIAL SERVICES	V. HEALTH SERVICES	VI. EQUAL RIGHTS OPPORTUNITIES	VII. MORALE AND ETHICS
Home industries to increase income.	Encourage participation in community development.	Better consumer education.	School lunch program.	Barefoot doctors to rural areas.	New attitudes by men and women.	Promotion of cultural affairs and tradition.
Redistribution of wealth.	Acceptance as planners, developers and beneficiaries.	Leadership training.	More day care centers.	Good nutrition.	Equal responsibility for development.	Develop self discipline in everyday life.
Increased job production.	New self-concept to integrate women.	Basic health education.	Safety measures for women laborers.	Health care for mothers.	Training for planning and administration.	Morale of family and young people.
Introduction of new crops/animal husbandry.	Greater participation in social activities.	Non-formal education.	Cable and phone communication.	Eliminate malnutrition in children and pregnant mothers.	Government positions open.	Anti-corruption.
Sharing of resources/knowledge.	Better health and education to become better citizens.	Vocational training.	Road construction.	Clean environment.	Encourage interest in political affairs.	Campaign to stop sexual exploitation.
Equal wages for women.	Thailand as an independent and prosperous nation.	Better training for public/private sanitary habits.	Orphan care.	Clean drinking water in N.E. Thailand.	Political place in provinces for women.	
Long-range planning of family income.		Education in food habits.		Improved social welfare.	Administrative places open.	
Solve migration problems to rural areas.		Educate for better standard of living.			Women as policy makers.	

(cont. next page)

(cont.)

MASTER OPERATING VISION CHART
FOR WOMEN'S INVOLVEMENT IN RURAL DEVELOPMENT (continued)

ESTABLISHING SELF-DEPENDENCE		EXPANDING NEEDED SERVICES			CLAIMING HUMAN DIGNITY	
I. SOCIO-ECONOMIC DEVELOPMENT		III. EDUCATION AND TRAINING				
Establish coopera- tive ventures.		Community atten- tion to child development.				
Family planning.		Family life education.				
Applications of science to development.		Education for children.				
Promotion of use of local and available resources.		Education for equal rights.				
Develop simple food preservation techniques.		More women scientists.				
Increase job opportunities.						

STEP TWO: UNDERLYING CONTRADICTIONS

PURPOSE: DURING THIS SESSION, THE GROUP HAS AN OPPORTUNITY TO ESTABLISH THE OBJECTIVE SOCIOLOGICAL PROBLEMS THAT BLOCK THE ATTAINMENT OF THE PRACTICAL VISION CREATED IN THE FIRST SESSION. IN THIS WAY, INDIVIDUALS AND THE GROUP RECOGNIZE MAJOR OBSTACLES AND CHALLENGES.

IMPORTANCE OF THE STEP IN THE METHOD: Proper identification of contradictions is important in order to design planning strategies to address the real problems in the issue area.

METHODOLOGICAL POINTS TO REMEMBER:

- Contradictions are not always obvious; often they must be approached indirectly, by first identifying the subjective irritants of the situation and then assessing the objective cause to that irritant or condition.
- In naming contradictions, use objective, positive and sociological statements.

UNDERLYING CONTRADICTIONS MASTER CHART

Poor Administration		Inability to Adapt to Social Change	Insufficient Education	Unequal Distribution of Resources	Poor Family Planning	Physical Insecurity in Rural Area
No communication between village and technicians	Training courses don't address needs	Traditional beliefs block ability to change	Villagers dependent upon middle man	Loans have too high an interest rate	No discipline in child-rearing	Not enough security for women
No layman language	Inadequate health data	Broken homes destroy morale	Schools stress theory, not practical learning	Farmers don't own land	Dangerous environment for youth	Few people willing to work in rural areas
Villagers want others to do development for them	No knowledge of sex disclaimers	Materialism destroys moral fabric of society	Poor health brings inertia	Economic exploitation of villages	Too large families	No commitment by people who visit rural areas
No technicians in long-term planning	No village programs	Women resist change	Poor transportation prevents doctors from going to rural areas			
Unqualified persons in rural work	Social services don't serve	Drug addiction	Bad eating habits			
Rural organizations don't train in community development	Inadequate material and personnel resources					
Non-systematic training						
"How-to" manuals are too technical						
Complicated system of technology transfer						
Much theory--no practice						

CONTRADICTION STATEMENTS

In the contradiction arena of: POOR ADMINISTRATION
the major issues are:

1. POOR ADMINISTRATORS
2. INAPPROPRIATE TECHNOLOGY IN OPERATION
NO COMMUNICATION BETWEEN VILLAGERS AND TECHNICIANS
3. POOR COORDINATION SYSTEM
4. OVERCENTRALIZATION

which are illustrated by:

1. THE PUMPING STATION IN SONGKHLA PROVINCE
2. TOILETS IN THE SOUTH-EAST OF THAILAND

In the contradiction arena of: INABILITY TO ADAPT TO SOCIAL CHANGE
the major issues are:

1. TRADITIONAL BELIEFS BLOCK FUTURE VISION
2. BROKEN HOMES DESTROY MORALE; TRADITIONALISM DESTROYS MORALE;
ATTACHMENT TO OLD TRADITIONS MEANS WOMEN RESIST CHANGE
3. DRUG ADDICTION
4. BAD ATTITUDE TOWARDS DOCTORS

which are illustrated by:

1. IN THAILAND MEN ARE ALLOWED TO HAVE MANY WIVES (MINOR WIVES)
2. WOMEN HAVE TO WORK BOTH HOUSEWORK AND IN THE FIELD
3. IF VILLAGERS ARE SICK, THEY PREFER TO GO TO SEE VOODOOS RATHER
THAN DOCTORS.
4. FAMILY PLANNING IS NOT ACCEPTED
5. INCREASED PERCENTAGE OF DRUG ADDICTS EVERY YEAR
6. THE VILLAGES HAVE SOME BAD ATTITUDES TOWARDS DOCTORS BECAUSE THEY
THINK THAT DOCTORS LIKE TO GIVE TREATMENT ONLY TO THE RICH.

