

Evaluation on the Workshop of Implementing Agricultural Development Plan at Tambon Level

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ABSTRACT

The Department of Agricultural Extension (DOAE), Ministry of Agriculture and Cooperatives (MOAC) held workshops for 926 district level agricultural extension officers from all over the country on “Implementing Agricultural Development Plans at Tambon Level”. The objectives were to transfer knowledge, skills and experience in implementing tambon agricultural development plans by participatory techniques involving all concerned persons and offices in the tambon. There were four workshops : one each in Khon Kaen, Phitsanulok, Songkhla and Rayong Province. The methodology emphasized practicums with small group case studies. Each group was has 1 instructor and his trainees for supervising the participants. Research design was action research using qualitative and quantitative techniques. Data were collected by structured questionnaire, semi-structured questionnaire and focus group verification.

The objectives of this research were (1) to build up an appropriate curriculum for workshops on Implementing Agricultural Development Plan at Tambon Level ; (2) to study some socio – economics characteristics of agricultural extension officers who attended the workshop ; (3) to study the opinions of participants of the workshop management ; and (4) to study the confidence of participants in transferring gained knowledge and skills from the workshop. The research revealed that there were two appropriate patterns for curriculums of workshops. The lectures were given between 9 a.m. and 5 p.m. and the practice sessions between 7 p.m. and 9 p.m. The same topics were presented in the lectures and practice sessions but the orders in which they were presented differed. Of the 796 participants, 85.96% were chief agricultural extension officers on the district or sub-district levels, and the rest were chiefs of planning divisions at the provincial

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level or at the district level. Of the participants, 777 (83.91%) had had experience in implementing agricultural development plans, while 145 (15.66%) had had no such experience. Those with experience had worked on between 1 - 10 plans. The participants rates at high level the knowledge they gained about and their confidence in implementing and transferring all topics covered except for data presentation by GIS, which they rated at moderate level. Concerning practices, the participants had the highest level of confidence in implementing rural development plans. Their opinions of workshop management were high except for the duration of the workshops, with which they expressed low satisfaction, and coffee breaks, with which they expressed moderate satisfaction.

Keyword : evaluation, workshop, agricultural development plan, tambon

INTRODUCTION

Evaluation is a process for valuing the objects of interested by comparing a standard (Sukprasert, 2002) . The Government always used evaluation to judge processes and outputs. The Department of Agricultural Extension (DOAE), Ministry of Agricultural and Cooperatives (MOAC) also used evaluation to judge the success of workshops on implementing agricultural development plan at tambon level. The workshop were under the project namely, The Development of Agricultural Technology Transfer and Service Center (ATTC) for Improving of the Pending Farmers. The objectives of the workshop were 1) to transfer knowledge, skills and experience in implementing tambon agricultural development plans by participatory techniques to the 926 agricultural extension officers at the district level from the whole country and 2) hopefully give the participants confidence in transferring the knowledge, skills and experience gained in implementation of tambon agricultural development plans by participatory techniques to the agricultural

extension officers and ATTC officers at the tambon level around the country.

Agricultural Development Plan is a new method to develop the occupational and social atmosphere by empowering farmers, NGOs, private sector personnel, government officers and others concerned. Because of learning development level of adult correlates with systematic practicums (Dempwolf, 1994), development should be sustainable if the process for implementing the agriculture development plan is correct, especially if the data are accurate, valid and up-to-date. The appropriate agricultural development plan is a valuable tools for developing farmers, families and communities in the dimensions of economics, socials and environmental cares, because it is integrating with appropriate know how and technology from officers, private sector personnel and others concerned in response the real needs and solves the problems of people at the grassroots level, who are the majority of people in the country.

Agricultural Extension Officers at tambon , district and provincial levels are the backbone in

cooperating with related organizations and groups at each level. The agricultural extension officers at headquarters and regional offices are responsible for transfer of knowledge and technology to the officers at the tambon , district and provincial levels, as well as for supervision.

The techniques for implementing the agricultural development plan must integrate all the resources, materials and ideas into one concept by analyzing and synthesizing proven data and information. Most of the officers were still lack of knowledge and skills, so that Department of Agricultural Extension held the workshop on “The Development of Agricultural Technology Transfer and Service Center for Improving of the Pending Farmers” for agricultural extension officers at the district and sub-district level and the chief of the planning division.

