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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

PROJECT PAPER

Proposal and Recommendations
For the Review of the
Development Loan Committee

THAILAND - AGRICULTURAL EXTENSION OUTREACH
ANNEXES A, B-1, B-2, B-3, B-4, F, K, L, and M

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AID-DLC/P-2216

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LIST OF ANNEXES

- A. AID/W PRP Approval Message
- B. Project Details
 - B-1 Train-the-Trainers Workshops
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- K. Training Program Details (pp. 32-38 of original draft of PP)
- L. Critical Path Schedule — Thai Version (pp. 101-102 of original draft of PP)
- M. Detailed Schedules for Disbursements and Implementation (pp. 104-108 of original draft of PP)

TELEGRAM**Foreign Service of the
United States of America**

INCOMING USOM/Thailand

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TO AMEMBASSY BANGKOK 9935

ACTION UNCLAS SECTION 1 OF 2 STATE 000087/1

USOM AIDAC

INFO E.O. 11652: N/A

CDA TAGS:

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FILES

SUBJECT: AGRICULTURAL EXTENSION OUTREACH PRP

ACTION 1. ASIA PROJECT ADVISORY COMMITTEE (APAC) APPROVED SUBJECT PRP DECEMBER 15. USOM/T ROBERT CAHN ALSO PARTICIPATED IN REVIEW. PRP APPROVAL CONDITIONED UPON ACCEPTABLE INTERIM REPORTS RECEIVED AID/W WITHIN ABOUT 90 DAYS ON FOLLOWING CRITICAL ISSUES:

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INFO (A) ADDITIONAL SUPPORT NEEDED FOR PROJECT JUSTIFICATION. PRIORITY OF AGRICULTURE EXTENSION IN RELATION TO OTHER DETERMINANTS OF INCREASED AGRICULTURAL PRODUCTION IN THAILAND SHOULD BE DISCUSSED, INDICATING THAT THE PROPOSED PROJECT ADDRESSES A KEY CONSTRAINT. ANALYSIS OF ASSUMPTIONS (1) THRU (4), P. 4, PRP NECESSARY IN ORDER ASSURE THESE ELEMENTS NOT CRITICAL TO PROJECT SUCCESS.

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(B) ADDITIONAL DETAIL ON OVERALL PROJECT ORGANIZATION AND MANAGEMENT IS NEEDED TO DETERMINE ADEQUACY OF IMPLEMENTATION ARRANGEMENTS. THE ORGANIZATION, MANPOWER, AND FINANCIAL RESOURCES OF THE DOAE SHOULD BE DESCRIBED AND EVALUATED. THE RELATIONSHIPS AND INTERDEPENDENCE BETWEEN THE DOAE AND OTHER AGENCIES WITH A ROLE IN PROJECT IMPLEMENTATION SHOULD ALSO BE DISCUSSED. ADDITIONAL INFORMATION ON THE IBRD ROLE IN THIS PROJECT SHOULD ALSO BE INCLUDED. A DISCUSSION OF THE LINKAGES BETWEEN THIS PROJECT AND OTHER AGRICULTURAL PROJECTS AND PROGRAMS IN THAILAND SUCH AS SEEDS DEVELOPMENT PROJECT, SECTOR ANALYSIS AND PLANNING PROJECT, TAMBON COUNCIL PROGRAM, ETC., IS ALSO NEEDED.

(C) THE CRITERIA FOR AND MEANS OF SELECTION OF TAMBON VOLUNTEERS AND FARMER LEADERS IS A KEY ISSUE AND SHOULD BE DESCRIBED IN DETAIL. (APAC ASSUMES THESE INDIVIDUALS WILL BE SELECTED FROM LOCAL AREA WHERE THEY WILL WORK). SYSTEM OF INCENTIVES FOR THESE INDIVIDUALS SHOULD ALSO BE DISCUSSED.

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(D) FEEDBACK SYSTEM MENTIONED 2B(4), P. 3 PRP SHOULD BE DESCRIBED IN MORE DETAIL: APAC PARTICULARLY CONCERNED THAT FEEDBACK MECHANISM, ONCE ESTABLISHED, HAVE PROVISION FOR RESPONDING TO FARMERS' CONCERNS AND THAT TARGET GROUP PERCEIVES IT HAS ROLE IN AND BENEFIT FROM FEEDBACK SYSTEM; INTERIM REPORT SHOULD THEREFORE DESCRIBE HOW SUCH AGENCIES AS THE AGRICULTURE DEPARTMENT'S RICE AND CROPS DIVISIONS AND BAAC WILL UTILIZE FEEDBACK. FYI: AID POLICY ENDORSES INTEGRATION OF RESEARCH AND EXTENSION FUNCTIONS TO MAXIMUM POSSIBLE EXTENT ON PREMISE THAT UTILITY BOTH ELEMENTS WILL BE SIGNIFICANTLY ENHANCED.

(E) WOULD APPRECIATE OUTLINE OF EVALUATION PROCEDURE INCLUDING PLANS FOR BASELINE DATA. THIS SHOULD INCLUDE CRITERIA TO BE USED, WHO WILL PARTICIPATE IN EVALUATION AND WHEN IT IS TO TAKE PLACE AS WELL AS WHEN PAR IS TO BE SUBMITTED. COST ESTIMATE AND INTENDED SOURCE OF FUNDS AND PLANS TO DEVELOP EVALUATION CAPACITY WITHIN DOAE SHOULD BE DISCUSSED. ALSO SUGGEST THAT LOGICAL FRAMEWORK EOPS SHOULD BE QUANTIFIED TO FACILITATE OBJECTIVE VERIFICATION. IN ADDITION, PROVIDE ESTIMATE OF ANY AID/W TDY OR CONSULTANT ASSISTANCE THAT MAY BE NECESSARY.

2. THE FOLLOWING ISSUES DO NOT REQUIRE AN INTERIM RESPONSE AND SHOULD BE ADDRESSED IN THE PP OR AS OTHERWISE INDICATED;

(A) AID PARTICIPATION IN PROJECT SHOULD BE JUSTIFIED BY INDICATING HOW PROJECT IS STRENGTHENED BY THIS PARTICIPATION;

(B) APAC CONCERNED THAT THE MORE PROSPEROUS FARMERS MAY BE MORE AGGRESSIVE IN OBTAINING PROJECT OUTPUTS THUS REDUCING AVAILABILITY TO MORE NEEDY FARMERS; ONE APPROACH FOR ASSUMING PARTICIPATION BY POOR MIGHT BE TO FOCUS BENEFITS ON RURAL GROUPS COMPOSED PRIMARILY OF SMALLER FARMERS. REGARDLESS OF FINAL APPROACH TAKEN, PROJECT DESIGN SHOULD EMPHASIZE AT A MINIMUM THAT POORER FARMERS SHARE EQUITABLY WITH OTHER FARMERS IN PROJECT BENEFITS. THE SOCIAL SOUNDNESS ANALYSIS SHOULD INDICATE WHICH GROUPS ACTUALLY BENEFIT FROM PROJECT;

(C) CARE SHOULD ALSO BE TAKEN DURING FINAL PROJECT DESIGN TO INSURE MAXIMUM PARTICIPATION OF THE BENEFICIARIES IN PROJECT IMPLEMENTATION. PP SHOULD DESCRIBE NATURE AND EXTENT SUCH PARTICIPATION.

(D) ONE OF PROJECT OUTPUTS IS QUOTE THE DEVELOPMENT OF A DOAE ORGANIZATIONAL STRUCTURE WITH A RESPONSIVE PERSONNEL MANAGEMENT SYSTEM THAT REWARDS INITIATIVE AND AMBITION UNQUOTE. PP SHOULD CLEARLY DESCRIBE HOW PROJECT INPUTS WILL LEAD TO THIS OUTPUT.

(E) DETAILED BREAKDOWN AND ANALYSIS OF COST ESTIMATE NEEDED. ANALYSIS OF TRANSPORTATION COSTS SHOULD INDICATE THAT MAINTENANCE, GASOLINE, ETC. ARE ADEQUATE TO SUPPORT REQUESTED VEHICLES; APPROPRIATE INFLATION FACTOR SHOULD BE ADDED TO FINAL COST ESTIMATE.

(F) SEVERAL FIGURES IN TEXT AND TABLES OF PRP ARE INCONSISTENT. CAHN HAS DETAILS.

(G) ALTHOUGH ROLE OF WOMEN ADDRESSED P. 9 PRP, APAC SUGGESTS PP FOCUS AND EXPAND ON DESIGN ELEMENTS SERVING TO ELEVATE POSITION OF WOMEN IN SOCIETY OUTSIDE OF TRADITIONAL ROLES-- FOR EXAMPLE THEIR PROPOSED USE AS AMPHOE AGENTS.

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(H) ENVIRONMENTAL IMPACT SHOULD BE ADDRESSED. GUIDANCE FOLLOWS SEPTTEL.

3. WOULD APPRECIATE DRAFT LOAN AGREEMENT FORWARDED FOR REVIEW WITH PP.

4. SUGGEST USOM FINALIZE PLANS FOR PROJECT DEVELOPMENT SCHEDULE P. 15 PRP SOONEST AND CABLE TO AID/W DETAILED REQUEST FOR REQUIRED MANPOWER RESOURCES CONTAINING WORKSCOPES, SCHEDULING, ETC. ROBINSON

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TRAIN-THE-TRAINERS WORKSHOPSIntroduction

The planned Train-the-Trainers Workshops are designed to develop the essential competencies required by training and audio-visual personnel in the National, Regional, and Provincial Agricultural Extension Offices. The workshops are to provide opportunities for the Extension Training Officers to participate in activities related to their training assignments. These assignments include all aspects of planning, executing, evaluating, and managing the training programs associated with Tambon level, District level and some of the Provincial level training. The Training Officers will have a major effect upon the training program as their teaching styles will become a catalyst in subsequent training activities. It is anticipated that these people will influence most of the instructional practices of all training sessions. Therefore, the workshop sessions should enable the Training Officers to obtain the pedagogical competencies necessary for successful training programs in the National Extension Improvement Project.

Goal

The goal of the Train-the-Trainers Workshops is to adequately prepare the Training Officers in as short a period as possible. The extension training programs must be managed by personnel who have a background that includes extension experience plus experience relating to the teaching processes. The shortage of time available for pedagogical preparation of the Training Officers requires an intensive series of learning experiences for this cadre. The workshops will provide a maximum amount of time for individual preparation of training programs plus time for the participants to actually practice instructional techniques for peer and workshop leader(s) critique.