In the contradiction arena of: INSUFFICIENT EDUCATION (BOTH FORMAL AND INFORMAL)
the major issues are:

1. POOR HEALTH RESULTS IN INERTIA
2. FAMILY LABOR NEEDED, SO CHILDREN CAN'T GO TO SCHOOL
3. POOR TRANSPORTATION PREVENTS DOCTORS FROM GOING TO RURAL AREAS
4. BAD EATING HABITS
5. INSUFFICIENT INCOME CAUSES MALNUTRITION

which are illustrated by:

1. MOTHERS EAT TRADITIONAL FOOD WITHOUT THINKING OF NUTRITIONAL VALUE.

(continued)

2. MALNUTRITION IN MOTHERS AND CHILDREN
3. LOW LITERACY RATE, ESPECIALLY AMONG WOMEN
4. INFANT MORTALITY

In the contradiction arena of: UNEQUAL DISTRIBUTION OF RESOURCES
the major issues are:

1. ECONOMIC EXPLOITATION IN THE RURAL AREAS
2. INADEQUATE GOVERNMENT BUDGET
3. UNJUST DISTRIBUTION OF RESOURCES

which are illustrated by:

1. LOANS WITH TOO HIGH INTEREST--FARMERS LOSE THEIR LAND TO LOAN SHARKS
2. DEPENDENT UPON MIDDLEMAN FOR PRODUCTION
3. UNJUST DISTRIBUTION OF INCOME AMONG VILLAGERS
4. UNEQUAL OPPORTUNITIES BETWEEN VILLAGE HEADMEN AND WOMEN
5. INCOMPLETE RURAL DEVELOPMENT PROJECTS

In the contradiction arena of: POOR FAMILY PLANNING
the major issues are:

1. FAMILIES ARE TOO LARGE
2. NO DISCIPLINE IN CHILD UPBRINGING
3. DANGEROUS ENVIRONMENT FOR YOUTH

which are illustrated by:

1. POPULATION INCREASING AT A HIGH RATE
2. NUMBER OF CHILDREN IN POPULATION IS (VISIBLY) HIGH
3. JUVENILE DELINQUENCY CASES HAVE RISEN BY 40%

In the contradiction arena of: PHYSICAL INSECURITY IN RURAL AREAS
the major issues are:

1. FEW PEOPLE WILLING TO WORK IN RURAL AREAS
2. NO COMMITMENT BY PEOPLE WHO VISIT VILLAGES TO DO DEVELOPMENT
3. INSECURITY OF RURAL HEALTH PERSONNEL BECAUSE OF LACK OF SAFETY

which are illustrated by:

1. YOUNG STUDENTS, NEW GRADUATES UNWILLING TO WORK IN RURAL AREAS
2. INSUFFICIENT BUDGET, PERSONNEL
3. INADEQUATE COMPENSATION

STEP THREE: PRACTICAL PROPOSALS

PURPOSE: DURING THIS SESSION, THE GROUP DESIGNS MAJOR STRATEGIES, CALLED "PROPOSAL ARENAS," TO MEET THE PROBLEMS IDENTIFIED IN THE CONTRADICTION SESSION. THIS IS DONE BOTH IN SMALL GROUPS AND AS A LARGE GROUP.

IMPORTANCE OF THE STEP IN THE METHOD: A clear statement of the general direction of a planning strategy represents a decision and commitment to future action and establishes the basic framework for the next steps.

METHODOLOGICAL POINTS TO REMEMBER:

- Proposals must outline a general action-oriented solution.
- It is important that proposal statements be expressed clearly in relation to the contradiction.

MASTER PROPOSAL CHART

COMMUNITY DEVELOPMENT TRAINING	COMMUNITY LEADERSHIP ACTIVITIES	NON-FORMAL EDUCATION	ECONOMIC GROWTH ACTIVITIES	FAMILY PLANNING SERVICES	CIVIC RESPONSIBILITY CULTIVATION
Establish program for training villagers to do community development themselves.	Establish community center with elected committee and appointed advisors.	Educate in proper nutrition practices.	Introduce proper legislation and enforcement.	Develop family planning through contraception programs.	Enforce laws and regulations.
Recruit volunteers from women's organizations to do training in villages.	Develop programs in family counselling, drug rehabilitation and supplemental income education.	Set up qualified personnel to train and follow up.	Encourage strict price control.	Promote better income through training programs.	Utilize volunteer services.
Survey health and other needs to design appropriate programs.	Develop training programs for trainers, village leaders, and villagers.	Set up special vocational training programs.	Promote cooperative systems.	Develop family planning through education and counselling.	Create more jobs for supplemental income.
		Advisory service for rural productivity.	Increase productivity through training.	Promote campaign for family limitation and abortion laws.	Improve administration systems.
		Bring in non-governmental sector.			
		Organize cooperative organizations.			

PROPOSAL BRAINSTORM FOR THE
CONTRADICTION: POOR ADMINISTRATORS AND ADMINISTRATION

LIST OF IDEAS

- 1. Ask cooperation from local authority or regional women's organizations to bridge the gap between the government officials and the villagers.
- 2. Ask cooperation from Women Volunteer Corps for rural development.
E.g., set up leadership training courses.
Set up vocational training courses.
Set up non-formal education courses.
- + 3. Survey more to get information and data.
- 4. Ask cooperation from the Women Lawyers Association to give information in equal rights and sex discrimination.
- 5. Women Volunteer Organizations can aid in coordination by acting as a medium to bring donor and receiver together.
- 6. Encourage professional organizations to train volunteers to participate in community development services.
- 7. Stimulate them to be interested in local and government administration and civic responsibility.

SIMILAR CATEGORIES (GESTALT)

- △ Establish programs for training villagers to do community development themselves.
- Recruit volunteers from women's organizations to do training in villages.
- + Survey health and other needs to design appropriate programs.
- Establish women's lobby to pressure the government to respond to villagers' needs.

MASTER
PROPOSAL
TITLE:
"Community
Development
Training"

PROPOSAL BRAINSTORM FOR THE

CONTRADICTION: INABILITY TO ADAPT TO SOCIAL CHANGE

LIST OF IDEAS

- △ 1. Train trainers to educate others.
- △ 2. Train family counsellors.
- ③ 3. Set up family counselling programs.
- △ 4. Give information to drug addicts.
- * 5. Educate villagers on laws concerning drug production and traffic.
- ⑥ 6. Set up rehabilitation programs.
- △ 7. Train social workers for No. 6.
- △ 8. Train doctors to work with villagers.
- △ 9. Train paramedics for villages.
- ⑩ 10. Locate supplementary income sources.
- △ 11. Vocational training.
- * 12. Call meeting of housewives to discuss superstitions.
- ⑬ 13. Introduce mass media to villages through radio, visual aids and mobile drug store.
- * 14. Invite outside resource persons.
- * 15. Give moral support and facilities to teachers and resource persons.
- * 16. Form lobby and pressure groups to draw attention of government and other sources.

