



THE FIRST YEAR EVALUATION RESULT

Project for Community-Based Entrepreneurship Promotion
(The D-HOPE Project)

December 2019

(Draft Version)

Content Outline

1. Report of Strategic Workshop IV: Participatory Evaluation [Chonburi Province]
2. Report of Strategic Workshop IV: Participatory Evaluation [Lamphun Province]
3. Report of Strategic Workshop IV: Participatory Evaluation [Nakhon Phanom Province]
4. Report of Strategic Workshop IV: Participatory Evaluation [Mukdahan Province]
5. Report of Strategic Workshop IV: Participatory Evaluation [Surin Province]
6. Report of Strategic Workshop IV: Participatory Evaluation [Trang Province]
7. Report of Strategic Workshop IV: Participatory Evaluation [Ranong Province]
8. Report of Strategic Workshop IV: Participatory Evaluation [Chiang Mai Province]
9. Report of Strategic Workshop IV: Participatory Evaluation [Chanthaburi Province]
10. Function of Empowerment Evaluation for Rural Development Project: Challenges and Possibilities of Evaluation Activities of the D-HOPE Project in Thailand
11. Empowerment Evaluation Results: Chonburi Province
12. 1st Year Value Statement Survey Results

The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Chonburi Province]

March 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

March, 2019

Chonburi Province

1. Introduction

Chonburi province has accomplished to develop the D-HOPE catalogue in 11 districts with 92 champions in January 2019. The number of catalogue copies printed were in total of 5,200. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Chonburi province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 45 participants on 6th March, while the champions were 89 champions accompanied by 27 CD officers on 9th March. On both days, Mr. Bunthao Duangnapa, Chief of Chonburi Community Development Provincial Office gave an opening speech and we started the group discussions. Furthermore, Mr. Thaweeep Butpho, Deputy Director General of CDD, Mr. Suraphon Sornjit, Director of Chonburi Learning Center, and Mr. Pallop Tanjariyaporn, Chief of international relations unit of Planning division, also gave a speech and observed the activities.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Chonburi province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	March 6 for CD staff March 9 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (9:00 - 15:30) • 1 day workshop for champions (9:00 - 16:30)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:00	Registration
09:00-09:30	Opening speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
09:30-10:00	Lecture on Evaluation by Dr. Koichi Miyoshi and Ms. Yumiko Okabe
10:00-10:20	Coffee break
10:20-12:00	Group discussion 1 (divide into 5 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:00	Group discussion 2
14:00-14:30	Coffee break
14:30-15:30	Questionnaire Survey

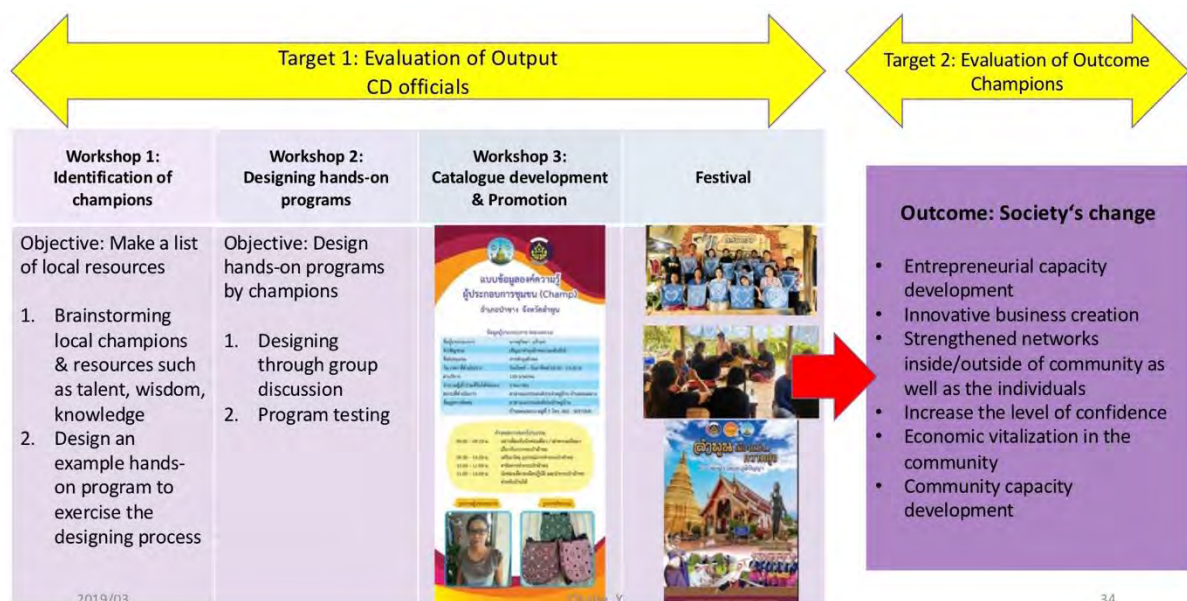
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-10:00	Opening speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
10:00-10:15	Speech by Dr. Koichi Miyoshi, Chief advisor of the D-HOPE project
10:15-10:30	Speech by Mr. Thaweep, Deputy Director General of CDD
10:30-11:00	Coffee break
11:00-12:00	Group discussion 1 (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:30	Group discussion 2 (divide into 10 groups) by Ms. Yumiko Okabe
14:30-15:00	Conduct the survey
15:30-16:00	Coffee Break

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Chonburi Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

The appreciative inquiry technique is particularly effective to keep the discussion atmosphere positive so that we can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized by the facilitators to use this technique in the first workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

5. Evaluation Questions

4-1. Officials

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- How did you contribute to the D-HOPE project?
- Why do you think it is a contribution?
- What kind of changes do you see from it?
- How can you utilize this experience?
- What is your goal for next time in the D-HOPE project?

4-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- What have you done in this project?
→List up all the things that you did in the group
- What have you NOT done in this project?
→List up all the things that you did not do it
- (for what you have not done) How to do it?
- When to do it?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together

with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. In Chonburi province, many mentioned about the recognition of local resources through the program testing activity and we confirmed the significant meaning of the activity. Champions also expressed the need of conducting the program testing activity for all the champions. Another person also pointed out that “champion is everywhere”. We also confirmed an identification of champions is not hard if we carry out the activity properly and Chonburi has more potentials. Some also mentioned about the workshop style is fun and motivated to come to the workshop than before. As for officials, they discussed particularly the planning issues for next activity as a self-evaluation so that some could come up detailed goals for future. They facilitated process well after experiencing the workshop by themselves, and we hope that they also learned from the champions’ discussions.

8. Evaluation Report

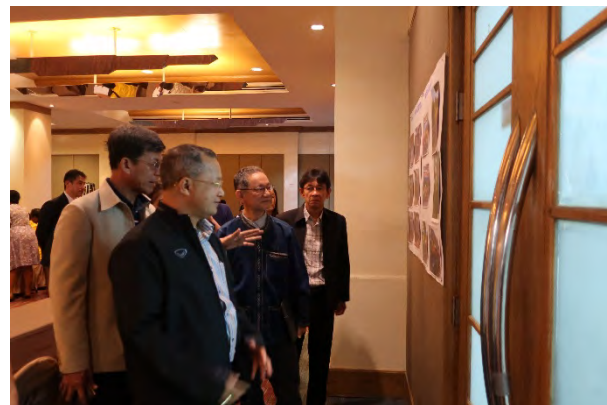
As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for the rest 7 provinces and others provinces that are implementing D-HOPE.

Photo

6th Mar: CD officials



9th Mar: Champions



9th Mar: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Lamphun Province]

March 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

March, 2019

Lamphun Province

1. Introduction

Lamphun province has accomplished to develop the D-HOPE catalog in 8 districts with 99 champions in December 2018. The number of catalogue copies printed were in total of 2,330. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide opportunities for the champions to become more entrepreneurial through interacting with them.

Therefore, Lamphun province proceeded to the strategic Workshop IV: Participatory Evaluation, which is the last activities for the D-HOPE project and the Workshop was held for 2 days; CD officials and the champions. The number of participants of the Workshop for the CD officials was 11 participants on 11th March, while the champions were 78 accompanied by 17 CD officials on 12th March. Ms. Nutthiyaporn Srisubun, Chief of Lamphun Provincial Community Development Office, opened the Workshop encouraging champions to enjoy the evaluation activities. Ms. Kwandaow Leupiam, Chief of Nawatwithee Community-based Tourism Unit, also participated to observe the activities.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Lamphun province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	March 11 th for CD staff March 12 th for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (9:00 - 16:30) • 1 day workshop for champions (9:00 - 15:30)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • (Questionnaire survey)
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices

	and learn from each other 3. To make participants modify their policy structure
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Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activities
08:30-09:00	Registration of participants
09:00-12:00	Implementation of the Project for Community-based Entrepreneurship Promotion by Prof. Koichi Miyoshi, Ms. Yumiko Okabe and JICA Team
12:00-13:00	Lunch break
13:00-16:30	Implementation of the participatory evaluation procedure by Prof. Koichi Miyoshi, Ms. Yumiko Okabe and JICA Team
*Remarks	Coffee breaks are between 10:00-10:30 and 14:30-15:00

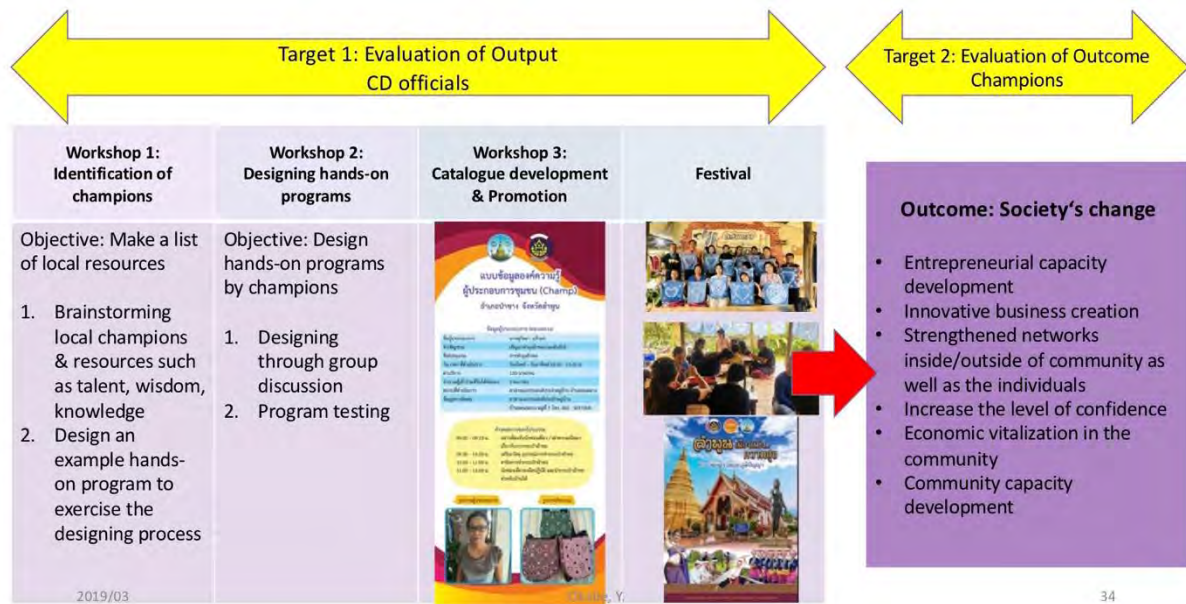
Table 3: Schedule for Evaluation Workshop for Champions

Time	Activities
08:30-09:00	Registration of participants
09:00-10:00	Opening speech by Ms. Nattiyaporn Srisubun, Director of CD Lamphun Office.
10:00-10:30	Coffee break
10:30-12:00	Implementation of participatory evaluation procedure (divide into 10 groups) by Prof. Koichi Miyoshi, Ms. Yumiko Okabe and JICA Team
12:00-13:00	Lunch
13:00-14:30	Implementation of participatory evaluation procedure (divide into 10 groups) by Prof. Koichi Miyoshi, Ms. Yumiko Okabe and JICA Team
14:30-15:00	Coffee break
15:00-15:30	Conduct the survey
15:30-16:30	Summarize the activity by Prof. Koichi Miyoshi, Ms. Yumiko Okabe and JICA Team

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Lamphun Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies were utilized for this evaluation workshop; the Photo Elicitation and the Appreciative Inquiry. The Photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activities photos. Therefore, the photos were carefully picked up for them to be reminded each step and cover the range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities. Another purpose is to share the ideas of others to learn from each other from photos.

5. Evaluation Questions

5-1. Officials

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- How did you contribute to the D-HOPE project?
- Why do you think it is a contribution?
- What kind of changes do you see from it?
- How can you utilize this experience?
- What is your goal for next time in the D-HOPE project?

5-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- What have you done in this project?
→List up all the things that you did in the group
- What have you NOT done in this project?
→List up all the things that you did not do it
- (for what you have not done) How to do it?
- When to do it?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. In Lamphun province, many mentioned about the group discussion method that this is a tool to get to know other people as well as learn from them. This is what we also could see the result from the catalogue. Each champion understood the concept of hands-on program very well. However, some mentioned due to lack of hands-on program testing in the village, they did not have enough confident to receive people yet although they received calls from visitors. Having said that, a lot of people including officials are proud of the catalogue as an output (for officials) of the works and we could observe the willingness to continue the process of the Community-based tourism. This was also promoted through the integration of OTOP Nawatwithee and D-HOPE together in case of Lamphun. After the workshop, we visited Ban Phae Village in Ban Thi district and one of the participants also expressed her feelings towards the D-HOPE project as well as the workshop that it is fun and easy so that she learned a lot and she likes the group discussion approach to brainstorm with other villagers.

Thus, the participatory evaluation workshop empowered people and made them clear on their next step both officials and champions.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for the rest 7 provinces and others provinces that are implementing D-HOPE

11th Mar: CD Officials



12th Mar: Champions



12th Mar: Champions



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D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Nakhon Phanom Province]

May 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

May, 2019

Nakhon Phanom Province

1. Introduction

Nakhon Phanom province has accomplished to develop the D-HOPE catalogue in 7 districts with 91 champions in March 2019. The number of catalogue copies printed were in total of 2,700. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Nakhon Phanom province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 17 participants on 13th May, while the champions were 75 champions accompanied by 17 CD officers on 14th May. On the first day, Mr. Prasat Tassakorn, the Acting Director of Nakhon Phanom Community Development Provincial Office gave an opening speech to encourage the attendees. Furthermore, Mr. Pallop Tanjariyaporn, Chief of IR unit of Planning Division, CDD and Mr. Surapon Keawinithi, Chief of Community Development Promotion Unit, Nakhon Phanom Community Development Provincial Office also gave a speech and observed the activities.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Nakhon Phanom province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	May 13 for CD officials May 14 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (09:00 - 15:30) • 1 day workshop for champions (09:30 - 16:00)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:00	Registration
09:00-10:00	Opening speech by Mr. Prasat Tassakorn, the acting Director of CD Nakhon Phanom Office, Mr. Pallop Tanyariyaporn, Chief of IR Unit, CDD and Mr. Surapon Keawinthi, Chief of CD Promotion Unit, Nakhon Phanom CD office.
10:00-10:30	Lecture on Evaluation Ms. Yumiko Okabe
10:30-10:45	Coffee break
10:45-12:00	Group discussion 1 self-evaluation (divide into 3 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:00	Group discussion 2 planning your goal (divide into 3 groups) by Ms. Yumiko Okabe
14:00-14:30	Coffee break
14:30-15:30	Questionnaire Survey

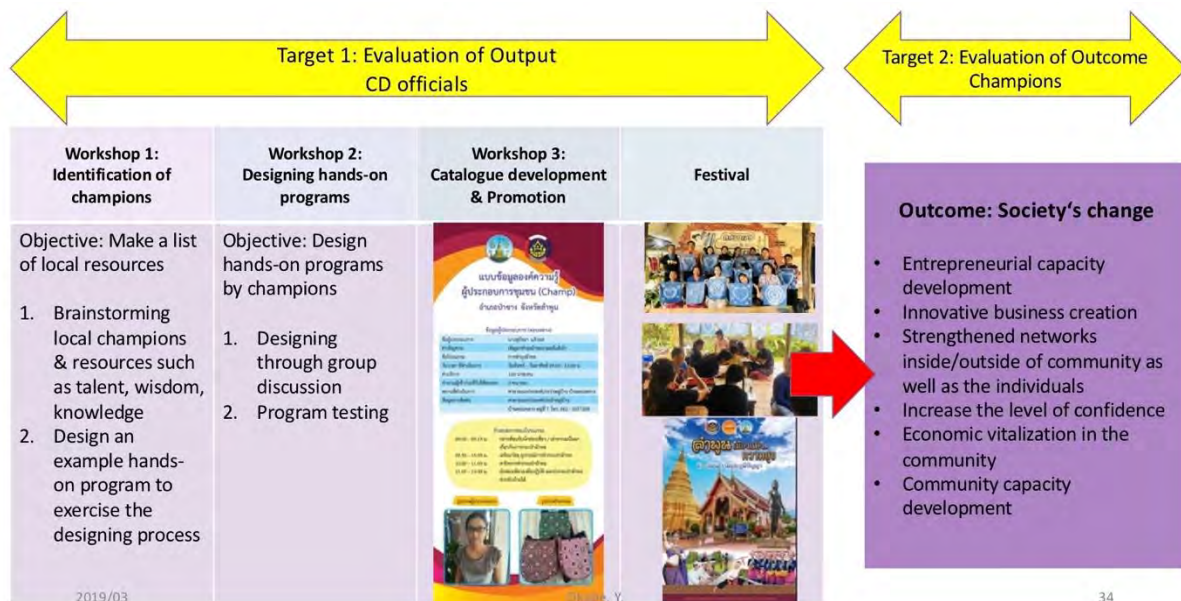
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-10:00	Briefing
10:00-10:45	Group Discussion 1 using photos (divided into 10 groups) by Ms. Yumiko Okabe
10:45-11:00	Coffee break
11:00-12:00	Group discussion 2 self-evaluation (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-15:00	Group discussion 3 planning your goal (divide into 10 groups) by Ms. Yumiko Okabe
15:00-15:30	Conduct the survey
15:30-16:00	Coffee break and catalogue distribution

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Nakhon Phanom Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

The appreciative inquiry technique is particularly effective to keep the discussion atmosphere positive so that we can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized by the facilitators to use this technique in the first workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

5. Evaluation Questions

4-1. Officials

Group discussion 1: Self-evaluation

- What have you done through D-HOPE?
- What kind of strength have you gained through D-HOPE?
- What are your achievements as an officer through D-HOPE?

Competition of the best officer for D-HOPE

- Select top 3 and rank 1-3 for the best officer within the group
- Write reasons why they are the best officers

Group discussion 2: Planning your goal

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Which activity/practice can you do it?

4-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?
- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use.

In Nakhon Phanom province, the catalogue was not distributed yet so that this was the first time for everyone to see the catalogue as well as the website. Therefore, the discussion on promotion was meaningful for both CD officials and champions since the strategic workshop III also was not carried out due to the amount of workload of OTOP Nawatwithi. Many champions seemed that they did not think of promotion so that we emphasized on how to promote own hands-on program based on the experiences from the implementation. However, there were many champions who also thought the catalogue is about promoting their products rather than hands-on programs. Anyhow, we put emphasis on using catalogue from now on and they expressed the willingness of bringing catalogues and distributing them as promoting themselves as soon as they finish the workshop. As for the officials, they discussed particularly their experiences and future planning. This time we brought a discussion on selecting the best officer among themselves so that criteria was also up to the CD officials. However, we found particularly difficulty of “selection” since they work closely, and no one would recommend themselves. As a strategic team, we discussed to come up with the new questions or doing the competition in a different way for the next time.

8. Evaluation Report

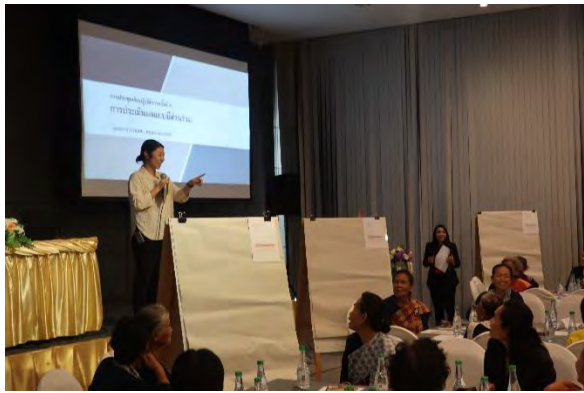
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Photo

13th May: CD officials



14th May: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Mukdahan Province]

May 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

May, 2019

Mukdahan Province

1. Introduction

Mukdahan province has accomplished to develop the D-HOPE catalogue in 7 districts with 70 champions in February 2019. The number of catalogue copies printed were in total of 2,700. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Mukdahan province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 19 participants on 27th May, while the champions were 84 champions accompanied by 19 CD officers on 28th May. On the first day, Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, and Mr. Chainarong Kanjanakanho, Chief of Strategic Community Development Unit of Mukdahan, also gave a speech and observed the activities.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Mukdahan province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	May 27 for CD officials May 28 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (10:00 – 16:00) • 1 day workshop for champions (09:30 - 16:00)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-10:00	Registration
10:00-10:45	Opening speech by Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, Mr. Chainarong Kanjanakanho, Chief of Strategic Community Development Unit.
10:45-11:00	Coffee break
11:00-12:00	Group discussion 1: Using Photos (divide into 3 groups) by Ms. Nicha Premchan
12:00-13:00	Lunch
13:00-14:00	Group discussion 2: Self-Evaluation (divide into 3 groups) by Ms. Kanoknit Phanawas
13:00-14:00	Group discussion 3: Planing Your Goal (divide into 3 groups) by Mr. Chalermkieat Paenkitcharoen
14:00-15:00	Paenkitcharoen
15:00-15:15	Coffee break
15:15-15:45	Questionnaire Survey
15:45-16:00	Recap activities

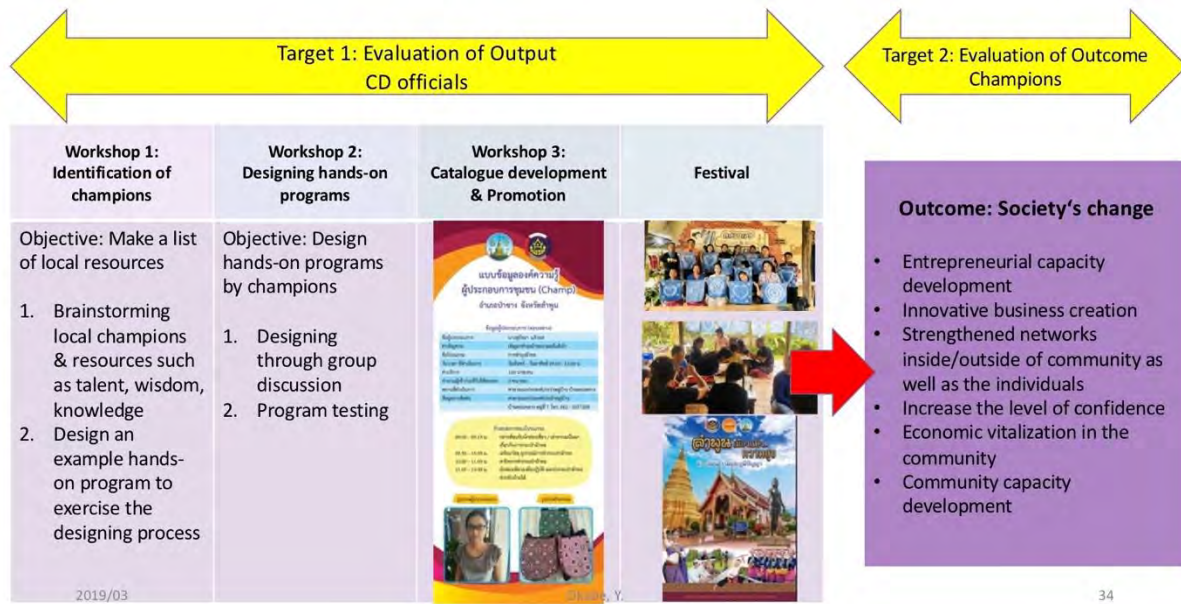
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-09:45	Briefing
09:45-10:45	Group discussion 1: Using Photos (divide into 10 groups) by Ms. Nicha Premchan
10:45-11:00	Coffee break
11:00-12:00	Group discussion 2: Self-Evaluation (divide into 10 groups) by Ms. Kanoknit Phanawas
12:00-12:30	The Best Hands-On Program Selection
12:30-13:30	Lunch
13:30-14:30	Group discussion 3: Planing Your Goal (divide into 10 groups) by Mr. Chalermkieat Paenkitcharoen
14:30-14:45	Break
14:45-15:45	Conduct the survey
15:45-16:00	Recap activities

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Mukdahan Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

The appreciative inquiry technique is particularly effective to keep the discussion atmosphere positive so that we can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized by the facilitators to use this technique in the first workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

5. Evaluation Questions

5-1. Officials

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group Discussion 2: Self-evaluation

- What is your name?
- What is your position? (e.g. CD District Officials, CD District Chief, Chief of Unit/Group, etc.)
- What have you done in D-HOPE as a CD official?
- What is your best practice through the D-HOPE implementation? Describe your skills or talents.
- Describe how to obtain those skills.

Competition of the Best Officer for D-HOPE

- Among all the skills in the group, which one is the crucial skill for D-HOPE implementation?
- Select top 3 crucial skills for the D-HOPE implementation.

Group Discussion 3: Planning your goal

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

5-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?
- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of

information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use.

Regarding catalogue, there was a good feedback from champions in Mukdahan. Champions were also encouraged to think about promotion, as now D-HOPE has launched the website platform. Moreover, Mukdahan province is considered as the good location for receiving the tourists from ASEAN countries, especially Laos and Vietnam. Thus, promoting programs through SNS and website besides catalogues and exhibition would be beneficial to increase a number of tourists. As for officials, they discussed particularly their experiences and future planning such as, increasing potential of champions “Smart Champ” by developing their skills and ability, also increasing a number of champions in the future. For the best hands-on program selection, champions were enjoy choosing the interesting program, and Boat traveling in Mekong river became the best hands-on program by champions’ voting. As a strategic team, Mr. Chalermkiat suggested on the question Group Discussion 3 regarding emphasizing target people. He suggested that the target people to achieve goals should be mentioned before the goal of the promotion, as the target people is the most important to do marketing.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for other provinces that are implementing D-HOPE.

Photo

27th May: CD officials



28th May: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Surin Province]

May 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

May, 2019

Surin Province

1. Introduction

Surin province has accomplished to develop the D-HOPE catalogue in 17 districts with 229 champions in March 2019. The number of catalogue copies printed were in total of 6,100. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Surin province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 19 participants on 30th May, while the champions were 83 champions accompanied by 19 CD officers on 31st May. On the first day, Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, and Mr. Sorasas Sripheng, Director of Surin CD Provincial Office, observed the activities and also Mr. Sorasas gave a speech in the closing ceremony on 31st May.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Surin province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	May 30 for CD officials May 31 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (10:00 - 16:00) • 1 day workshop for champions (09:30 - 16:15)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-10:00	Registration
10:00-10:45	Opening speech by Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit
10:45-11:00	Coffee break
11:00-12:00	Group discussion 1: Using Photos (divide into 3 groups) by Ms. Nicha Premchan
12:00-13:00	Lunch
13:00-14:00	Group discussion 2: Self-Evaluation (divide into 3 groups) by Ms. Kanoknit Phanawas
13:00-14:00	Group discussion 3: Planing Your Goal (divide into 3 groups) by Mr. Chalermkieat Paenkitcharoen
14:00-15:00	Paenkitcharoen
15:00-15:15	Coffee break
15:15-15:45	Questionnaire Survey
15:45-16:00	Recap activities

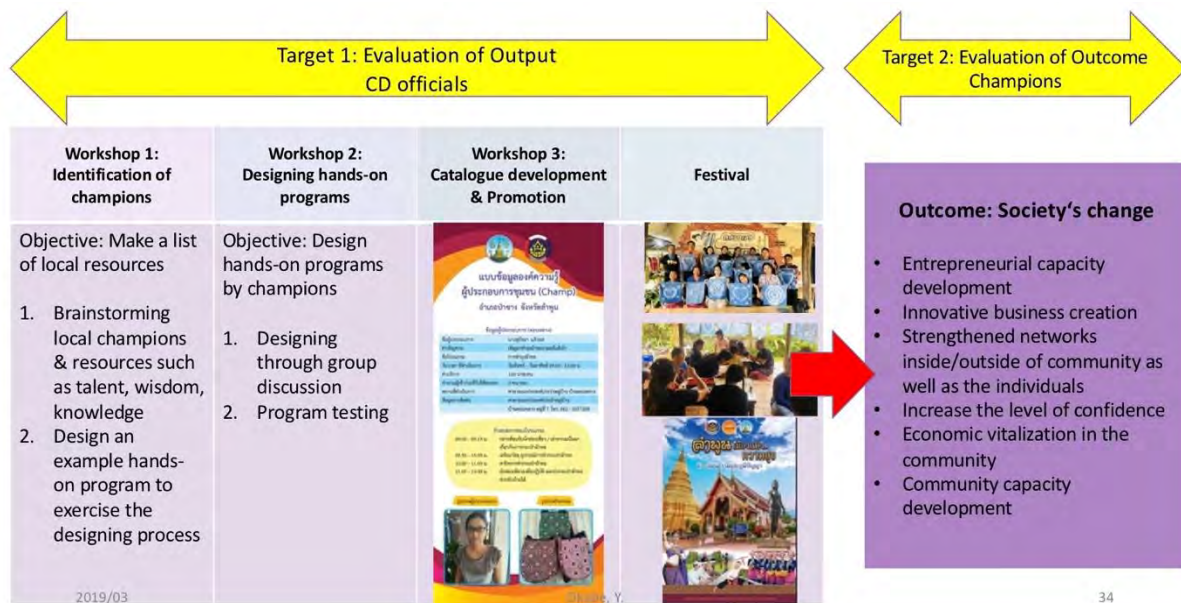
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-09:45	Briefing
09:45-10:45	Group discussion 1: Using Photos (divide into 10 groups) by Ms. Nicha Premchan
10:45-11:00	Coffee break
11:00-12:00	Group discussion 2: Self-Evaluation (divide into 10 groups) by Ms. Kanoknit Phanawas
12:00-12:30	The Best Hands-On Program Selection
12:30-13:30	Lunch
13:30-14:30	Group discussion 3: Planing Your Goal (divide into 10 groups) by Mr. Chalermkieat Paenkitcharoen
14:30-14:45	Break
14:45-15:45	Conduct the survey
15:45-16:15	Recap activities and closing ceremony by Mr. Sorasas Sripheng, Director of Surin CD Provincial Office

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Surin Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

The appreciative inquiry technique is particularly effective to keep the discussion atmosphere positive so that we can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized by the facilitators to use this technique in the first workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

5. Evaluation Questions

5-1. Officials

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group Discussion 2: Self-evaluation

- What is your name?
- What is your position? (e.g. CD District Officials, CD District Chief, Chief of Unit/Group, etc.)
- What have you done in D-HOPE as a CD official?
- What is your best practice through the D-HOPE implementation? Describe your skills or talents.
- Describe how to obtain those skills.

Competition of the Best Officer for D-HOPE

- Among all the skills in the group, which one is the crucial skill for D-HOPE implementation?
- Select top 3 crucial skills for the D-HOPE implementation.

Group Discussion 3: Planning your goal

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

4-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?
- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use.

Besides catalogues, champions in Surin were excited to see the new platform, the D-HOPE website, as the tool for promoting their programs. However, many champions mentioned that the website is not user-friendly since its structure is a little too complicated for them to search for an individual program. It might also need more promotion as the champions stated in the survey results that the website is yet to be known by the general public. Champions were encouraged to think how to promote their programs for the further steps and promoting via SNS and website is the platform that they would like to approach further as it has been shown in many of the champions' goals. For the best hands-on program selection, champions enjoyably chose the most interesting program. At first, there were two programs: Healthy Massage and Elephant Feeding, that had the equal score. Then both programs were finalized by the voting from CD officials for only one of the best programs. And the finalized result was Elephant Feeding, which could well reflect Surin's identity as Elephant is the symbol animal of Surin Province. As for the officials, they discussed particularly their experiences and future planning. Increasing potential champions is also their goal in order to receive more tourists and generate income.

In general, the participants of the workshop, both the officials and the champions, were very active and enthusiastic to express and present their ideas. One possible reason is that some of them had previously experienced in Khong Dee Muang Surin Festival Project which implemented similar activities to the D-HOPE Project. Thus, the participants understood the purpose and process of this evaluation quickly and were able to execute the activity promptly.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for other provinces that are implementing D-HOPE.

Photo

30th May: CD officials



31th May: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Trang Province]

June 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

June, 2019

Trang Province

1. Introduction

Trang province has accomplished to develop the D-HOPE catalogue in 10 districts with 126 champions in March 2019. The number of catalogue copies printed were in total of 2,700. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Trang province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 17 participants on 11th June, while the champions were 90 champions accompanied by 17 CD officers on 12th June. On the first day, Mr. Pallop Tanjariyaporn, Chief of IR unit of Planning Division, CDD, and Mr. Chamnarn Raknim, Trang CD Officials, Professional Level, presented the background and activities of the D-HOPE Project. Futhurmore, Mr. Thammakorn Leelaworakul, Chief of Community Development Promotion Unit, also Acting for Director of Trang CD Official Office, gave a speech and observed the activities.

Moreover, there were 14 officials from Provincial Learning Center from Phisanulok, Yala, Nakhon Sri Thammarat, Udonthani, Chonburi, Lampang and Ubonrachathani also participated this workshop. The purpose of their participation is to observe the process of the strategic workshop, as some of officials from Provincial Learning Center will participate the training in Japan in July 2019. Thus, understanding process of this workshop will help them envision the character of this project.

Table 1: List of Provincial Learning Center Officials

Province	Participants	Position
Pitsanulok	Mr. Duan Nuanjeen Mr. Kittisak Roongsang	CD Official, Professional Level Human Resource Official, Professional Level
Yala	Mr. Uthairat Singkaew Mr. Kitti Pankaew	Human Resource Official, Professional Level Human Resource Official, Professional Level
Nakhon Sri Thammarat	Mr. Nithit Sookanant Mr. Charmsilp Chantrasaen	Administrative Official, Professional Level Human Resource Official, Professional Level
Udonthani	Mr. Mongkol Phetdannuea Ms. Phanarat Martsombat	Director of Udon Thani Learning Center Human Resource Official, Professional Level
Chonburi	Mr. Suraphol Sornjit Mr. Pheetawut Nakowong	Director of Chonburi Learning Center Human Resource Official, Professional Level
Lampang	Ms. Anchalee Pongkaew Ms. Natthakrita Chaitoom	Human Resource Official, Professional Level Human Resource Official, Professional Level
Ubonratchathani	Mr. Wilas Boonto Ms. Pornthip Janthapha	Director of Ubonratchathani Learning Center CD Official, Professional Level

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Trang province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people's good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 2: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	June 11 for CD officials June 12 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (08:30 – 16:30) • 1 day workshop for champions (08:30 - 16:00)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people's good practices and learn from each other 3. To make participants modify their policy structure

Table 3: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:15	Registration
09:15-10:15	Opening speech by Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, Mr. Chainarong Kanjanakanho, Chief of Strategic Community Development Unit.
10:15-10:35	Coffee break
10:45-12:00	Group discussion 1: Using Photos (divide into 5 groups: 3 for Trang officials and 2 for the CD Learning Center) by Ms. Nicha Premchan
12:00-13:00	Lunch
13:00-14:30	Group discussion 2: Self-Evaluation (divide into 3 groups: for Trang officials only) by Ms. Kanoknit Phanawas
14:30-15:00	Coffee break
15:00-15:40	Group discussion 3: Planing Your Goal (divide into 3 groups: for Trang officials only) by Mr. Chalermkieat Paenkitcharoen
15:40-16:20	Questionnaire Survey
16:20-16:30	Recap activities

Table 4: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:45	Registration
09:45-10:00	Briefing
10:00-10:15	Coffee break
10:15-11:15	Group discussion 1: Using Photos (divide into 10 groups) by Ms. Nicha Premchan
11:15-12:15	Group discussion 2: Self-Evaluation (divide into 10 groups) by Ms. Kanoknit Phanawas
12:15-13:15	Lunch
13:15-13:30	The Best Hands-On Program Selection

5. Evaluation Questions

5-1. Officials

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group Discussion 2: Self-evaluation

- What is your name?
- What is your position? (e.g. CD District Officials, CD District Chief, Chief of Unit/Group, etc.)
- What have you done in D-HOPE as a CD official?
- What is your best practice through the D-HOPE implementation? Describe your skills or talents.
- Describe how to obtain those skills.

Competition of the Best Officer for D-HOPE

- Among all the skills in the group, which one is the crucial skill for D-HOPE implementation?
- Select top 3 crucial skills for the D-HOPE implementation.

Group Discussion 3: Planning your goal

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

5-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?
- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the

purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use.

Regarding catalogue, it was first time for many champions to see the finished catalogue. Therefore, the evaluation discussions helped them understanding the use of catalogue and website so that they are now willing to increase their promotion. As for the officials, according to the chief of promotion unit, Mr. Thammakorn Leelaworakul, there was lots of obstacles through the implementation such as lacking human resources in the office to complete the tasks on time. For instance, due to the absence of Mr. Chamnarn Raknim, because he was transferred to the district office for a while, there were some months they could not proceed activities at all. Nevertheless, he understood the situation of champions after the strategic workshop II that they lack of understanding what is the hands-on program, he reconstructed the designing hands-on program activities at district level at least 2 times in each. This way he ensured the champions can really benefit from the D-HOPE project. Thus, Trang accomplished to include 126 champions, which is the second biggest number after Surin province even though the struggles.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for other provinces that are implementing D-HOPE.

Photo

11th June: CD officials



12th June: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap has a large, hand-drawn black question mark on it. The text is centered over this background.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Ranong Province]

June 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

June, 2019

Ranong Province

1. Introduction

Ranong province has accomplished to develop the D-HOPE catalogue in 5 districts with 80 champions in March 2019. The number of catalogue copies printed were in total of 3,600. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Ranong province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 15 participants on 14th June, while the champions were 68 champions accompanied by 15 CD officers on 15th June. On the both days, Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, gave a speech and observed the activities.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Ranong province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	June 14 for CD officials June 15 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (10:00 – 16:00) • 1 day workshop for champions (09:30 - 16:00)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-10:00	Registration
10:00-10:45	Opening speech by Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit
10:45-11:00	Coffee break
11:00-12:00	Group discussion 1: Using Photos (divide into 3 groups) by Ms. Nicha Premchan
12:00-13:00	Lunch
13:00-14:00	Group discussion 2: Self-Evaluation (divide into 3 groups) by Ms. Kanoknit Phanawas
13:00-14:00	Group discussion 3: Planing Your Goal (divide into 3 groups) by Mr. Chalermkieat Paenkitcharoen
14:00-15:00	Paenkitcharoen
15:00-15:15	Coffee break
15:15-15:45	Questionnaire Survey
15:45-16:00	Recap activities

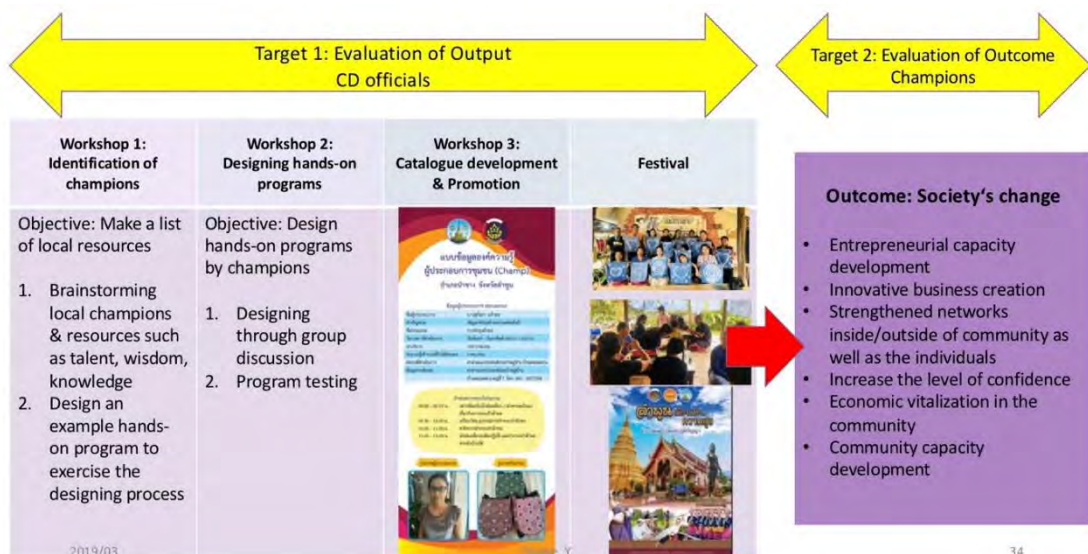
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-09:45	Briefing
09:45-10:45	Group discussion 1: Using Photos (divide into 9 groups) by Ms. Nicha Premchan
10:45-11:00	Coffee break
11:00-12:00	Group discussion 2: Self-Evaluation (divide into 9 groups) by Ms. Kanoknit Phanawas
12:00-12:30	The Best Hands-On Program Selection
12:30-13:30	Lunch
13:30-14:30	Group discussion 3: Planing Your Goal (divide into 9 groups) by Mr. Chalermkieat Paenkitcharoen
14:30-14:45	Break
14:45-15:45	Conduct the survey
15:45-16:00	Recap activities

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Ranong Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

The appreciative inquiry technique is particularly effective to keep the discussion atmosphere positive so that we can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized by the facilitators to use this technique in the first workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

5. Evaluation Questions

5-1. Officials

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group Discussion 2: Self-evaluation

- What is your name?
- What is your position? (e.g. CD District Officials, CD District Chief, Chief of Unit/Group, etc.)
- What have you done in D-HOPE as a CD official?
- What is your best practice through the D-HOPE implementation? Describe your skills or talents.
- Describe how to obtain those skills.

Competition of the Best Officer for D-HOPE

- Among all the skills in the group, which one is the crucial skill for D-HOPE implementation?
- Select top 3 crucial skills for the D-HOPE implementation.

Group Discussion 3: Planning your goal

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

5-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?

- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use. However, at this time there were only champions from Meung Ranong and Suksamran district participated, as champions from La-un, Kaper, and Kraburi District were participated OTOP Midyear in Bangkok on the same day.

Regarding Ranong’s catalog, it was first time for many champions to see the finished catalogue. Therefore, the evaluation discussions helped them understanding the use of catalogue and website so that they are now willing to increase their promotion. Also, there were a lot of comments from officials and champions that the catalog should be improved by adding more details in order to understand the program easily. Moreover, Mr. Chalermkiat emphasized regarding offline and online platform; how to promote their programs. Thus, champions also are exciting to learn more about online promotion and also suggested that SNS information such as LINE ID, Facebook also should be added in catalog, as now they learned that D-HOPE has launched the website platform. As for officials, besides improving catalog, they discussed particularly their experiences and future planning such as increasing a number of potential champions, also making the traveling route with visible direction map, as it could connect the tourists to the champions easily. For the best hands-on program selection, champions were enjoy choosing the interesting program, and "Haad Som Pan tin fields", that tourists are able to pan for tin in the river, became the best hands-on program by champions’ voting.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for other provinces that are implementing D-HOPE.

Photo

14th June: CD officials



15th June: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Chiang Mai Province]

June 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

June, 2019

Chiang Mai Province

1. Introduction

Chiang Mai province has accomplished to develop the D-HOPE catalogue in 21 districts with 77 champions in March 2019. The number of catalogue copies printed were in total of 3,000. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Chiang Mai province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 18 participants on 24th June, while the champions were 68 champions accompanied by 18 CD officers on 25th June. On the both days, Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, gave a speech and observed the activities. And on 25th, Mr. Athorn Pimchanok, Director of Chiang Mai CD Provincial Office, visited and observed the workshop, also he gave a speech and encouraged the champions. Also Ms. Anchalee Pongkaew, Chief of Lampang CD Learning Center, gave the speech and summarized at the end of the workshop.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Chiang Mai province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	June 24 for CD officials June 25 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (09:30 – 16:00) • 1 day workshop for champions (09:30 - 16:00)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:30	Registration
09:30-09:45	Opening speech by Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit
09:45-10:45	Group discussion 1: Using Photos (divide into 4 groups) by Ms. Nicha Premchan
10:45-11:00	Coffee Break
11:00-12:00	Group discussion 2: Self-Evaluation (divide into 4 groups) by Ms. Sunee Phiromrak
12:00-13:00	Lunch
13:00-14:00	Group discussion 3: Planing Your Goal (divide into 4 groups) by Mr. Chalermkieat Paenkitcharoen
14:00-14:30	Coffee break
14:30-15:30	Questionnaire Survey
15:30-16:00	Recap activities

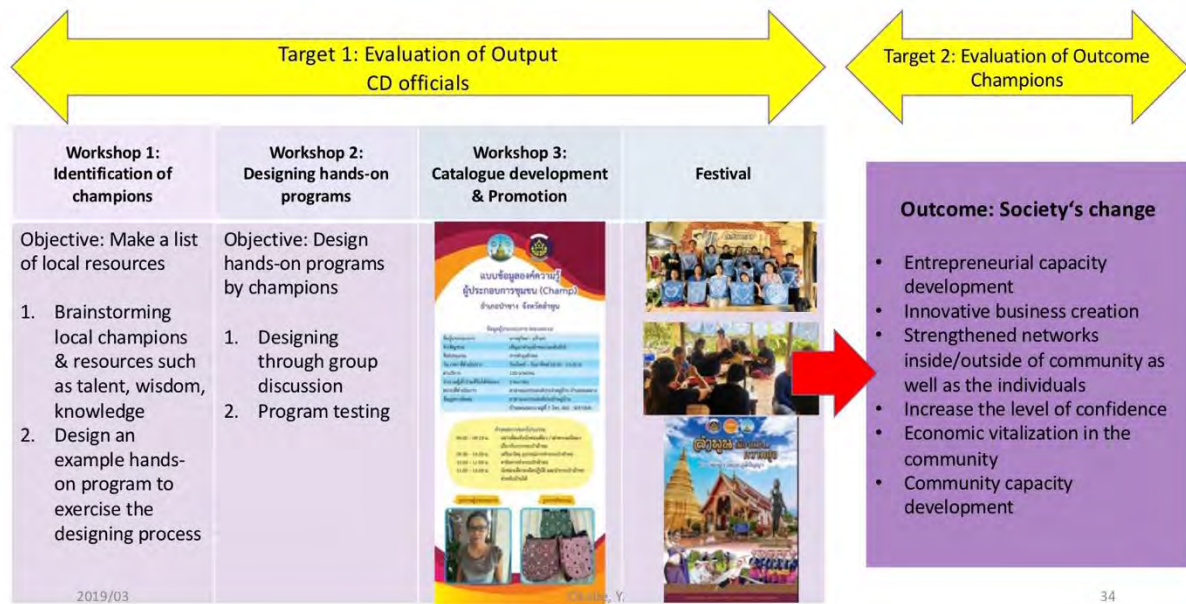
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-09:45	Briefing
09:45-10:45	Group discussion 1: Using Photos (divide into 10 groups) by Ms. Nicha Premchan
10:45-11:00	Coffee break
11:00-11:45	Group discussion 2: Self-Evaluation (divide into 10 groups) by Ms. Sunee Phiromrak
11:45-12:15	Speech by Mr. Athorn Pimchanok, Director of Chiang Mai CD Provincial Office
12:20-13:30	Lunch
13:30-13:45	The Best Hands-On Program Selection
13:45-14:30	Group discussion 3: Planing Your Goal (divide into 9 groups) by Mr. Chalermkieat Paenkitcharoen
14:30-14:45	Coffee Break
14:45-15:45	Conduct the survey
15:45-16:00	Recap activities and speech by Ms. Anchalee Pongkaew, Lampang CD Learning Center Official, Professional Level

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Chiang Mai Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

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5. Evaluation Questions

5-1. Officials

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group Discussion 2: Self-evaluation

- What is your name?
- What is your position? (e.g. CD District Officials, CD District Chief, Chief of Unit/Group, etc.)
- What have you done in D-HOPE as a CD official?
- What is your best practice through the D-HOPE implementation? Describe your skills or talents.

- Describe how to obtain those skills.

Competition of the Best Officer for D-HOPE

- Among all the skills in the group, which one is the crucial skill for D-HOPE implementation?
- Select top 3 crucial skills for the D-HOPE implementation.

Group Discussion 3: Planning your goal

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

5-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?
- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?
-

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use.

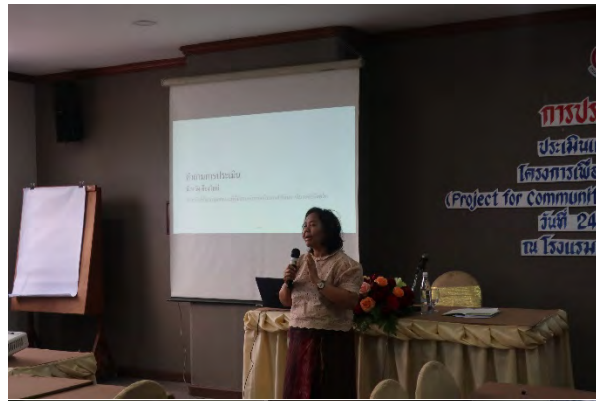
Regarding Chiang Mai's catalog, it was first time for many champions to see the finished catalogue. Therefore, the evaluation discussions helped them understanding the use of catalogue and website so that they are now willing to increase their promotion. Moreover, Mr. Arthorn, the new Director of Chiang Mai CD Provincial Office who just transferred from Nonthaburi Province, visited the workshop to greet the champions and officials. He emphasized in the speech regarding how importance of Grassroot Economy, as the strong local entrepreneurship could enhance the quality of life in the community. He also mentioned that the implementation of D-HOPE will be beneficial to OTOP Nawawithee. Thus, officials and champions now learned and they have new ideas to develop their goals. Also, Mr. Chalermkiat explained about offline and online platform; how to promote their programs. Champions also are exciting to learn more about online promotion and also suggested that SNS information such as LINE, Facebook in their promote plan, as now they learned that D-HOPE has launched the website platform besides the product exhibition and sale discount promotion. As for officials, besides improving catalog, they discussed particularly their experiences and future planning such as finding the allies or partnership as the key actors for increasing a new number of potential champions. For the best hands-on program selection, champions were enjoy choosing the interesting program, and "Klong Sa Bad Chai": Traditional Drum, that tourists are able to learn the background of traditional northern music and culture, became the best hands-on program by champions' voting.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for other provinces that are implementing D-HOPE.

Photo

24th June: CD officials



25th June: Champions



The background of the cover is a collage of various colored paper scraps, including yellow, green, orange, pink, blue, and purple. Each scrap features a large, hand-drawn black question mark. The papers are layered and slightly crumpled, creating a textured, artistic effect.

D-HOPE

Report of Strategic Workshop IV: Participatory Evaluation [Chanthaburi Province]

June 2019

Yumiko Okabe

**Report of Strategic Workshop IV: Participatory Evaluation
“Project for Community-based Entrepreneurship Promotion (D-HOPE Project)”**

June, 2019

Chanthaburi Province

1. Introduction

Chanthaburi province has accomplished to develop the D-HOPE catalogue in 10 districts with 114 champions in March 2019. The number of catalogue copies printed were in total of 2,864. The purpose of this catalogue is to promote their activities as a hands-on program to visitors/tourists in order to provide the opportunity for champions to become more entrepreneurial through interacting with them.

Therefore, Chanthaburi province proceeded to the strategic workshop IV: Participatory Evaluation, which is the last activity for the D-HOPE Project and the workshop was held for two days; CD officials and champions. The number of participants of the workshop for the CD officials was 17 participants on 27th June, while the champions were 70 champions accompanied by 17 CD officers on 28th June. On the both days, Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit, gave a speech and observed the activities.

2. Evaluation Outline

The table 1 presents the details of evaluation outline for Chanthaburi province. This evaluation workshop was held 2 days, and each had a different target; officials and champions. This evaluation utilized mainly the process-use type of evaluation in order for the evaluation participants to be empowered through the process; recognizing the policy structure in each level, acknowledging the other people’s good practices and learn from each other as well as modifying the policy structure. Therefore, this type of evaluation process emphasizes the learning thus the D-HOPE project expect them to transform themselves and make betterments in their daily activities for future.

Table 1: Details of Evaluation Outline

Evaluation	Details
Evaluation Period	June 27 for CD officials June 28 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1 day workshop for implementers includes lectures on evaluation (09:30 – 16:00) • 1 day workshop for champions (09:30 - 16:00)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalogue)
Evaluation Type	<ul style="list-style-type: none"> • Participatory • Formative evaluation • Utilization-focused evaluation • Process-use of evaluation • Questionnaire survey for quantitative analysis
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people’s good practices and learn from each other 3. To make participants modify their policy structure

Table 2: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:30	Registration
09:30-10:00	Opening speech by Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit
10:00-10:30	Coffee break
10:30-12:00	Group discussion 1: Using Photos (divide into 3 groups) by Ms. Nicha Premchan
12:00-13:00	Lunch
13:00-14:00	Group discussion 2: Self-Evaluation (divide into 3 groups) by Ms. Sunee Phiromrak
14:00-15:00	Group discussion 3: Planing Your Goal (divide into 3 groups) by Mr. Chalermkieat Paenkitcharoen
15:00-15:15	Coffee break
15:15-15:45	Questionnaire Survey
15:45-16:00	Recap activities

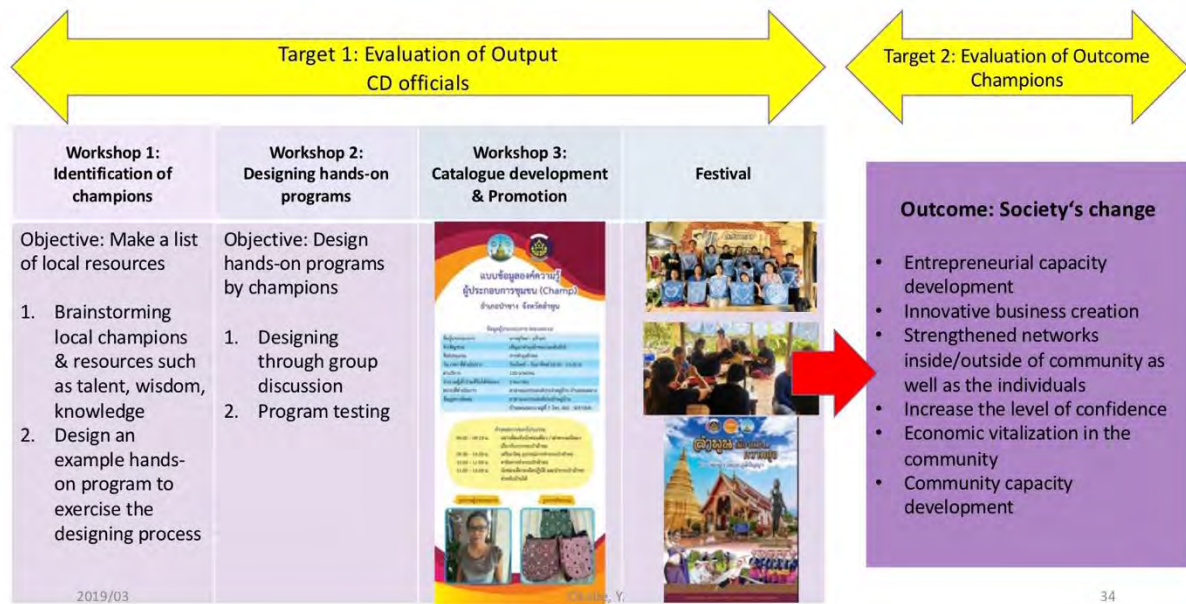
Table 3: Schedule for Evaluation Workshop for champions

Time	Activity
08:30-09:30	Registration
09:30-09:45	Briefing
09:45-10:45	Group discussion 1: Using Photos (divide into 10 groups) by Mr. Noppadol Anaporn and Ms.Natthida Kamphanan, Chanthaburi CD Officials
10:45-11:00	Coffee break
11:00-12:00	Group discussion 2: Self-Evaluation (divide into 10 groups) by Ms. Sunee Phiromrak
12:00-13:00	Lunch
13:00-13:30	The Best Hands-On Program Selection
13:30-14:30	Group discussion 3: Planing Your Goal (divide into 10 groups) by Mr. Chalermkieat Paenkitcharoen
14:30-14:45	Break
14:45-15:45	Conduct the survey
15:45-16:00	Recap activities

3. Evaluation Framework

The figure 1 depicts the evaluation framework for Chanthaburi Province. First evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

Figure 1: Framework of Evaluation



4. Evaluation Methods

There are mainly 2 methodologies that were utilized for this evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stabros, J., 2003). The photo elicitation method can provide a wide range of the discussions for the participants by showing them all the activity photos throughout the project (Annex 1). Therefore, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity. One purpose is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is the knowledge sharing through discussions on the changes and learning points.

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5. Evaluation Questions

5-1. Officials

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group Discussion 2: Self-evaluation

- What is your name?
- What is your position? (e.g. CD District Officials, CD District Chief, Chief of Unit/Group, etc.)
- What have you done in D-HOPE as a CD official?
- What is your best practice through the D-HOPE implementation? Describe your skills or talents.
- Describe how to obtain those skills.

Competition of the Best Officer for D-HOPE

- Among all the skills in the group, which one is the crucial skill for D-HOPE implementation?
- Select top 3 crucial skills for the D-HOPE implementation.

Group Discussion 3: Planning your goal

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

5-2. Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What can you learn from this picture?

Group discussion 2: Self-evaluation

- What is your name?
- What is your hands-on program name?
- What have you done through D-HOPE?
- What are your sales points of hands-on program?

Competition of the Best Hands-on Program

- Sell your hands-on programs within your group using sales points
- Select hands-on programs you want to buy as a visitor/tourist
- Vote top 3 hands-on programs in your group
- Write reasons why they are the best hands-on program

Group discussion 3: Planning your goal

- What is your goal for promotion? Be specific as much as you can!
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- How can you achieve your goal?
- Who is your target to achieve your goal?
- When will you do it to achieve your goal?

6. Program Evaluation (Questionnaire survey)

After the evaluation workshops, the pilot questionnaire survey was conducted particularly for the purpose of providing the evaluation information that requires to improve the program (D-HOPE). The analysis of the survey aims to seek how the D-HOPE approach should be in order to promote community-based entrepreneurship in rural Thailand. In addition, this survey intended to grasp “the values of the participants” that cannot be measured by the existing Key Performance Indicators (incomes, sales amount). Thus, the project can collect plenty information and rich in contents together with the narratives of the people from group discussions in order to improve the D-HOPE approach in Thai context.

The questionnaire was distributed all the participated individuals after the group discussions when the participants were reminded of the activities. The questions are different for both officials and champions (see Annex 2 and 3). The questionnaires were also collected on the same time and now it is in the progress of the analysis of collected survey statistically such as multivariate analysis.

7. Evaluation Results

The overall result was good in terms of richness of the discussions as well as the amount of information or knowledge they shared. Especially this time, it was a good opportunity to discuss evaluation questions with CDD officers to obtain good evaluation use.

Regarding Chanthaburi's catalog, it was first time for many champions to see the finished catalogue. Therefore, the evaluation discussions helped them understanding the use of catalogue and website so that they are now willing to increase their promotion. Mr. Chalermkiat explained regarding offline and online platform; how to promote their programs. Thus, champions also are exciting to learn more about online promotion and also suggested that SNS information such as LINE, Facebook, as now they learned that D-HOPE has launched the website platform besides the product exhibition and sale promotion. As for officials, they discussed particularly their experiences and future planning such as increasing a new number of potential champions, also making the traveling route to connect the tourists to the champions. Moreover, this time at the workshop for champions, there were two Chanthaburi CD Officials volunteered as the host for Group Discussion 1: Using Photos. This participation of officials reflects how they understand the process of D-HOPE project; using photos in order to recall the champions' experience throughout the workshops they participated and encourage them to discuss and share ideas. Although many officials participated the D-HOPE workshop for the first time as the officials who participated the previous workshops were transferred, however, they performed the activity very well and understand more about D-HOPE along with champions. For the best hands-on program selection, champions were enjoy choosing the interesting program, and "Klong Pla Kaet boat rafting", that tourists are able to do the sightseeing the nature along the canal and taste the local dishes, became the best hands-on program by champions' voting.

8. Evaluation Report

As aforementioned, the collected information is in the progress of analysis both qualitatively and quantitatively for preparing the evaluation report, which takes a couple of months from now. Therefore, we expect to report this evaluation result much later. After that, the project also plans to develop the evaluation framework and questionnaire for other provinces that are implementing D-HOPE.

Photo

27th June: CD officials



28th June: Champions



The background of the cover is a collage of several colorful paper bags in shades of yellow, green, orange, pink, blue, and purple. Each bag has a large, hand-drawn black question mark on its front. The bags are layered and slightly crumpled, creating a textured and vibrant visual effect.

D-HOPE

Function of Empowerment Evaluation for Rural Development Project: Challenges and Possibilities of Evaluation Activities of the D-HOPE Project in Thailand

November 2019

**Yumiko Okabe
Aki Yonehara**

Function of Empowerment Evaluation for Rural Development Project: Challenges and Possibilities of Evaluation Activities of the D-HOPE Project in Thailand

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Summary

There are two points to keep in mind when evaluating rural development projects implemented at the national level. The first point is whether evaluation is an opportunity for capacity development for local community members, and the second point is whether evaluation appropriately captures the characteristics of various communities and conducts evaluation activities that respect those characteristics. If the evaluation activity does not have the function of capacity development, the evaluation activity becomes a unilateral burden on the members of the local community. In addition, when an evaluation survey that does not take into account the characteristics of each community, such as an evaluation survey based on uniform KPIs nationwide, the evaluation results are unlikely to lead to improvement in the region. In order to tackle such problems, this project, in which the authors are engaged, conducts empowerment evaluation and values survey activities that combines qualitative and quantitative approaches. In this paper, we examine the possibility of rural development evaluation through examination of these methods.

Keywords

D-HOPE (Decentralized Hands-on Program Exhibition), Rural Development, Empowerment evaluation, Value statement survey

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1. Introduction

There are two points to be noted when evaluating rural development projects implemented at the national level. The first point is “consideration of the learning function of evaluation” that the evaluation activity is an opportunity for local community members to develop their capacities. In order to properly evaluate the outcomes of rural development projects, it is necessary to go inside the area. However, if the process is not participatory, it will be difficult to get reliable data subsequent to bluntly intrude into the area. Even if the evaluation activities are conducted in participatory manner, if the evaluation activities do not make local community members feel the significance of participation¹, it is also a unilateral burden for them that potentially damages the trust of the project. The second point is “consideration of local characteristics” as to whether evaluation appropriately captures the characteristics of various local communities. Rural development projects implemented at the national level are often evaluated from a “government perspective”. For example, a method is generally used in which a uniform KPI (Key Performance Indicator) is set nationwide, and the results of each local communities are evaluated based on the KPI.

On the other hand, the importance of rural development projects is to promote development while utilizing its various characteristics. Each local community has its own unique characteristics. In other words, there is a community policy structure in each local community (Miyoshi 2010, pp.51-75) and respecting and utilizing it in the context of evaluation leads to sustainability of rural development projects. Therefore, the evaluation result may not only be utilized for improvement of the community, but also increase the distrust of the site for projects that do not have a ‘local perspective’ if evaluation with insufficient consideration for individual local community characteristics is performed.

Miyoshi and Tanaka (2001) compare participatory evaluation and conventional evaluation and present the beneficial way of evaluation by combining the advantages of both. However, in the context of rural development, there are very few practical reports that community members are engaged in evaluation as evaluators at the local village level, and it does not exist many cases that evaluations conducted for the purpose of learning as a component of the project. Furthermore, Minamoto (2007) points out the importance of conducting evaluation by developing indicators that consider the context and characteristics of each community from the cases of non-formal education in Kenya and the United States. It is hard to say that such a method is generalized in the project practice.

