



EDF

The Education for Development Foundation
มูลนิธิเพื่อการพัฒนาการศึกษา



Shape your world
Ritsumeikan
Asia Pacific University

Report

APU Field Study Program
NGOs for International Entrepreneur
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Diary of Learning

6.02.2012

Today was the first day that the 6 APU students arrived Bangkok safely and spent their first night at Maruay Garden Hotel in Bangkok. This hotel is just opposite to EDF office so it is very convenient when the students want to go to EDF.



7.02.2012

The 6 APU students arrived at The Education for Development Foundation (EDF) on time by 9.00 in the morning. Mr Sunphet Nilrat, Managing Director of EDF gave a warm welcome speech to the students. Then Miss Poo reviewed about the lecture of Pre-session at APU and continued with explaining on the whole schedule. In order to make the students more alert then Ms Poo introduced "Straw game" by asking 2 groups of students to make the highest and strongest tower by using minimum straws. The game taught about how to work as a team, communicate with open mind, listen to other's idea, harmony and so on. After each one relaxing, then Mr Chat explained about how EDF do fundraising.

Asia-Pacific Development Center on Disability (APCD) was the 2nd organization that the students visited today. Mr Jasper Rom, Networking Manager, lectured for 30 minutes and allowed the students to ask questions. Our group was lucky to have an opportunity to observe the capacity training to people with disability who came from various countries.

8.02.2012

The Redemptolist Vocational School for people with disabilities in Pattaya, Chonburi province. We were highly impressed by the lecture and class for students with physical disabilities.

The teachers at this school are mainly having physical disability but still be able to teach students well. We got a chance to observe each class such as computer class, electronics class and elementary education classes which are taught by volunteer foreigners. All students with physical disabilities who graduate from this school will be 100 percent guarantee to get a job.

Today, the APU students had experienced in having lunch together with physical disability students in the school canteen.

9.02.2012

Graduate Volunteer Center, Thammasart University in Bangkok

It was really a warm welcome by about 20 former Thammasart students and sharing ideas about volunteer course with APU students. Next, there was a lecture about the course opened under Graduate Volunteer Center namely: Master's Degree course and Diploma course.

Ms. Suradsawadee Hoonparon explained more about the history of NGO in Thailand and different kinds of NGO. The APU students also came to know why Thai students interested to study this kind of courses to develop Thai society. This course focusing on learning social problem, develop volunteer mind within oneself and experience field work in the rural area.

10.02.2012

Bhumirak Dhamachart Center, Nakhon Nayok Province

This is a center for displaying His Majesty the King's Royal Development Projects to public.

In this center or experimental field divided into 4 parts of Thailand to study about land, water and forest management. For example in the north of Thailand, our King teaches about cultivation of three types of forests for four benefits and growing banana trees as a creation of wet fire breaks.

The students got chance to learn many things by touring to each part of Thailand as an adventure in the forest.

Then, because of hot weather made all of us felt tired before went back to Bangkok.



13.02.2012

Suan Kulab Wittayalai Rangsit School, Bangkok

This is a good sample of high school in Bangkok, having a good education system and quite prompt school. The school has Chinese, Japanese and English program. All the 6 APU students felt so excited and impressed to talk and discuss with Thai active students in Chinese, Japanese and English. Thai students were eager to practice communicating in foreign languages both in the classroom and during lunch time at school canteen.



14.02.2012

After we arrived at Udon Thani railway Station around 8 o'clock in the morning, we went to have breakfast at Joke Udom shop where is near the station and hot pan fried egg (Kai-gra-ta) is a popular dish in Udon Thani city. After that we went to host family house to put our lug gages then we went to Ban Nhong Weang Hee School. There was a welcome ceremony which called Bai Sri Su Kwan that usually held after guests travel a long trip. This ceremony is a ritual activity that would encourage their mental strength. There were many important person of this Ban Nhong Weang Hee district to join this welcome ceremony. After the ceremony, we also had lunch with them. In the afternoon, we watched Korean short movie named "Kru Yai" which mainly about the community participation. The story is about the principal who try to ask for the cooperation from village to build the school in the village .After watching, we had discussion about 2 questions.

The group's summarized answer for the first question; what do we get from this short movie?

- Developer has to make people believe and make them do by themselves
- Development is endless
- To be Idealistic developer
- Importance of harmony
- Coordination of different ideas from different people
- Making action before saying words

For the second question: What are techniques that the principal use for getting the cooperation from the villagers?

