

# Joint Assessment of the Autodidactic Learning for Sustainability (ALS) Programme in Thailand

Report from the follow-up visit (April 6–10, 2004)

Felicitas Bachmann (CDE), Praewpan Nakhuntod (RECOFTC),  
Attjala Roongwong (RECOFTC), Patama Sonthisup (CDD)

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Photos: F. Bachmann

# 1 Background

ALS<sup>1</sup> is an innovative approach to facilitating group learning processes on issues relevant to sustainable development. *(For more information on the ALS concept see Annex 1).*

Since 1999, ALS has developed in Thailand through the collaboration of Centre for Development and Environment (CDE), Regional Community Forestry Training Center for Asia and the Pacific (RECOFTC) through its Thailand Outreach Program (*now changed to Thailand Collaborative Country Support Program*) and Community Development Department of the Ministry of Interior (CDD). An ALS pilot workshop on sustainable management of natural resources (SRM), based on the ALS approach and methodology, was jointly organised in 1999 in Sariga village. Besides training the participants it also aimed at familiarizing RECOFTC and CDD staff with the ALS approach and evaluating interest in and opportunities for a Thai ALS programme. As RECOFTC and CDD took interest in the approach, a conceptual workshop among the three institutions was held in 2000 in Switzerland with the objective of adapting the curriculum of the ALS module on SRM to the Thai context and implementation objectives of CDD and RECOFTC. The adapted curriculum has been integrated into CDD's and RECOFTC's training programmes and implemented at the national and local levels.

In order to be updated on the development of ALS in Thailand, a follow-up visit from the part of CDE was planned for April 5-10, 2004 with the following objectives:

1. To gain understanding on experiences of the ALS training program implemented by CDD and RECOFTC in Thailand.
2. To jointly assess the strengths and limitations of ALS applications in Thailand.
3. To understand the ALS training impacts at different levels.
4. To explore possibilities of future collaboration between the three institutions.

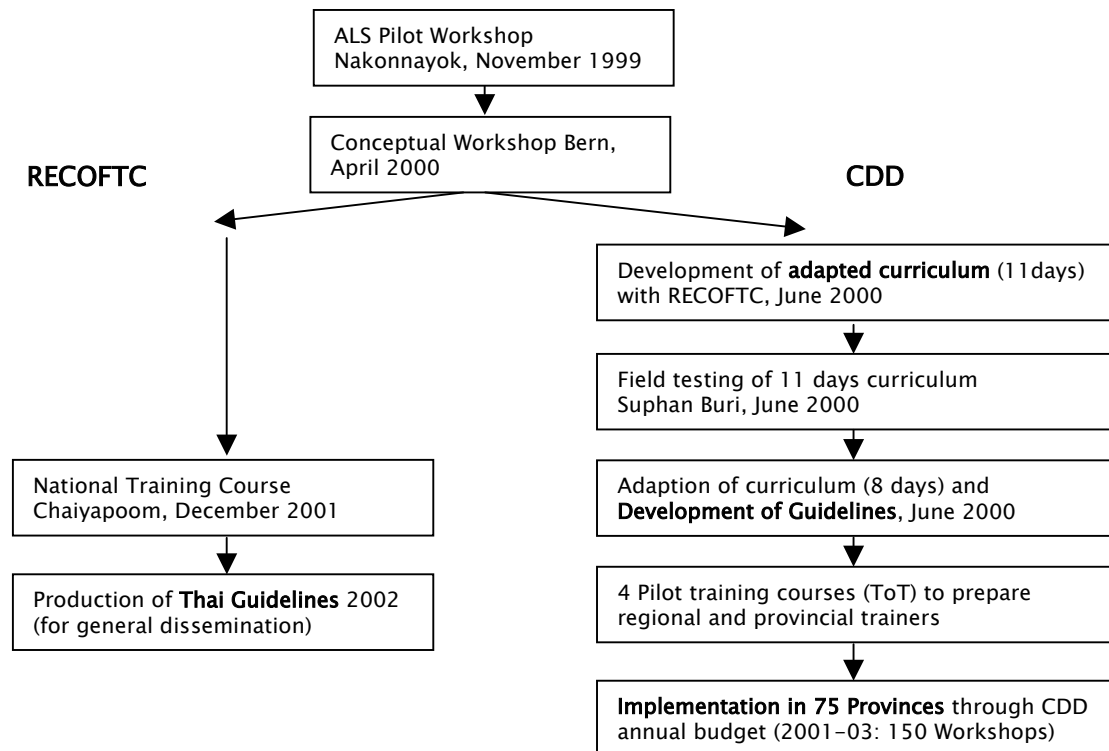
Besides meetings in Bangkok (CDD, RECOFTC, CDE) a 4 days field visit to two villages which had been trained with the ALS module, was organised.