Based on the above issues, evaluation using a mixed method that combines qualitative and quantitative approaches such as empowerment evaluation and value statement survey is performed to ensure consideration of the learning function of evaluation and local community characteristics within the project that we are engaged in. This paper explores the challenges and possibilities of evaluation of rural development projects through examining the method. The next section articulates an outline of the D-HOPE project activities from first to fourth stage. Section 3 introduces empowerment evaluation and values statement survey, which is the fifth stage of the D-HOPE project activity. Section 4 attempts to give meanings to empowerment evaluation and values statement survey from the viewpoint of the nature of evaluation and the type of evaluation, and the effects of two different evaluations are examined. Section 5 presents implications for the possibility of evaluating rural development projects based on the effects.

2. D-HOPE Project Activities: First – Fourth Stages

The paper considers the case of the evaluation activities in Chonburi Province conducted in the

¹ Minamoto (2016 p.25-26) points out that an approach that grasps people’s participation as a source of information or an approach that evaluators primarily control evaluation activities are the ‘misconceptions of participatory evaluation’.

“Community Entrepreneurship Promotion Project (The D-HOPE Project)” in which the authors are engaged. This project is a technical project of the Japan International Cooperation Agency (JICA), targeting the relatively vulnerable small-scale producers and small entrepreneurs with the Community Development Department (CDD), Ministry of Interior of Thailand as the counterpart. The purpose of the project is to revitalize the grassroots economy that could not be achieved sufficiently by previous policies. The project implementation organization is the Provincial/District Community Development office (CD office) that is a local agency of the CDD.

The project activities are divided into national level (CDD), provincial level (CD office), and the producer level (producers, small entrepreneurs, etc.) based on the roles in the project. The main role of CDD is to formulate policies and guidelines and allocate budgets to the provinces. The role of the CD office is to formulate an action plan at the provincial level and implement the project for the project target, based on the activities of the five basic stages of D-HOPE described later. The role of small producers and micro-entrepreneurs, which are the target group of the project, is the planning, implementation and evaluation of hands-on programs.

The D-HOPE project consists of five stages of activities, each of which is mainly conducted in a workshop. First, activities start from identifying small producers and small entrepreneurs—who are called “champions” —that can offer distinctive hands-on programs (stage 1). The champions then design hands-on program (stage 2), gather their hands-on programs in a single catalog as a province (stage 3), and promote it as a D-HOPE event that is rooted in the local economic activity, especially that uses experiences instead of goods or products (step 4).

In the fifth stage, which is the final activity, empowerment evaluation is performed as D-HOPE evaluation. This is incorporated into the D-HOPE approach as a project component and is not a comprehensive evaluation for accountability purpose performed by external evaluators, but rather a formative evaluation primarily aims at learning through reflection by project stakeholders. In this project, the values statement survey, which is described later, was added to this, and two complementary evaluations were conducted.

3. D-HOPE Evaluation Activity: Project Activity Fifth Stage

In this paper, we examine how two different evaluations in a local development project can function in the case of Chonburi Province, from the viewpoint of learning function of evaluation and consideration of local community characteristics, and clarify the challenges and possibilities. The evaluation activities in Chonburi were divided into two days, March 6 and 9, 2019. On the first day, 45 people from the CD Chonburi office participated to discuss about output of the project. On the second day, 89 out of the 92 champions listed in the catalog were attended and discussed the outcome of the project. The paper only focuses on the champion who is the main target of the project.

3.1 Empowerment Evaluation: Evaluation that put emphasis on learning of stakeholders

First, the term policy structure is defined. In this paper, policy structure means a chain relationship between ends and means, which is also called a logic model or program theory. There are three policy structures: CDD, CD office and champion. The champions’ policy structure is a chain relationship between individual ends and means related to hands-on program.

There are three purposes for this empowerment evaluation. The first point is to confirm the policy structure of each champion. First of all, while recognizing all the project activities, the individual ends and means are confirmed through a reflection of their own activities. The second point is knowledge sharing through interaction with other evaluation participants. The third point is the modification of individual policy structure. At the same time, they make use of what they have gained from discussions to formulate future activity plans, and to construct

individual new ends and means. These discussions are presented to all participants and shared on the spot.

In participatory, collaborative, and empowerment evaluation that involves many stakeholders², it is necessary to consider the availability of participants and time, so the CD Chonburi office took the lead to encourage participation in this project. In addition, in order to construct an evaluation workshop with limited resources, efficient knowledge sharing within a limited time, and learning functions, there are two main evaluation methods based on the evaluation framework and objectives are adopted: Photo Elicitation (PE) (Harper 2012) and Appreciative Inquiry (AI) (Cooperrider, Whitney & Stavros 2008).

Photo elicitation method is used to put up the entire project activity with about 100 photos for the purpose of visualizing all the activity to reflect activities by visual information. By doing so, champions can take the control of evaluation, that is deepening the discussions on their own, so that each can bring new perspectives and awareness. The utilization of Appreciative Inquiry aims to find many positive cores from the experience of champions. By confirming many cases, they are able to see individual problems implicitly, and it is possible to create a situation where the multiple case study analysis proposed by Stake (2006), can be practiced relatively easily. In addition, ensuring the number of cases is a factor for champions to naturally identify what can be learnings, the role of the facilitator is to focus on asking many affirmative and open-ended questions.

In Chonburi province, all participants were divided into groups of about 7 people at random, and post-it notes, and pens were distributed. Each group fill the evaluation questions that had been formatted beforehand so that everyone can write down their descriptions. Evaluation Question 1 is to choose favorite photos, its reason and learning, based on it, Evaluation Question 2 is to set specific personal goals for future activities, and each champion also considered the means of achievement, time, and such. Okabe, while facilitating as a qualitative evaluator, participated and observed the discussions of the champion, and later created a report based on those descriptions as a qualitative evaluation, and deepened the learning in the project.

As a qualitative analysis, the descriptions of trial activities of the hands-on program, which is the most favorite activity selected by the champion, was extracted and organized into 4A classification such as Appreciation (I like/love), Affirmation (I can), Acknowledgment (I learned), and Aspiration (I want to). The result showed the champions became more aware of the capacity development such as “how to use local resources”, “preparation for customers” and “awareness of new target groups”. We also confirmed that they became more confident in handling tourism development by themselves. In addition, the values of Chonburi province regarding natural resources are highlighted, and a consensus has been born in the workshop that tourism development will be promoted from the viewpoint of nature conservation.

On the other hand, from the description of other photographs, we confirmed that champions found it was a new experience and a great discovery to get feedback from other champions, so they learned new ways of learning through discussions and exchanges and they were able to think and act actively. As for the evaluation question 2, which is to set the personal goals, a specific plan was made in terms of ends and means of promotion activities, which is the current pressing issue for the entire project. As a result, D-HOPE in Chonburi province is positioned as an eco-friendly eco-tourism. The intention of champions to use the catalog for promoting their own activities, as well as to promote eco-tourism activities within the community is confirmed. Many of the presenters spoke that “I can do it as soon as I go home”, which is a strong self-determination.

3.2 Value Statement Survey: Evaluation that considers local community characteristic and their values

² These three types of evaluation are categorized as ‘stakeholder involvement approaches into evaluation’ (Fetterman, Rodriguez-Campos & Zukoski, 2018).

In addition to the empowerment evaluation described above, this project introduced a method called ‘Value Statement Survey’, which attempted to quantitatively assess changes in the awareness of champions and government officials, which is difficult to visualize with empowerment evaluation. This method was originally developed in this project, inspired by the ideas of Minamoto (2007), World Value Survey 2019, and Collaborative Social Survey (Yonehara 2019). The quasi-experimental design method, in which a questionnaire survey is conducted before and after the project intervention and the collected data is statistically analyzed to confirm the significance of the change, is a general approach for quantitative evaluation. However, the values statement survey conducted in this project focuses on consideration of local community characteristics in addition to general quasi-experimental design. In other words, rather than conducting a survey of each province using KPIs or questionnaires created by the project or the central government, the local characteristics of each province are taken into consideration. Therefore, different questionnaires were created for each province to conduct an evaluation survey, which is being reflected the “value statement for a particular community” extracted during the project activities or interviews with the officials. This method makes it impossible to compare different provinces, but the validity of feedback for each province is improved. The value statement survey is a method more suitable for the purpose of formative evaluation than general evaluation.

In the case of this project, the indicators that CDD set as KPIs were economic indicators such as household income and business sales. On the other hand, as a result of interviews and observations by the project, 20 items such as “Pride of my work”, “Happiness in my life”, and “Awareness of available resources in my community” were emphasized. Considering these qualitative aspects, the value statement survey’s questionnaire includes 20 value statements as question items. In addition, this survey does not disregard government KPIs, but also includes economic-related subjective indicators such as “Financial conditions in my business” and “Financial conditions in my life”.³

On March 9th 2019, first, empowerment evaluation was conducted as aforementioned in the previous section, then a questionnaire was distributed to 89 champions and a value statement survey was conducted. The questionnaire consists of 10 major questions including general attribute questions such as gender and occupation. In one of these questions, 20 value items were subjectively scored (1-10) before and after the D-HOPE project. Statistical analysis of the data collected in this way (t-test) revealed that all 20 items had statistically significant increases in subjective scores after project intervention, especially “Pride of my work”, “Awareness of available local resources”, and “Communication with visitors” were found to have a high rate of increase⁴. The results of these analysis are shared with CD Chonburi officials as well as the CDD officials who is in charge of evaluation, and provide an opportunity to evaluate champions' efforts from a different perspective than KPIs. At the same time, it is expected that this result will be shared with the champions in the future, and it will be an opportunity to reconfirm the values of their business and life.

4. Making a sense of Evaluation

In this section, empowerment evaluation and value statement survey are examined from the viewpoint of the nature of evaluation as well as the type of evaluation.

³ It has been revealed that it is extremely difficult to collect economic data including KPIs as direct data in the progress of the project. In other words, in the local community, there are very few individuals who manage monetary information such as sales and household expenses. As evidenced from the remarks that “no need to charge if the children enjoy and experience this traditional technique (dyeing technique)” by the champions’ comment, the prices of services and products are also fluid, so it is difficult to grasp the real numbers. Therefore, in this survey, we decided to adopt subjective indicators for economic indicators.

⁴ Such surveys conducted during the course of this project are very often shown improvement statistically significant. Therefore, in this analysis, the significance level of 1% or less was used as a criterion, and not only whether it was statistically significant, but also an item with a large range of change.

4.1 Nature of Evaluation

Table 1 organizes the nature of the two evaluations in terms of “evaluator, intention, subject of evaluation, source of influence, and time”.

Table 1 Nature of Two Evaluations

	(Transformative) Empowerment evaluation	Value statement survey
Evaluator	D-HOPE champion: Many evaluators	JICA experts and CDD officials: Few experts evaluators
Intention	Empowerment of participants (learning): Reconstruction of D-HOPE program as well as activities promotion of entrepreneurship	Consideration of local community characteristics: Visualization of value that is cherished in the community, and development of indicators based on local values
Subject of evaluation	D-HOPE champions’ participation experiences	Changes of the life and consciousness in champions brought about by D-HOPE (effects of the project)
Source of influence	Evaluation process	Process of filling out questionnaire, evaluation report
Time	Evaluation process (Directly)	Evaluation process (Indirectly), After evaluation

Source: created by authors

First, the intentions and evaluator are considered. In stakeholder involvement approaches into evaluation, the significance of involving stakeholders as an evaluator is pointed out from the viewpoint of relevance, trust and use in evaluation (Fetterman, Rodríguez-Campos & Zukoski 2018, p.1). The difference between these three types of evaluation (participatory, collaborative, and empowerment) is the degree of involvement as an evaluator. In empowerment evaluation, the role of the evaluator is the supporter for promoting stakeholders’ decision-making and improvement, so that it has the highest degree of stakeholder’s control in evaluation. The essential function of such “empowerment evaluation is to help people produce desired outcomes and reach their goals” (Fetterman & Wandersman 2018 p.76). This empowerment evaluation is intended empowerment related to champions’ hands-on programs by themselves through being own evaluator and make self-assessment. Therefore, this situation suits the concept of empowerment evaluation with the highest degree of evaluation control by stakeholders.

Fetterman & Wandersman (2018) also distinguishes between two types of streams: practical empowerment evaluation, which aims program improvement; and transformative empowerment evaluation, which aims empowerment. Practical empowerment evaluation is conducted with a focus on problem solving and programmatic improvement, while transformational empowerment evaluation emphasis is on people being liberated from “pre-determined, conventional roles and organizational structures or “ways of doing things” (p. 74), and learning “how to take greater control of their own lives and the resources around them” (p.74). Based on this, this empowerment evaluation confirms that the champions are willing to implement future development using their own resources for economic activities by recognizing their own situation. This leads to the concept of transformational empowerment evaluation.

On the other hand, value statement survey is conducted using questionnaires formulated mainly by evaluator/experts. The distinctiveness of the value statement survey in this project is that the characteristics of Chonburi province, that is, the voice of the community, was reflected in the formulation of the survey items. Thus, the purpose is to bring up the essence of changes brought about by the project by visualizing the local values, which cannot be captured by KPIs developed by external evaluators, with local indicators and analyzing them as data. At the same time, it plays a role in improving the evaluation as an

explanatory tool to the outside of the community, which is pointed out as a weakness of empowerment evaluation.

Second, subject of the evaluation is the champions’ experiences of the D-HOPE participation (empowerment evaluation) and the changes of the life and consciousness in champions brought about by D-HOPE (value statement survey). As mentioned above, the champion's policy structure for this project is a chain relationship of individual ends and means related to hands-on programs. In this empowerment evaluation, each champion can check his/her achievement status and compare it with other champions. Such relativization is in line with the Stake (2006)’s concept of multi-site evaluation. In the value statement survey, it is aimed at extracting the project outcomes from a local perspective by revealing the changes in the subjective consciousness of the champions and the changes in their daily lives based on the local indicators.

Patton (2017) affirms that there are many reports on program improvement through empowerment evaluation but points out that empowerment as the system change is an issue. In other words, the challenge of future empowerment evaluation is to develop transformative empowerment evaluation aimed at empowerment. So how do we aim for true empowerment? The key is the localization of the policy structure. When the policy structure is not properly localized, the evaluation activity itself is only discussed from the program implementer’s policy structure, and there will be no substantial empowerment for the project site. In other words, if the policy structure is properly localized, there can be substantial empowerment at the site where policy was implemented. According to Miyoshi (2013), if a policy structure that brings about essential empowerment is activated at the local level, the policy at the national level can be reviewed by examining the policy structure at the local level. The evaluation activity in this project is a trial of transformational empowerment evaluation to optimize localization of evaluators and policy structures.

Finally, the source of influence and time is considered. Analysis of this empowerment evaluation confirms that cognitive, attitudes, and behavior changes have occurred in champions. Rather than knowing how the results of their own hands-on programs were, they learned ‘how to learn’ including the application to future economic activities based on the experiences of various people in the project through evaluation workshop. This leads to process use type of evaluation (Patton 2017), in which evaluative thinking is promoted in the course of evaluation activities and from which the champion is directly influenced. Kirkhart (2000) suggests that the use of process use type of evaluation that can make a big difference in the impact of evaluation as a result, and this empowerment evaluation emphasizes that point. On the other hand, it is an opportunity to indirectly re-evaluate own efforts from a meta perspective in the process of filling out questionnaires by seeing various verbalized value items. In addition, receiving quantitatively analyzed results in the form of report promotes evaluative thinking, especially for the administrative side, and motivates the next evaluation activity.

4.2 Types of Evaluation

This section examines the types of evaluation and the epistemological commitment.

Table 2 Types of Evaluation and Epistemological commitment

	Empowerment evaluation	Value Statement Survey
Types of Evaluation	Transformative empowerment evaluation	Evaluation survey for impact evaluation in a broad sense
Epistemological commitment	Social constructivism	Bridge-building between constructivism and positivism

Source: created by authors

Based on the previous section, empowerment evaluation is positioned as a transformative empowerment evaluation, and value statement survey is an evaluation survey for impact evaluation in a broad sense. The learning

situation of the champions in empowerment evaluation is in line with the idea of situated learning by Lave & Wenger (1991) as they construct knowledge through the interactions in group discussions. This situation is also in line with the epistemological commitment of empowerment evaluation that has developed from the social constructivist history.

On the other hand, value statement survey is conducted for the purpose of collecting information for impact evaluation in a broad sense, that is, impact evaluation under quasi-experimental design without strict controls such as RCT (Punch 1998). The value items listed in the questionnaire are formulated constructively in the sense that they reflect the values that are extracted from the current situation of each local community, although it is yet fragile as a judgment material when performing. Values statement survey is an approach that attempts to bridge-building constructivism and positivism. By utilizing evaluation methods based on these two different epistemologies, diversity of information and certain objectivity are secured as evaluation criteria.

5. Conclusion

In this paper, we have examined the possibility of evaluating rural development projects using the D-HOPE project as a case. In the D-HOPE project, the learning function of evaluation and consideration of local community characteristics are incorporated into evaluation activities in the form of empowerment evaluation and value statement survey, and analysis is performed using both qualitative and quantitative methods.

As a result of examining the nature of these evaluations, as a characteristic of empowerment evaluation, self-evaluation based on the project beneficiary's policy structure enables evaluation that takes into account the learning of local community members. It also revealed that it is possible to aim at transformative empowerment evaluation by gaining self-control over his/her own life through evaluation. On the other hand, it was shown that the characteristics of value statement survey is to visualize project outcomes (changes of consciousness and life in champions) from the viewpoint of local values by conducting survey design that respects the values inherent in the community.

By considering integrating the qualitative data based on the constructivist approach and the empirical approach that aims to quantify the data while taking the constructivist as a starting point, the paper enabled to prospect the possibility of evaluation activities targeting human and social activities in the microsphere living rural community.

On the other hand, in order to improve the effectiveness of such evaluation activities, it is also true that there are many challenges. First, in order for empowerment evaluation to function in a transformative manner, the policy structure must be localized. D-HOPE activities use workshop techniques, but a highly trained and capable facilitator is essential here. There is a challenge in human resource development and allocation such as how to train such facilitators and arrange them in various places. Furthermore, in order to improve the accuracy of the value statement survey, it is necessary to obtain the cooperation of many community members and local stakeholders in preparing the questionnaire. In addition, in order to formulate questionnaires that differ from local community to local community, it is necessary for a specialized social investigator to design the survey around the communities. This also presents challenges related to the development and distribution of specialized human resources.

These issues cannot be solved overnight. However, it is necessary to further praxis and study how the evaluation needs to function as a mean to promote development projects that take advantage of local diversity, which includes local lifestyles and values.

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The background of the cover is a collage of various colored paper bags, including yellow, green, orange, pink, blue, and purple. Each bag has a large, hand-drawn black question mark on its front. The bags are layered and slightly crumpled, creating a textured and vibrant appearance.

(Draft)

D-HOPE

**Empowerment Evaluation Results:
Chonburi Province**

July 2019

Yumiko Okabe

July 3rd

(Draft)

D-HOPE
Empowerment Evaluation
in Chonburi Province

Project for Community-based Entrepreneurship Promotion
(The D-HOPE Project)

July 2019

Japan International Cooperation Agency

Yumiko Okabe

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The workshop was carried out by the following strategic team members of the D-HOPE project from JICA and CDD led by Yumiko Okabe who is responsible for empowerment evaluation (qualitative evaluation) in the D-HOPE project. There were two guests to the workshop as an observer; deputy director general of CDD, Mr. Thawee; and Mr. Miyake from JICA Thailand office.

The D-HOPE Strategic Team (The D-HOPE Project and CDD)	
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The report has been authored by Yumiko Okabe based on the translated descriptions and transcriptions by the project staff, as well as recorded videos and photos taken within the workshop.

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Table of Contents

Acknowledgement.....	ii
Disclaimer.....	ii
Table of Contents.....	iii
List of Tables, Figures, Videos, and Photos.....	iv
Chapter 1 Introduction.....	1
1.1 Background.....	1
1.2 Project for Community-based Entrepreneurship Promotion (The D-HOPE Project).....	2
1.3 Overview of the Empowerment Evaluation Design.....	3
1.4 Concept of Group Process.....	3
1.5 Purpose and Scope of the Qualitative Analysis.....	4
1.6 Organization of the Report.....	4
Chapter 2 Empowerment Evaluation.....	5
2.1 Evolution of Stakeholder Involvement Approaches into Evaluation.....	5
2.2 Role of Evaluator.....	5
2.3 <i>Process use</i> and Facilitation.....	6
2.4 Challenges of Empowerment Evaluation.....	6
2.5 Importance of the Subject of Evaluation.....	6
Chapter 3 The Position of D-HOPE and Empowerment.....	8
3.1 Theoretical Background of D-HOPE.....	8
3.2 The Experience Economy.....	8
3.3 Main Activities of D-HOPE.....	9
3.4 Empowerment as Entrepreneurship Promotion.....	10
Chapter 4 Evaluation Outline.....	11
4.1 Summary of Implementation Result in Chonburi Province.....	11
4.2 Evaluation Outline.....	11
Chapter 5 Evaluation Design.....	13
5.1 Empowerment Evaluation Design and Policy Structure.....	13
5.2 Evaluation Framework.....	13
5.3 Evaluation Method.....	14
5.4 Evaluation Question.....	15
Chapter 6 Evaluation Results.....	17
6.1 The Top 3 Most Favored Activity within the D-HOPE Activity.....	17
6.2 Findings from <i>process-use</i>	18
6.3 Changes of Champions from the Program Testing.....	20
6.4 Changes of Champions from the Catalogue Collective/Individual.....	22
6.5 Changes of Champions from the Group Discussion and Related Activity.....	22
6.6 Keywords of Chonburi Development by D-HOPE.....	23
6.7 Changes of Officials.....	24
Chapter 7 Recommendations and Suggestions.....	26
7.1 Conclusions.....	26
7.2 Recommendations and Suggestions.....	26
References.....	31
Annex 1 4-A Descriptions of Champions.....	32
Annex 2 Empowerment Evaluation PowerPoint Slide.....	34
Annex 3 MICE Proposal.....	33

List of Tables, Figures, Videos, and Photos

Table 1	Two Streams of Empowerment Evaluation.....	6
Table 2	Main Activity and Output.....	11
Table 3	Evaluation Outline.....	12
Table 4	Schedule for Evaluation Workshop for CD officials.....	12
Table 5	Schedule for Evaluation Workshop for Champions.....	12
Table 6	Empowerment Evaluation Design in Policy Structure.....	13
Table 7	Results of the Favorite Photos.....	19
Table 8	Concept of the Selected Photos.....	19
Table 9	Keywords of 4-A Changes.....	23
Figure 1	Location of the 9 Provinces.....	2
Figure 2	Concept of Group Process.....	3
Figure 3	Three types of Stakeholder Involvement Approaches into Evaluation.....	5
Figure 4	Modification Cycle of Policy Structure.....	7
Figure 5	Community Capacity and Policy Structure Model.....	8
Figure 6	Roadmap of D-HOPE.....	9
Figure 7	Division of Roles.....	10
Figure 8	Evaluation Framework.....	14
Video 1	Selection of Photographs.....	17
Video 2	Selection of Photographs.....	17
Photo 1	Group Discussion.....	18
Photo 2	Group Discussion.....	18
Photo 3	Group Discussion.....	18
Photo 4	Top 2 Popular Photos among Champions.....	19
Photo 5	Top 2 Popular Photos among Champions.....	19
Photo 6	Other Selected Photos.....	21
Photo 7	Other Selected Photos.....	21
Photo 8	Other Selected Photos.....	21
Photo 9	Catalog Pages.....	22
Photo 10	Catalog Pages.....	22
Photo 11	Catalog Pages.....	22
Photo 12	Group Discussion.....	22
Photo 13	Group Discussion.....	22
Photo 14	Group Discussion.....	22

Chapter 1 Introduction

1.1 Background

Community Development Department (hereinafter CDD) of the Ministry of Interior, the royal government of Thailand, has been making an effort on the **One Tambon One Product (OTOP)** policy since 2001 supporting village people on product development as well as its marketing through centralized exhibitions (OTOP exhibitions) in the entire country at different levels along with other economic related policies. The OTOP policy has achieved to support villagers in many ways such as to be part of production group as a member, to elevate quality of products into OTOP 5-star product or to increase income through exhibitions. Despite the fact that OTOP sales are increasing each year¹, the challenge remains in vulnerable individuals essentially to be part of the driving force in economic development. There are producers and service providers who remain critical conditions in terms of income generation, finding appropriate market, or even rethink of their production or service based on the market needs. There is a need of strategic economic policy that is inclusive and participatory for such producers and service providers but without hurdles as well as taking any risks.

Thus, the Project for Community-based Entrepreneurship Promotion (The D-HOPE Project) was established for promoting community-based entrepreneurs in rural Thailand based on the necessities of grassroots economic development through diversification of economic opportunities focusing on village capacity development as well as vulnerable individuals. The project adopted the **Decentralized Hands-on Program Exhibition (D-HOPE)** approach as an alternative and sustainable development tool for rural development.

There were three main activities that were conducted in Chonburi province from June 2018 until evaluation that was conducted in March 2019. As a result, the project accomplished to promote 92 local producers, service providers or farmers (we call them as champions) through the catalog supported and facilitated by the Chonburi Community Development provincial and district office (hereinafter CD Chonburi) in Chonburi province. Therefore, as the last activity of the D-HOPE project, empowerment evaluation was conducted targeting for those 92 champions as well as the CD Chonburi officials through the collaboration of the CD Chonburi, CDD as well as the project team of the Japan International Cooperation Agency (hereinafter JICA).

Hence, this report is the result of the empowerment evaluation workshops as qualitative evaluation. The D-HOPE approach considers evaluation as a part of stakeholders' activity in terms of reflective practice rather than the evaluator's activity; therefore, the D-HOPE approach adopts empowerment evaluation method to enhance their capacity in entrepreneurship as well as evaluation. In this connection, the primary purpose of the empowerment evaluation is to enhance learning in stakeholders through reflections within the workshop so that this report is a secondary purpose as evaluation. However, this report contains those learnings in stakeholders that are rich amount and details narratively using their voices. Therefore, the report is intended to policy-makers in CDD for planning on the next Thai fiscal year, specifically an integration of the CDD policy with the D-HOPE approach, which is mainly the Nawatwithi community-based tourism policy.

¹ Source: Data Center Management System for Managing, Storing and Utilizing of Community Development Department, Ministry of Interior http://logi.cdd.go.th/cddcenter/cdd_report/otop_r06.php?year=2562

1.2 Project for Community-based Entrepreneurship Promotion (The D-HOPE Project)

JICA, the government of Japan and CDD of the Ministry of Interior, the royal government of Thailand, agreed to cooperate on the Project for Community-based Entrepreneurship Promotion (the D-HOPE project²) from late 2017 for 4 years targeting at least 45 out of 76 provinces within Thailand. As the first year of the D-HOPE project's target area, CDD selected 9 provinces from 4 regions (North: Chiang Mai and Lamphun, Northeast: Nakhon Phanom, Mukdahan and Surin, South: Ranong and Trang, East: Chonburi and Chantaburi in figure 1) in consideration of the expansion of target area to other provinces regionally in the following years. The target group of the project is mainly farmers, producers or service providers at the village level in pursuit of community-based entrepreneurship promotion through the D-HOPE approach. The D-HOPE project³ was carried out by each CD provincial/district offices at the local level. The strategic team (the experts from JICA and CDD) of the D-HOPE project have attended most of the activities as a facilitator in the respective provinces supported by JICA in terms of budget apart from the Bangkok training and some of the empowerment evaluation workshops.

Figure 1 Location of the 9 Provinces



The D-HOPE project mainly focuses on community capacity development while aiming at economic development in terms of entrepreneurship for farmers, producers and service providers. Therefore, the main activity of the project is to identify local champions, who has potential to develop *hands-on program* and offer to visitors to get a hands-on experience with them.

The 'champion' can mean anybody who has any kind of potential. As most people's tacit knowledge is not recognized by themselves, the project intends to make them aware their tacit knowledge and transform into a form of hands-on program as extra small business. Thus, it is a place for local people to interact market directly and create business based on the needs identified – or even create a need in market.

As for marketing, all the hands-on programs were collected in one as a catalog and promoted collectively as a province. In this sense, the D-HOPE project supports nurturing entrepreneurship in producers or service providers.

² For more information, refer to the project Facebook page <https://www.facebook.com/jica.thailand.dhope/>

³ The D-HOPE project only was carried out the first year in 9 provinces, and the following year of the D-HOPE approach was continued by CDD in terms of budget allocation under the OTOP related policies.

1.2 Overview of the Empowerment Evaluation Design

The empowerment evaluation workshop is one of the main and last activities of the D-HOPE project. Thus, this evaluation is not conducted for an accountability purpose, for instance, to evaluate project purpose or goal based on the project design matrix (PDM) of JICA's technical cooperation form. Instead, the D-HOPE evaluation is intended to promote learning within project stakeholders such as CD officials and local people such as the D-HOPE champions using the **empowerment evaluation**⁴ process. Therefore, the control of evaluation and findings depend on stakeholders rather than an evaluator. As an empowerment evaluation's primary purpose is to influence evaluation participants within the evaluation process, this evaluation report is secondary. Nevertheless, the primary intended user of this report is CDD and the D-HOPE project for planning how to integrate the D-HOPE approach with OTOP Nawatwithi and related CDD policies in the coming Thai fiscal year 2020. Thus, the D-HOPE evaluation means to evaluate the initial D-HOPE purpose, which is entrepreneurship in the case of the D-HOPE project.

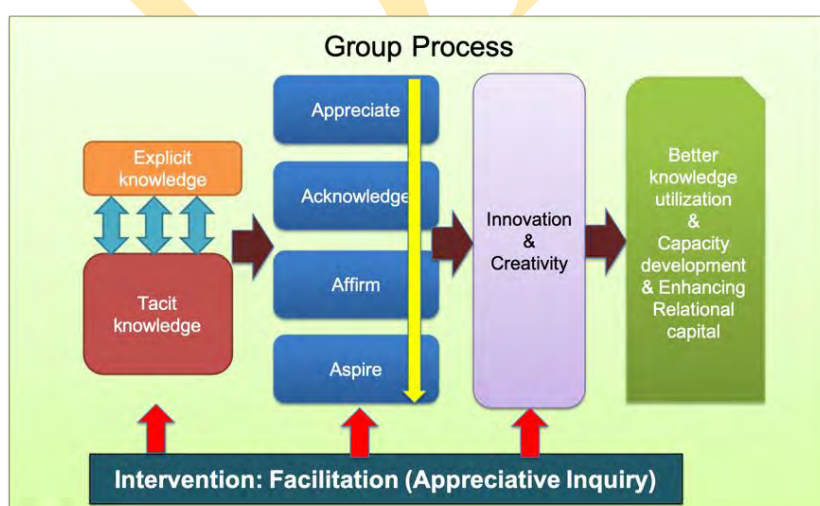
Doing so requires an in-depth understanding of stories of the program participants, which means the D-HOPE project and the champions as well as the CD officials. In this connection, this evaluation method focuses **qualitative inquiries** to explore the changes of the evaluation participants, mainly the D-HOPE champions as a result of the evaluation workshop. Thus, the evaluation questions mostly focused what, how and why questions to withdraw their way of thinking and share them with post-it notes in formats. Therefore, the data were collected through participant observation and facilitation as well as the evaluation participants' post-it descriptions in the evaluation workshop.

1.3 Concept of Group Process

The concept of group process was incorporated into this evaluation as group discussion shown in figure 2. This evaluation intervention then, is the facilitation approach using the Appreciative Inquiry method in order to stimulate tacit knowledge that nurture different perspectives from the group discussions. There are three objectives set within this group process as learning steps;

1. To make participants confirm their ends and means of activities;
2. To make participants acknowledge other people's good practices and learn from each other;
3. To make participants modify their policy structure.

Figure 2: Concept of Group Process



It is the interaction of these aspects to make changes in participants. Therefore, Photo Elicitation method was adopted to remind of what participants have done, what they can do, what they learned, and what they want to do next to explore the new goals for future community development, individual entrepreneurship or simply self-improvement. Thus, the core purpose of this qualitative research is to describe the mechanisms of changes in the evaluation participants.

Source: Created by Okabe

⁴ It was called 'participatory evaluation' at the beginning of the project, however the empowerment evaluation concept fits better as the D-HOPE evaluation now so that it will be considered empowerment evaluation officially for the D-HOPE project from this report.

1.4 Purpose and Scope of the Qualitative Analysis

This report presents a descriptive analysis of the findings narratively in case of Chonburi province. As the first stage of the evaluation period of 9 provinces, Chonburi and Lamphun province conducted empowerment evaluation workshop in March 2019, soon after the catalog publishing due to the end of the Japanese fiscal year 2018. Since the evaluation period is still on-going in other provinces as of now (writing period), the report only picks Chonburi case as preliminary findings. It is expected to follow up analysis from some other cases.

Since all the responsible CD Chonburi officials and the champions' participation was secured because of the collaboration and support of CDD as well as CD Chonburi office, the evaluation study covers almost all the stakeholders involved (89 champions out of 92). However, since there are many other activities conducted at the local level, at the same time as the D-HOPE project, some participants might not had been very clear on the D-HOPE implementation. Nonetheless, community people usually see their life in a holistic way rather than the specific project and it is why the Photo Elicitation method was selected. Furthermore, this workshop is about rather how they changed in terms of learning from the discussions as findings and those are on for themselves. Thus, their findings were already shared verbally among them in the workshop.

The key objective of this report though is to give a voice of the D-HOPE champions from the catalog to speak about their stories, which is one of the main purposes of qualitative study. Since the project team supported all three main activities, the rapport with the evaluation participants were already established from the early stages of the project. Besides, it was emphasized to 'enjoy discussions' rather than assessment or being serious in evaluation so that using appreciative inquiry, learning can be promoted better. In this sense, the descriptions of evaluation findings are relevant, sincere and honest. Thus, descriptive analysis focuses on the interpretations of their changes through evaluation process narratively and I attempt to give their voices and descriptions in quoting "---" style.

There is a language barrier since the project is conducted partially in English through translations and interpretations. However, the D-HOPE project office constantly updates the CDD information or their policies. Thus, the D-HOPE project staff was in charge of translation in facilitation as well as the descriptions and report so that the effort on securing the quality is attempted since I, myself and the project staff is familiar with the context.

1.5 Organization of the Report

Since the concept of empowerment evaluation is rather new in evaluation, and it is introduced to communities in Thailand for the first time through CDD (apart from what I have conducted in Surin province back in 2013-2015), the basic concept of empowerment evaluation is introduced briefly in the following chapter 2. Chapter 3 then introduces the D-HOPE project overview and empowerment in entrepreneurship. As for the methodology of evaluation study, I adopted the action research method (Greenwood & Levin 2008). Fetterman (2015) claims that "empowerment evaluation and action research share similar philosophies, concerns, and techniques" (p. 83), especially from the self-reflective inquiry. Although there are some differences, Fetterman (2015) believes that conducting empowerment evaluation in action research "represents a powerful force for social change (p. 83) emphasizing community knowledge and learning by doing. In this connection, the paper also attempts to illustrate how empowerment evaluation framework was designed in chapter 4 including evaluation methods and questions through action research. I also attempt to describe the evaluation process in detail how the workshop was like along with my facilitation, what I did as a facilitator by narrating the process of workshops together with the descriptions and their voices in chapter 6 in order to understand the changes of the champions precisely. As for conclusion, chapter 7 summarize the evaluation results as conclusion and make suggestions on the future implementation of the D-HOPE approach as well as the effectiveness and meaning of empowerment evaluation for rural development.

Chapter 2 Empowerment Evaluation

2.1 Evolution of Stakeholder Involvement Approaches into Evaluation

A group of American Evaluation Association (AEA) has advanced stakeholder involvement approaches into evaluation, which is categorized as collaborative, participatory and empowerment evaluation as a different type of evaluation that addresses concerns about relevance, trust, and use in evaluation over the past couple decades. These types of evaluation contribute to building capacity in stakeholders, which is the current main evaluation needs in the global community (Fetterman, et al. 2018).

2.2 Role of Evaluator

The main difference from the conventional evaluation and this type of evaluation is the role of the evaluator and how much control he/she has over evaluation. Even among stakeholder involvement approaches into evaluation, there is a different degree of involvement of evaluator. Figure 3 depicts the differences between three types of evaluation. As depicted, the evaluator role in empowerment evaluation is smaller than any other types and the control of evaluation is on the participants' hands. The empowerment evaluation practices are reported mainly from the united states as well as over 16 countries such as Japan, Australia, Israel, and South Africa in different settings and varieties from education to small business (Fetterman & Wandersman, p. 74, 2018).

The conventional evaluator usually takes a position of being an "expert" who is detached from people in order to avoid contamination or being biased whereas evaluator role in empowerment evaluation is a supporter who serves as a 'critical friend'. They facilitate the process of believing in the program and hopes for the best of it so that he/she "provides constructive feedbacks designed to promote its improvement" (Fetterman & Wandersman 2018, p.79). Therefore, they keep raising questions so that "the evaluation remains organized, rigorous, and honest" (Fetterman & Wandersman, 2018, p.79).

Figure 3: Three types of Stakeholder Involvement Approaches into Evaluation



Source: Fetterman, et al. (2018)

2.3 Process use and Facilitation

Moreover, empowerment evaluation's success does not depend on the evaluation tools but "the empowerment evaluation facilitation process that makes the tools empowerment evaluation (Patton, 2017, p. 140)". It is the dialogue of reflective practices between evaluators and participants that creates dynamism of change. As regards this aspect, it is the issue of evaluation use. Kirkhart (2000) widened the view in the integrated theory of influence with, especially *process use* perspective rather than just result as a source of influence. *Process use* is a concept of making program changes based on the evaluation process rather than just the evaluation's findings. In this connection, we expect "cognitive, attitudinal, and behavior changes in individuals, and program or organizational changes resulting, either directly or indirectly, from engagement in the evaluation process and learning to think evaluatively (e.g., increased evaluation capacity, integrating evaluation into the program, goals clarification, conceptualizing the program's logic model, setting evaluation priorities, and improving outcomes measurement)" (Patton, 2012, p 143).

2.4 Challenges of Empowerment Evaluation

In this sense, empowerment evaluation, perhaps the most common notion, provides the efficacy that "foster improvement and self-determination (Fetterman, 1994)" by stakeholders involving in the evaluation process. Besides, Patton (2017) recently spoke highly of empowerment evaluation as "exemplary is its openness to dialogue and reflective practice (p. 139)" in the occasion of celebrating the 21st anniversary of empowerment evaluation at the AEA convention. Nevertheless, he also points out the current challenge that is a fundamental system change as empowerment, which is not about "simply targeting individual people as empowered (Patton, 2017, p. 140)." While many empowerment evaluations have reported program improvement as a result of practical empowerment evaluation, there is a critical aspect in achieving transformative empowerment evaluation (table 1). Though his argument is not being critical on empowerment evaluation rather he believes empowerment evaluation can accomplish its purpose better ways such as "people learn how to take greater control of their own lives and the resources around them (Fetterman, 2018, p. 76)".

2.5 Importance of the Subject of Evaluation

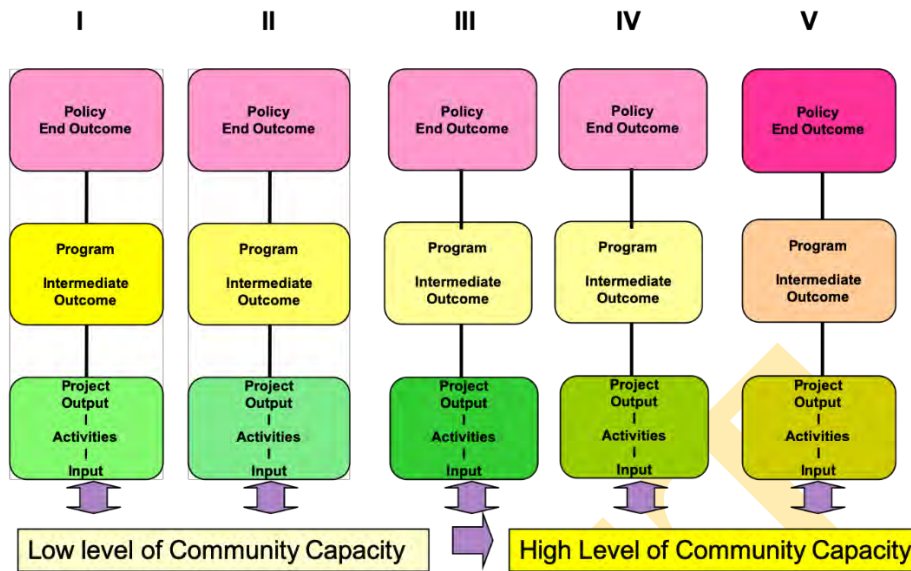
Hence, it is important to clarify the subject of evaluation. In the context of rural development, Miyoshi (2013) discusses the meaning of the concept of localization of policy structure that the subject of evaluation can be precisely defined when the national policy is appropriately localized into a policy structure at the local level. Thus, evaluation reviews a national policy "in consideration of ends contemplated at local levels where the policy actually unfolds (Miyoshi, 2014, p. 73)". In this connection, the participation of rural people in evaluation is crucial yet their recognition of the community policy structure would bring the fundamental changes in rural people. Doing so allows the modification of community policy structure to a higher level of community capacity (figure 4).

Table 1: Two Streams of Empowerment Evaluation

Stream	Characteristic	Control	Focus
Practical empowerment evaluation	To enhance program performance and productivity	Program staff, participants, and community members	Programmatic improvements and outcome
Transformative empowerment evaluation	To change systems by highlighting psychological, social, and political powers of liberation.	People learn to take greater control of their own lives and the resources around them.	Liberation from predetermined, conventional roles and organizational structures or "ways of doing things".

Source: Created by Okabe based on Fetterman (2018)

Figure 4: Modification Cycle of Policy Structure



Source: Miyoshi (2014)

Although the participation of the community in evaluation is advocated and practiced, the subject of evaluation is not well defined in many cases from the community policy structure point of view, it is reasonable to assume current empowerment evaluation tends to achieve program improvement but system change. That is how future empowerment evaluation can essentially empower the system change.

Consequently, there are two aspects to be considered well in order to foster empowerment evaluation in the rural or community development context. One is the evaluator role as a facilitator and its process while another is the subject of evaluation for fruitful rural development. Thus, the main purpose of this empowerment evaluation is already done through the process so that the position of this report is secondary in this evaluation.

Chapter 3 The Position of D-HOPE and Empowerment

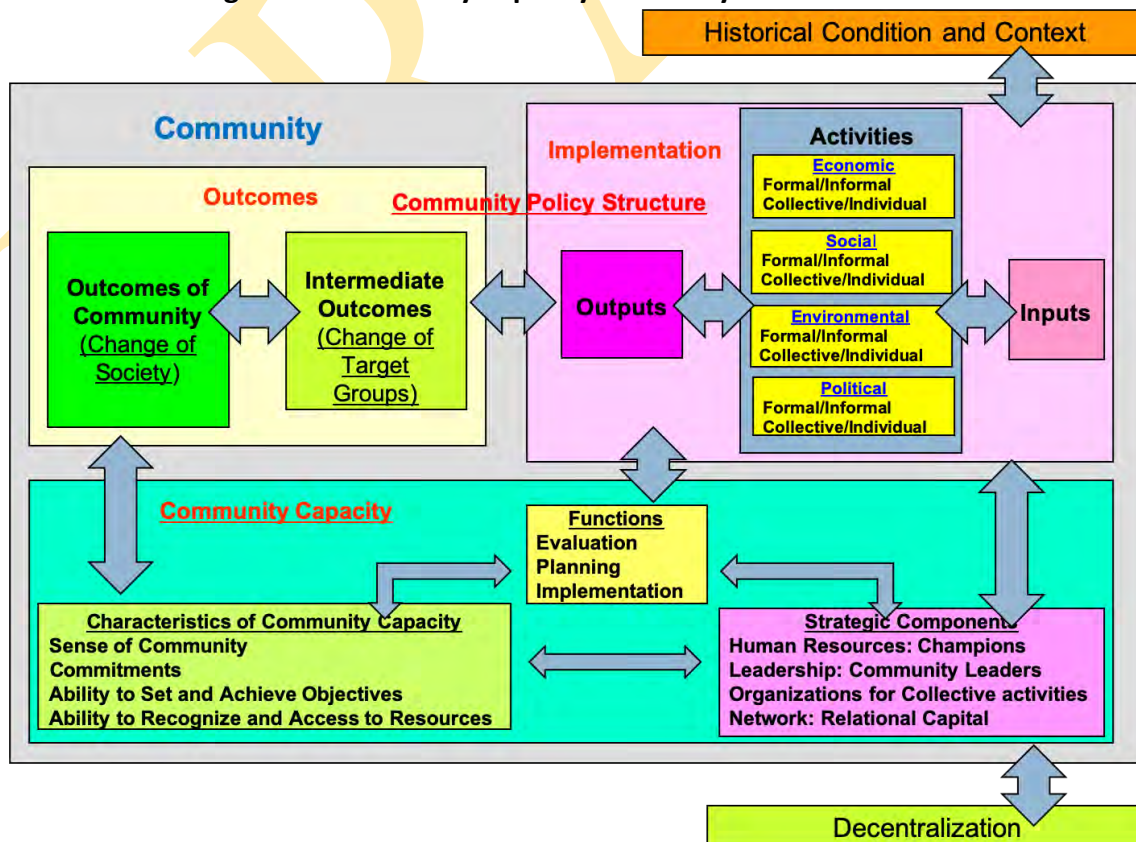
3.1 Theoretical Background of D-HOPE

Figure 5 is a dual function model combined with the community policy structure as well as community capacity (Miyoshi & Stenning, N. 2019, Miyoshi & Stenning, 2014, Miyoshi & Stenning, 2008). It requires a strategic tool to embody this model, which is how D-HOPE was designed focusing on economic activity. Yet D-HOPE principally aims at developing community capacity especially in terms of enhancing networks among community people, while it focuses on the economic activities to escalate the level of economic development from the service economy into the experience economy (Pine & Gilmore, 2011). Thus, it aims fundamental development in community to develop capacity while achieving economic growth.

3.2 The Experience Economy

Economically speaking, the experience economy has more value than commodities, products or services. Thus, the D-HOPE approach primarily focuses on creating *hands-on programs* designed and implemented by community people themselves, which are offered for visitors. For instance, you can offer visitors a cup of excellent coffee in a quiet house with greenery and spectacular view in the background. You can even share your knowledge on how to taste an 'excellent coffee' properly so that they get one and only unique experience with you that can be charged more than just a purchase of coffee beans, a purchase of a pack of roasted coffee beans, or a cup of coffee offered in a café. Therefore, D-HOPE intends to identify as many champions who offer hands-on programs as possible in order to increase scattered income opportunities in the community as well as to stimulate entrepreneurship in producers and service providers through interacting with the actual market.

Figure 5: Community Capacity and Policy Structure Model



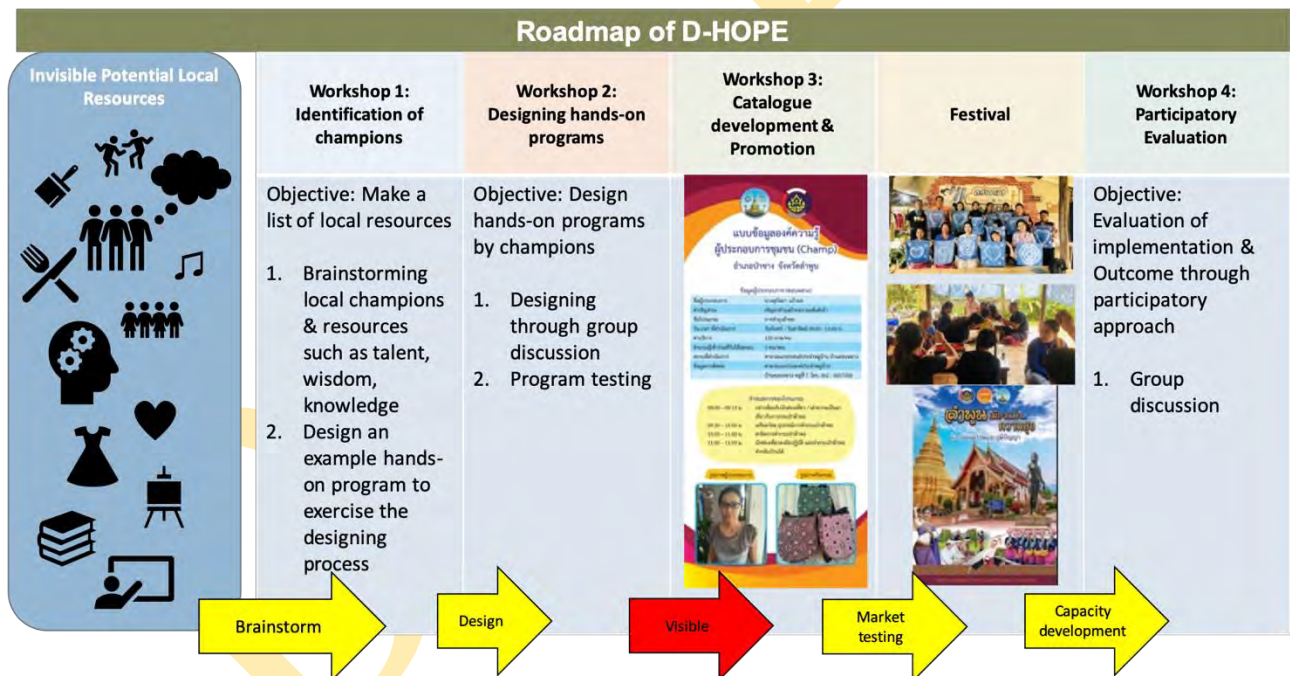
Source: Miyoshi & Stenning (2019)

3.3 Main Activities of D-HOPE

In order to achieve this, the principal activities consist of 5 main stages; identification of champions; designing of hands-on programs; development of catalog and promotion; the D-HOPE event and empowerment evaluation as shown in figure 6. These processes emphasize the clarification of division of roles especially between the implementer and community people (champions) who offer hands-on programs while supported by the policy-making organization level shown in figure 7. The activities are primarily carried out in a workshop with participatory style, which is the responsibility of the implementer while the participants (community people) engage in the group discussion to brainstorm ideas to enhance knowledge sharing. Thus, the workshops are the place for vigorous networking among community people.

As a result, each province develops a catalog that collects all the hands-on programs in one to promote the event (catalog) for a certain period like a month or two. Therefore, each event (catalog) is developed with a specific purpose, characteristics of the event and the title, which is the identity of the province. The event starts with an opening ceremony in a centralized exhibition style. After that, visitors who want to participate in hands-on programs directly contact the champions⁵ to make an appointment and they can make visits accordingly.

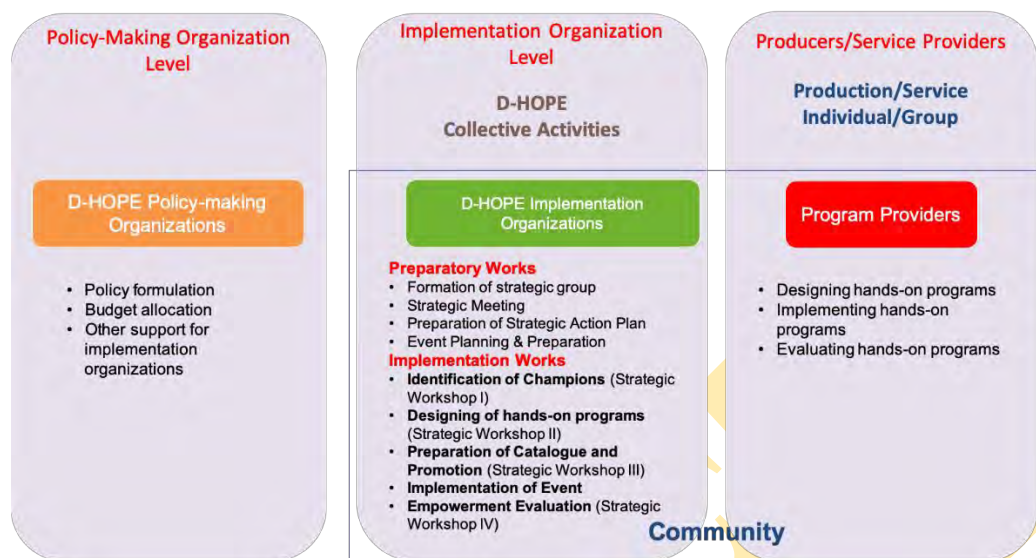
Figure 6: Road map of D-HOPE



Source: Created by Okabe

⁵ There is a website of champions' information too, see <http://dhope.cdd.go.th/>

Figure 7: Division of Roles



Source: Partially modified from the JICA training material, Miyoshi & Okabe (2018)

3.4 Empowerment as Entrepreneurship Promotion

The main purpose of the D-HOPE project is to empower local champions in entrepreneurship, which means a cultivation of entrepreneurial spirit in producers or service providers for transformation. First, entrepreneurship and entrepreneur meanings are defined. According to the oxford living dictionary⁶: “The activity of setting up a business or businesses, taking on financial risks in the hope of profit. A person who sets up a business or businesses, taking on financial risks in the hope of profit”. Business dictionary defines⁷ “the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit. The most obvious example of entrepreneurship is the starting of new businesses”. In general, entrepreneurs are someone who finds any kind of needs in market and develop business for a profit-making even though risks involved, which is the main challenge in the rural development context. First, it needs some supporting system to find market need. Second, whatever the business creation, taking risks is not an easy thing for many local champions. Thus, it is the intention of D-HOPE to provide such an environment to stimulate the mechanism of entrepreneurial spirit in rather individual producers or service providers through recognizing their tacit knowledge.

In this connection, D-HOPE encourages local champions to design and create their hands-on programs to offer visitors and tourists using the concept of *the Experience Economy*. This is already an entrepreneurship in a sense of doing new business such as using the hands-on program for tourism. D-HOPE also provides an opportunity for any local people who has ideas to start business without taking any risks. Therefore, D-HOPE also encourages local people to use existing local resources, skills and talents among them through workshops. The combination of hands-on designing process and market interactions, D-HOPE expects local champions to find market needs and fill it by creating better business in small cycle. Under the disruptive innovation era, market is changing rapidly and conventional business development can be competed over the disruptive innovations (Christensen, C. M. 1997). The mechanism or function of business creation and development must follow such trend. D-HOPE is an alternative way

⁶ Retrieved from: <https://en.oxforddictionaries.com> accessed 20th June 2019

⁷ Retrieved from: <http://www.businessdictionary.com> accessed 20th June 2019

to change the system in entrepreneurship development in hopes of transformation of true entrepreneurship in rural communities.

DRAFT

Chapter 4 Evaluation Outline

4.1 Summary of Implementation Result in Chonburi Province

In Chonburi province, the CD Chonburi officials first attended the D-HOPE seminar to learn the D-HOPE process together with some villagers in Bangkok in April 2018, and the first activity at the provincial level started the following month from the identification of champions. The second activity is to design hands-on programs by the listed champions from the previous workshop. The first part is in the workshop to design in papers followed by the program testing in the village at the actual settings. After that, all the hands-on programs in the catalog draft are checked by the champions themselves and discuss promotion issues. All the details are shown in table 2. Based on the implementation result, the empowerment evaluation was constructed accordingly.

4.2 Evaluation Outline

The implementation results confirmed that Chonburi province achieved to identify 92 champions and successfully promoted their hands-on programs through the D-HOPE catalog: Amazing CHON as a sustainable community-based tourism program. Based on this, the subject of evaluation was clarified into two categories; CD officials and the D-HOPE champions who's involved in the D-HOPE project. Table 3 presents the details of the evaluation outline for Chonburi province. This evaluation workshop was held for 2 days 6th and 9th March 2018. Each day had a different target; officials and champions. As for the officials, it is intended to be facilitators for the champions' workshop after their own evaluation, therefore, lectures on the basic concept of empowerment evaluation, mainly the methodology part was explained. Time table of the workshop is in table 4 for the CD officials and 5 for the champions. This evaluation utilized mainly the process-use type of evaluation for three objectives; to recognize the policy structure in each level; to make participants acknowledge other people's good practices and learn from each other; to make participants modify their policy structure.

Table 2: Main Activity and Output

Month	Activity		No. Participants		Output
			officials	community	
May 2018	Strategic Workshop I		49	64	A list of 250 identified champions
Jul	Strategic Workshop II	Workshop	37	120	A list of 110 designed hands-on programs
Aug		Program testing	144 participated *unknown of details		8 hands-on programs tested
Dec	Strategic Workshop III		9	88	91 hands-on programs checked
Jan 2019	Catalogue Printing		-		92 hands-on programs 5,200 copies
-	Event		-	-	-

Source: Created by Okabe based on the project records

Table 3: Evaluation Outline

Evaluation	Details
Evaluation Period	March 6 for CD staff March 9 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1-day workshop for implementers includes lectures on evaluation (9:00 - 15:30) • 1-day workshop for champions (9:00 - 16:30)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalog)
Evaluation Type	<ul style="list-style-type: none"> • Process-use type of evaluation • Participatory • Formative evaluation • Utilization-focused evaluation • (Questionnaire survey for quantitative analysis)⁸
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people's good practices and learn from each other 3. To make participants modify their policy structure

Source: Created by Okabe

Table 4: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:00	Registration
09:00-09:30	Opening speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
09:30-10:00	Lecture on Evaluation by Dr. Koichi Miyoshi
10:00-10:20	Coffee break
10:20-12:00	Group discussion 1 (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:00	Group discussion 2
14:00-14:30	Coffee break
14:30-15:30	Questionnaire Survey

Source: The D-HOPE Project workshop report (2019)

Table 5: Schedule for Evaluation Workshop for Champions

Time	Activity
08:30-09:00	Registration
09:00-10:00	Opening speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
10:00-10:15	Speech by Dr. Koichi Miyoshi, Chief advisor of the D-HOPE project
10:15-10:30	Speech by Mr. Thaweeep, Deputy Director General of CDD
10:30-11:00	Coffee break
11:00-12:00	Group discussion (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:30	Group discussion (divide into 10 groups)
15:30-16:30	Coffee break Conduct the survey

Source: The D-HOPE Project workshop report (2019)

⁸ The survey was conducted for quantitative analysis at the same time but separately – see the report on the D-HOPE questionnaire survey by Yonehara and Sanyakamdhorn for quantitative results to see the whole evaluation results.

Chapter 5 Evaluation Design

5.1 Empowerment Evaluation Design and Policy Structure

In this D-HOPE empowerment evaluation, I, as an evaluator, provide evaluation design, implementation along with facilitation and report writing through action research techniques. It is not my intention for project stakeholders including CDD and CD officials to get involved vigorously in the evaluation design process as well as report writing yet as it is the first year of the project as well as empowerment evaluation itself. Moreover, once the designing can be done, it can be applied to many other projects when the locally-relevant evaluation questions are structured. Table 7 is empowerment evaluation design in policy structure to clarify its outcome, output as well as activities. In this regard, I have discussed it with CDD and CD officials rather learning by doing style at the workshop site while observing and facilitating. In this connection, some evaluation questions were changed even within the workshop.

5.2 Evaluation Framework

Figure 8 depicts the evaluation framework for Chonburi Province. The first evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

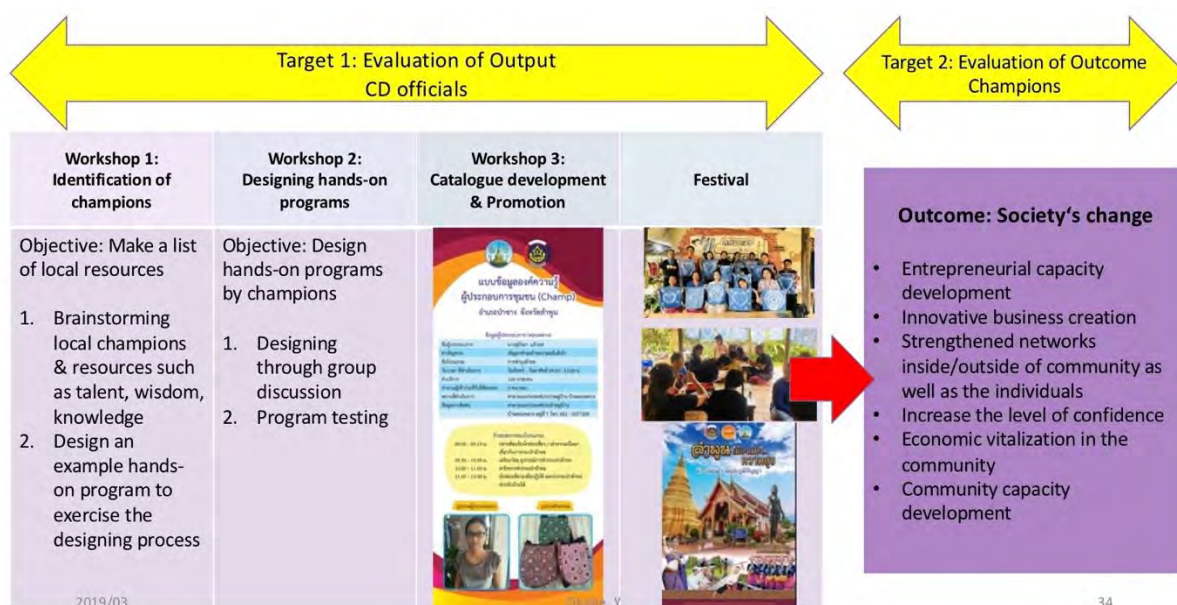
Miyoshi (2013) states “ends at local levels may not be achieved without changing the means at local levels even if their policy structure remains fundamentally the same as the national policy structure (p.588)”. Therefore, this evaluation considered two different evaluation questions subsequent to the distinctive policy structure from implementer point of view and beneficiary point of view.

Table 6: Empowerment Evaluation Design in Policy Structure

End Outcome	Intermediate Outcome	Evaluation Process (with prepared inputs)		Preparation	
		Output	Activity	Input	
Community empowerment in entrepreneurship	Self-determination as entrepreneurs/CD official	Evaluation findings	Methodology <ul style="list-style-type: none"> • Group discussion in groups by random selection • Appreciative Inquiry for facilitation approach • Photo Elicitation for acknowledgement & fostering knowledge sharing • Questions relevant to current D-HOPE situation 	Human Resource (Community of practice)	D-HOPE champions
D-HOPE Program improvement (community capacity, network, income increase etc...)					CD officials
Sustainable development through evaluative thinking in communities	Ownership (take actions, make decision) on entrepreneurship/localization of program	Evaluative thinking (A by-product)			CDD officials/JICA
Nurture a culture of learning and evaluation on entrepreneurship through hands-on programs	Evaluation capacity development	Cultivation of Community of practice for D-HOPE in village/district/provincial level		Material Resource	Materials
			Monetary Resource	Venue	
					Budget

Source: Created by Okabe based on Fetterman (2018)

Figure 8: Evaluation Framework



Source: Created by Okabe (2019)

5.3 Evaluation Method

As empowerment evaluation is about process use, the method for the evaluation mainly is for the facilitation and workshop settings. There are mainly two methodologies that were utilized for this empowerment evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stavros, J., 2008). As aforementioned, the source of influence comes from the evaluation process directly to the evaluation participants. The amount of information or quality of knowledge they gain through the evaluation process is one of the advantages of the qualitative inquiries. This way the participants deepen the understanding of the cases and situations better. Therefore, the D-HOPE evaluation reinforces learning and knowledge sharing among stakeholders, and this kind of technique is also widely used in community-based studies. For these reasons, such methodologies and approaches were selected.

Appreciative Inquiry

Evaluation often associates with negative images in people that improvement must be done according to what external specialists assessed (Coghlan & Preskill 2003, p 1). Even these assessments were presented by the specialists, practicing is another thing while stakeholders are not fully recognized themselves as a core of their development. As a result, this could potentially lead to a vicious cycle that another specialist had to be set up to implement suggested solutions if those are too high levels to do by stakeholders. In reality, solutions cannot be simply implemented by local stakeholders unless those are highly reproducible activities.

The problem-solving approach is the most common approach, yet it has tendency to nurture dependency in solutions due to the deficit-based questions subsequently to difficulties of getting rid of negative way of thinking (Cooperrider, D., Whitney, D., and Stavros, J., 2008). It makes no sense for facilitators to be skillful to motivate participants in this sense particularly while discussing negative problems. People usually get motivated or empowered through positive ideas, opportunities, and phenomena that create dynamics and synergies. It is indispensable to lookout holistic point of view for development rather than specific problem solving for promoting rural development.

