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REPORT

# DEVELOPMENT TRAINING FORUM



PHUKET: 19-24 February 1979

UNIVERSITY OF DENVER • DENVER RESEARCH INSTITUTE

DEVELOPMENT TRAINING FORUM

PHUKET, THAILAND

FEBRUARY 1979

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

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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 Chartikavanij, President  
The National Women's Council  
514 Manangkhasila House  
Larn Luang Road  
Bangkok

OPENING ADDRESS

Melinda Cain  
Denver Research Institute  
Office of International Programs

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.



Thursday, 22 February

8:30 a.m.            Planning and Organizational Management  
12:00 noon           Lunch  
1:30 p.m.            Skills Activities IV  
3:15 p.m.            Skills Activities V  
6:30 p.m.            Dinner  
7:30 p.m.            Closing ceremony and look ahead

Friday, 23 February

Field trip

Saturday, 24 February

Conclusion and program evaluation

NOTE: This particular DTF is a second forum in a series of training forums in Thailand from July 1978, to May 1979. This workshop was conducted in Thai with advisory assistance from the DRI-DTF faculty. This report, therefore, is an English translation of the forum. The entire workshop, including the specific DTF sessions, was taught in Thai by trainers from the first DTF held in Bangkok in July 1978.

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.

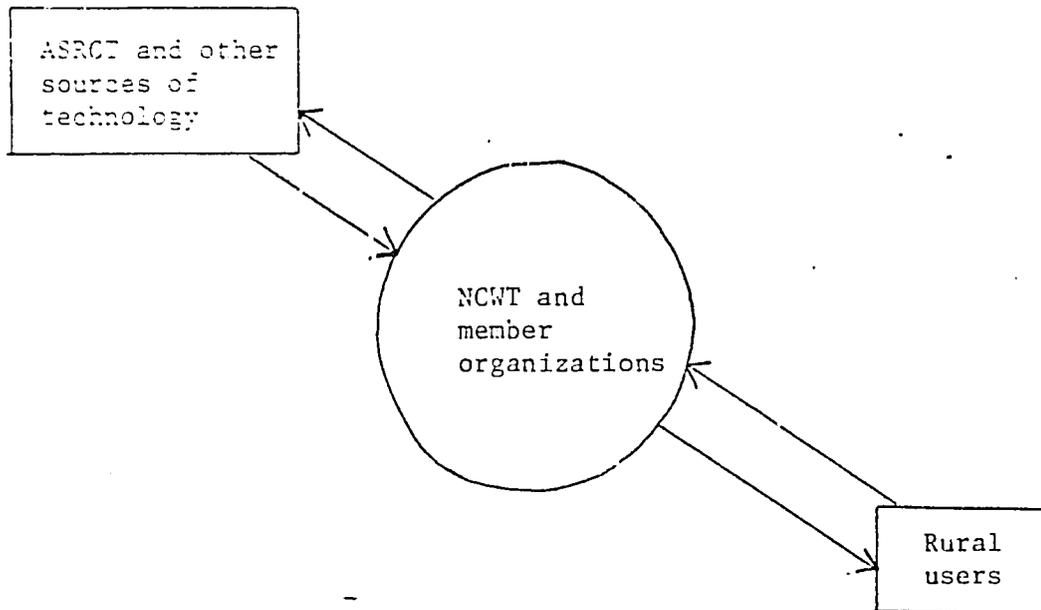
WORKSHOP PROCESS

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
- △
- ▱

Technology Transfer Model

The applied research institutes serve as a source of technology and as a focal point for scientific and technological development within a developing country. Women's organizations or private voluntary organizations are also present with varying degrees of outreach and development potential throughout the country. The hypothesis for this model is that the women's organizations, or PVOs, as existing, functioning networks, can serve as potential intermediaries or transfer agents in the technology transfer process within a developing country. One of the concerns of the research institute is to develop technology appropriate to local rural and urban users. Often, the institutes do not have a well-developed outreach or extension capability and, therefore, they lack access to knowledge about local users' needs, resources, and capabilities. Similarly, local users are rarely aware of or infrequently benefit from current technological developments. Therefore, it would seem that, if a more efficient channel of communication between sources of technology and potential users could be set up, the process of technology transfer might improve.



OBJECTIVE: Women's organizations can serve as effective agents in identifying local needs for technology, in expressing those needs to sources of technology (ASRCT), and in facilitating the transfer to the rural user.