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<sup>1</sup> ALS: Autodidactic Learning for Sustainability, a training approach developed by CDE in collaboration with partner institutions in the South

## 2 Development of ALS in Thailand

The adaptation of ALS has developed as follows:



In Thailand two different types of application of ALS have developed and have been implemented by RECOFTC and CDD respectively:

- A **National Training Workshop** on the basis of the original (3 week) ALS module, offered by RECOFTC in the context of its regular training programme for national and international professionals → 1 workshop was conducted in 2001, in Chaipayoom. The training was supposed to be offered in the 2004 training programme again, but due to changes in priorities it was deferred.
- Training at the village level on the basis of the adapted curriculum (8 days), used by CDD in the context of its **capacity building activities for community development** → 150 workshops (in 75 provinces) in 2001-2003.

### 3 Experience from the implementation of ALS in Thailand

#### **ALS as a tool for capacity building**

From the experience with the two different applications of ALS, the following observations have been made:

- ALS makes people open minded and accept other people's opinion.
- ALS is a very effective curriculum for on-the-job training.
- ALS raises individual awareness and behavior towards sustainable natural resources management.
- The relationship between the different actors becomes more cooperative, people start to discuss with each other, ethnic minorities start to talk to government officers, NGO and GO staff become more open minded and reduce their "ego" in working strategies.
- Important strengths of the ALS approach are: 1) the step by step increase in complexity throughout the module, and 2) the emphasis on local realities and information as a tool to build mutual understanding and learning between local villagers and external participants.
- According to the experience of RECOFTC the 18 day module is good for capacity building in SRM.

#### **Recommendations for future workshops**

Based on the evaluation of CDD and RECOFTC experience, the following recommendations should be considered in future:

- To gain government officers as participants is sometimes rather difficult. Therefore more emphasis needs to be given to motivating government officers' participation in the workshops by careful information and discussion on the objectives and importance of the ALS workshop.
- In order to have potentially more impact at the local level, it seems to be best to select the internal participants by identifying local key persons who effect to sustainable NRM and possible collective action.
- From former experience it can be said that it is very important that the moderator understands the content and the process of ALS, as well as the

general context (history, current problems, current activities etc.) of the community before organizing the workshop.

- When selecting a site for ALS implementation it has to be considered, that ALS workshops are most effective if integrated in any project or programme implementation context.
- If possible, the villagers should have the possibility to select the module to start with, which best suits their current situation.
- The module has to be adapted according to the ecological systems in the respective village. In one of the visited villages for instance more focus had to be given to the interactions between the forest ecosystem and agriculture.
- Concerning management strategies, more emphasis has to be given to indigenous knowledge and indigenous management systems.
- When discussing conflicts over natural resource management, it is necessary to avoid the word “conflict” and finding a new word that participants are more comfortable with.
- As far as the duration of the training is concerned, there are different perceptions which at first sight seem to be contradictory, but in fact are not. While CDD states that even 8 days are too long for the villagers (and therefore they think about splitting the module into smaller pieces), RECOFTC states that even 18 days are too short to discuss the relevant issues in-depth. The dilemma mentioned is between time available for training purposes and the complexity and urgency of the issues of the training. To find an adequate solution to this dilemma remains a challenge.

In the course of the discussions among the three institutions, CDE shared the results of its assessment with partner organizations in other countries. The above stated experience from the ALS implementation by Thai organizations strongly coincides with experience made in other contexts. For more information concerning the ALS assessment in other countries, please refer to annex 2.



## 4 Feedback from workshop participants and moderators

During the field trip two villages have been visited. In the following a few important aspects and issues concerning the ALS workshops, their impact, and the feedback from participants and moderators are presented.