AI on the other hand, has a potential to contribute better in rural development context especially in terms of process change of evaluation participants. AI was used “to discover the positive core (Cooperrider, D., Whitney, D., and Stavros, J., 2008) ” of the center in question and “to enable the staff to focus on projects, process improvements, and rewards” and “to build a team spirit, thereby creating a better environment” (p. 151). It is initially adopted for organizational development focusing on the strength and positive issues to nurture the existing potentials. The concept traces back from the Appreciative Sharing of Knowledge (ASK) and has relatively same knowledge sharing and management. Thatchenkery and Chowdhry (2007) summarized the contrast of retrospective and prospective approaches to knowledge management that former approach, “the consultant looks at the causes of the failure in knowledge sharing” while the latter, “the consultant is not interested in identifying or isolating the defensive routines, because...that paying attention to such constructs would only bring them to life with increased intensity” (p 41, 42). The D-HOPE empowerment evaluation supports the latter approach.

The AI technique is particularly effective to keep the discussion atmosphere positive so that facilitators can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized for the CD officials to use this technique in the first day of the evaluation workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

Photo Elicitation

Photo elicitation (PE) is a visual method in social science that ‘based on the simple idea of inserting a photograph into a research interview’ (Harper, 2002 p. 2). It is a way for social scientist to conduct interviews using photos. The method “radically redefines the sociological interview because it centers on objects in a photo” and both researcher and participant are “trying to make sense of it” (Harper, 2012 p. 157). One of the advantages of the method is that one photograph carries a great deal of information and it evokes people’s memories easily (Harper, 2002). Therefore, “the elicitation interviews reveal many things about images as well as interviews (p. 158)”. He (2012) also found that asking simple questions works the best for PE (p. 157). This kind of method are becoming more popular for many fields including community studies to empower people (p. 155).

Therefore, D-HOPE prepares approximately 100 photos from all the activities throughout the project implementation that provides a wide range of the thoughts and discussions for evaluation participants. In this connection, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity as much as possible. This approach uncovers the kind of activities people are interested in through the selection of favorite photographs and discussion on how they see interpret the contents.

One purpose of using PE is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is knowledge sharing through discussions. It does not matter if they were in the moment, it matters how they see it and interpret so that they can share the ideas. Doing this allows participants to create a consensus of the future development directions, such as to create new shared goals towards their dream. This approach fosters learning and knowledge sharing easily through visual rather than just remind themselves.

5.4 Evaluation Questions

Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- What have you done in this project? →List up all the things that you did in the group
- What have you NOT done in this project? →List up all the things that you did not do it
- (for what you have not done) How to do it?
- When to do it?

Officials

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- How did you contribute to the D-HOPE project?
- Why do you think it is a contribution?
- What kind of changes do you see from it?
- How can you utilize this experience?
- What is your goal for the next time in the D-HOPE project?

Chapter 6 Evaluation Results

6.1 The Top 3 Most Favored Activity within the D-HOPE Activity

Selection of Photos (Question 1: which photo do you like?)

During the selection of favorite photo time from all the activities throughout the project, a lot of attention of champions was on the program testing photo section. Many people were gathering there for trying to look for themselves from the program testing activity photos. Many of them were also talking about the hands-on programs that were related to nature, for instance, the famous tree in Chonburi province (video 1 and 2).

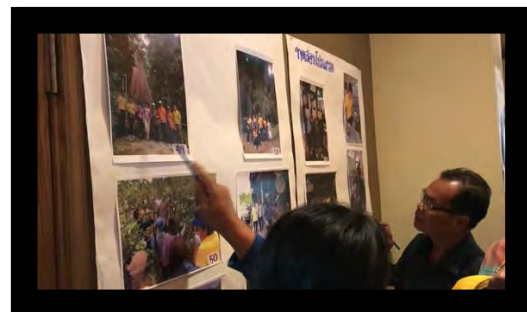
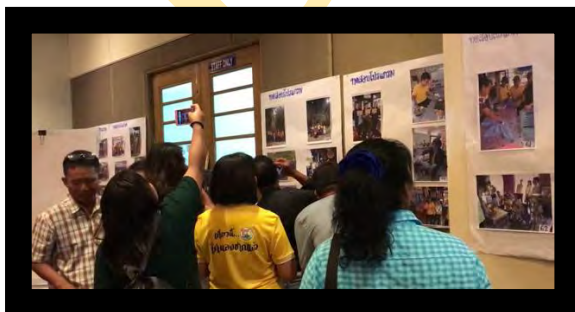
Group discussion (Questions 2: Why do you like it? Questions 3: What kind of changes do you think it occurred at this moment? Question 4: What can you learn from this picture? Questions 5: How can you utilize this learning?)

Everyone seemed very excited to see themselves in the photos. They were bringing back their favorite photo numbers to the tables with enthusiasm. I could see the learning attitudes as a lot of people had their pens and memos in their hands, some were taking photos of the photos with their phones to remember.

During the discussions, it called my attention that a lot of champions mentions about program testing activity related to the environmental issues as if the project was about environmental protection, and this was not my expectation at all. I also comprehended that the environment is considered as a valuable resource in Chonburi province. As many groups paid so much attention to the program testing activities, I tried to facilitate champions to come up with more photos to have a variety of discussions from other activities. However, their focus was heavily on the program testing activity.

The other noticeable thing from group discussion is that many champions wanted to experience hands-on programs more in different districts. Group 6 was vigorously networking saying that knowing other districts will help them. They were planning about the future collaboration such as to connect different hands-on programs beyond their districts. One of the reasons is because they are still lacking to receive visitors or tourist coming to their hands-on programs, according to many champions. They already recognized this challenge as the common issue so that I apprehended the actual situation of champions, which is the awareness of the catalog and the need of promotion is on their mind, however not much action is yet to be done. During this discussion, I also reconsidered the next evaluation question to bring more fruitful discussion, which is the planning promotion that is what missing still from the D-HOPE to bring overall results that derives through the interaction with visitors and tourists.

Video 1 and 2: Selection of Photographs



Source: Project material (Taken by the project assistants)

Photo1, 2 and 3: Group Discussion



Source: Project material (Taken by the project assistants)

Presentation (Question 6: Select top 3 favorite photos as a group and present it to other groups)

After the group discussions, each group selected top 3 most favorite photos from the list they made and presented to other groups. Most group had chosen the photos related to nature and presented on the environmental issue as they have discussed in the groups. Some mentioned the workshop as well as the catalog.

Surprisingly, the selected photos from each group were very similar to one another. Hearing them made me wonder why they could have picked up the same photos among 100 options and came to the same idea.

6.2 Findings from *process-use*

Vote Results

Table 7 indicates the results of the favorite photos from champions and officials. Since website was not finished at the time and event activities were not carried out due to the constraint of budget allocation as well as the time, there was no choice on these two for selecting favorite activities. Thus, among the activities they have done, the result confirmed the program testing activity from the strategic workshop II as the number one favorite activity followed by the second most favored one as the catalog from both champions and officials. Other activities were also selected although the number is a lot less.

Interestingly, there is no particular difference between the choices between champions and officials on this. It is hardly thinkable that is due to the facilitation influences from the officials to get the similar results since the initiative on the selection of photos was done individually. Moreover, the descriptions of post-it were written by champions themselves in most cases. Besides, the facilitation contained some instructions though it seemed there was not much into the details what to write specifically. It was rather organizing ideas into the flip chart and giving them a little bit of explanation how to corresponds to the questions in most groups. However, the atmosphere was a little bit serious in most groups rather than having fun discussions with a post-it. This could be an influence of presence of the executives in the workshops as they were observing the activity at the time or simply it could be because of working with new people in small groups as the group was randomly formed by all participants. Besides, there was a guidance by the officials at the opening of evaluation workshop to take this sincerely so that the champions might took this work a little bit seriously.

Table 8 indicates the number of votes on the concept of the selected photos, which were conceptualized into six categories according to the depicted moment. The categories are; program testing activity in the village, group discussion in the workshops, catalog/collective (common page), catalog/individual (individual champion's page), lecturer and presentation in the workshops. As evidenced from table 7, 8 and the group discussions, both champions and officials are very conscious of the program testing activity. The number is much less but they also recognize the catalog as well as the group discussion activity. Some champions mentioned about lecturer and presentation from the workshops as well.

The results of number one photo is the “eco-tourism program: experience the natural way” (Photo 4) followed by “go with friends to pick lotus” program (Photo 5). While the top two photos were distinctive, the top three was varied different photos.

Table 7: Results of the Favorite Photos

	Favorite photo	No. 1		No. 2		No. 3		Total		Grand total	
		C	O	C	O	C	O	C	O		
D-HOPE Activity	Bangkok Training	0	0	0	0	0	0	0	0	0	
	SW I	1	0	1	0	1	0	3	0	3	
	SW II	Group discussion	0	0	1	1	0	1	1	2	3
		Program testing	6	5	5	4	6	1	17	10	27
	SW III	0	0	1	0	2	0	3	0	3	
	Event/Promotion	-	-	-	-	-	-	-	-	-	-
	Catalog	3	0	2	0	1	3	6	3	9	
	Website	-	-	-	-	-	-	-	-	-	-
Total		10	5	10	5	10	5	30	15	45	

Note: *C=champions O=officials (C: 10 groups/O: 5 groups)

Source: Created by Okabe

Table 8: Concept of the Selected Photos

Concept	Champions	Officials
Program testing	17	10
Catalogue/Collective	3	2
Catalog/Individual	3	1
Group discussion	5	2
Lecturer in the workshop	1	0
Presentation in the workshop	1	0
	30	15

Source: Created by Okabe

Photo 4 and 5: Top 2 Popular Photos among Champions



Source: Project material (Taken by the project assistants)

6.3 Changes of Champions from the Program Testing

Most of the descriptions of selected photos are organized into 4 aspects; appreciation, affirmation, acknowledgement, and aspirations (Annex 1) as the changes of the champions influenced by the evaluation process. Since the descriptions of No.4 and No.5 and its related photos, which means the photos taken the same day, were similar due to its characteristic, the further analysis was made together. Nevertheless, the number of descriptions for the top 2 selected photos were the majority.

Appreciation

The selected photos made champions aware and conscious of environmental issues and its natural resource in various aspect. Many champions recognized the use of a local resource, such as the tree in No.1 photo for tourism development. The first presenter from the Muang district said "people in the community sees this tree every day, so they don't appreciate its value. But this tree can attract people from outside the community --- Just one tree can lead to many good things --- we identify the good things in our communities. Probably more than just a tree. We can use these good things". Not only this group, the tree is truly a valued asset of Chonburi shared by many champions and it was a strong emphasis to keep it in this way no matter what development will be. This discussion strengthened one of the community capacity elements, which is the community characteristic – an ability to recognize and access the resources.

Interestingly, there was no intention to change any natural resources for economic development in champions' mindset. They rather want to create tourism activities to make visitors appreciate the environmental or local value that Chonburi has to offer. One presenter mentioned "we keep the nature and not modifying it for our convenience. We don't modify the nature to cater for tourism" while the other presenter advocated, "we want everyone to conserve. Let's preserve nature so that it keeps the humidity, keeps the climate cool and keeps steady rains". The champions generally appreciate local lifestyle and their resources as it is and their goal is to make visitors to follow the same.

Affirmation

A kind of confidence or pride that the discussion brought to the champions is the ability to access local resources and generate income by making use of those resources. The champions feel that this type of activity can broaden the results of development, and the case of eco-program is conserving environment. Yet the program testing activity could have brought more confidence because there are not many descriptions and narratives on the confidence in champions. Hence, the program testing activity still has a space for improvement in order to bring more results in terms of confidence in entrepreneurship.

Acknowledgment

Nevertheless, the program testing activity, as well as the discussions on the photos, were practical learning experiences for many champions. For instance, many groups came up an idea to replicate the practice of using motorbike as a means for transportation within the hands-on program activity in the village (No. 2). Furthermore, one group mentioned "the greatest learning point is to know oneself, in a way that we know our community, our groups, and other communities. The activity enables us to know what our community has and what other communities also have and understand the thinking of other champions". There is a kind of reflection on oneself through understanding another champion's mindset - this is learning how to learn. Surprisingly, this person who wrote (or group) feels that he/she knows community or groups rather than him/her self. There is no development of successful small business without knowing of oneself – skills or talents and acknowledging tacit knowledge, understanding it makes champions gives better perspectives of doing small business.

In many cases, people speak about a 'stereotype' marketing without 'thinking' appropriately on practical marketing. The champions normally expressed they "want more foreign visitors to come, I want you to come! Please visit us" during the discussions. I always asked them back "why only foreigners?", tried to grasp if there is any marketing aspect in their minds. A lot of champions know the fact that there is already a plenty of foreign people visiting Chonburi province so that bringing them to the village is a big chance on tourism if they could promote it as a tourist destination like the famous beach in the province. There was a recognition of hands-on program marketing, which is "to promote to the target group who loves nature". Thus, some champions reached to a conclusion that a small hands-on program can be experienced to a specific target group. In doing so circulate local economy sustainably on small scale and expect to get visitors rather constant, and promotion can be something simple like mouth to mouth sales talk.

This discussion successfully attained new learning in champions in terms of breaking a stereotype mindset, especially from the marketing in small-business aspect. With the combination of practical learning at the site, reflecting on the practice through discussions along with the facilitation, simply asking easy questions, allowed the champions to create more flexible mechanism in thinking.

It is not only the eco-tourism program that confirmed the effective way of learning in program testing activity but also from other hands-on programs (Photo 6, 7 and 8). The other photo description says, "program testing makes us realize and improve" through having the "real commenter" who "provides feedback". This means there were (or acknowledge) some interaction exchanges among champions or officials during the activity, and they learned "seeing is better than hearing". Perhaps authentic learning in champions is condensed in these words.

Aspirations

Overall, the program testing activity also affected champions' feelings that he/she "was impressed" there. Therefore, the activity, as well as these photos, provided a kind of experiences or feelings that inspires them to "want to be in that moment" or "want to participate in the activity" and to become more aspired such as to "want to invite more tourists". Certainly, these feelings were implicit in champions and evaluation discussions made them those feelings more explicit. Yet, the aspirations are a lot less than the other aspect so that there is a room for making champions inspired.

Photo 6, 7 and 8: Other selected photos



Project material (Taken by the project assistants)

6.4 Changes of Champions from the Catalogue Collective/Individual

The catalog is “the result of our one year’s work” as they were very happy to see it (Photo 9). The champions were satisfied as there were many positive comments from the presentations. I noticed many champions were expressing their appreciation of the physical looks of the catalog as it represents Chonburi – especially the color of ocean, which seems the identity of the province. The catalog cover has accumulated “all the good things of Chonburi”, which “our ideas and opinions are crystalized” in one. As “everything is here” in the catalog, they are “pleased” to see the collective work in the catalog. On the other hand, there are many appreciations and acknowledgments towards individual talents in Chonburi as well. The individual page (photo 10, 11) is the one and only unique promotion of an individual champion and it is the “storytelling” part that makes them more confidence that they can “generate income”.

Hence, there is more pride and confidence in champions because of the work of the catalog itself. This is because champions were aware of the meaning of the catalog, the title of the cover "Amazing CHON" as they have brainstormed the ideas in the workshop III and voted by themselves. They feel confident that they can do “more promotion than before” with “more creativity”. They are even inspired to visit different places by themselves. There is a strong recognition of alternative promotion method of Chonburi from the catalog that they “can use it to promote to tourists”.

6.5 Changes of Champions from the Group Discussion and Related Activity

It was obviously fewer thoughts on the group discussion from the workshops than the program testing. Yet, there were very interesting comments on this regard. One presenter mentioned, “we are very happy to realize them (hands-on program) through CDD’s collaboration.” Moreover, the group 6, which was discussing about networking issue during the discussions, the representative said “we can also form networks, for example, Takientia district can visit Koh Sichang and Koh Sichang can visit Takientia. We can learn from one another to share the knowledge and

Photo 9, 10 and 11: Catalogue Pages



Project material (Taken by the project assistants)

Photo 12, 13 and 14: Group discussion



Project material (Taken by the project assistants)

distribute income, which eventually will lead to sustainability”. This group was standing out for me during the discussion because they were very inspired of getting know of each other and willing to make a collaboration for tourism in the future.

Many champions appreciate “to present” in the workshop if the environment is where “everyone is thinking” and brainstorm together. However, this also made one group realize that there are more “talented people but not to present” in the workshop (photo 12). There is a strong reflection from the workshop I, which is to identify champions. The group discussion from the strategic workshop II also enabled participants to easily design own hands-on program, which made them confident that they can “develop knowledge” and “change their mindset” through discussions (photo 13). The champions recognized the benefit of the group discussion as an opportunity to transform themselves.

Another memorable comment is from the presentation because it was a compliment for myself, one group picked photo 14 of myself (lecturer category) and said, “in the past, we said ‘we don’t like to attend a meeting. It’s boring’. But now we really like it, because we get to meet many people, exchange and obtain knowledge. We smile, and we are happy. We learned many things.” There is no doubt that they felt some kind of differences from the workshop due to the presence of a foreigner, myself. Nonetheless, it is not necessarily about me as an individual or lecturer, because I only spoke for 5 to 10 minutes in any workshops I attended and did not engage in-depth discussions, just facilitated partially. Thus, clearly, this comment is about the interactions among champions that made them feel that they could have learned more than any other workshops (clearly more than lectures) and connected with other champions.

Therefore, the meaning of good participation is about being present and engage in something by champions themselves. This also enhances relational capitals among champions to get to know each other and getting know oneself better as well. Furthermore, getting the confidence of attainment in learning makes them happy to inspire them to do more.

6.6 Keywords of Chonburi Development by D-HOPE

The descriptions are conceptually organized as 4-A changes of champions in table 9. The first A collects all appreciations expressed like I love or like about D-HOPE or specific activities or just descriptions of photos. The second A is an affirmation so that anything they or he/she feel confident or proud expressed as in I or we can belong here. The third A is an acknowledgment of what champions learned through the practices at that moment or discussions from the workshops. The last A is an aspiration of what they want to do next inspired by the discussions.

Table 9: Keywords of 4-A Changes

Appreciation (I love/like)	Affirmation (I can)	Acknowledgment (I learned)	Aspirations (I want to)
<ul style="list-style-type: none"> • Environmental value • Tourist visit • Local lifestyle • Nature + people • Friendliness • Income generation • Participation • Good collaboration • Tourist happiness • Tourism development • Identity of Chonburi • Brainstorming • Learning method 	<ul style="list-style-type: none"> • Bring the result • Access to local resource • Conserve natural resource • Income generation from tourism using a local resource • Conducting tourism activity • Change of mindset • Alternative promotion 	<ul style="list-style-type: none"> • Local resource recognition for development • Ownership for development • Tourism development • Teamwork • Marketing • Environmental conservation • Way of thinking • Way of learning • Way of improving 	<ul style="list-style-type: none"> • Product (hands-on program, product, activity) development • Environmental conservation • Participation • Motivation • Village development • Challenge spirit to try something new

Source: Created by Okabe

Observing the discussions and its descriptions, the program testing activity was the biggest source of appreciation towards the D-HOPE project and acknowledgment of individual/collective capacity. The champions consider D-HOPE as a sustainable tourism development, community-based tourism or ecotourism that make use of the local resources or wisdom. Their value is what Chonburi already has and the champions want the same respect from visitors or tourists. This mindset particularly nurtured through the evaluation although this way of thinking could have been there tacitly.

The program testing activity, as well as the group discussion, are considered as a practical and authentic learning through knowledge sharing, which affected champions in terms of mindset and attitudes changes and helped to develop marketing aspect such as using local resources and having specific target group. Moreover, these helped them networking among champions even beyond their villages. Doing so brought lots of new learning that inspired them to do more and learn more from other champions. They also succeeded to bring new marketing aspects in tourism and very satisfied with offering hands-on program as new product or service.

The catalog both collective and individual parts were the satisfactory results in different ways. The collective part of the catalog means the identity of Chonburi that nurture a sense of belonging to community, and increased pride as a champion of Chonburi. While it supports collective marketing aspect of the development, individual pages support one and only unique story that champions have, which build self-confidence and provide them opportunities like more income generation.

6.7 Changes of Officials

There were not so much descriptions of the officials as champions due to the number of officials participated compare to the champions. The favorite photos were similar to the champions although the descriptions were not.

First, the officials did not consider much of the environmental issues like champions did distinctively. They used terms like “local lifestyle”, “local occupation” or “tourist attractions” for describing program testing activity so that the perspectives on the type of activity was more general. Second, there were no major differences from activity to activity in the descriptions as well across the different groups. Consequently, the descriptions were very simple and general, which means the principal concept of community development works in CDD was well reflected to the D-HOPE implementation as well.

Among them, what the Chonburi officials made an importance was the collaboration such as described “teamwork” or “group decision”. They appreciated individual work, but they put an emphasis on the ideas that eventually come together collectively. This was a distinctive feature in the descriptions, and they feel happy and motivated whenever the collaboration could be seen from the photos. They also mentioned a lot on the learning issues in champions such as “learning new things” for change or learning among champions that makes them happy to see as a result of their works.

There is one description “everyone has potential”, describing a man (champion) presenting at the stage for other participants in the workshop. Another description “self-analysis in program-designing” was about the photo of group discussion but focused on the individual learning. It was so little on the individual learnings, however, this was the new learning from D-HOPE for some officials.

Questions 2: Self-evaluation

1. What have you done in this project? → List up all the things that you did in the group
2. What have you NOT done in this project? → List up all the things that you did not do it

The question 2 was developed to complement what was missing to complete D-HOPE from the implementation, which was promotion issue. This is due to the workload of other duties for the officials as well as the champions. However, many of the champions were already aware and they had a strong willingness to work on promotion to get more benefit to themselves or communities.

One of the reasons can be due to the characteristics of participated villages, which were already engaging in tourism activities even before the project started. Many villages were also supported by OTOP Nawatwithi and Community-based Tourism by Social Enterprise policies or others so that they were strongly conscious of their goals from tourism. There were many issues of promotion plans that were made from the second questions, which became their goals as the next step of D-HOPE.

DRAFT

Chapter 7 Recommendations and Suggestions

7.1 Conclusions

To conclude, it is confirmed that the champions could change through the process in terms of appreciation, affirmation, acknowledgment and aspiration towards D-HOPE from this empowerment evaluation. Appreciation and acknowledgment were particularly developed than affirmations or aspirations. This evaluation has influenced the champions each champion would take the initiative based on what they have discussed and planned in the workshop, which is the findings of this evaluation. As aforementioned, the empowerment evaluation is controlled by the participants, not the evaluator. Therefore, these findings presented in chapter 6 were shared among the champions already for their benefits. As the detailed and rich descriptions of group discussions, Thus, this empowerment evaluation achieved its initial goal, which is to enhance learning by reflective practice.

The program testing activity was the biggest factor for both champions and officials to appreciate the D-HOPE project through learning by doing along with the brainstorming together with other champions rather than the lectures by external experts or officials. The combination of practical doing in activity and group discussion enhanced so much learning in many aspects such as marketing or hands-on program as an income generation activity, which made champions happy. This happiness and change of attitudes in champions were the factors that made CD officials happy.

The development of the catalog meant the identity of Chonburi province that made them proud of the work by champions and officials and developed the sense of belongings to Chonburi community. The individual pages enhanced champions' self-awareness through learning by other champions' mindset and their practices. This became the base for entrepreneurship in champions, although there is a lot of space for improving this aspectAS in the project activities such as program testing as well as the promotion to make people come to the hands-on program in villages.

Overall, D-HOPE was implemented as a mean for community-based tourism as the project advocated in the beginning of the project. Mostly the champions consider eco-tourism is the community-based tourism in Chonburi, which includes keeping the local lifestyle as it is – the value of Chonburi development goal.

7.2 Recommendations and Suggestions

Apart from their findings on their own, my recommendations and suggestions as an evaluator are presented in this section from overall implementation and empowerment evaluation results. The first recommendation and suggestion are for CD Chonburi as well as CDD regarding the implementation activities and its budget allocations. The second part is for the decision-makers in CDD for future policy directions in terms of integration of D-HOPE into the CD works in CDD. The third part is for an evaluation society and international development community on using empowerment evaluation as one of the main tools for stakeholders' evaluation.

CD Chonburi and CDD

As most of the champions suggest, program testing activity has so much influence on them to learn new things in practical form regarding tourism as well as entrepreneurial ideas. Due to the limited budget, the number of implemented program testing was only for 8 hands-on programs among 92 from the catalog. In the future implementation, the budget should cover more number in terms of program testing. Besides, with a combination of group discussion, this activity can be a strong tool for practical training on community-based tourism, which people learn the self-strength as well as market needs practically. In this sense, the activity can be localized into district or

village level as well in order to make this activity more fruitful with a combination of group discussion. Doing so allows them to easily enter tourism industry and come up with new ideas for their products and services. Depending on the intention, however this can be integrated with the souvenir development as well as the Thai Authentic Food for the catalog.

As champions think that there are more potential champions in Chonburi province, this activity can also be localized to identify more in number as well as new champions. Many of them spoke English in the workshop telling us that they have many experiences in tourism as a village. Moreover, many of them presented themselves as 5-star or high rank starred producers and they were very capable of thinking and doing in small business from the workshop observation. Moreover, most of the tourism activity currently is conducted by the village rather than the individuals. In this connection, they can identify more champions from each district/village by localizing the workshops as well as including new stakeholders for the strategic workshop I, which can be done during the planning period.

Another thing to consider regards to this is the selection of target. Many of the champions are already OTOP producers or they have been selected as a target village by the Community-based Tourism by Social Enterprise (CBT by SE), OTOP village or OTOP Nawatwithi as advocated by the D-HOPE project in the beginning. Considering that the champions think there are more champions, probably what they mean is that they are not even producers or service providers in a sense of doing business alone, perhaps home-based or order-based producers or even the D-HOPE champions' supporters. One of the main discussions during the strategic workshop III was to give opportunities to group members to take part in as a hands-on program provider alone so that the groups get more benefits from diversified hands-on programs. To conclude, there are three things to consider in terms of implementation; one is the target village selection including if they even should be selected; and second is stakeholder identification as the first invitees of the workshop; and the last is the workshop venue – province, district, village or combinations of different locations.

The catalog development was successfully done in Chonburi province to nurture both community identify and self-confidence. The way of collecting promotion as province was the factor to nurture sense of belongings. However, it is still lacking to get visitors and tourists experiencing hands-on programs at the villages subsequent to the promotion in terms of distribution of the catalog. As of now, there is a D-HOPE website that each champion can promote own hands-on program as well. Therefore, based on the second discussion which is planning of promotion, it is strongly advised for CD Chonburi district officers to follow-up and support on the champions' promotion ideas. As for CDD, it is recommended to print more catalog in order for champions to make use of the opportunity. Moreover, D-HOPE's promotion is appropriate with the 'influencer marketing'⁹, which is trend marketing strategy using youtubers¹⁰ or bloggers through SNS.

Regarding the awareness of needs in promotion, there is a high motivation in most of the champions although this could have been more enhanced. For instance, the D-HOPE approach emphasizes to set the duration of event, which aims intensive promotion period during this time, it is recommended to consider constructing the D-HOPE event as such to make champions to do something rather than waiting. The duration is intended to make champions work on promotion as well as to improve their products or services through interactions with visitors or customers. Therefore, this event is better combined with the existing signature event in each province. As the time and budget constrain, it is also recommended to CDD to support any kind of opening event at the local level.

⁹ Some agencies are specialized in this marketing. See an example - <https://starngage.com/influencer-marketing-thailand/>

¹⁰ See an example of promoting local Thai lifestyle - <https://www.instagram.com/pearypie/>

Another suggestion is to make a relation to MICE¹¹ especially *Incentive* aspect for future promotion activities. Since most of the champions are OTOP producers, they are familiar with exhibition so that they can step up marketing practices through *incentives*. For instance, each village can prepare one day to several day travel for different markets such as educational tour for children, retreat program for corporates or organizations, study tour for international volunteers, Authentic Thai Food program for cooking class members and such. The idea of theme is limitless. Nevertheless, this kind of travel needs to be marketed with the village sales point and the villagers are required to be well-aware of what they can offer with a variety of hands-on experiences. Thus, the village needs to have high community capacity. In this connection, it is suggested to continue D-HOPE for at least three years to develop community capacity for organizing more sophisticated community-based tourism through diversifying the village attractions by D-HOPE. It is highly suggested not to bring village strength discussions before the individuals. Doing this make it even harder to identify village strength.

To conclude, CD Chonburi office has done the project within the period, which was a good result considering the OTOP Nawatwithi situation so that the efficiency of the project was very high. Also, the number of identified champions is 92, which is also a good result as a first year and most of them were motivated to continue the tourism activities on their own after the workshop. Therefore, we would suggest for CD Chonburi office to follow-up on their activities especially on promotion issues. Regarding the implementation of future D-HOPE, it is recommended for CDD to restructure of the D-HOPE activities in terms of stakeholders' identification as well as the budget allocation for activities. All in all, the D-HOPE project brought positive impact on the champions as well as village development in terms of knowledge sharing and networking for entrepreneurship in Chonburi province.

Decision-makers in CDD

As evidenced from this empowerment evaluation results, this type of evaluation, focusing on process use as a source of influence, is extremely effective for learning in stakeholders especially for the ones who are not professionals in evaluation. People could easily take part in the activities and learn from each other effortlessly. Moreover, they can enjoy the activities by brainstorming and being inspired each other so that they do not feel bored, rather, they want to do more. In this way, the outcomes of the overall policy would be enhanced further. This is what empowerment evaluation brought to the champions as well as CD officials subsequently to the D-HOPE itself. Although there is still a space of improvement of the D-HOPE approach in implementation, the results implied that the D-HOPE itself was practical learning experiences and the inspiration source for the entrepreneurship in the community-based tourism. The empowerment evaluation was the source of making this explicit so that it is expected to see more outcomes from the champions in these initiatives.

Thus, it is recommended to apply empowerment evaluation into other CDD policies with local stakeholders in order to achieve further outcomes of the CDD policies through cognitive, attitudinal and behavior changes in the stakeholders. First, this needs two parts as the D-HOPE project did, one for CD officials and another for local people.

It can be applied as a human resource development strategy for CD officials to reflect their CD works and use the results for planning so that the program improvement can be achieved effectively through the voice of the field officers. Additionally, young CD officers are the good target for implementing the D-HOPE approach. One reason is that they are not matured like senior CD officers so that this kind of group discussion and workshop will be a good opportunity for learning by doing as a CD officer. Due to the amount of works as well as the structure of the implementation, many of them who presented to the workshops considers the project is 'not theirs' when someone else from CDD or JICA takes a position of 'implementer'. Since the D-HOPE project was introduced for the first time, there was nothing much can do about this situation, however, many CD officers proved their capabilities in many ways. Thus, it is important to make all the officers recognized that they are responsible of the workshops in

¹¹ See Annex 3 for more information

facilitation– from the village level to the provincial level, through localizing the workshops. Another reason is for an innovative and creative marketing reason. Marketing has been drastically changing rapidly and we must follow the market-trend. Young officers can follow the trend through technological advancement, and they would bring new ideas and creativities to the works brainstormed through the local stakeholders. As for senior CD officers, they are rich in experiences and knowledge on community issues such as cultural background, communications, or political dynamics just to name a few. Together, they can also mobilize youth in communities to participate in development and carry future village development by providing a source of livelihoods.

Once CD officials are well-aware of the implementation and program improvement was attempted, then conduct empowerment evaluation for related stakeholders as many as possible, desirably all. For instance, there was a limit of number of champions to the empowerment evaluation workshop due to the budget limitation, however it can be localized at the district or village level to reduce the cost and include all of them. There was also an implication from village leaders that they could utilize their own budget for this activity during the strategic workshop II: designing hands-on programs. Therefore, the budget can be allocated certain amount in the village to create hands-on programs by villagers themselves including study tours to other villages or districts, if possible.

It is also my hope to use the evaluation results as a part of selection of outstanding officers/villages/people for CD day based on the criteria of officials as well as the villagers themselves from empowerment evaluation. By gathering evaluation results for further quantitative/qualitative analysis as conventional evaluation allows integrating similar activities and programs through clarifying the evaluation results from different policies, using the concept of localization of policy structure in each policy, program and project. Hence, it is also possible to reduce as the budget for future implementation of CDD policies subsequent to some existing similar/overlapped activities or even eliminate certain activities, which is not producing outcome. It is strongly recommended to consider this kind of integration since the workload in CDD is a big issue in most officers' mind. This can be also done at the provincial level. In this way, evaluation can be used for suggesting more effective way of policy integration and implementation so that the outcomes of CDD policy can be also enhanced.

Future Development Direction - from Participation to Empowerment

In conclusion, empowerment evaluation can be applied to any works in CDD as well as the techniques of the workshops that are done throughout the D-HOPE project to enhance learnings and generate fundamental changes in stakeholders as well as communities. Hence, it is no exaggeration to say that D-HOPE brought certain shift of the development dynamics from participation to 'empowerment' for sustainable development using empowerment evaluation. In principal, we cannot empower people, people empower themselves. In this sense, our role is to create environment and facilitate the dynamism for people to empower themselves. We believe that the D-HOPE approach brought empowerment to some degree in people for dynamic systematic changes in communities.

Thus, I believe it is now handed over to CDD professionals to bring this result into the CDD system. It was very clear throughout the D-HOPE project that mobilization of villages and people were not an issue in the context of CD works within CDD, whereas it is often an issue in other community dynamics or countries for community development. Therefore, 'empowerment' can be interpreted as Thailand 4.0 development at the village level to contribute the systematic change for sustainable development goals such as no poverty, quality education, gender equality, decent work and economic growth, reduced inequalities, sustainable cities and communities and so forth. By clarifying division of roles in community, which is collective cooperation and individual efforts, this can generate much greater development in terms of community capacity, a strengthened network among community members to bring new dynamics. It is my hope that this work will be continued mainly through the CD Institute and learning centers, the bureau of local wisdom and community enterprise promotion as well as the bureau of community empowerment for a fruitful development in rural communities of Thailand.

Evaluation Society and International Development Community

As Fetterman (2018) claims that there is a global needs of stakeholder's capacity development in evaluation, evaluation must be considered appropriately alongside of the Sustainable Development Goals. There are many varieties that are available today and we must consider evaluation use with such intention. Although the concept of stakeholder involvement approaches into evaluation is rather 'new', it has been a couple of decades of research and practice and we have seen so much progress and outcomes, such as the example of Thailand presented in this paper.

One way is for evaluation practice to move from 'detachment' to 'attachment' for more immediate affects in stakeholders from evaluation process. Through this practice as an evaluator, I came to a conclusion that it is not my intention to make local stakeholders to become a theoretical evaluator like myself, capable of evaluation design, implementation, analysis and even report writing, which is a highly competitive profession. For this type of evaluation, it is best if the division of roles between evaluator and local stakeholders are well-clarified under the strong partnership so that learning from evaluation can be specified according to their roles. Once the empowerment evaluation framework is established, it is just a matter of creating locally-relevant evaluation questions, which can be easily trained for local stakeholders to continue the practice. Implementation can be done easily by stakeholders through creating appropriate environment and settings presented in this paper. Thus, the practice remains even after evaluator's leave.

Needless to say, conventional evaluators need to change their mindset of being facilitator from expert into this kind of evaluation, although professional value remains indispensable in terms of pursuing the rapid changes of globalizing world. Therefore, I believe it is more effective to train professional evaluators to be able to engage in stakeholder involvement approaches into evaluation and accumulate praxis in communities with local stakeholders rather than training local stakeholders to be like an evaluator. Evaluation capacity cannot be defined just as professional evaluator capacity but capacity in evaluative thinking, which proved to be effective in this paper. In this sense, evaluator can devote and use its profession in other things like higher and further analysis or move on to new communities. However, officials in government entities, NGOs, or organizations who are responsible for evaluation is an exception. They should be trained for a certain amount, although my main argument is how many stakeholders we can get involved in evaluation for a systematic change.

Evaluation is a strong tool not only for evaluators and decision-makers but also stakeholders themselves if it is appropriately used for a certain intention. Yet, evaluation is still strongly believed as an evaluator's tool and activity in many international organizations including JICA. I encounter situations that empowerment evaluation is not even considered as 'proper evaluation' and certainly the interests are not shared as much as conventional evaluation. Therefore, I emphasize the possibility and its efficacy of what empowerment evaluation brings to the table for the international development community regarding empowerment - **local stakeholders' taking control of their lives**, so that empowerment evaluation can be regarded and valued as legitimate evaluation. As Miyoshi (2013) states "ends at local levels may not be achieved without changing the means at local levels even if their policy structure remains fundamentally the same as the national policy structure (p.588), this paper has shown the way of change the means at local level from process use. Evaluation focusing on process use proved its efficacy for project stakeholders and their benefits rather immediately.

Since evaluation itself has been historically developed mostly by the international development community, I hope this paper will be a chance to move forward the dynamics of evaluation practice and empowerment evaluation will be the main tool for stakeholders' evaluation within practices of the international development community. As for further studies, I would like to present the mixed method evaluation in another paper as a further study.

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Annex 1: 4-A Descriptions of Champions

	Appreciation (I love/like)	Affirmation (I can)	Acknowledgment (I learned)	Aspirations (I want to)
Program Testing (Top 2 & Related Photos)	<ul style="list-style-type: none"> • A big tree in the community • We got to visit tourist attractions in our district • I love nature more after seeing this photo • I like the big tree in the picture • To know more of the importance of the '5-Gods' tree • To feel nature • Truly natural • Truly local lifestyle • To know more of the importance of this tree • Nature • Mountain/Cave • A photo of people with a mountain as a background • The mountain is a natural resource in the community • Natural power combines with human power • The '5-Gods' tree is very big • I love trees • Friendliness • It is a rare tree, which is close to extinction • It reflects the traditional lifestyle "lotus" • Beautiful • It looks natural • Villagers have increased income 	<ul style="list-style-type: none"> • Broaden the result • Access to nature • Changes are that we are able to sell more products • People in the community can manage the natural resource and turn into products and services • To conserve forest • (We or I) can develop into a tourist attraction • We can apply directly to our lives such as how to multiply guava trees, how to curate delicious guava fruits 	<ul style="list-style-type: none"> • (We or I) realize that Chonburi has something like this • Development is we get to know our community better • We think for our community • People visit the community to see this big tree • The big tree and natural abundance in the community can attract people to visit the community • People from outside our community come to visit our community • Application of motorbike taxi • Teamwork • To promote to the target group who loves nature • To make tourists love nature even more • Nature conservation • (We or I) learn about the key to the success of other champions • To broaden the thinking beyond our community boundary • To create satisfaction (see from the smile) • Something to preserve as it is more than 100 years old • To study the way of local community 'lotus farming' • There is a creativity in nature 	<ul style="list-style-type: none"> • (We or I) have the inspiration to develop product+activity to higher quality and standard • OTOP product development for the occupation group • To conserve nature • To conserve forest • To raise awareness among the young generation to conserve nature • When there are tourists • We want to conserve the '5-Gods' tree for the future generation • I want more trees
Program testing (Others)	<ul style="list-style-type: none"> • To create the routes • People get us to know more • Taking initiatives to develop the house • Tourists are impressed • The charm of beautiful product • Tourists looked happy • I was impressed by the program testing 	<ul style="list-style-type: none"> • To prepare the routes and the locals to serve tourists • To receive requests for a study tour • To promote to tourists 	<ul style="list-style-type: none"> • Program testing makes us realize and improve • Other people provide feedbacks • Exchanging knowledge • To weave baskets by ourselves • Bringing out the charm of local products to attract tourists 	<ul style="list-style-type: none"> • (I) want to invite more tourists • (I) want to participate in the activity • (I) want to be in that moment • I want something like this in my village • Interested to learn what I have never done

Catalog	<p>Collective</p> <ul style="list-style-type: none"> • Nice color • Inform us about tourist attractions in Chonburi • (I) feel relaxed when seeing this photo • (I) feel pleased • Beautiful • It is easy to understand • Collaboration within the province to make it interesting • Everything is here • Amazing CHON 	<p>Collective</p> <ul style="list-style-type: none"> • More creativity • Indicating good and delicious things of Chonburi • More promotion than before 	<p>Collective</p> <ul style="list-style-type: none"> • Tourist attractions in Chonburi become more well-known • Using local materials to make products • Promoting products in Chonburi 	<p>Collective</p> <ul style="list-style-type: none"> • (We or I) want to visit
	<p>Individual</p> <ul style="list-style-type: none"> • Identified one more occupation which can generate income • To convey the only one in the world • To convey storytelling • Healthy • It looks clean and tempting 	<p>Individual</p> <ul style="list-style-type: none"> • To generate income for the family • Understanding of the greatness 	<p>Individual</p> <ul style="list-style-type: none"> • To learn about the steps to grow mushroom • The conditions of mushroom farming • (I) learned to have this fascinating thing • To learn how to sundry 	<p>Individual</p> <ul style="list-style-type: none"> • Everything is here • Amazing CHON
Group discussion	<ul style="list-style-type: none"> • Champions are present to the public • Focus on learning and teaching • Exchanging ideas to plan the work • Everyone is thinking • Brainstorming the ideas into one direction 	<ul style="list-style-type: none"> • Generate recognition • Generate customers • To develop the knowledge • Applicable immediately • Create unity • Changing the mindset of participation 	<ul style="list-style-type: none"> • Many talented people but not get to present • Share the knowledge • Distribute income • Sustainable • To design our program • Participate in designing the program • New things come from expressing opinions • Designing the program • Enables learning other techniques 	-

The background of the cover is a collage of various colored paper bags (yellow, green, orange, blue, pink, purple) with black question marks drawn on them. The text is overlaid on this background.

D-HOPE

1st Year Value Statement Survey Results

November 2019

Pongsan Sanyakamdhorn

Aki Yonehara



Report on

The D-HOPE Questionnaire Survey



Table of Contents

1.	Report on Questionnaire Survey of Chonburi Province	3
1.1	Background.....	3
1.2	Officials: Results of Analyses	4
1.3	Champions: Results of Analyses	7
2.	Report on Questionnaire Survey of Lamphun Province.....	16
2.1	Background.....	16
2.2	Officials: Results of Analyses	17
2.3	Champions: Results of Analyses	20
3.	Report on Questionnaire Survey of Nakhon Phanom Province.....	29
3.1	Background.....	29
3.2	Officials: Results of Analyses	30
3.3	Champions: Results of Analyses	33
4.	Report on Questionnaire Survey of Mukdahan Province.....	40
4.1	Background.....	40
4.2	Officials: Results of Analyses	41
4.3	Champions: Results of Analyses	44
5.	Report on Questionnaire Survey of Surin Province	51
5.1	Background.....	51
5.2	Officials: Results of Analyses	52
5.3	Champions: Results of Analyses	55
6.	Report on Questionnaire Survey of Trang Province.....	62
6.1	Background.....	62
6.2	Officials: Results of Analyses	63
6.3	Champions: Results of Analyses	66
7.	Report on Questionnaire Survey of Ranong Province	73
7.1	Background.....	73
7.2	Officials: Results of Analyses	74
7.3	Champions: Results of Analyses	77
8.	Report on Questionnaire Survey of Chiang Mai Province.....	84
8.1	Background.....	84

8.2 Officials: Results of Analyses	85
8.3 Champions: Results of Analyses	88
9. Report on Questionnaire Survey of Chanthaburi Province	95
9.1 Background	95
9.2 Officials: Results of Analyses	96
9.3 Champions: Results of Analyses	99

1. Report on Questionnaire Survey of Chonburi Province

Submitted on 26th June 2019

Reported by Aki Yonehara (Toyo University)

Pongsan Sanyakamdhorn (Program Officer)

1.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 6th March 2019 in Chonburi, during the workshop of participatory evaluation. [n=35]

For Champions: Data collection was conducted on 9th March 2019 in Chonburi, during the workshop. [n=92]

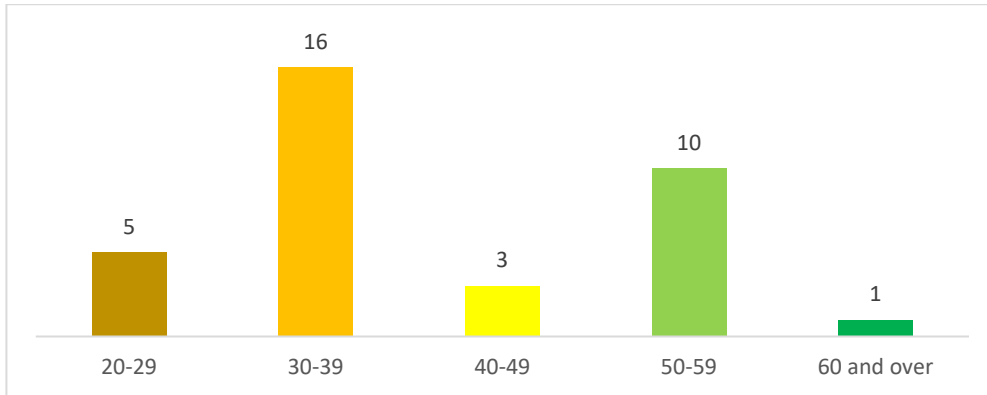
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted by SPSS ver. 23.

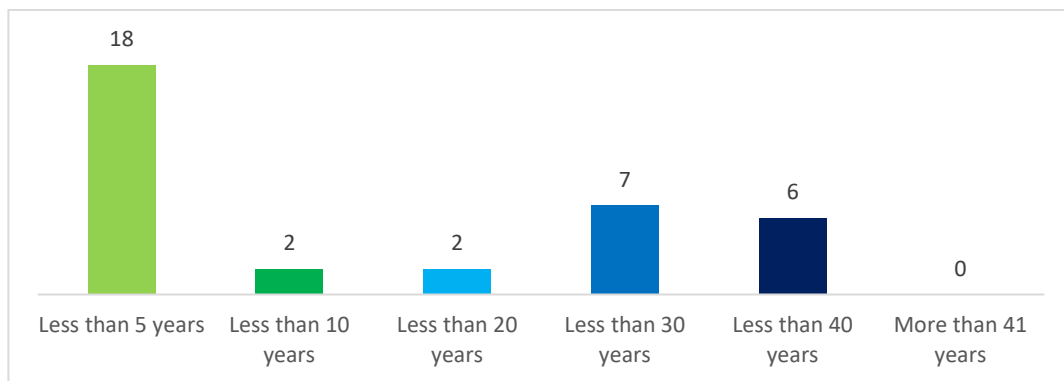
1.2 Officials: Results of Analyses

1) Demographic Information of the Participants

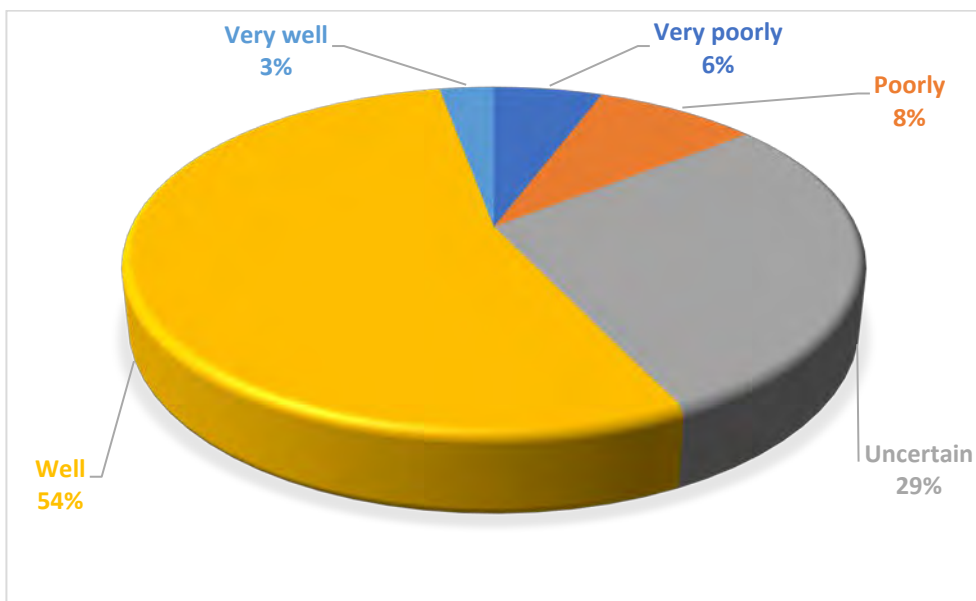
Age:



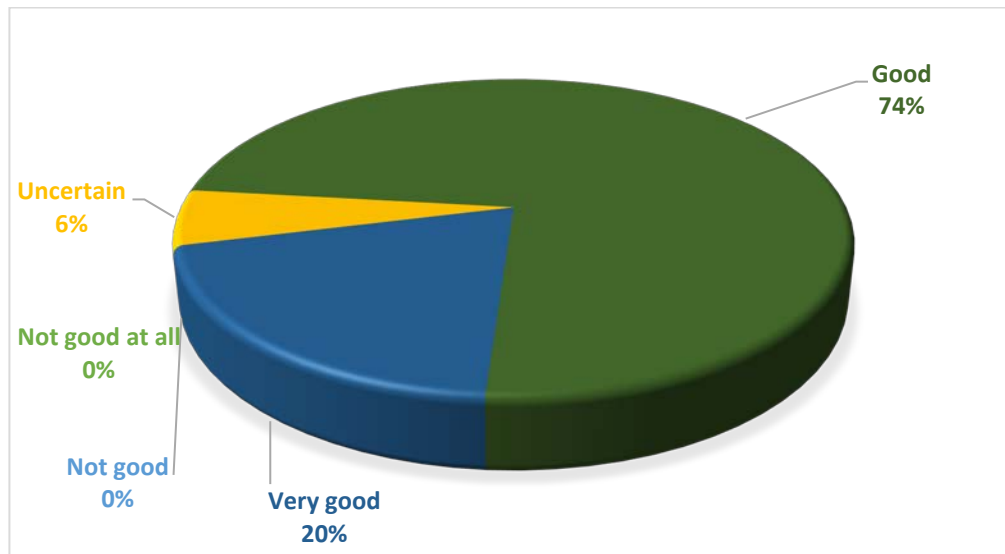
Career:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



4) Opinions on the D-HOPE Project.

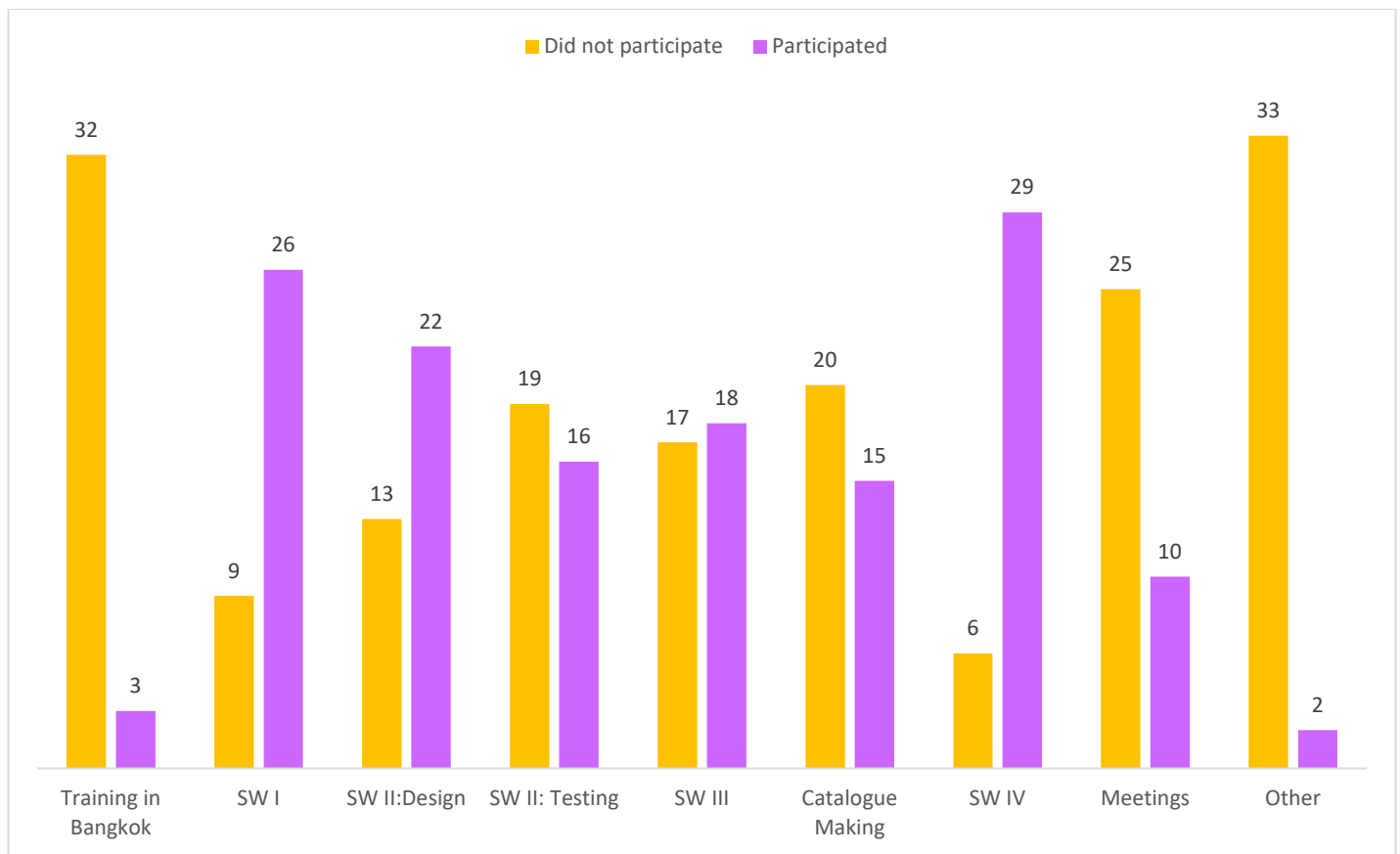
No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	7.74	4.91	2.82	13.251 (33, p<0.01)
2	The level of motivation for work.	8.00	5.50	2.50	10.592 (33, p<0.01)
3	The level of pride of my work.	8.35	5.82	2.53	10.392 (33, p<0.01)
4	The level of efficiency of my work.	7.76	5.50	2.27	9.908 (33, p<0.01)
5	The level of productivity of my work.	7.65	5.41	2.24	9.351 (33, p<0.01)
6	The level of facilitation skills of my work.	7.91	5.50	2.41	9.780 (33, p<0.01)
7	<i>The level of knowledge on the community development approaches.</i>	7.82	5.68	2.15	9.948 (33, p<0.01)
8	The level of knowledge on the community-based marketing method.	7.12	4.74	2.38	10.661 (33, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	7.26	4.79	2.47	10.307 (33, p<0.01)
10	The level of relations with the champions.	7.91	5.47	2.44	8.417 (33, p<0.01)
<i>11</i>	<i>The level of happiness of my work.</i>	<i>7.82</i>	<i>6.09</i>	<i>1.74</i>	<i>6.641 (33, p<0.01)</i>

* paired sample t-test by SPSS ver.23.

* **Bold:** The largest change / *Italic:* The smallest change

Statistically significant changes are observed in all 11 items of question 4 (paired-sample t-test by SPSS ver.23). The results indicate that Officials’ attitude on 11 items are all positively changed after the D-HOPE project started. In particular, items 1, 2, and 3 showed a relatively large increase: **Officials’ confidence, motivation, and pride of their work**. On the hand, the magnitude of change on items 7 and 11 is relatively small: *The level of knowledge on the community development approaches* and *the level of happiness of my work*. However, the “before-score” of the level of happiness is the highest among all other “before-scores,” so the officials’ happiness level has already been sustained at a relatively high level. From these results, it can be said that Officials’ attitude to work (confidence, motivation, and pride) is improved after D-HOPE started, while they need more knowledge on the community development approach.

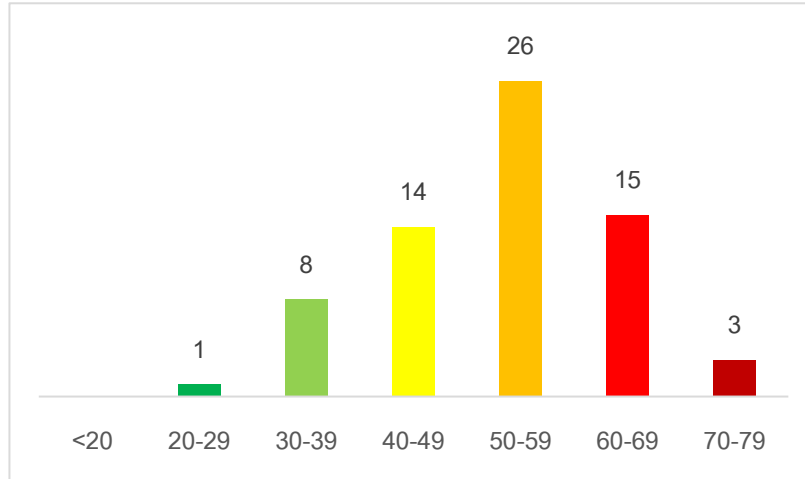
5) Which activity did you participate in D-HOPE?



1.3 Champions: Results of Analyses

0) Demographic Information of the Participants

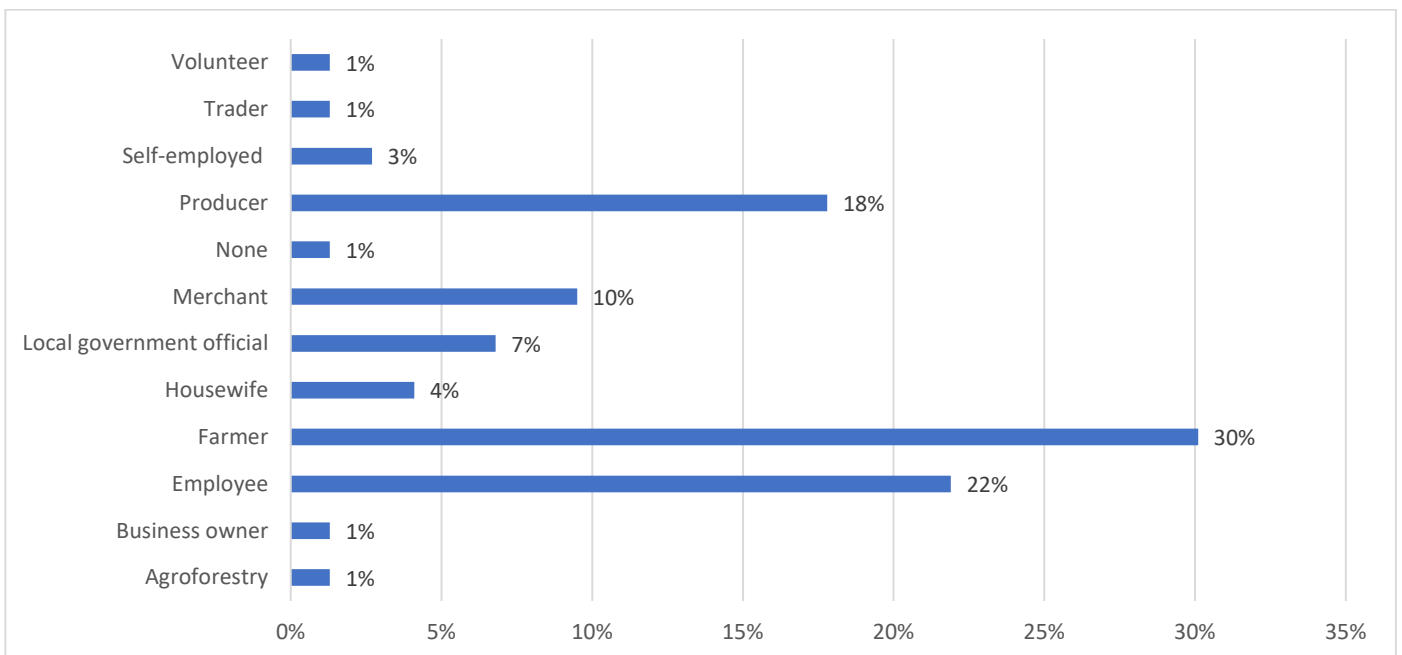
AGE: Mean = 52.24 (yrs old) [S.D. = 10.60]



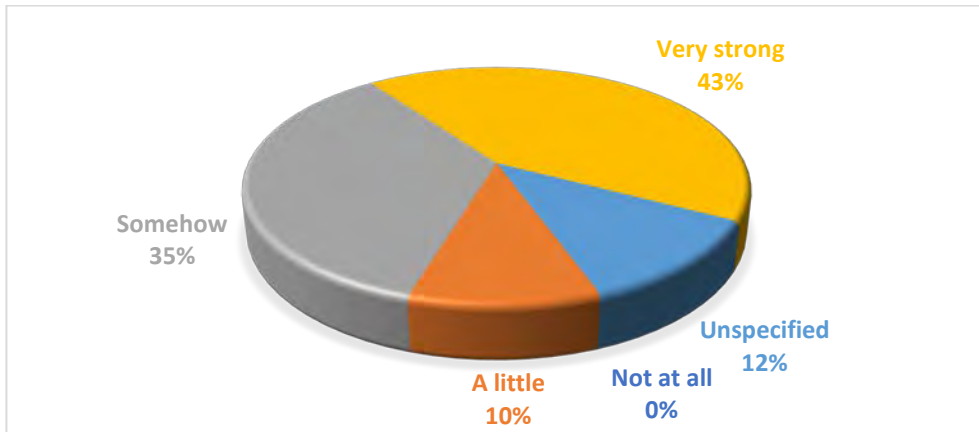
GENDER:

Gender	Frequency (%)
Female	46 (68%)
Male	16 (23%)
Unspecified	6 (9%)

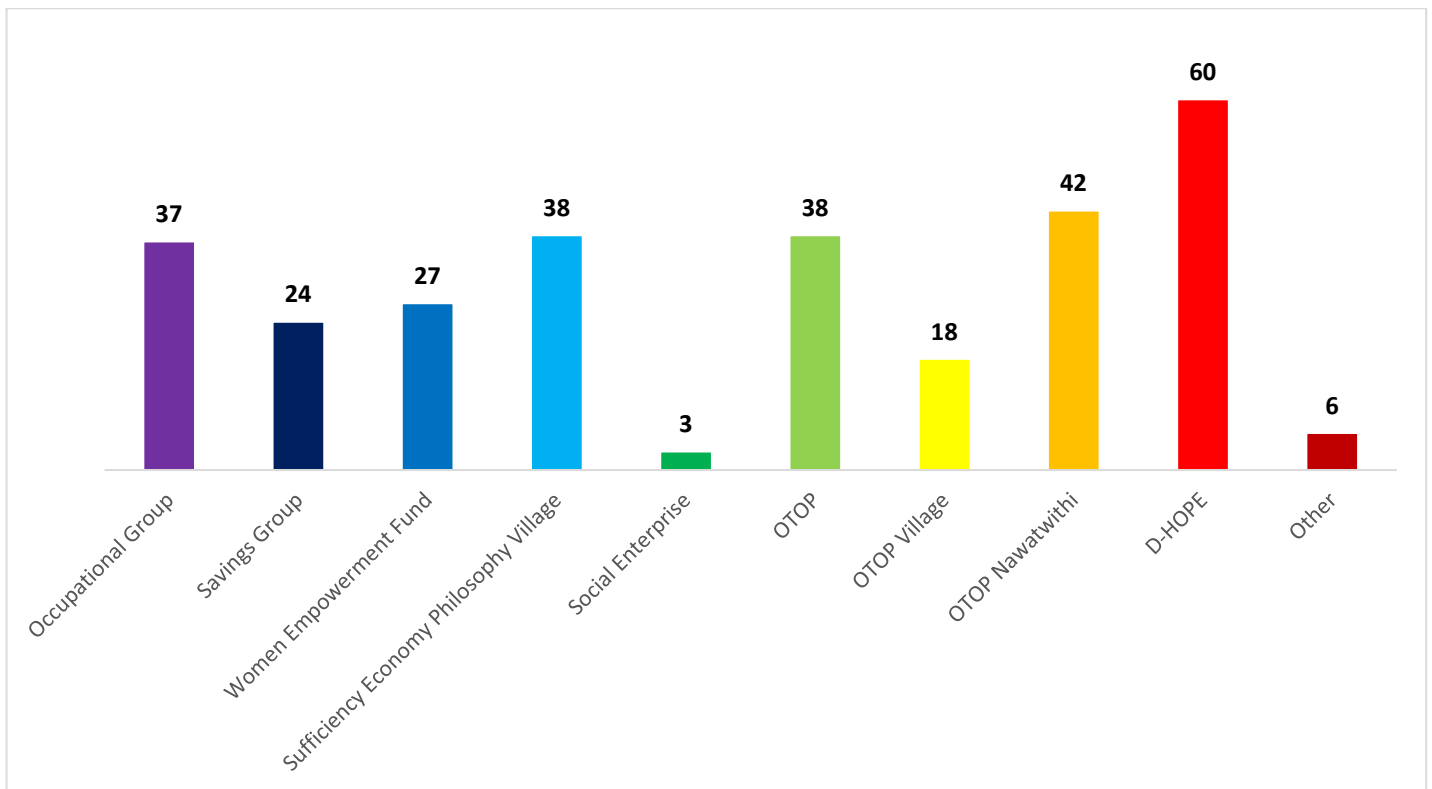
OCCUPATION:



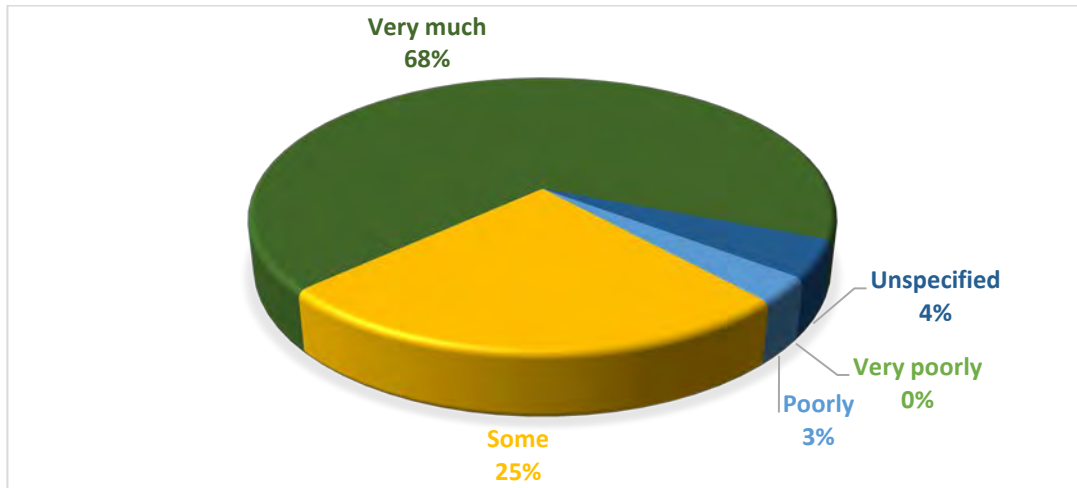
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

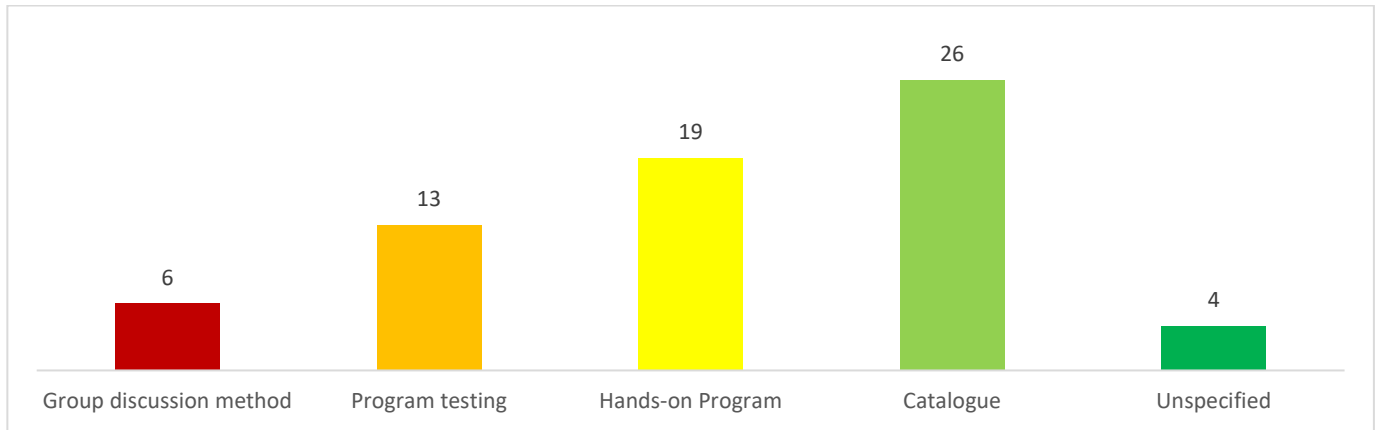


4) Opinions on the D-HOPE Project.