TECHNOLOGY TRANSFER MODEL

WOMEN'S ORGANIZATIONS IN THAILAND

SUMMARY OF WORKSHOP SESSIONS

Monday, 19 February 1979

A welcome and an explanation of the reasons for convening this forum were given. The DRI Development Training Forum was held in July as the first of a series of training forums to be conducted for and by the NCWT with the assistance of DR. This is the second workshop in the series, conducted for community-level women's organizations.

Opening Session

Khunying Sumalee explained the following objectives:

1. To train in administrative skills;
2. To exchange information on ideas for community development;
3. To foster cooperation and commitment at the provincial level for rural and community development.

A panel of speakers presented a discussion explaining how and why voluntary organizations were needed to complement and expand public activities. Speakers were 1) president of the International Thai Mining Association, 2) local businessman, 3) project leader for the community college, and 4) deputy governor.

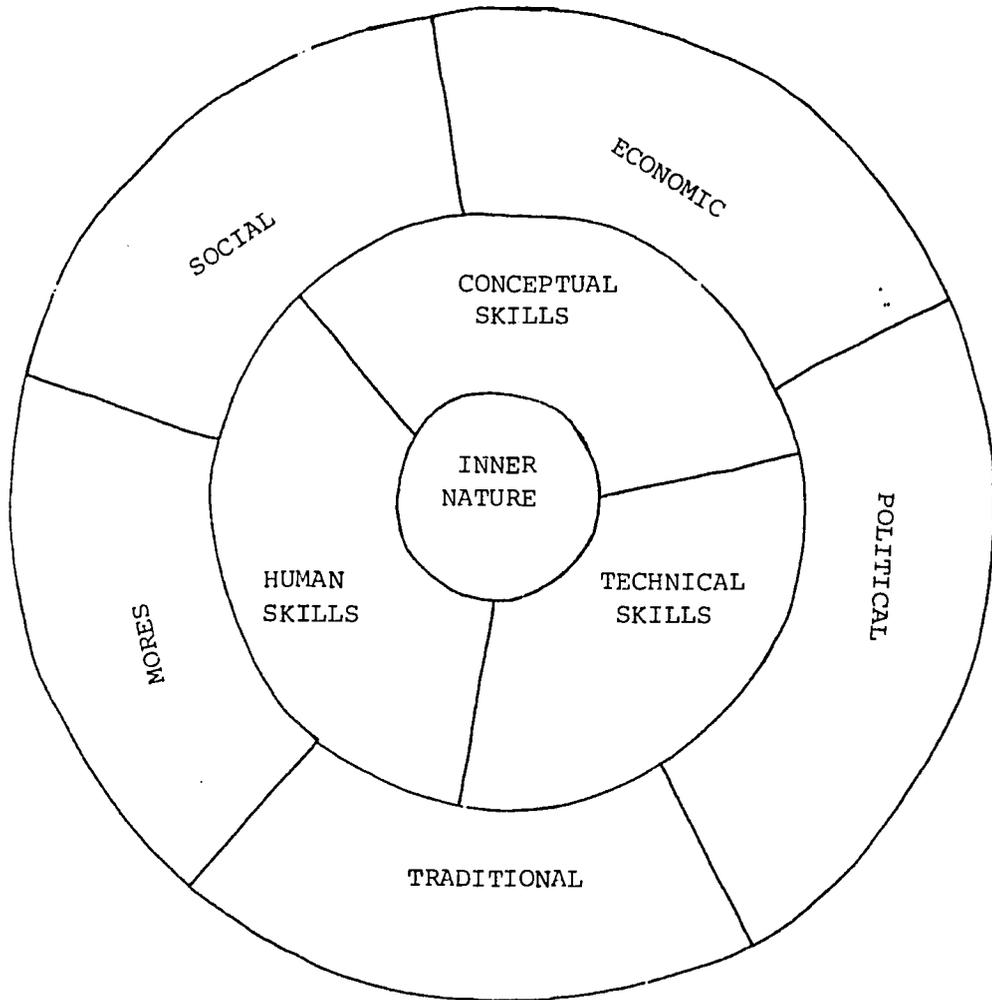
Tuesday, 20 February 1979

"Past Successes of Administrators of Organizations"

A brief summary was given by a participant who had attended a previous training session given by NCWT, describing how the training helped her. The large group was then randomly divided into small groups and asked to discuss and prepare a list of past successes in their organizations. The vision of successful administration produced by these groups is shown in the following figure.

I VISION: Successful Administration

ENVIRONMENT



II CONSTRAINTS: Problems in Organizational Operation

Khun Ampawan described the need to consider objective obstacles to successful operation of organizations. As a large group, the participants brainstormed these problems and organized the data into similar categories. They then titled the categories on a wall chart.