Suggested Topical Outline

The following outline is suggested for the Train-the-Trainers Workshops:

- | | | |
|----|--|-------|
| A. | National Extension Improvement Project
and Opening Ceremony | ½ day |
| B. | Training Workshop Goals | ½ day |

- C. Behavioral Objectives ½ day
 - 1. Develop appropriate statements
 - 2. Review developed statements
 - 3. Design sets of objectives for project

- D. Motivating Techniques 1½ days
 - 1. Psychological needs of trainees
 - 2. Communication skills--including simulation and discussion
 - 3. Learning Process--including simulation activities
 - 4. Diffusion-Adoption--including simulation and discussion

- E. Audio-Visual Methods 4 days
 - 1. Develop software materials
 - a. Posters and lettering
 - b. Flannel board and chalk board
 - c. Overhead transparencies
 - e. Slides and photos
 - f. Audio tapes
 - g. Video tapes
 - h. Cinema
 - i. Leaflets
 - 2. Practice techniques in simulated instructional settings

- F. Teaching Methods 3 days
 - 1. Identify types of behavioral changes
 - 2. Identify various instructional processes

3. Design formats for instructional methods:
4. Practice instructional methods
 - a. Lecture
 - b. Group discussion
 - c. Group work
 - d. Problem solving
 - e. Practical experiences
 - f. Demonstrations
 - g. Role playing and simulation
5. Individual and group behavioral considerations
 - a. Characteristics of the individual
 - b. Group dynamics
 - c. Leadership functions

G. Lesson Planning 3 days

1. Develop format--including time, materials and resources
2. Develop typical introduction--including objectives
3. Develop typical summary--including learning outcomes
4. Design learning activities--including teaching methods
5. Present an actual lesson

H. Module Design 2 days

1. Determine objectives for each activity
2. Establish content of module
3. Determine resource people

4. Develop appropriate teaching methods
5. Identify teaching materials
6. Determine content evaluation techniques
7. Develop module outlines for subjects and levels

I. Module Evaluation 2 days

1. Identify criteria of module objectives
2. Establish training performance
3. Determine feedback techniques
4. Develop formats for module evaluation
5. Develop informal evaluation methods
 - a. Cognitive feedback
 - b. Affective feedback

J. Extension Methods 5 days

1. Motivating rural people-- including simulation
2. Identify method demonstration principles
3. Develop method demonstration plans
4. Identify result demonstration principles
5. Develop result demonstration plans
6. Practice demonstration plans
7. Identify steps in conducting farm visits
8. Plan farm visit format

- 9. Simulate farm visits
- 10. Plan Model Farmers meetings
- 11. Simulate Model Farmers meetings
- 12. Determine planning steps for farm field days
- 13. Develop format for farm field days

K. Module Presentations 8 days

- 1. Each participant design personal module
- 2. Each participant teach actual lesson
- 3. Critique each participant
- 4. Video tape presentation for personal review

Total 30 days

NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Extension Methods & Communications Preservice

Trainees: Tambon

Inservice

Length : 8 days

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
At the conclusion of the module, the trainee will:	I. National Extension Improvement Project	Lecture	Handouts	Oral Questions	- Personnel from DOAE participate.
1. Determine the scope and operation of the project.	A. Objectives B. Goals C. Personnel	Discussion	- Objectives - Goals - Staffing Patterns	Discussion	
2. Determine the principles and program activities of DOAE	II. Principles of Agricultural Extension	Lecture	Handouts	Oral Questions	- Illustrate activities in service areas, i.e. agriculture, home economics, and youth.
	A. Purpose B. Goals C. Service Areas	Discussion	Overhead Transparencies Slides	Discussion	
3. Identify the program areas in agriculture of DOAE.	III. Programs in DOAE	Illustrated Lecture	Handouts	Discussion	- Utilize personnel from appropriate projects.
	A. Rice Irrigation Project B. Farmer Cooperatives C. Others	Forum	Slides Overhead Transparencies		
4. Be familiar with the communication process.	IV. Communicating with Others	Illustrated Lecture	Overhead Transparencies	Simulation Results	- Design problem for audience participation during simulation
	A. Channels B. Message C. Barriers D. Feedback Methods E. Treatment of Ideas	Simulation Discussion	Flannel Board and Illustrations Handouts	Observations Oral Responses	

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~~NATIONAL EXTENSION IMPROVEMENT PROJECT~~
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Module : Extension Methods & Communications

 Preservice

Trainees: Tambon

 Inservice

Length : 8 days

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
5. Determine the process of how farm people accept ideas.	V. How Farm People Accept Ideas A. Stages of Acceptance B. Adoption Curve C. Speed of Adoption D. Categories of Adopters.	Illustrated Lecture Simulation Discussion Case Study	Flannel Board and Illustrations Handouts Overhead Transparencies Discussion Questions	Observations Oral Questions Discussion	- Design group activity to simulate adoption of an idea by use of a map.
6. Define the changes in behavior during the learning process.	VI. Learning Process A. Psychological Development B. Learning Theories C. Learning Factors D. Behavior Responses	Illustrated Lecture Simulation Discussion	Handouts Mirrors and Diagram Overhead Transparencies Film	Oral Questions Discussion Simulation Results	- Use portion of group to experience new skill with mirror assignment.
7. Identify techniques to motivate rural people.	VII. Motivation A. Personal Needs B. Behavioral Patterns C. Group Dynamics D. Individual Characteristics	Illustrated Lecture Role Playing Discussion Problem Solving	Handouts Overhead Transparencies Role Playing Directions Discussion Questions Film	Discussion Results Problem Solving Results Observations	- Design roles of personality types in an audience - Obtain film illustrating behavioral patterns.
8. Be familiar with common extension methods	VIII. Extension Methods A. Farm Visits B. Farm Meetings C. Field Days D. Method Demonstrations E. Result Demonstrations	Illustrated Lecture Simulation Demonstrations Role Playing Discussion	Handouts Slides Demonstration Supplies Role Playing Directions Discussion Questions	Oral Questions Simulation Results Observations	- Utilize group participation in demonstrations - Follow specific formats for each method.

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NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Extension Methods & Communications

Preservice

Trainees: Tambon

Inservice

Length : 8 days

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
9. Be able to develop appropriate teaching materials for extension work.	IX. Teaching Materials A. Posters, Lettering B. Charts, Graphs C. Flip Charts D. Fannel Boards E. Slides, Photos F. Radio G. Cinema H. Samples, Models I. Leaflets	Illustrated Lecture Practicals Discussions Demonstrations Problem Solving	Handouts Example Teaching Materials Construction Supplies: - Paper - Pencils, pens - Rulers - Felt and sand paper - Clue Radio or Audio Tapes and Recorders Projector Slides and Photos Content Topics	Observations Final Products Discussion Results Questions	- Time may require group project although each person should participate - Materials should be realistic for extension activities.
10. Determine the application of program planning steps for project responsibilities.	X. Program Planning A. Stages of Planning Cycle B. Activities in Planning C. Checklists for Tasks D. Conceptual Relationships of Tasks	Illustrated Lecture Group Assignments Group Reports Discussion	Handouts Checklist Formats Group Problems Discussion Overhead Transparencies	Observations Checklist Results Discussion Results	- Each person should develop, within a group, a set of checklists for each stage of planning
11. Comprehend the role of the farmer leader in extension efforts.	XI. The Model Farmer A. Characteristics B. Selection C. Utilization D. Feedback	Illustrated Lecture Role Playing Discussion Simulation	Handouts Role Playing Directions Discussion Questions Simulation Activities Slides	Observations Questions Discussion Results	- Use examples from local area - Develop typical problems participants may encounter.

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NATIONAL EXTENSION IMPROVEMENT PROJECTModule : Extension Methods & Communications Preservice

Trainees: Tambon

Length : 8 days

 Inservice

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
12. Be aware of the need for an appropriate Calendar of Work utilized in the project.	XII. Calendar of Work A. Role of Planning B. Project Activities Required C. Format(s) D. Administration Requirements	Lecture Discussion Practical	Handouts Form(s) Discussion Questions	Observations Final Product Discussion Results	- Note scope of project. - Each person develop an acceptable Calendar of Work (may need sample information).
13. Determine the activities necessary for a method demonstration plan.	XIII. Method Demonstration Plan A. Review Steps B. Assign Topic C. Develop Plan	Lecture Discussion Practical	Forms Technical Data on Crops Discussion Questions	Discussion Results Final Plan	- Participants will need information from crop module(s). - Design a demonstration that is realistic for Tambon.
14. Be able to conduct an acceptable method demonstration.	XIX. Method Demonstration Presentation A. Present Plan B. Conduct Demonstration C. Critique Demonstration	Discussion Presentations	Demonstration Critique Forms	Demonstration Outcomes Observations	- Participants conduct one demonstration and have a critique of performance.
15. Be familiar with the concepts of evaluation as they pertain to method demonstrations.	XV. Method Demonstration Evaluation A. Concepts of Evaluation B. Criteria C. Feedback D. Analysis	Illustrated Lecture Discussion Practical	Critique Forms Overhead Transparencies Discussion Questions	Observations Discussion Results	- Participants analyze critique. - Participants revise plans.

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NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Extension Methods & Communications Preservice

Trainees: Tambon

Length : 8 days

Inservice

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
16. Be able to complete acceptable record forms for Tambon farmers.	XVI. Farmer Record Keeping A. Information Required B. Types of Forms C. Collecting Information D. Recording Information	Illustrated Lecture Demonstration Discussion Practical	Handouts - Forms - Data Overhead Transparencies Discussion Questions	Questions Practical Results Discussion Results	- Develop a record form which can be simple yet effective.
17. Be able to complete acceptable record forms for Tambon Agents.	XVII. Tambon Agent Records A. Information Required B. Format of Form C. Collection Techniques D. Recording E. Transmission of Records.	Illustration Lecture Demonstration Simulation	Handouts Record Forms Overhead Transparencies Simulation Directions	Questions Simulation Results Observations	- Design simulation for collecting and recording data, might consider Role Playing also.
18. Be familiar with activities required to design field trial plots	XVIII. Field Trial Plots A. Role of Trial Plots B. Structure of Plots C. Researchers' Role D. Tambon Agent's Activities	Illustrated Lecture Discussion	Handouts Discussion Questions Trial Plot Slides	Questions Discussion Results	- Emphasis should be made on the tasks required of Tambon Agents.