Objectives of the study

(1) to build up appropriate curriculum for workshops on Implementing Agricultural Development Plans at Tambon Level

(2) to study some socio – economics indicators of agricultural extension officers who attend the workshops

(3) to study the opinions of participants on workshop management

(4) to study the confidence of participants in the knowledge and skills they gain the workshop and their confidence in transferring the knowledge and skills gained.

Expected Outcome

(1) to determine the output of workshop of Implementing of Agricultural Development Plan at Tambon Level

(2) to device on appropriate curriculum for Implementing Agricultural Development Plans at Tambon Level

Scope of research

This research design was action research that combine quantitative together with qualitative research. Data collected gathered opinions together with systematic observation of participants, trainees, lecturers and training officers. The tools are 1) a structured questionnaire for participants 2) a semi-structured questionnaire for lecturers, trainees and some participants 3) focus group discussion of lecturers, trainees, and training officers to verify the data and opinions.

Definition of operations

Tambon Agricultural Development Plan

:A development plan at the tambon level that is done by analyzing and synthesizing the data. The process is conducted by farmers, government officers, private sector, individuals, organization, and others concerned for developing agricultural occupations and related matters.

Trainees were the 30 officers from the Department of Agricultural Extension who has been selected to be trained to facilitate the participants in Implementing of Agricultural Development Plan at Tambon Level workshop participants.

Documentary reviews

Background on Agricultural Technology Transfer and Service Center (ATTC)

The ATTC is tool designed by the MOAC in response to the directive of the Constitution to involve local communities in the formulation of natural resource management, agricultural production and marketing plan formulation. It is to play a functional role in developing networks and in facilitating exchange of information and experience among communities. Its mission is to transfer agricultural knowledge and provide one-stop services to local farmers through the concept of farmers' participation in the process of systematic thinking, decision making, formulating and managing their own farm plans. The implementation of ATTC is carried out on the basis of community-centered development by providing farmers in the community opportunity to analyze and solve existing problems by themselves.

Patana Sukprasert (2002) defined the philosophy and principles of ATTC as follows:

- Adhere to the philosophy of sufficiency;
- Solicit participation of all stakeholders in the community in every step of development, including identifying, problems and needs, community development planning, plan implementation, monitoring and evaluation;
- From integrated working units at sub-district level characterized by one-stop service;
- Stress human resource development via reforming and strengthening the learning process;
- Support decentralization according to constitution

- Work in the bottom-up and top-down directions
- Both transfer technology to farmers and learn from them

The core structure of ATTC is the steering committee, who are elected from local farmers and others that represent the community to develop plans in a participatory way with the help of facilitators from governmental institutions and volunteer groups. ATTC is the center not only for technology transfer, but also for integrated service, coordination and information. To the large extent, ATTC represents broader socio-economics, people-centered agricultural extension.

Workshop on implementing of agricultural development plan at tambon level

The objectives of this workshop were 1) to increase the knowledge and skills in analyzing and synthesizing data for implementing agricultural development plans. 2) to increase awareness of the importance of figure and data and to learn how to collect and select useful data. 3) to gain skill and experiences in data selection 4) to gain awareness in analyzing production factors for optimum benefit. 5) to motivate and empower of participants in implementing agricultural development plan by case studies. 6) to give participants confidence in transferring knowledge, skills and experiences in implementing agricultural development plans to their tambon agricultural extension officers.

This workshop was intensive with lectures and practice. There were a positive relationship between participants with practicums that led to efficiency in development of learners. (Stoner ,

1996). Lecturers were well-known subject matter specialists from Kasetsart University, Sukhothaimatirat University, the Department of Agricultural Extension, Department of Land Development and the Office of Agricultural Economics. The 30 trainees were chosen from divisions in both headquarters and regional offices of Department of Agricultural Extension and were trained in facilitating in this workshop. The steps in the workshop were as follows: 1) The general secretary of department of agricultural extension introduced the policy, role, duty and responsibility of ATTC. 2) The lectures explained theory with realistic case studies. 3) the participant took part in small group practicums with chosen case studies in each group that facilitated by the trainees. 4) The participant presented of the agricultural development plans done by their groups. 5) the participants, lecturers and training officers participated in panel discussions to criticize the process of the workshops.