- |                                                                 |                                                                                                       |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Unqualified personnel                                        | 25. Communication gap between development workers and local people due to different language dialects |
| 2. No definite goals                                            |                                                                                                       |
| 3. Not enough public relations                                  |                                                                                                       |
| 4. Irresponsible participants                                   | 26. Delay of procedures within organizations (between community and national levels)                  |
| 5. Conflicts between policy makers and administrators           |                                                                                                       |
| 6. Different traditions and culture                             | 27. Personal interest over community interest                                                         |
| 7. Unqualified administrators                                   | 28. Insufficient competent workers                                                                    |
| 8. No unity among members                                       | 29. No follow-up or continuity                                                                        |
| 9. Financial problems                                           | 30. No moral support                                                                                  |
| 10. Political instability                                       | 31. Communist insurgency--political turmoil                                                           |
| 11. Problems of human personnel                                 | 32. No awareness or eagerness to learn                                                                |
| 12. Political problems                                          |                                                                                                       |
| 13. Insufficient communication and exchange of information      | 33. No commitment or sacrifice                                                                        |
| 14. Improper human relations                                    | 34. Unreadiness for operation or implementation of plans                                              |
| 15. Personal and selfish interest                               | 35. No punctuality                                                                                    |
| 16. No leadership                                               | 36. Poor planning                                                                                     |
| 17. Incompetent leadership                                      | 37. No continuity in work due to personnel changes                                                    |
| 18. Tight economy prevents interest in social work              | 38. Need money incentive                                                                              |
| 19. Cannot afford extra time and money for nonprofit activities | 39. Do social work for awards and personal recognition, not out of commitment to community            |
| 20. Personalized institutional set-up                           |                                                                                                       |
| 21. Recruitment of personnel for the right job                  | 40. No appreciation and abuse of resources                                                            |
| 22. Conflict of interest among members                          | 41. Nonconstructive criticism                                                                         |
|                                                                 | 42. Political opposition                                                                              |
| 23. Personal bias and prejudice                                 | 43. Differences in religious beliefs                                                                  |
| 24. Distorted information from news media                       | 44. Unpredictable happenings                                                                          |
|                                                                 | 45. No sincerity in volunteers                                                                        |

CONSTRAINTS: PROBLEMS IN ORGANIZATIONAL OPERATION

Administration Problems	Personal Relations	Political Pressures	Cultural and Traditional Constraints	Economic Stability	External and Internal Communication Gaps
<p>Peer planning (no definite plan)</p> <p>Conflicts of policy makers and admin.</p> <p>No continuity of work</p> <p>Inadequate planning</p> <p>Unreadiness in operation</p> <p>Delayed procedure of work between member organizations and the NCWT</p> <p>No following</p> <p>Inefficient leadership</p> <p>Problem of human relations</p> <p>Insufficient staff</p> <p>Unqualified administrator</p>	<p>Irresponsible participants</p> <p>Unqualified personnel</p> <p>Personal problems</p> <p>Incompetent participants</p> <p>Unappreciation of resources</p> <p>High expectation for reward and recognition</p> <p>Nonconstructive criticism</p> <p>Tardiness</p> <p>Poor health</p> <p>No unity</p> <p>No awareness for self-improvement</p> <p>Personal interest over public interest</p>	<p>Instability</p> <p>Political problem</p> <p>Unpredictable events</p> <p>Political turmoil</p> <p>Communist insurgencies</p>	<p>Traditional and cultural differences</p> <p>Religious difference</p> <p>Dialectic difference</p> <p>Resistance to change</p>	<p>Financial problems</p> <p>Tight economy cannot afford to do unpaid task</p>	<p>Distorted information</p> <p>Inadequate public relations</p> <p>Insufficient diffusion of news</p>

### III SYSTEMATIC APPROACHES TO PROBLEM SOLVING

The participants grouped the constraints into the following general categories:

1. Ineffective planning and administration of organizations
2. Inefficient personnel
  - a) leadership
  - b) volunteer workers
3. Environmental constraints
  - a) economic and political
  - b) culture, traditions, religions

An analytic problem-solving approach was introduced by Dr. Kitti as follows:

1. Problem identification
2. Problem quantification
3. Identification of constraint
4. Delineation of project objectives
5. Designation of alternative approaches
6. Selection of criteria for choice
7. Selection of best approach
8. Problem re-identification.

The small groups were asked to use this approach in solving the problems outlined above.