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NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Extension Methods & Communications Preservice

Trainees: Tambon

Inservice

Length : 8 days

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
19. Comprehend the use of farm credit available to Tambon farmers	XIX. Farmer Credit A. Decision Making Factors B. Institutional Requirements C. Strategies for Credit Adoption	Illustrated Lecture Role Playing Discussion	Handouts Role Playing Directions Discussion Questions Overhead Transparencies	Questions Discussion Results	- Develop a Role Playing situation that illustrates farmers' discussion with Tambon Agent regarding credit.
20. Be able to maintain a motorbike according to manufacturer's specifications	XX. Motorbike Maintenance A. Importance of Regular Maintenance B. Maintenance Activities C. Repair of Motorbikes D. Safe Operation E. Daily Checklists F. Breaking In a New Bike G. Purchasing Plan H. MOAC Reporting Records	Illustrated Lectures Demonstrations Discussions Practicals	Handouts Motorbike Manuals Demonstration Models Tools Repair Supplies, incl. spare parts, oil, gas, lubricants, etc. Charts Discussion Questions Practical Exercises	Observations Maintenance Skills Motorbike Operation Questions Discussion Results	- Participants must be able to follow manufacturer's suggestions for maintenance. - A daily checklist should be developed. - MOAC records required will need to be determined - Safe operation should be emphasized.

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NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Rice

Preservice

Trainees: Tambon Agents

Inservice

Length : 5 Days

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
At the conclusion of the module, the trainee will:					
1. comprehend current cultural practices of District farmers.	I. Area Characteristics A. Topography B. Climate C. Agro-Economic Zone(s)	Lecture Discussion	Handouts - Summaries - Map(s)	Discussion	- Exclude if previously known or taught.
	II. Farmer Cropping Practices A. Land preparation B. Planting C. Pest Control D. Harvesting E. Storage F. Straw utilization	Lecture Field Trip	Field Trip Site(s)	Observation Oral Questions	- Plan trip to nearby farm
2. identify common rice varieties by plant and seed characteristics	III. Rice Varieties and Characteristics A. Upland varieties B. Lowland varieties	Illustrated Lecture Laboratory	Slides Exhibits	Oral Questions Observations	- Laboratory exercise is needed for individual examination of varieties.
3. determine seed treatment practices and chemicals	IV. Seed Treatment A. Procedure B. Chemical(s) C. Pest(s)	Lecture Demonstration Practical	Handouts Seed Chemical(s)	Oral Questions Practical Observations	- Simulate chemical if necessary

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NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Rice

 Preservice

Trainees: Tambon Agents

 Inservice

Length : 5 days

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
4. define acceptable planting operations	V. Seedbed Preparation A. Tillage operations B. Paddy development C. Sowing	Illustrated Lecture Demonstration Practical Exercise	Slides VTR Rice Paddy & Seeds Handouts	Oral Question Observations	- Students work in groups for plowing and paddy development. - Simulate sowing if necessary.
5. demonstrate trans-planting techniques.	VI. Transplanting A. Soil preparation B. Seedling removal C. Seedling trans-planting	Illustrated Lecture Demonstration Practical Exercise	Slides VTR Seedlings Handouts	Oral Questions Observations	- Seedlings should be raised prior to session or simulate seedlings.
6. determine nutrient requirements of plant.	VII. Growth Processes A. Nutrients B. Nutrient requirements C. Characteristics of nutrient deficiencies	Lecture Discussion	Overhead Transparencies with Strobe Tape Slides Handouts	Oral Questions	- Obtain slides illustrating nutrient deficiencies
7. determine fertilization application frequency, rates, and methods.	VIII. Fertilizer A. Organic B. Inorganic C. Soil Testing D. Nutrient formulation E. Application (1) Frequency (2) Rates (3) Methods	Lecture Demonstration Practical Exercises Problem Solving	Slides Illustrations Soil Samples Fertilizer Samples Handouts	Oral Questions Observations Problem Results	- Develop application problem(s) - Obtain soil testing materials - Use soils typical to area(s)

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Page 3

NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Rice

Trainees: Tambon Agents

Length : 5 days

Preservice

Inservice

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
8. identify pest and appropriate pest controls for rice production.	IX. Pests A. Diseases B. Insects C. Weeds D. Rodents E. Birds F. Crabs	Illustrated Lecture Discussion	Slides Exhibits Transparencies Handouts	Oral Questions	- Handouts should describe major pests.
	X. Pest Controls A. Biological B. Chemical C. Physical or mechanical	Illustrated Lecture Demonstration Discussion	Slides Exhibits Handouts	Oral Questions	- Handouts should describe pest controls. - Reduce emphasis on chemicals - Emphasize local recommendations
9. comprehend problems of moisture stress on rice.	XI. Drought Effects on Rice A. Moisture requirements B. Moisture stress characteristics C. Moisture controls	Illustrated Lecture	Slides	Oral Questions	- Handouts emphasize control measures
		Demonstration	Transparencies	Observation	- Suggest problem solving discussion
		Discussion	Handouts		
10. determine harvesting procedures including yield estimation.	XII. Harvesting Rice A. Maturity characteristics B. Cutting & bundling C. Yield computation D. Transporting	Illustrated Lecture	Slides	Oral Questions	- Develop problems resulting in yield typical to area.
		Problem Solving	Rice Plants	Problem Results	- Use yield estimate formulas
		Demonstration	Rice Paddy	Observations	
			Handouts		

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NATIONAL EXTENSION IMPROVEMENT PROJECT

Module : Rice

Trainees: Tambon Agents

Length : 5 days

Preservice

Inservice

Terminal Objective	Content	Instructional Method	Teaching Materials	Evaluation Procedure(s)	Remarks
11. comprehend processing and storage techniques of rice.	XIII. Processing Rice A. Traditional techniques B. Milling operations C. Storage alternatives.	Illustrated Lecture Field Trip Discussion	Slides Mill Site Handouts	Oral Questions	- Obtain slides illustrating traditional techniques of threshing rice.
12. be aware of the marketing and grading facilities available to local rice farmers.	XIV. Marketing Rice A. Local markets B. Commercial markets C. Grades & standards D. Economic values	Illustrated Lecture Discussion Forum	Slides Overhead Transparencies Handouts Rice Grade Samples	Oral Questions Observations	- Selected mill operators or buyers could discuss topic.
13. be familiar with a recordkeeping process acceptable for rice farmers.	XV. Recordkeeping on Rice A. Sample forms B. Data collection C. Data recording D. Date conclusions	Lecture Problem Solving Discussion	Overhead Transparencies Recording Forms Sample Problem	Oral questions Problem Results	- Identify appropriate examples for forms and practices problem.
14. identify the credit sources available to local farmers for rice production	XVI. Credit A. Sources B. Interest computations C. Repayment schedules	Lecture Problem Solving Discussion	Chalk Board Overhead Transparencies Handouts	Oral Questions Problem Results	- Identify all credit available in District. - Emphasize utility of credit for rice production.
15. develop appropriate rice production demonstration plans.	XVII. Demonstration Plans A. Types of Demonstrations B. Techniques identified C. Conclusions	Discussion Problem Solving Group Work	Overhead Transparencies Handouts	Discussion Responses Problem Results	- Emphasize participants' product, a plan for a rice demonstration.

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POSITION DESCRIPTION

U.S. Agricultural Extension Training Advisor

Duties:

1. To advise and assist the DOAE National and Regional Extension Training Officers on matters concerning the Extension Outreach Project, specifically on:
 - a. Curricula planning for in-service training of extension personnel at all levels;
 - b. Selection of qualified "faculty" for training courses;
 - c. Sequence planning for training courses;
 - d. Introduction of new training concepts and techniques for extension work;
 - e. Preparation of teaching aids to improve teaching effectiveness;
 - f. Evaluation of training; determination of future needs;
 - g. Involvement of rural families in the determination of extension programs;
 - h. Developing and maintaining linkages among farm families, extension, and research.
2. To participate in teaching classes, on a demonstration basis.

Qualifications

1. M.S. or Ph.D in Agricultural Extension Education from a U.S. university.
2. At least 5 years professional extension experience, including frequent contact with farm families.
3. At least 2 years of recent experience in extension training in a developing country, with evidence of successful achievement of objectives.

4. Good teaching ability.
5. Experience in the production and use of audio-visual aids.
6. Preferably, some work experience in the Far East area.

POSITION DESCRIPTION

U.S. Short-Term Consultants

The National Extension Improvement Project training program activities will require short term professional assistance in addition to the full time Agricultural Extension Training Advisor. The scope and diversity of the various training programs during the first phase of the Project will require short term assistance. The specific functions of the short-term consultants would include assistance in (1) the extension training, (2) the production of audio-visual aids--especially video tape recordings, and (3) the training module evaluation processes. The first specific function, assistance in the extension training activities, will include the following tasks for short-term consultants:

1. Planning selected presentations for the Train-the-Trainers Workshops,
2. Development of teaching aids for the selected presentations,
3. Instructional involvement of the selected presentations,
4. Provide professional assistance to the full time Advisor during the Train-the-Trainers Workshops, such as critique of participants' products and presentations, evaluation of the workshops, design of subsequent modules, etc.,
5. Revise modules, if appropriate, and
6. Review subsequent training programs and provide professional assistance if necessary.

The second function for short-term consultants, assistance in the production of audio-visual aids, will include the following tasks:

1. Review of audio-visual products developed for the Project,
2. Advanced training of audio-visual personnel in production of materials,

3. Development of audio-visual materials for the Project that could be used in the training activities,
4. Development of procedures for subsequent audio-visual materials production, especially VTR,
5. Review plans for utilization of audio-visual materials in the Project, and
6. Develop maintenance procedures for audio-visual equipment.

The final function of short-term consultants refers to the evaluation processes of the training activities and the tasks will include:

1. Determine the essential types of information from the training sessions for evaluation purposes,
2. Design a format(s) for data collection,
3. Development of criteria for evaluation,
4. Prepare evaluation reports of training sessions and modules, and
5. Make recommendations for modification in training programs or strategies.

The short-term consultants may also provide specific assistance to the Project that may be identified as the first phase is implemented. The large amount of training included in the Project, both in terms of personnel trained and number of training programs, could yield unforeseen requirements for assistance beyond the suggested tasks for short-term consultants. The timing and type of short-term assistance should be determined by the Project Manager, the National Training Officer, and the U.S. advisor.