SIMILAR CATEGORIES: (GESTALT)

* Set up community centers, including elected committee and advisors.

○ Set up programs:

- 1. Family counseling
- 2. Drug rehabilitation
- 3. Supplementary income
- 4. Livelihood, education and others.

△ Develop training programs:

- 1. Trainers
- 2. Village leaders
- 3. Villagers.

} MASTER
PROPOSAL
TITLE:
"Community
Leadership
Activities"

PROPOSAL BRAINSTORM FOR THE

CONTRADICTION: INSUFFICIENT EDUCATION (FORMAL AND INFORMAL)

LIST OF IDEAS

- 1. Organize the cooperative organization.
- ② Educate in the proper way of nutrition by visiting and advising villages.
- ③ Set up the local organizer to follow up (various branches).
- ④ Encourage health personnel to go and advise villages.
- 5. Set up special program for vocational training in the village.
- X6. Bring in non-government sector.
- △7. Introduce new plants and useful crops.
- △8. Advise on animal husbandry.
- ⑨ Advise on scientific food preservation.
- ⑩ Find people who are willing to work with the villagers.
- ⑪ Train the local leaders full time in order to train the villagers.

SIMILAR CATEGORIES: GESTALT

- Educate in the proper way of nutrition.
- ③ Set up the qualified personnel to train and follow up.
- △ Advise a useful productivity.
- X Bring in non-government sector.
- ✓ Set up special program for vocational training.
- Organize the cooperative organization.

MASTER
PROPOSAL
TITLE:
"Non-Formal
Education"

PROPOSAL BRAINSTORM FOR THE

CONTRADICTION: UNEQUAL DISTRIBUTION OF RESOURCES

LIST OF IDEAS

- ①. Lower interest on loans.
- ②. Generate more money flow through private sources.
- △. Develop measures for price controls.
- /4./ Develop cooperatives in rural areas.
- /5./ Eliminate middlemen.
- /6./ Promote the set up of farmers' markets for production outlet.
- *7. Increase productivity of village productions.
- +8. Apply modern technology.
- *9. Create more job opportunities.
- ⑩. High taxation for large landowners.
- ⑪. Implement land reform policy.
- ⑫. Promote medical welfare service.
- ⑬. Seek financial assistance from private sectors.
- +14. Recruit more women in training programs.
- ⑮. Introduce social security policy.

SIMILAR CATEGORIES: (GESTALT)

- Introduce proper legislation.
- △ Strict price control.
- Promote cooperative system.
- * Increase productivities (through training).



MASTER
PROPOSAL
TITLE:
"Economic
Growth
Activities"

PROPOSAL BRAINSTORM FOR THE

CONTRADICTION: POOR FAMILY PLANNING

LIST OF IDEAS

- 1. Train the people in the use of contraceptives
- 2. Train the lower-income housewives how to increase the family's income.
- 3. Build more schools for the poor and orphans.
- 4. Create more employment.
- 5. Educate parents on child psychology.
- 6. Help set up close relationships among parents and children.
- 7. Educate the husband and wife towards better understanding of the different nature of men and women.
- 8. Set up the youth activities for proper use of their time.
- 9. Set up a law for limiting the number of children.
- 10. Introduce contraceptive measures or methods.
- 11. Add sex education in the high school curriculum.
- 12. Permit legal abortion.
- 13. Keep close to children.
- 14. Establish more recreation centers.
- 15. Revise the way of publicizing methods of family planning.
- 16. Pass a law to limit the size of family (2 children)
- 17. Give education in family planning to married couples.
- 18. Promote the use of contraceptives.
- 19. Have contraceptives readily available for distribution.
- 20. Encourage the use of contraceptives.
- 21. Organize activities for youth.
- 22. Cooperate with schools and mothers to coordinate in disciplining the children.
- 23. Promote morale and ethics education by inviting monks and laymen to preach.
- 24. Print and distribute educational pamphlets to adults and children.

SIMILAR CATEGORIES: (GESTALT)

- | | | |
|---|---|--|
| <input type="checkbox"/> Family planning through contraception. | } | MASTER
PROPOSAL
TITLE:
"Family
Planning
Services" |
| <input checked="" type="checkbox"/> Promote better income through training. | | |
| <input type="checkbox"/> Family planning through education and counselling. | | |
| <input checked="" type="checkbox"/> Promote good morals and ethics. | | |
| <input checked="" type="checkbox"/> Campaign for family limitation and abortion laws. | | |

PROPOSAL BRAINSTORM FOR THE

CONTRADICTION: PHYSICAL INSECURITY IN RURAL AREAS.

LIST OF IDEAS

- ① Reinforce laws and regulations.
- ② Encourage volunteers for security services.
- ③ Support the Scout movement.
- *4. Establish more jobs for extra incomes.
- ⑤ Stimulate police to communicate closer with villagers about their problems.
- ⑥ Provide sufficient budget and necessary equipment.
- ⑦ Provide better facilities.
- ⑧ Consider fair promotions.
- ⑨ Increase special allowance to persons who work in remote and dangerous areas.
- ⑩ Educate in civic responsibility.
- ⑪ Keep closer contact with those who work in rural areas: inspectors should pay regular visits.
- ⑫ Award outstanding citizenship.
- ⑬ Recognize outstanding workers.
- ⑭ Provide better living conditions: e.g., housing and schooling for children.
- ⑮ Provide sufficient staff for effective work.
- 16. Provide better communication between village and town.

SIMILAR CATEGORIES: (GESTALT)

- △ Reinforce laws and regulations.
- Utilize volunteer services.
- * Create more jobs for extra incomes.
- Improve administrative systems.



MASTER
PROPOSAL
TITLE:
"Civic
Responsibility
Cultivation"

STEP FOUR: ACTUATING PROGRAMS

PURPOSE: DURING THIS SESSION, THE GROUP CREATES ACTION-ORIENTED PROGRAMS IN RELATION TO THE VARIOUS PROPOSAL ARENAS. FROM THIS, A PROGRAMMATIC CHART IS DESIGNED TO ADDRESS MAJOR ISSUES OF RURAL DEVELOPMENT. THE LARGE GROUP IS DIVIDED INTO SUB-GROUPS FOR THIS SESSION.

IMPORTANCE OF THIS STEP IN THE METHOD: Programs provide the framework for local participation and give direction to those responsible for implementing them.