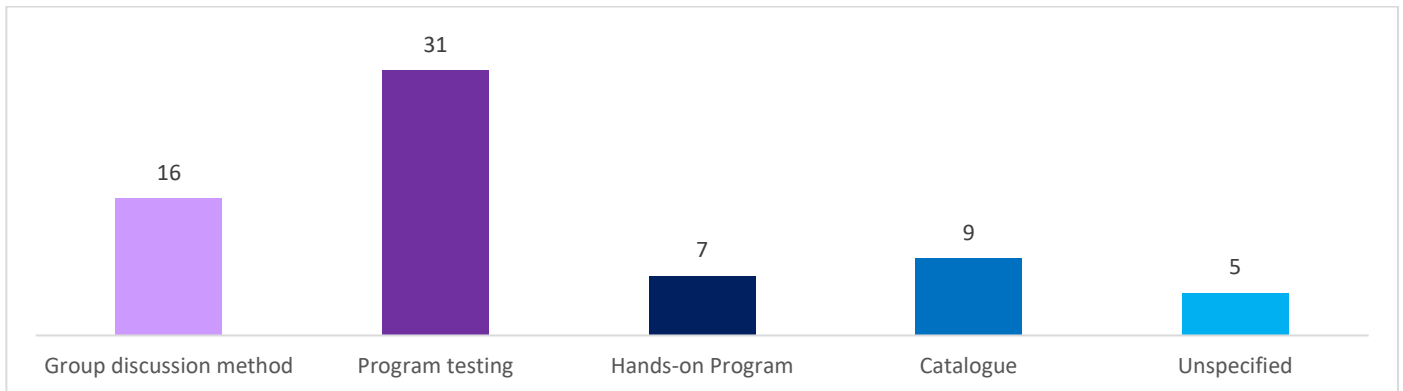
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	57 (84%)	11 (16%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	48 (71%)	20 (29%)	0 (0%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	41 (60%)	26 (38%)	1 (2%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	45 (66%)	21 (31%)	2 (3%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	52 (76%)	14 (21%)	2 (3%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most



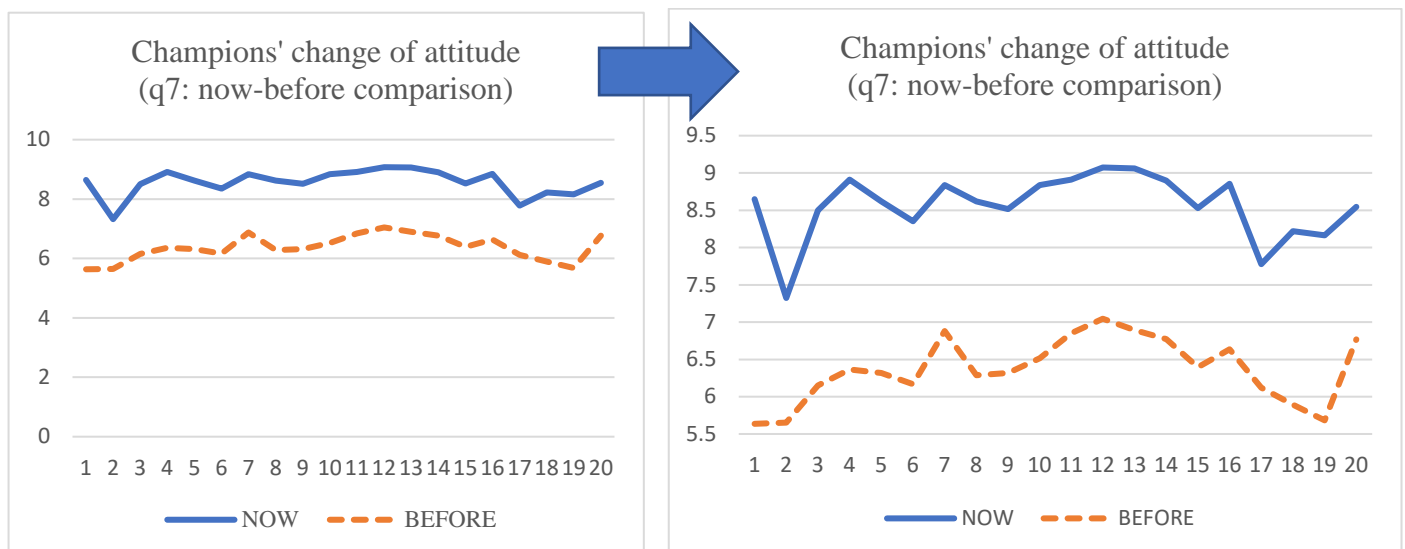
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	8.67	5.65	3.02	10.48 (65, <0.01)
2	<i>Financial conditions in my business</i>	7.41	5.65	1.76	8.02 (65, <0.01)
3	Motivation for work	8.53	6.15	2.38	9.46 (65, <0.01)
4	Awareness of available resources in my community	8.88	6.35	2.52	9.50 (65, <0.01)
5	Confidence in my life	8.65	6.32	2.33	8.35 (65, <0.01)
6	Knowledge on business	8.36	6.17	2.20	8.39 (65, <0.01)
7	<i>Happiness in my life</i>	8.86	6.88	1.99	7.04 (65, <0.01)
8	Self-recognition of my potential skill	8.61	6.29	2.32	10.28 (65, <0.01)

9	Interaction with my community	8.53	6.32	2.21	8.83 (65, <0.01)
10	Confidence of doing own business	8.88	6.52	2.36	9.20 (65, <0.01)
11	Conservation of local wisdom	8.88	6.85	2.03	7.63 (65, <0.01)
12	The happiness of belongings to my community	9.05	7.05	2.00	7.80 (65, <0.01)
13	Pride of my community	9.03	6.89	2.14	7.75 (65, <0.01)
14	Sense of contribution to the community	8.89	6.77	2.12	9.02 (65, <0.01)
15	My popularity/fame	8.52	6.39	2.12	8.01 (65, <0.01)
16	Quality of my products/services	8.85	6.64	2.21	9.57 (65, <0.01)
17	<i>Financial conditions in my life</i>	7.88	6.12	1.76	8.22 (65, <0.01)
18	Expansion of my network	8.24	5.89	2.35	9.56 (65, <0.01)
19	Communication with visitors	8.24	5.70	2.55	8.86 (65, <0.01)
20	Acceptance/Recognition by others	8.53	6.09	2.44	8.97 (65, <0.01)

* paired sample t-test by SPSS ver.23.

* **Bold**: 3 largest change / *Italic*: 3 smallest change



Statistically significant changes are observed in all 20 items of question 7 (paired-sample t-test by SPSS ver.23). The results indicate that Champions' attitude on 20 items are all positively changed after the D-HOPE project started. In particular, items 1, 4, and 19 showed a relatively large increase: **Champions' pride of their work**, **awareness of available resources in their community**, and **communication with visitors**. On the hand, the magnitude of change on items 2, 7, and 17 is relatively small: *Financial conditions in my business*, *happiness*

in my life, and *financial condition in my life*. From these results, it can be said that Champions' individual life is not drastically changed in terms of their financial condition and happiness level, but that community relation or social capital of the community seems to be improved. The relatively large change on Champions' pride can be the results of social capital development.

8) Statements on life value.

No.	Statement
1	Pride of my work
2	Financial conditions in my business
3	Motivation for work
4	Awareness of available resources in my community
5	Confidence in my life
6	Knowledge on business
7	Happiness in my life
8	Self-recognition of my potential skill
9	Interaction with my community
10	Confidence of doing own business
11	Conservation of local wisdom
12	The happiness of belongings to my community
13	Pride of my community
14	Sense of contribution to the community
15	My popularity/fame
16	Quality of my products/services
17	Financial conditions in my life
18	Expansion of my network
19	Communication with visitors
20	Acceptance/Recognition by others

To find out the structure of Champions' life value, the data were analyzed by factor analysis (considering the factors whose loadings >.400).

Varimax-Rotated Factor Matrix of q8_1~20 ^a

[Sorted by size]

	Factor						
	1	2	3	4	5	6	7
q8_13	.717	.275	-.037	-.167	.047	-.052	.040
q8_11	.701	-.009	-.075	-.154	.059	.078	.115
q8_2	-.688	.264	-.058	.188	.062	.106	.259
q8_12	.565	.125	.255	.045	-.037	-.030	.102
q8_18	.041	.710	.341	-.085	.097	.243	-.163
q8_15	.121	.690	.002	.019	.108	.026	.113
q8_20	.053	.682	.076	-.046	-.344	.014	-.051
q8_8	.271	-.358	.210	.102	.181	.237	.202
q8_16	.048	.128	.825	-.254	-.036	.143	-.022
q8_19	.507	.195	.598	-.065	-.059	.120	-.076
q8_3	-.169	-.116	-.166	.770	.044	.113	-.211
q8_1	-.310	.013	-.103	.740	.143	-.420	.165
q8_14	.440	.054	.181	.261	-.604	.090	-.173
q8_4	.009	-.055	.015	.216	.561	.212	-.075
q8_17	.020	.169	.356	.143	-.523	.099	.381
q8_9	.225	.136	.086	.114	.498	.152	.270
q8_6	-.121	.068	.222	-.022	.143	.771	.000
q8_10	.144	.250	-.432	-.133	.137	.470	.208
q8_7	.134	-.108	-.052	-.215	.006	-.078	.631
q8_5	-.400	.050	-.112	.174	.082	.294	.556

SPSS ver.23

Extraction Method: Unweighted Least Squares. Maximum likelihood extraction was not completed.

Rotation Method: Varimax with Kaiser Normalization. Promax rotation produced a similar result.

a. Rotation converged in 21 iterations.

The first factor (green category) includes items of 2, 11, 12, and 13, which mean community pride, local wisdom, business financial conditions, and community happiness respectively. Business financial conditions indicate a negative contribution to this factor, therefore, the first factor can be named as “**Community Happiness**” including respect to local wisdom and reflecting the fact that people think financial conditions are not very significant for “Community Happiness.”

The second factor (pink category) includes items of 15, 18, and 20, which mean self-popularity, network expansion, and others’ acceptance/recognition respectively. Therefore, this factor can be named as “**Others’ Recognition**.”

The third factor (light-blue category) includes items of 16 and 19, which mean products quality and communication with visitors. Therefore, this factor can be named as “**Sales Conditions**.”

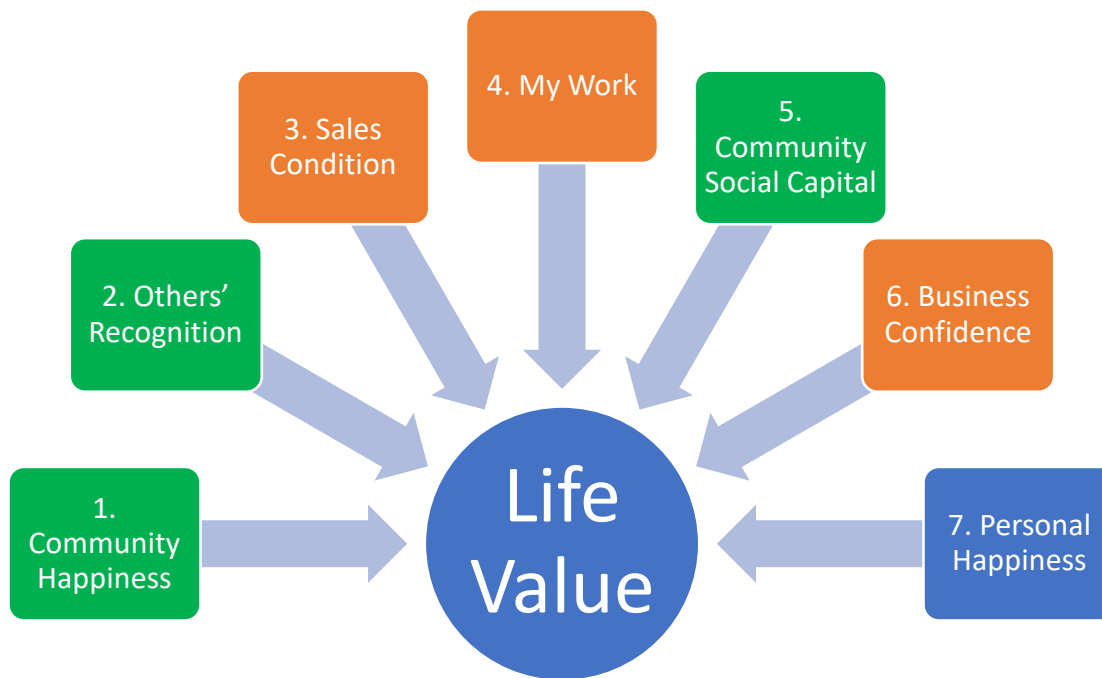
The fourth factor (yellow category) includes items of 1 and 3, which mean pride and motivation of work. Therefore, this factor can be named as “**My Work**.”

The fifth factor (gray category) includes items of 4, 9, 14, and 17, which mean awareness of community resources, community interaction, community contribution, and financial condition. Community contribution and financial condition indicate negative contributions to the factor. Community contribution might be understood as a financial-type contribution. Therefore, the fifth factor can be named as “**Community Social Capital.**”

The sixth factor (red category) includes items of 6 and 10, which mean business knowledge and confidence. Therefore, this factor can be named as “**Business Confidence.**”

The seventh factor (blue category) includes items of 5 and 7, which mean self-recognition of potential skill and happiness. Therefore, this factor can be named as “**Personal Happiness.**”

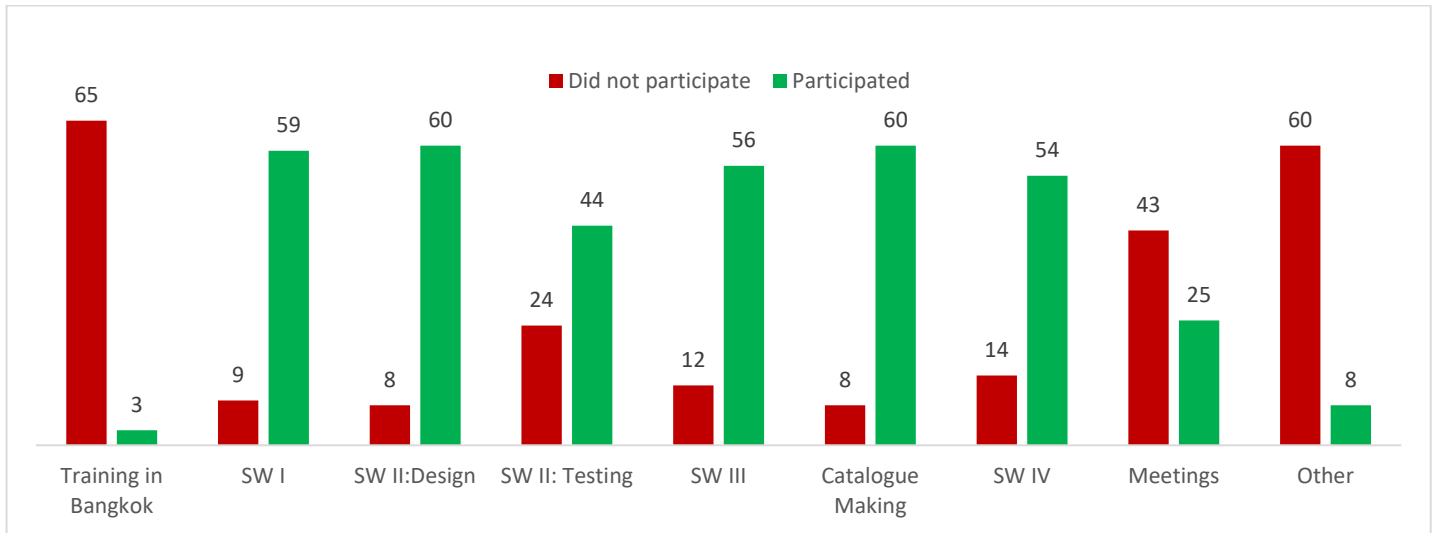
To summarize the findings from this analysis, generally saying, Champions’ life value is composed of seven factors as below.



Interestingly, financial factors (items of 2 and 17) both showed negative contribution in this analysis. The first, second, and fifth factors represent Champions’ consciousness for the community, while the third, fourth, and sixth factors represent Champions’ concern on their business. Personal happiness showed up at the end, as the least significant factor.

Considering this result together with the findings from Question 7, community social capital and its happiness seem to take a significant part of people’s life. When evaluating the substantive impact of D-HOPE project, the issue of community social capital should not be ignored.

9) Which activity did you participate in D-HOPE?



10) How many programs do you provide in the catalogue?

Mean = 1.23 [sd=1.26, n=52]

2. Report on Questionnaire Survey of Lamphun Province

Submitted on 26th June 2019

Reported by Aki Yonehara (Toyo University)

Pongsan Sanyakamdhorn (Program Officer)

2.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 11th March 2019 in Lamphun, during the workshop of participatory evaluation. [n=12]

For Champions: Data collection was conducted on 12th March 2019 in Lamphun, during the workshop. [n=95]

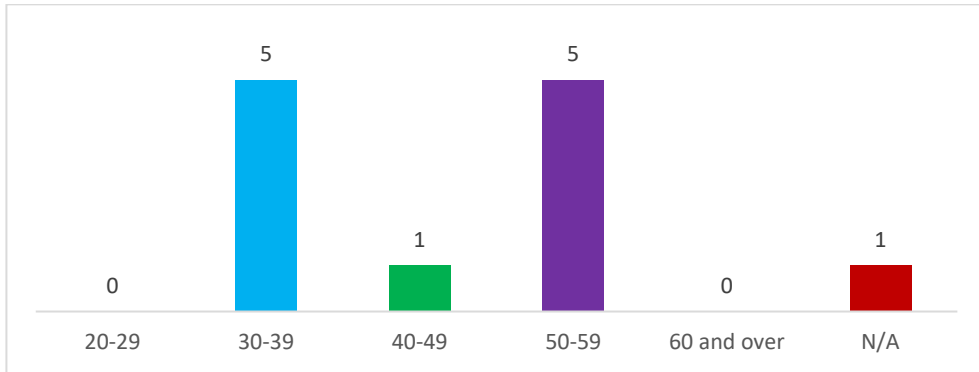
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted by SPSS ver. 23.

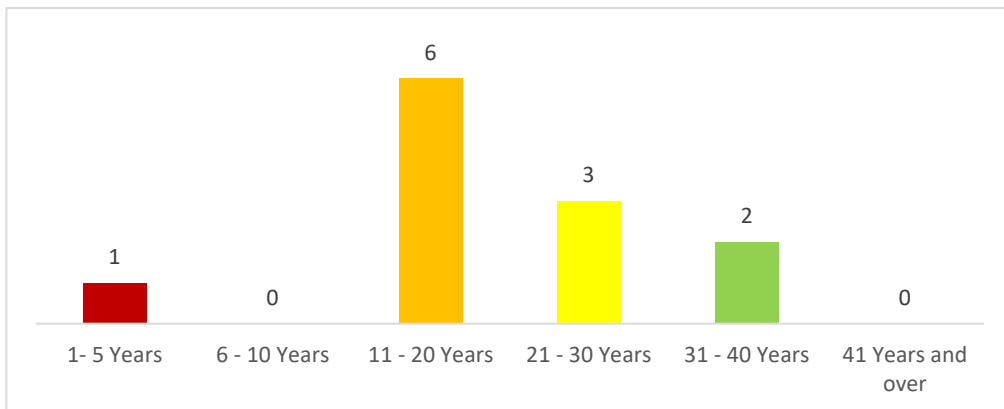
2.2 Officials: Results of Analyses

1) Demographic Information of the Participants

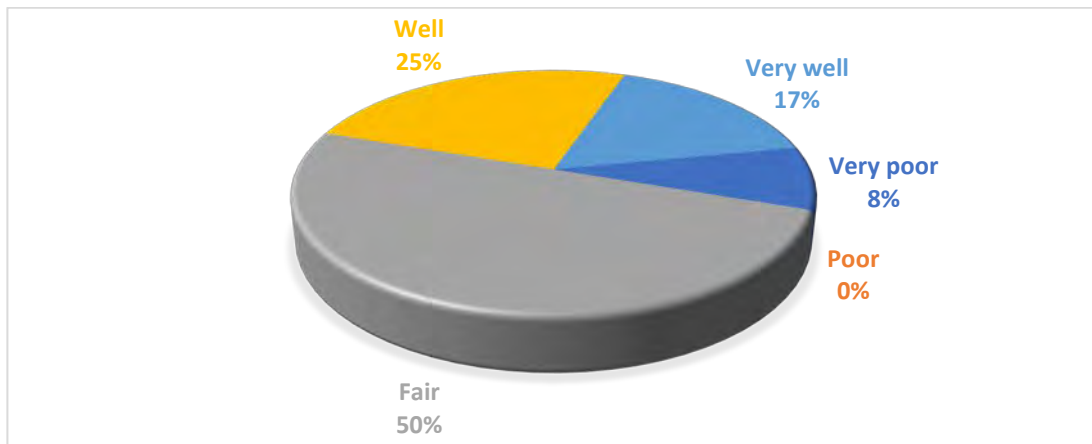
AGE:



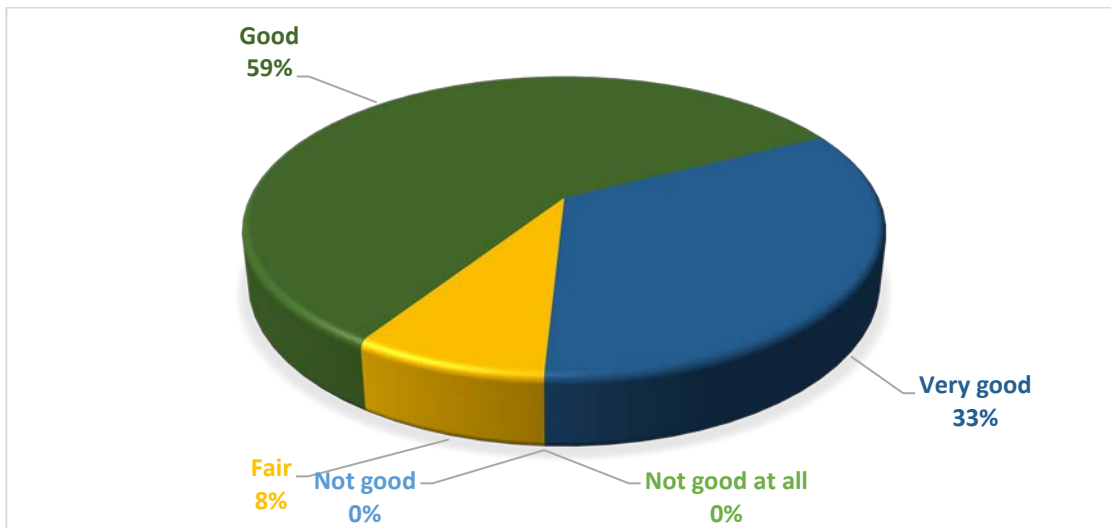
CAREER:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



4) Opinions on the D-HOPE Project.

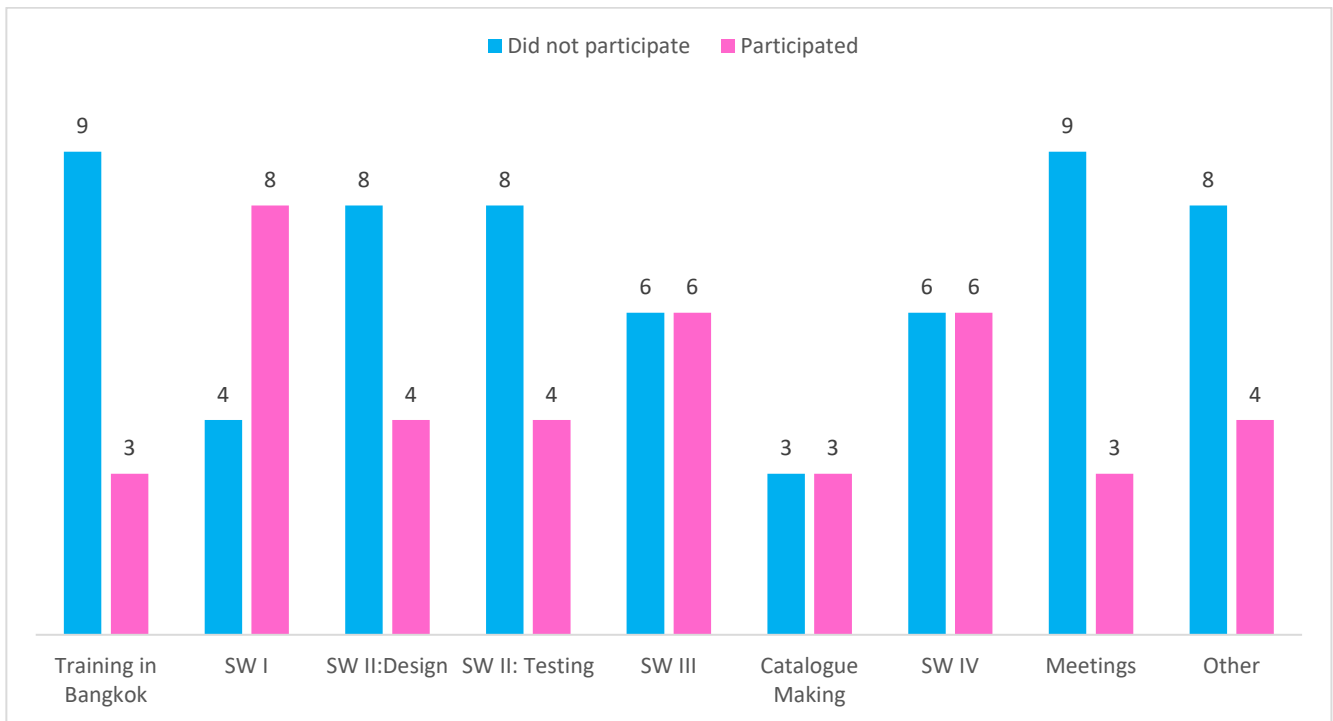
No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	7.08	4.92	2.17	8.99 (11, p<0.01)
2	The level of motivation for work.	7.33	5.17	2.17	8.01 (11, p<0.01)
3	The level of pride of my work.	7.67	5.33	2.33	7.00 (11, p<0.01)
4	The level of efficiency of my work.	7.67	5.25	2.42	7.19 (11, p<0.01)
5	The level of productivity of my work.	7.58	5.00	2.58	7.22 (11, p<0.01)
6	The level of facilitation skills of my work.	7.83	5.42	2.42	6.75 (11, p<0.01)
7	<i>The level of knowledge on the community development approaches.</i>	<i>8.17</i>	<i>6.25</i>	<i>1.92</i>	<i>6.13 (11, p<0.01)</i>
8	<i>The level of knowledge on the community-based marketing method.</i>	7.25	5.25	2.00	6.63 (11, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	7.58	5.25	2.33	7.53 (11, p<0.01)
10	The level of relations with the champions.	7.67	5.50	2.17	8.01 (11, p<0.01)
11	The level of happiness of my work.	8.25	6.08	2.17	5.92 (11, p<0.01)

* paired sample t-test by SPSS ver.23.

* **Bold:** The largest change / *Italic:* The smallest change

Statistically significant changes are observed in all 11 items of question 4 (paired-sample t-test by SPSS ver.23). The results indicate that Officials' attitude on 11 items are all positively changed after the D-HOPE project started. In particular, items 4, 5, and 6 showed a relatively large increase: **Efficiency, productivity, and facilitation skills of their work**. On the hand, the magnitude of change on items 7 and 8 is relatively small: *The level of knowledge on the community development approaches and community-based marketing method*. From these results, it can be said that Officials' soft-skills for work (efficiency, productivity and facilitation skills) is improved after D-HOPE started, while they need more knowledge on the community development.

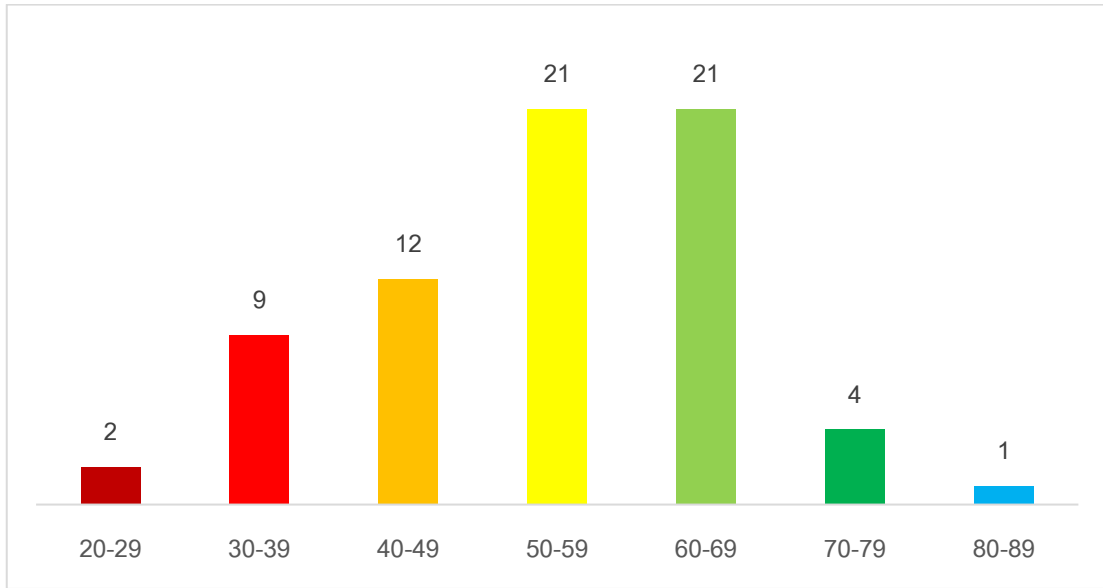
5) Which activity did you participate in D-HOPE?



2.3 Champions: Results of Analyses

0) Demographic Information of the Participants

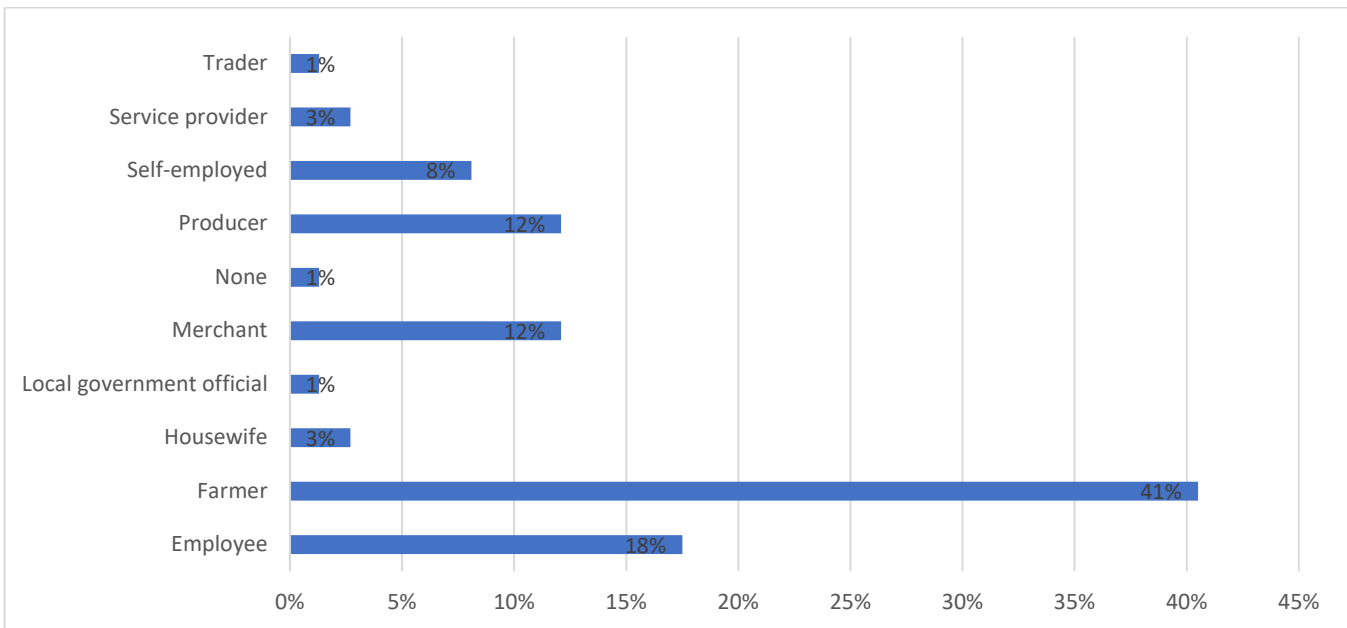
AGE: Mean = 53.41(yrs old) [S.D. = 12.99]



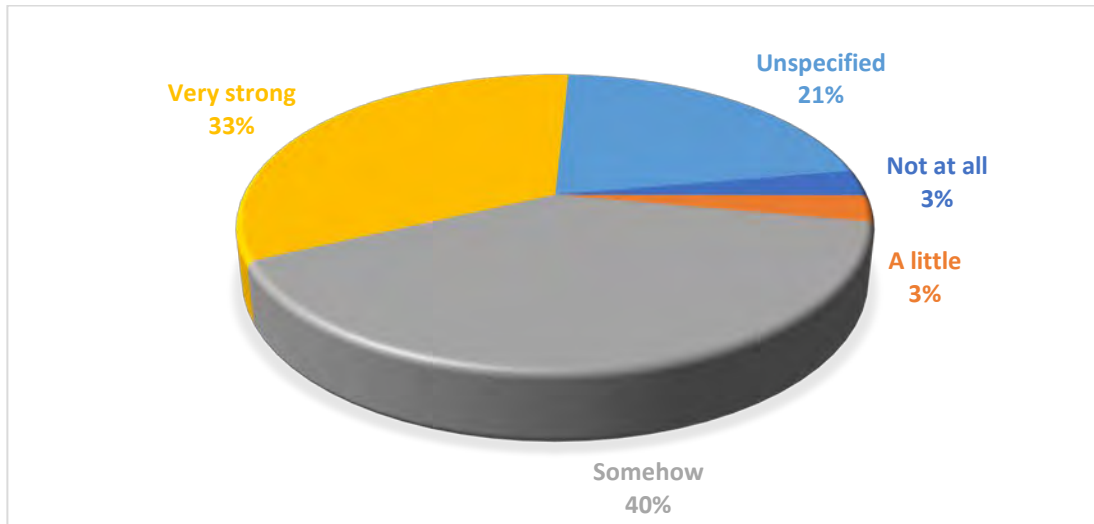
GENDER:

Gender	Frequency (%)
Female	39 (56%)
Male	15 (21%)
Unspecified	16 (23%)

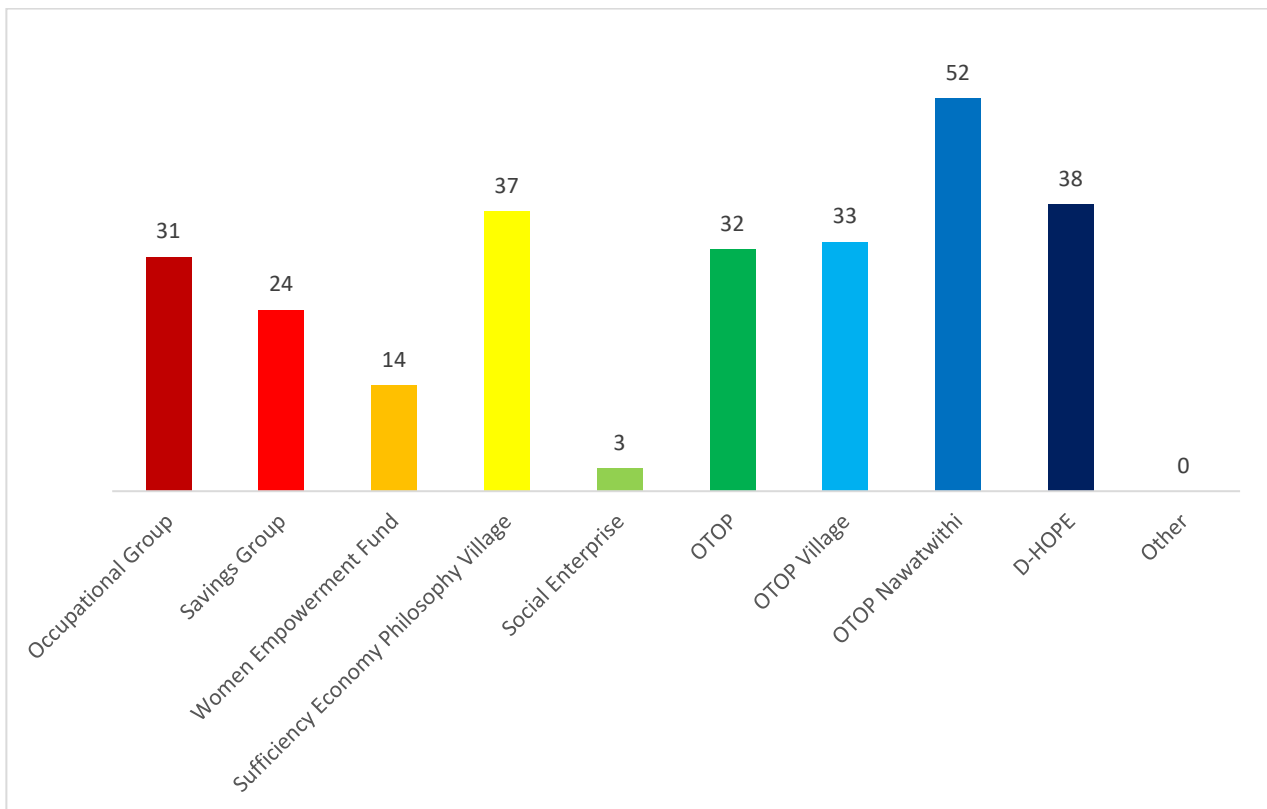
OCCUPATION:



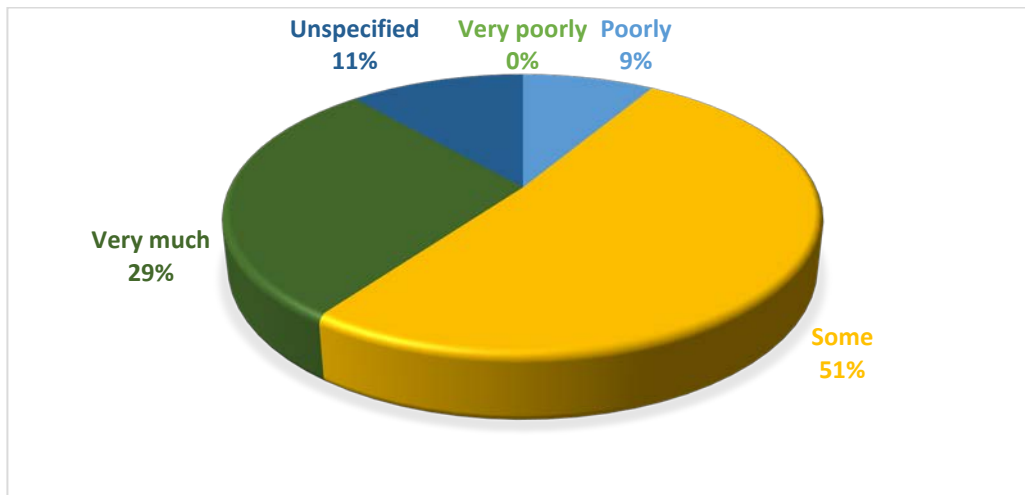
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

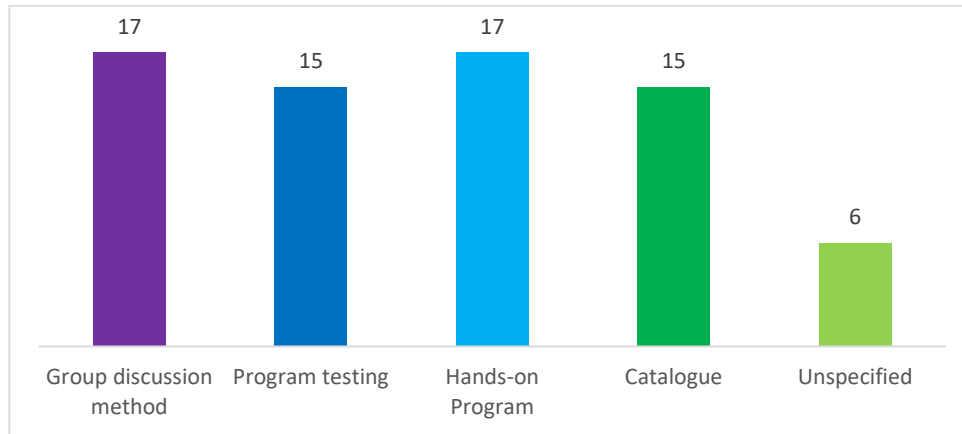


4) Opinions on the D-HOPE Project.

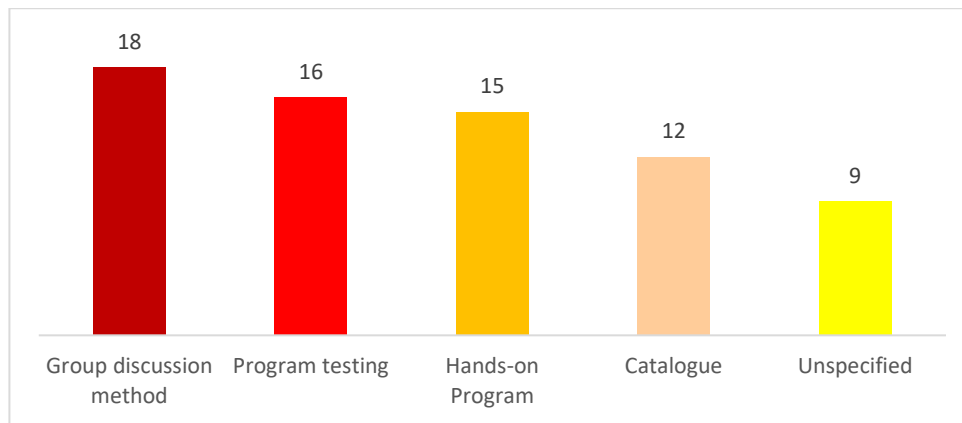
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	42 (60%)	26 (37%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	42 (60%)	26 (37%)	0 (0%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	27 (39%)	34 (48%)	6 (9%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	32 (46%)	33 (47%)	2 (3%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	43 (61%)	16 (23%)	4 (6%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	8.83	6.26	2.57	10.64 (68, <.01)
2	Financial conditions in my business	7.76	5.51	2.24	9.11 (69, <.01)
3	Motivation for work	8.55	6.43	2.12	8.38 (68, <.01)
4	Awareness of available resources in my community	8.49	6.29	2.19	9.03 (67, <.01)
5	Confidence in my life	8.61	6.54	2.07	8.04 (69, <.01)
6	Knowledge on business	7.96	5.73	2.23	7.92 (68, <.01)
7	Happiness in my life	8.99	7.17	1.81	7.41 (68, <.01)
8	Self-recognition of my potential skill	8.65	6.28	2.37	9.74 (68, <.01)
9	Interaction with my community	8.66	6.13	2.53	11.87 (67, <.01)

10	Confidence of doing own business	8.61	6.30	2.30	9.13 (68, <.01)
11	Conservation of local wisdom	8.84	6.62	2.22	9.46 (68, <.01)
12	The happiness of belongings to my community	9.12	6.68	2.43	10.17 (68, <.01)
13	Pride of my community	9.12	7.04	2.07	8.03 (68, <.01)
14	Sense of contribution to the community	8.75	6.61	2.14	8.51 (67, <.01)
15	My popularity/fame	8.34	6.29	2.05	8.66 (68, <.01)
16	Quality of my products/services	8.88	6.36	2.52	10.16 (68, <.01)
17	<i>Financial conditions in my life</i>	7.68	5.78	1.90	8.30 (67, <.01)
18	Expansion of my network	7.97	5.68	2.29	9.32 (67, <.01)
19	Communication with visitors	8.29	5.99	2.30	9.26 (68, <.01)
20	Acceptance/Recognition by others	8.43	6.13	2.30	9.07 (69, <.01)

* paired sample t-test by SPSS ver.23.

* **Bold**: 3 largest change / *Italic*: the smallest change

Statistically significant changes are observed in all 20 items of question 7 (paired-sample t-test by SPSS ver.23). The results indicate that Champions' attitude on 20 items are all positively changed after the D-HOPE project started. In particular, items 1, 9, and 16 showed a relatively large increase: **Champions' pride of their work, interaction with the community, and quality of products/services**. On the other hand, the magnitude of change on items 17 is relatively small: a *financial condition in my life*. From these results, it can be said that Champions' individual life is not drastically changed in terms of their financial condition, but that their work conditions have become better.

8) Statements on life value.

No.	Statement
1	Pride of my work
2	Financial conditions in my business
3	Motivation for work
4	Awareness of available resources in my community
5	Confidence in my life
6	Knowledge on business
7	Happiness in my life
8	Self-recognition of my potential skill
9	Interaction with my community
10	Confidence of doing own business
11	Conservation of local wisdom
12	The happiness of belongings to my community
13	Pride of my community
14	Sense of contribution to the community
15	My popularity/fame
16	Quality of my products/services
17	Financial conditions in my life
18	Expansion of my network
19	Communication with visitors
20	Acceptance/Recognition by others

To find out the structure of Champions' life value, the data were analyzed by factor analysis (unweighted least square extraction with varimax-rotation by SPSS ver.23: considering the factors whose loadings >.400).

Varimax-Rotated Factor Matrix of q8_1~20 ^a

[Sorted by size]

	Factor						
	1	2	3	4	5	6	7
q8_17	.834	.026	-.101	.026	-.150	-.039	.034
q8_15	.745	-.220	-.124	.049	-.032	-.097	-.168
q8_4	-.653	.006	.149	-.013	-.144	-.293	.250
q8_14	-.268	.890	-.078	-.074	-.239	-.036	.152
q8_5	-.036	-.570	.025	.015	-.016	.014	.059
q8_12	.168	.514	.268	-.304	.060	-.259	-.265
q8_2	.233	-.513	.052	.315	.142	-.111	.344
q8_8	.033	-.046	.817	.073	.157	-.190	-.194
q8_9	-.216	-.204	.630	.009	-.224	.219	.119
q8_16	.190	-.005	-.547	.014	.158	-.011	-.357
q8_20	.192	-.176	-.481	-.334	-.107	-.084	-.094
q8_10	-.031	-.050	.040	.930	.024	.105	-.031
q8_19	-.265	.212	-.083	-.466	-.276	.008	-.185
q8_11	-.052	.290	-.145	-.410	-.133	.071	-.298
q8_1	-.107	.028	-.144	.167	.776	.070	.511
q8_7	-.058	-.136	.012	.071	.660	-.180	-.054
q8_6	.069	-.199	.105	.300	-.082	.712	-.027
q8_18	-.101	.263	-.160	-.328	-.230	.646	.016
q8_13	-.293	.329	-.231	-.069	-.301	-.392	-.210
q8_3	-.255	-.086	.065	.069	.104	.027	.460

Extraction Method: Unweighted Least Squares. Maximum likelihood extraction was not completed.

Rotation Method: Varimax with Kaiser Normalization. Promax rotation produced a similar result.

a. Rotation converged in 8 iterations.

The first factor (green category) includes items of 4, 15, and 17, which mean awareness of community resources, self-popularity, and financial condition in my life respectively. Awareness of community resources indicates a negative contribution to this factor, therefore, the first factor can be named as “**Individual Business Mind**.”

The second factor (pink category) includes items of 2, 5, 12 and 14, which mean business financial conditions, life confidence, the happiness of belonging to a community, and community contribution. Business financial conditions and life confidence indicate a negative contribution to this factor, therefore, this factor represents “**Community Contribution**” in contrast to the first factor.

The third factor (light-blue category) includes items of 8, 9, 16 and 20, which mean self-recognition of potential skill, community interaction, products quality and others’ acceptance/recognition respectively. The products quality and others’ recognition indicate a negative contribution to this factor, therefore, this factor represents “**Potential-recognition in Interaction**” in the process of production, paying less attention to the quality of the product in the end.

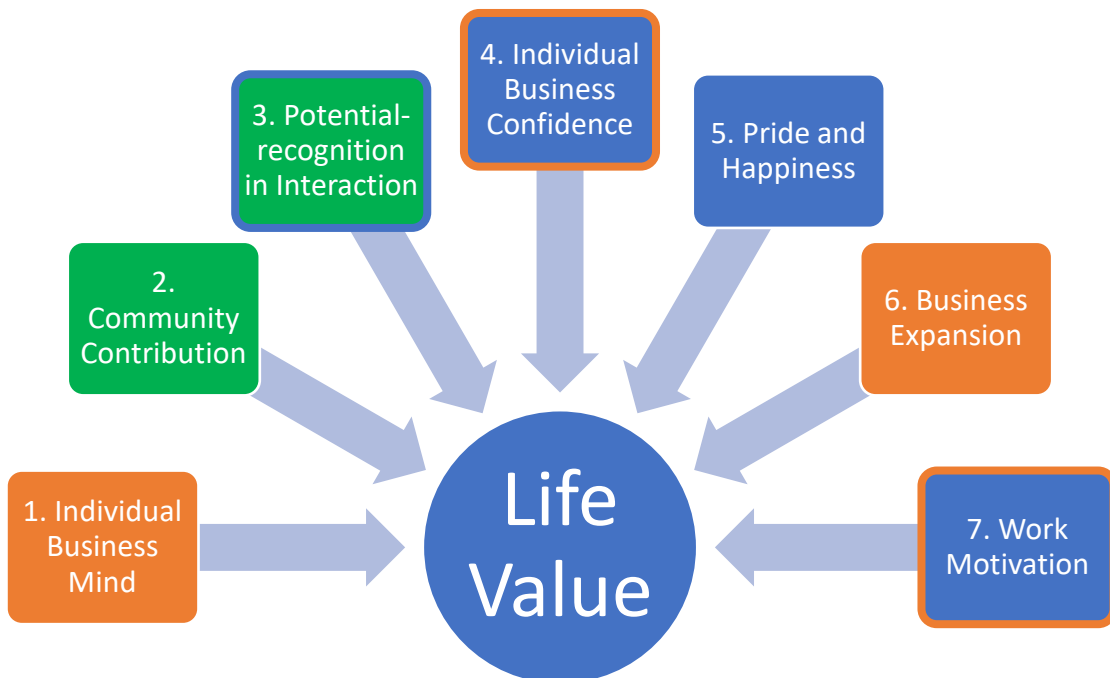
The fourth factor (yellow category) includes items of 10, 11 and 19, which mean business confidence, local wisdom, communication with visitors. Only business confidence indicates a strong, positive contribution to this factor, while local wisdom and visitors' communication show a negative contribution. Therefore, this factor can be named as "**Individual Business Confidence.**"

The fifth factor (gray category) includes items of 1 and 7, which mean pride of work and life happiness. Therefore, this factor can be named as "**Pride and Happiness.**"

The sixth factor (red category) includes items of 6 and 18, which mean business knowledge and network expansion. Therefore, this factor can be named as "**Business Expansion.**"

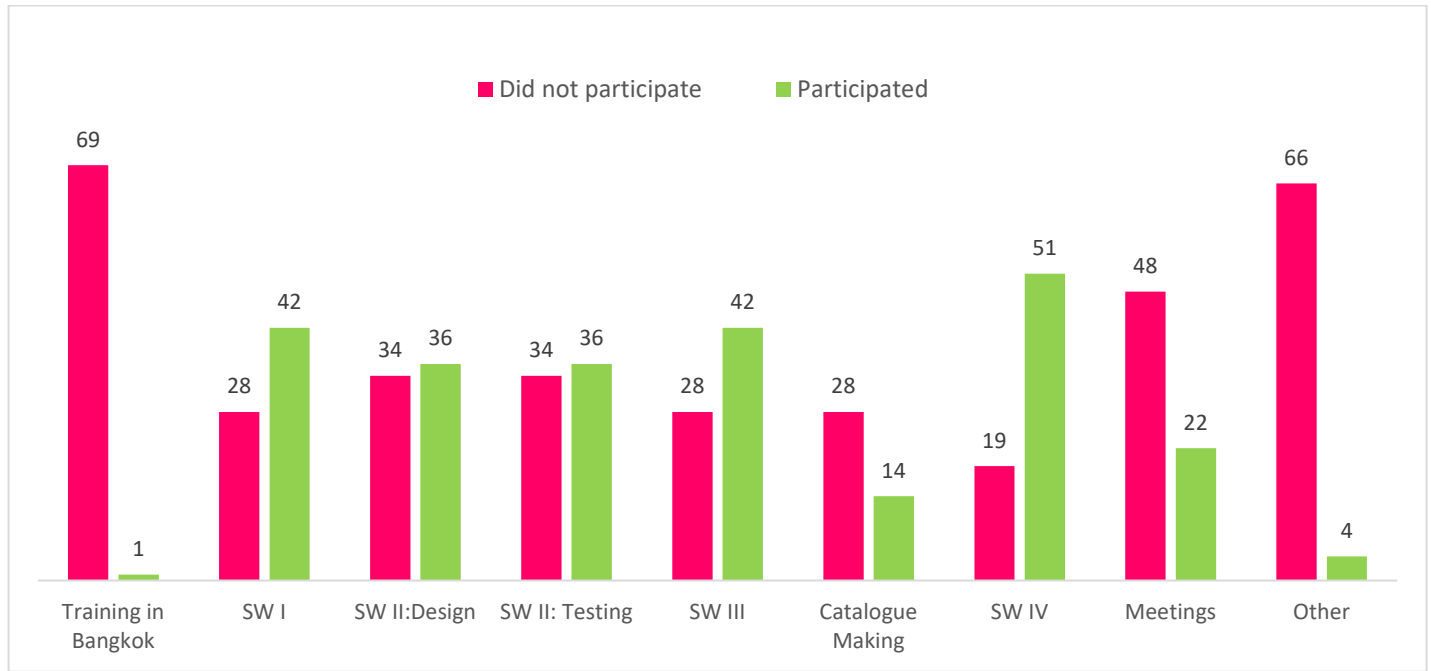
The seventh factor (blue category) includes only one item of 3, "**Work Motivation.**"

To summarize the findings from this analysis, generally saying, Champions' life value is composed of seven factors as below.



The first and sixth factors represent business concern, but the second and third factors indicate Champions' sense of value for community relationship. The rest of the factors are related to individual mental conditions, of which the fourth and seventh factors include business matters.

9) Which activity did you participate in D-HOPE?



10) How many programs do you provide in the catalogue?

Mean = 1.625 (sd= 1.16, n=48)

3. Report on Questionnaire Survey of Nakhon Phanom Province

Submitted on 6th November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

3.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 13th May 2019 in Nakhon Phanom during the workshop of participatory evaluation. [n=10]

For Champions: Data collection was conducted on 14th May 2019 in Nakhon Phanom during the workshop. [n=62]

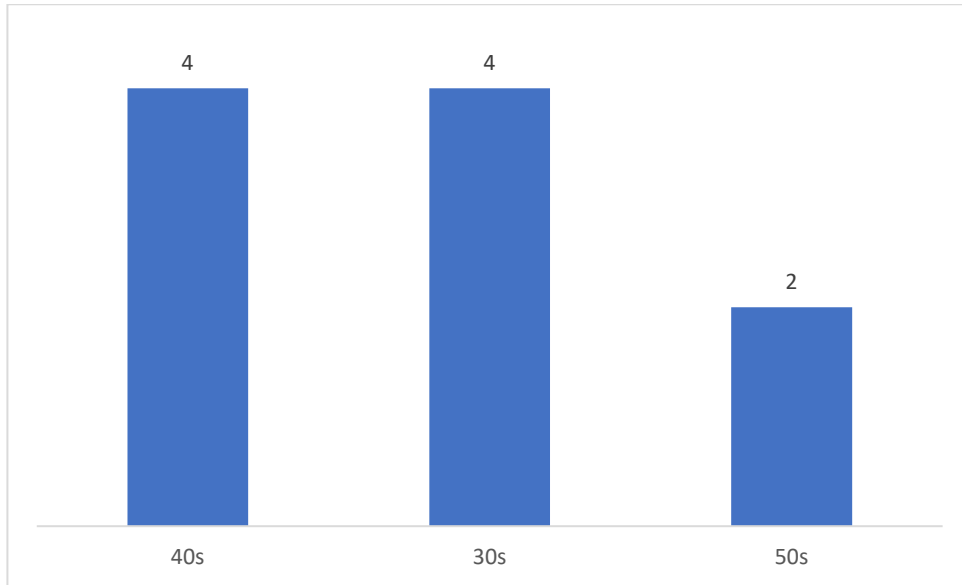
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test was conducted via Microsoft Excel.