### IV MANAGEMENT BY OBJECTIVES

An exercise was used to illustrate the need for coordination among members of an organization. In particular, the group recognized the need for both leaders and workers to understand and work from the same objectives.

Wednesday, 21 February 1979

V LEADERSHIP SKILLS AND DEVELOPMENT

The session opened with a reflective discussion session on the activities of the seminar and the impressions of the participants. The participants were then divided into small groups to discuss qualities of good leadership and volunteers.

A session on "Supplemental Skills Activities" dealt with exercises on testing confidence among team members, giving instructions, and following orders.

Evening sessions were offered by the Denver Research Institute as part of the Development Training Forum program for women.

Thursday, 22 February 1979

VI PLANNING AND ORGANIZATIONAL MANAGEMENT

Small groups were used to develop plans to address the problems expressed earlier in the workshop.

VII WORKSHOP EVALUATION

Evaluation forms were given to participants to evaluate the following sections of the workshop:

1. Past successes of administrators
2. Problems in organizational operation
3. Systematic approach to problem solving
4. Supplementary skills.

The subjects were rated (excellent, good, satisfactory, fair, poor) in terms of:

1. Objectives
2. Useful content
3. Methods used by resource people
4. Group interaction
5. Applicability to local work.

DEVELOPMENT TRAINING FORUM

DENVER RESEARCH INSTITUTE

Session I. Women's Organizations and Community Development

by

Judy Ellison  
Vichandra Bunnag

This session will introduce a planning method for women's organizations to use in their work in doing programs related to community development work. It is a planning process that involves group participation and enables group decision making. This session will also look at the overall picture of community development and discuss how an integrated approach to community development can be useful to women's organizations.

OVERVIEW OF COMMUNITY DEVELOPMENT  
(PRACTICES)

February 1979

I WHY COMMUNITY DEVELOPMENT?	II PRESUPPOSITIONS FOR EFFECTIVE COMMUNITY DEVELOPMENT	III KEYS TO EFFECTIVE COMMUNITY DEVELOPMENT	IV EFFECTIVE CITIZEN PARTICIPATION
1. WHY AT THIS TIME? <ul style="list-style-type: none"> <li>• the great wave of history</li> </ul>	5. SELECT DELIMITED GEOGRAPHY, DEAL WITH ALL PROBLEMS, ALL AGES, AND THE DEPTH HUMAN PROBLEM.	9. WORK WITHIN EXISTING SOCIAL STRUCTURES.	13. WHY CITIZEN PARTICIPATION IS NEEDED NOW.
2. LOCAL MAN IS DEMANDING TO PARTICIPATE IN DECISION MAKING.	6. USE EFFECTIVE METHODS.	10. YOUR PLAN/MODEL MUST BE USEFUL IN MORE THAN ONE CIRCUMSTANCE (REPLICABLE).	14. WHY PROJECTS AND PROGRAMS GET STOPPED.
3. THE CRY OF LOCAL MAN FOR ENGAGEMENT.	7. WORK CORPORATELY AND COOPERATIVELY.	11. YOU MUST BUILD A STRATEGIC DESIGN AND "FRAME" YOUR PLAN.	15. SOME PRINCIPLES OF CITIZEN PARTICIPATION.
4. WOMEN'S ORGANIZATIONS AS HUMAN RESOURCES FOR COMMUNITY DEVELOPMENT.	8. DEPTH MOTIVITY MUST BE KINDLED.	12. SELECT A DIFFICULT SITUATION WHERE YOU CAN WIN.	16. CITIZEN PARTICIPATION TECHNIQUES.

DATA FROM SESSION I: WOMEN'S ORGANIZATIONS  
AND RURAL COMMUNITY DEVELOPMENT

VISION BRAINSTORM

1. Villagers need vocational training to get jobs to support themselves and their community.
2. Sanitation and public utilities
3. Good education
4. Plans for leisure time
5. Religion
6. Self-dignity
7. Cooperation from local people in community development
8. Sufficient water for agriculture and domestic use.
9. Set up cooperative system
10. Promotion of agriculture
11. Knowledge of family planning
12. Set up child-care centers
13. Health services
14. Better environment, cleanliness, and security
15. More participation of local women in development
16. Better education at all levels
17. Self-improvement--to accept changes
18. Electricity
19. Promotion of housewives in vocational training
20. Promotion of health and sanitation
21. Discourage witchcraft
22. Public welfare of women and children
23. Promotion of backyard gardens
24. Local bank
25. Better communications and transportation
26. Self-help in community development

VISION GESTALT

Economic development

Public utility development

Educational development

Individual human development

Promotion of vocational skills (e.g., agriculture)