METHODOLOGICAL POINTS TO REMEMBER:

- Programs must be feasible, creative and practical for effective local management.
- Exciting programs are needed, based on human needs, not fashionable trends.
- Programs must be designed to have the "dramatic power" to generate enough support that they can develop rapidly.

MASTER PROGRAM CHART

ECONOMIC GROWTH	FAMILY WELFARE	EDUCATION AND VOCATIONAL TRAINING	NUTRITIONAL IMPROVEMENT	SANITATION AND HEALTH	BETTER CITIZENSHIP
Village Cooperative Program	Family Counselling Program	Supplemental Vocational Training	Food Technology Transfer Program	Health Needs Identification Program	Self-Defense Training
Income Extension Program	Drug Rehabilitation Program	Child Care Program	Food Preservation Program	Local Health Volunteer Program	Moral and Ethics Training
Small Industry Development Program	Youth Activities Program	Mobile Vocational Training Program	Nutrition Education Program	Water Tank Construction Program	Civic Responsibility Program
Home-Industry Improvement Program	Day Care Center Program	Vocational Training Program	School Lunch Program		
Home Weaving Improvement Program	Mobile Family Planning Program	Functional Literacy Program			
Agricultural Promotion Program	Abortion Law Lobby				
Mobile Agricultural Extension Program					
Water Supply Program					

STEP FIVE: TACTICAL SYSTEMS

PURPOSE: THIS SESSION ENABLES THE GROUP TO FOCUS ON THE DESIGN OF TACTICS OR PRACTICAL STEPS TO IMPLEMENT VARIOUS PROGRAMS FOR RURAL DEVELOPMENT.

IMPORTANCE OF THE STEP IN THE METHOD: Tactics provide the discipline that specifies and rationally orders the concrete actions required to implement a program. Social change occurs through tactical implementation and not by merely creating a social vision and writing proposals.

METHODOLOGICAL POINTS TO REMEMBER:

- Expand thinking beyond tactics that are "acceptable" or already being done.
- Encourage creation of tactics that participants are willing to undertake; avoid thinking about tactics for unidentified "third parties."
- It is important that participants be divided into sub-groups according to their appropriate expertise for a particular program.

TACTICS WORKSHEET FOR

MASTER PROGRAM

ECONOMIC GROWTH PROGRAM

SUB-PROGRAMS	VILLAGE COOPERATIVE PROGRAM	INCOME EXTENSION PROGRAM	SMALL-SCALE INDUSTRY PROGRAM	HOME INDUSTRY IMPROVEMENT PROGRAM
T A C T I C S	<ol style="list-style-type: none"> 1. Do a community socio-economic survey. 2. Prepare campaign for cooperative concept. 3. Conduct leadership training in villages. 4. Set up volunteer cooperative organizations. 5. Undertake a field trip to visit successful cooperatives. 6. Develop planning and implementation of the programs. 7. Design follow-up and evaluation. 8. Conduce in-service training as cooperative develops. 	<ol style="list-style-type: none"> 1. Conduct resource survey (demand and supply labor). 2. Set up organization to carry out programs. 3. Design technique training. 4. Follow-up and evaluation to develop income-generating capabilities. 	<ol style="list-style-type: none"> 1. Conduct locally available raw material survey. 2. Conduct local industrial survey. 3. Conduce local marketing survey. 4. Set up groups of industry according to interests. 5. Design technical know-how training for groups. 6. Do fund-raising. 7. Field trip. 	<ol style="list-style-type: none"> 1. Set up cooperative in a home industry. 2. Conduce marketing survey. 3. Fund-raising and development of a revolving credit fund. 4. Design in-service training for existing industries. 5. Field trip. 6. Follow-up and evaluation.

(continued on next page)

TACTICS WORKSHEET FOR

MASTER PROGRAM	ECONOMIC GROWTH PROGRAM			
SUB-PROGRAMS	HOME WEAVING IMPROVEMENT	AGRICULTURAL PROMOTION PROGRAM	MOBILE AGRICULTURAL EXTENSION PROGRAM	WATER SUPPLY PROJECT
T A C T I C S	<ol style="list-style-type: none"> 1. New techniques and know-how training. 2. New dyeing techniques training. 3. Pattern design training. 4. Develop marketing skills through training. 5. Develop fund-raising and credit fund for existing industries. 6. Follow-up and evaluation. 7. Field trip. 	<ol style="list-style-type: none"> 1. Survey of the most suitable local agro-industry. 2. Set up village agricultural centers for selling products. 3. Develop agro-technique and know-how training. 4. Teach marketing skills. 	<ol style="list-style-type: none"> 1. Set up mobile agricultural laboratory to offer assistance to farmers and train in latest techniques. 2. Set up village volunteers trained in agricultural production techniques. 3. Set up agricultural baseline data collection bank. 	<ol style="list-style-type: none"> 1. Survey of water resources at village level. 2. Develop village level irrigation development (small dam, man-made canals). 3. Build rainwater reservoir. 4. Conduct reforestation and preservation activities. 5. Train in water management.

TACTICS WORKSHEET FOR

MASTER PROGRAM	FAMILY WELFARE					
SUB-PROGRAMS	FAMILY COUNSELLING	DRUG REHABILITATION	YOUTH ACTIVITIES	DAY CARE CENTER	MOBILE FAMILY PLANNING	ABORTION LAW LOBBY
T A C T I C S	<ol style="list-style-type: none"> 1. Propose a program and fund-raising (gov't. and non-gov't.) 2. Survey specific need for counselling. 3. Set up counselling office. 4. Recruit volunteer counsellors and social workers. 	<ol style="list-style-type: none"> 1. Propose a program and fund-raising. 2. Contact various existing agencies for information and social works. 3. Set up Drug Rehabilitation Center. 4. Train young volunteers to work with the addicts. 5. Campaign on dangers of drugs through various mass media. 	<ol style="list-style-type: none"> a) For existing activities: <ol style="list-style-type: none"> 1. Improve the recreation and education program. 2. Improve and expand vocational training. 3. Increase group activities. b) For school vacations: <ol style="list-style-type: none"> 1. Set up youth recreation holiday program. 	<ol style="list-style-type: none"> 1. Pressure on gov't. and private enterprise to open as many centers as possible. 2. Hire staff: registered nurse or trained assistant, nurse aid and housewife. 	<ol style="list-style-type: none"> 1. Survey previously unvisited villages. 2. Train village youth on family planning. 3. Distribute contraceptives. 	<ol style="list-style-type: none"> 1. Campaign for expanded conditions for abortion, e.g., mental health, too many children. 2. Prepare a proposal to the government.