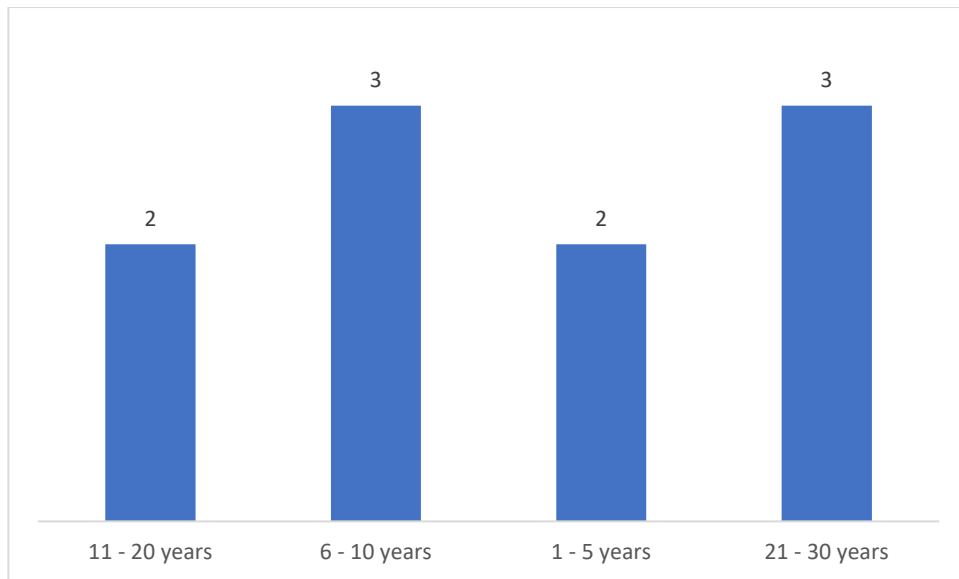
3.2 Officials: Results of Analyses

1) Demographic Information of the Participants

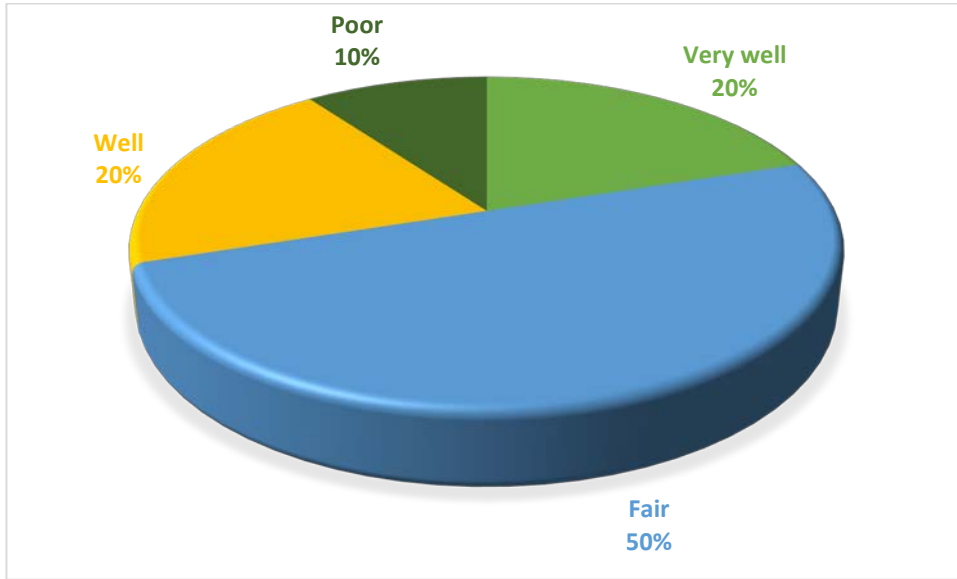
AGE:



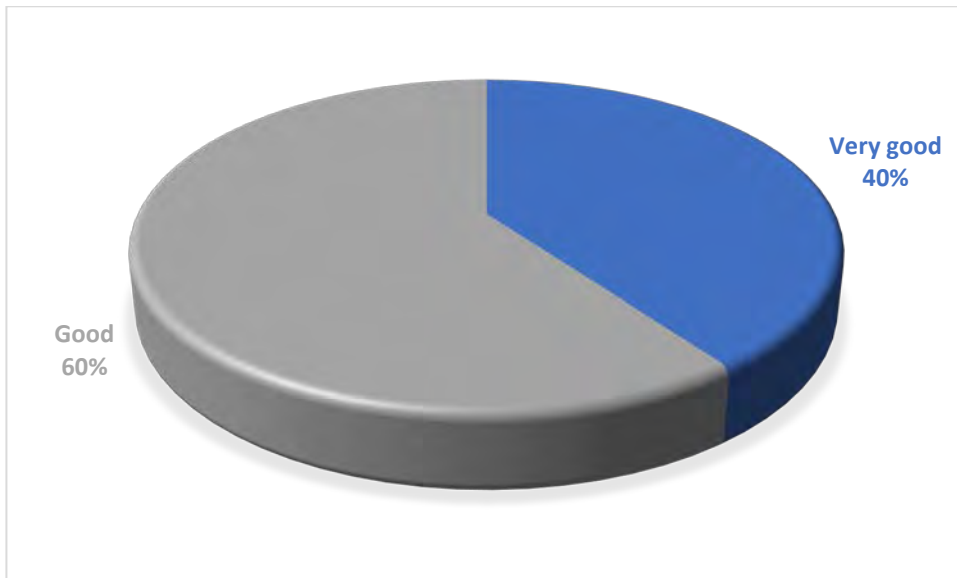
CAREER YEARS:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



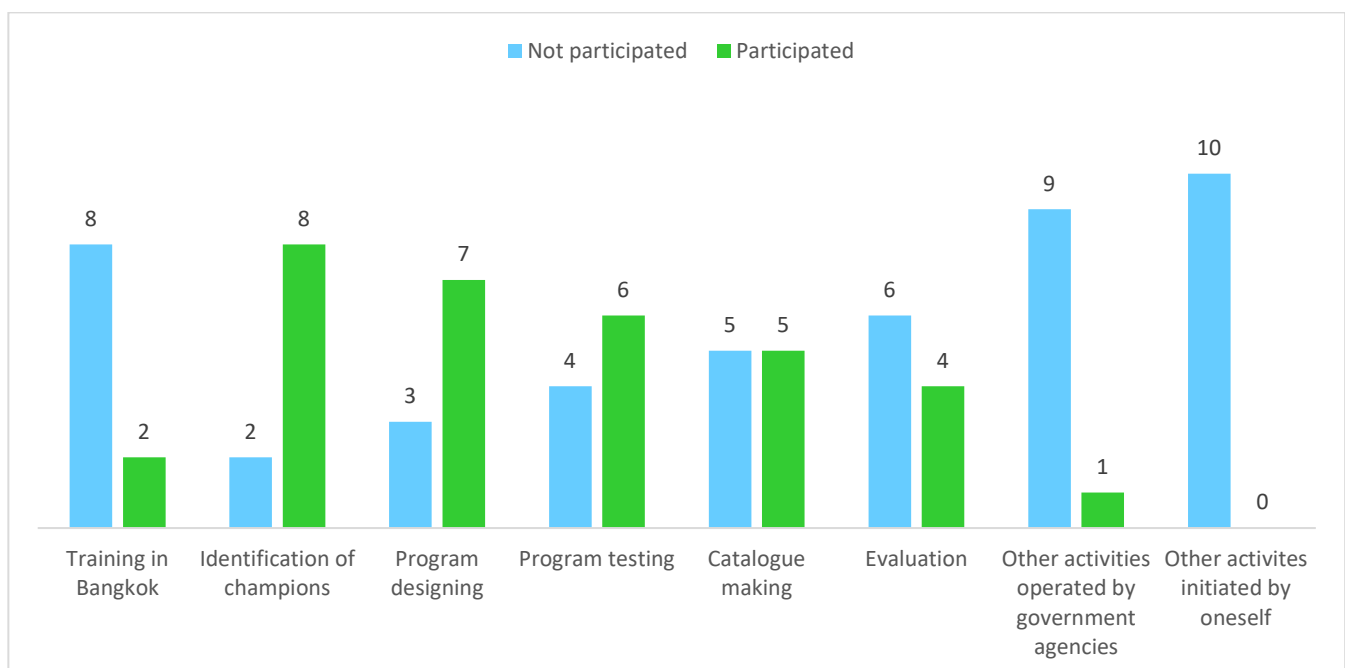
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	7.40	5.60	1.80	1.79 (9, p<0.01)
2	The level of motivation for work.	8.00	6.10	1.90	2.11 (9, p<0.01)
3	The level of pride of my work.	8.30	6.40	1.90	1.98 (9, p<0.01)
4	The level of efficiency of my work.	7.90	6.20	1.70	1.87 (9, p<0.05)
5	The level of productivity of my work.	7.70	5.80	1.90	2.79 (9, p<0.01)
6	The level of facilitation skills of my work.	8.40	6.50	1.90	2.69 (9, p<0.01)
7	The level of knowledge on the community development approaches.	8.60	7.10	1.50	2.54 (9, p<0.01)
8	The level of knowledge on the community-based marketing method.	7.80	6.30	1.50	2.92 (9, p<0.01)
9	<i>The level of knowledge on the community-based entrepreneurship promotion.</i>	<i>7.90</i>	<i>6.80</i>	<i>1.10</i>	<i>2.20</i> <i>(9, p<0.01)</i>
10	The level of relations with the champions.	8.20	6.00	2.20	2.58 (9, p<0.01)
11	The level of happiness of my work.	8.30	6.50	1.80	2.12 (9, p<0.05)

* paired sample t-test by Microsoft Excel

* **Bold:** The largest change / *Italic:* The smallest change

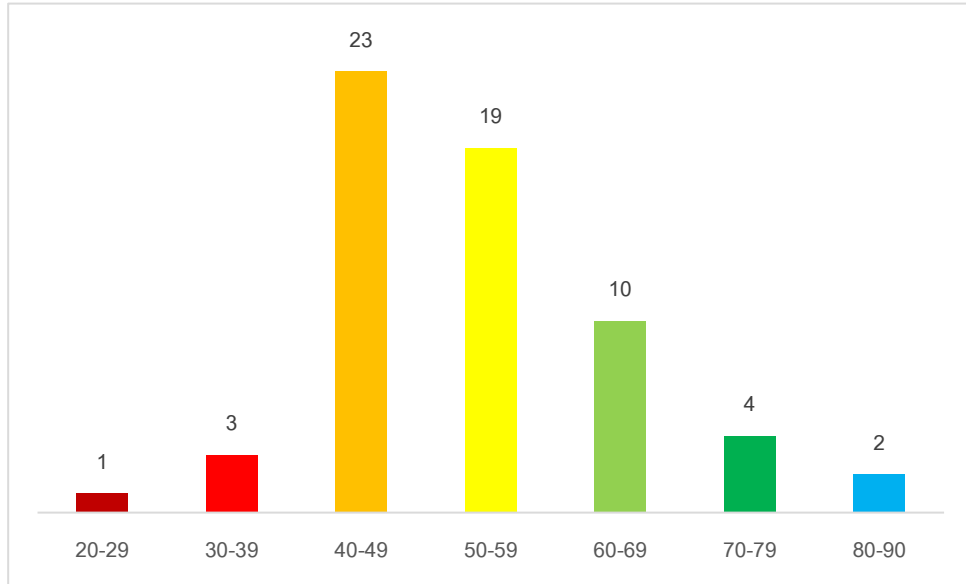
5) Which activity did you participate in D-HOPE?



3.3 Champions: Results of Analyses

0) Demographic Information of the Participants

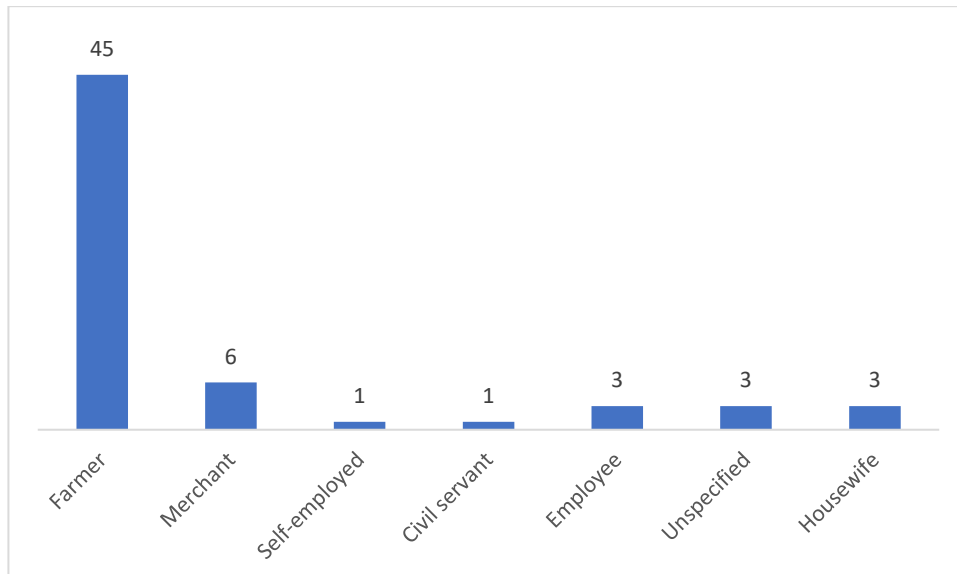
AGE: Mean = 53.56 (yrs old) [S.D. = 11.04]



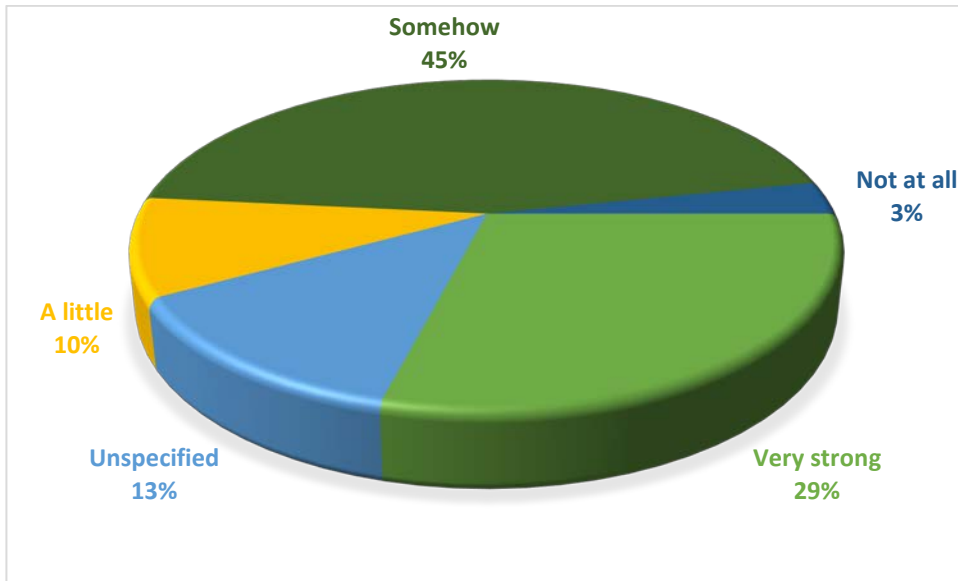
GENDER:

Gender	Frequency (%)
Female	55 (89%)
Male	7 (11%)
Unspecified	0 (0%)

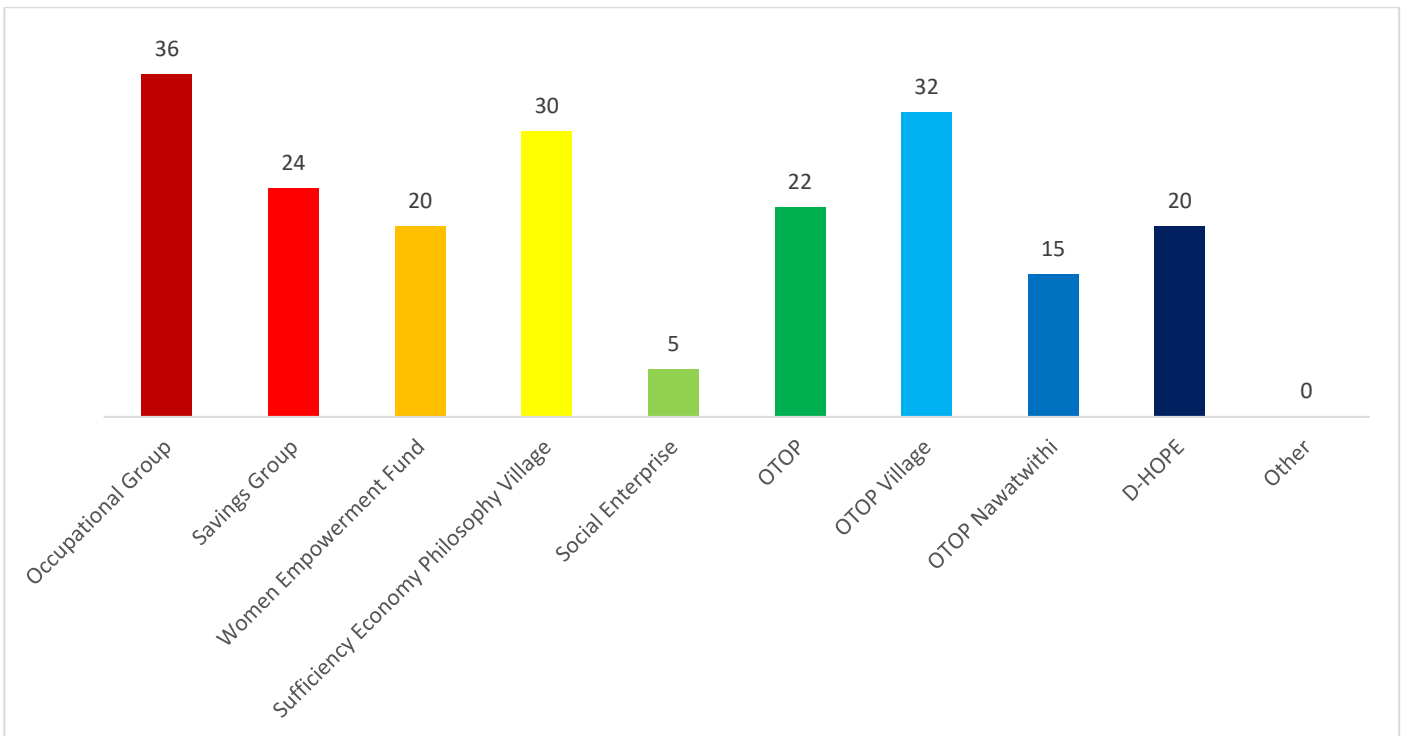
Occupation:



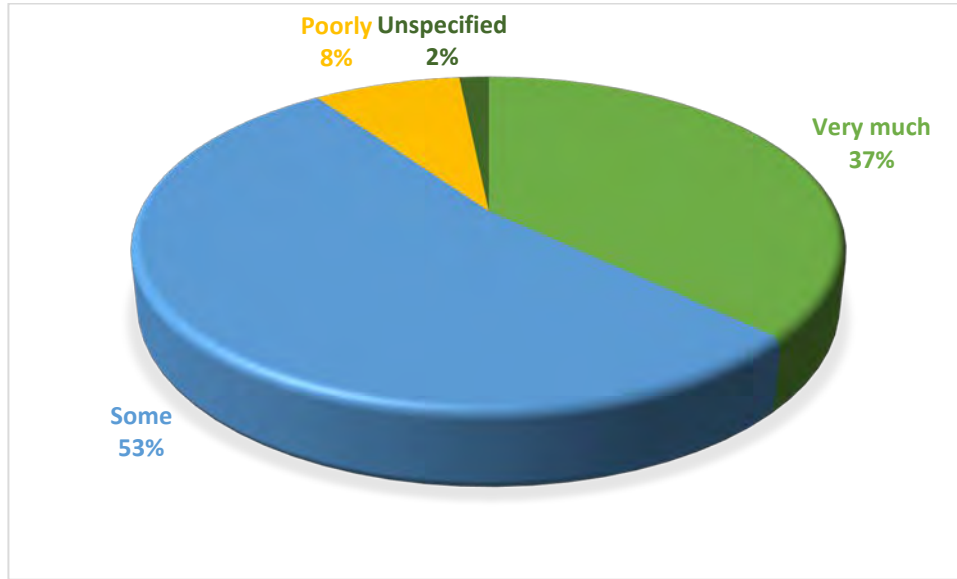
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

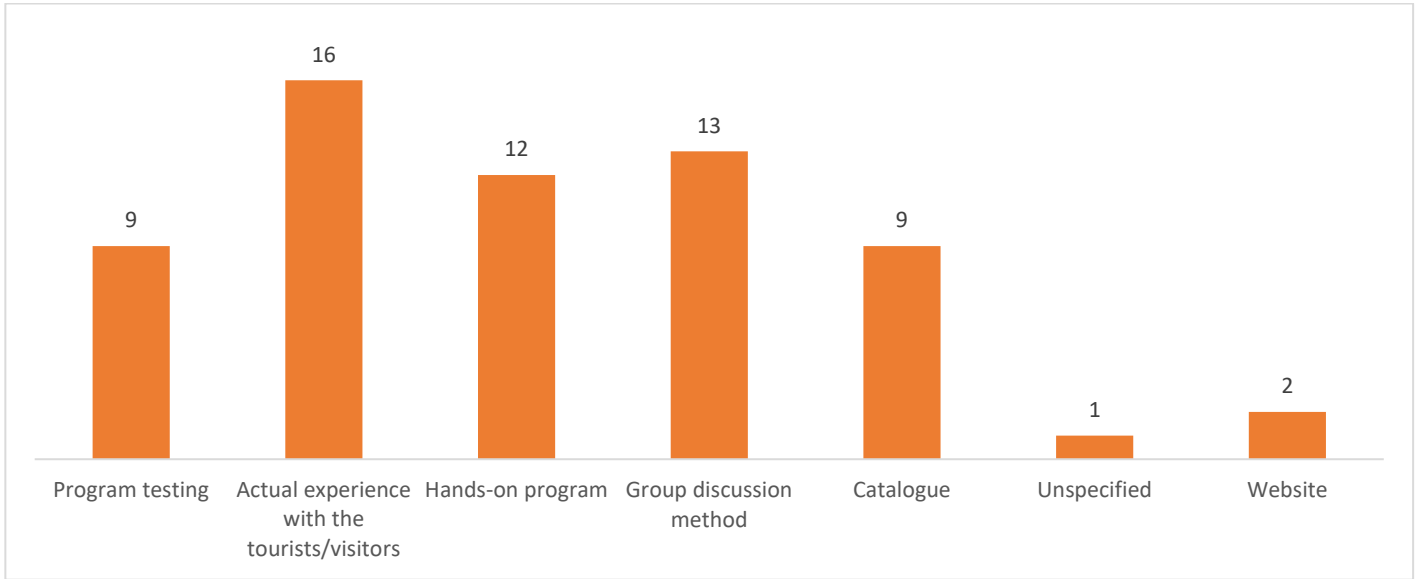


4) Opinions on the D-HOPE Project.

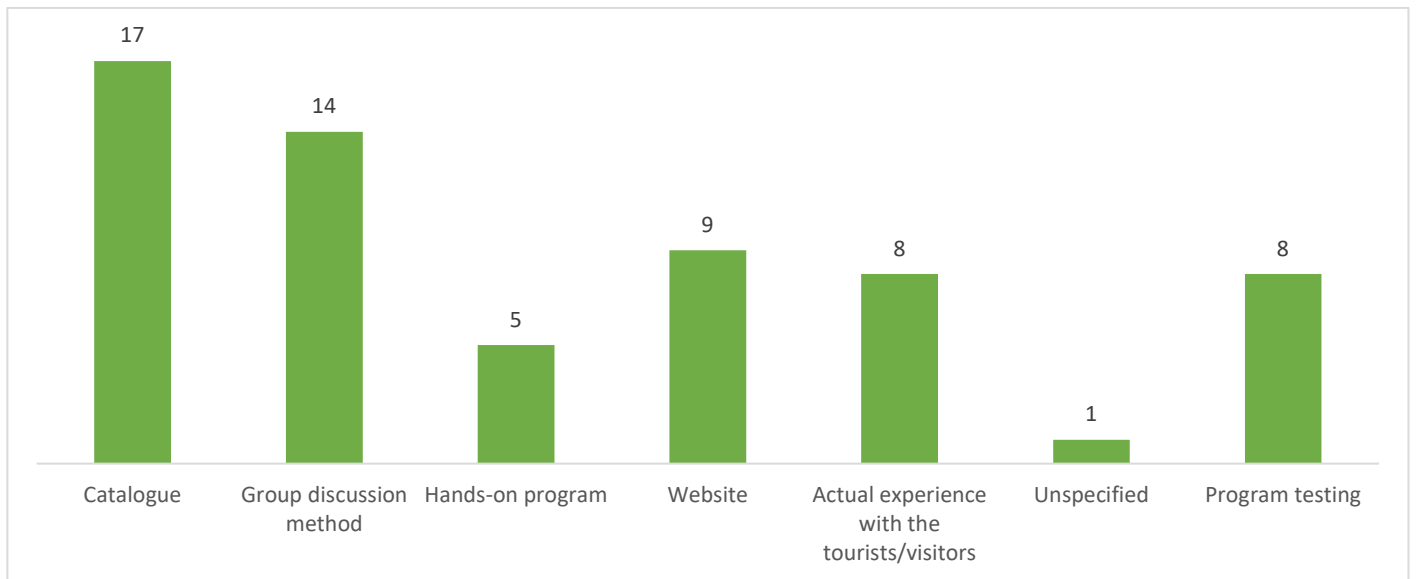
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	41 (66%)	17 (27%)	0 (0%)	0 (0%)	1 (2%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	33 (53%)	28 (45%)	1 (2%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	34 (55%)	26 (42%)	2 (3%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	31 (50%)	27 (43%)	3 (4%)	1 (2%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	34 (55%)	24 (39%)	4 (6%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	31 (50%)	27 (43%)	3 (5%)	0 (0%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	37 (60%)	17 (27%)	8 (13%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



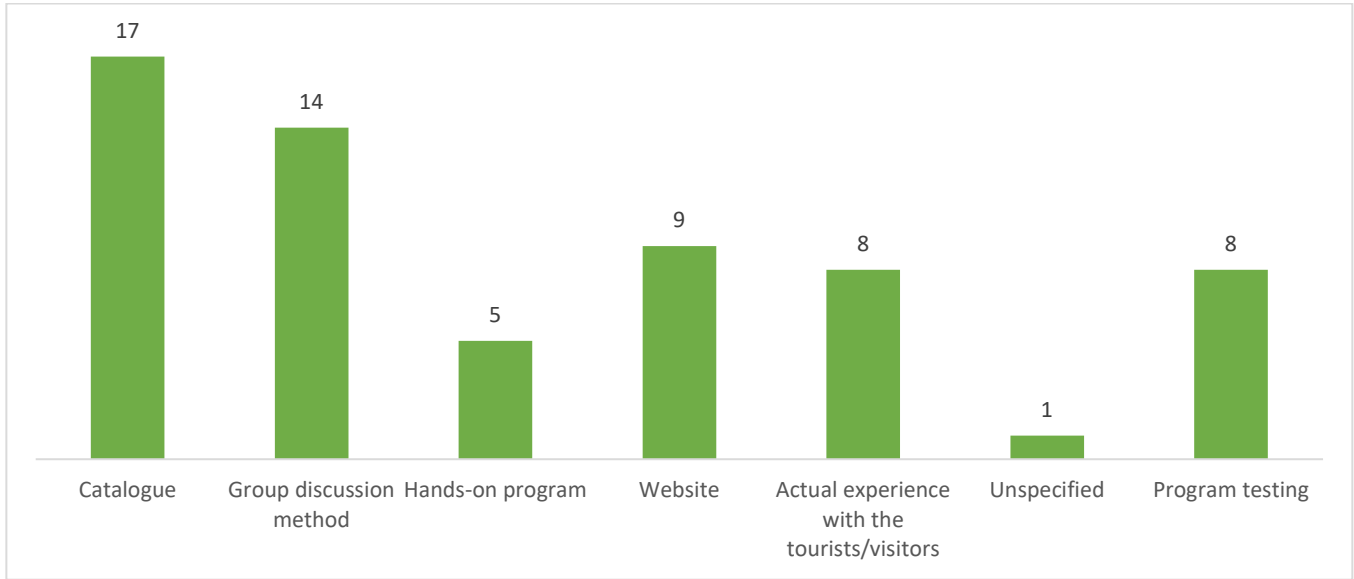
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.42	7.29	2.12	9.67 (61, <.01)
2	Financial conditions in my business	8.31	6.42	1.88	8.64 (61, <.01)
3	Motivation for work	9.15	7.35	1.79	8.53 (61, <.01)
4	Awareness of available resources in my community	9.18	7.40	1.77	8.60 (61, <.01)
5	Confidence in my life	9.27	7.44	1.83	8.51 (61, <.01)
6	Knowledge on business	8.71	6.63	2.08	10.22 (61, <.01)
7	Happiness in my life	9.56	7.68	1.88	9.05 (61, <.01)
8	Self-recognition of my potential skill	8.98	6.89	2.09	9.90 (61, <.01)
9	Interaction with my community	9.10	7.42	1.67	7.74 (61, <.01)
10	Confidence of doing own business	9.11	7.17	1.93	7.85 (61, <.01)
11	Conservation of local wisdom	9.25	7.41	1.83	7.44 (61, <.01)
12	The happiness of belongings to my community	9.46	7.48	1.98	9.86 (61, <.01)
13	Pride of my community	9.56	7.79	1.77	8.34 (61, <.01)
14	Sense of contribution to the community	9.19	7.48	1.70	6.14 (61, <.01)
15	My popularity/fame	8.53	7.01	1.51	6.66 (61, <.01)
16	Quality of my products/services	8.87	6.93	1.93	9.85 (61, <.01)
17	Financial conditions in my life	8.25	6.43	1.82	8.62 (61, <.01)
18	Expansion of my network	8.33	6.41	1.91	9.49 (61, <.01)
19	Communication with visitors	8.72	6.77	1.95	8.30 (61, <.01)
20	Acceptance/Recognition by others	8.77	7.14	1.62	7.07 (61, <.01)

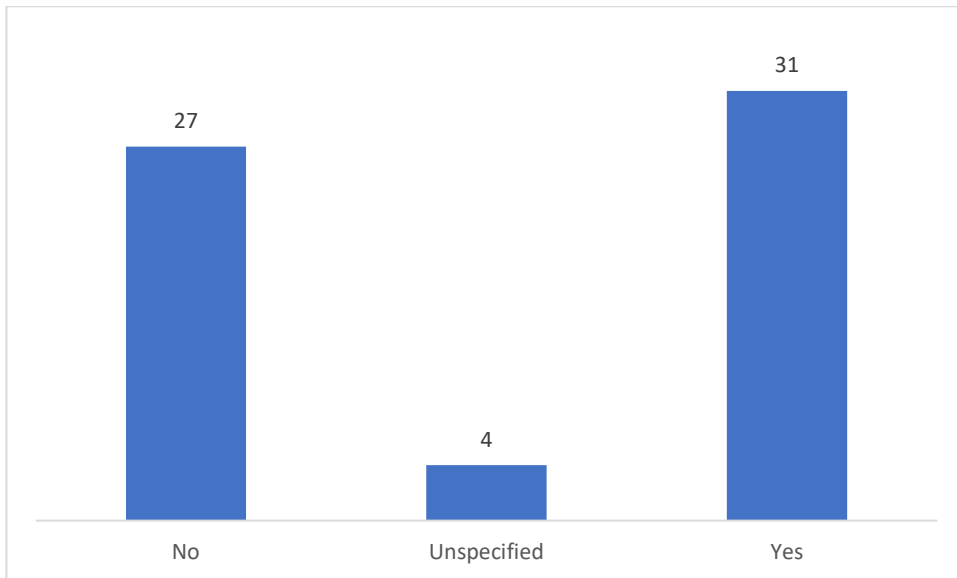
* paired sample t-test by Microsoft Excel

* **Bold:** 3 largest change

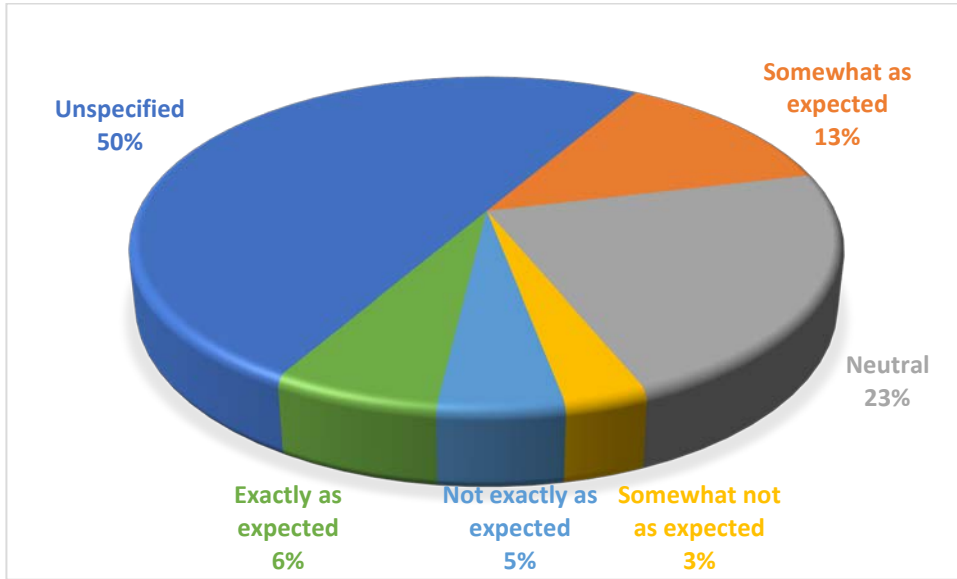
8) Which activity did you participate in D-HOPE?



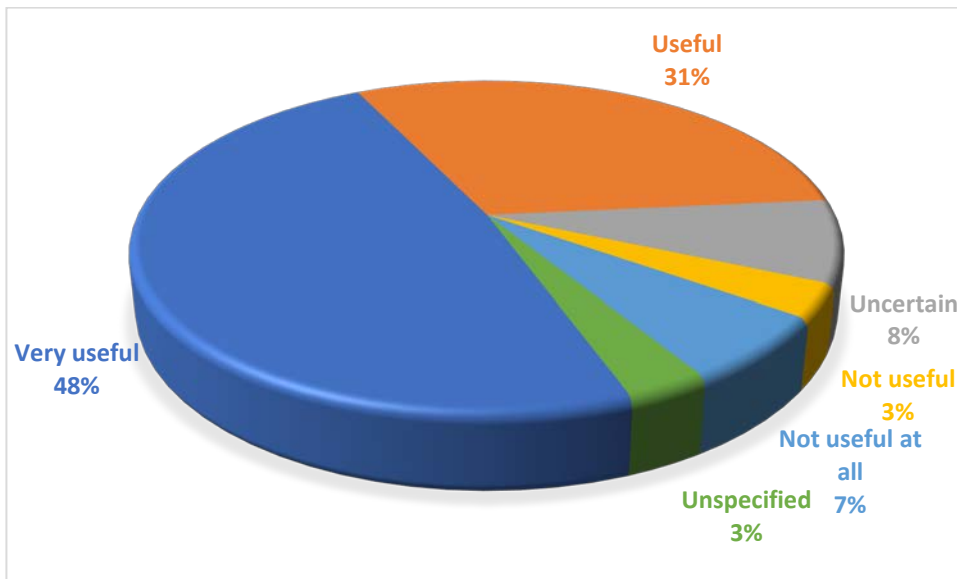
12) Have you checked the content in the catalogue before printing?



12.1) Does the content is as you expected?



13) Does this catalogue facilitate the success to your business?



4. Report on Questionnaire Survey of Mukdahan Province

Submitted on 6th November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

4.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 27th May 2019 in Mukdahan during the workshop of participatory evaluation. [n=23]

For Champions: Data collection was conducted on 28th May 2019 in Mukdahan during the workshop. [n=57]

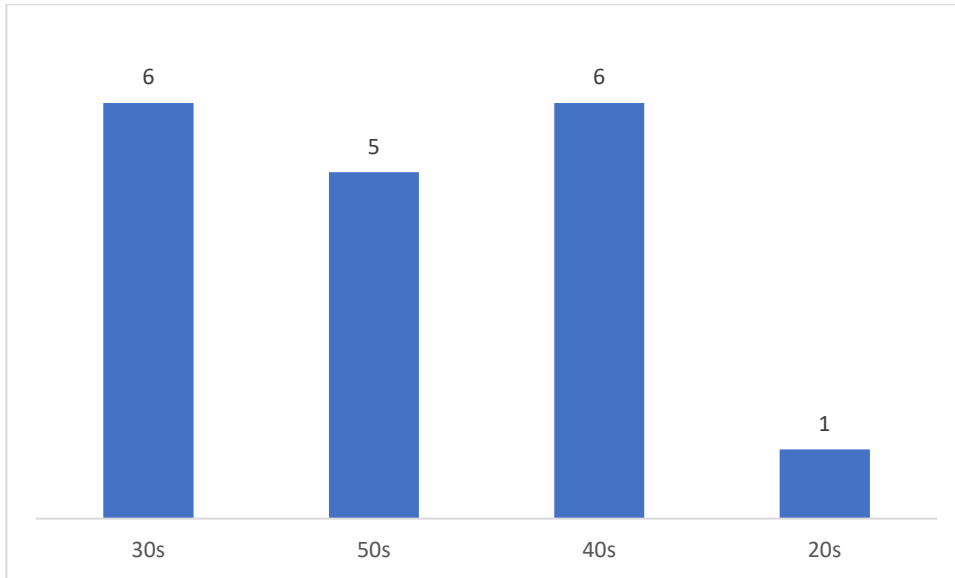
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted via Microsoft Excel.

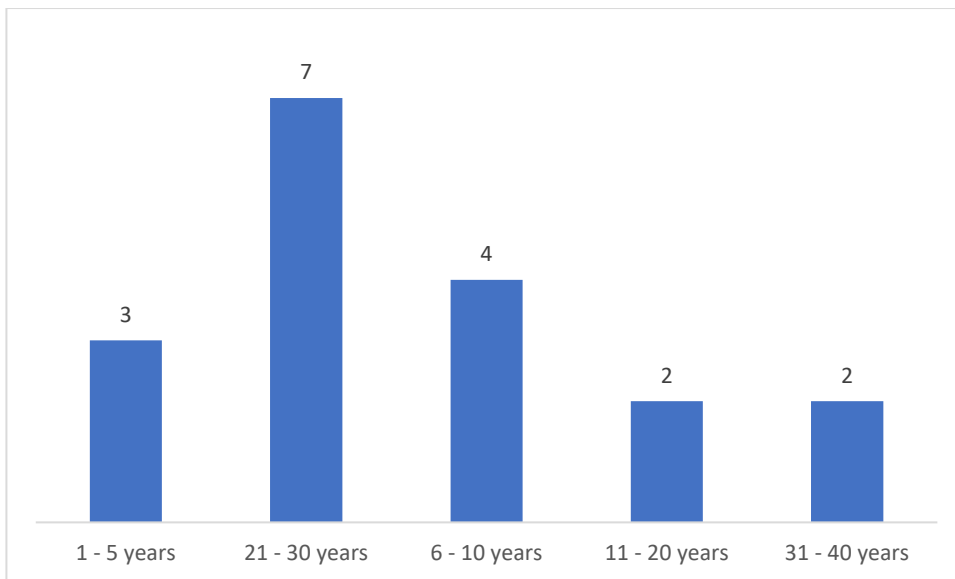
4.2 Officials: Results of Analyses

1) Demographic Information of the Participants

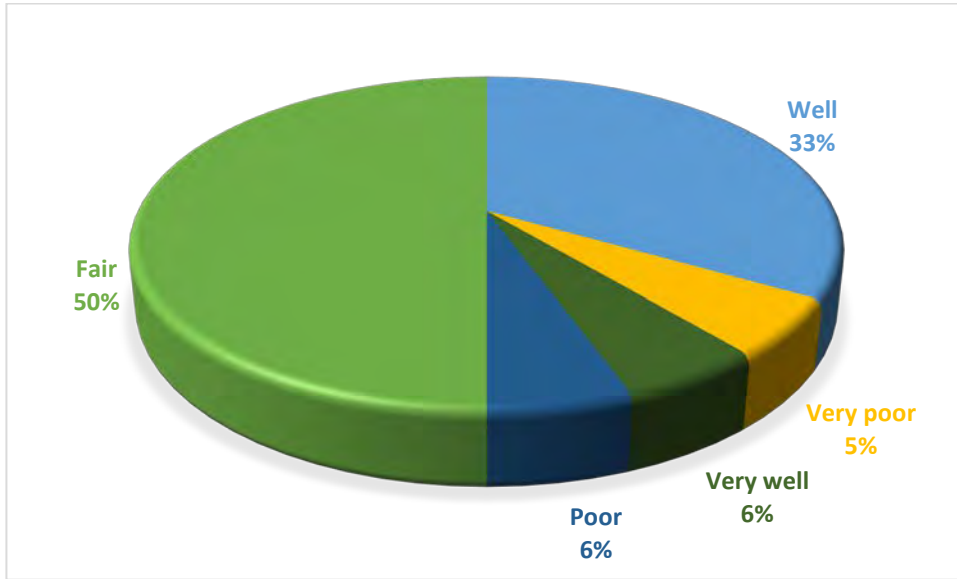
AGE:



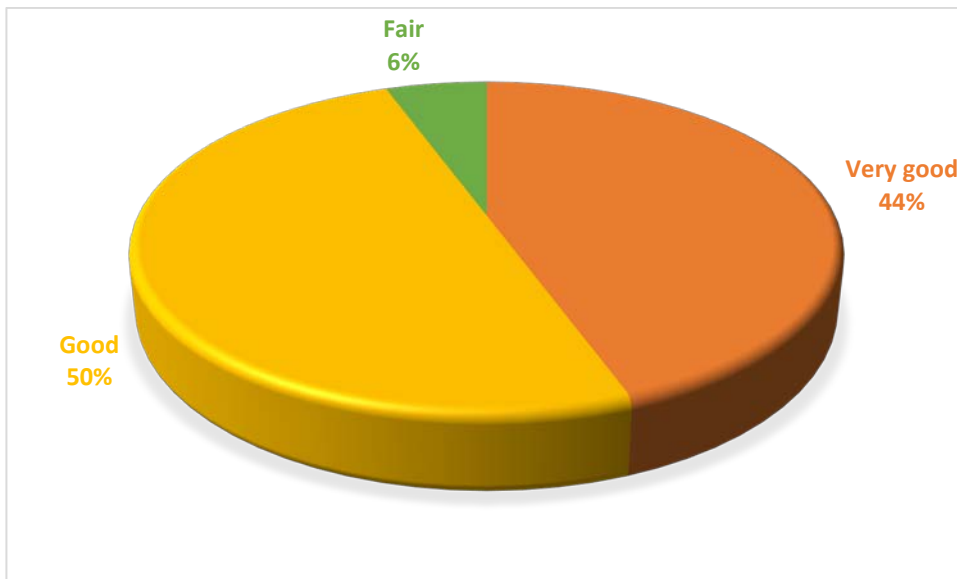
CAREER YEAR:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



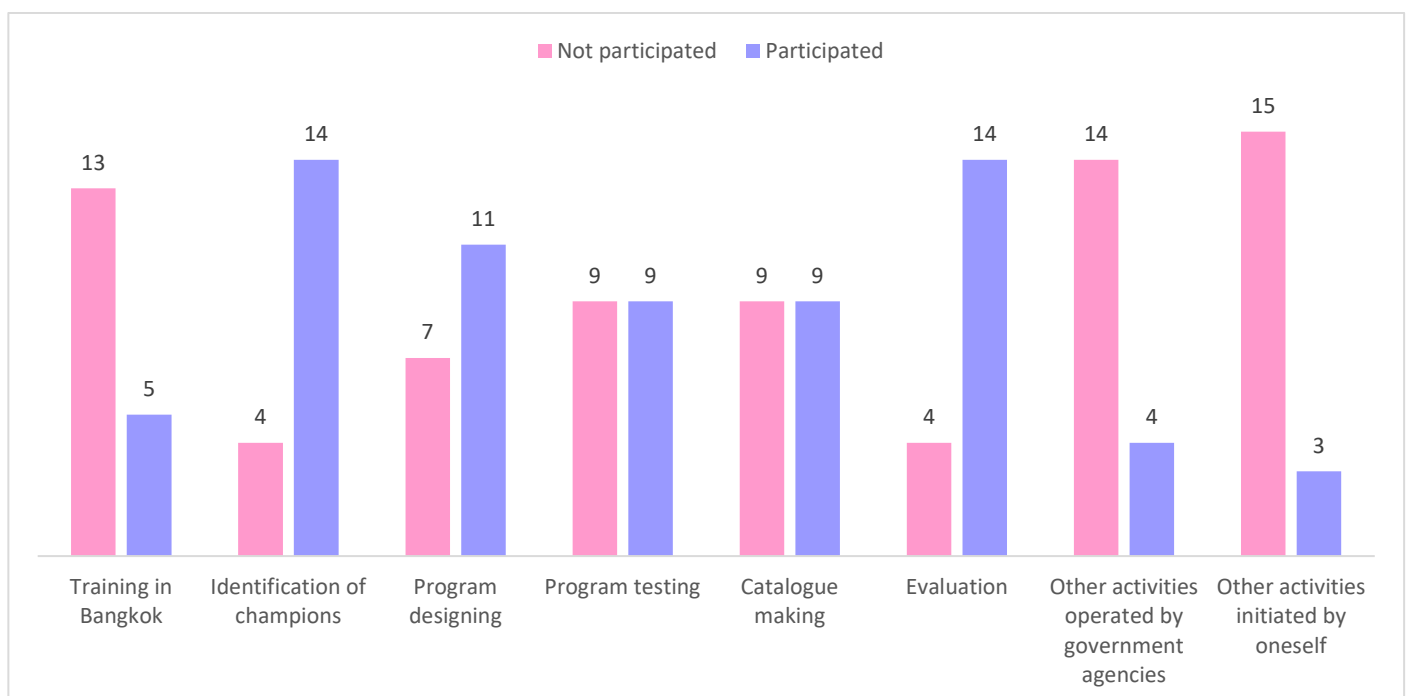
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	8.56	5.56	3.00	5.98 (17, p<0.01)
2	The level of motivation for work.	8.67	6.44	2.22	5.00 (17, p<0.01)
3	The level of pride of my work.	9.00	6.67	2.33	5.45 (17, p<0.01)
4	The level of efficiency of my work.	8.56	6.72	1.83	4.01 (17, p<0.01)
5	The level of productivity of my work.	8.28	6.33	1.94	4.33 (17, p<0.01)
6	The level of facilitation skills of my work.	8.83	7.50	1.33	3.27 (17, p<0.01)
7	<i>The level of knowledge on the community development approaches.</i>	<i>9.22</i>	<i>8.11</i>	<i>1.11</i>	<i>3.50 (17, p<0.01)</i>
8	The level of knowledge on the community-based marketing method.	8.33	6.67	1.67	4.50 (17, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	8.56	6.33	2.22	5.70 (17, p<0.01)
10	The level of relations with the champions.	8.83	6.94	1.89	4.44 (17, p<0.01)
11	The level of happiness of my work.	8.94	7.61	1.33	3.93 (17, p<0.01)

* paired sample t-test by Microsoft Excel.

* **Bold:** The largest change / *Italic:* The smallest change

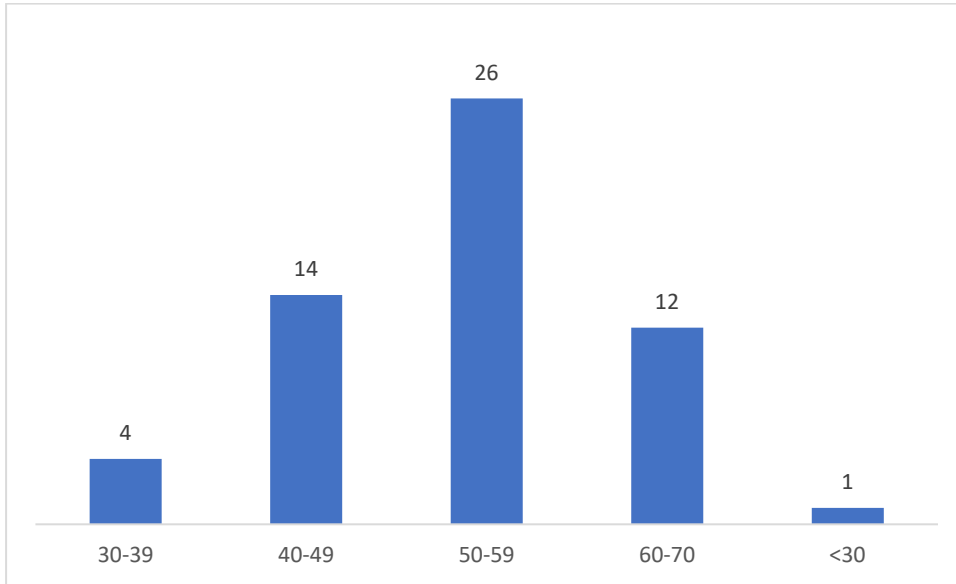
5) Which activity did you participate in D-HOPE?



4.3 Champions: Results of Analyses

0) Demographic Information of the Participants

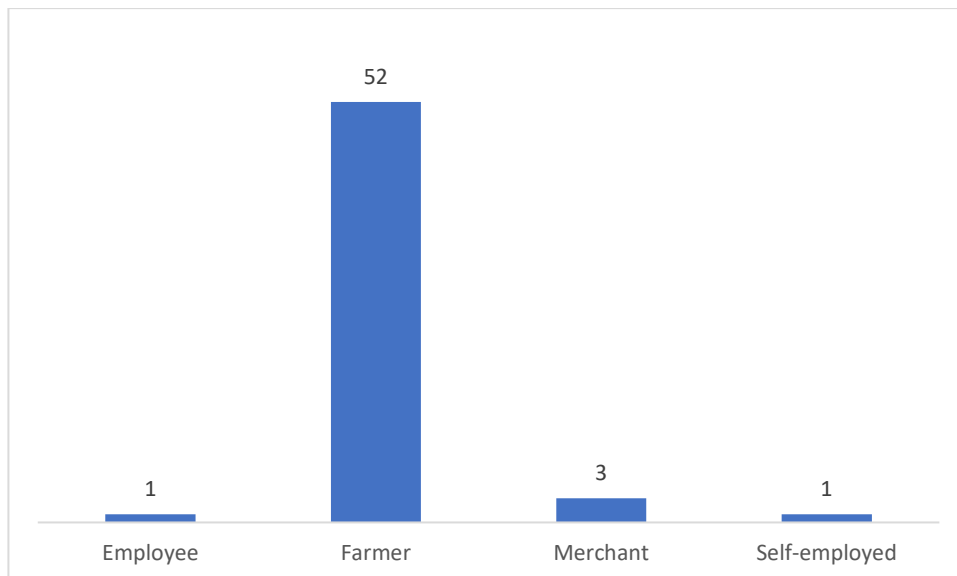
AGE: Mean = 53.48 (yrs old) [S.D. = 8.79]



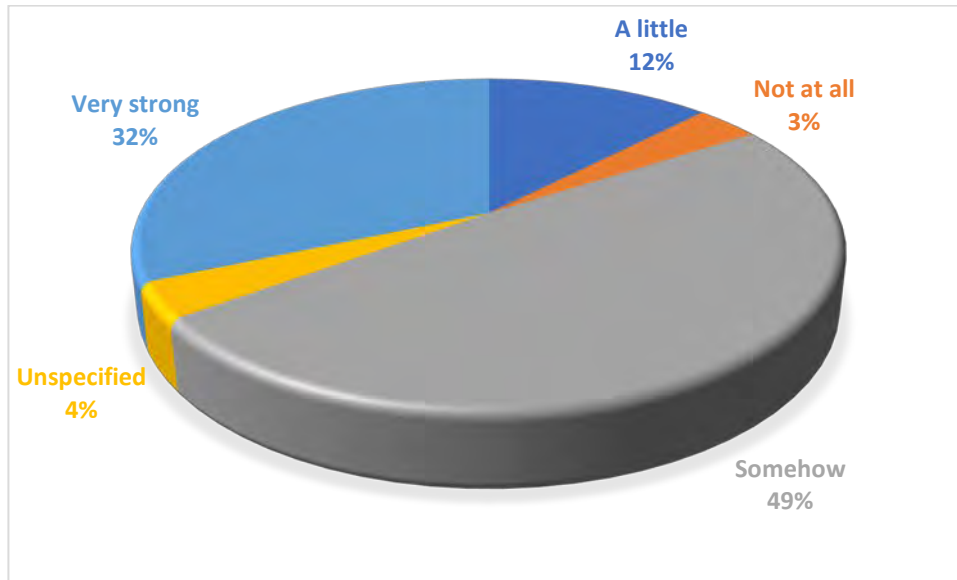
GENDER:

Gender	Frequency (%)
Female	51 (89%)
Male	5 (9%)
Unspecified	1 (2%)

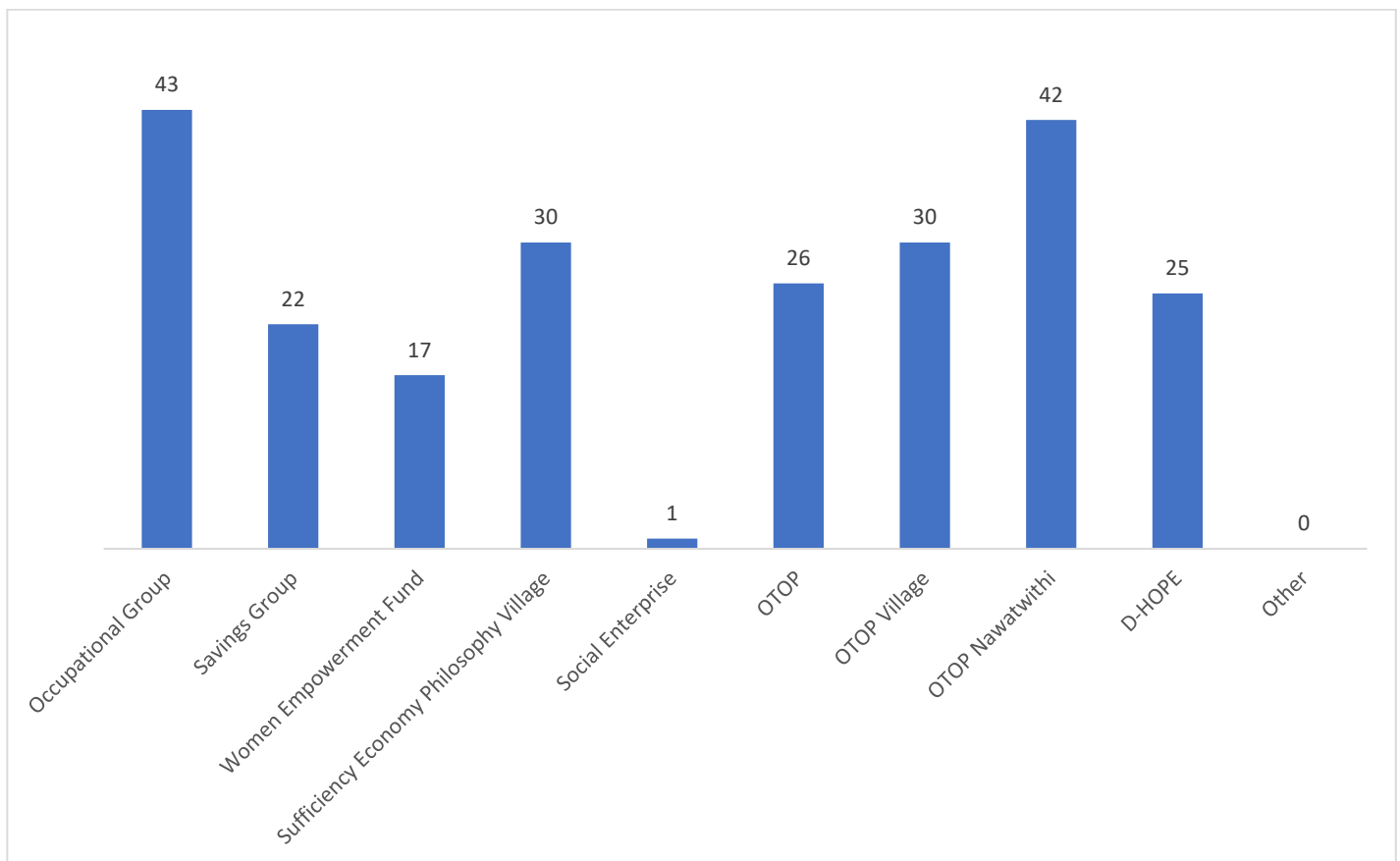
OCCUPATION:



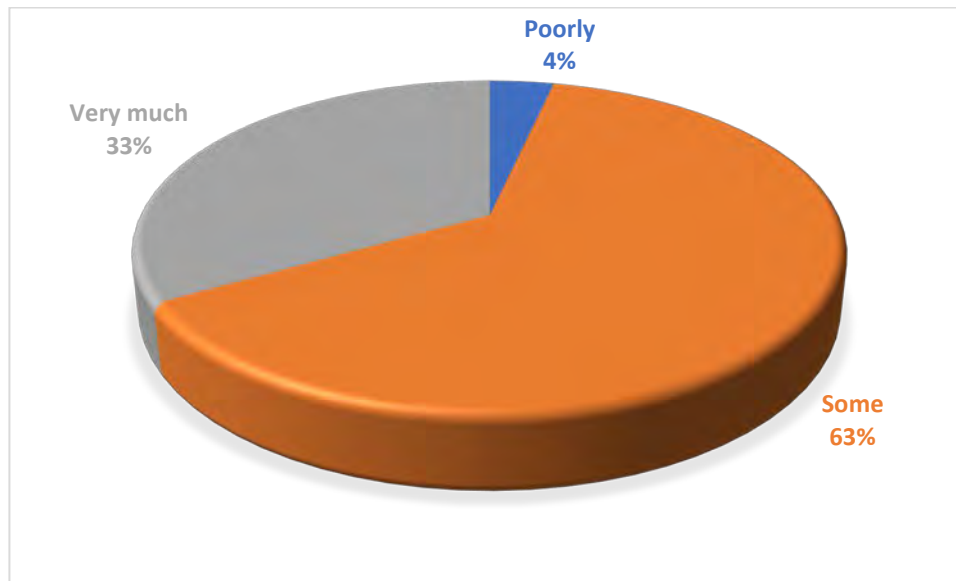
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

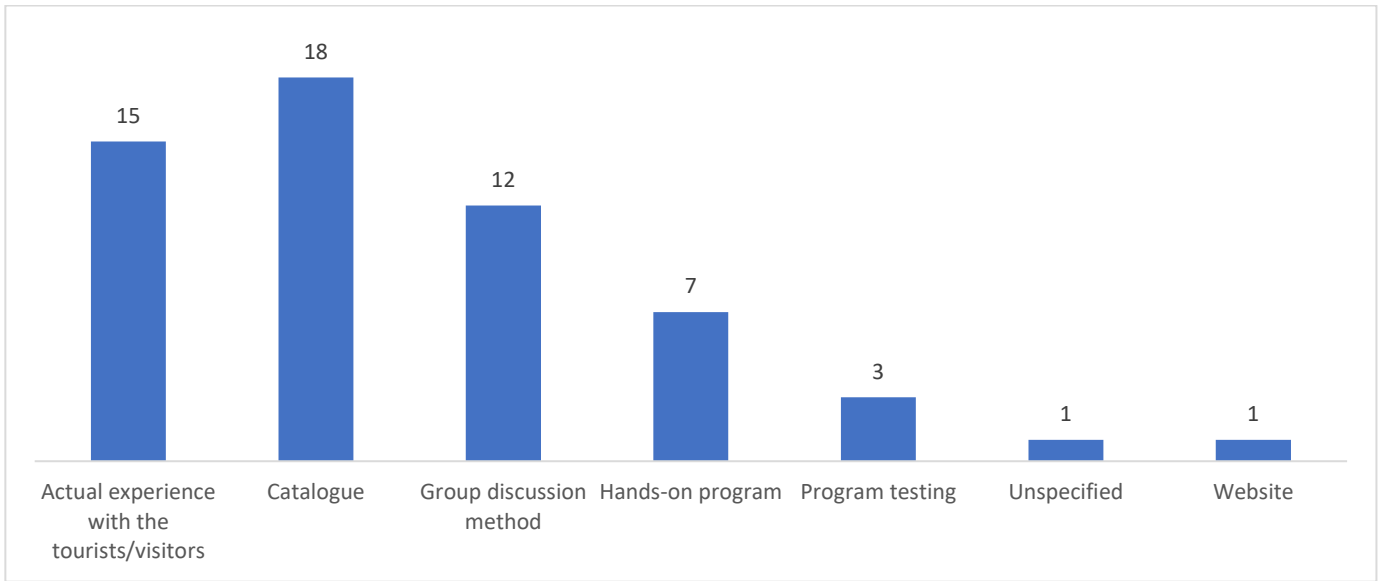


4) Opinions on the D-HOPE Project.

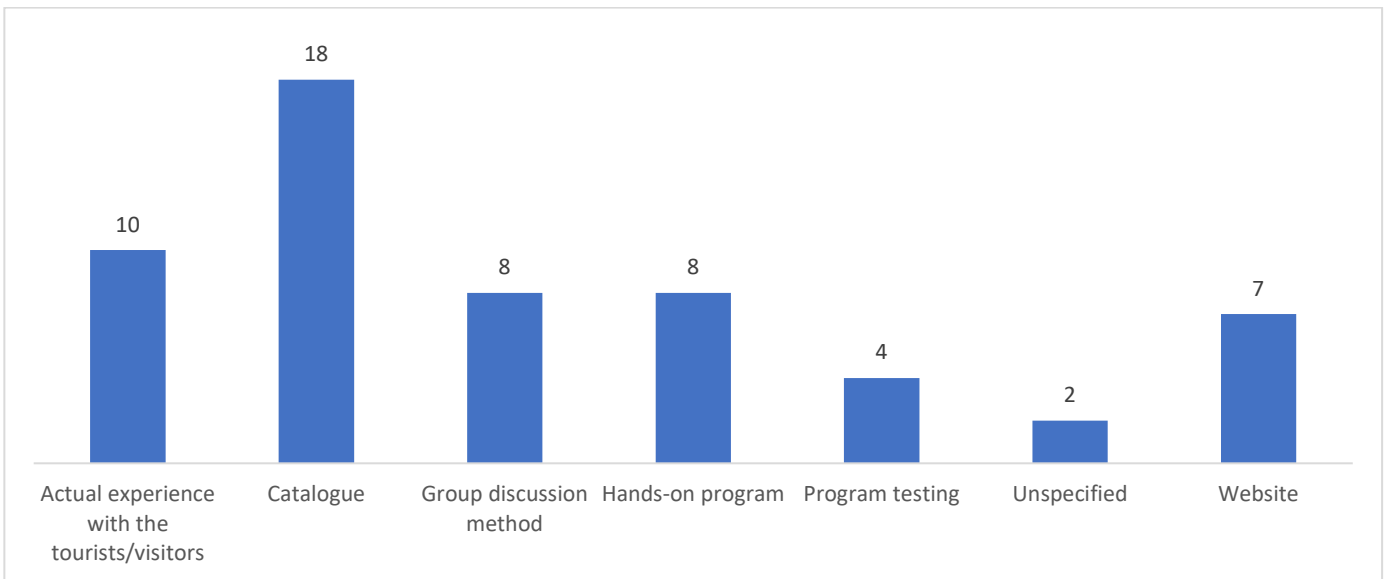
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	40 (70%)	17 (30%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	32 (56%)	23 (40%)	2 (4%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	23 (40%)	30 (53%)	4 (7%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	24 (42%)	29 (51%)	3 (5%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	30 (53%)	24 (42%)	2 (3%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	17 (30%)	31 (54%)	7 (12%)	0 (0%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	32 (56%)	20 (35%)	4 (7%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



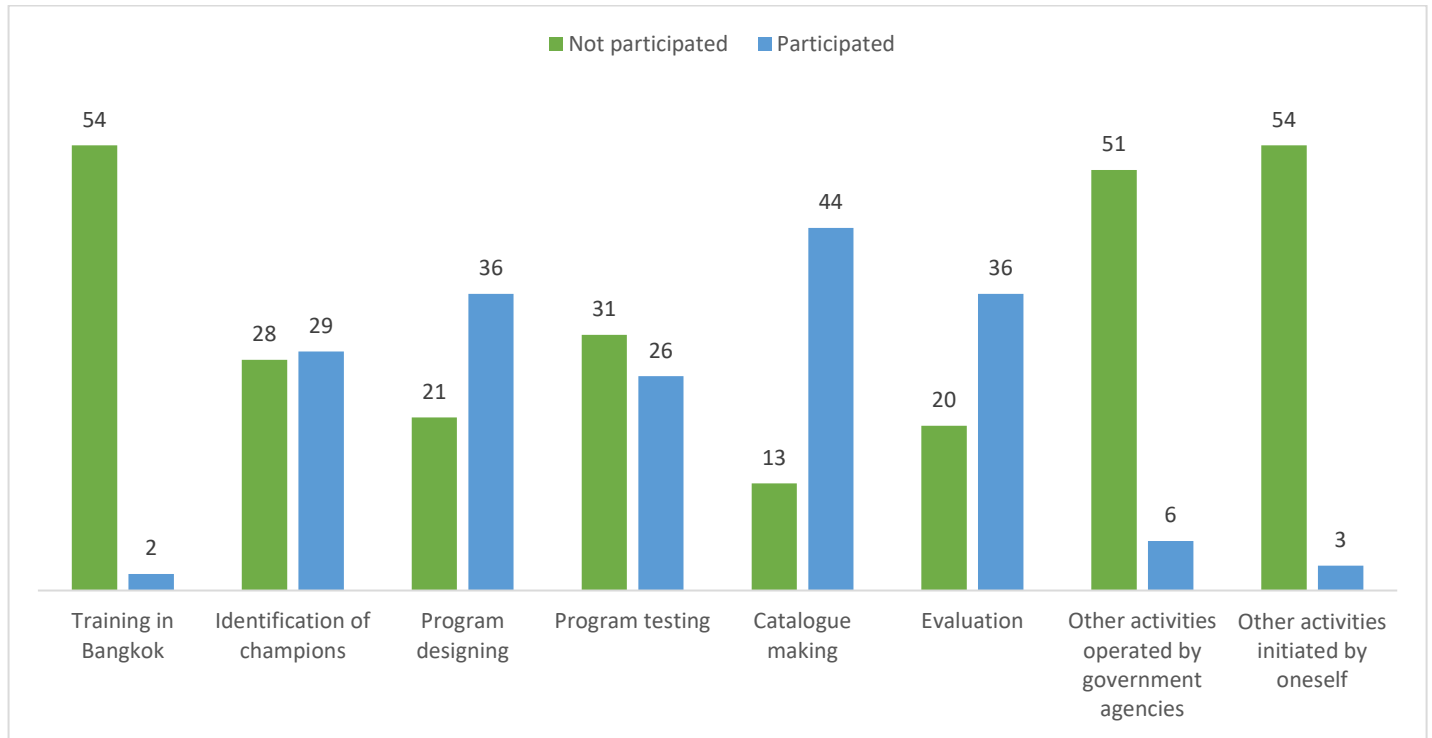
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.64	6.75	2.89	10.11 (56, <.01)
2	Financial conditions in my business	9.01	5.54	2.47	7.93 (56, <.01)
3	Motivation for work	8.93	6.24	2.68	11.75 (56, <.01)
4	Awareness of available resources in my community	9.00	6.71	2.28	9.21 (56, <.01)
5	Confidence in my life	9.31	6.98	2.33	9.03 (56, <.01)
6	Knowledge on business	8.43	6.40	2.03	10.01 (56, <.01)
7	Happiness in my life	9.45	7.33	2.12	8.31 (56, <.01)
8	Self-recognition of my potential skill	8.89	6.93	1.96	9.81 (56, <.01)
9	Interaction with my community	9.36	7.31	2.05	7.76 (56, <.01)
10	Confidence of doing own business	9.35	7.08	2.26	8.23 (56, <.01)
11	Conservation of local wisdom	9.42	7.14	2.28	9.40 (56, <.01)
12	The happiness of belongings to my community	9.61	7.71	1.89	7.19 (56, <.01)
13	Pride of my community	9.82	8.07	1.75	6.76 (56, <.01)
14	Sense of contribution to the community	9.45	7.43	2.01	7.40 (56, <.01)
15	My popularity/fame	8.77	6.63	2.14	9.65 (56, <.01)
16	Quality of my products/services	9.07	7.01	2.05	9.20 (56, <.01)
17	Financial conditions in my life	8.28	6.21	2.07	11.48 (56, <.01)
18	Expansion of my network	8.43	6.12	2.31	10.14 (56, <.01)
19	Communication with visitors	9.05	6.42	2.63	10.80 (56, <.01)
20	Acceptance/Recognition by others	9.21	7.07	2.14	8.61 (56, <.01)

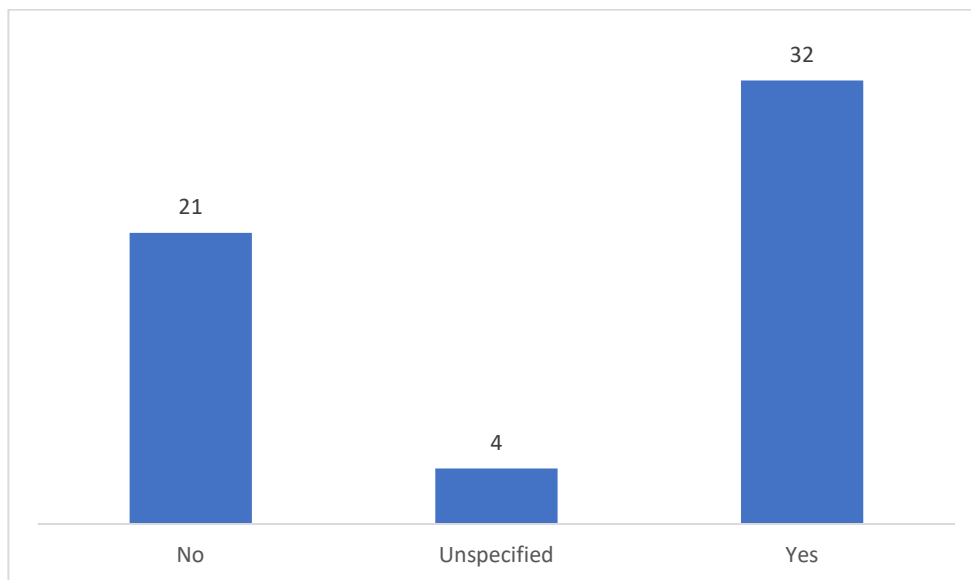
* paired sample t-test by Microsoft Excel.