POSITION DESCRIPTION

Tambon Agents, DOAE

Quote from Personnel Division, MOAC in "Project Paper for Improving District Agents Work":

"The Tambon Agent is responsible for all extension duties with crops, livestock, fisheries, and forestry in the Tambon."

The specific tasks that should be included in the assigned "extension duties" will include the following activities:

- Plan demonstration plots for village farmers
- Conduct method demonstrations on village farms
- Conduct training meetings for Model Farmers
- Keep records of visits, demonstrations, Model Farmer meetings, farmer requests, names of Model Farmers
- Coordination of extension activities in the Tambon
- Act as resource person for Tambon farmers
- Contact local agricultural agencies
- Complete reports requested by District Extension Officers
- Plan Calendar of Work and submit to District Extension Office
- Attend in-service training programs
- Attend official MOAC meetings

VIDEO TAPE RECORDING (VTR) IN TEACHING

There is little question that using visual imagery in addition to the spoken word will multiply the effectiveness of the message. This is especially true in the communication of new ideas or the inducement of behavior changes. A black-and-white picture will help to get the point across. If the fidelity of natural color is added to the film, details (e.g. plant diseases) will be easily seen. The total impact upon the audience is limited only by the expertness of the film producer. Thus, aside from the real-life experience, the most desirable communications aid is the reproduction of an activity in motion and in natural color, accompanied by an oral explanation in the listener's language.

In the past, AID's efforts were often characterized by motion picture production to support technical assistance programs in developing countries. The support by AID and host governments has since waned for several reasons:

1. High capital investment - (cameras, lights, studio, editing and synchronizing equipment, projects, screens, electrical generators).
2. High cost of producing films, usually in terms of foreign exchange - (imported raw film, cost of overseas laboratory services in processing and duplicating films).
3. Extended time required for film production - (extra care in script planning to minimize film wastage, time required to process film usually overseas, editing and reshooting as required, final editing, preparation and synchronization of sound track, time required for lab to produce first answer print, final delay of several weeks for duplicating final film at overseas labs, customs formalities).
4. Immutability of film - extreme difficulty in changing either the image or the soundtrack if the original message needed updating.
5. Unavailability of equipment maintenance and repair service.

These disadvantages contributed to the subsequent decline in the use of motion pictures in developmental activities, but the original advantages of film as a motivating and teaching device are still valid.

Advances in the electronic and teaching fields in recent years now provide an alternative teaching tool which overcomes most of the constraints to movie production and still retains all but one of the advantages of movie film*. This is video tape recording--or VTR, for short.

The VTR process is quite similar to sound recording on magnetic tape and is in use in many public school systems and almost all universities in the United States. It is the principle by which television shows are pre-recorded for future and repeated use, as well as the instant-replay feature of sports telecasting.

The basic equipment needed to produce action tapes in color and sound consists of:

VTR color camera--similar to a 16 mm movie camera;

Microphone;

VTR color tape recorder--similar to a sound tape recorder but slightly more complicated to operate;

Color recording magnetic tape, in reels or cassettes;

T-V color receiving sets, in the size and number desired.

The VTR system has overcome the listed constraints to movie production as follows:

1. Initial high capital investment--VTR probably offers little if any reduction in the original cost of equipment;
2. High cost of program production--Here, VTR presents a strong advantage. The image is recorded, not on film, but on magnetic tape. The magnetic tapes are erasable and re-usable for hundreds of times, so that the original raw stock can serve indefinitely. Duplicate copies of programs can be

*VTR is still plagued by a non-standardization of tape width, tape speed, and scanning rate, while 16 mm sound films are standardized for cameras and projectors.

produced on the spot by connecting two VTR recorders, hence, no foreign laboratory services are required.

3. Time required for program production--Here, lies probably the strongest advantage of VTR over motion picture film. The original scripting and shooting time does not change, but automatic exposure control and instant viewing of the results on a tandem monitor eliminate reshooting delays. Sound can be recorded simultaneously with the shooting or can be dubbed in later. Nothing has to be processed so the finished product is available for immediate use (no delays for overseas laboratory work). Since the soundtrack is parallel with the image track, any narration changes, erasures or additions can be made while viewing the image on a monitor.
4. Video tape can be changed very easily--By re-recording or copying, either the image track or the soundtrack, or both can be corrected in a matter of minutes. Thus, a change in the fertilizer rate recommendations from one year to the next can be accommodated by rerecording the correct quantity on the sound track. A change in the method of application can be made by shooting the new method and dubbing it over the original image track.
5. Equipment maintenance and repair--This can be accomplished by many qualified television or electronic repairmen. The proliferation of T-V sets has greatly expanded this capability in most countries. A sound tape recorder repairman can handle video tape recorders if he has the machine's maintenance manual at hand. Maintenance problems have been further diminished by the advent of solid state electronics which replace the former trouble-prone vacuum tubes, and "cards" to replace entire modules of the electronic circuitry.

A disadvantage of the VTR system lies in the limited size of the viewing screen, usually the 25-inch T-V set. This can be somewhat alleviated by connecting several sets to the same playback unit. In the average classroom, two T-V sets can adequately accommodate 25 to 30 viewers, and the room need not be darkened. T-V image projectors are also available to produce an image several feet square but they are expensive and cumbersome.

VTR for classroom use presents other noteworthy values. The cassette tape holder has practically eliminated the entire tape-threading operation. After the cassette is inserted, a button is depressed to start the viewing. At the end of the showing, another button is pressed to automatically rewind the tape. The tape is contained in a sealed cassette, protected from dust and inexperienced fingers. Immediate replay, or slow motion, or "freezing" of action at any point, is possible.

The VTR can replace many other types of visual aids. A 16 mm film can be projected normally and copied off the screen by the VTR camera, with or without the original sound. A set of slides can be projected and copied in a like manner. A flipchart presentation can be recorded visually and audially. A speaker thus can present films, slides, flannelgraphs, models, etc., all on one machine. Outstanding teaching presentations can be "canned" for further use at many locations, as long as a VTR playback unit is available at those locations.

VTR has considerable value for performance improvement. A class presentation by a lecturer, or a method demonstration by an Extension Agent, can be recorded by VTR. After the presentation, the lecturer or Extension Agent can view his own performance to determine where improvements are needed.

The VTR playback unit is as delicate as a 16 mm sound projector, and transport should be kept to a minimum. Where the use of this medium will be frequent, such as at a training center, it would be advisable to permanently install the VTR and the desired number of T-V receivers.

The central production office would require at least two VTRs in order to edit and make duplicates of programs. When programs are required for commercial television station use, it is advisable to copy the original tape on the machine to be used by the T-V station.

STATUTORY CHECKLISTBASIC AUTHORITY

1. FAA Section 103

This loan will be made under the authority of Section 103 of the Foreign Assistance Act of 1961, as amended.

The purpose of the Project which this loan will assist is to establish an improved flow of information to, and from, the farmer which will enable him to make better informed farming decisions, cause him to use improved farming techniques and enable him to convey his views and needs back to the "bureaucracy" for action. The project will contribute to the achievement of the broader goal of increasing the per capita income of people living in the rural areas of Thailand who are on the lower end of the income scale.

COUNTRY PERFORMANCE

2. Progress Towards Country Goals

A. FAA Section 201 (b) (5), (7) & (8); Section 208

Discuss the extent to which the country is

- (i) Making appropriate efforts to increase food production and improve means for food storage and distribution.

One of the highest RTG priorities for its Fourth Five Year Plan (1977-81) is to modernize Thai agriculture, promoting more intensive cultivation with higher productivity. The RTG goal is to expand food production and maintain its presently high level of agricultural exports, particularly of rice. The principal emphasis will be on high impact programs combining modern technology packages and support functions in a coordinated fashion for selected commodities and geographic areas. At the same time, the RTG will provide

greater farmer incentives by shifting internal terms of trade in the farmers' favor through such mechanism as price support, buffer stock storage, some regulation of the private marketing mechanism, and promotion of cooperatives.

The RTG has recently passed considerable legislation to support this strategy, including a Land Consolidation Law, Seeds Marketing Law, and an act creating a Marketing Organization for Farmers. In addition, the credit program of the Bank for Agriculture and Agricultural Cooperatives is being greatly expanded with greater emphasis on long-term loans and loans to cooperatives and farmers.

(ii) Creating a favorable climate for foreign and domestic private enterprise and investment

The RTG policy is to encourage the private sector and that sector's dynamism has been a major factor in Thailand's continuing good economic performance. The Investment Promotion Act was revised in October 1972 to improve investment guarantees and benefits and to make promotional policies more flexible and selective. Standard investment incentives include guarantees against nationalization and competition by new State enterprises; authorization to own land, transfer funds abroad, and hire foreign experts; and various tax reductions are available under

reasonable controls. Further support for private investment will be provide by the RTG's Foreign Investment Advisory Council and National Export Council, recently established institutions. The latter, along with other matters, is charged with expediting the currently cumbersome procedures for issuing residence permits.

- (iii) Increasing the public's role in the developmental process

Current RTG planning indicates that the Fourth Five Year Plan will assign high priority to social goals such as increasing rural income and services to the rural population, amelioration of urban life and social equity. Reflections of these goals is already showing up the government budgets.

(iv)

- (a) Allocating available budgetary resources to development
- (b) Diverting such resources for unnecessary military purposes (see Item 19) and intervention in affairs of other free and independent nations. (See also Item 19).

The share of the development expenditures in the total public expenditure was about 40% from 1970-1975. During the period of 1970-1973, expenditures on defense, police, and related administration represented 20-22% of the total public expenditures. In this period the U.S. actively encouraged RTG defense and police programs. With the phase-down of U.S. support for these areas comparable expenditures increased to 24.8% in 1974. For 1975 they are estimated at 20.9%.

(v) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom initiative, and private enterprise.

Thailand's tax structure is heavily weighted towards taxes on international trade and domestic transactions with relatively low income and property taxes. In line with recommendations made by the World Bank Survey Team of 1974, the RTG has recently established the policy of increasing revenues from direct taxation. In the rural sector, the RTG passed legislation on Land Consolidation and farmland rents in 1974 and a Land Reform Law in 1975, which authorize programs to improve the equity position of small farmers.

(vi) Willing to contribute funds to the project or program.

The RTG will finance at least 50% of the total project cost.