TACTICS WORKSHEET FOR

MASTER PROGRAM	EDUCATION AND VOCATIONAL TRAINING		
SUB-PROGRAMS	FUNCTIONAL LITERACY PROGRAM	VOCATIONAL TRAINING	CHILD CARE PROGRAM
T A C T I C S	<ol style="list-style-type: none"> 1. Select group. 2. Recruit volunteers. 3. Set up method of teaching. 4. Provide teaching materials. 5. Select teaching site: village, school, temple. 6. Set up village library. 	<ol style="list-style-type: none"> 1. Identify areas of interest. 2. Design programs to suite the village needs. 3. Find volunteers and trainers. 4. Encourage the uses of local resources. 5. Provide needed materials and initiating funds. 6. Offer courses in marketing and improved productivity for current trades. 7. Send selected villagers for extended training courses outside village. 	<ol style="list-style-type: none"> 1. Survey of environmental factors that may affect the care of village children. 2. Educate pregnant mothers in prenatal and child care. 3. Disseminate information on nutrition and sanitation to village women. 4. Introduce a mother and child care center in the village. 5. Train child care sitters. 6. Disseminate the results of the project. 7. Develop vaccination program in the villages.

TACTICS WORKSHEET FOR

MASTER PROGRAM

NUTRITIONAL IMPROVEMENT

SUB-PROGRAMS

FOOD TECHNOLOGY TRANSFER PROGRAM

NUTRITION EDUCATION PROGRAM

T
A
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S

1. Conduct short courses, workshops or seminars on food preservation techniques for the housewives in either Bangkok or suburbs.
2. Explain and demonstrate the proper way of cooking to preserve the nutritive value of food.
3. Introduce nutrition fortification techniques to the villagers through demonstrations.
4. Perform the exhibition of new food products including recipes and processing methods to the Food Industry Group.
5. Pilot project on crop rotation in rice fields.
6. Introduce basic Thai crops in new areas.

1. Use demonstrations to educate villages to consume vegetable protein.
2. Offer courses to change the villagers' bad eating habits, especially to pregnant women and preschool children.
3. Establish Day Care Center to reduce malnutrition in children.

TACTICS WORKSHEET FOR

SANITATION AND HEALTH

MASTER PROGRAM	SANITATION AND HEALTH		
SUB-PROGRAMS	HEALTH NEEDS IDENTIFICATION PROGRAM	LOCAL HEALTH VOLUNTEER PROGRAM	WATER TANK CONSTRUCTION PROGRAM
T A C T I C S	<ol style="list-style-type: none"> 1. Collect information from all agencies concerned. 2. Visit and observe existing sanitation programs. 3. Consult experts on health and sanitation for the purpose of suggesting solutions to needs. 4. Rank research priorities. 	<ol style="list-style-type: none"> 1. Recruit interested persons as volunteers. 2. Set up training course on health and sanitation (preventive medicine, good health habits, nutrition, child care). 3. Set up Health Volunteer Units, staffed by local people, to give advice and demonstrations. 4. Fund-raising to finance the purchase of necessary equipment and supplies. 	<ol style="list-style-type: none"> 1. Develop propaganda on the necessity of having clean and safe drinking water. 2. Seek technical advice. 3. Collect data on techniques for water tank construction. 4. Get raw material as cheaply as possible from local resources. 5. Construct tank as a sample to show the public.

TACTICS WORKSHEET FOR

MASTER PROGRAM	BETTER CITIZENSHIP		
SUB-PROGRAMS	SELF-DEFENSE TRAINING	CIVIC RESPONSIBILITY TRAINING	MORALS AND ETHICS TRAINING
T A C T I C S	<ol style="list-style-type: none"> 1. Offer courses in karate, guando, Thai boxing. 2. Educate youth and women in proper dress codes. 3. Design lectures on physical safety in schools. 	<ol style="list-style-type: none"> 1. Lectures, dramas or films on historical heroes. 2. Citizenship training. 3. Basic law instruction. 	<ol style="list-style-type: none"> 1. Traditional religious training in Sunday schools. 2. Have Monks teach in villages. 3. Write articles on moral and traditional values and publicize them through different media.

STEP SIX: SCHEDULING

PURPOSE: THIS SESSION SHOWS HOW TIME IS A KEY FACTOR IN IMPLEMENTING PROGRAMS. THE GROUP LEARNS HOW TO DESIGN TIME SCHEDULES FOR THE TACTICS OF EACH PROGRAM. FIVE-YEAR, ONE-YEAR AND ONE-QUARTER TIME SCHEDULES ARE USED.

IMPORTANCE OF THIS STEP IN THE METHOD: Scheduling is the projection over time of the concrete steps in a program. This enables a planner to assess the realistic operation of a program and its potential for success. Doing a timeline or schedule is a methodological tool for enabling a group, organization or country to be responsible for implementation. Timelines are used to:

- Specify tasks for members within the organization.
- Provide agenda items for a successful meeting schedule.
- Do evaluation during and at the completion of a project.
- Specify outside assistance needed in specific areas, e.g., technical assistance.

METHODOLOGICAL POINTS TO REMEMBER:

- It may be necessary to expand or specify the number of tactics in order to do shorter timelines.
- Avoid phrasing tactics as phases (e.g., initiate support, seek funding, evaluate and follow up). Instead, make them content-filled and specific.

FIVE-YEAR TIMELINE						
PROGRAM TITLE: CHILD CARE CENTER						
TASK \ TIME	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	
1. Fund-raising	3 mos.					
2. Survey for center	1 year					
3. Training for instructor		3 mos.				
4. Form committee on child care			→			
5. Enroll children						
6. Follow-up evaluation by committee members						new enrollment →

FIVE-YEAR TIMELINE						
PROGRAM TITLE: FAMILY COUNSELLING PROGRAM						
TASK \ TIME	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	
1. Propose a program and fund-raising	→					
2. Survey specific needs for counselling		→				
3. Recruit volunteer counsellors and social workers		→				
4. Set up and operate counselling office			→			

FIVE-YEAR TIMELINE

PROGRAM TITLE: NUTRITION EDUCATION PROGRAM

TASK	TIME	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
1. Educate villagers to change attitudes and food habits and consume vegetable protein		→				
2. Establish day care center to reduce malnutrition in children		→				