### Huay Hin Dam village, Suphan Buri Province

The village consists of approx. 60 households from two ethnic groups, i.e. a Karen majority and a Thai minority. There are some significant differences in their respective land-use systems (property rights over land, rotational system versus permanent system of land use etc.), over which conflicts might arise. The major conflict issue is the use of forest land and forest resources. Huay Hin Dam is located in the vicinity of a national park established in 1998. Conflicts arise on one hand between the community and the park administration over the use of forest resources, and on the other hand between the two ethnic groups over community forestry, a system practised by Karen but rejected by Thai farmers.



The workshop took place in 2001. CDD's strategy was, to use ALS as a mechanism to reduce the existing pressure between the two ethnic groups through the creation of a platform for discussion and exchange.

In the discussions with the workshop participants and the moderators it was confirmed, that the pressure on the community forestry strategy of Karen people decreased after the ALS workshop, and that the two ethnic groups have developed a better understanding of each others position. While this resulted in more cohesion within the community, the problems with the national park administration persist. But the community adopted a new strategy to



deal with the park administration, which consists in more information, patience and less aggression. After the workshop, they have been actively continuing their community forestry regime with support by local NGO, RECOFTC and other organizations. It needs to be mentioned, that one of the workshop moderators who has been working for CDD by that time is very committed to the Karen people and their culture and supports them strongly concerning the valorisation and maintenance of their traditional knowledge.

### ***Strengths / learnings***

- The issues and topics in the ALS training are relevant and directly related to the local reality. Therefore the learning is on a practical and not an abstract level.
- The participants were impressed by the understanding of linkages between different aspects and systems of resource management (resource flows, regeneration cycle, etc.). What especially helped them deepen their understanding was the mapping and the view from a hill over their territory, which helped to understand linkages concerning resource management.
- Holistic thinking has been deepened through the reflection of the linkages between the knowledge on natural resources, the Buddhist teachings and economic aspects, and between policy, management and Buddhist teaching.
- (Some) participants seem to be more concerned about the natural resources and the forest and an efficient and sustainable use of them.
- The cow (goat) story was mentioned as having shown the workshop participants that sharing is important and that with a high competition nobody will get enough.
- From the point of view of the relationships among the workshop participants it was mentioned, that they were satisfied, that everybody could express their views and ideas, and that nobody was dominating.

### ***Follow-up***

- Although CDD didn't provide any specific follow-up processes or activities to the ALS workshop, currently activities supported by RECOFTC and other organisations are going on in the community (e.g. community forestry, community development, conflicts over land).
- One of the objectives of the organisers of the workshop was to integrate Thai farmers into community forestry activities. Although this was not successful, conflicts and pressure have decreased after the workshop.

- The ex-CDD worker and moderator of the workshop keeps on discussing with the village leaders on questions of sustainable local development, the role of traditional knowledge and Buddhism. These reflections found a good echo at the level of the villagers and contributed in their view to a better balance between inner growth and outside world, as well as to a strong appreciation of their traditional knowledge.

### **Mea Usu Tambon (Subdistrict), Tak Province**

The Tambon is located in the proximity to the Myanmar border, an area inhabited by an ethnic minority, the Karen people. The ALS workshop took place in 2002 with participants from 3 out of 10 villages of the watershed. Though massive resource management problems (water, deforestation) exist in the villages of the upper watershed, the participants all were from the down-stream villages. Participating were about 30 people, mainly from the youth and the women's groups, 3 elders acted as resource persons, and 7 CDD officers from other districts. The watershed is inhabited by Karen people practising the traditional rotational farming system. Similar to the first village, conflicts exist between the communities and the forest service and administration officers of an adjacent national park over the management of forest resources.