Four workshops were held, each lasting 5 days, as follows:

Sustainable development in agriculture of Thai NGOs is rooted in the concepts of community culture and community empowerment built on local wisdom and community involvement (Suthinarakorn W. and Traimongkolkul, P.2002) Real knowledge

perception will occur when participants intend to increase their experience (Schurman, 1992)

THE RESEARCH METHODOLOGY

1) Conferences by lecturers, trainees and training officers to gain perception of the objectives and processes of the workshop, and then implementing the curriculum and programming by using a semi-structured questionnaire.

2) Testing the curriculum and programming with the participant at Khon Kaen workshop.

3) Evaluation of the opinions of participants with a structured questionnaire.

4) Synthesizing the results of 3) by lecturers, trainees and training officers to create the appropriate workshop curriculum. Arithmetic mean (\bar{x}) was used to identify the meaning by

2.34-3.00 meant highly satisfactory

1.68-2.33 meant moderately satisfactory

1.00-1.67 meant unsatisfactory

5) Repeating steps 3 – 4 with the participants at Pitsanulok, Songkhla and Rayong .

6) Evaluation of the result of the workshops and revision till approval by lectures, trainees training officers and participants was obtained.

Time	Province	No. of participants
1. June 28 – July, 2 2002	KhonKaen	250
2. July, 12- 16 2002	Phitsanulok	240
3. August, 2-6 2002	Songkhla	188
4. August, 16-20 2002	Rayong	248
	Total	926

RESULTS AND SUGGESTION

The result

This research investigated appropriateness of two curricula as shown in Table 1 and Table 2. Four workshops were held: one each in Khon Kaen, Pitsanulok, Songkhla and Rayong, in which the participants numbered 250, 240, 188 and 248, respectively. The total number of participants was 926. Most of the participants (85.96%) were district or sub district agricultural extension officers (Table 3). Most (83.91%) participants had experience in implementing rural development plans; most (71.49%) had experience between one and ten plans (Table 4). The highest score of gained knowledge from workshop was in implementing the rural development plan (2.65); following were collecting the agricultural data for local plans (2.56), public hearing techniques and agricultural development plan (2.55)., This means that participants perceived all the knowledge at high level, except for data presentation by GIS (2.18) which they perceived at a moderate level as shown in Table 5. The participants confidence to use the gained knowledge ranged from high level to low level as follows: implementing the rural development plan (2.65), public hearing techniques and agricultural development plans (2.58), collecting the agricultural data for local plans (2.56). This means that they were confident to use all the knowledge at high level, except data presentation by GIS (2.24) which they were confident to use at a moderate level as shown in Table 6. The participants confidence in transferring the knowledge and experience that they received from the workshop to tambon agricultural extension

officers varied from high level to low level as follows, implementing the rural development plan (2.54), public hearing techniques and agricultural development plans (2.48), collecting the agricultural data for local plans (2.46). This means that they were confident to transfer all the knowledge and experience at high level except data presentation by GIS (2.08) which felt they confidence to transfer at a moderate level as shown in Table 7. According to the satisfaction scale, the participant pleased with the workshop management from high level to low level as follows : Accommodations (2.75) Practiced room (2.73), and Communication (2.67). This means that they satisfied with the workshop at high level, except for the coffee break (2.34) and the duration of workshop (1.22) with which they were at moderate and low level; respectively.

Suggestions

1. The content and technique “data presentation by GIS” should be improved to make the topic more interesting and useful to the participants
2. Workshop outcomes should be monitored for improve the workshop process to improve participants ability in implementing tambon agricultural development plans
3. Work should be continued to develop a course on “Standards, Indicators and Criteria of quality of tambon agricultural development plans” for officers or interested people in tambon.

Table 1 The pattern I workshop curriculum.