- Using slogan "work hard is the flower of life" to inspire villagers
- Making action first
- Making students to be proud of themselves through participation
- Making good relationship by entertaining students and villagers such as sports and singing
- Make project to be sustain
- Gain people's respect
- Keep in mind that development is endless

After the discussion, we went to observe school projects called "Power Kid Plus+". It is a kind of health promotion project where there are many activities such as cat fish raising, organic vegetable farming, tooth brushing, fruit shake and sport club (hula-hoop). Then we went back to host family's house and had a dinner together.



15/2/2012

We went to school at 8 o'clock in the morning to join morning ceremony with the students then APU students donated sport equipments such as ball and net to the school. After finishing morning ceremony, we had "Thai education system" lecture. Thai education system is divided to 3 type namely formal, non-formal and informal education. Formal education is students must go to study at school system. Non-formal education is designed for the students cannot come to school, they can study at home and just go to the educational center. The informal education system is kind of technique school which study for short time such as barber school. Moreover, the compulsory education in Thailand is from grade 1st to grade 9th or from primary school until junior high school. After graduating from junior high school, there are two ways for continuing study. The first way is continuing high school which divides mainly science program, mathematic program and language program. The second way is going to vocational and technical school which divides in various fields such as agriculture, trade and industry field. Besides, Thai government announced policy to support students as 15-year free education (from kindergarten to high school). The government also provides textbook, uniform, stationery, tuition and study trip even school lunch for children. After that the school teacher gave the "Thai education toward ASEAN" lecture which talked about how to make Thai education system to be ready toward ASEAN in the next 2years. Then we went to visit 2 scholar's houses who get scholarships from EDF for observing their lives and gave them daily life stuffs then came back to host family's house.



16/2/2012

We offered food to monks in the early morning. That is a Thai's life style which always related to Buddhism. There were two lectures in the morning: "Power Kid Plus+ Project" and "Project management" Then in the afternoon, we did volunteer activity in the classroom. We divided to three groups and each group went to each grade from grade 1 to grade 6. We taught English and played game with kids. Not only we taught English to them but also kids taught us Isan dialect. After that, we learnt Thai culture (Isan dance) which called Rum-sing. There are both slow and fast rhythm in Thai Isan song dance. We enjoyed a lot about this activity.



17/2/2012

We went to Kam mak koon women's group at village leader's house. This group made handicraft from bamboo which called "Huad". It is sticky rice cooking equipment. Making one Huad was spent about 15 minutes. They can make 20 pieces per day. One huad costs about 8-10 baht. Then, we went to another women group which called "Nong Weang Hee". This group made rice container (Gra-tib), fishing equipment. We could see all the process making bamboo handicraft here. After that, we went to the rice mill of community which was shared with many villages around Nong Weang Hee village. Then we went to school to cooking Thai food for our lunch. In the afternoon, there was a debriefing lecture and brain storming activity. The key point was what they learned from each place namely; The Education for Development Foundation (EDF), Asia-Pacific Development Center on Disability (APCD), The Redemptist Vocational School for people with disabilities, Thammasart University, Bhumirak Center, Suan Kulab Wittayalai Rangsit School, and Ban Nhong Weang Hee School. In the evening, there were lots of villagers came to help holding a farewell party such as preparing food and setting a stage. In the party, we enjoyed shows from students of Ban Nong Weang Hee School and our show.



20/2/2012

The way to Laos is quite easy just crossing Friendship Bridge from Nong Khai to Vientiane. Today was the second day of staying in Laos, the weather was a bit cooler than in Thailand. EDF Laos was the first place we visited in Laos. There were three lectures for us today namely; EDF Laos, Lao education system and Lao-Thai relationship. The speaker is Miss Ubongrat and Miss Thom the staffs from EDF. In EDF Laos lecture was talked about EDF Laos's background, four areas which EDF Laos doing the projects and EDF Laos's work and projects. In Lao education system lecture was talked about type of education system in Laos. For compulsory education in Laos is until primary school level. The different point from Thai education system is Kindergarten 2 years, Primary school 5 years, lower secondary 4 years and upper secondary 3 years. After the lectures, it was a Q&A time, we could discuss with EDF's staffs.



21/2/2012

We went to visit Japan International Cooperation Agency (JICA) in the morning. Mr. Anurak and a Japanese staff gave us a lecture about JICA. The content was about JICA's vision, mission, strategy, technical cooperation & social development in Laos and key development issues &

data. After the lecture, we enjoyed free discussion with JICA's staffs. In the afternoon, we went to visit Nam Houm Primary School. It spent about 30 minutes from Vientiane city. This school faced many problems. For example, even though there is English subject in the school curriculum, there is no English class because of lacking of teachers who can teach English. The school faces a flood in rainy season. There is not enough sport equipments and no a court for students to play sport. There are not fans in each classroom that it is a bad environment for studying because of hot weather in summer. We divided to three groups to teach English to grade 3-5 students as volunteer activities that we had ever done it before. In the evening, we went back to hotel.