### ***Learnings / strengths***

- Increased awareness of natural resources and specifically forest resources. They learned a lot about their own surroundings, about the natural resources, ecosystems and the linkages. It was perceived as a big strength, that the learning is related to their real life situation.
- Improved skills: observation, interviewing, information collection, participation, and speaking in front of a group.
- The youth group got a chance to present their views and ideas and their power in a positive way. They gained interest in indigenous knowledge, got impressed by the knowledge of the elders and developed pride about their community.
- Joint analysis of the community's history and the stories and elucidations of the elders led the youngsters to increase their knowledge on the community.
- The communities in the watershed are affected by decreasing water quality and quantity. In the workshop the participants came to understand the causes and effects of the water problem, and the interrelations with other aspects such as the increasing incidences of malaria.
- One aspect that was highly valued by the young workshop participants was that people from different villages had participated. It gave them the opportunity to get to know and exchange ideas with young people from other communities, something rather difficult since the villages are dispersed and far from each

other. They highly appreciated to have been able to network and to have made friends during the workshop.

- The young villagers today can't migrate because they don't get an ID card due to the governments fear that Karen refugees from Myanmar living in refugee camps in Tak province would migrate towards Bangkok. Given that situation, the young villagers are aware that their future is in their villages and that they therefore have to try to improve the actual situation of their village and work towards a more sustainable management of their resources. In the workshop and afterwards, the youth group developed a lot of ideas on what could and should be done in the communities.

### *Follow-up*

There was no specific follow-up process or activities provided after the workshop. The participants and the Tambon administration see a need to collaborate with the forest service and to get its support to tackle some of the problems related to forest management. Unfortunately up to now, the efforts of the Tambon administration to get that support were not successful.

The youth group developed initiative and ideas for action in their communities, but up to now they didn't have the means and support to implement their ideas. From the discussions it also became clear, that a follow-up process would be important to better focus the ideas and resulting activities. Another difficulty is, that within the community there is a lack of unity, and on the Tambon level a lack of organisation (although the villages in the upper watershed are organised in the Karen network), and therefore concerted actions are very difficult to take.



## 5 Critical issues

- Sustainable resource management is a cornerstone of sustainable development and therefore an important issue for community development. The successful promotion and implementation of SRM needs to develop a proper understanding of the local context, i.e. ethnic differences and respective resource management systems, traditional knowledge on the sustainability of a given resource use system, etc.. In the case of villages located in the vicinity of national parks, conflicts arise over the compatibility of traditional resource management systems and resource protection objectives. ALS proofed as an effective training to establish a basis for such issues by facilitating mutual understanding and improve collaboration among different stakeholders on natural resource management. However, although there is good collaboration at the field level, at the policy level there seems to be too little **coordination and collaboration among the different ministries**, which are involved in developing strategies for community development and sustainable resource management. This has created a limitation in effective future adaptation of ALS. However, an appropriate mechanism to introduce ALS to other relevant organizations such as the National Park, Wildlife and Plant Conservation Department or the Royal Forest Department should be explored.
- It seems that the objectives of the ALS workshop are not always clearly communicated to the workshop participants. This may result in confusion, misunderstandings and wrong expectations from the side of participants.
- Generally there is no specific **follow-up process** to ALS workshops from CDD. Although it has a small budget allocated for community development planning, it is not in the position to finance follow-up activities or even projects. Generally, CDD workers can support e.g. a process in a community, but their resources (financial and human) are very limited and therefore no regular follow-up can be provided. Another point is, that cooperation among different departments of the ministry is less than ideal. CDD doesn't give much weight to the question of follow-up since it is more interested in the impact of ALS on the behaviour of the individual participants.
- It often seems to be rather difficult to find **external participants** (from NGOs and GOs) for the ALS workshops. Given the fact that a number of communities are confronted with problems like lacking understanding and collaboration with forest services and national park administrations, or similar situations, it could be very fruitful if it was possible to integrate these actors into the workshops. As mentioned, ALS proofed to have a high potential to foster mutual understanding and improve collaboration.

- Through CDD's ALS implementation process (150 workshops), a number of ALS moderators were trained for this particular purpose. As CDD workers and trainers, they have already certain skills in facilitation and training, resulting that many performed as proficient ALS moderators. The available and updated information of those CDD moderators is useful for the future adaptation at the local level.

## 6 Future perspectives

### 6.1 Dissemination of ALS at the Tambon and provincial levels

Administrations at the provincial and the Tambon levels dispose of budget lines for village development. Based on its own conviction of the effectiveness of ALS, CDD is searching for strategies to encourage these units to adopt ALS as a strategy for SRM, but does not yet know how exactly to reach that goal. Options are a) to invite relevant decision-makers to an information event, and b) to promote ALS through CDD's general information dissemination channels.