FIVE-YEAR TIMELINE

PROGRAM TITLE: VILLAGE COOPERATIVE PROGRAM

TASK	TIME	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
1. Do socio-economic survey		→				
2. Prepare campaign for co-op concept		→				
3. Conduct leadership training in village			→			
4. Set up volunteer co-op			→			
5. Undertake field trip to visit successful co-op			→			
6. Develop planning and implementation of program				→		
7. Conduct in-service training				→		

FIVE-YEAR TIMELINE

PROGRAM TITLE: LOCAL HEALTH VOLUNTEER PROGRAM

TASK	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
1. Recruit interested persons as volunteers	→				
2. Set up training courses on health and sanitation	→	→	→		
3. Set up health volunteer units staffed by local people to give advice and demonstration			→	→	→
4. Fund-raising to finance necessary equipment and supplies			→	→	→

ONE-YEAR TIMELINE					
PROGRAM TITLE: HOME WEAVING IMPROVEMENT					
TASK	TIME	QUARTER ONE	QUARTER TWO	QUARTER THREE	QUARTER FOUR
1. New technology and know-how training.		→			
2. New dyeing technology training.		→			
3. Pattern design training.			→		
4. Develop marketing skills through training.			→		→
5. Revolving fund-raising.		→		→	

ONE-YEAR TIMELINE					
PROGRAM TITLE: DAY CARE CENTER					
TASK	TIME	QUARTER ONE	QUARTER TWO	QUARTER THREE	QUARTER FOUR
1. Pressure on government and private enterprise to open as many day care centers as possible.		→			
2. Hire staff: registered nurse or trained assistant, nurse-aid, and housewife.				→	→

ONE-YEAR TIMELINE					
PROGRAM TITLE: FUNCTIONAL LITERACY PROGRAM					
TASK	TIME	QUARTER ONE	QUARTER TWO	QUARTER THREE	QUARTER FOUR
1. Contact Ministry of Education for resource personnel and materials.	1 mo.				
2. Accept applicants.	2 mos.				
3. Start Center with four literacy programs.			Agriculture	Health	
				Social Ethics	
					Economics
4. Evaluation.					Eval.

ONE-YEAR TIMELINE					
PROGRAM TITLE: FOOD TECHNOLOGY TRANSFER PROGRAM					
TASK	TIME	QUARTER ONE	QUARTER TWO	QUARTER THREE	QUARTER FOUR
1. Demonstrate proper way of cooking.					
2. Workshop on Food Preservation.					
3. Exhibition on food products.					
4. Pilot project on crop rotation.					
5. Introduce new crops.					

ONE-YEAR TIMELINE

PROGRAM TITLE: WATER TANK CONSTRUCTION PROGRAM

TASK	TIME	QUARTER ONE	QUARTER TWO	QUARTER THREE	QUARTER FOUR
1. Develop propaganda on the necessity to have clean and safe drinking water.		→			
2. Seek technical advisors.			→		
3. Collect data and techniques for water tank construction.		→	→		
4. Get raw materials as cheaply as possible.				→	→
5. Construct tank to show as sample for the public.					→

ONE-QUARTER TIMELINE														
PROGRAM TITLE: INCOME EXTENSION PROGRAM														
TASK	TIME	I				II				III				
		1	2	3	4	5	6	7	8	9	10	11	12	13 weeks
1. Conduct resource survey.		→												
2. Form membership and set up appropriate organization to carry out program.						→								
3. Design training techniques to develop income-generating capability.			→											
4. Follow-up and evaluation.										→				

ONE-QUARTER TIMELINE													
PROGRAM TITLE: VOCATIONAL TRAINING PROGRAM													
TASK	TIME	I				II				III			
		1	2	3	4	5	6	7	8	9	10	11	12
1. Fund raising.		→											
2. Find instructor.		→											
3. Accept applicants.		→											
4. Open sessions.		→											
5. Evaluation.												→	

ONE-QUARTER TIMELINE															
PROGRAM TITLE: ABORTION LAW LOBBY															
TASK	TIME	I				II				III					
		1	2	3	4	5	6	7	8	9	10	11	12	13 weeks	
1. Campaign for more conditions for legal abortions, e.g., mental health, too many children.		→													
2. Prepare a proposal to the government.						→									

ONE-QUARTER TIMELINE														
PROGRAM TITLE: HEALTH NEEDS IDENTIFICATION PROGRAM														
TASK	TIME	I				II				III				
		1	2	3	4	5	6	7	8	9	10	11	12	13 weeks
1. Collect information.		→												
2. Visit and observe existing sanitation programs.						→								
3. Consult experts on health and sanitation.										→				
4. Rank research priorities.													→	

SUPPORTING SESSIONS

The Planning Method can be used in association with Supporting Sessions. Examples include:

- Field Trip
- Skills Inventory
- Program Review
- Evaluation and Follow-Up
- Proposal Writing
- Supplementary Reading and Discussions

Examples of the data obtained in the supporting sessions "Skills Inventory," "Program Review," and "Follow-Up" used in Thailand are included in this section.

SKILLS BRAINSTORM

MASTER PROGRAM: EDUCATION AND VOCATIONAL TRAINING

1. Data collection skills-survey and investigation skills.
2. Public relations skills, including:
 - Design of posters and pamphlets
 - Speech-making skills
 - Information utilization skills
 - Fund-raising skills.
3. Basic child care skills.
4. Adult teaching skills.
5. Sewing skills.

MASTER PROGRAM: BETTER CITIZENSHIP

1. Physical self-defense technique.
2. Dress design skill.
3. Historical and hero article writing skill.
4. Teaching skill of laws/regulations in fishing and reforestation.
5. Skill in designing course in citizenship.
6. How to design course in human relations techniques.
7. Demonstration skills.
8. Speaking skills.

MASTER PROGRAM: ECONOMIC GROWTH

1. Design puppet shows for cooperative campaign.
2. Design games to train leadership skills to villagers.
3. Train villages in how to operate a cooperative
4. Design and demonstrate high yield varieties of crops (rice).
5. Design film and picture presentations of various products to villages.
6. Make arrangements for experts or technicians to demonstrate techniques in dyeing and weaving.
7. Design simple weaving loom.
8. Demonstrate color-fast dyeing techniques.
9. Design cassette-listening program for agriculture, marketing, animal husbandry, poultry program.
10. Design equipment and process for small-scale industry.
11. Design market survey.
12. Design land survey to determine potential crop production.
13. Analysis of locally available raw materials for use in industry and agriculture.