Health and sanitation

CONTRADICTION BRAINSTORM

1. No support from the government
2. No budget
3. Lack of equipment
4. Lack of personnel
5. No markets
6. Lack of knowledge in economics
7. No agricultural experts
8. Old beliefs in sterilization
9. Inconvenient communications
10. No irrigation system and land is very dry
11. Duplication of agencies going into the village
12. Dry geographical environment
13. Duplication of work
14. No cooperation between NGOs and the government

CONTRADICTION GESTALT

- Blocked process of administration
- Lack of human and equipment resources
- Lack of marketing outlets

PROPOSALS

I. CONTRADICTION: LACK OF RESOURCES

PROPOSALS:

1. Request authorities to allocate funds to create a revolving fund
2. Community to purchase equipment
3. Request volunteer workers and government experts
4. Training and educational program
5. Set up group to establish goodwill and understanding
6. Cooperate in development programs
7. Request government aid

II. CONTRADICTION: MIDDLE MAN CONTROLS PRICES

PROPOSALS:

1. Set up different kinds of cooperatives
2. Recommend that the public sector indicate what the demand for supplies is
3. Strict price control
4. Basic education in economics
5. Eliminate corruption
6. Promote community market
7. Promote utilization of cooperatives
8. Encourage saving
9. Facilitate credit loans from banks for investment
10. Community should advertise their outstanding products

III. CONTRADICTION: INEFFECTIVE ADMINISTRATION

PROPOSALS:

1. Seek financial cooperation from public and private agencies
2. Propose projects indicating the benefits of community development for government support
3. Eliminate duplication of work by setting up coordination units
4. Provide cooperative and sincere voluntary workers
5. Encourage local people to recognize the advantage of development
6. Provide for well-planned program
7. Eliminate conflict and encourage unity
8. Ensure that activities have continuity through project completion
9. Do evaluations

DEVELOPMENT TRAINING FORUM

DENVER RESEARCH INSTITUTE

Session II. Women's Organizations as Agents of Technology Transfer

by

Melinda Cain

Chaisakran Hiranpruk

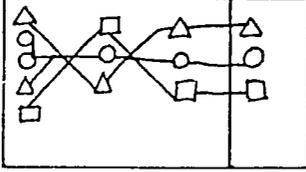
This session will focus on the potential in using the established network of women's organizations in Thailand as an effective link between rural users and the sources of technology. A workshop session will introduce the participants to the use of a simple planning methodology that will focus on examining areas where women's organizations can be useful in identifying technological needs in rural areas and in serving as facilitators in the actual transfer of technology.

WOMEN'S ORGANIZATIONS AS AGENTS OF TECHNOLOGY TRANSFER

February 1979  
Phuket

OBJECTIVE: To teach steps of planning method and introduce Issues of technology affecting women.

EXISTENTIAL AIM: For group to experience feeling that technology can be used by women and to become committed to serving as transfer agents.

INTRODUCTION	WORKSHOP			CONCLUSION		
	VISION	ISSUES	PROPOSALS			
1. Introduction among group members.  2. Explain plan of session.  3. Technology and women lecture: <ul style="list-style-type: none"> <li>• Technology--A Tool</li> <li>• Transfer to Women</li> <li>• Women's Organizations as Agents of Transfer</li> <li>• Thailand Model</li> </ul>	In what areas can women's organizations be used to identify technology needs or in transferring technology?  1. Each individual lists 5 areas. 2. Star 3 most important. 3. List ideas from group on board.	What are the objective obstacles to action of women's organizations to transfer technology?  1. Each individual lists 5 blocks. 2. Star most important. 3. List ideas from group on board. 4. Organize ideas into groups using ○△□*. 5. Title categories.	What are general strategies to overcome these obstacles so that women's organizations can become involved as agents of technology transfer?  1. Divide into small groups to discuss issues. 2. Each group suggest solutions/strategies to attack one issue. 3. Choose a reporter from each group. 4. Each group summarizes its work.	1. Reflect on data: a. What are the best points about each plan? b. What should be added to each plan? c. Is there anything that should be left out? 2. Summarize remaining steps of method, emphasizing that actual work gets done in tactics and scheduling. 3. Hand out workbook and modified plan. 4. Offer DRI assistance and mention ASRCT. 5. Evaluation.		
4. Introduction to six steps of planning: <ul style="list-style-type: none"> <li>• VISION</li> <li>• CONTRADICTIONS</li> <li>• PROPOSALS</li> <li>• PROGRAMS</li> <li>• TACTICS</li> <li>• SCHEDULES</li> </ul>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                         VISION B/S   </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                         CONT/ISSUES   </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">                         PROPOSALS  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CONT: PROPOSALS</td> <td style="width: 50%;">CATS.</td> </tr> </table> </div>	CONT: PROPOSALS	CATS.	
CONT: PROPOSALS	CATS.					
20 min.	20 min.	30 min.	30 min.	20 min.		