### 6.2 Future collaboration among CDD, RECOFTC and CDE

All three institutions stated their interest in future collaboration. Based on the positive experience in the development and implementation of ALS, the following options have been discussed:

#### **A) In-depth impact assessment study**

CDD and RECOFTC have the vision of conducting a broader impact assessment study on ALS with a research & development approach. Their main interest is in case studies on successful ALS workshops and follow-up processes that led to significant change at the community level and in the collaboration of GOs, NGOs and the communities. The objective is to understand conducive factors and conditions. The dissemination of results is seen as an important step towards improved cooperation and coherence between the strategies and activities of actors at different levels, including provincial and Tambon administration levels, or other relevant ministries such as the Ministry of Natural Resources and Environment. However, fund raising to conduct a detailed impact assessment study is needed.

#### **B) Use and adaptation of other thematic ALS modules**

Given the sometimes quite difficult and very complex situations in which local communities have to manage their natural resources (e.g. conflicts with national park administration, conflicts with neighbouring communities over the use of natural resources, etc.), CDD and RECOFTC do have a certain interest in the use and adaptation of other, already existing ALS modules, such as for instance 'decision-making processes in the context of decentralisation', 'management of conflicts over natural resources' or 'optimising household strategies'.

Concerning the adaptation of those modules to the specific local context, some kind of back-stopping from part of CDE, similar to the procedure in the case of the SRM module, could be an option.

# Annex 1      Brief introduction to ALS and the training module on SRM<sup>1</sup>

## What is Learning for Sustainability (ALS)?

ALS is an innovative approach to facilitating group learning processes on issues relevant to sustainable development. The ALS concept was developed by CDE as part of a mandate from Swiss Agency for Development and Cooperation (SDC). In 1996 the training concept was tested together with partner institutions in ALS pilot workshops. Since then, about 100 ALS trainings on different topics have been implemented in Africa, Latin America, Asia, and Central Asia. The **main characteristics** of ALS are:

### Learning in the local context

- ALS workshops are held in a village.
- Field exercises foster learning about the local context, its processes and its dynamics.

### A multi-level and multi-stakeholder approach

- Workshop participants represent different stakeholder groups and their perspectives (local participants i.e. farmers, and external participants i.e. staff from NGOs and GOs).
- Participants explore inter-linkages between different levels of action and decision-making: household, community, and region.
- They examine dynamics in the past and present, identify trends, and imagine the future.

### Active, process-oriented and situated learning

Methodological diversity fosters active and holistic learning processes through: role play, transect walks, observation exercises, interviews, visualisation, group exercises, plenary discussions.

### Learning in a group

Participants learn from each other and as a group through:

- Heterogeneity: women and men; young and old; farmers, villagers, extensionists, decision-makers, etc.
- Exchange of knowledge and experience, reflection and dialogue.
- Exploring and making transparent what is similar and different in the perspectives of different stakeholders.

### Impacts of ALS training

ALS has a substantial impact at the level of participants. It fosters an in-depth understanding of the local context by linking information, knowledge, perspectives and experience from

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<sup>1</sup> SRM = Sustainable resource management



different sources, and by focusing on the dynamics of a given system. ALS is also a 'social event', that encourages participants to share with each other, to discover common interests and goals, and to strengthen their self-esteem and self-confidence. Experience shows that best results are achieved if ALS activities are embedded into a long-term development programme.

### Contents of the ALS training module on sustainable resource management (SRM)

The SRM module consists of three parts, each divided into a number of learning steps. The main topics and questions treated in the module are:

#### A) What is sustainable resource management?

Part A develops a basic understanding of how sustainable resource use is rooted in a local setting.