* **Bold:** 3 largest change

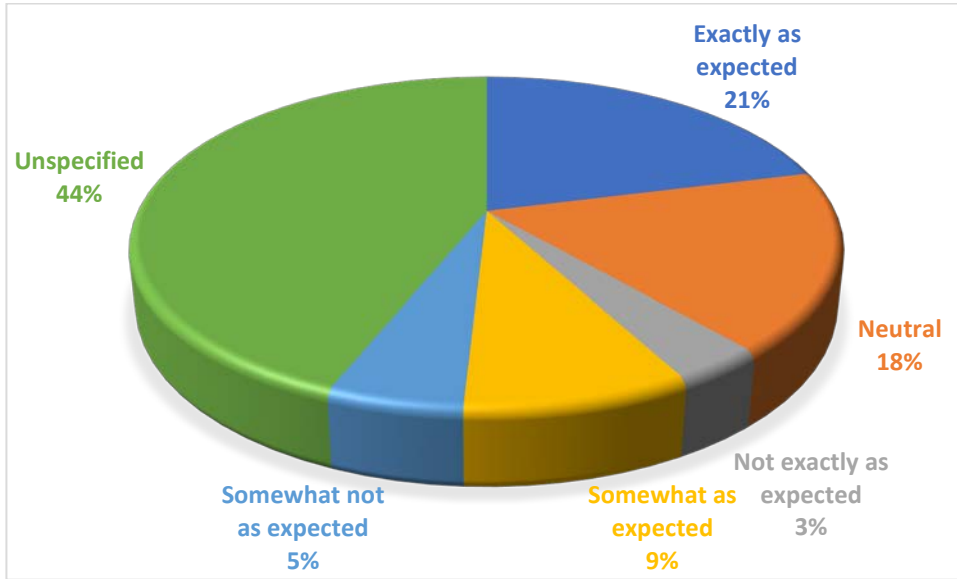
8) Which activity did you participate in D-HOPE?



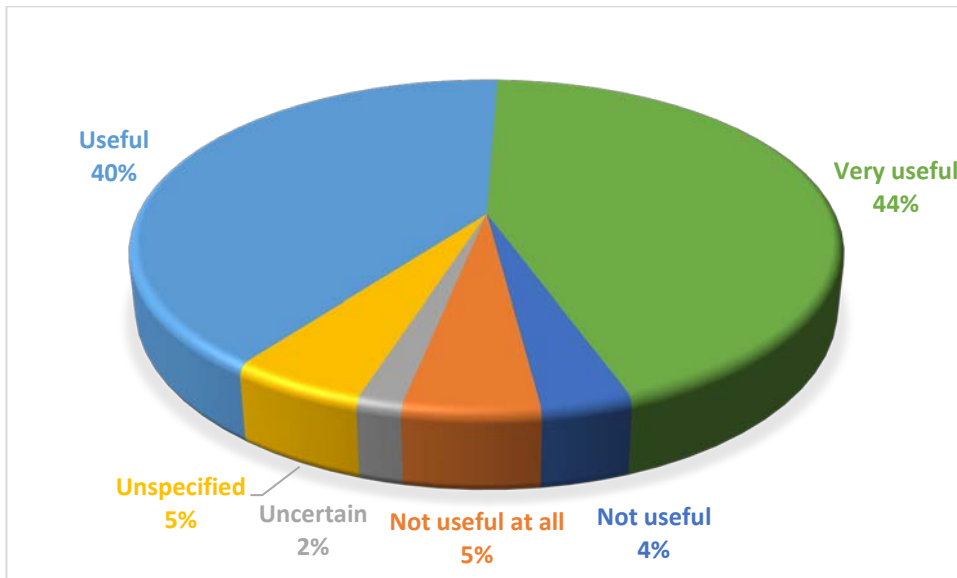
12) Have you checked the content in the catalogue before printing?



12.1) Does the content is as you expected?



13) Does this catalogue facilitate the success to your business?



5. Report on Questionnaire Survey of Surin Province

Submitted on 6th November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

5.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 30th May 2019 in Surin during the workshop of participatory evaluation. [n=16]

For Champions: Data collection was conducted on 31st May 2019 in Surin during the workshop. [n=74]

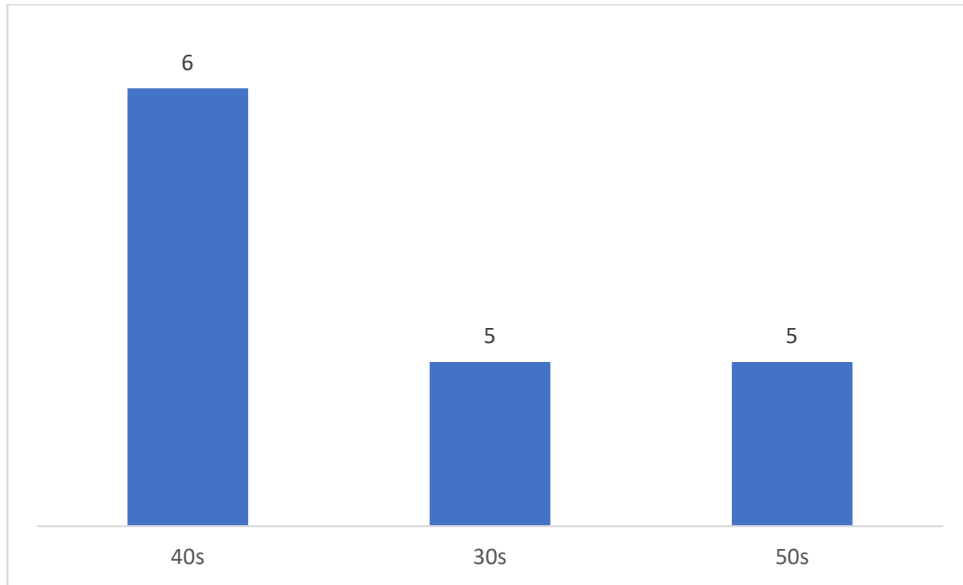
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted via Microsoft Excel.

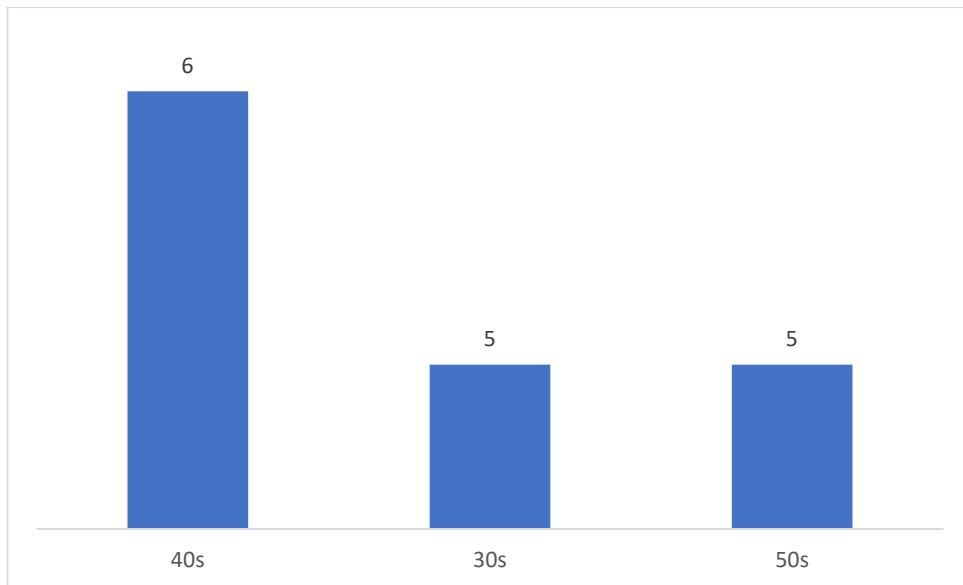
5.2 Officials: Results of Analyses

1) Demographic Information of the Participants

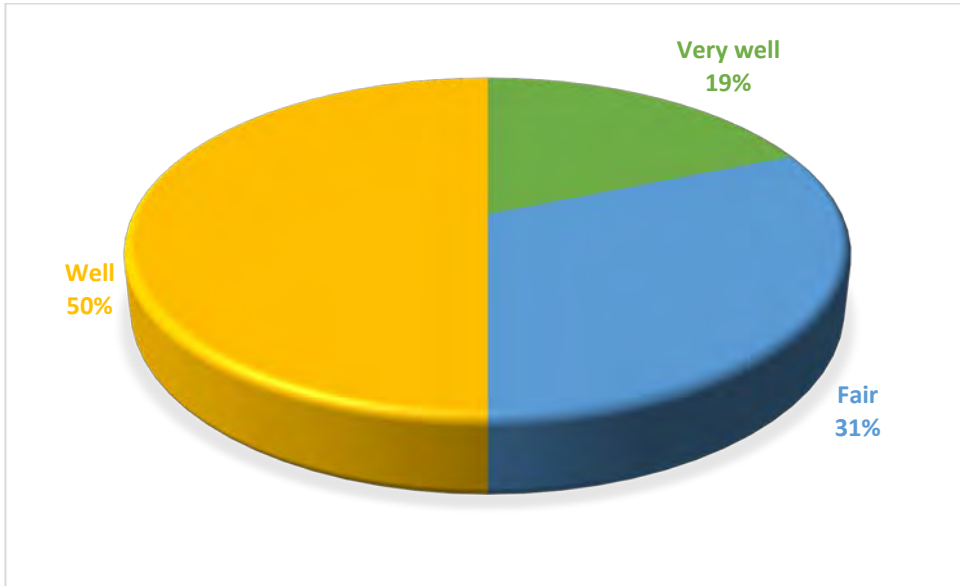
AGE:



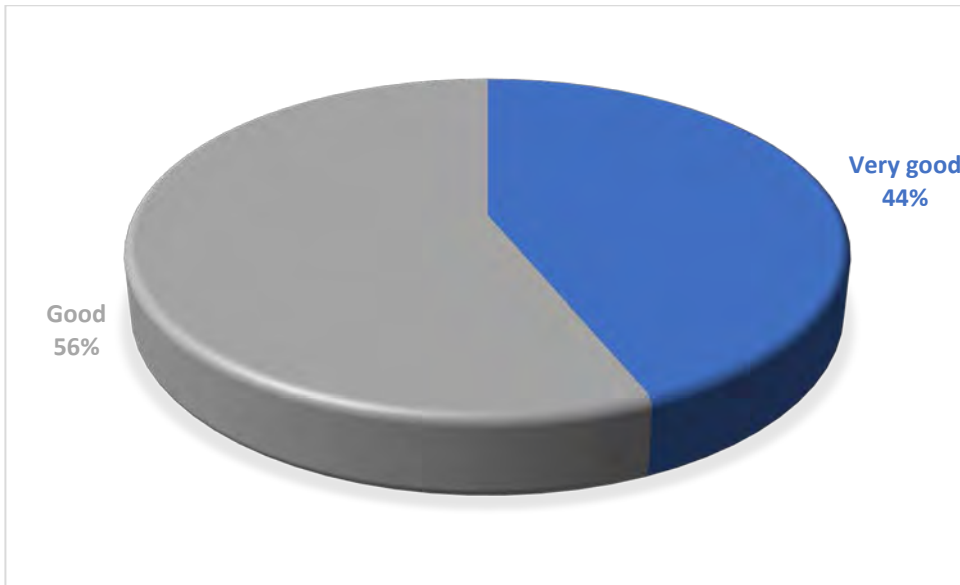
CAREER YEAR:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



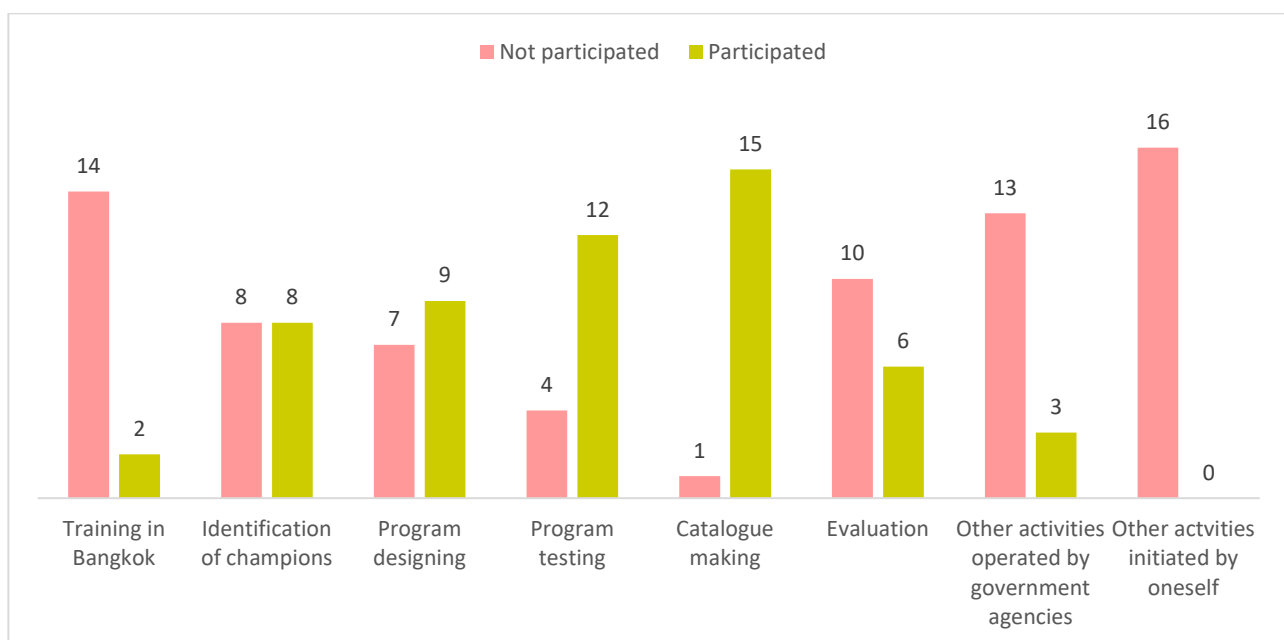
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	7.94	5.69	2.25	5.63 (15, p<0.01)
2	The level of motivation for work.	7.94	5.75	2.19	4.70 (15, p<0.01)
3	The level of pride of my work.	8.63	6.50	2.13	5.36 (15, p<0.01)
4	The level of efficiency of my work.	8.06	6.19	1.88	5.03 (15, p<0.01)
5	The level of productivity of my work.	7.81	6.06	1.75	4.32 (15, p<0.01)
6	The level of facilitation skills of my work.	8.00	6.13	1.88	4.12 (15, p<0.01)
<i>7</i>	<i>The level of knowledge on the community development approaches.</i>	<i>8.13</i>	<i>6.56</i>	<i>1.56</i>	<i>4.30 (15, p<0.01)</i>
8	The level of knowledge on the community-based marketing method.	7.81	6.13	1.69	3.32 (15, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	8.13	6.25	1.88	4.44 (15, p<0.01)
10	The level of relations with the champions.	8.50	6.69	1.81	3.99 (15, p<0.01)
11	The level of happiness of my work.	8.44	6.69	1.75	4.12 (15, p<0.01)

* paired sample t-test by Microsoft Excel.

* **Bold**: The largest change / *Italic*: The smallest change

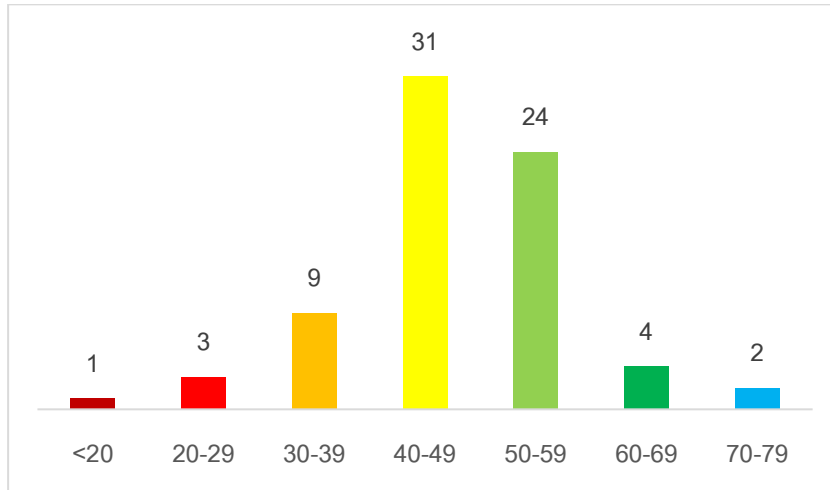
5) Which activity did you participate in D-HOPE?



5.3 Champions: Results of Analyses

0) Demographic Information of the Participants

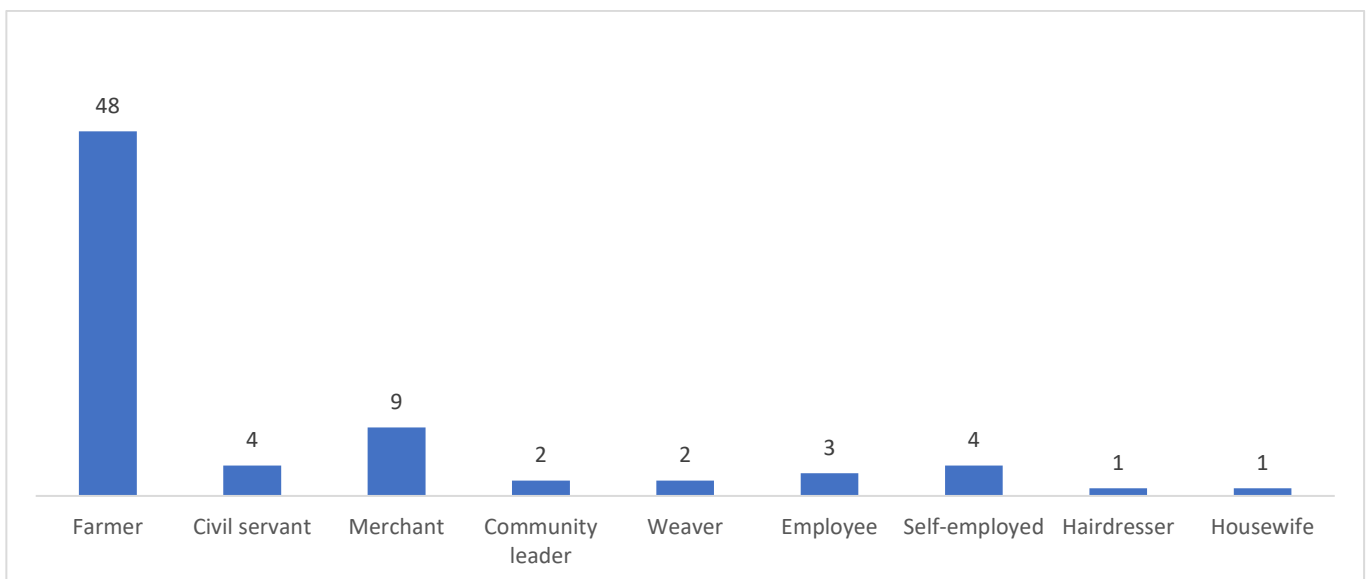
AGE: Mean = 46.5 (yrs old) [S.D. = 11.1]



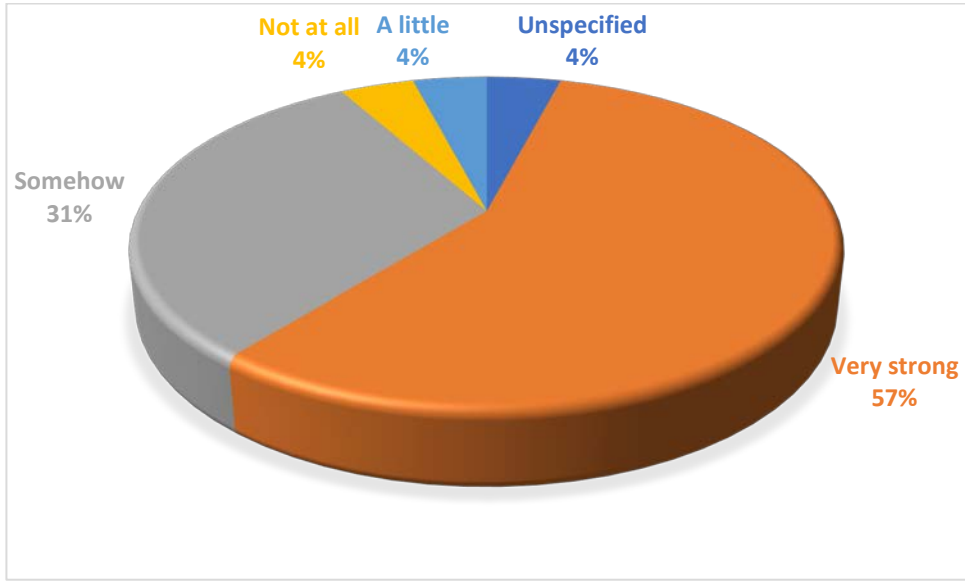
GENDER:

Gender	Frequency (%)
Female	48 (64.87%)
Male	25 (33.78%)
Unspecified	1 (1.35%)

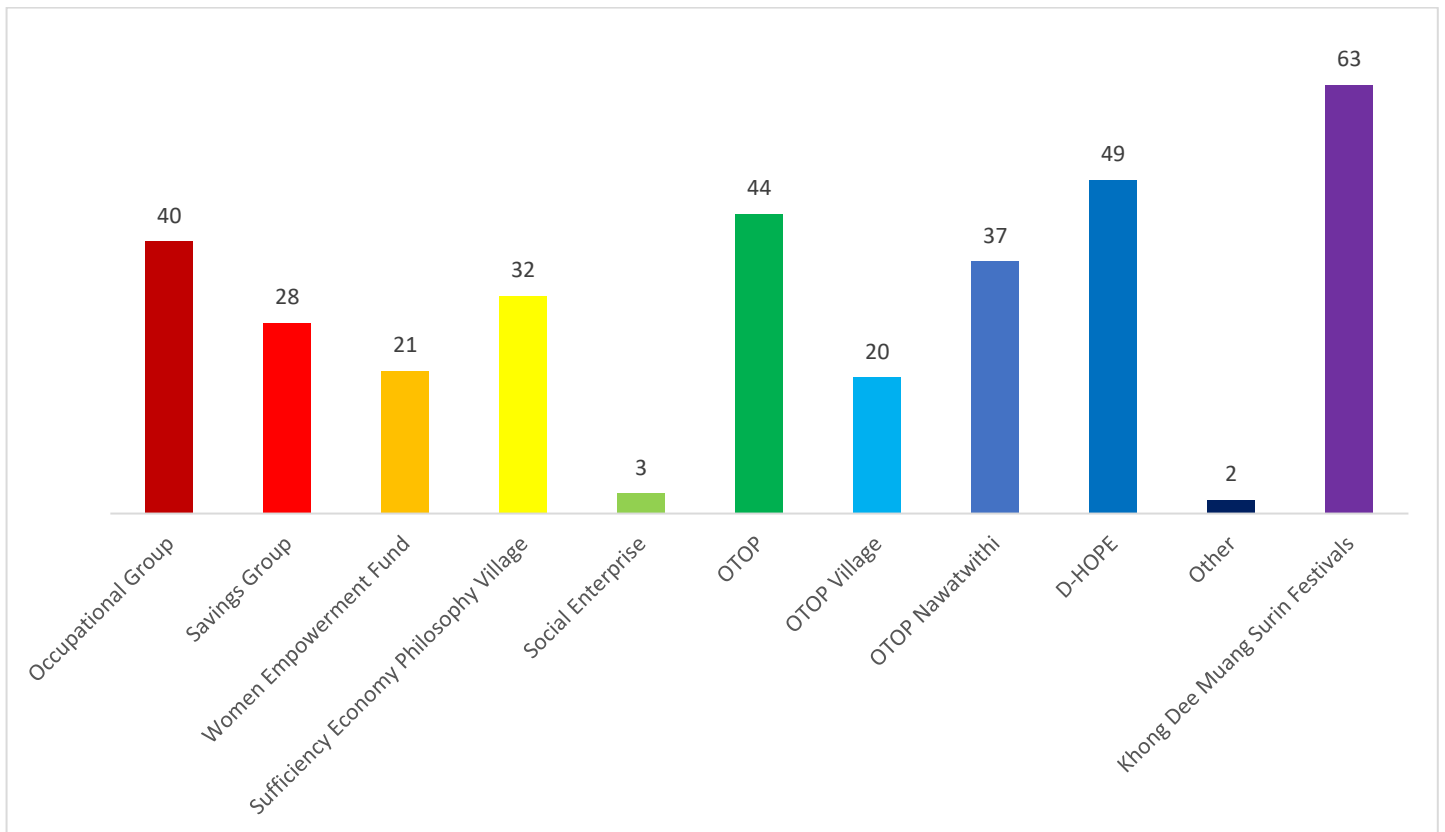
OCCUPATION:



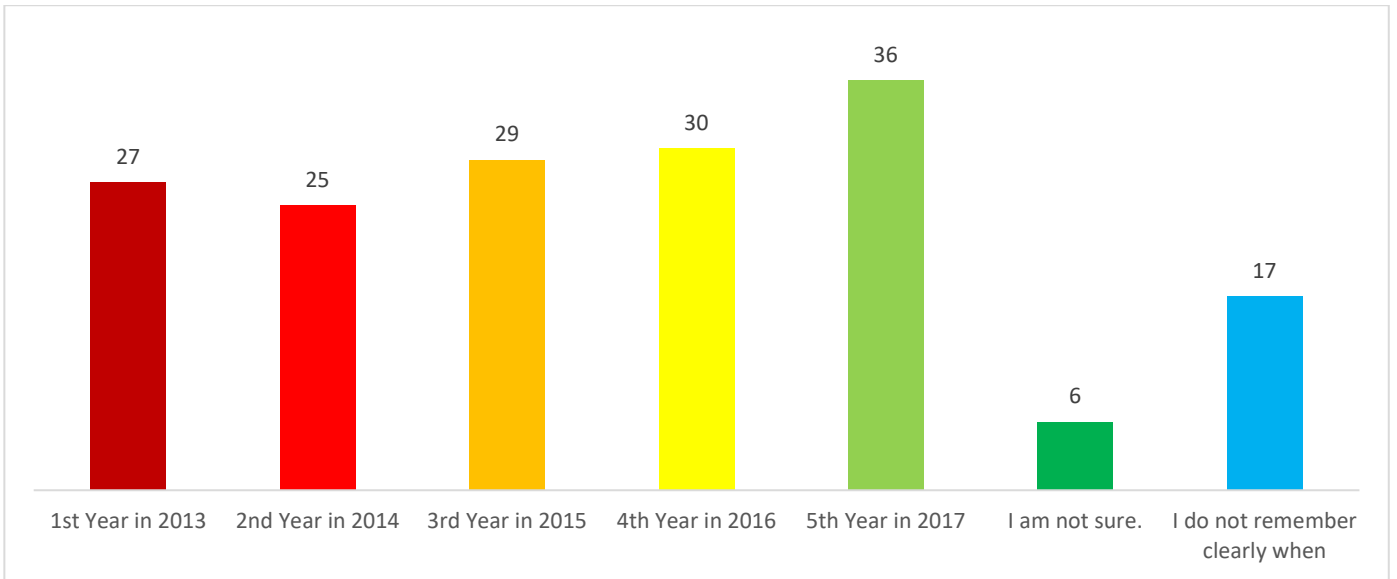
1) How much relevant between your occupation and the hands-on program?



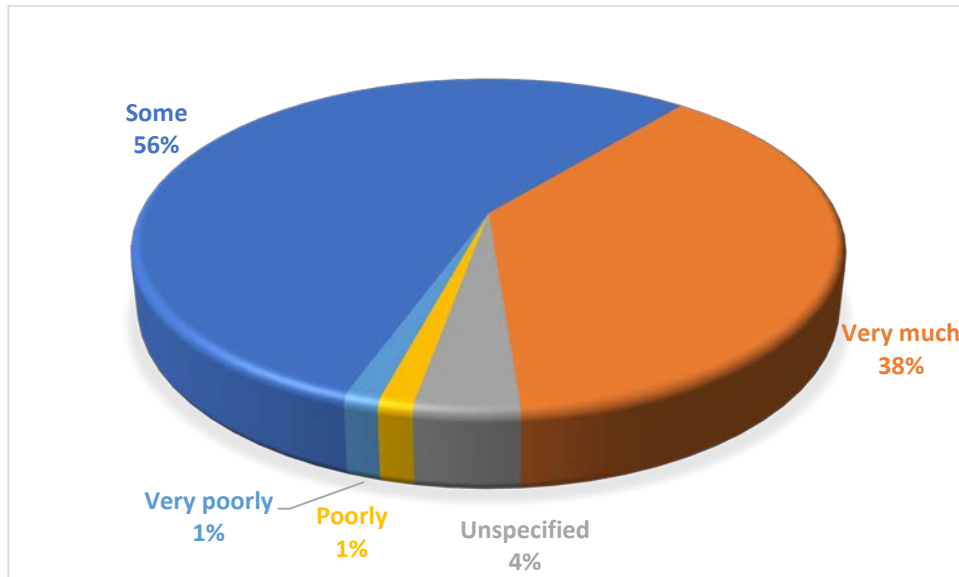
2) Are you involved in any of the following activities of CDD?



2.1) If you had ever participated in Khong Dee Muang Surin Festival Project, in which year had you participated in?



3) How much are you involved in D-HOPE?

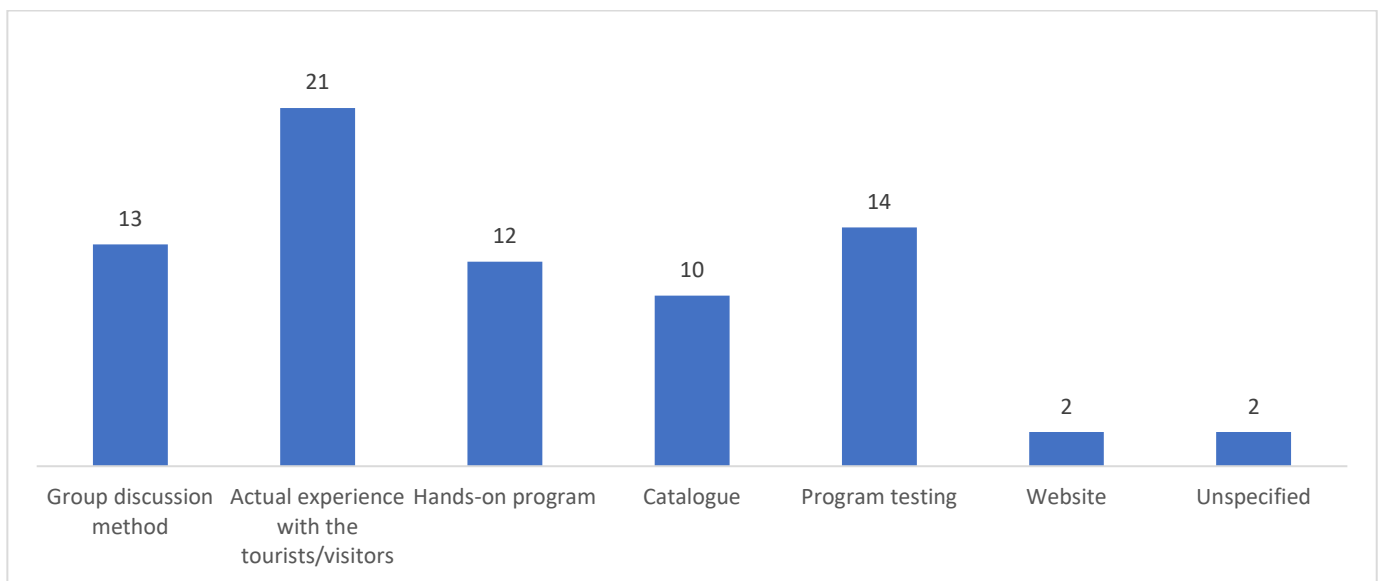


4) Opinions on the D-HOPE Project.

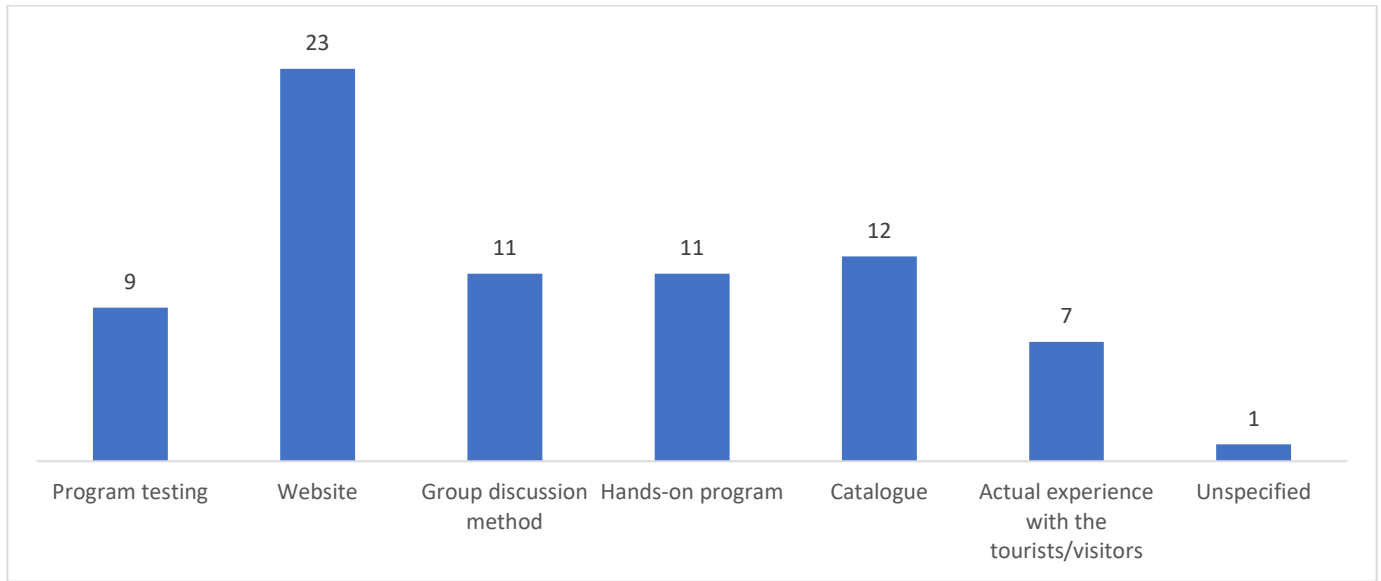
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	49 (66.22%)	25 (33.78%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	46 (62.16%)	26 (35.14%)	2 (2.70%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	39 (52.70%)	33 (44.60%)	1 (1.35%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	35 (47.30%)	36 (48.65%)	3 (4.05%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	38 (51.35%)	29 (39.19%)	6 (8.11%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	34 (45.95%)	30 (40.54%)	7 (9.46%)	1 (1.35%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	46 (62.16%)	22 (29.73%)	5 (6.76%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



7) The change before-after the D-HOPE Project.

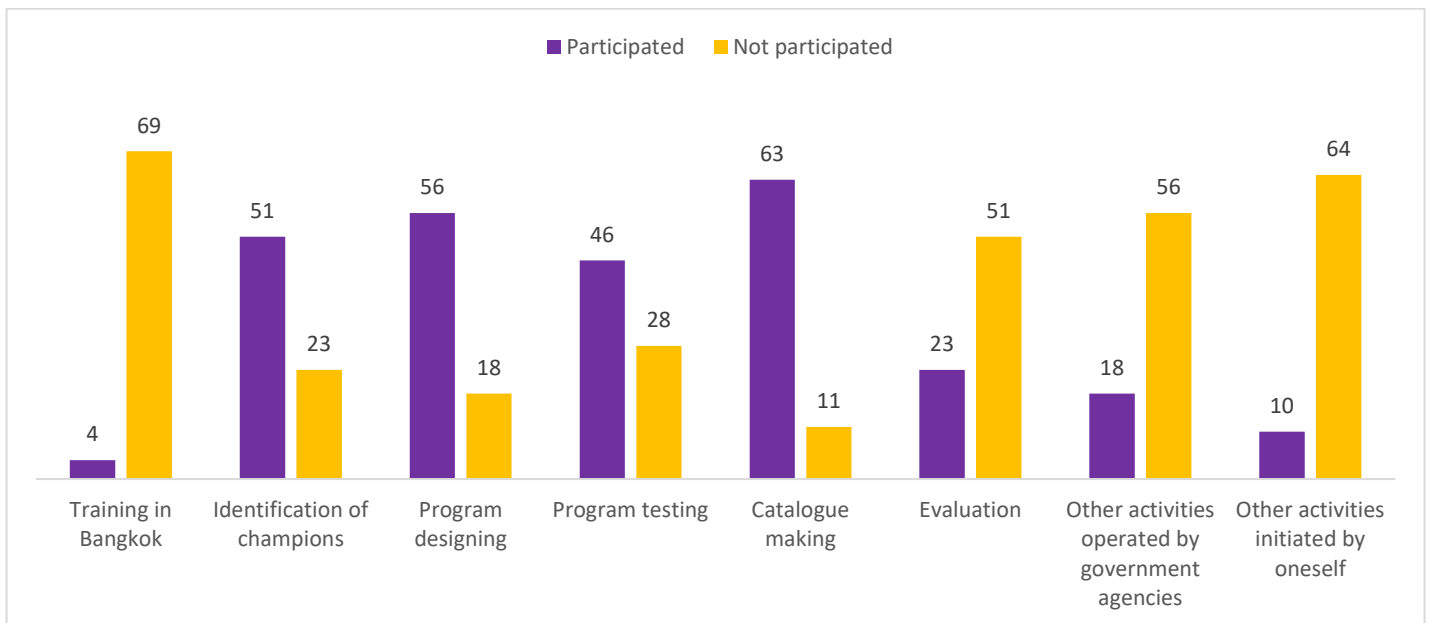
No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.26	7.61	1.65	6.09 (73, <.01)
2	Financial conditions in my business	8.27	6.78	1.49	5.36 (73, <.01)
3	Motivation for work	9.09	7.30	1.80	6.07 (73, <.01)
4	Awareness of available resources in my community	9.35	7.61	1.74	8.23 (73, <.01)
5	Confidence in my life	9.28	7.68	1.61	5.95 (73, <.01)
6	Knowledge on business	8.96	7.05	1.91	7.35 (73, <.01)
7	Happiness in my life	9.45	8.07	1.38	5.80 (73, <.01)
8	Self-recognition of my potential skill	9.07	7.30	1.77	7.08 (73, <.01)
9	Interaction with my community	9.46	7.93	1.53	6.58 (73, <.01)
10	Confidence of doing own business	9.36	7.76	1.61	6.09 (73, <.01)
11	Conservation of local wisdom	9.46	7.95	1.51	6.90 (73, <.01)
12	The happiness of belongings to my community	9.65	8.28	1.36	6.50 (73, <.01)
13	Pride of my community	9.57	8.20	1.36	6.37 (73, <.01)
14	Sense of contribution to the community	9.50	7.92	1.58	6.71 (73, <.01)

15	My popularity/fame	8.78	7.20	1.58	6.68 (73, <.01)
16	Quality of my products/services	8.92	7.22	1.70	7.20 (73, <.01)
17	Financial conditions in my life	8.09	6.64	1.46	5.66 (73, <.01)
18	Expansion of my network	8.58	6.80	1.78	6.80 (73, <.01)
19	Communication with visitors	8.70	6.99	1.72	5.92 (73, <.01)
20	Acceptance/Recognition by others	8.85	7.42	1.43	5.24 (73, <.01)

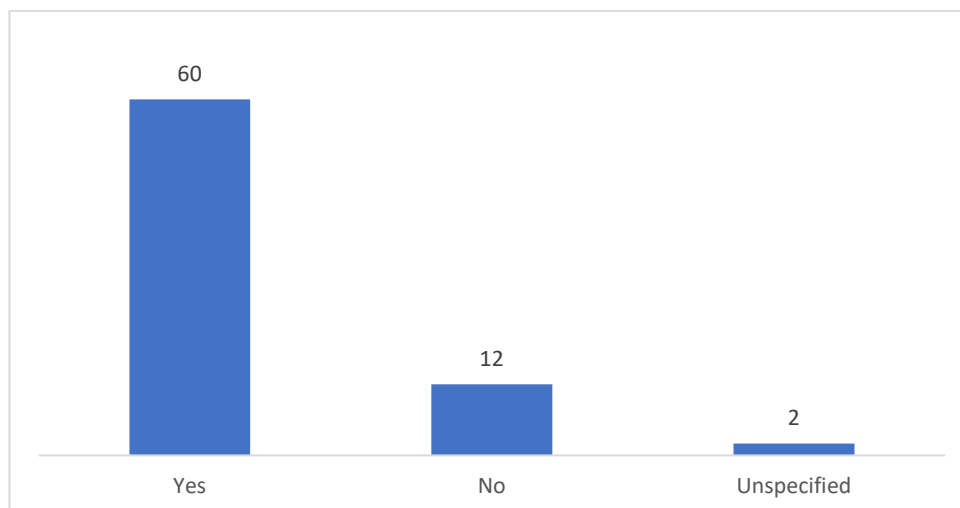
* paired sample t-test by Microsoft Excel

* **Bold:** 3 largest change

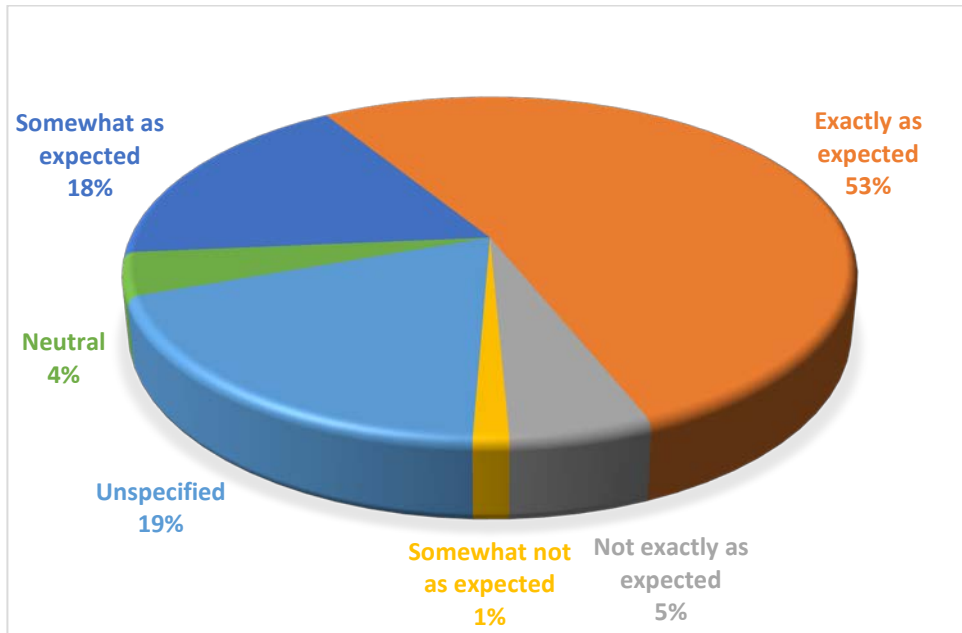
8) Which activity did you participate in D-HOPE?



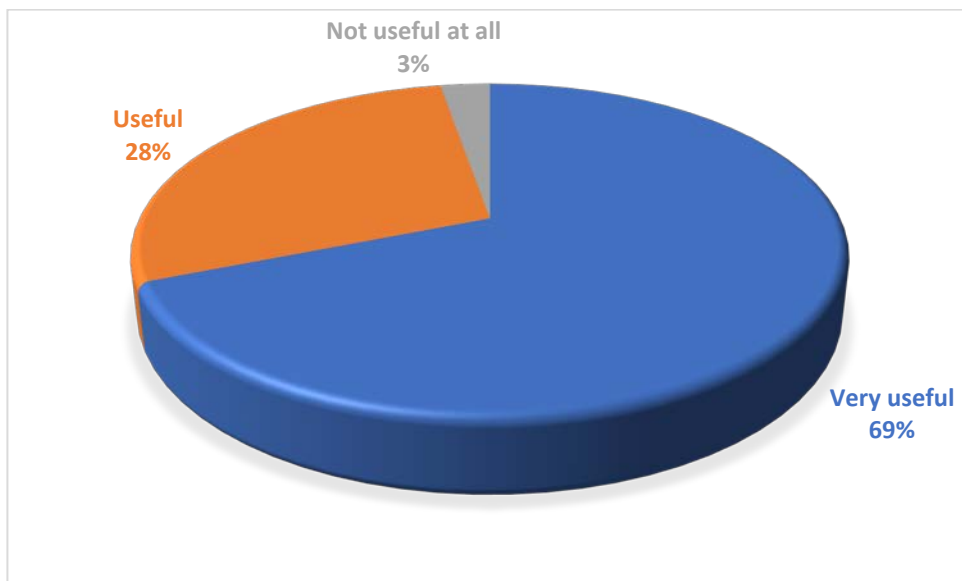
13) Have you checked the content in the catalogue before printing?



13.1) Does the content is as you expected?



14) Does this catalogue facilitate the success to your business?



6. Report on Questionnaire Survey of Trang Province

Submitted on 6th November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

6.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 11th June 2019 in Trang during the workshop of participatory evaluation. [n =10]

For Champions: Data collection was conducted on 12th June 2019 in Trang during the workshop. [n = 66]

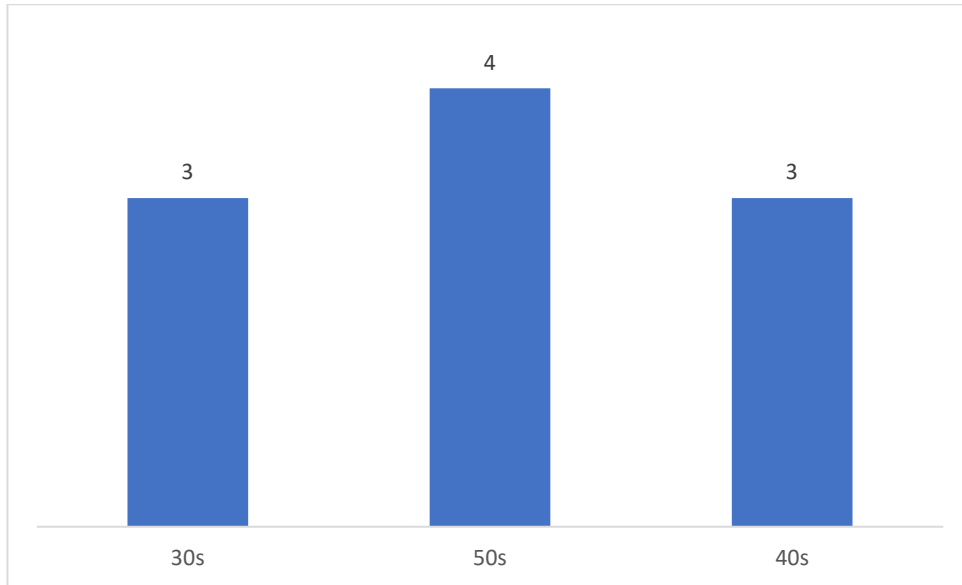
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted via Microsoft Excel.

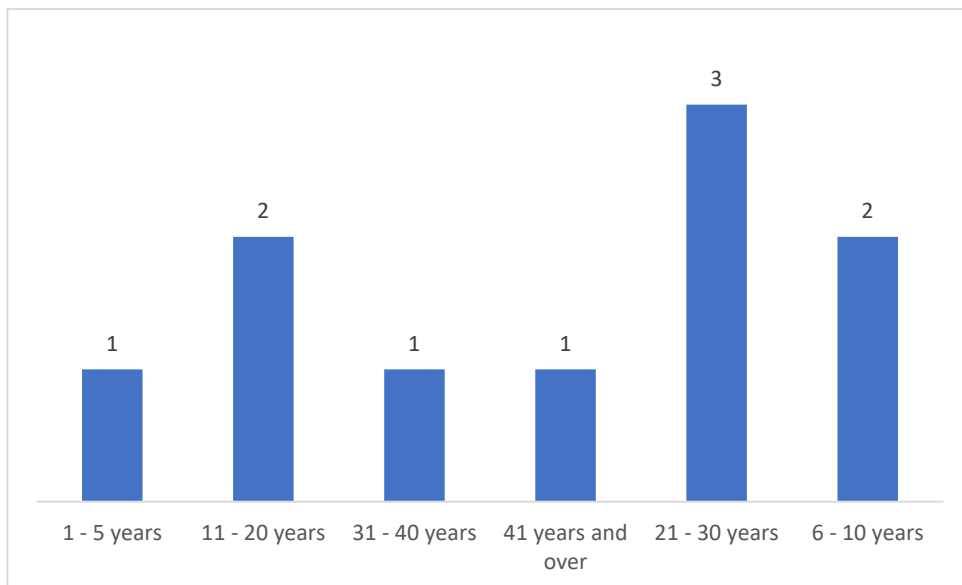
6.2 Officials: Results of Analyses

1) Demographic Information of the Participants

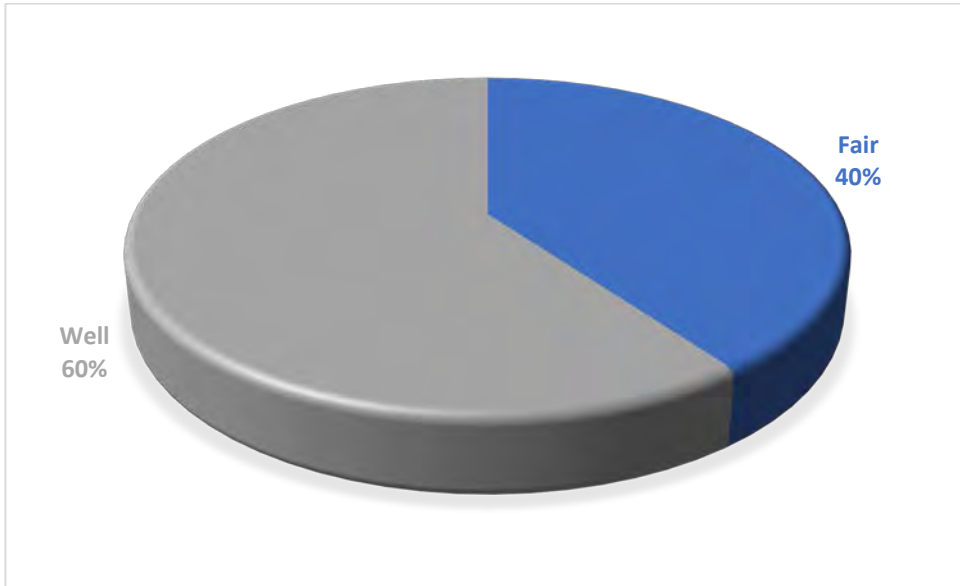
AGE:



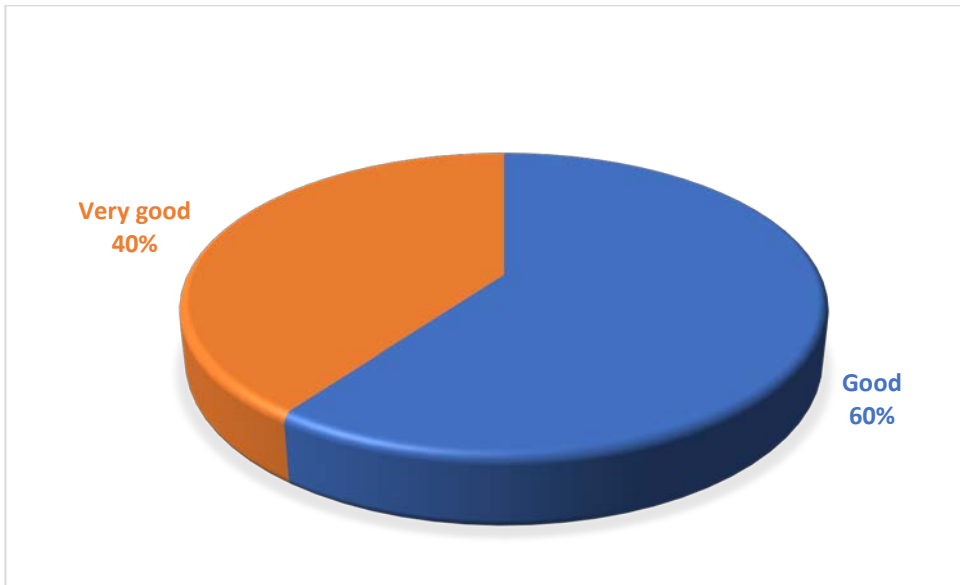
CAREER YEAR:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



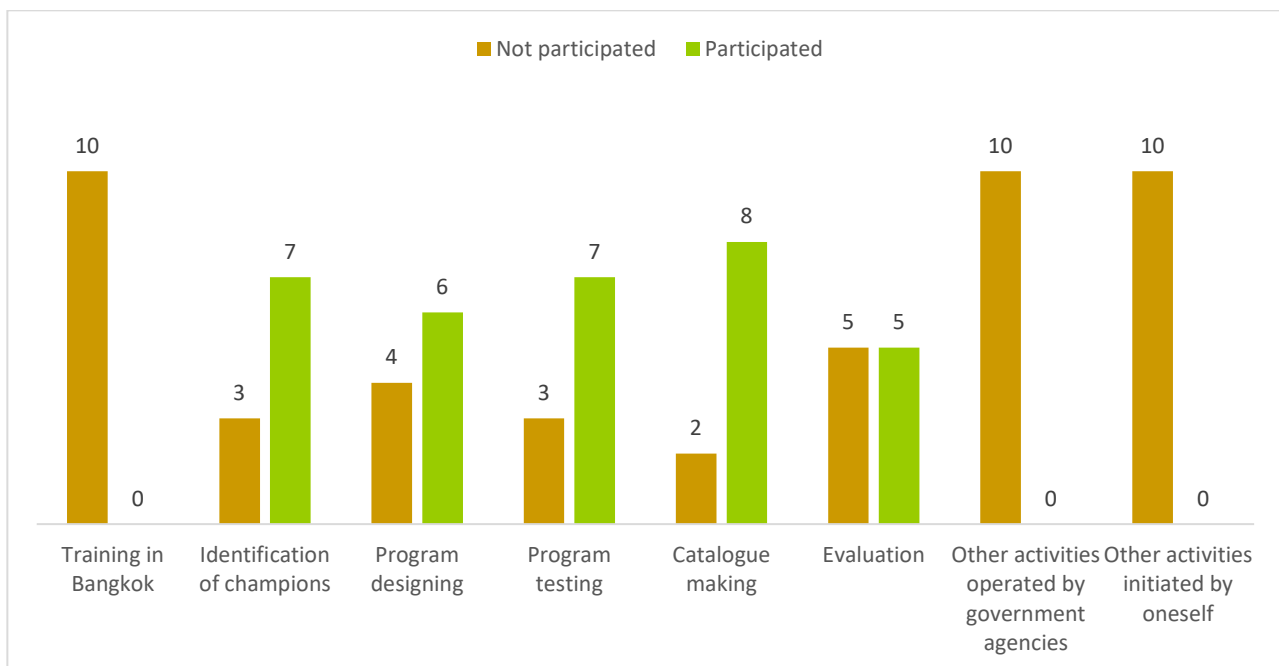
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	8.00	5.40	2.60	5.46 (9, p<0.01)
2	The level of motivation for work.	8.40	6.00	2.40	4.81 (9, p<0.01)
3	The level of pride of my work.	8.90	7.10	1.80	5.45 (9, p<0.01)
4	The level of efficiency of my work.	8.20	6.80	1.40	5.82 (9, p<0.01)
5	The level of productivity of my work.	8.30	6.80	1.50	5.13 (9, p<0.01)
6	The level of facilitation skills of my work.	8.30	6.60	1.70	3.02 (9, p<0.01)
<i>7</i>	<i>The level of knowledge on the community development approaches.</i>	<i>8.70</i>	<i>7.50</i>	<i>1.20</i>	<i>3.50 (9, p<0.01)</i>
8	The level of knowledge on the community-based marketing method.	8.20	6.50	1.70	3.43 (9, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	8.20	6.70	1.50	5.96 (9, p<0.01)
10	The level of relations with the champions.	9.00	7.20	1.80	5.01 (9, p<0.01)
11	The level of happiness of my work.	9.00	7.50	1.50	2.76 (9, p<0.01)

* paired sample t-test by Microsoft Excel.

* **Bold**: The largest change / *Italic*: The smallest change

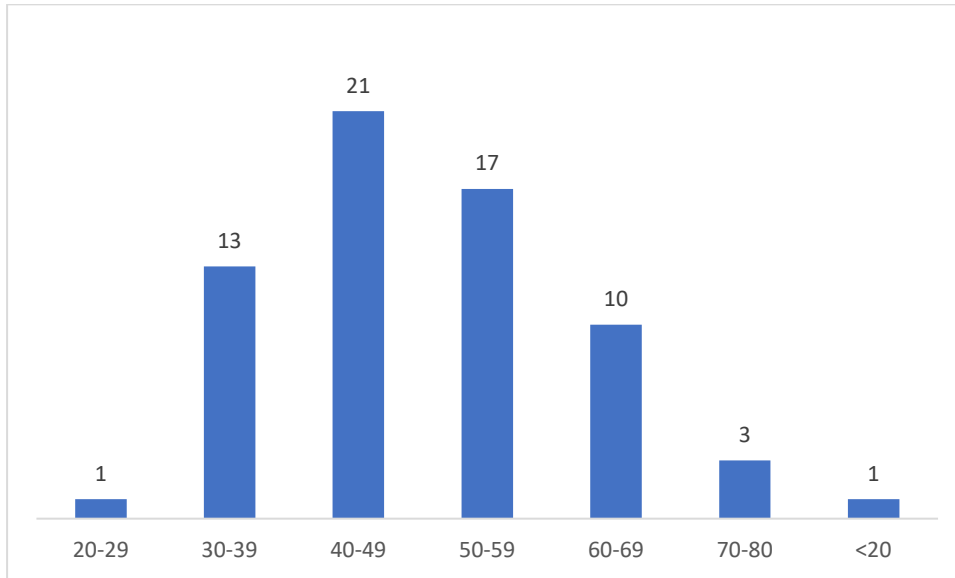
5) Which activity did you participate in D-HOPE?