(vii) Otherwise responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.

The emphasis on legitimate social goals in the Fourth Five Year Plan are reliable indicators of the RTG outlook.

B. Are above factors taken into account in the furnishing of the subject assistance?

These factors are addressed in the Development Assistance Program for Thailand, 1976 - 1981, which provides the context and justification for subject assistance.

C. FAAct Sec. 116.

To what extent does the assistance directly benefit the needy people in the country?

The assistance proposed under this Project is designed to reach directly the rural farmers in 33 provinces, with emphasis on the poorest region of Thailand, the Northeast. The major benefit intended or likely to result will be an increase in the income of these farmers. See Part III-C-2-b of the Project Paper.

TREATMENT OF U.S. CITIZENS AND FIRMS

3. FAA Sec. 620 (c). If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government?

No.

4. FAA Sec. 620 (e) (1). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities not less than 50% beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?

No.

5. FAA Sec. 620(o); Fishermen's Protective Act Sec. 5. Has country seized, or imposed any penalty or sanction against, any U.S. fishing vessel on account of its fishing activities in international waters?

No.

RELATIONS WITH U.S. GOVERNMENT AND OTHER NATIONS

6. FAA Sec. 620 (a). Does recipient country furnish assistance to Cuba or fail to take appropriate steps to prevent ships or aircraft under its flag from carrying cargoes to or from Cuba?

No.

7. FAA Sec. 620 (b). If assistance is to a government, has the Secretary of State determined that it is not controlled by the international communist movement?

Yes.

8. FAA Sec. 620 (d). If assistance is for construction or operation of any productive enterprise which will compete in the United States with United States enterprise, is there an agreement by the recipient country to prevent export to the United States of more than 20% of the facilities annual production during the life of the loan?

This assistance is not for the construction or operation of a productive facility.

9. FAA Sec. 620 (f). Is recipient country a Communist country?

No.

10. FAA Sec. 620(i). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression?

No.

11. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property?

No.

12. FAA Sec. 620(l). If the country has failed to institute the investment guaranty program for the specific risks of expropriation, inconvertibility or confiscation, has the A.I.D. administration within the past year considered denying assistance to such government for this reason?

No.

13. FAA Sec. 620(n). Does recipient country furnish goods to North Vietnam or permit ships or aircraft under its flag to carry cargoes to or from North Vietnam?

No.

14. FAA Sec. 620(g). Is the government of the recipient country in default on interest or principal of any A.I.D. loan to the country?

No.

15. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption?

No.

16. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the A.I.D. Administrator in determining the current A.I.D. Operational Year Budget?

Thailand is not in arrears in payment of its U.N. obligations.

17. FAA Sec. 481. Has the government of recipient country failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully?

The RTG is engaged in a two-fold program designed to reduce poppy cultivation and to interdict opium trafficking in Thailand. Increased enforcement activity by the Thai National Police and Department of Customs has resulted in the seizure of considerable quantities of illicit drugs and the arrest of a significant number of smugglers and processors. A parallel effort is being made to install an alternate economic system, including crop substitution, to that of opium cultivation in the North. The overall program is assisted by the U.S. and the U.N. The RTG efforts are being intensified at the present time.

18. FAA Sec. 659. If (a) military base is located in recipient country, and was constructed or is being maintained or operated with funds furnished by U.S., and (b) U.S. personnel carry out military operations from such base, has the President determined that the government of recipient country has authorized regular access to U.S. correspondents to such base?

No U.S. military operations are currently conducted or planned from military bases in Thailand.

MILITARY EXPENDITURES

19. FAA Sec. 620(s). What percentage of country budget is for military expenditures? How much of foreign exchange resources spent on military equipment? How much spent for the purchase of sophisticated weapons systems? (Consideration of these points is to be coordinated with the Bureau for Program and Policy Coordination, Regional Coordinators and Military Assistance Staff (PPC/RC).

For 1975, expenditures for defense, police and related administration are estimated at 20.9% of total public expenditures. (For earlier years see item 2A(iv)b.) For the period of 1971-1973, expenditures on military imports averaged 1% of the value of total merchandise imports.

CONDITIONS OF THE LOAN

General Soundness

20. FAA Sec. 201(d). Information and conclusion on reasonableness and legality (under laws of country and the United States) of lending and relending terms of the loan.

The proposed loan contains a concessionary rate of interest - 2% per annum during the grace period and 3% per annum thereafter in the remaining years of the repayment period. The interest rate is substantially lower than Thailand's maximum legal rate of interest.

21. FAA Sec. 201(b)(2); Sec. 201(e). Information and conclusion on activity's economic and technical soundness. If loan is not made pursuant to a multilateral plan and the amount of the loan exceeds \$100,000, has country submitted to A.I.D. an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

22. FAA Sec. 201(b)(2). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects.

23. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources on reasonable terms, including private sources within the United States.

24. FAA Sec. 611(a)(1). Prior to signing of loan will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the United States of the assistance?

This activity has been determined to be economically and technically sound. Refer to Parts III, D. and III, A., respectively, of the Project Paper for the detailed analysis.

The RTG's formal application for an AID loan to finance this activity is in process.

Thailand has the ability to repay the loan. Refer to Annex A of the Development Assistance Program - Thailand and to the IBRD report dated November, 1975 for a detailed analysis.

Such assistance for this activity is not currently available from other free-world sources.

Such plans and estimates have been prepared and are included in the Project Paper.

25. FAA Sec. 611(a)(2).
If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of loan?

No further legislation is required.

26. FAA Sec. 611(e).
If loan is for Capital Assistance, and all U.S. assistance to project now exceeds \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

Loan is not for capital assistance.

LOAN'S RELATIONSHIP TO
ACHIEVEMENT OF COUNTRY AND
REGIONAL GOALS

27. FAA Sec. 207; Sec. 113
Extent to which assistance reflects appropriate emphasis on: (a) encouraging development of democratic, economic, political, and social institutions; (b) self-help in meeting the country's food needs; (c) improving availability of trained manpower in the country; (d) programs designed to meet the country's health needs;

(a-b) This project is designed to provide farmers, through an Extension Service well-staffed with trained people, with an improved flow of information aimed at increasing agricultural productivity and rural incomes.

(c) This project, from the A.I.D. standpoint, is a training project for all levels from the small farmer to the top government officials.

(d) This program, while not specifically designed to meet the country's health needs, will result in improved nutrition by providing more food as well as increased income for farmers, making them more able to afford health care and nutritious foods.

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(e) other important areas of economic, political, and social development, including industry, free labor unions, cooperatives, and Voluntary Agencies; transportation and communications, planning and public administration urban development, and modernization of existing laws; and (f) integrating women into the recipient country's national economy.

(e) The project calls for expansion of farmers associations, cooperative, 4-H Clubs, etc., important means of building economic, political, and social development. See Part III of the Project Paper for additional information and detail.

(f) Addressed in Part III C of the Project Paper.

28. FAA Sec. 209. Is project susceptible of execution as part of a regional project?

No.

29. FAA Sec. 201(b)(4). Information and conclusion on activity's relationship to, and consistency with, other development activities, and its contribution to realizable long-range objectives.

This activity will contribute to the broader goal of increasing the per capita income of people living in the rural areas of Thailand. Lower income farmers will be specifically assisted because they will have, some for the first time, an inflow of information geared to increase production as well as a mechanism to make their needs known. The establishment of a responsive extension system with a well-trained staff makes for a permanent infrastructure to spread technology beyond the limits of this project.

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30. FAA Sec. 201(b)(9). Information and conclusion on whether or not the activity to be financed will contribute to the achievement of self-sustaining growth.

While the Project will cover less than half the provinces in Thailand, it will reach approximately 60% of the rural population and leave a strong management and technological know-how to extend Project benefits to the rest of the country at a later date.

31. FAA Sec. 209. Information and conclusion whether assistance will encourage regional development programs.

32. FAA Sec. 111. Discuss the extent to which the loan will strengthen the participation of urban and rural poor in their country's development, and will assist in the development of cooperatives which will enable and encourage greater numbers of poor people to help themselves toward a better life.

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33. FAA Sec. 201(f). If this is a project loan, describe how such project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development.

This activity is not designed to encourage regional development programs, and will not do so.

The beneficial impact of the project on the rural poor will be assured in that the activities of the project are aimed at all farmers in the target areas. The staff increase of the DOAE at the Tambon level and the fact that Extension Agents will live in the Tambons make contact much easier. Much of the area being serviced by the project makes up the poorest parts of the Kingdom. Cooperatives or Farmers' Associations and the Marketing Organization for Farmers will be strengthened to meet the marketing needs brought about by increased production and the demand for agricultural inputs. Training programs will be for groups of farmers, frequently members of Farmers' Associations. Farmer Leaders will be selected at the Village level to be the main point of contact at the lowest administrative level.

This project will result in increased agricultural production which will further result in increased farmer income. Produce resulting from the project will be available for export and will bring additional foreign exchange to Thailand.

34. FAA Sec. 281(a). Describe extent to which the loan will contribute to the objective of assuring maximum participation in the task of economic development on the part of the people of the country, through the encouragement of democratic private and local governmental institutions.

35. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

36. FAA Sec. 201(b)(3). In what ways does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities?

Maximum popular participation in economic development will be primarily assured by training of individual farmers as well as those who are member of Farmers' Associations or Cooperatives. Further, the low Extension Agent: Farmer ratio, accompanied by the Farmer Leader concept, is designed to involve the maximum number of farm families in the Project areas to assure maximum participation and result in economic development through increased production.

This project is directly concerned with raising the incomes and thereby increasing the welfare of Thailand's rural population. Success of the Project requires that Thai farmers institute improved farming techniques, as a result of training and instruction from a well-trained extension staff, to maximize productivity. To this end the Project will finance strong educational and training programs specifically designed to meet the needs of farmers and extension workers in any given Project area.

The training, geared to specific needs for extension workers (at all levels) and farmers, coupled with a system whereby farmers can make their needs known, will result in increased production by the rural poor and will be a major factor in economic development.

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37. FAA Sec. 601(a).

Information and conclusions whether loan will encourage efforts of the country to:

- (a) increase the flow of international trade;
- (b) foster private initiative and competition;
- (c) encourage development and use of cooperatives, credit unions, and savings and loan associations;
- (d) discourage monopolistic practices;
- (e) improve technical efficiency of industry, agriculture and commerce;
- and (f) strengthen free labor unions.