- Natural resources and their **role** in the economic, ecological, social, and cultural systems
- 'Sustainability' as an **ongoing process** involving evaluation and negotiation
- **Groups of actors**, their strategies for resource use, and conflicts over resources
- Sustainable resource management as **the core** of sustainable development

#### B) What dynamics influence sustainability?

Part B deals with the question of how to identify non-sustainable use of natural resources. It is designed to help participants understand the interconnected ecological and socio-cultural problems and impacts associated with resource use at the local level. The role of natural resources in **processes of impoverishment**

- The **relationship** between systems of resource use and resource degradation
- **Supporting and destabilising factors**: social systems, local protection mechanisms, local strategies, and how they are influenced by processes of globalisation
- The **social effects** of resource degradation

#### C) What can be done to implement SRM?

As there are no blueprints for putting SRM into practice, the third part discusses key qualitative aspects of strategies that aim to promote SRM.

- **Collaboration** at different levels of action
- Building on **local strategies**: measures designed to promote SRM must be ecologically, socially and economically sound and complement local strategies
- **Participation** as a guiding principle: integration of local perspectives and conflict management
- Understanding local resource problems at higher levels: to make concerns of local actors heard **at higher levels of decision-making**

*Further information on the ALS concept as well as workshop reports can be downloaded from: [www.cde.unibe.ch/als](http://www.cde.unibe.ch/als)*

## Annex 2 Results from the 2002 ALS assessment in other countries

### Main results and lessons learnt

#### **ALS is an innovative and efficient training approach**

ALS has been classified by partner institutions as an efficient tool for the stimulation of processes of awareness creation and sensitisation. The concept of the SRM module proved to be comprehensive and suitable for different geographical, cultural and political contexts. Institutions and participants identified numerous strengths of the approach at the level of contents, methodology, and didactics, as well as concerning the general setting in which learning takes place. (Keywords: learning in a concrete environment, interdisciplinary and systemic learning, active learning, social learning, and learning through dialogue.)

The weaknesses identified are mainly selective and concern the need for new models of time structure, specific training for moderators, and more careful selection of participants.

#### **The training module decisively strengthens competence in SRM**

Many types of impact were identified with regard to both external and local workshop participants. The assessment shows that ALS fosters competence at the following levels: **values and attitudes** (appreciation of existing natural resources, change in perception of local actors and their local context, individual and collective responsibility for SRM), **knowledge and professional competence** (understanding of single aspects of SRM and of its complexity, connection between economic, socio-cultural, and ecological aspects, local concepts, methodological elements and tools), **social competence** (changes in patterns of communication and interaction, creation of non-hierarchical relations among different actors, leadership qualities, empathy) and **self-competence** (increase in self-esteem, self-confidence, and own initiative).

Self-reflective processes, self-organisation, awareness of one's own responsibility and capacity for action, and the strengthening of self-esteem through confirmation of one's own potential are elements that foster the **empowerment of local actors and institutions**. ALS can improve the basis for the implementation of project activities through deepened understanding of the local context, through trustful relations between actors, and through the commitment resulting from the workshop experience of participants. From many workshops, local initiatives for SRM arise (e.g. new committees for SRM, initiation of contacts with GOs, concrete activities for resource protection and conservation, etc.) as well as strong local dynamics and social mobilisation. This creates an excellent and fertile basis for change at the local level.

#### **A 'transfer mechanism' from individual to collective learning is lacking**

At the **local level**, the ALS learning process reaches the wider community in many different ways, formally (in restitutions, community meetings, etc.), and informally (discussions within the family and the neighbourhood, social networks, etc.). **Follow-up processes** and activities are very suitable to take up discussions, findings, reflections, and important elements from the

workshop, and feed them into respective channels and processes to complement the 'diffusion process' that takes place independently at the local level.

In the case of **external participants**, newly acquired knowledge, findings and methodological capacities flow into their work and therefore in a limited way into their institutions as well. But, the transfer process seems to be far more difficult and lengthy in the case of **institutions**, first because few of the workshop participants have the necessary decision-making power within their institution, and second because the 'institutional cultures' and internal structures of many institutions are rather inflexible and resist change, especially if the impulse for change comes from the bottom.