6.3 Champions: Results of Analyses

0) Demographic Information of the Participants

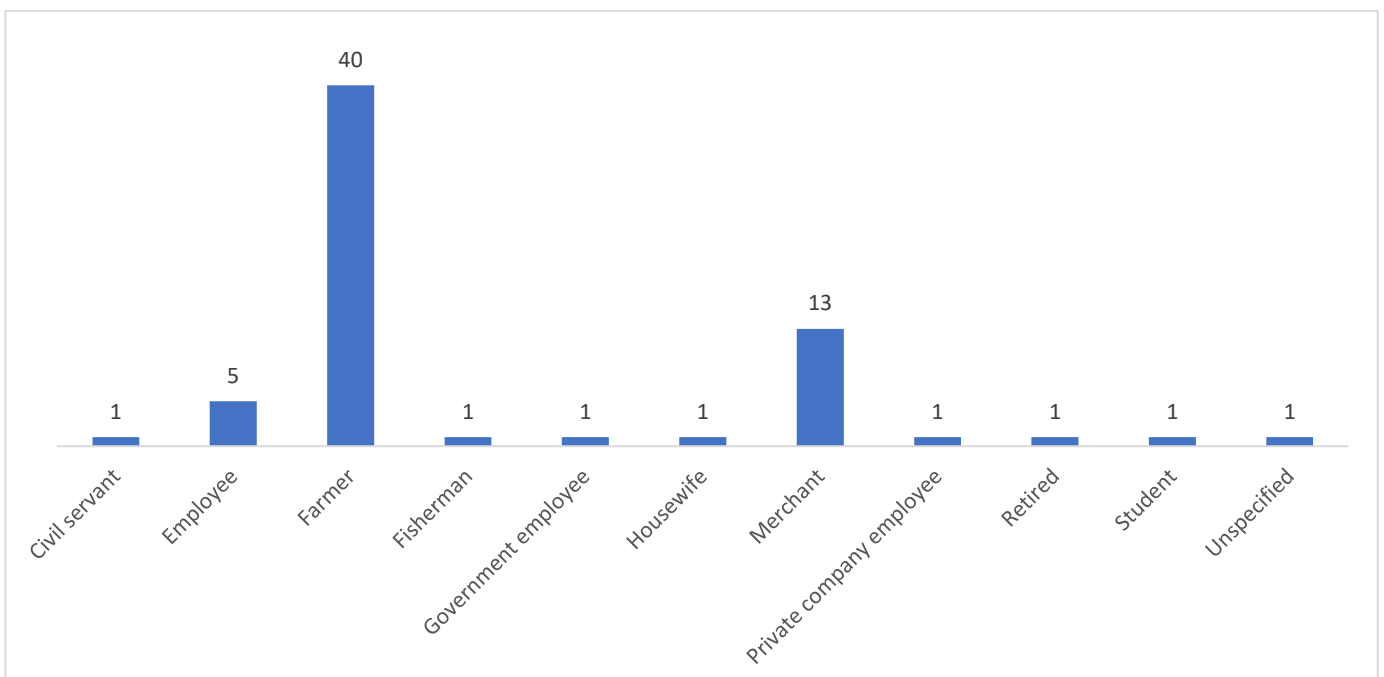
AGE: Mean = 49.1 (yrs old) [S.D. = 11.6]



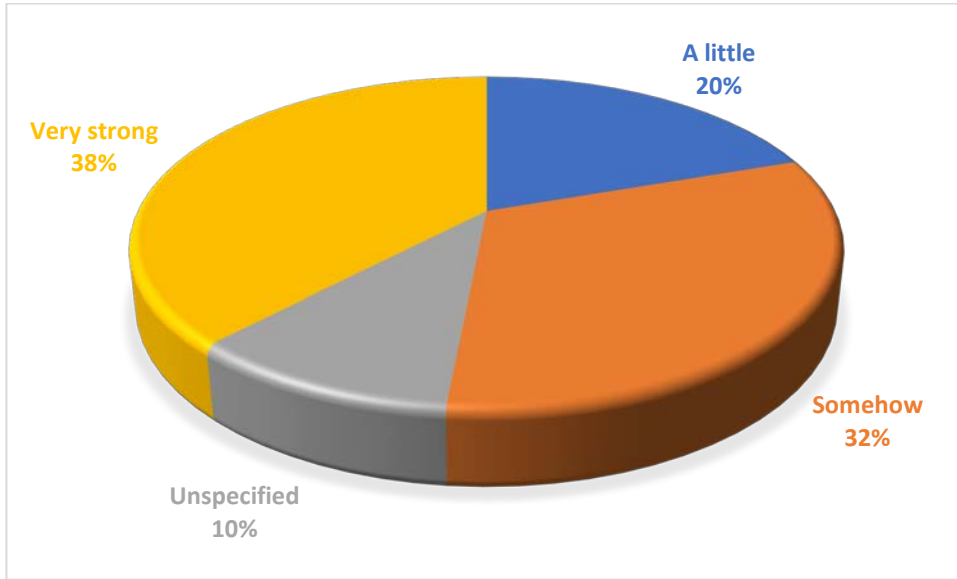
GENDER:

Gender	Frequency (%)
Female	42 (64%)
Male	24 (36%)
Unspecified	0 (0%)

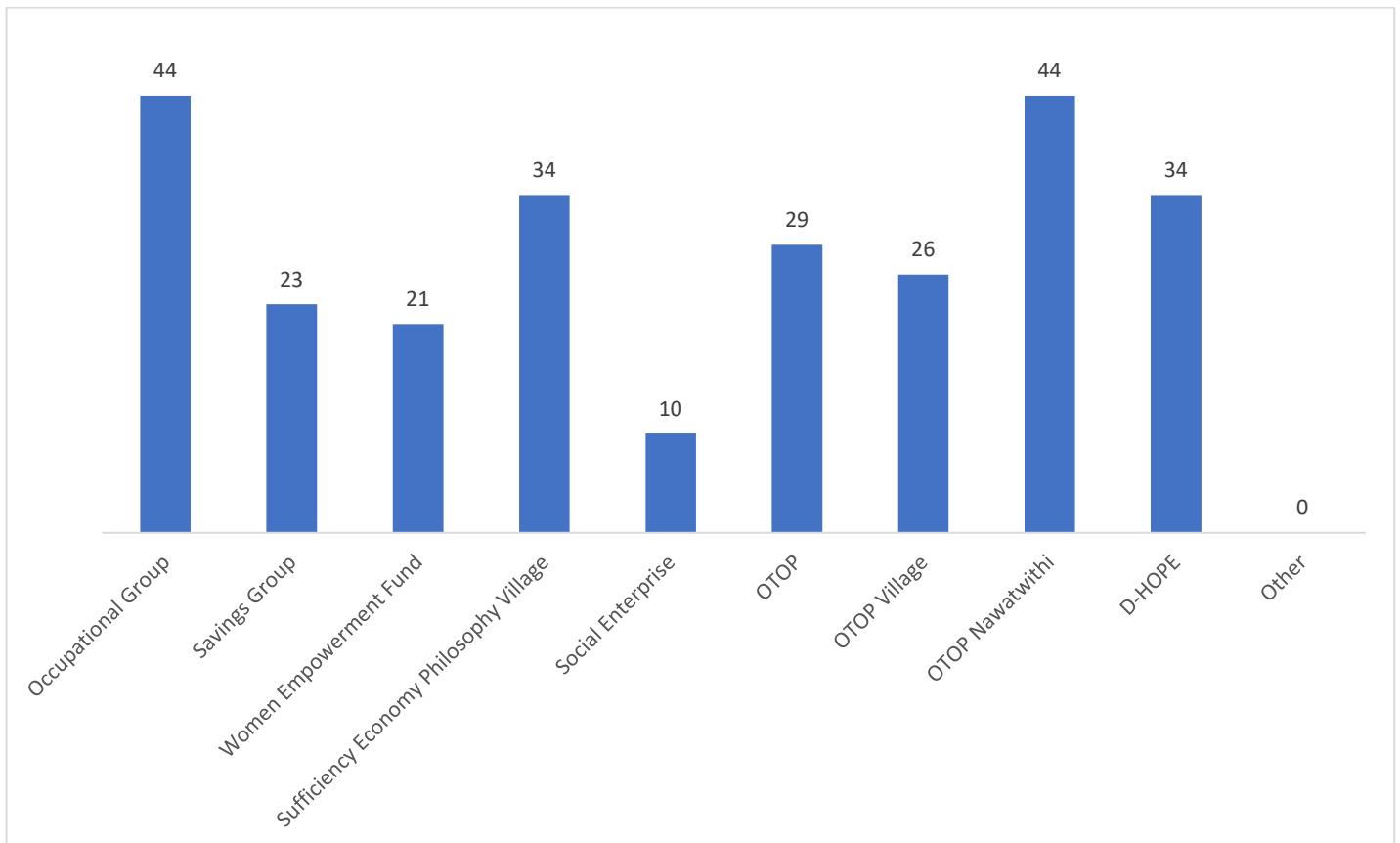
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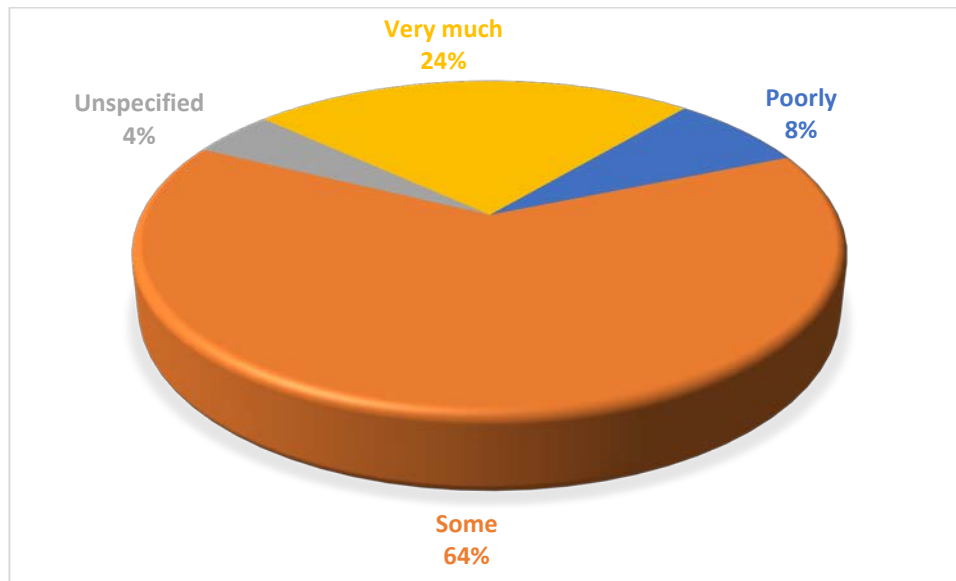
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

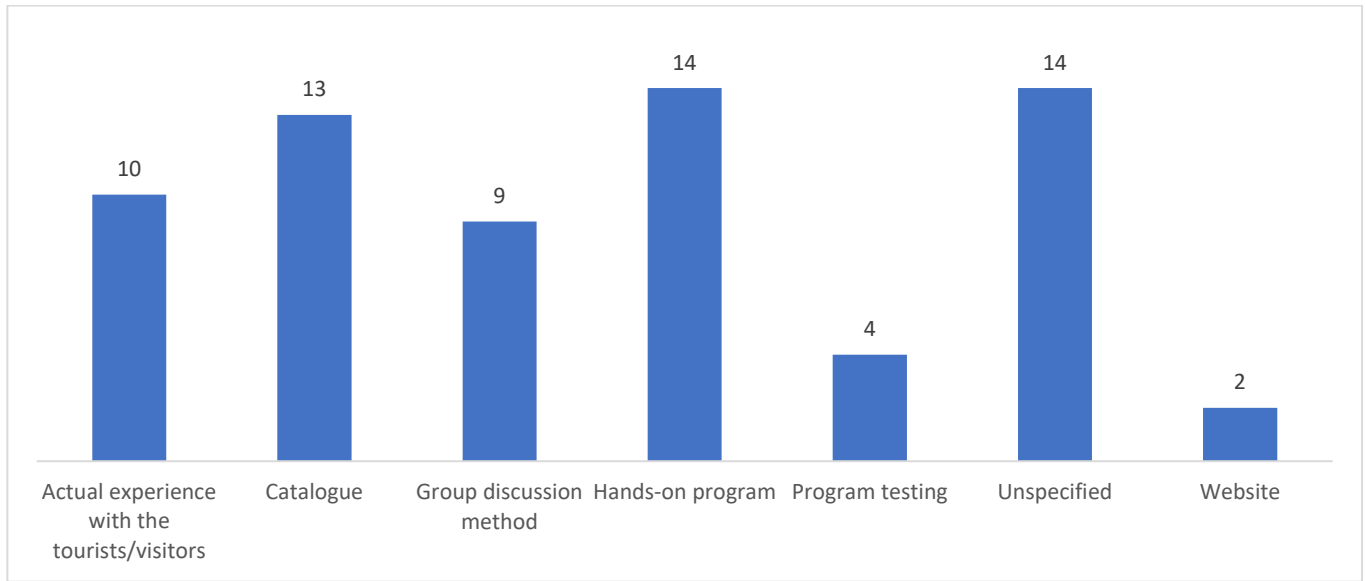


4) Opinions on the D-HOPE Project.

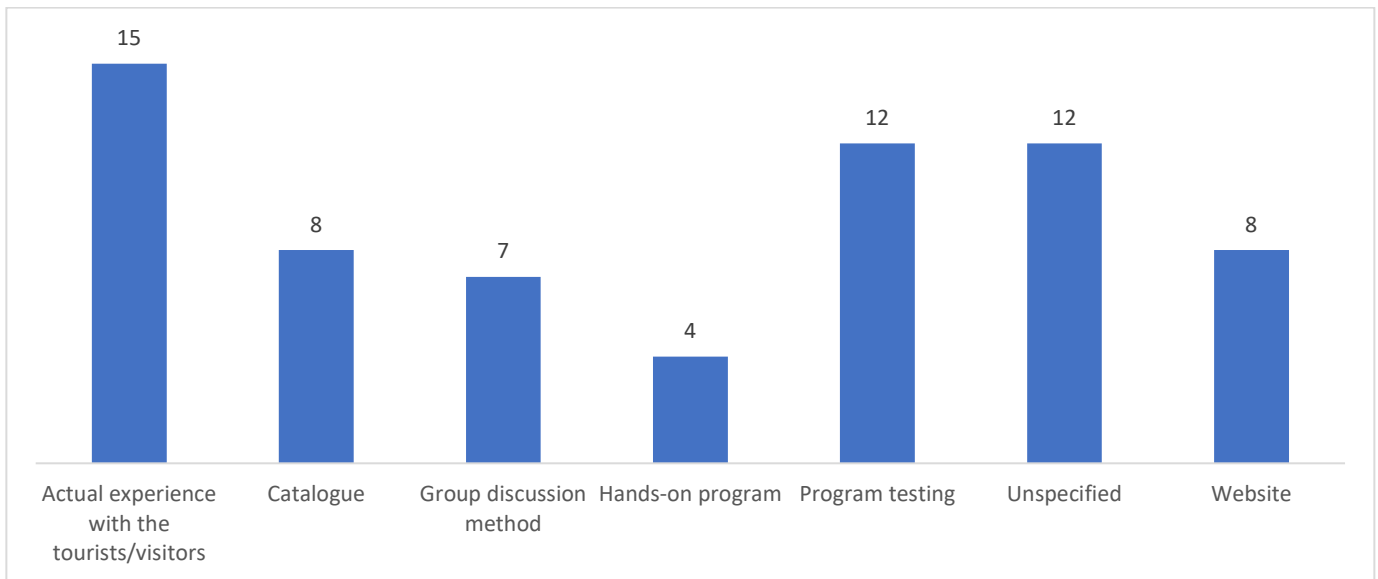
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	35 (53%)	26 (39%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	33 (50%)	32 (48%)	0 (0%)	1 (2%)	0 (0%)
3	How do you think of the program testing?	27 (41%)	32 (48%)	7 (11%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	25 (38%)	40 (61%)	1 (1%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	43 (65%)	21 (32%)	1 (1%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	31 (47%)	30 (45%)	3 (5%)	0 (0%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	33 (50%)	29 (44%)	3 (5%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



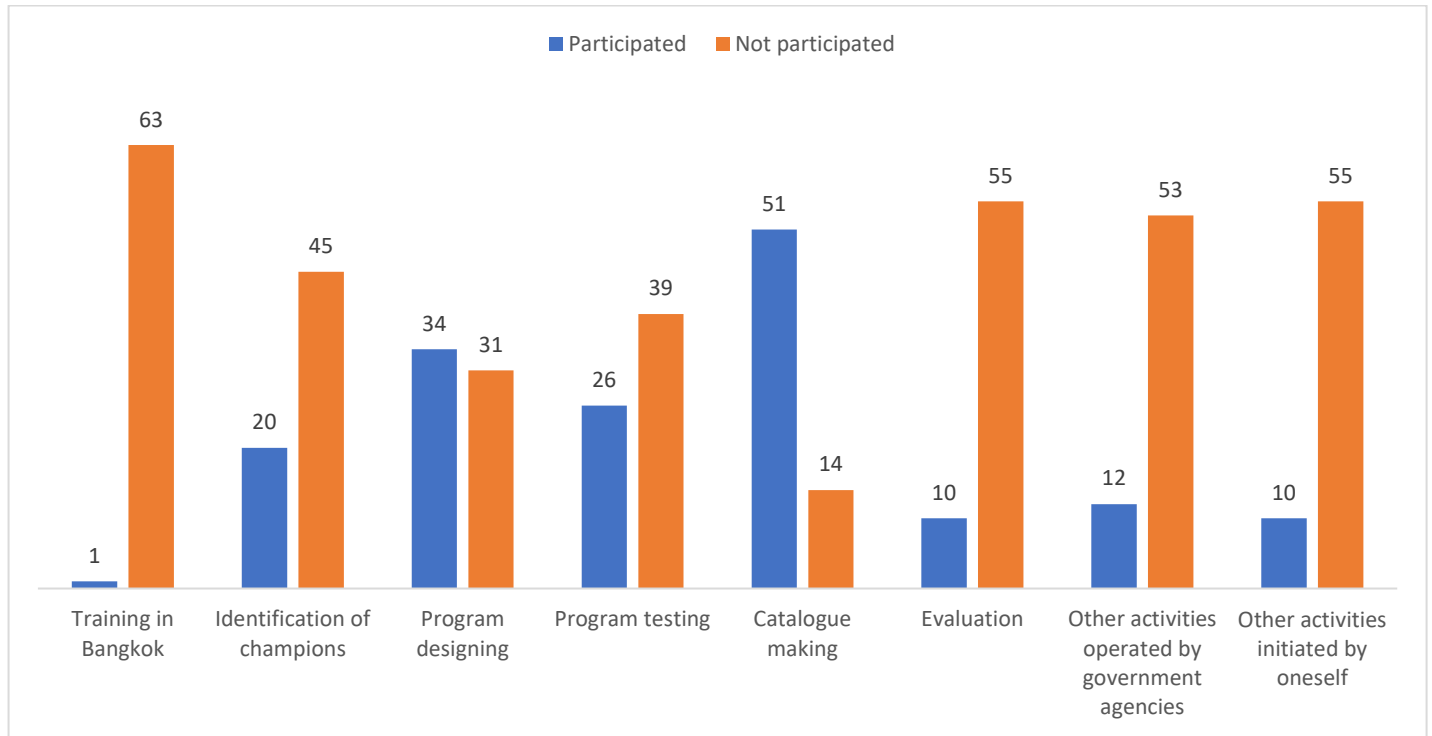
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.17	6.76	2.41	11.10 (65, <.01)
2	Financial conditions in my business	8.14	6.21	1.92	9.59 (65, <.01)
3	Motivation for work	8.19	6.73	2.18	9.72 (65, <.01)
4	Awareness of available resources in my community	9.11	7.27	1.83	9.34 (65, <.01)
5	Confidence in my life	9.27	7.32	1.95	8.94 (65, <.01)
6	Knowledge on business	8.67	6.48	2.18	9.55 (65, <.01)
7	Happiness in my life	9.44	7.77	1.67	7.98 (65, <.01)
8	Self-recognition of my potential skill	8.73	7.12	1.61	6.76 (65, <.01)
9	Interaction with my community	9.21	7.21	2.00	8.79 (65, <.01)
10	Confidence of doing own business	9.36	7.35	2.02	8.50 (65, <.01)
11	Conservation of local wisdom	9.42	7.45	1.97	9.31 (65, <.01)
12	The happiness of belongings to my community	9.48	7.68	1.80	8.99 (65, <.01)
13	Pride of my community	9.39	7.76	1.64	6.98 (65, <.01)
14	Sense of contribution to the community	9.36	7.52	1.85	8.63 (65, <.01)
15	My popularity/fame	8.74	6.73	2.02	9.31 (65, <.01)
16	Quality of my products/services	8.77	6.77	2.00	9.93 (65, <.01)
17	Financial conditions in my life	8.44	6.45	1.98	11.18 (65, <.01)
18	Expansion of my network	8.56	6.61	1.95	9.36 (65, <.01)
19	Communication with visitors	8.67	6.58	2.09	8.53 (65, <.01)
20	Acceptance/Recognition by others	8.68	6.67	2.02	7.84 (65, <.01)

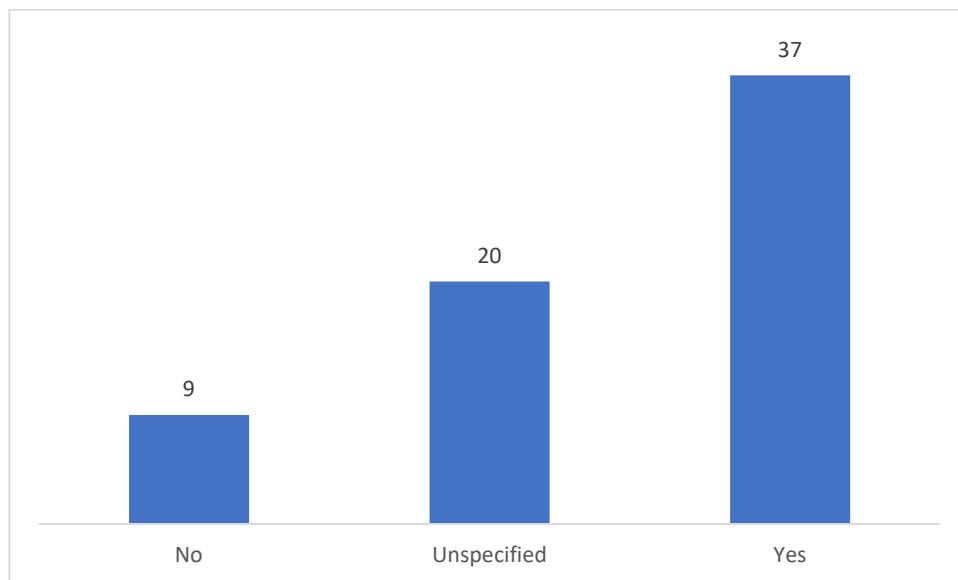
* paired sample t-test by Microsoft Excel.

* **Bold:** 3 largest change

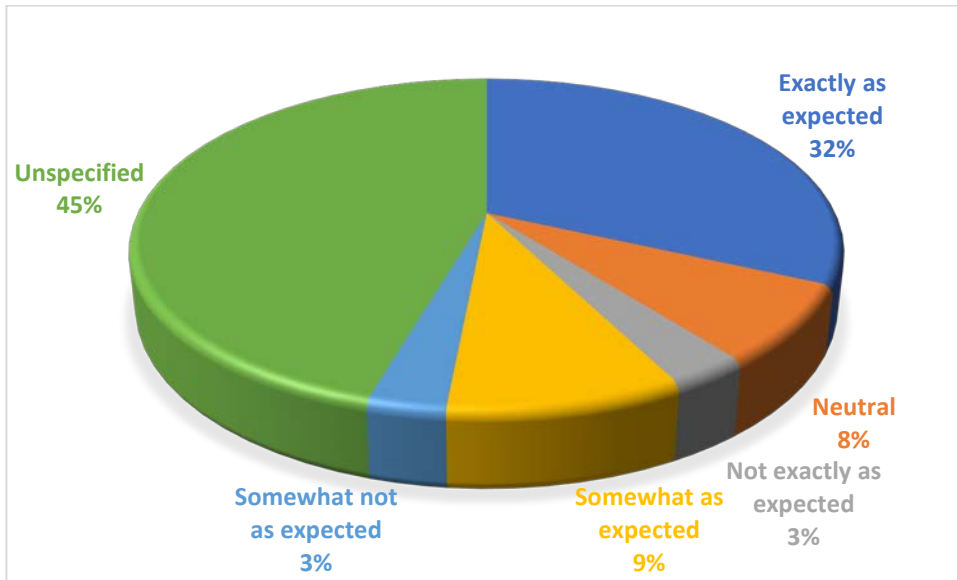
8) Which activity did you participate in D-HOPE?



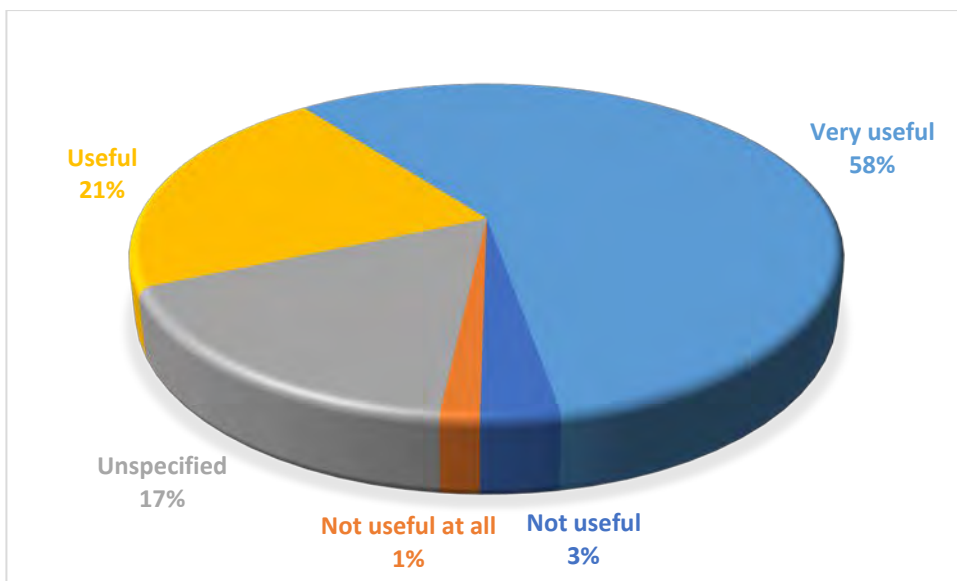
12) Have you checked the content in the catalogue before printing?



12.1) Does the content is as you expected?



13) Does this catalogue facilitate the success to your business?



7. Report on Questionnaire Survey of Ranong Province

Submitted on 6th November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

7.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 14th June 2019 in Lamphun, during the workshop of participatory evaluation. [n = 15]

For Champions: Data collection was conducted on 15th June 2019 in Lamphun, during the workshop. [n = 53]

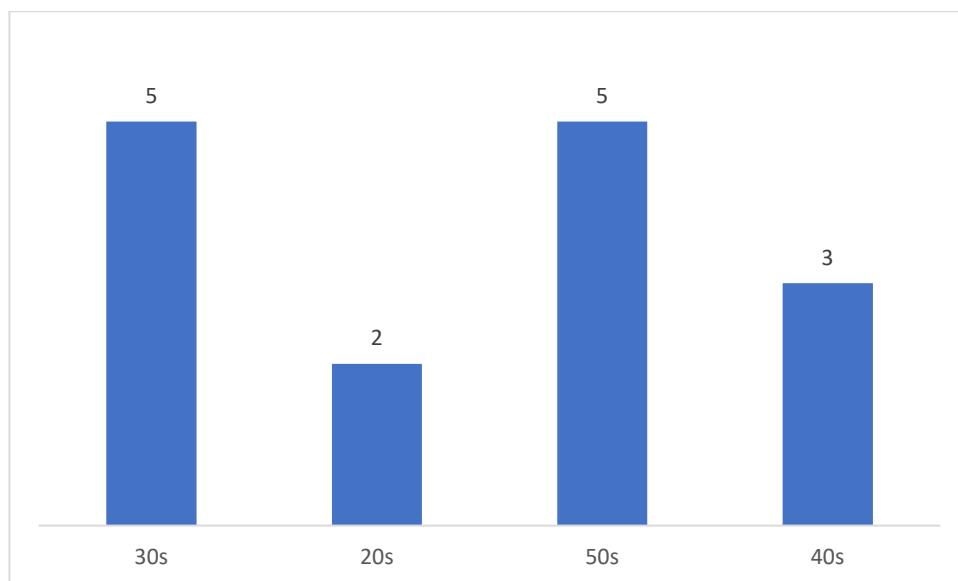
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted via Microsoft Excel.

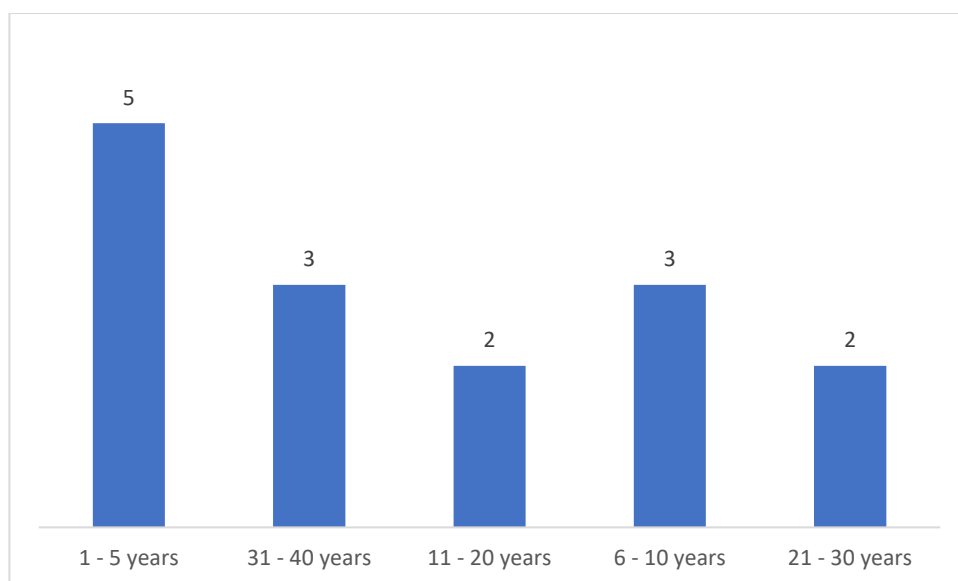
7.2 Officials: Results of Analyses

1) Demographic Information of the Participants

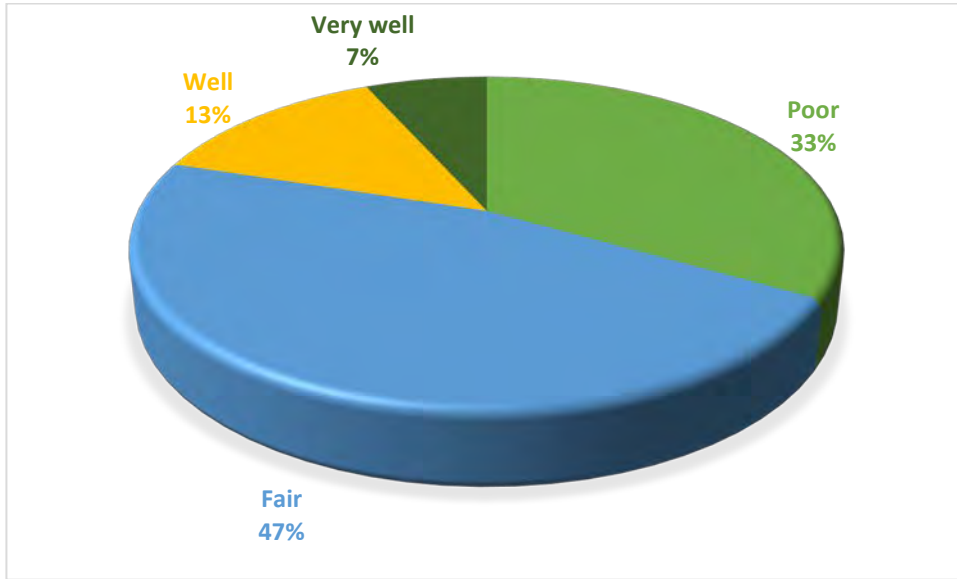
AGE:



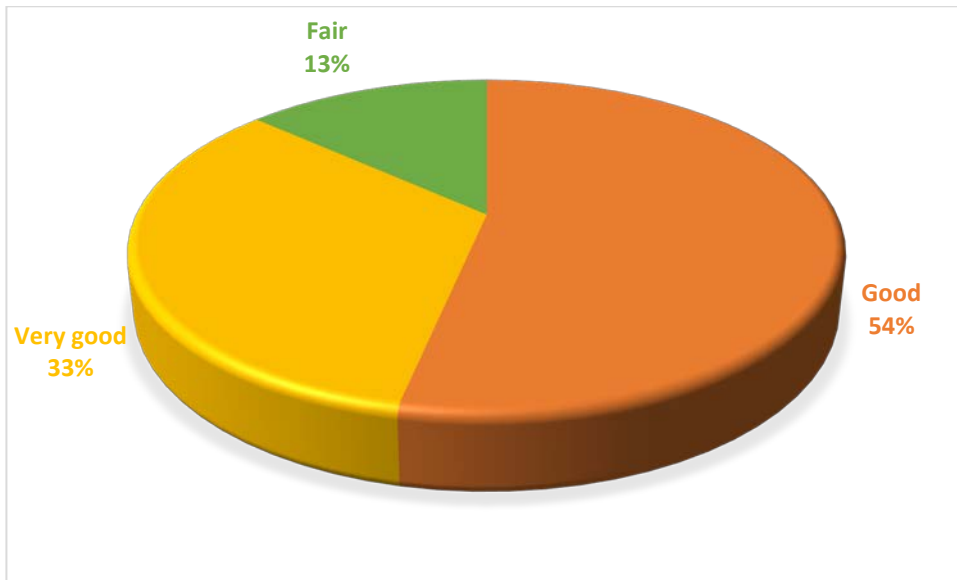
CAREER YEAR:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



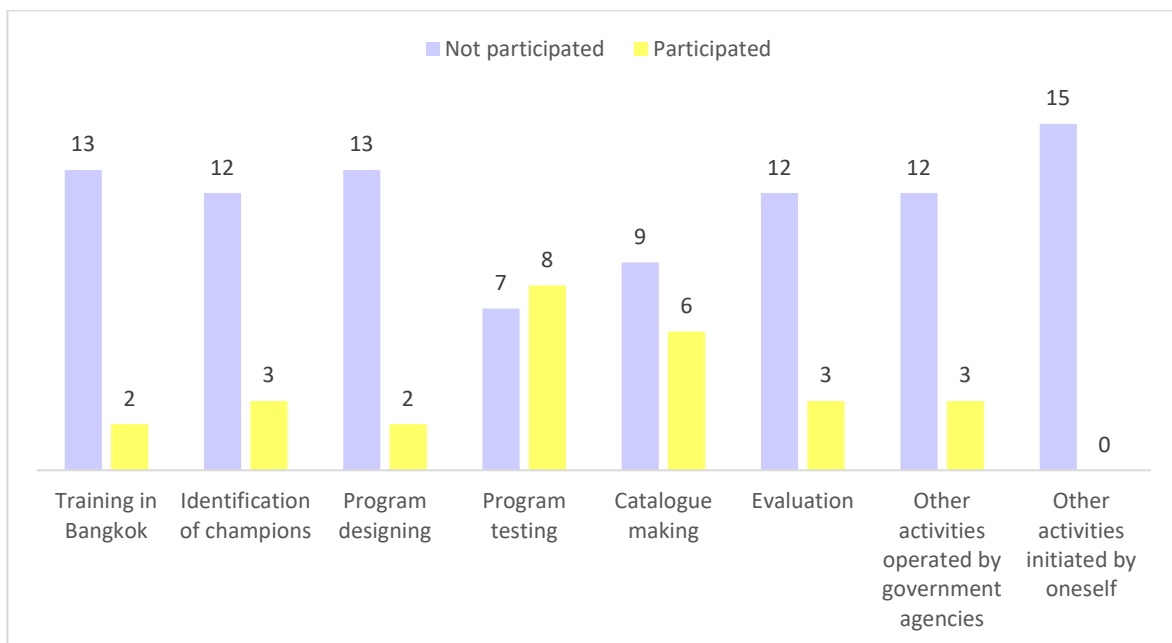
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	7.93	5.27	2.67	1.29 (14, p<0.01)
2	The level of motivation for work.	7.87	5.27	2.60	1.21 (14, p<0.01)
3	The level of pride of my work.	8.00	5.47	2.53	1.17 (14, p<0.01)
4	The level of efficiency of my work.	7.93	5.87	2.07	0.91 (14, p<0.01)
5	The level of productivity of my work.	7.93	5.73	2.20	1.06 (14, p<0.01)
6	The level of facilitation skills of my work.	7.93	5.87	2.07	0.79 (14, p<0.01)
<i>7</i>	<i>The level of knowledge on the community development approaches.</i>	<i>8.20</i>	<i>6.67</i>	<i>1.53</i>	<i>0.63 (14, p<0.01)</i>
8	The level of knowledge on the community-based marketing method.	7.93	6.07	1.87	0.92 (14, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	7.73	5.87	1.87	0.79 (14, p<0.01)
10	The level of relations with the champions.	7.87	5.73	2.13	0.79 (14, p<0.01)
11	The level of happiness of my work.	8.53	6.93	1.60	0.68 (14, p<0.01)

* paired sample t-test by Microsoft Excel.

* **Bold**: The largest change / *Italic*: The smallest change

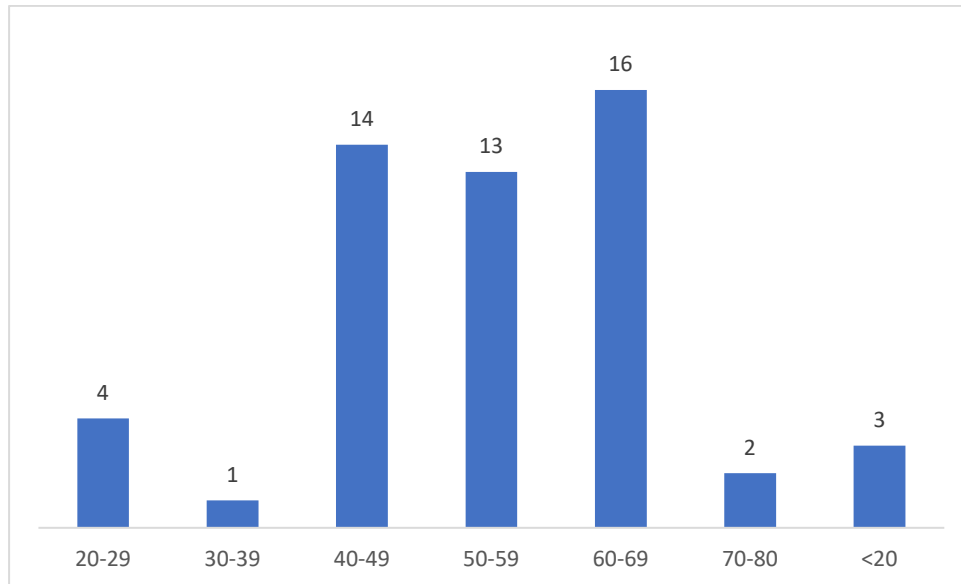
5) Which activity did you participate in D-HOPE?



7.3 Champions: Results of Analyses

0) Demographic Information of the Participants

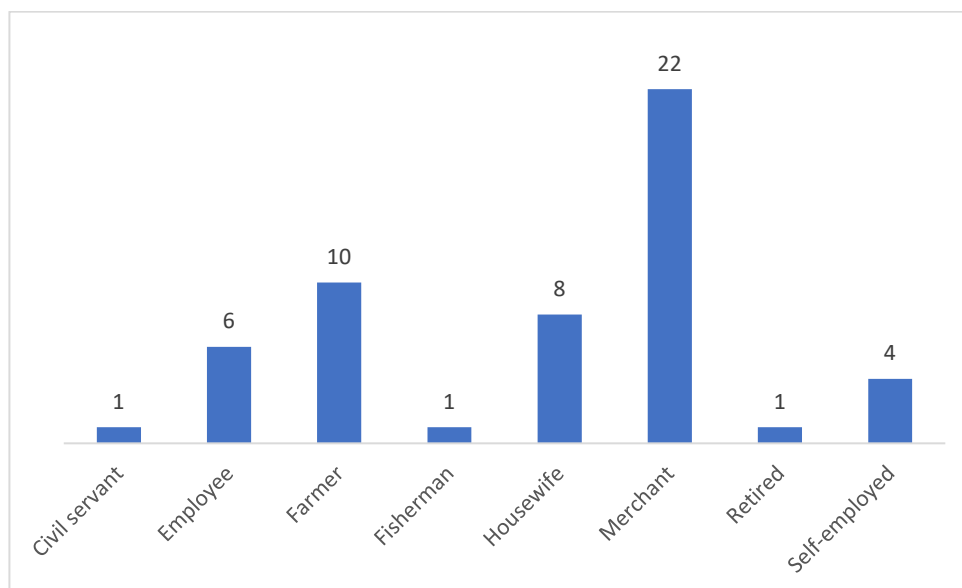
AGE: Mean = 53.36 (yrs old) [S.D. = 12.69]



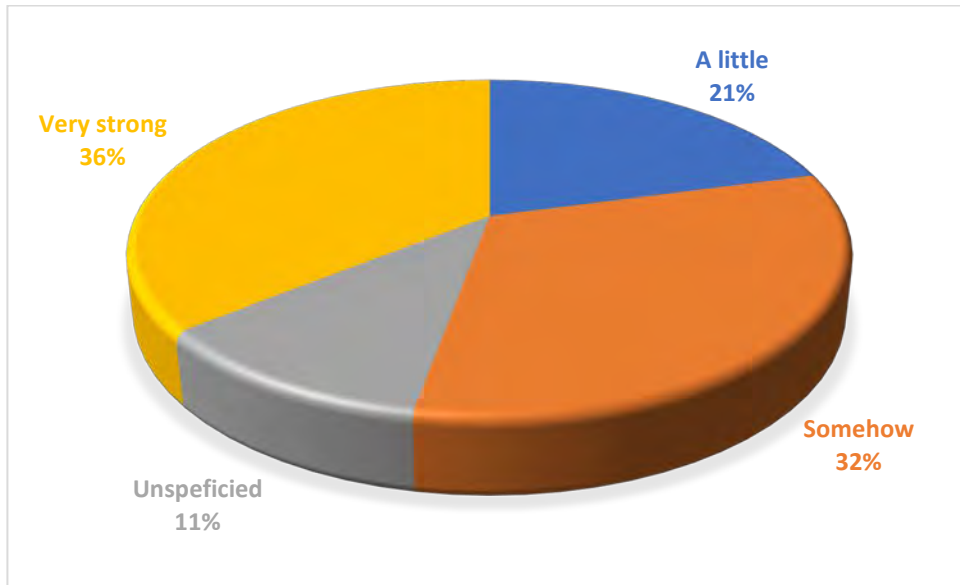
GENDER:

Gender	Frequency (%)
Female	44 (83%)
Male	8 (15%)
Unspecified	1 (2%)

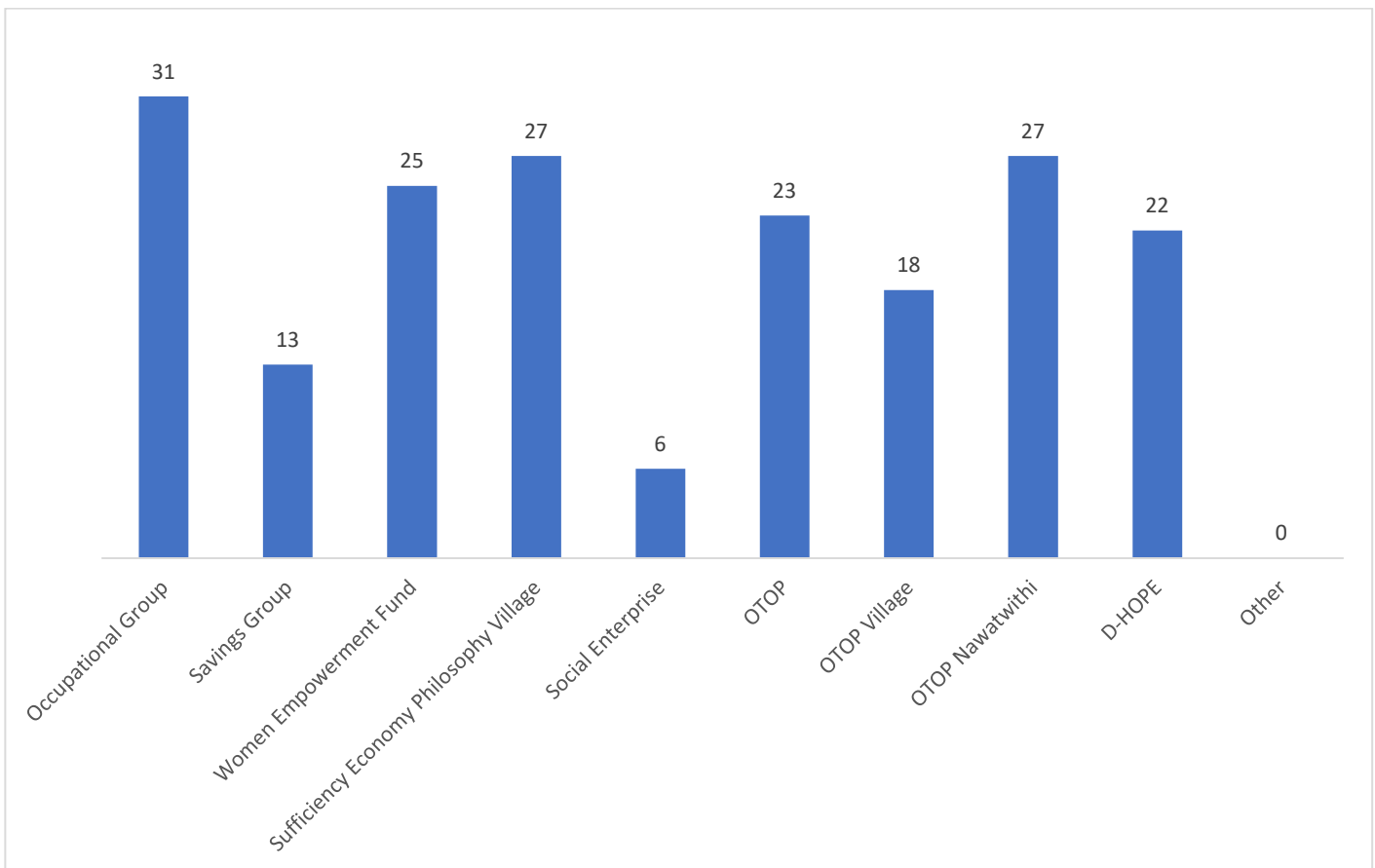
OCCUPATION:



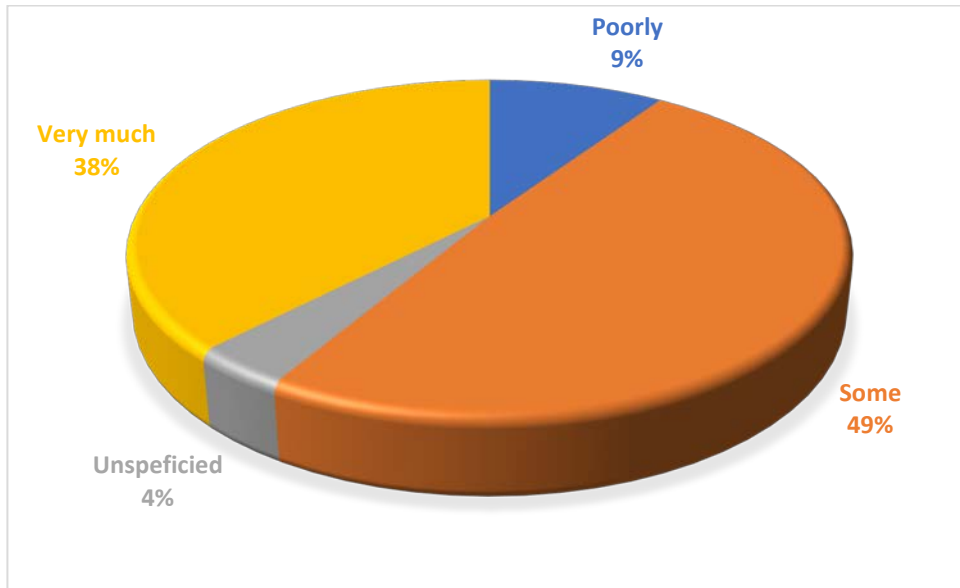
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

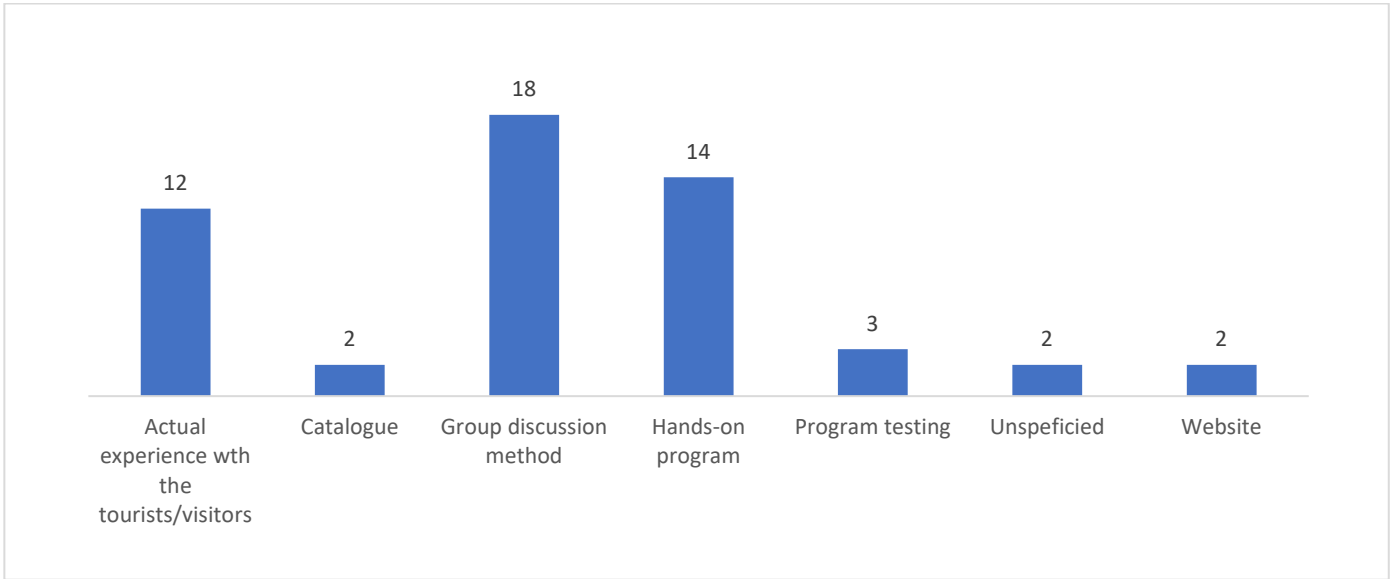


4) Opinions on the D-HOPE Project.

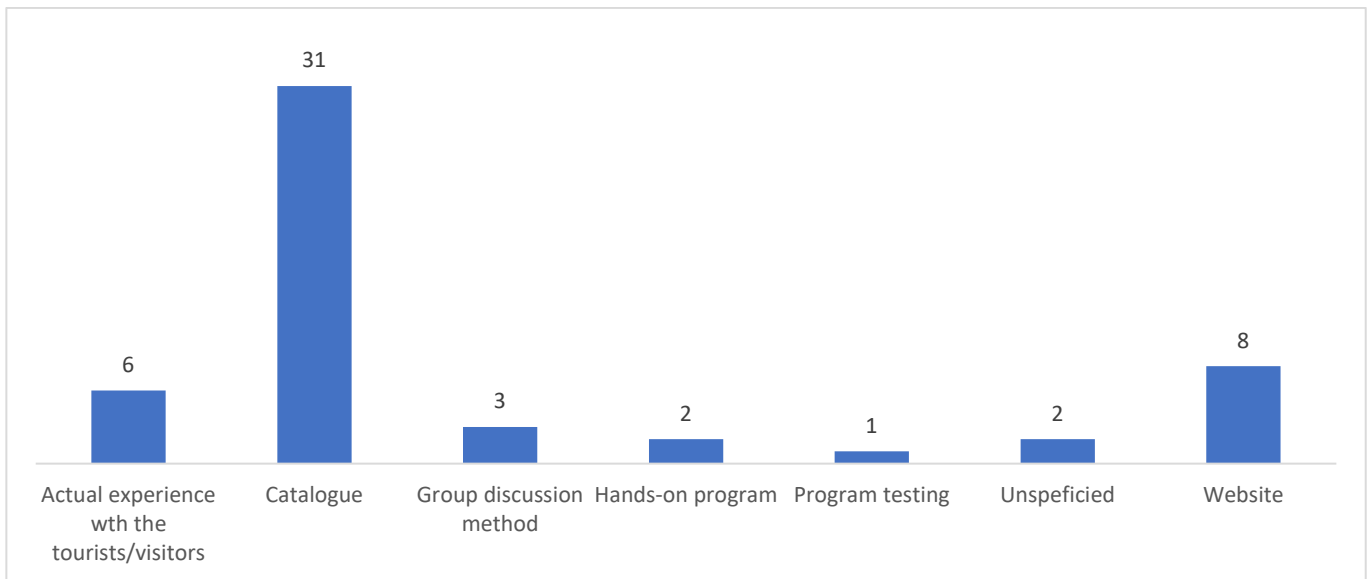
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	36 (68%)	15 (28%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	39 (73%)	12 (23%)	0 (0%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	32 (60%)	16 (30%)	1 (2%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	32 (60%)	15 (28%)	4 (8%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	27 (51%)	18 (34%)	5 (9%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	26 (%)	30 (50%)	4 (8%)	0 (0%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	34 (64%)	16 (30%)	2 (4%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



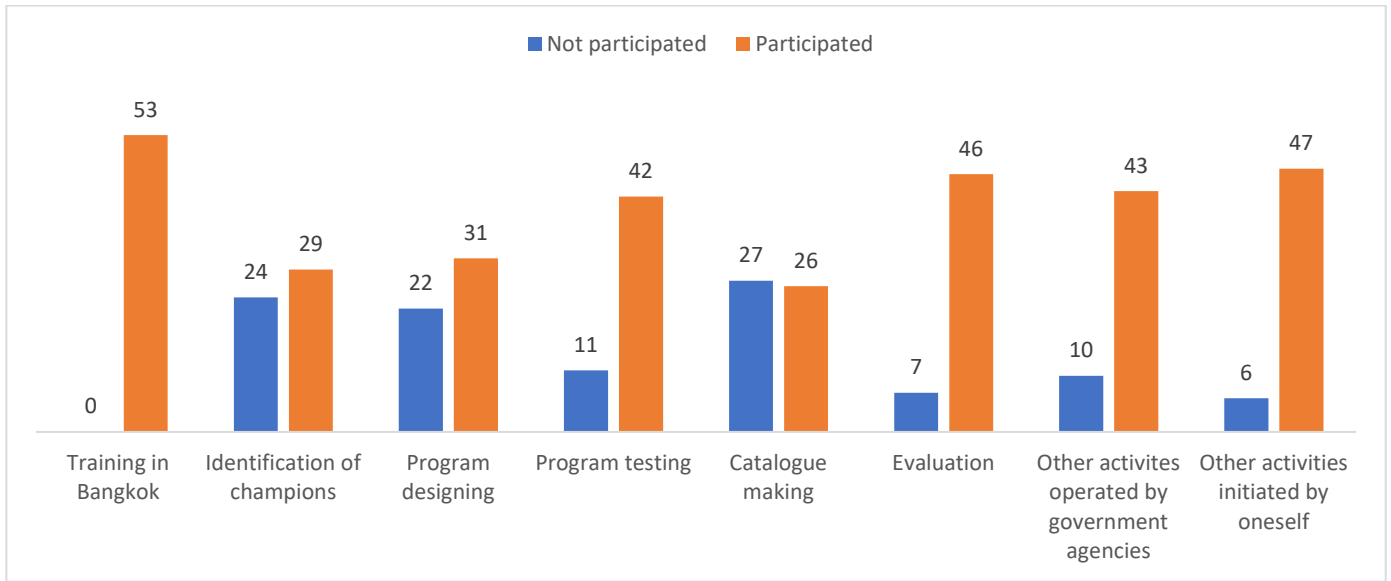
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.66	8.08	1.58	8.54 (52, <.01)
2	Financial conditions in my business	8.45	6.98	1.47	7.53 (52, <.01)
3	Motivation for work	9.32	7.75	1.56	6.64 (52, <.01)
4	Awareness of available resources in my community	9.36	7.96	1.39	5.67 (52, <.01)
5	Confidence in my life	9.55	8.51	1.03	5.87 (52, <.01)
6	Knowledge on business	9.09	7.58	1.50	7.19 (52, <.01)
7	Happiness in my life	9.83	8.75	1.07	6.24 (52, <.01)
8	Self-recognition of my potential skill	9.40	8.09	1.30	4.86 (52, <.01)
9	Interaction with my community	9.30	8.11	1.18	4.87 (52, <.01)
10	Confidence of doing own business	9.58	8.43	1.15	5.90 (52, <.01)
11	Conservation of local wisdom	9.45	8.13	1.32	6.34 (52, <.01)
12	The happiness of belongings to my community	9.56	8.50	1.05	3.55 (52, <.01)
13	Pride of my community	9.77	8.67	1.09	6.10 (52, <.01)
14	Sense of contribution to the community	9.43	8.35	1.07	6.17 (52, <.01)
15	My popularity/fame	8.54	7.41	1.13	4.45 (52, <.01)
16	Quality of my products/services	9.05	7.79	1.26	6.20 (52, <.01)
17	Financial conditions in my life	8.35	7.18	1.17	6.35 (52, <.01)
18	Expansion of my network	8.67	7.28	1.39	7.87 (52, <.01)
19	Communication with visitors	9.03	7.60	1.43	6.95 (52, <.01)
20	Acceptance/Recognition by others	9.20	7.81	1.39	6.78 (52, <.01)

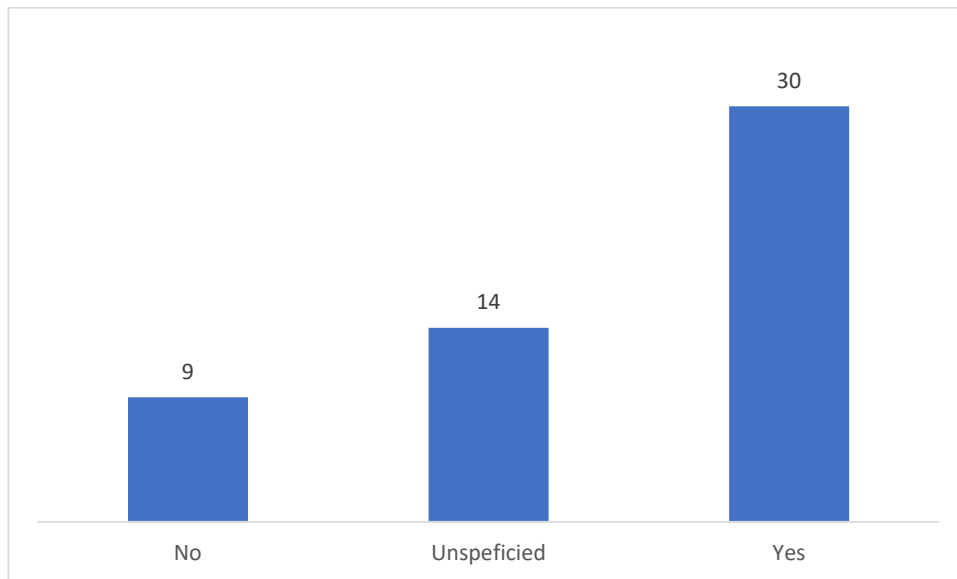
* paired sample t-test by Microsoft Excel.

* **Bold**: 3 largest change / *Italic*: the smallest change

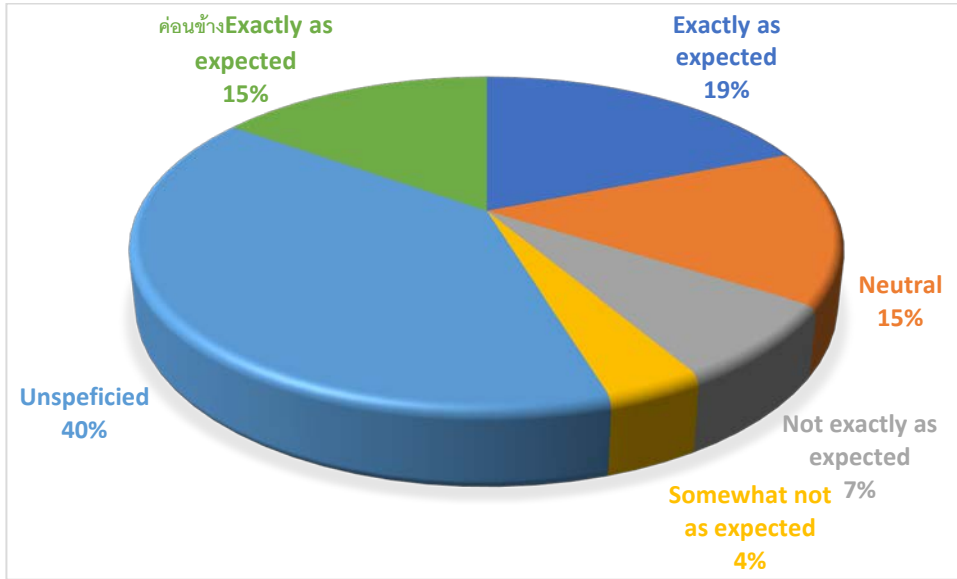
8) Which activity did you participate in D-HOPE?



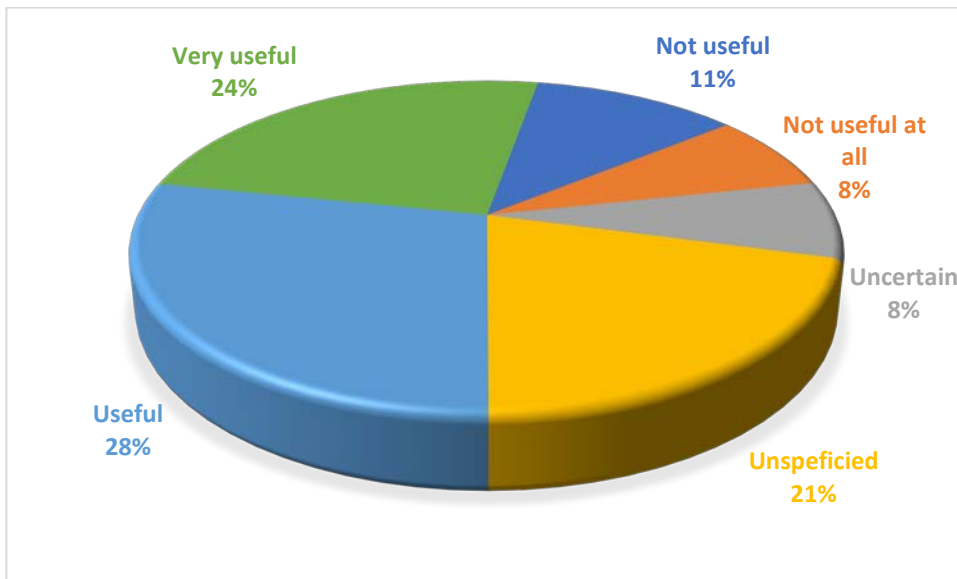
12) Have you checked the content in the catalogue before printing?



12.1) Does the content is as you expected?



13) Does this catalogue facilitate the success to your business?



8. Report on Questionnaire Survey of Chiang Mai Province

Submitted on 1st November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

8.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 24th June 2019 in Chiang Mai during the workshop of participatory evaluation. [n=23]

For Champions: Data collection was conducted on 25th June 2019 in Chiang Mai during the workshop. [n=65]

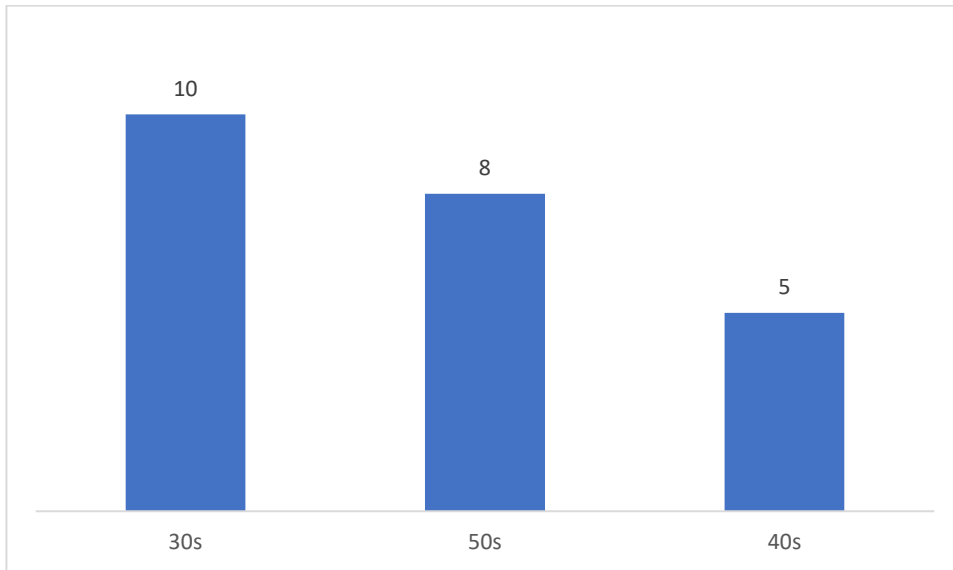
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted via Microsoft Excel.