(a) The loan should result in the increased export of agricultural commodities from Thailand.

(b) The Thai Government Agency responsible for the Project will encourage the interest of the private sector, including possible participation in the educational and training activities.

(c) Farmers' Associations and Cooperatives will be major suppliers of agricultural inputs. They will also be a source of credit through loans from the Bank for Agriculture and Agricultural Cooperatives. The Marketing Organization for Farmers as well as Farmers' Associations and Cooperatives will be needed for marketing of increased production resulting from the Project.

(d) Monopolistic practices are not a concern in this field of activity.

(e) This Project will result in increased agricultural productivity (yield/acre).

(f) Not applicable.

38. FAA Sec. 102(c). Extent to which this activity will effectively involve the poor in development, by

a) expanding their access to the economy through services and institutions at the local level,

b) increasing labor-intensive production, and

c) spreading productive investment and services out from major cities to small towns and rural areas.

39. FAA Sec. 103(c). Extent to which this activity is designed to increase the productivity and income of the poor by

a) strengthening local institutions linked to regional and national levels;

b) providing savings and credit services to the poor;

This activity will effectively involve the poor in development in the following ways:

a) RTG agricultural services (Tambon Extension Agents), extended to the sub-district and village level where none now exist, will provide access to the economy for the poor.

b) Agents at these levels will promote more intensive single cropping and additional double cropping to more efficiently utilize existing rural labor.

c) Services at the sub-district and village level provided by the RTG are expected to induce production investments from other sources, e.g. private sector, commercial banks, etc. See Part III-A-2-g and Part III-C-1 and 2.

This activity is designed to increase the productivity and income of the poor in the following ways:

a) Organizations of farmer groups such as Cooperatives and Farmers Associations will be encouraged, and these groups will be linked to province and national level Extension Committees for higher level action on their problems (See Parts III-A-2-h, III-A-4, III-C-3 and IV-B-1).

b) The activity is expected to increase the credit worthiness of poor farmers and provide a liaison mechanism between lending institutions and farmers (See Part III-D-4).

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c) stimulating small labor intensive enterprises in rural towns;

d) improving marketing facilities and systems;

e) expanding local infrastructure such as farm to market roads;

f) establishing more secure land tenure arrangements;

g) strengthening systems for assuring that small farmers have access to necessary services and supplies.

c) It is expected that increased development at the village level caused by this activity will foster development of additional labor intensive enterprises.

d) It is expected that this activity will increase production and require expansion of market facilities. This expansion is planned (See Part III-A-5).

e) Expansion of local infrastructure is not a direct result of this Project; however, complementing activities such as Northeast Rural Development Project (IBRD) and others in the Project area are specifically addressing this problem.

f) This activity does not directly address the land tenure issue; however, the RTG is initiating a major land reform program.

g) This activity will strengthen the Department of Agricultural Extension and expand its activities to the village level in 33 provinces, a major step toward assuring that poor farmers have success to necessary services and supplies.

40. FAA Sec. 619. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?

Thailand is not a newly independent country.

LOAN'S EFFECT ON U.S. AND
A.I.D. PROGRAM

41. FAA Sec. 201(b)(6). Information and conclusion on possible effects of loan on U.S. economy, with special reference to areas of substantial labor surplus.

The loan will result in an increase in the volume and possibly the quality of agricultural commodities being exported. To the extent that these commodities compete successfully with U.S. produced food commodities in the world market, the loan could have a fractionally adverse effect on the U.S. economy. However, the Project's potential for helping to alleviate the increasing world food problem will more than offset possible adverse effects on U.S. exports.

42. FAA Sec. 202(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources.

Approximately \$490,000 of the Loan will be used to finance the cost of advisory services to be secured from non-governmental sources in the U.S., and an equivalent amount for the procurement of training materials, supplies, and equipment from private sources in Thailand. (See Sec. II, B, 5)

43. FAA Sec. 601(b). Information and conclusion on how the loan will encourage U.S. private trade and investment abroad and how it will encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

This loan is not designed to encourage U.S. private trade or investment abroad.

44. FAA Sec. 601(d). If a capital project, are engineering and professional services of U.S. firms and their affiliates used to the maximum extent consistent with the national interest?

This Project is not a capital project.

45. FAA Sec. 602. Information and conclusion whether U.S. small business will participate equitably in the furnishing of goods and service financed by the loan.

U.S. small business will be invited to furnish, in the normal fashion for AID projects, any training supplies or services not available in Thailand.

46. FAA Sec. 620(h). Will the loan promote or assist the foreign aid projects or activities of the Communist-Bloc countries?

No.

47. FAA Sec. 621. If Technical Assistance is financed by the loan, information and conclusion whether such assistance will be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis. If the facilities of other Federal agencies will be utilized, information and conclusion on whether they are particularly suitable, are not competitive with private enterprise, and can be made available without undue interference with domestic programs.

It is planned that the professional assistance to be financed under the loan will, if not available in Thailand, be a contract with an U.S. individual, university, or firm. Such requirements will be small (not more than four person-years over life of Project).

LOAN'S COMPLIANCE WITH SPECIFIC REQUIREMENTS

48. FAA Sec. 110(a); Sec. 208(e). In what manner has or will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the Loan is to be made?

The total costs of the National Extension Improvement Project, of which this Project is the training element, are estimated in the Project Paper at US\$ 58.5 million. This loan will finance \$ 3 million, IBRD \$ 28 million and the RTG the remaining \$ 27.5 million.

49. FAA Sec. 660. Will loan be used to finance police training or related program in recipient country?

No.

50. FAA Sec. 114. Will loan be used to pay for performance of abortions or to motivate or coerce persons to practice abortions?

No.

51. FAA Sec. 201(b). Is the country among the 20 countries in which development loan funds may be used to make loans in this fiscal year?

Yes.

52. FAA Sec. 201(d). Is interest rate of loan at least 2% per annum during grace period and at least 3% per annum thereafter?

Yes.

53. FAA Sec. 201(f). If this is a project loan, what provisions have been made for appropriate participation by the recipient country's private enterprise?

The RTG agency responsible for project implementation will encourage participation of private sector representatives in the educational/demonstration/training aspects of the Project. The private sector will also be involved in the providing of agricultural inputs and marketing and exporting of resulting increased production.

54. FAA Sec. 604(a). Will all commodity procurement financed under the loan be from the United States except as otherwise determined by the President?

Yes.

55. FAA Sec. 604(b). What provision is made to prevent financing commodity procurement in bulk at prices higher than adjusted U.S. market price?

No such commodities are to be procured.

56. FAA Sec. 604(d). If the cooperating country discriminates against U.S. marine insurance companies, will loan agreement require that marine insurance be placed in the United States on commodities financed by the loan?

Yes.

57. FAA Sec. 604(e). If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity?

No such commodities are to be procured.

58. FAA Sec. 604(f). If loan finances a commodity import program, will arrangements be made for supplier certification to A.I.D. and A.I.D. approval of commodity as eligible and suitable?

Loan does not finance a commodity import program.

59. FAA Sec. 608(a). Information on measures to be taken to utilize U.S. Government excess personal property in lieu of the procurement of new items.

Because of the nature of the Project it is not expected that U.S. excess property can be used. However, available excess property will be screened if such needs arise.

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60. FAA Sec. 611(b); App. Sec. 101. If loan finances water or water-related land resource construction project or program, is there a benefit-cost computation made, insofar as practicable, in accordance with the procedures set forth in the Memorandum of the President dated May 15, 1962?

Loan does not finance such construction.

61. FAA Sec. 611(c). If contracts for construction are to be financed what provision will be made that they be let on a competitive basis to maximum extent practicable?

No contracts for construction will be financed under the A.I.D. loan.

62. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the United States are utilized to meet the cost of contractual and other services.

The country's contribution, in cash and in kind, is estimated at the local currency equivalent of U.S.\$ 27.5 million. There is no U.S.-owned local currency available for this Project.

63. App. Sec. 113. Will any of loan funds be used to acquire currency of recipient country from non-U.S. Treasury sources when excess currency of that country is on deposit in U.S. Treasury?

No. There is no excess Thai currency on deposit in the U.S. Treasury.

64. FAA Sec. 612(d). Does the United States own excess foreign currency and, if so, what arrangements have been made for its release?

The U.S. does not own excess local currency.

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65. FAA Sec. 620(g). What provision is there against use of subject assistance to compensate owners for expropriated or nationalized property?

The limitations on authorized uses of loan proceeds precludes such use.

66. FAA Sec. 620(k). If construction of productive enterprise, will aggregate value of assistance to be furnished by the United States exceed \$100 million?

No.

67. FAA Sec. 636(i). Will any loan funds be used to finance purchase, long-term lease, or exchange of motor vehicle manufactured outside the United States or any guaranty of such transaction.

No.

68. FAA Sec. 666. Does the country object to the presence of any U.S. employee in the country for the purpose of carrying out programs of economic development assistance on the grounds of race, religion, national origin, or sex?

No.

69. FA App, 1977. Describe how the Committee on Appropriations of the Senate and House have been or will be notified concerning the activity, program, project, country, or other operation to be financed by the loan.

Project was included in FY 77 Congressional Presentation (p. 169).

70. App. Sec. 103. Will any loan funds be used to pay pensions, etc., for military personnel?

No.

71. App. Sec. 106. Will any loan funds be used to pay UN assessments?

No.

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72. App. Sec. 107. Will any of loan funds be used to carry out provisions of FAA Sec. 209(d)? No.

73. App. Sec. 501. Will any loan funds be used for publicity or propaganda purposes within the United States not authorized by Congress? No.

74. MMA Sec. 901(b)(1); FAA Sec. 640 C.

(a) Compliance with requirement that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed with funds made available under this loan shall be transported on privately owned U.S. flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. Not applicable.

(b) Will grant be made to loan recipient to pay all or any portion of such differential as may exist between U.S. and foreign-flag vessel rates? No.

75. App. Sec. 108. Will any part of this loan be used to aid or assist generally or in the reconstruction of North Vietnam? No.