22/2/2012

We went to visit department of Japanese at National University of Laos in the morning. We got welcome party from the teachers and students warmly. There were two presentations about Lao culture from the students in Japanese. The first presentation was about silk and cotton in Laos. The second presentation was "Rum wong Lao" and "Bud Slob" which was a dance in the party and celebration. Then, there was group discussion with Lao student. After that, it was lunch time; they took us to cafeteria to have lunch together. Until the last minute, we had to say goodbye to them. Then we went back to Nong Kai again to take night train to go back to Bangkok.



What did APU Student learn from each place?

The Education for Development foundation (EDF)

- Supporting 3,000 schools and providing scholarship for about 15,000 students annually
- EDF learned from Japan's system
- Getting financial support from Thaihealth Promotion Foundation which EDF must submit report regularly
- EDF was established in Udon Thani province first then was moved to Bangkok
- Based on school (Education)
- Focusing on disadvantage
- Project Management
- Straw Game taught about importance of well-structure, team building and the importance of teamwork
- Power Kid Plus Project, EDF supports school through ESA
- Fund raising

Asia-Pacific Development Center on Disability (APCD)

- International NGO
- Focusing on empowerment of disability
- Building right-based barrier-free society
- CBR : environment and empowerment
- Strategy was combined top-down and bottom-up
- International training
- Networks building
- Information knowledge Management Administration
- CBID : Community- based inclusive development
- Training Center Trains Leaders of people with disabilities and some NGOs who work with PWD à Disabilities can be sustainable and more effective than relying on government which the system changes every 4 years

The Redemptolist Vocational School for people with disabilities

- How to manage education system for people with disability
- Food and handicraft made by people with disabilities
- Providing equal education to all
- School model in teaching students with movement disabilities
- A foundation of the model of manage school

Thammasart University

- The history of Thammasart University
- The situation of Thai society (the gap between country side and city)
- How NGOs in Thai work for society
- Graduate Volunteer Center's objectives and activities
- Curriculum : academic study and field work
- Main future volunteers

Bhumirak Center

- How to manage natural resources
- How to reduce family expenses
- Development of agriculture
- King's contribution
- The importance of the nature
- 4 different parts in Thailand
- 5 ways of sufficient economy such as vetiver grass to protect soil erosion

Suan Kulab Wittayalai Rangsit School

- Thai Education System
- Students are very active and positive in learning
- S.K.W.R school has well-organized education system, especially in language
- Realized difficulty of teaching
- Student's life

Ban Nhong Weang Hee School

- To open own mind to try new things such Isan's life style
- Think about others and realize the worth of Isan culture
- To be teamwork for example English teaching in classroom
- To be with others "New people and new society"
- Education problems in Isan region
- The cause of education problem came from FAMILY
- To know School projects which are supported by EDF
- Even though students are poor, they are active and satisfy with their lives
- To realize how Thai's life style related to Buddhism
- Participating process in the community

EDF-Lao

- Education in Laos
- Relationship between EDF-Laos and EDF-Thai
- The process of making new project
- The project depends on target area
- Donation system

Japan International Cooperation Agency (JICA)

- Fund supported by Japanese government (Bilateral Assistance)
- To join with Official Development Assistance (ODA)
- JICA Laos focus on agriculture, forest, education, infrastructure
- Participatory approach : involving government, experts, NGOs, local people
- Evaluation Method : Starting evaluation before the project starts

Namhoum Primary School

- Current educational status in Laos
- Main problem : limited budget
- Poor condition and facilities but strong passion to study
- Students were very active and positive in learning
- Teaching kids is quite hard
- The villagers support education

National University of Laos

- To know Lao traditional clothes and dance
- Lao traditional dance is similar to Japanese traditional dance(Bon-odori)
- The students lack of conversation skill because of no chance to talk with natives
- Tradition conservation : girls wear traditional skirt as a university's uniform

Achievement

We achieved the course objective that is in syllabus for NGOs for International Entrepreneur as follows:

1. To provide basic knowledge on NGO participation for development and understand NGOs' roles in development work at local, national and international level.

For example, the pre-session was held on January 11th, 2012 at APU campus. The instructor gave NGOs' roles and works introduction lectures. Then, there was image of NGOs presentation by APU students which the instructor had gave as individual homework before a pre-session coming. Moreover, EDF arranged field visit to various NGOs places both in Thailand and Laos such as The Education for Development Foundation (EDF), Asia-Pacific Development Center on Disability (APCD), The Redemptolist Vocational School for people with disabilities, Thammasart University, Bhumirak Center, Suan Kulab Wittayalai Rangsit School, Ban Nhong Weang Hee School, EDF-Lao, Japan International Cooperation Agency (JICA) and National University of Laos. At each place, there was a lecture, field visit and open discussion which could really opened students world view and perspective of NGOs in terms of roles, responsibilities, mission, activities related to development works to bring a better society at all level.