WOMEN'S ORGANIZATIONS AS AGENTS OF TECHNOLOGY TRANSFER

Phuket  
21 February 1979

I Technology: A Tool for Development	II The Transfer of Technology to Women: Issues	III What This Means to Women's Organizations in Thailand	IV A Test of the Model: Workshop Introduction
1. There is a need for local definition of problems in order to develop technology "appropriate" to the local situation.	5. There is a need for an effective extension service to rural areas. Women's organizations are a natural extension service.	9. The advantages and disadvantages of voluntary work are important to consider.	13. A simple planning method has six steps: VISION/PROBLEMS/PROPOSALS/PROGRAMS/TACTICS/SCHEDULES
2. We must look at who uses the technology and who will be affected by its introduction.	6. Attention must be given to cultural and social constraints to use of technology.	10. Women's organizations are an established network in Thailand. Explain model in Thailand.	14. We will focus on VISION: identifying in what areas we think women's organizations can be useful in the transfer of technology.
3. In particular, women are often adversely affected by the introduction of technology, because they are ignored in the process of choosing and introducing the technology.	7. A specific example where women should be active participants is in small-scale agricultural and rural technology.	11. Thus, women's organizations can be sensitive to local needs; can express those needs to ASRCT and assist in transferring technology.	15. PROBLEMS: What are the major objective obstacles to action in these areas?
4. Therefore, women should play an active role in expressing local needs for technology and in facilitating the process by expressing those needs to the sources of technology.	8. There is a great impact on women's self-concept of their role in the family when they become involved in the use and transfer of technology.	12. How can we be involved in this transfer?	16. PROPOSALS: What are general strategies to overcome these obstacles so that women's organizations can be involved in technology transfer?

DATA FROM SESSION II: WOMEN'S ORGANIZATIONS AS  
AGENTS OF TECHNOLOGY TRANSFER

VISION BRAINSTORM

1. Increase family income
2. Dressmaking and mending
3. Home management
4. Youth leadership training
5. Food preservation
6. Family budgeting
7. Family planning
8. Baby nutrition
9. Vocational training
10. Health care service
11. Respect of elders
12. Use local resources
13. Discipline
14. Use leisure time profitably
15. Health programs
16. Nursery
17. Teach how to use new agricultural equipment for women
18. Consumer education programs
19. Sanitary habits and family hygiene
20. Literacy programs
21. Teaching of democracy
22. Encourage people to read
23. Teach about local laws and regulations
24. Train to be patriotic
25. Vocational promotion
26. Home cultivation

CONTRADICTIONS

- |                 |                                                                |                  |                                                                     |
|-----------------|----------------------------------------------------------------|------------------|---------------------------------------------------------------------|
| △ 1.            | Too many children                                              | □ 22.            | No faith in new technology because cannot picture outcome           |
| ○ 2.            | No access to credit                                            | <del>□ 23.</del> | <del>Politicians make false promises</del>                          |
| □ 3.            | Not enough technology or teachers                              | <del>□ 24.</del> | <del>Inadequate knowledge about technology</del>                    |
| ○ 4.            | No teaching of consumer education                              | □ 25.            | Girls are kept at home to work and do not have time to go to school |
| ○ 5.            | No stimulation for interest in consumer education              | □ 26.            | Village people do not think education is important                  |
| <del>□ 6.</del> | <del>Inadequate budget</del>                                   | □ 27.            | No commitment to public responsibility                              |
| <del>□ 7.</del> | <del>No marketing opportunity</del>                            | □ 28.            | No basic educational opportunities                                  |
| ○ 8.            | Bad communication and transportation                           | <del>□ 29.</del> | <del>Local leaders do not cooperate and do not care</del>           |
| □ 9.            | Insufficient public facilities                                 | □ 30.            | Communist terrorists                                                |
| □ 10.           | Local people are resistant to change                           | □ 31.            | No desire to form groups                                            |
| △ 11.           | Local people do not have time                                  | △ 32.            | Government officials not ready to transfer technology               |
| □ 12.           | Great difference in local dialects prevents easy communication | △ 33.            | Natural catastrophe                                                 |
| ○ 13.           | Traditional customs prevent change                             | ○ 34.            | No common objective                                                 |
| ○ 14.           | Inadequate equipment                                           | △ 35.            | Outside insurgency                                                  |
| ○ 15.           | Old attitudes                                                  |                  |                                                                     |
| ○ 16.           | Do not know how to use technology                              |                  |                                                                     |
| ○ 17.           | Laziness                                                       |                  |                                                                     |
| □ 18.           | Not familiar with new methods of work                          |                  |                                                                     |
| □ 19.           | Not used to working with new technology                        |                  |                                                                     |
| □ 20.           | Inadequate marketing system                                    |                  |                                                                     |
| □ 21.           | Middle man is too powerful                                     |                  |                                                                     |