SKILLS BRAINSTORM (continued)

MASTER PROGRAM: SANITATION AND HEALTH

Technical Skills

1. Water tank construction--bamboo and cement.
2. Lavatory construction--sand and cement.
3. Skills to keep nutritive value of food.
4. Child care--bathing and feeding babies.
5. First aid skills--stop bleeding, fainting, etc.
6. Home nursing skills--bedding and washing.

Managerial Skills

7. Budgeting skills--bookkeeping
8. Mothercraft skills--e.g., sewing, home repair, recycling, good eating habits.
9. Weekly schedule in house cleaning.
10. Leadership skills--fund-raising, campaigning.
11. Communication skills--poster making, cartoon drawing, acting (drama), speech writing.

MASTER PROGRAM: FAMILY WELFARE

Management Skills

1. Public speaking skills.
2. Group Dynamic skills.
3. Writing materials for campaigns.
4. Artistic skills--poster drawing.
5. Skill in guidance counselling.
6. Skill in teaching about religion.
7. Follow-up and evaluation skills.

Technical Skills

8. Data collection skill.
9. Observation skills.
10. Health care skills.
11. Demonstration skills.
12. Physical education skills.
13. Budgeting skills.
14. Contraception utilization skill.
15. How to eat properly nutritionally.
16. Prenatal care.

SKILLS BRAINSTORM (continued)

MASTER PROGRAM: FAMILY WELFARE (continued)

17. Midwife training.
18. Safety measure skills.
19. Design environment protection courses.
20. Language training in regional dialects.

MASTER PROGRAM: NUTRITIONAL IMPROVEMENT

1. How to run a seminar or workshop.
2. Skills in group dynamics.
3. Skills in teamwork.
4. Proper cooking and food preservation skills.
5. Poster writing (for advertising).
6. Skills in crop cultivation.
7. Design and improvement of audio-visual equipment as teaching aids.
8. Skills in how to better relate to other people.
9. Recreation skills--how to design and promote recreational activities.
10. Mass education skills.

MASTER CHART: NEEDED SKILLS					
COMMUNICATION SKILLS		HEALTH CARE AND FAMILY PLANNING SKILLS	INFORMATION MANAGEMENT SKILLS	MANAGEMENT SKILLS	SPECIFIC TECHNICAL SKILLS
DRAMA (ACTING)	LANGUAGE SKILLS IN DIALECTS	CONTRACEPTIVE UTILIZATION SKILL	DATA COLLECTING SKILL	BUDGETING SKILL	SEWING SKILL
CARTOON DRAWING	PROPER SPEAKING SKILLS ON ANTI-CORRUPTION	HOW TO EAT A BALANCED DIET (NUTRITIONALLY)	INFORMATION UTILIZATION SKILL	MARKETING SKILL	CROP CULTIVATION SKILL
POSTER MAKING	MASS EDUCATION SKILL	CHILD CARE-- BATHING AND FEEDING BABIES	DESIGN OF PAMPHLETS		WATER TANK CONSTRUCTION (BAMBOO/CEMENT)
SPEECH MAKING SKILL	ADULT TEACHING SKILL	PROPER COOKING AND FOOD PRESERVATION SKILL	HOW TO DESIGN COURSE IN HUMAN RELATION TECHNIQUES		DRESS DESIGN SKILL
DESIGN GAMES TO TRAIN LEADERSHIP TO VILLAGERS	GROUP DYNAMICS SKILL	RECREATION SKILL	DESIGNING COURSE IN CITIZENSHIP		PHYSICAL SELF-DEFENSE TECHNIQUE
DESIGN PUPPET SHOWS FOR COOPERATIVE PROGRAM	HOW TO TEACH TO VILLAGE SKILLS		DESIGN CASSETTE - LISTENING PROGRAM FOR AGRICULTURAL, ANIMAL HUSBANDRY, POULTRY PROGRAM, ETC.		TEACHING SKILLS IN LAWS FOR FISHING AND REFORESTATION
	GUIDANCE COUNSELLING SKILL				HOW TO DESIGN A WEAVING LOOM
					DESIGN EQUIPMENT AND PROCESSES FOR SMALL-SCALE INDUSTRY

ORGANIZATIONS IN THAILAND THAT ARE CURRENTLY
UNDERTAKING ACTIVITIES IN IDENTIFIED PROGRAM AREAS

ECONOMIC GROWTH	FAMILY WELFARE	EDUCATION AND VOCATIONAL TRAINING	NUTRITIONAL DEVELOPMENT	SANITATION AND HEALTH	BETTER CITIZENSHIP
Village Cooperative Program: KP - DPW LSCB - TRRM BFWA	Family Counselling Program: NCWT WLAT DPW	Supplemental Vocational Training: NCWT GGAT TRRM DPW	Food Technology Transfer Program: ASRCT TMWA	Health Needs Identification Program: NA	Self-Defense Training: GGAT LSCB RRM TMWA
Income Extension Program: NCWT LSCB TUWA JPW	Drug Rehabilitation Program: WSA Gov. Drug Bureau TATCA	Child Care Program: NCWT NA GGAT TRRM DPW	Food Preservation Program: GGAT TRRM	Local Health Volunteer Program: Queen-Volunteer Med. Unit	Moral and Ethics Training: NCWT LSCB TMWA
Small Industry Development Program ASRCT TRRM DPW	Youth Activities Program LSCB - TRRM GGAT DPW	Mobile Vocational Training Program GGAT TMWA TRRM, DPW	Nutrition Education Program Dept. of Health IFRPD - TRRM NA GGAT	Water Tank Construction Program ASPCT LSCB TRRM	Civic Responsibility Program NCWT - WLAT LSCB - TRRM GGAT - TMWA
Home Industry Development Program GGAT NCWT TRRM DPW	Day Care Center Program Pacific Women's Association SAUW - NA TRRM DPW	Vocational Training Program NCWT GGAT TRRM DPW	School Lunch Program ASRCT Home Ec. Assn. GGAT		
Home Weaving Improvement Program GGAT DPW	Mobile Family Planning Program Family Planning Association TRRM NCWT	Functional Literacy Program WSA TRRM DPW RASA			

(continued on next page)

ORGANIZATIONS IN THAILAND THAT ARE CURRENTLY
UNDERTAKING ACTIVITIES IN IDENTIFIED PROGRAM AREAS (continued)

ECONOMIC GROWTH	FAMILY WELFARE	
Agricultural Promotion TATCA - KP ASRCT - GGAT TRRM	Abortion Law Lobby Status of Women Promotion Gp. NA WLAT	
Mobile Agricultural Extension Program TRRM		
Water Supply Program TRRM		