	09.00 – 12.00 AM	01.00 – 03.00 PM	03.00 – 05.00 PM	07.00 – 09.00 PM	Practice
1		Policies and trends in developing the Agricultural Technology Transfer and Service Center (ATTC)	Paradigms of development	Good plans and structures	<input type="checkbox"/> Checking the structure and validity of data of prepared plans <input type="checkbox"/> Criticizing the plans by group members <input type="checkbox"/> Selecting the best plans in each group for case study <input type="checkbox"/> Copying and distributing the case study or master plan
2	The hope of ATTC and rural development	Public hearing techniques and development plans	agricultural	Local wisdom	<input type="checkbox"/> Studying the structure and validity of data of master plan <input type="checkbox"/> Grouping data into physical, biological, economics and social categories. <input type="checkbox"/> Search for tambon problems <input type="checkbox"/> Search for tambon potentials
3	Collecting the agricultural data for local plans			Data analysis and synthesis techniques	<input type="checkbox"/> Analyzing tambon problems and potentials <input type="checkbox"/> Synthesizing strategies of development
4	Planning for plant production with data analysis techniques		Data presentation by GIS	Implementing the rural development plan	<input type="checkbox"/> Linkage of synthesized data <input type="checkbox"/> Alternative agricultural development strategic plans using local wisdom
5	Presented rural development plans				<input type="checkbox"/> Presenting the process and output of implementing the rural development plan <input type="checkbox"/> Open discussion

Table 2 The workshop curriculum in pattern II.

	09.00 – 12.00 AM	01.00 – 03.00 PM	03.00 – 05.00 PM	07.00 – 09.00 PM	Practice
1		Policies and trends in developing the Agricultural Technology Transfer and Service Center (ATTC)	Data presentation by GIS	Paradigms of development	<input type="checkbox"/> Checking the structure and validity of data of prepared plans <input type="checkbox"/> Criticizing the plans by group members <input type="checkbox"/> Selecting the best plans in each group for case study <input type="checkbox"/> Copying and distributing the case study or master plan
2	The hope of ATTC and rural development	Public hearing techniques and development plans	agricultural	Good plans and structures	<input type="checkbox"/> Studying the structure and validity of data of master plan <input type="checkbox"/> Grouping data into physical, biological, economics and social categories. <input type="checkbox"/> Search for tambon problems <input type="checkbox"/> Search for tambon potentials
3	Collecting the agricultural data for local plans			Data analysis and synthesis technique	<input type="checkbox"/> Analyzing tambon problems and potentials <input type="checkbox"/> Synthesizing strategies of development
4	Planning for plant production with data analysis techniques		Local wisdom	Implementing rural development plans	<input type="checkbox"/> Linkage of the synthesized data <input type="checkbox"/> Alternative agricultural development strategic plans using local wisdom
5	Presented rural development plans				<input type="checkbox"/> Presenting the process and output of implementing the rural development plan <input type="checkbox"/> Open discussion

Table 3 Number of participants classified by present position.

Unit: persons

Present position	1 st workshop	2 nd workshop	3 rd workshop	4 th workshop	Total
District /sub district agricultural extension officers	222 (88.80)	203 (84.58)	152 (80.85)	219 (88.31)	796 (85.96)
Chiefs of planning divisions	13 (5.20)	16 (6.67)	19 (10.11)	19 (7.66)	67 (7.24)
Chiefs of district planning sectors	15 (6.00)	21 (8.75)	17 (9.04)	10 (4.03)	63 (6.8)
Total	250 (100.00)	240 (100.00)	188 (100.00)	248 (100.00)	926 (100.00)

Table 4 The experience of participants in implementing rural development plans.

	Unit: persons				
Experience in implementing rural development plans	1 st workshop	2 nd workshop	3 rd workshop	4 th workshop	Total
Number of plans	214	201	157	205	777
	(85.60)	(83.75)	(83.51)	(82.66)	(83.91)
participants had implemented					
1-10	182	175	136	169	662
	(72.80)	(72.92)	(72.34)	(68.15)	(71.49)
11-20	12	16	10	9	47
	(4.80)	(6.67)	(5.32)	(3.63)	(5.08)
21-30	5	6	5	2	18
	(2.00)	(2.50)	(2.66)	(0.81)	(1.94)
31-40	1	1	1	0	3
	(0.40)	(0.42)	(0.53)	(0.00)	(0.32)
41-50	3	2	0	1	6
	(1.20)	(0.83)	(0.00)	(0.40)	(0.65)
More than 51	0	0	2	2	4
	(0.00)	(0.00)	(1.06)	(0.81)	(0.43)
Maximum	50	100	50	60	100
Minimum	1	1	1	1	1
Mode	2	2	2	2	2
None	35	39	31	40	145
	(14.00)	(16.25)	(16.49)	(16.13)	(15.66)
No answer	1	0	0	3	4
	(0.40)	(0.00)	(0.00)	(1.21)	(0.43)
Total	250	240	188	248	926
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)

Table 5 Knowledge gained from workshop.