- 
- △ Economic-related problems
  - Not enough education
  - Lack of leadership

PROPOSALS

I. CONTRADICTION: ECONOMIC PROBLEMS

PROPOSALS:

1. Upgrade vocational skills to help increase family income
2. Survey needs of local community
3. Survey available local resources: materials, manpower, skills
4. Set objectives, common goals, and develop plan of work
5. Make priorities
6. Organize interested groups as trainers
7. Find resource persons and equipment
8. Choose right time to come for training
9. Plan budgets
10. Convince community of result to be achieved
11. Find markets during training program

II. CONTRADICTION: NOT ENOUGH EDUCATION

PROPOSALS:

1. Promote non-formal education
2. Organize interest group
3. Develop vocational training to suit needs of different groups
4. Women's organizations can help in finding resource persons and trainers
5. Mobile library in village
6. Organize radio programs
7. Develop programs for older persons

III. CONTRADICTION: LEADERSHIP TRAINING

PROPOSALS:

1. Encourage local leaders and help them learn more
2. Upgrade local leadership; include women as local leaders, doctors, budget people
3. Organize local youth leadership training
4. Promote better quality in family leaders
5. Train children to be leaders in later life
6. Change attitudes of existing leaders

CLOSING REMARKS

Khunying Sumalee Chartikavanij  
President, National Council of Women of Thailand

This is our aspiration, to lead our country to prosperity, to build up strength and unity in this land for our younger generation.

From now on, we seek knowledge, methodology, and comradeship to lead us towards our goals and objectives. The aspiration that would motivate us to progress without desperation is our inner nature and strength. This inner nature can be developed only if we ignite our faith, trust, and determination to drive us to move ahead always.

The path may be full of obstacles or covered by red carpets of roses. This mission may fulfill your expectations or cause you desperation. No one knows. But you must overcome the obstacles. The thoughts on this matter challenge your determination and capability. It will make you courageous. Let us look to the future so that we can help each other actively in our work for social benefits.

MODIFICATIONS OF THE DTF METHODOLOGY

One of the virtues of the DTF method is the flexibility in modifying it for use according to the forum duration, the level of experience of participants, and to important social and cultural factors. The following pages show other modifications of the use of the DTF method designed to be used for the topic of "Women Leaders in Administration and Community Development." Pages 31 through 32 indicate how the method can be used in designing a training session for trainers to conduct a six-day workshop in this topic arena. Pages 33 through 35 show the session plans and schedule for doing the six-day workshop using the method. There are also other possible variations that can be designed.

TEACHERS' TRAINING

Friday, 16 February

Morning

Introductory Lecture: "New Images of Women as: Agents of appropriate technology transfer, human resources in community development, participants in national development."

Methodology Review: VISION

Workshop on VISION: Women in Community Development

Methodology Review: Issues/Contradictions

Workshop: CONTRADICTIONS in Community Development

Lunch

Afternoon

Method Review Proposals, programs, tactics, schedules for  
Workshop: community development

Lecture: Appropriate technology transfer to community development

Discussion of Field Trip

Saturday, 17 February

Morning

Lecture material:

"Women in Voluntary Sector and Motivation of Voluntary Workers"  
"Community Development and Citizen Participation"

Workshops: "VISION/CONTRADICTIONS/PROPOSALS/PROGRAMS/TACTICS/SCHEDULES"  
"Internal/External Influences on Organizational Activity"

Afternoon

Lecture: Proposal Practices

Workshop: Proposal Writing

Lecture: Supplementary methods for Efficient Organization

Workshop: Application of method to organizations, projects, and family

Summary: Program Evaluation and Phuket.