2. To provide basic knowledge and understanding on concept for rural and educational development such as community-based development and school-based development under the concept of "village, temple, school" and sufficiency economy.

For example, at Ban Nhong Weang Hee School, we used Kru-Yai movie as an instructor material on Community Participation lecture. APU students enjoyed and really paid attention to the group discussion and learned different techniques used in making more people involve in the school development. We gave basic knowledge lecture about Thai and Lao education system and problem. Besides, we also gave EDF's projects as a sample to discuss about school-based development and sufficiency economy philosophy. Especially, a lecture from JICA in Laos was mainly about community-based development.

The APU students understood better when we showed them movie and real case. Then the students share many ideas during discussion.

3. To provide opportunities of practical experience in rural development driven by EDF projects and by conducting casual research at field work

For example, we went to observe Power Kid Plus+ project one of EDF's projects which were implementing in Ban Nhong Weang Hee School such as cat fish raising, organic vegetable planting and Hula-hoop activity. We went to visit Namhoum Primary School in Laos where JICA Lao has supported. Moreover, we went to observe village life such as Kam mak koon women group made bamboo handicraft after they had harvested the rice.

Moreover, the students also got chance to interview local teachers or villagers in order to get more information and try to understand more about education, villager problems and so on. Then these kind of information will benefit the students to write a good mini research. While the students got chance to do volunteering activity; teaching English to primary students, they learned a lot about disadvantaged children and can think of how difficult to teach children as a teacher.

Student's voices

Megumu Sako

"Through this trip I learnt lots of things. This field study made me think a lot of things and changed my way of thinking. I have seen the big gap between rural area and city in Thailand with my own eyes. It is nice opportunity to go and see with our own eyes that made me want to be the one who can make their condition better and better. Moreover, I could see their current situation and also learn their cultural things such as dance or band in Udon Thani province. Here in Japan surely I cannot have this kind of opportunity. Honestly when I saw the village and their life style, I was so worried about myself. However, the village people and students made me not think like that. I enjoyed so much even the living condition was totally different from here in Japan. Now I wish to go back there as soon as possible."



Kang Sin-Ae

"It was great chance for me to learn about NGOs in Thailand. Since I didn't know much about what NGO is, it was a good chance for me to know about it more specifically. I really appreciate about that you tried to take us many places for sightseeing, such as market, temples, and so on. The most memorable sightseeing during the field study was the market and beach in Pattaya for me. Due to the hands-on experience, I could accept and understand the culture of the village more directly and strongly. I am pretty sure that it is a very good chance to experience the villagers' lives in Udon Thani. It was really good opportunity for me to do volunteer activities, and I really enjoyed. I was happy about that I could be a person who is helpful for someone who needs helps."

Park Hyo Bin

"We had visited EDF-Thai and EDF-Lao office and had lecture about all the things that the organizations actually do. Especially, we were focusing on studying EDF so that we had learned the education system of Thai and Laos in more details, and how EDF support those a number of schools in Thai and Laos. We had visited elementary schools in rural area in both countries directly for a few days. We could see and feel their energy and enthusiasm toward education. It was really good chance to get to know more about NGOs and valuable experience that can't be forgotten. Especially, I was really impressed about EDF's activities and excited to learn about it."



Ogami Kenichiro

I learnt what NGO's role in Thailand and Laos through this field study. I could see the gap of education between rural area and urban area by visiting elementary school, high school and university in Thailand and Laos. In addition, I joined volunteer activities in elementary school by teaching English class. I realized how difficult that one teacher try to control and educate the students. There was also exchange class with high school student (Japanese program). I got their opinion about learning Japanese and I could see many Thai student lack of chance to go aboard. One student said "I want to know more about Japan and I would like to know what kind of activities Japanese student like to do". Besides, I could have great experiences of learning culture and way of life by interacting with the people during homestay in Thailand. I really enjoyed Thai and Lao food which could indicate uniqueness of Thai and Lao culture.



Conclusion

The smiles on student's faces, joyful and together with the voices from the APU students can surely confirmed the success of the NGOs for International Entrepreneur course which took place in Thailand and Laos for 18 days. The students have had experienced on what they never had before, the course was really open up their minds and thinking to development world. The students will really to be back in rural of Thailand and Laos again when there is a chance, just to see how much children have developed.





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