Topic	1 st workshop	2 nd workshop	3 rd workshop	4 th workshop	Average	Median
Lecture						
1. Paradigms of development	2.55	2.45	2.47	2.36	2.46	2.46
2. The hope of ATTC and rural development	2.55	2.45	2.47	2.36	2.46	2.46
3. Public hearing techniques and agricultural development plans	2.70	2.54	2.53	2.43	2.55 ^{3/}	2.54
4. Collecting agricultural data for local plans	2.63	2.55	2.58	2.48	2.56 ^{2/}	2.57
5. Planning for plant production with data analysis techniques	2.57	2.52	2.53	2.44	2.52	2.53
6. Data presentation by GIS	2.39	2.05	0.00	2.10	2.18	2.10
7. Presenting rural development plans	2.51	2.41	2.44	2.40	2.44	2.43
Practice						
8. Good plans and structures	2.49	2.45	2.52	2.40	2.47	2.47
9. Data analysis and synthesis techniques	2.47	2.47	2.45	2.40	2.45	2.46
10. Implementing rural development plans	2.75	2.62	2.64	2.59	2.65 ^{1/}	2.63

Table 6 Confidence in using the knowledge gained from workshop.

Topic	1 st workshop	2 nd workshop	3 rd workshop	4 th workshop	Average	Median
Lecture						
1. Paradigms of development	2.53	2.39	2.47	2.42	2.45	2.45
2. The hope of ATTC and rural development	2.53	2.39	2.47	2.42	2.45	2.45
3. Public hearing techniques and agricultural development plan	2.67	2.59	2.54	2.52	2.58 ^{2/}	2.57
4. Collecting agricultural data for local plans	2.61	2.55	2.58	2.48	2.56 ^{3/}	2.57
5. Planning for plant production with data analysis techniques	2.57	2.53	2.51	2.50	2.53	2.52
6. Data presentation by GIS	2.42	2.11	0.00	2.19	2.24	2.19
7. Presenting rural development plans	2.50	2.43	2.49	2.41	2.46	2.46
Practice						
8. Good plans and structures	2.54	2.47	2.58	2.48	2.52	2.51
9. Data analysis and synthesis techniques	2.50	2.50	2.71	2.48	2.55	2.50
10. Implementing rural development plans	2.71	2.61	2.64	2.64	2.65 ^{1/}	2.64

Table 7 Confidence in transferring the knowledge gained from the workshop.

Topic	1 st workshop	2 nd workshop	3 rd workshop	4 th workshop	Average	Median
Lecture						
1. Paradigms of development	2.51	2.35	2.33	2.32	2.38	2.34
2. The hope of ATTC and rural development	2.51	2.35	2.33	2.32	2.38	2.34
3. Public hearing techniques and agricultural development plan	2.65	2.50	2.43	2.35	2.48 ² / ₁	2.47
4. Collecting agricultural data for local plans	2.55	2.48	2.44	2.38	2.46 ³ / ₁	2.46
5. Planning for plant production with data analysis techniques	2.53	2.48	2.35	2.36	2.43	2.42
6. Data presentation by GIS	2.24	1.98	0.00	2.02	2.08	2.02
7. Presenting rural development plans	2.49	2.39	2.32	2.34	2.39	2.37
Practice						
8. Good plans and structures	2.54	2.43	2.41	2.36	2.44	2.42
9. Data analysis and synthesis techniques	2.43	2.40	2.34	2.31	2.37	2.37
10. Implementing rural development plans	2.61	2.54	2.52	2.47	2.54 ¹ / ₁	2.53

Table 8 The satisfaction level of participant in workshop management.

Topic	1 st workshop	2 nd workshop	3 rd workshop	4 th workshop	Average	Median
1. Facilitation by staff	2.81	2.57	2.70	2.51	2.65	2.64
2. Communications	2.71	2.75	2.57	2.63	2.67 ^{3/}	2.67
3. Practice rooms	2.82	2.78	2.55	2.76	2.73 ^{2/}	2.77
4. Accommodations	2.83	2.65	2.80	2.73	2.75 ^{1/}	2.77
5. Food	2.53	2.72	2.71	2.32	2.57	2.62
6. Coffee break	2.68	2.10	2.49	2.09	2.34	2.30
7. Duration of workshop	1.30	1.19	1.28	1.09	1.22	1.24

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