WOMEN LEADERS IN ADMINISTRATION AND  
COMMUNITY DEVELOPMENT

Monday, 19 February

Part I: Women Leaders in Community Development

Afternoon

Lecture: "Images of Women as:

- Agents of Appropriate Technology Transfer
- Human Resources in Community Development
- Participants in National Development"

Method Introduction and Workshop: Vision of Women in Community Development

Evening

Teachers consult

Tuesday, 20 February

Morning

Method Introduction and Workshop: Contradictions in Community Development

Afternoon

Method Introduction and Workshop: Proposals/Programs/Tactics/Schedules for Community Development

Evening

Group consult

Wednesday, 21 February

All Day

Lecture: "Relevance of Appropriate Technology and Transfer to Community Development"

Field Trip: Practical Use of Method

Assign issue arenas to four teams (e.g., technology, marketing, small-scale industry, nutrition, education, etc.). Each group is to produce a product (short written statements) that identifies

local perception of problems and relevant solutions to these problems using the methodological steps.

Thursday, 22 February

Part II: Administrative Skills for Community Leaders

Morning

Lecture: "Women in the Voluntary Sector/Motivation for Voluntary Workers"

Workshop: Vision/Contradictions of "Internal/External Influences on Organizational Activity"

Afternoon

Lecture: "Community Development and Citizen Participation"

Workshop: Proposals/Programs/Tactics/Schedules for Organizational Activity

Friday, 23 February

Morning

Lecture: "Proposal Practices"

Workshop: Proposal and Report Writing

Afternoon

Lecture: "Supplemental Methods for Efficient Organization"

Workshop: Application of Methods to Organizations, Projects, Family

Saturday, 24 February

Morning

Lecture: "New Directions"

Program Evaluation

Follow-up Activity

Certificate Presentation

## WOMEN LEADERS IN ADMINISTRATION AND COMMUNITY DEVELOPMENT

Women Leaders in Community Development			Administrative Skills for Community Leaders		
Opening	Group Dynamics	Field Trip	Group Discussion	Group Report	Closing
Mon., 19 Feb.	Tues., 20 Feb.	Wed., 21 Feb.	Thurs., 22 Feb.	Fri., 23 Feb.	Sat., 24 Feb.
AM	<u>Method Intro. &amp; Workshop: Contradictions in Community Development</u>	<u>Lecture: Appropriate Technology and Transfer to Community Development</u>	<u>Lecture: "Women in Voluntary Sector/ Motivation for Voluntary Workers"</u>  <u>Workshop: Vision/ Contradictions to Organizational Activity</u>	<u>Lecture: "Proposal Practics"</u>  <u>Workshop: Proposal and Report Writing</u>	<u>Lecture: "New Directions" METHODOLOGY REVIEW</u>  Program Evaluation Follow-up Activity Certificate Presentation
	Lunch				
PM	<u>Lecture: "Images of Women"</u>	<u>Method Intro. &amp; Workshop: Proposals/Programs/Tactics/Schedules for Community Development</u>	<u>Lecture: "Community Development/Citizen Participation"</u>  <u>Workshop: Proposals/Programs/Tactics/Schedules for Organizational Activity</u>	<u>Lecture: "Supplemental Methods for Efficient Organization"</u>  <u>Workshop: Application of Methods to Organizations, Projects, Family</u>	
Evening	Teachers Consult	Group Consult	Group Consult	Teachers Consult	Group Consult

DEVELOPMENT TRAINING FORUM  
PARTICIPATING ORGANIZATIONS

- Home Economics Association
- Stree Chaiyabhum School
- Women Culture Promotion of Chaingrai
- Women's Association of Songkhla
- Women's Association of Narathiwat
- Women's Association of Petchaboon
- Community Development Department
- Women's Association of Chaiyabhum
- Women's Association of Phang-Nga
- Women's Association of Sapabupi
- Women's Association of Trang
- Women's Association of Samutsakon
- Department of Social Administration,  
Thammasat University
- Mahasarakam Red Cross Group
- NCWT, Manangkasilak Mansion
- Red Cross Youth Division, Thai Red Cross Society
- Songkhla Teacher's College
- Phuket Teacher's College
- Phuket Public Library
- Thai Muslim Women's Association
- Police Station, Chaiyapoom
- Phuket Women's Association

DEVELOPMENT TRAINING FORUM  
WOMEN LEADERS IN ADMINISTRATION  
AND COMMUNITY DEVELOPMENT

LIST OF PARTICIPANTS

- |                                                                                                  |                                                                                                |
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| 1. Mrs. Ampai Na Songkhla<br>Yala                                                                | 11. Miss Daranee Sathiensep<br>55/60 Soi Narayart, Lad-prao<br>Bangkok                         |
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## 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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