### **The follow-up of the learning process has so far been a weakness**

Only few institutions provide systematic follow-up processes after the workshop, although specific support after the workshop most likely allows to transform the newly created positive dynamics and commitment into real change in the local context. The easiest way to implement follow-up processes would be in the context of project activities. To do so, institutions need to have the respective professional, human and financial resources at their disposal. *Experience shows that ALS is most effective if embedded in a development process or programme.*

Therefore more emphasis has to be put on the question of follow-up, and this point must imperatively be discussed already at the stage of planning a workshop. Special attention has to be given to the role of the institution that wants the workshop to be conducted! There is also a need to think about an appropriate follow-up process for external participants. A suggestion was, that during the 'future workshop' external participants should elaborate their own action plans concerning what they wanted to implement in their working context. The follow-up would include the verification of the implementation as well as a reflection on related problems.

### **Tendency to shift the focus from a learning process to a planning process**

The assessment revealed a tendency in practice to shift the focus of ALS from an awareness-creation tool to a planning instrument. Ideas and 'action plans' developed during the workshop tend to be perceived (by local participants as well as some institutions) as 'local projects' that have to be implemented without any further and broadly-based consultation process.

Case studies reveal that the ALS learning process can provide an excellent basis for a process of village development planning. But under no circumstances should the ALS workshop replace a proper planning process, because the learning process would be severely disturbed by lobbying and balancing of interests, elements of any decision-making in a planning process. This point needs to be clarified and possible risks underlined in negotiations with institutions, but also during workshops.

### **Quality control is needed**

To maintain the quality of ALS as the sensitisation and training tool it has been so far, a system of quality control needs to be developed, which regulates the maintenance of the basic principles of ALS.

**More importance has to be given to the careful selection of workshop participants**

The ALS concept defines clear criteria for the selection of participants. Women should generally be offered more support and encouragement, as they usually are underrepresented in the workshops. In the case of local participants it is vital to stress the importance of a heterogeneous selection of participants (age, sex, type of resource use, etc.) to local authorities who select them. The same is true for the selection of external participants (heterogeneity concerning sex, disciplinary background, etc.) Stronger attempts should be made to integrate actors from GOs as well as project leaders into the learning process. This could result in a stronger impact on institutions and their structures.

**ALS needs strong institutional anchoring**

A strong institutional base is required for strong anchoring and broad dissemination of ALS.

## Annex 3 Conclusions from the 2002 CDD workshop on ALS

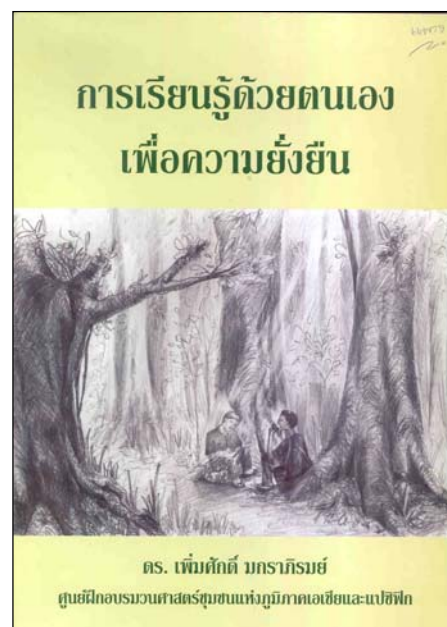
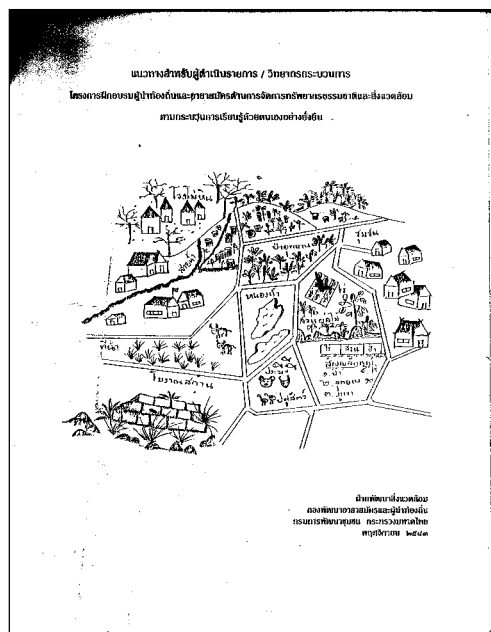
In late 2002, CDD and RECOFTC have jointly organized a national workshop to summarize lessons learned and experiences in implementing the 8 days workshop on “Autodidactic Learning for Sustainable Natural Resource Management for Local Leaders” during 2001-2002. The participants were from CDD’s regional centers who have been trained to be workshop moderators and involved in the implementation of ALS workshop at the provincial level. The participants’ reflections were summarized as follows:

- Content and process are appropriate as a tool to build individual awareness in sustainable natural resource management, however this depends much on the understanding of the moderators concerning the approach, the process and linkages between different modules.
- The ALS process fits in with CDD working principles.
- Some mentioned confusions that arise from the training guidelines, e.g. unclear questions and steps of methodologies used in some activities.
- Workshop duration was one of the biggest concerns of the participants. However as discussed further 8 days affected the decision to participate at the beginning. In most of the workshops, after the first few days the participants, especially villagers found the process interesting and decided to participate up to the end of the workshop.
- In some topics (modules) the villagers found it difficult to follow and fully understand the process in the given time. Hence it reduced the participation and motivation of villagers, while external participants would easily rush the process. Participants expressed that the moderator’s role was very important in reducing this gap.
- Follow-up activities after the workshop are essential and should be developed.
- Official movements of the CDD workers caused the availability of the moderators.
- They have suggested CDD to establish and maintain the moderators’ network.

## Annex 4 List of participants involved in Bangkok meetings

Ms. Felicitas Bachmann	Center for Development and Environment (CDE)
Mr. Sanchai Inwang	Director of Community Capacity Development and Promotion Division, Community Development Department (CDD)
Ms. Patama Sonthisup	Community Management System promotion and Development Group, CDD
Ms. Weena Numchareansombat	Acting for Project Manager, Thailand Collaborative Country Support Program (Thailand CCSP), RECOFTC
Ms. Praewpan Nakhuntod	Thailand CCSP, RECOFTC
Ms. Attjala Roongwong	Thailand CCSP, RECOFTC
Ms. Suwicha Anyapo	Thailand CCSP, RECOFTC

## Annex 5 Training Manual developed by CDD and RECOFTC



### List of manual development team

#### RECOFTC

- |                             |   |
|-----------------------------|---|
| 1. Dr.Pearmsak Makarabhirom | Head of Thailand Outreach Program             |
| 2. Ms.Attjala Roongwong     | Research Assistant, Thailand Outreach Program |

#### CDD

- |                               |   |
|-------------------------------|---|
| 1. Ms. Phenkhae Srisutthigul  | Community Development Specialist, Community Leader and Volunteer Development Division                       |
| 2. Ms. Sriparinya Thupkrajang | Community Development Specialist, Research and Development Group  |
| 3. Ms. Jariya Chutipattamanon | Chief of Audio Visual Subdivision, Extension and Dissemination Division                                     |
| 4. Ms. Supunnee Fuksorn       | Chief of Natural Resources and Environment Subdivision, Community Leader and Volunteer Development Division |
| 5. Mr. Yuthapoom Sukphini     | Chief of Training Division, Community Technical Assistance Center, region 10                                |
| 6. Ms. Pongsri Jermsawat      | Human Resource Development Officer, Training Division   |



7. Mr. Prajuab Omkaew	Community Development Specialist, Community Leader and Volunteer Development Division
8. Mr. Wullop Supphan	Community Development Specialist , Community Technical Assistance Center, region 2
9. Ms. Orrasa Niumsiri	Human Resource Development Officer, Training Division
10. Ms. Patama Sonthisup	Community Development Specialist, Community Leader and Volunteer Development Division
11. Ms. Yoavanitch Klunnurak	Community Development Specialist, Community Leader and Volunteer Development Division
12. Ms. Supicha Vankaew	Community Development Specialist, Community Technical Assistance Center, region 1
13. Ms. Khounta Paungthong	Community Development Specialist, Community Technical Assistance Center, region 7

#### **Advisory Team**

1. Mr. Jadej Insawang	Director General, CDD
2. Mr. Sayumporn Limphai	Vice Director General, CDD
3. Dr. Somsak Sukwong	Director, RECOFTC
4. Mr. Sunchai Inwang	Director of Community Leader and Volunteer Development Division, CDD

*Remark: all positions stated, were in 2000*