Table II-C-3

TRAINING PERSONNEL REQUIREMENTS

<u>Headquarters</u>	<u>Grade</u>	<u>Appr Salary, annual (U.S.\$)</u>
Training Officer	C-4	\$1,825
Ass't Training Off.	C-4	1,800
Extension SMS	C-4	1,800
Ass't Ext SMS	C-3	1,250
Graphic Illustrator	C-3	1,250
Accountant	C-2	920
Drivers (2)	C-2	900 (X 2)
<u>Regional Office</u> (One additional office during each of first four years)		
Training Officer	C-4	1,825
Audio-Visual Spec.	C-4	1,800
Illustrator	C-3	1,250
Electronic Spec.	C-3	1,250
VTR Operator	C-3	1,250
Cameraman	C-3	1,250
Typist	C-1	700
Drivers (2)	C-2	900 (X 2)
<u>Provincial Office</u> (4 in Yr I, +11 in Yr II, +10 in Yr III, +8 in Yr IV)		
Training Officer	C-4	1,825
Audio-Visual Spec.	C-4	1,800
Audio-Visual Ass't	C-3	1,250
Driver	C-1	700

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The Regional and Provincial SMS's, thus armed with the latest recommendations on a crop, will digest this technology into proportions assimilable and meaningful to District SMS's and District Extension Officers. This training will involve considerably more field practice because the District staff will be in frequent contact with farmers to explain the technology. This training course will require about one-week's time, would be given in advance of the cropping season.

The material presented to the District Officers then becomes the basis for the next more simplified training for Tambon Agents, again requiring a large proportion of actual field practice. They will in turn pass the information on to the Model Farmers for eventual dissemination to the rest of the village.

(1) The Modular Approach

To provide each SMS with a ready reference of the material they are expected to know the composite course will be assembled into a training module. The SMS module will be rather lengthy and quite technical--more so than generally needed by District and Tambon Agents.

The material will be digested into simpler, less lengthy handouts or modules for the District Officers and presented to them in their one-week's training.

The printed material provided to the Tambon Agents is simplified and illustrated for direct usability in teaching farmers. Some of this material may serve as the basis for mass-produced leaflets to be distributed to farmers.

Inasmuch as the District Officers may have responsibilities for more than one crop during the first year, their handbooks would include several subjects but to a lesser technical depth.

The modular approach to the diffusion of technical information establishes a system for communications between researchers and farmers and also standardizes the recommendations which are current. Changed practices can be updated at any time by replacing the looseleaf inserts on the subject. Each insert would be dated and source identified. A sample set of the content for a rice production module is in Annex B-2-b.

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(2) Training Manuals from Modules

A feature of all training conducted under this Project requires that each speaker provide a carefully prepared summary on the subject he delivers. The length and detail will vary with the topic but should be sufficiently complete to enable the "student" to reconstruct the lesson. This handout is to be given to each student. It should include copies of materials (charts, etc.) used during the delivery.

The purpose is three-fold:

- (i) It insures consistency of material from one teaching session to another;
- (ii) The student is freed from the task of continuous note-taking and thus can devote full concentration to the speaker and comprehension of the subject matter;
- (iii) It provides the student with accurate information which he can use as the basis for his extended training of others.

All handouts should be uniform in size, dated, and punched for insertion in a loose-leaf binder. All work done by the students during training (demonstration plans, calendar or work, farm survey forms, etc.) should be in the same format. Thus, each person will build up his own reference handbook which can be changed or supplemented over time on a personal basis. Of particular value to the Tambon Agent will be the accumulation of demonstration plans which is a painstaking process but which will serve him on many occasions in his field work with model farmers and farm families.

In essence, this system provides the training modules illustrated in Annex B-2. For example:

A nationally recognized research or university specialist on corn may present a two-day discussion on the latest recommendations for the crop. This presentation may be made to Regional SMS, Provincial SMS, Regional Extension Officers, or Provincial Extension Officers. His handout material may include six different aspects of corn production, of perhaps four pages each for a total of 24 pages.

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At the next echelon of training, the Regional SMS assisted by the Provincial SMS, presents the subject to Provincial Assistant Extension Officers, Provincial Home Economics Specialists, Provincial Rural Youth Specialists and District Agricultural Officers in an 8-hour version with a combined handout of perhaps 12 pages for that crop.

The Provincial SMS, assisted by the Provincial Extension Officers and the District Extension Officers, presents a "boiled down" version of the text to Tambon Agents, of about 8 pages. But this training session adapts the text to the farmers' situation and the presentation will be slower paced to reinforce the understanding of the subject matter by the Tambon Agent. Substantial time will be devoted to field operations, with the Tambon Agents actually performing these operations. Thus, the training time may extend to several days, although the volume of the technical material has been digested to pragmatic proportions. To this handout material, the Tambon Agent adds the demonstration plans he prepares in class plus his work plans for this crop. His "handbook" material may total only 20 pages, but he will have similar sets for two or more other crops.

Ideally, the Tambon will again digest this material into "small bites" for his work with model farmers. However, given the number of Tambons involved (about 500 in the first year) and the number of Model Farmers (about 5,000 the first year) it seems more reasonable to produce the farmer handout material at the Regional Center. Each "bite" will support the method demonstration given by a Tambon Agent at a single meeting. In general, a two-page or four-page leaflet listing salient points in simple steps and illustrated by line-drawings, should be uniform, hole-punched, and probably color-coded according to crop.

Table II-C-4 describes the modular concept.

Table II-C-5 is a schematic of the modular concept.

d. Extension Methodology and Communications

An understanding of the philosophy behind Agricultural Extension and the best way to impart learned knowledge down and up the command chain are essential. To teach all levels of extension personnel these qualities there will be training sessions on Extension Methodology and Communications.

Table II-C-4

NATIONAL EXTENSION IMPROVEMENT PROJECT

MODULAR CONCEPT

<u>Training Participants</u>	<u>Module Design</u>	<u>Module Implementation</u>
Regional and Provincial Trainers	6 week workshop with module development/management and instructional techniques exercises.	Develop modules and trainer competencies.
Regional and Provincial Officers	2-4 weeks training for crop(s) information, research, etc. and extension methodology.	Researchers and Trainers present information-- Handbook development, approx. 40 pages per module.
District Officers	2-4 weeks training for crop(s) information, recommendations and practices and extension methods and activities.	Provincial Officers and Trainers and VTR present information-- Handbook development, 30 pages per module.
Tambon Agents	2-4 weeks training for crop(s) practices, recommendations, etc. and extension methods and tasks.	District Officers and VTR present information-- Handbook development, 20 pages per module.
Model Farmers and Farmers	Fortnightly meetings and fortnightly visits for crop recommendations and demonstration(s) activities.	Tambon Agents present information--leaflets developed, 1-4 pages per demonstration.

Note: Feedback from farmers through discussions and presence of researchers at demonstration plots will affect periodic in-service training sessions.

EXTENSION OUTREACH TRAINING MODULE CONCEPT

Levels of Training

Breakdown of Training Module

Comments

Regional Subject Matter Specialist

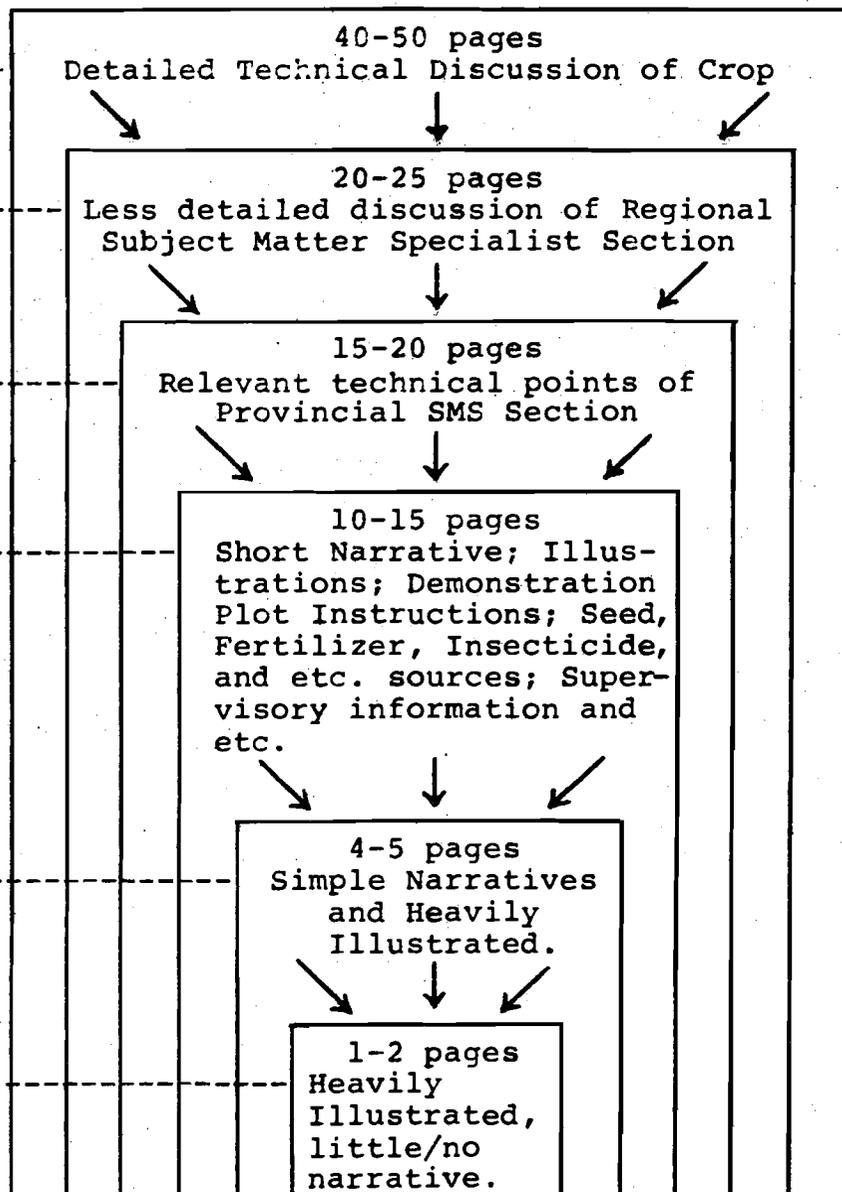
Provincial Subject Matter Specialist

District Agent

Tambon Agent

Model Farmer

Farmer



- Module developed/ expanded with heavy farmer input.
- Information in the module easily changed and new information inserted.
- Complexity increases as you move up the levels of training.
- Module used during training and trainees take their section with them to use on job.
- Leaflets, Posters, other training aids included in module and able to be copied for distribution.
- Each level trains levels below.
- Module developed by Thai technicians concerned with specific crop (Committee concept).