KEY:

- | | | |
|--|--|--|
| TATCA - Thai-American Technical Cooperation Association

TRRM - Thai Rural Reconstruction Movement

SAUW - Siamese Association of University Women

TWAT - Thai Women's Association of Thailand

GGAT - Girl Guide Association of Thailand

NA - Nurses' Association | WLAT - Women Lawyers' Association of Thailand

TMWA - Thai Muslim Women's Association
KP - King's Project
RASA - Rogenai Alumnae School Association
IFRPD - Institute for Food Research and Product Development
LSCB - Luk Seua Chaw Ban (Village Scout)
DPW - Department of Public Welfare | BPWA - Business and Professional Women's Association

NCWT - National Council of Women of Thailand
ASRCT - Applied Scientific Research Corporation of Thailand

WSA - Women Secretaries Association |
|--|--|--|

FOLLOW-UP BRAINSTORM

1. ASRCT, DRI, NCWT develop joint proposal to improve weaving tools in South.
2. Extend method to women's organizations at all levels.
3. Workshop on role of women for school principals.
4. *NCWT disseminate method to rural.
5. Set up consulting team from all organizations.
6. ASRCT, DRI, NCWT to cooperate with Department of Public Welfare.
7. Set up agro-industry program in village.
8. Consult on myths of sterilization.
9. Report to own organizations. Try to teach staff to design own rural program using method.
10. TRRM to develop own program. Go to NCWT for help.
11. NCWT to help on campaign for equal rights (in practice).
12. NCWT and WLAT to set up women's crisis and service center.
13. ASRCT, DRI sponsor management training for women's organizations.
14. NESDB--needs help in development tactics and timelines for plan numbers 4 and 5.
15. Use method in NCWT community development project.
16. Set up structure for women's organizations to cooperate together.

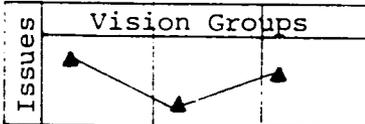
*This follow-up recommendation is found in the chart on the following page. This shows a modification of the DTF for a short session at the provincial level.

WORKSHOP PLAN

3 August 1978

RATIONAL AIM: What is the objective? To encourage support of provincial women's organizations for day care and consumer education.

EXISTENTIAL AIM: What do you want the group to experience or decide? To experience the use of the method and develop the commitment to proceed.

INTRODUCTION	WORKSHOP/EACH GROUP DOES THIS			CONCLUSION
	Vision	Issues	Proposals	
1. Set context for meeting. Describe primary objectives.	1. What should happen here in day care/consumer education?	1. Have each individual list 3-5 problems or issues blocking the vision of day care/consumer education from happening.	1. Under each major block, each person lists proposals that would deal with it.	Both groups meet back to report on their workshops. 1) Each group reports on their work (show charts). 2) Overall leader leads discussion, i.e., a) What are the best points about each of these plans? b) What should be added to each plan? c) Is there anything that should be left out? 3) When should we begin implementing these plans? 4) Document consensus on next steps.
2. Describe methodology you think will help the group reach their objectives.	2. Have every individual list what she hopes will be included in a good day care/consumer education program.	2. Each stars (*) her most important <u>objective</u> block.	2. Workshop leader lists these on the board. List 15-20 ideas.	
3. Stress whatever reasons you have for thinking this is an important meeting.	3. Have each individual star her 3 most important elements.	3. Workshop leader lists all issues under each column. 	3. Group these into similar categories.	
4. Break up into two workshop groups, one on day care, one on consumer education.	4. List everyone's ideas, in turn, on a board.	4. Group similar issues and name these.	4. Have group discuss which should be done first, second, third, etc.	
	5. Group together similar ideas and title these.		5. Select someone to report work to entire group.	
Time: 15 min.	20 min.	40 min.	30 min.	40 min.

TOTAL TIME: 2 1/2 hours

LIST OF PARTICIPANTS

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A VOTE OF THANKS TO THE DTF FACULTY

Judy and Melinda, on behalf of all the participants, I would like to let you know how much has this workshop proved to be very meaningful to us all. The scientific method you introduced will enhance our capacity to function in our work for community development as well as in our life more effectively and efficiently.

All through our course your enthusiasm and energetic directness helped attract our attention and strengthen our interest. Most of all the whole forum ran so magnificently smooth in such a delightful manner. We did indeed appreciate that such a pleasant atmosphere nourished creativity, initiatives and understanding among us all. Moreover, what we had access through this methodology would help frame our scattered minds and organize our ideas and supporting facts clearly and sequentially. The technique helped us acquire real data through grass-root levels. Amazingly enough they automatically prioritized the problems and consequently the consensus was built on. The practicality of the methodology we gained was so meaningful that we want it to be extended to a broader circle of women from all walks of life. This made us quite pleased to learn that such seminar will be replicated more times to a broader circle of womanhood. This way the myth of women unabling to work together will no longer be true. Women will be able to integrate into the development and contribute more to society and mankind as a whole.

We all wish you bon voyage to Indonesia and the Philippines and your trip back to the United States. We also wish you luck and success in your resolution to help promote the development of a new role for women and in your dedication to help make this world a better place to live in.

Chaiskran Hiranpruk
3 August 1978

USES OF THE DEVELOPMENT TRAINING FORUM

The Development Training Forum serves to assist in upgrading the effectiveness of the participants by teaching simple planning and organizational skills and encouraging the ongoing communication among participants. Although the DTF in Thailand focused on women's organizations and their collaboration with the scientific and technical communities, the DTF method has broader applications to a variety of organizations or groups.

For example, the method can be used:

- To do annual or long-range planning for a corporation, an organization, a department, or an office;
- To do planning for a specific program or project;
- To do comprehensive planning at the village level;
- To improve communication within an organization or coordinate several organizations' activities within a subject area;
- To define in detail specific programs within a national development plan;
- To plan an important meeting agenda.

In Thailand, the DTF was well received as a useful tool by the participating organizations because the method:

- gives importance and value to the individual and draws upon the experience and wisdom of all the participants;
- allows participants to learn by doing;
- combines leadership and group dynamic techniques with planning skills;
- encourages the formation of a group consensus and commitment to the work product.

We hope to replicate the DTF in many countries in order to promote the active participation of all human resources--male and female--in national development. Should you want to sponsor a DTF or have more information, please contact:

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