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Table II-C-5

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Effective use of meetings, demonstrations and field days will be coupled with an understanding of how farm people accept new ideas, the learning process, group dynamics, etc. Field staff will be required to practice the operations they are advocating for farmers. In the case of Agents, this phase will be about 50% of the total course time.

See Annex B-2-a for a sample Extension Methods and Communications module.

2. The Trainees

There are four categories of personnel targeted for the training:

- (i) Administrative and Supporting Personnel,
- (ii) Training and Training Aids Specialists,
- (iii) Subject Matter Specialists, and
- (iv) Extension Agents who are in direct and frequent contact with farmers.

The depth of training in each field, required by each category of personnel is indicated in the following Table as being extensive (ext), moderate (mod) or low:

<u>Type of Personnel</u>	<u>Proj. Opn. & Mgmt.</u>	<u>Training Competence</u>	<u>Agri. Tech.</u>	<u>Ext.Meth. & Comm.</u>
Administrative & Support	mod	-	low	low
Extension Trng. Specialists	mod	ext	low	ext
Subject Matter Specialists	low	low	ext	low
Extension Agents	low	low	mod	ext

The magnitude of the numbers of people to be trained, the relationships of the personnel involved and the flow of information to and from the farm family is illustrated in Table II-C-6.

วันที่ ๑๓/๑๒/๖๖
เวลา ๑๐

คำอธิบายตัวหนังสือรหัส

ซ = การซื้อ

- ว = วัสดุสำหรับการผ่าตัด
- ช = ยานพาหนะ
- ก = กำหนดความต้องการ
- ส = การสั่งซื้อ
- ธ = ราคารออนุมัติ
- ป = ประมูลราคา
- ผ = เสนอชื่อผู้ประมูลราคา
- ซ = เป็นสัญญา
- ต = มาถึงแล้ว*
(*ต้องการกฎหมายเกี่ยวกับ
รถจักรยานยนต์)
- จ = แจกจ่าย
- ง = แห้งเงิน
- ง = งบประมาณไทย
- ร = รัฐสภาอนุมัติ
- จ = จ่ายเงิน
- ค = โอนเงินไปที่จังหวัด

ดก = ดำเนินงานเกี่ยวกับเกษตรกร

- จ = การเสนอระดับจังหวัด
- ภ = การเสนอระดับอำเภอ (ถึงกำหนด)
- ค = ประชุมครั้งแรกระดับตำบล
- บ = ประชุมครั้งแรกระดับหมู่บ้าน
- ค = เลือกคณะกรรมการกลุ่มเกษตรกร
- อ = อนุมัติคณะกรรมการกลุ่มเกษตรกร
- ก = เลือกเกษตรกรตัวอย่าง
- ผค = แผนกดำเนินงาน (กรมส่งเสริม)
- ร = ว่าง
- ค = โครงสร้างและอนุมัติพนักงาน
- ป = ปฏิบัติหน้าที่

ว = การวางแผน

- (โครงการปีหนึ่ง)
- ห = หีบที่สำคัญ
- ค = ตารางเวลา
- ร = ร่างแผนงาน
- ส = ส่วนักงานเจ้าของเรื่องอนุมัติ
- ช = ให้ความยินยอม**
- * ให้ความยินยอมของผู้ว่า
เจ้าหน้าที่เกษตรจังหวัด ฯลฯ
- อค = เอกสารของโครงการทำโดย AID
- (เอกสารของโครงการและเงินกู้)
- อ = องค์กรเงิน
- ค = ตรวจสอบโดย AID
- ซ = เป็นเอกสารโครงการ (PP)
- ส = อนุมัติสัญญาเงิน

ค = การคัดเลือกเจ้าหน้าที่

- ป = ที่ปรึกษา (ส.ร.อ.)
- ว = วิทยากรฝึกอบรมและเจ้าหน้าที่ทำ
- ห = พนักงานส่งเสริม
- อ = อนุมัติจาก ก.พ. และคณะรัฐมนตรี
- ค = ประกาศตำแหน่งว่าง
- ส = สอบคัดเลือก
- ค = แต่งตั้ง
- ป = รับบรรจุ
- จ = เข้าประจำการ
- ผ = การฝึกอบรม
- ว = วิทยากรฝึกอบรม
- อ = เจ้าหน้าที่อาวุโส
- จ = เจ้าหน้าที่ระดับภาคและจังหวัด
- ภ = เจ้าหน้าที่ระดับอำเภอ
- ค = พนักงานส่งเสริมประจำตำบล
- ล = จัดหลักสูตร
- ง = การเตรียมงานเสร็จบริบูรณ์
- ห = เริ่มสอนภาควิชาการทางพืช
- ร = เริ่มสอนวิธีการส่งเสริม
- ก = อบรมกลุ่มแรกสิ้นสุด
- ส = อบรมกลุ่มสุดท้ายสิ้นสุด

* ต้องการกฎหมายเกี่ยวกับรถจักรยานยนต์

** ให้ความยินยอมของผู้ว่าฯ เจ้าหน้าที่เกษตรจังหวัด ฯลฯ

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Disbursements, by FY of Project implementation are estimated to be:

Year I, FY 1977	\$396,000
Year II, FY 1978	751,000
Year III, FY 1979	882,000
Year IV, FY 1980	<u>971,000</u>
	<u>\$3,000,000</u>

6. Proposed Implementation Schedule--Check List for Year I

Through early implementation the RTG is trying to expedite this schedule to have Tambon Agents in the field by the end of May, 1977. The schedule does, however, give an understanding of the events that must occur.

Pre-Signing

- With signing of IBRD papers, the National Extension Committee convenes to discuss and endorse overall program.
- RTG/USOM recruits 2 Extension Training Specialists for first Train-the-Trainers Workshop.
- Meeting of U.S. Technical Advisor, National Training Officer, Regional and Provincial Training Officers, to plan and conduct Train-the-Trainers Workshop (6 weeks).
- DOAE orders commodities for Year I (FY 1977) utilizing existing IBRD Northeast Development Loan.
- DOAE begins recruiting for U.S. Extension Training Advisor.

Month 1 (January, 1977)

- Project and loan approved and funded.
- DOAE sets up system and schedule for meeting with Farmers' Associations, in Tambons of first four Provinces.

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- DOAE fills positions at Regional level.
- DOAE fills positions at Provincial level.
- Formalities completed for U.S. Extension Training Advisor.
- Regional and Provincial Training Officers complete Train-the-Trainers Workshops.

Month 2 (February, 1977)

- DOAE fills positions at District and Tambon levels.
- Provincial Technical Committees provide guidelines for Year I programs.
- Arrange for DSCS to train Regional and Provincial audio-visual staff in VTR production and use. Training to begin during Month 3 for nine people.
- Provincial and District Extension Officers receive two days briefing on dealing with Farmers' Associations and village groups; selection of farm leaders, plus overall Project Operations and Management.
- Leadership Training Conference (Project objectives, organization, responsibilities, etc.) (3 days).

Month 3 (March, 1977)

- U.S. Training Advisor arrives.
- Meetings at Tambons to determine interest of farmers and to select leaders.
- Training by DSCS for nine Regional and Provincial audio-visual specialists in VTR. Total of 3 to 4 weeks.
- Crop I training for Regional and Provincial Subject Matter Specialists (5 days).
- Commodities arrive.

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- DSCS assistance in setting up VTR equipment at Regional Training Center, and Mobile Unit modification.

Month 4 (April, 1977)

- Meetings with Tambon Farmers' Associations complete. Model Farmers and land for field trials selected.
- Crop II training for Regional and Provincial Subject Matter Specialists (5 days).
- Extension and Communications Training for Regional and Provincial Officers. (6 days).
- VTR production of course material begins.

Month 5 (May, 1977)

- Crop I Training for District Officers of two Provinces (1 week).
- Crop I Training for District Officers of other two Provinces (1 week).
- Crop II Training for District Officers of two Provinces (1 week).
- Crop II Training for District Officers of other two Provinces (1 week).

Month 6 (June, 1977)

- Extension and Communications Training for District Officers of two Provinces (1½ weeks).
- Extension and Communications Training for District Officers of other two Provinces (1½ weeks).
- Project Operations and Management plus Crop I Training for Tambon Agents (1 week). Each Province to run two classes simultaneously.
- Second shift of Operations and Management plus Crop I or Crop II for Tambon Agents (1 week).

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Month 7 (July, 1977)

- Complete crop training for Tambon Agents (1 week).
- Extension and Communications Training for Tambon Agents (four 8-day sessions per Province, to include final briefing of Tambon Agents on work plans).
- Tambon Agents lay out demonstration plots.
- Demonstration plot signs produced by Province and distributed.
- Meeting of National Steering Committee for progress report.

Month 8 (August, 1977)

- Extension training for Tambon Agents complete.
- Tambon Agents meet with villagers and begin field work.

Month 9 (September, 1977)

- One day refresher course for Tambon Agents every two weeks as applicable.
- VTR tapes on crop technology being produced.
- Provincial weekly radio programs produced by Provincial audio-visual staff.
- Production of leaflets, reference manuals, posters, initiated by Province, Region and/or Headquarters.
- Recruit U.S. Training Consultant for Year II program (to arrive Month 14).

Month 10 (October, 1977)

- Determinations of training shortcomings at all levels.
- Planning of field days for District Officers.

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- Provincial meetings of District and Provincial Extension staff to discuss problems and progress. (1 day meeting).
- Headquarters order commodities of Year II.

Month 11 (November, 1977)

- Plan annual crops conferences for Research and Extension specialists, to be held Month 13.
- Plan annual Provincial Technical Committee meetings to be held Month 12.
- DOAE fills positions at Regional and Provincial levels for Year II.

Month 12 (December, 1977)

- Annual meeting of Provincial Technical Committees of Year I.
- Year I Provincial Extension and Training Officers to block out in-service training for second year. To be approved by Regional and Headquarters.
- DOAE fills Year II District and Tambon positions.
- New Regional and Provincial Training Officers meet to plan Train-the-Trainers Workshop of 6 weeks.

Month 13 (January, 1978)

- National Steering Committee meets for progress reports, and to plan new year's program for two regions.
- Annual crop conferences for Research and Extension (3 days/crop).
- New Provincial Technical Committees meet.
- Train-the-Trainers Workshops being held (6 weeks total).

Month 14 (February, 1978)

- Train-the-Trainers Workshops completed.