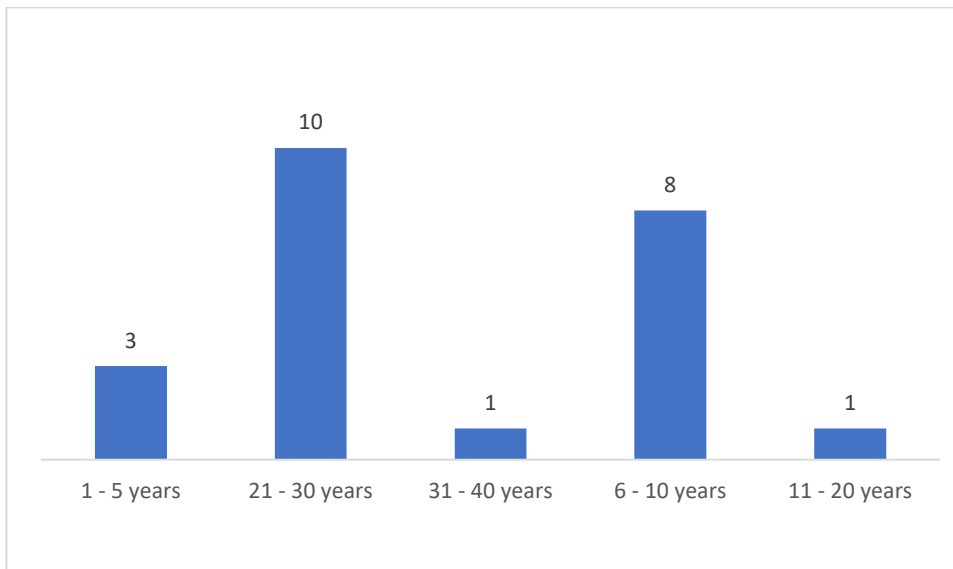
8.2 Officials: Results of Analyses

1) Demographic Information of the Participants

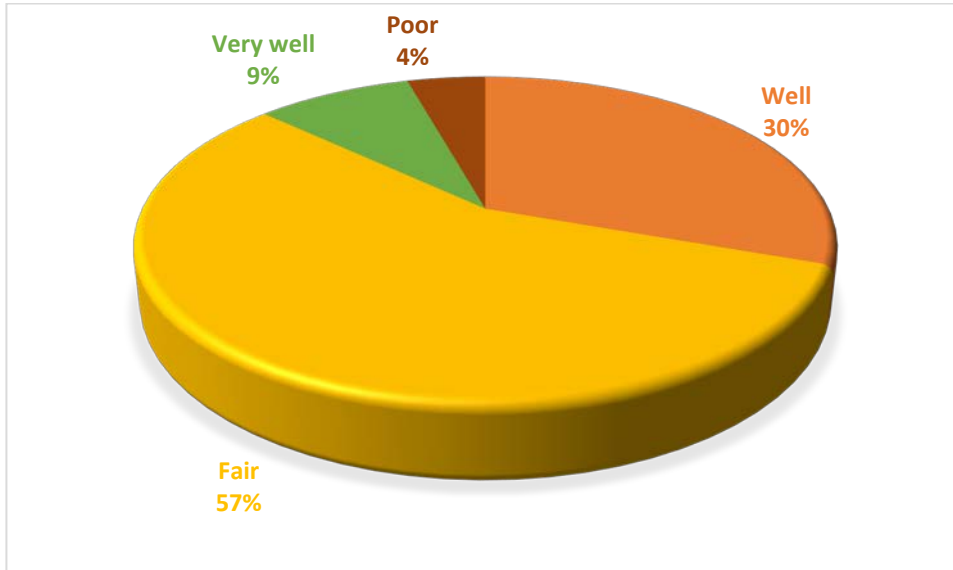
AGE:



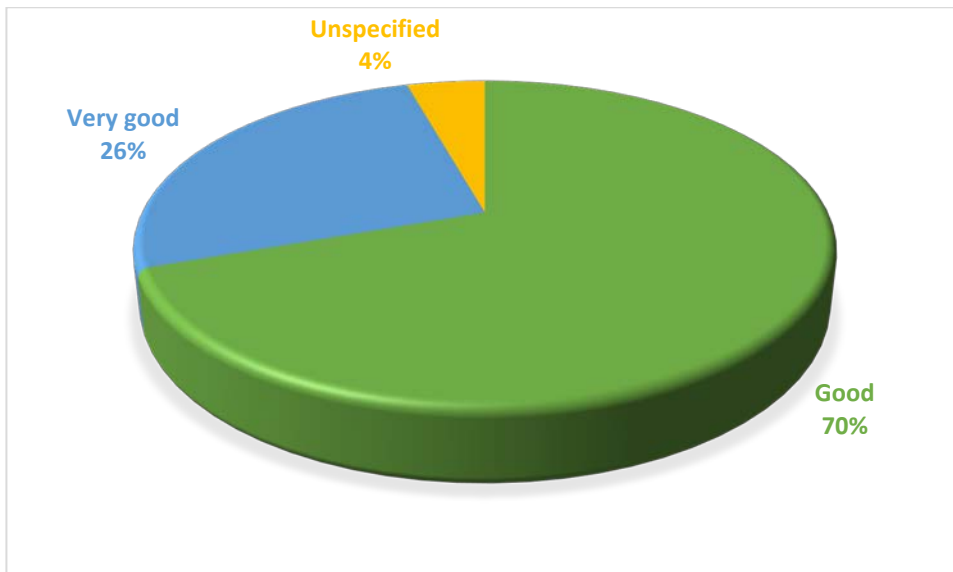
CAREER YEAR:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



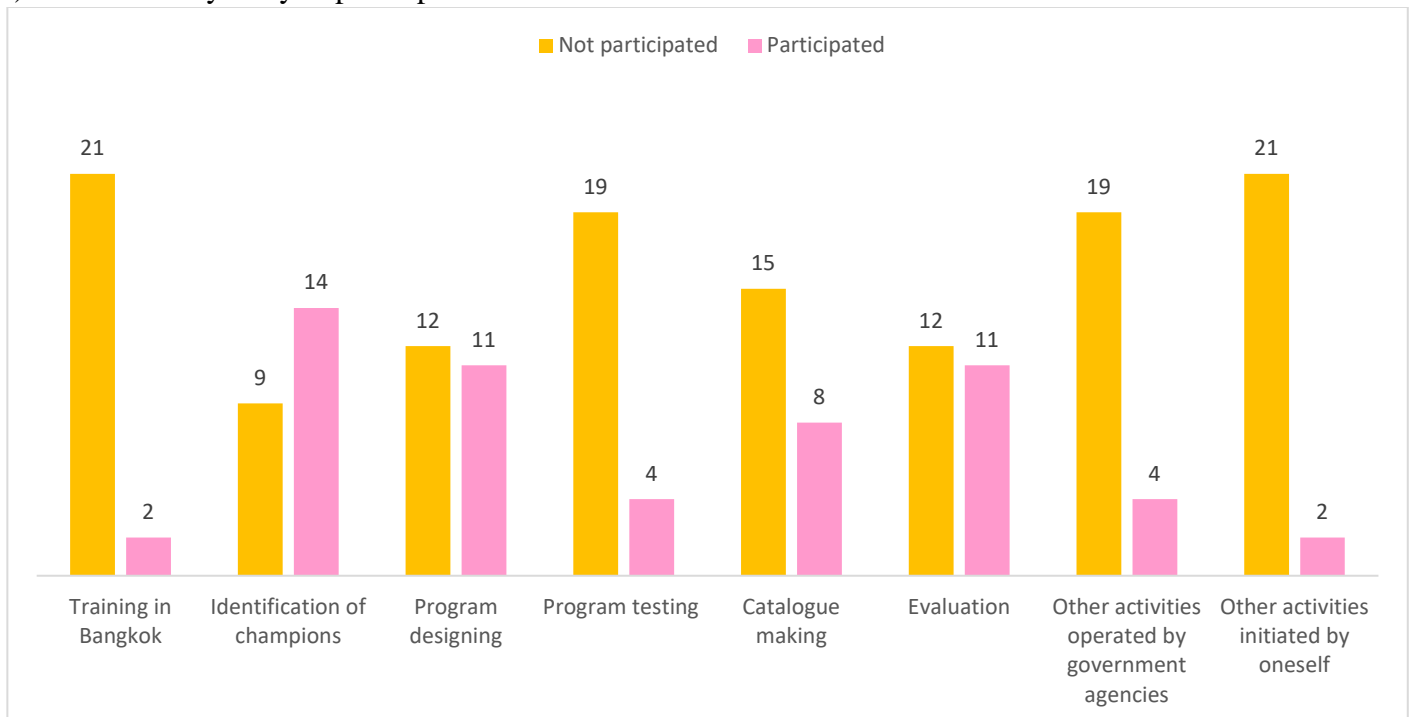
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	8.04	5.70	2.35	5.84 (22, p<0.01)
2	The level of motivation for work.	8.26	6.48	1.78	4.48 (22, p<0.01)
3	The level of pride of my work.	8.61	7.30	1.30	3.50 (22, p<0.01)
4	The level of efficiency of my work.	8.17	6.61	1.57	4.67 (22, p<0.01)
5	The level of productivity of my work.	8.13	6.52	1.61	4.31 (22, p<0.01)
6	The level of facilitation skills of my work.	8.39	6.87	1.52	4.15 (22, p<0.01)
7	The level of knowledge on the community development approaches.	8.57	7.48	1.09	2.82 (22, p<0.01)
8	The level of knowledge on the community-based marketing method.	7.91	6.70	1.22	3.77 (22, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	8.00	6.65	1.35	3.70 (22, p<0.01)
10	The level of relations with the champions.	8.43	7.35	1.09	2.79 (22, p<0.01)
<i>11</i>	<i>The level of happiness of my work.</i>	<i>8.35</i>	<i>7.57</i>	<i>0.78</i>	<i>1.77</i> <i>(22, p<0.01)</i>

* paired sample t-test by Microsoft Excel.

* **Bold:** The largest change / *Italic:* The smallest change

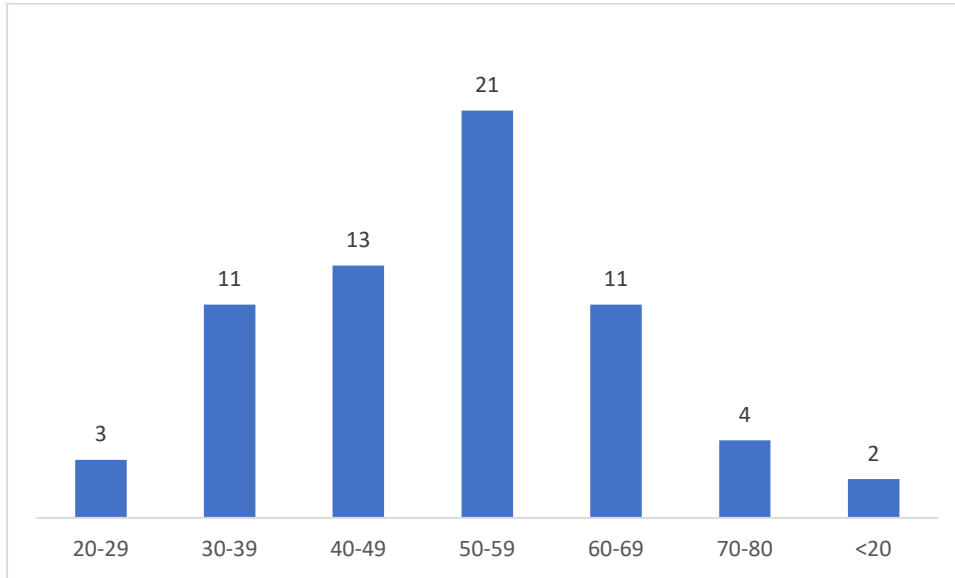
5) Which activity did you participate in D-HOPE?



8.3 Champions: Results of Analyses

0) Demographic Information of the Participants

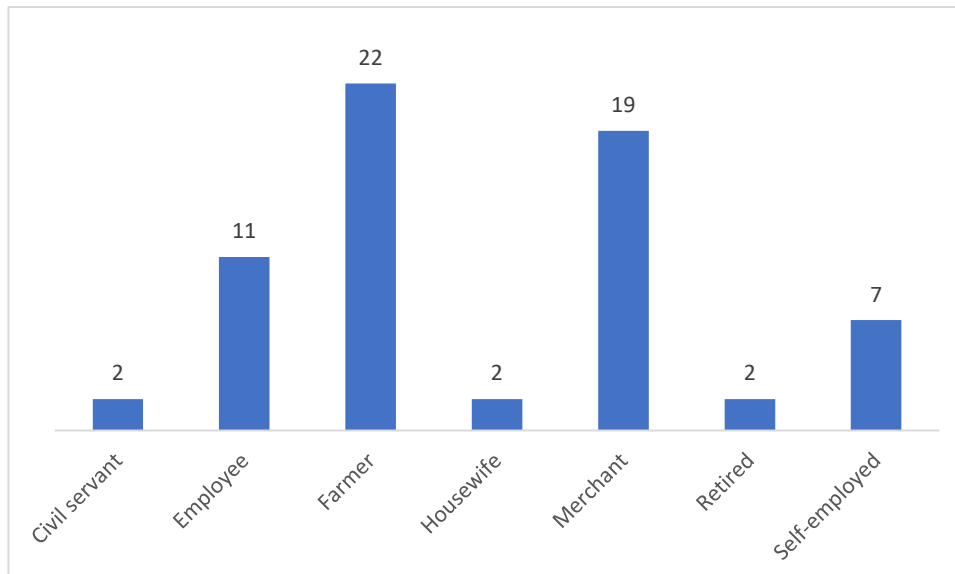
AGE: Mean = 50.06 (yrs old) [S.D. = 12.77]



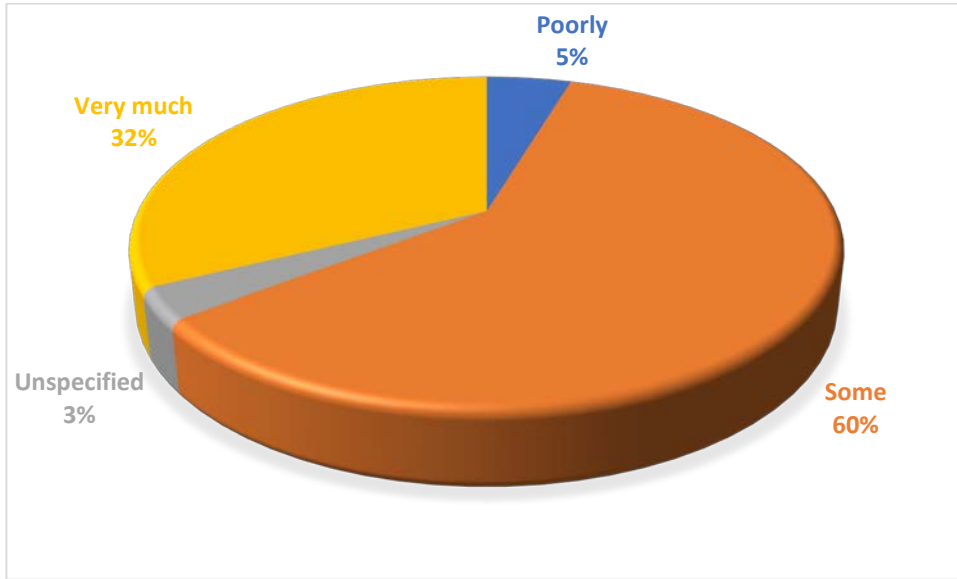
GENDER:

Gender	Frequency (%)
Female	47 (72%)
Male	18 (28%)
Unspecified	0 (0%)

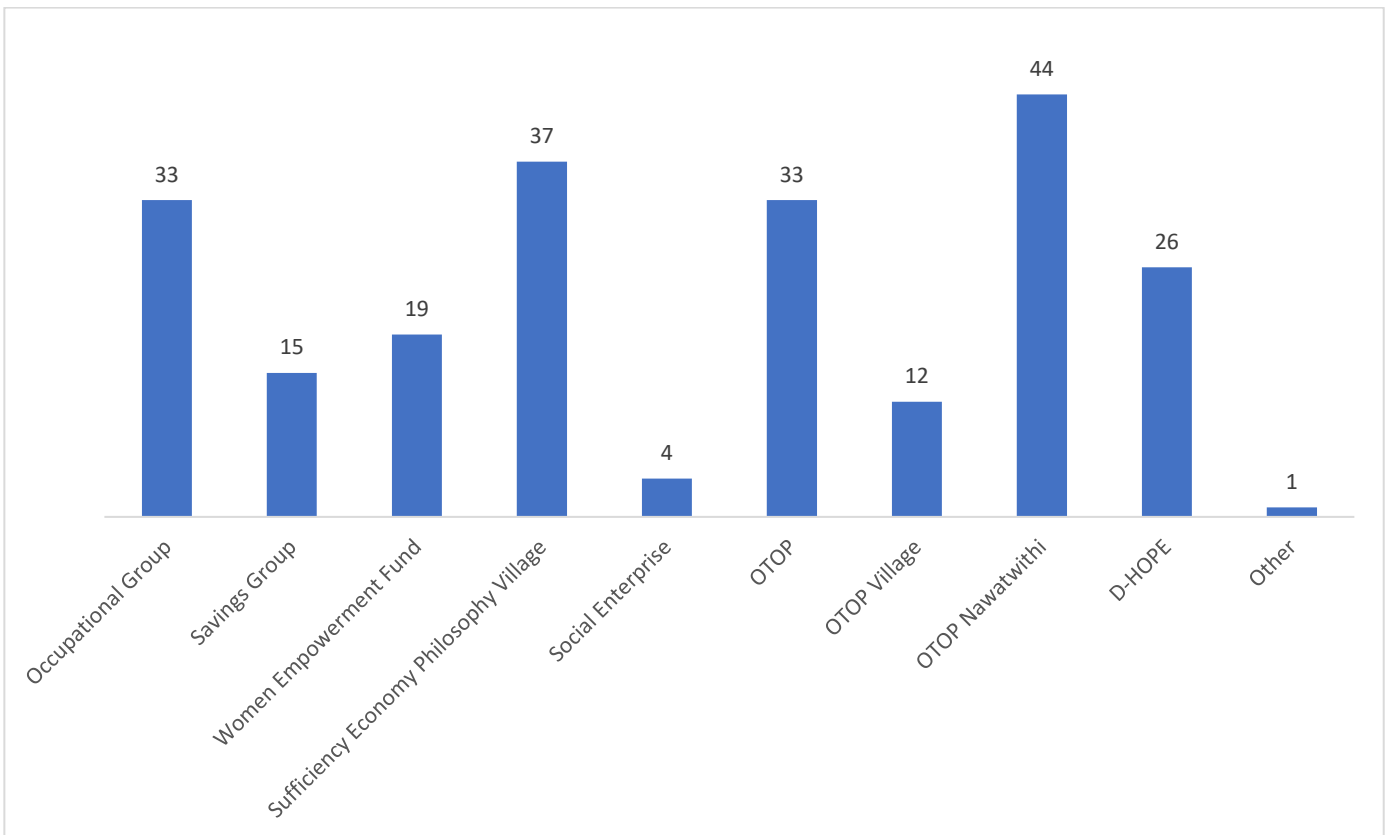
OCCUPATION:



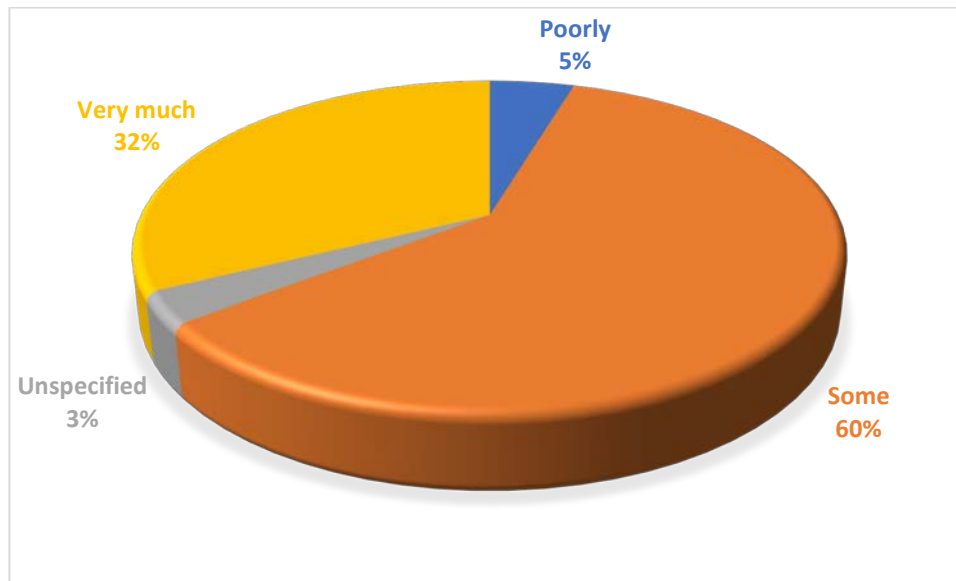
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

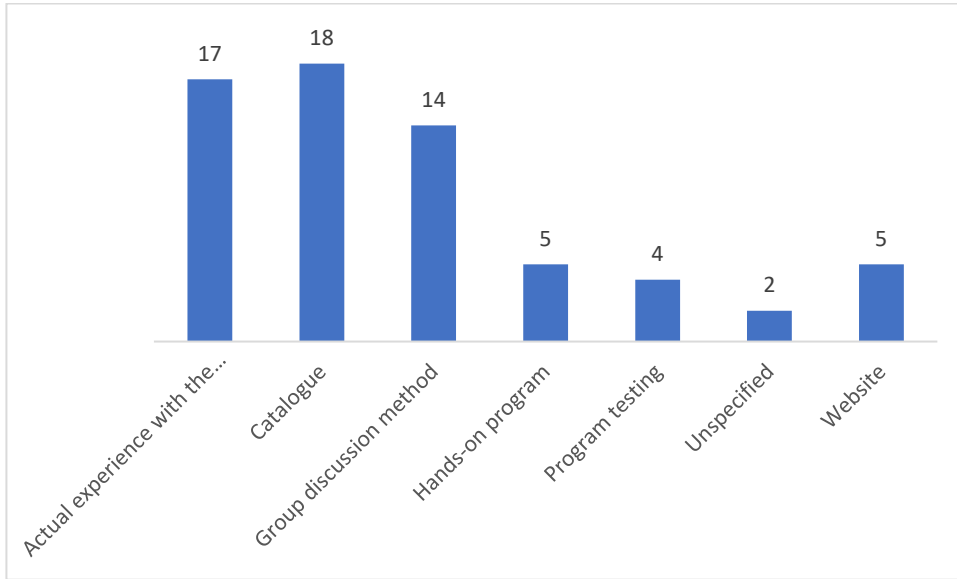


4) Opinions on the D-HOPE Project.

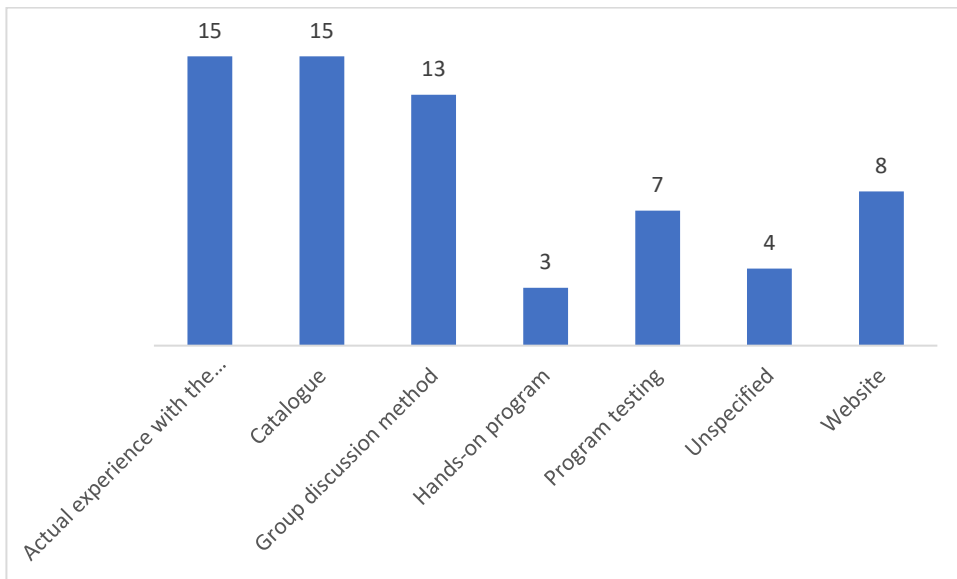
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	37 (57%)	27 (42%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	37 (57%)	24 (38%)	2 (3%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	27 (42%)	36 (55%)	1 (1%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	27 (42%)	35 (54%)	2 (3%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	41 (63%)	21 (32%)	2 (3%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	24 (37%)	37 (57%)	2 (3%)	1 (1%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	37 (57%)	24 (37%)	3 (5%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



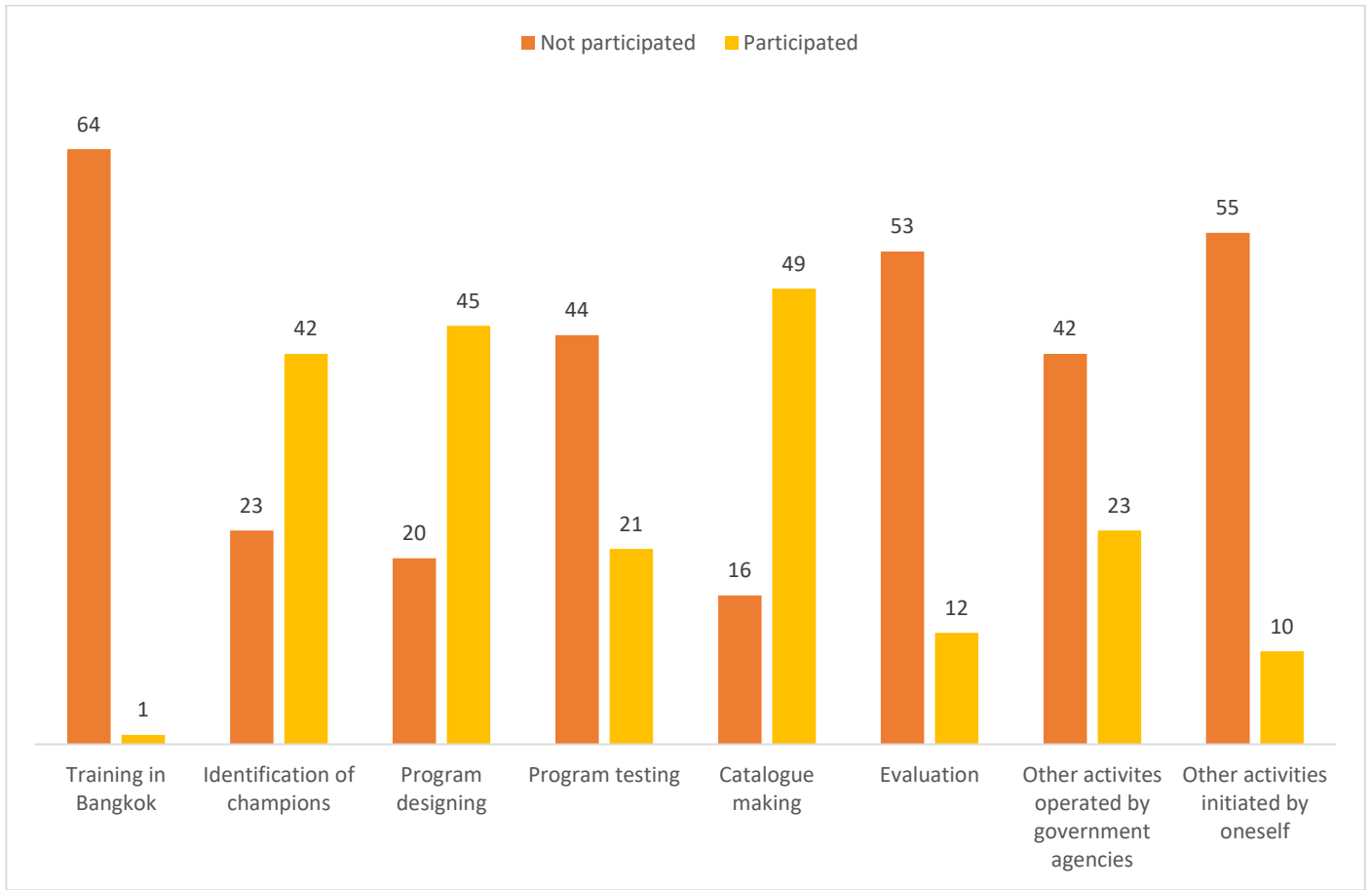
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.35	8.08	1.27	6.88 (64, <.01)
2	Financial conditions in my business	8.26	6.91	1.35	7.75 (64, <.01)
3	Motivation for work	9.09	7.46	1.63	8.04 (64, <.01)
4	Awareness of available resources in my community	9.22	7.71	1.50	7.49 (64, <.01)
5	Confidence in my life	9.31	7.71	1.60	7.70 (64, <.01)
6	Knowledge on business	8.92	7.32	1.60	8.32 (64, <.01)
7	Happiness in my life	9.20	8.11	1.09	5.80 (64, <.01)
8	Self-recognition of my potential skill	8.91	7.45	1.46	7.10 (64, <.01)
9	Interaction with my community	9.18	7.91	1.27	7.25 (64, <.01)
10	Confidence of doing own business	9.26	7.75	1.50	8.45 (64, <.01)
11	Conservation of local wisdom	9.25	8.04	1.20	7.11 (64, <.01)
12	The happiness of belongings to my community	9.46	8.12	1.33	7.33 (64, <.01)
13	Pride of my community	9.64	8.44	1.20	7.23 (64, <.01)
14	Sense of contribution to the community	9.36	8.06	1.30	6.71 (64, <.01)
15	My popularity/fame	8.76	7.21	1.55	7.51 (64, <.01)
16	Quality of my products/services	8.96	7.40	1.56	7.34 (64, <.01)
17	Financial conditions in my life	8.24	6.95	1.29	6.68 (64, <.01)
18	Expansion of my network	8.49	7.07	1.41	6.02 (64, <.01)
19	Communication with visitors	8.87	7.23	1.64	6.89 (64, <.01)
20	Acceptance/Recognition by others	9.03	7.49	1.53	7.19 (64, <.01)

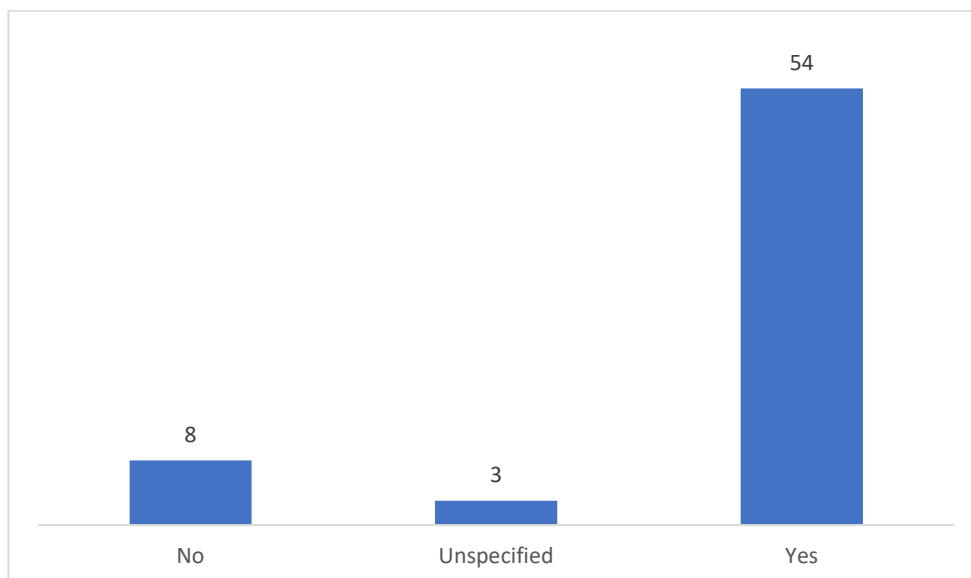
* paired sample t-test by Microsoft Excel.

* **Bold:** 3 largest change

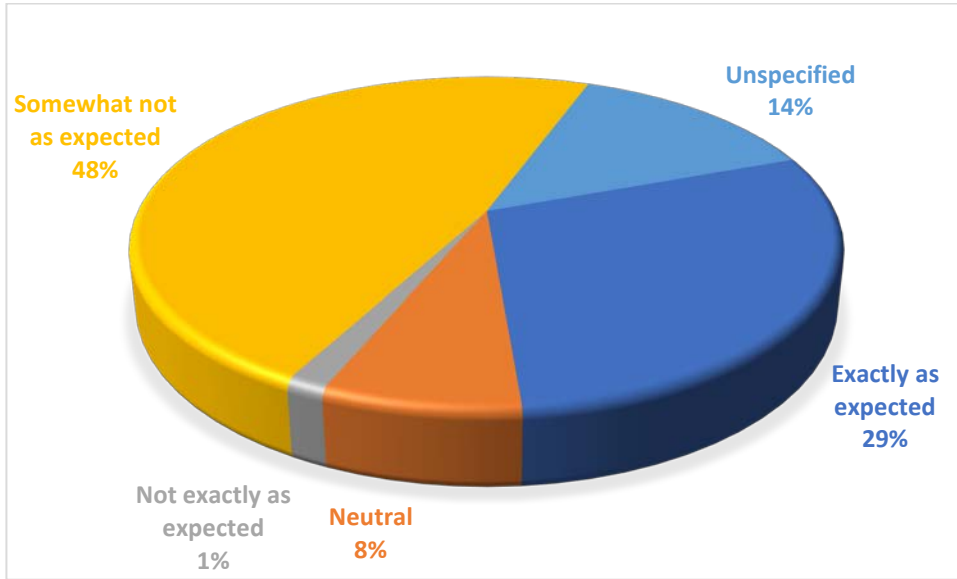
8) Which activity did you participate in D-HOPE?



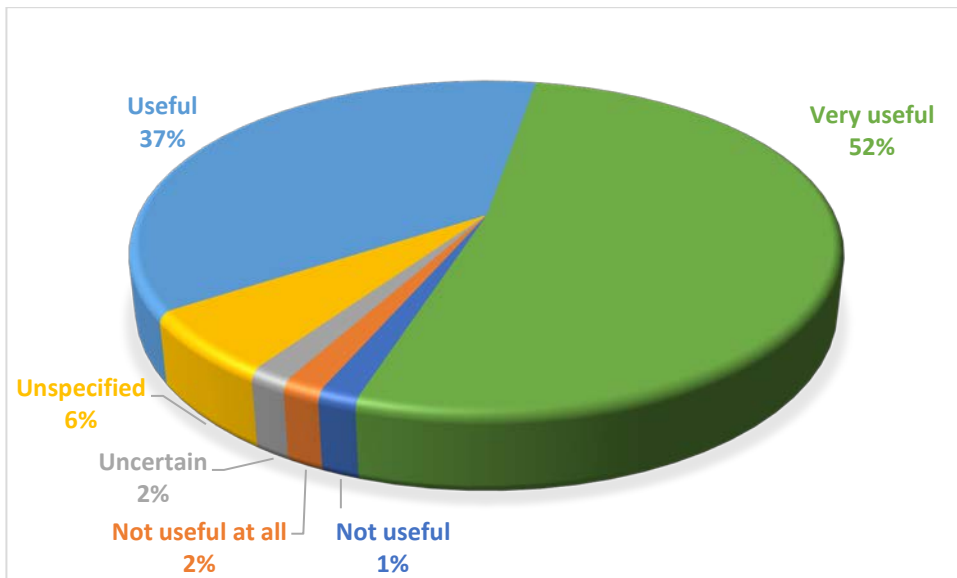
12) Have you checked the content in the catalogue before printing?



12.1) Does the content is as you expected?



13) Does this catalogue facilitate the success to your business?



9. Report on Questionnaire Survey of Chanthaburi Province

Submitted on 1st November 2019

Reported by Pongsan Sanyakamdhorn (Program Officer)

9.1 Background

- **Survey sheet development**: This survey sheet was initially developed by D-HOPE project team. The draft of the survey sheet was checked and revised by Ms. Kanoknit Panawas (CDD) and Thai staff together with the project team.

- **Data collection**

For Officials: Data collection was conducted on 27th June 2019 in Chanthaburi during the workshop of participatory evaluation. [n=16]

For Champions: Data collection was conducted on 28th June 2019 in Chanthaburi during the workshop. [n=60]

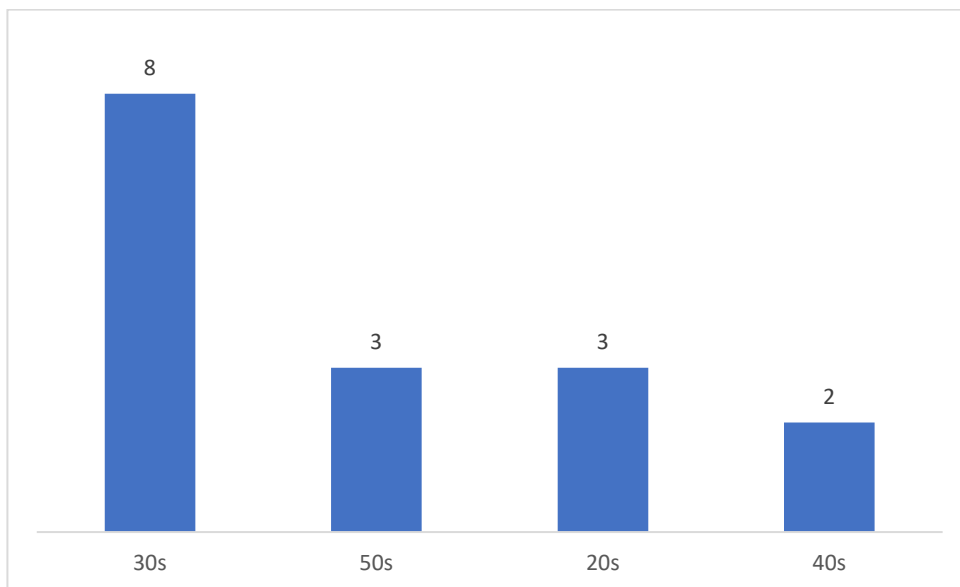
- **Database creation**: Database was constructed in an excel format from a paper-based survey by Mr. Sanyakamdhorn. An excel data file, including the coding list of variables, is to be submitted to JICA and CDD electrically.

- **Data analyses**: t-test and factor analysis were conducted via Microsoft Excel.

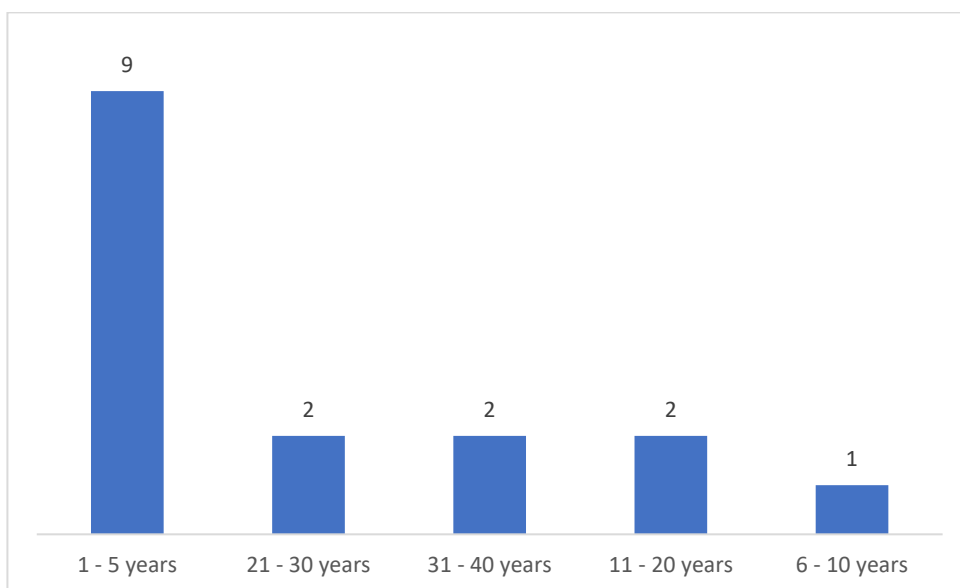
9.2 Officials: Results of Analyses

1) Demographic Information of the Participants

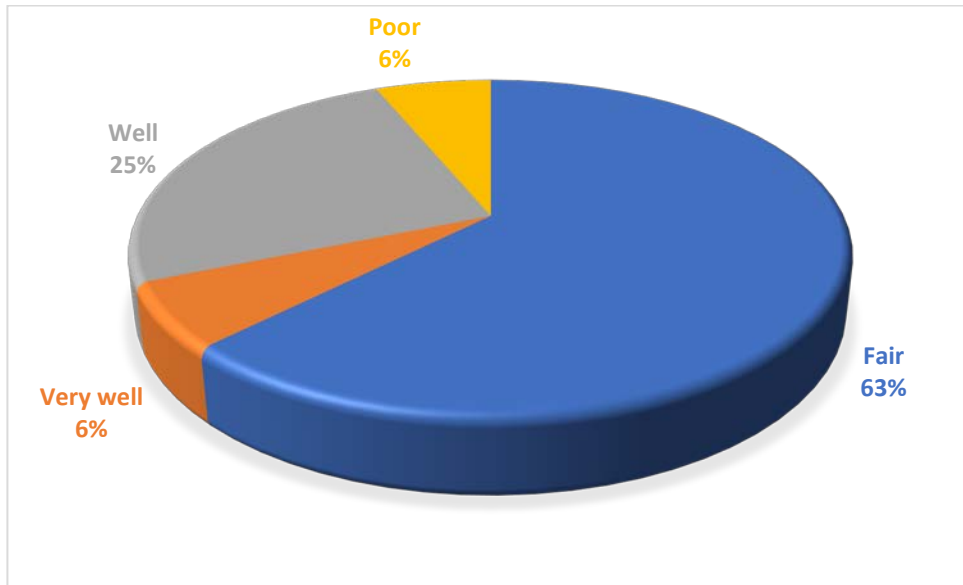
AGE:



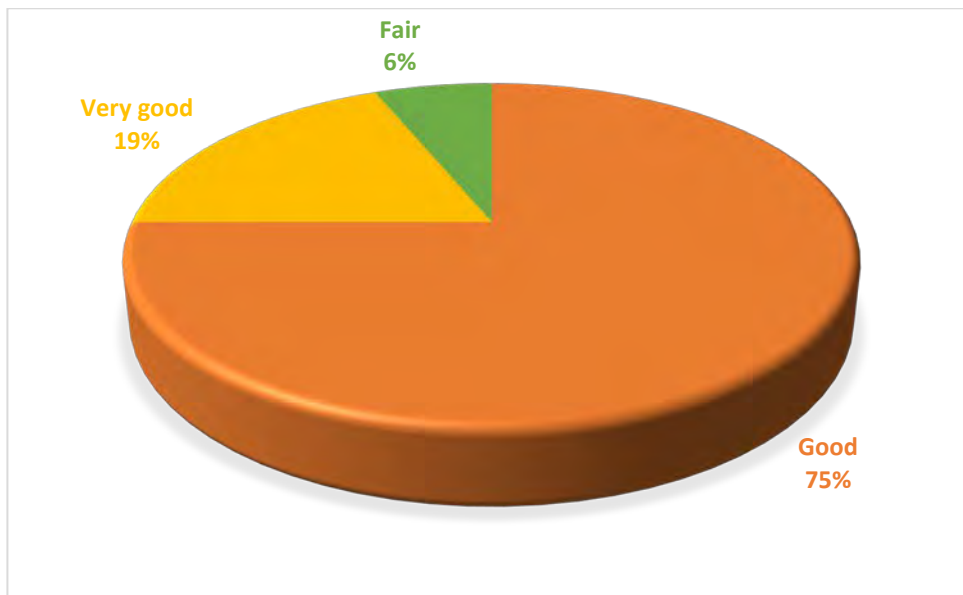
CAREER YEAR:



2) How much do you know about D-HOPE?



3) How do you think of the D-HOPE approach?



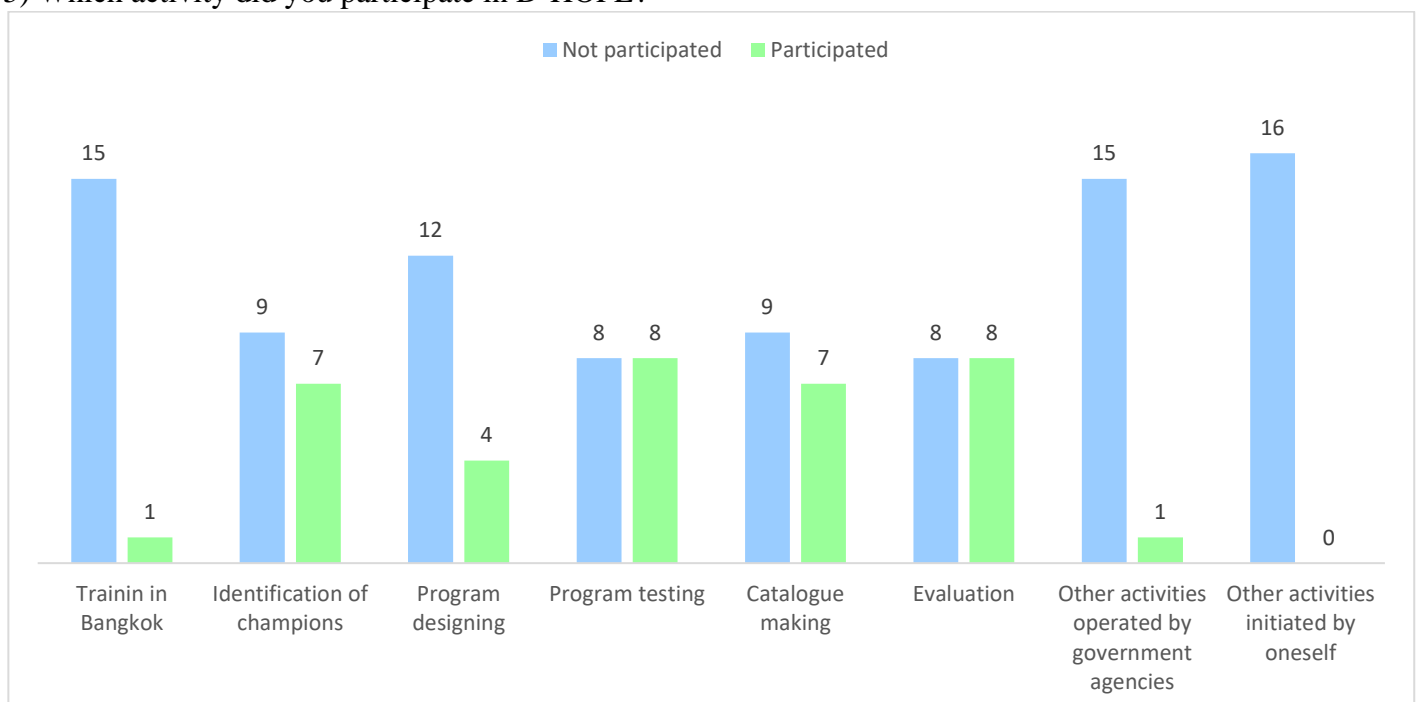
4) Opinions on the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	The level of confidence of my work.	7.81	4.88	2.94	7.36 (15, p<0.01)
2	The level of motivation for work.	8.13	5.44	2.69	5.39 (15, p<0.01)
3	The level of pride of my work.	8.31	6.31	2.00	4.53 (15, p<0.01)
4	The level of efficiency of my work.	7.94	5.94	2.00	4.39 (15, p<0.01)
5	The level of productivity of my work.	7.81	6.00	1.81	4.78 (15, p<0.01)
6	The level of facilitation skills of my work.	8.31	6.31	2.00	5.10 (15, p<0.01)
7	The level of knowledge on the community development approaches.	8.31	6.50	1.81	6.06 (15, p<0.01)
8	The level of knowledge on the community-based marketing method.	7.63	5.69	1.94	4.37 (15, p<0.01)
9	The level of knowledge on the community-based entrepreneurship promotion.	7.69	5.69	2.00	5.77 (15, p<0.01)
10	The level of relations with the champions.	8.56	6.63	1.94	3.60 (15, p<0.01)
<i>11</i>	<i>The level of happiness of my work.</i>	<i>8.31</i>	<i>6.75</i>	<i>1.56</i>	<i>3.90 (15, p<0.01)</i>

* paired sample t-test by Microsoft Excel.

* **Bold:** The largest change / *Italic:* The smallest change

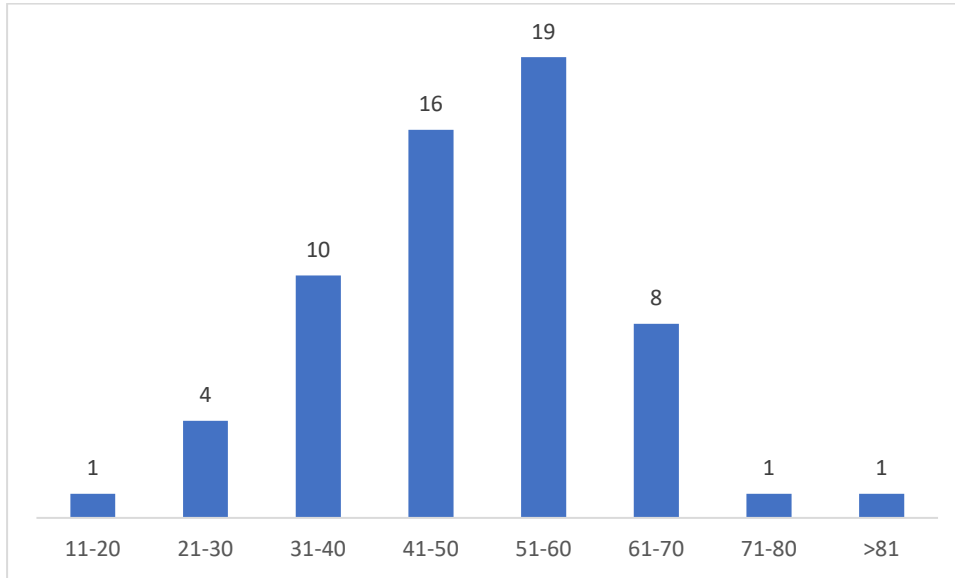
5) Which activity did you participate in D-HOPE?



9.3 Champions: Results of Analyses

0) Demographic Information of the Participants

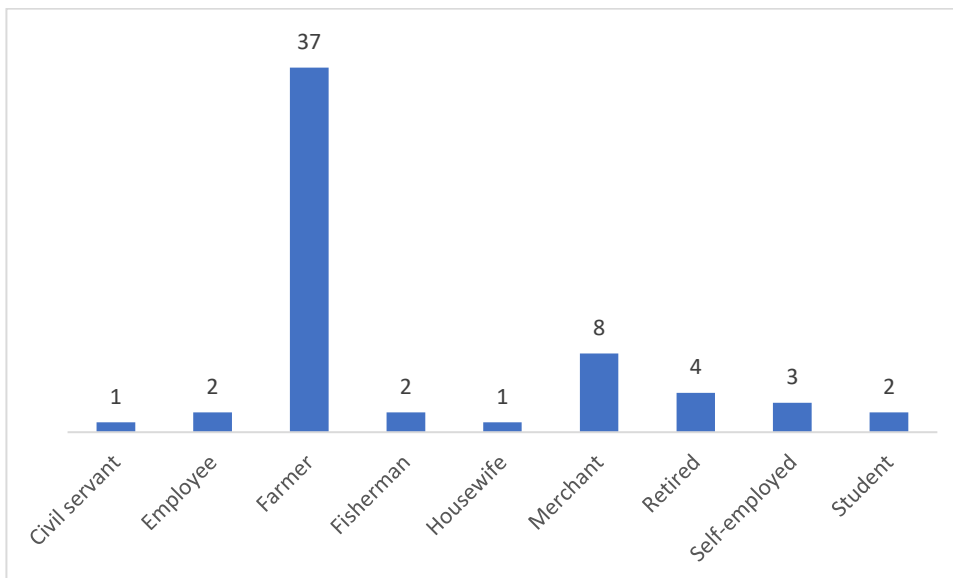
AGE: Mean = 48.34 (yrs old) [S.D. = 11.85]



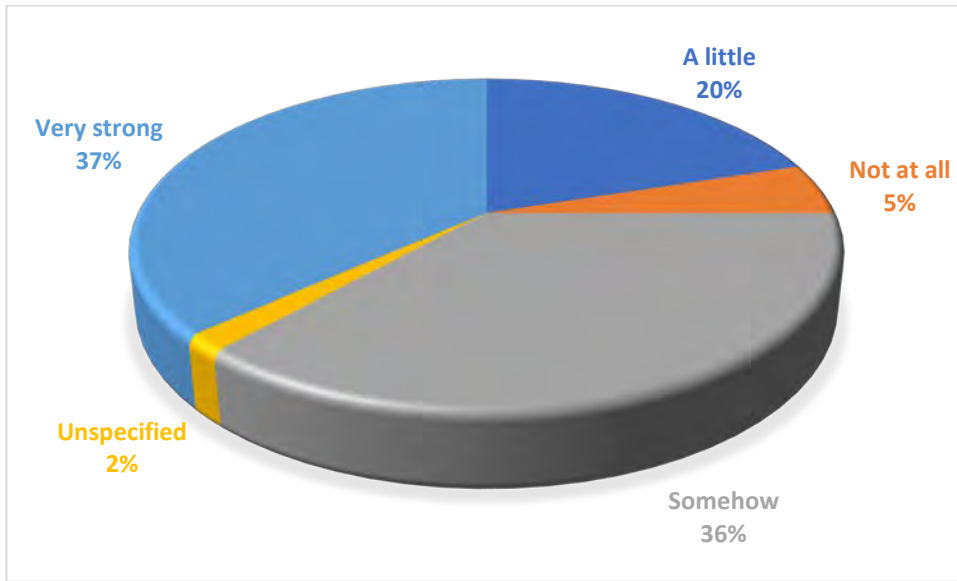
GENDER:

Gender	Frequency (%)
Female	45 (75%)
Male	15 (25%)
Unspecified	0 (0%)

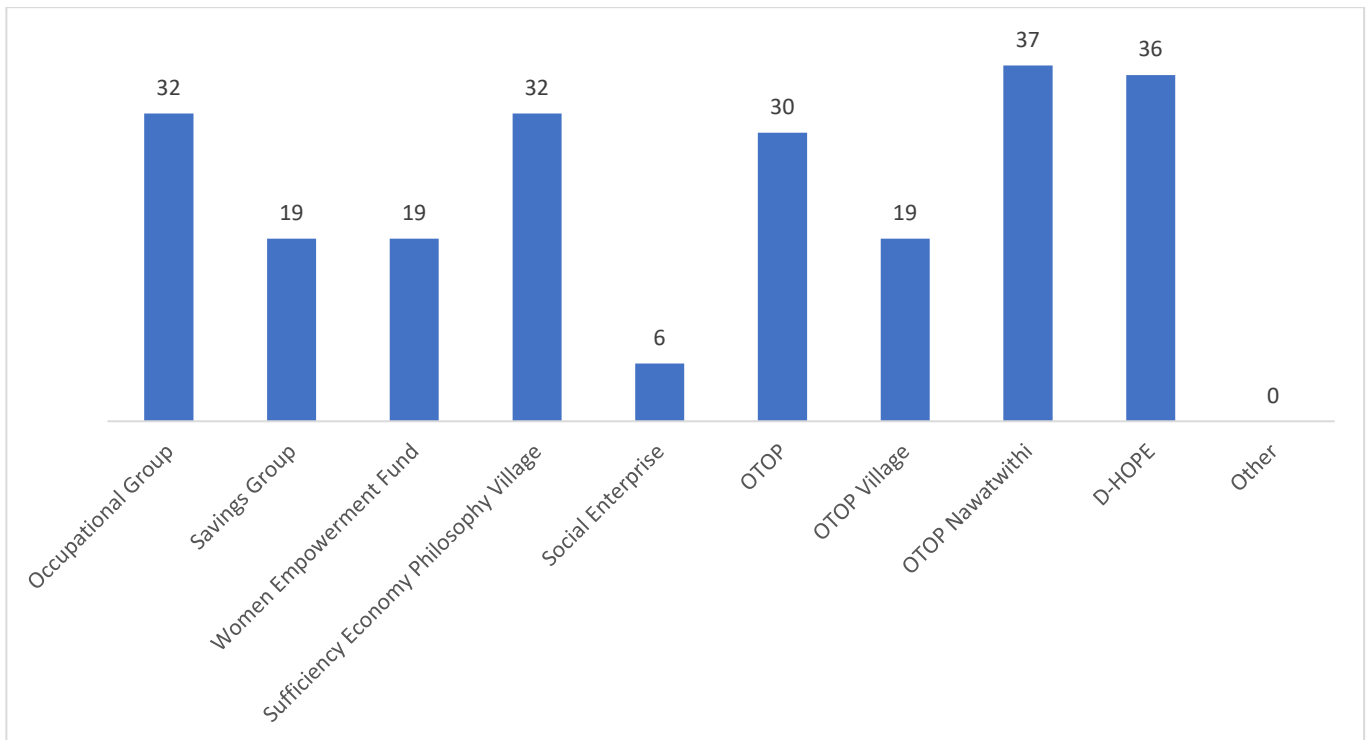
Occupation:



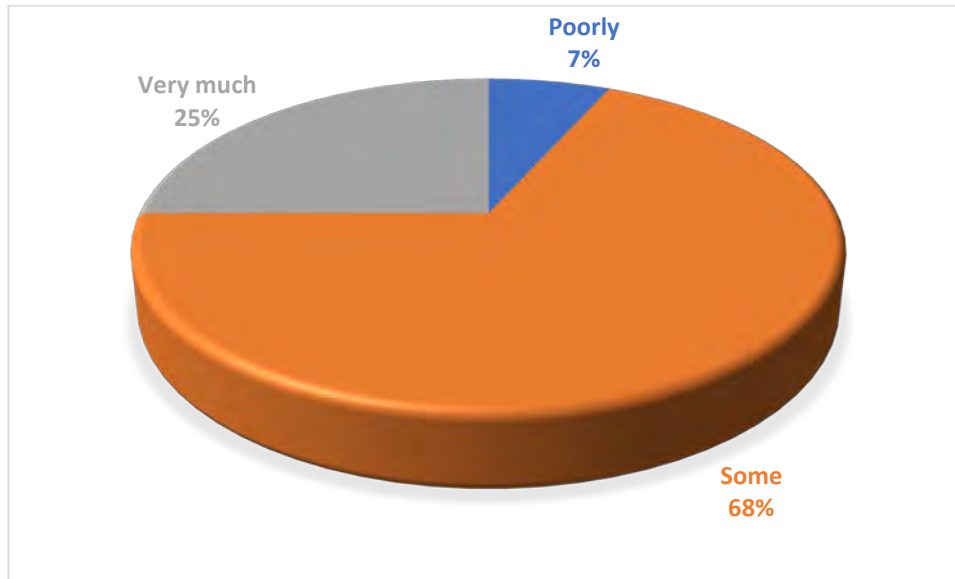
1) How much relevant between your occupation and the hands-on program?



2) Are you involved in any of the following activities of CDD?



3) How much are you involved in D-HOPE?

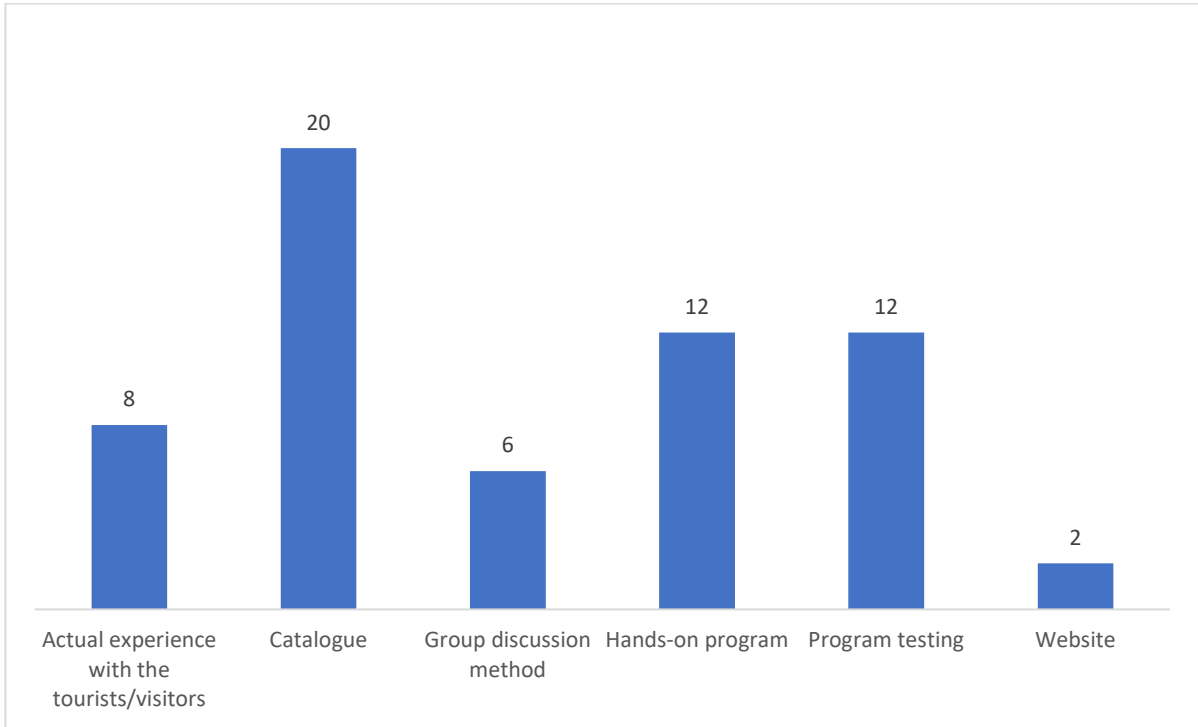


4) Opinions on the D-HOPE Project.

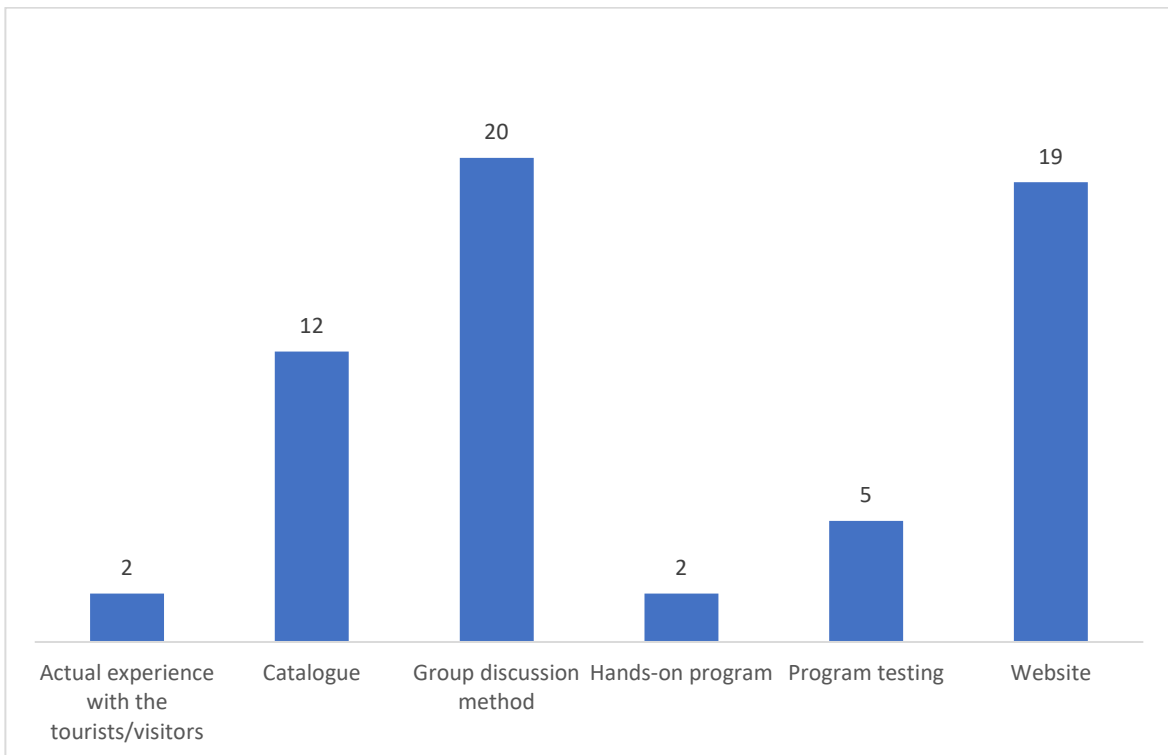
No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?	36 (60%)	26 (40%)	0 (0%)	0 (0%)	0 (0%)

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?	36 (60%)	23 (38%)	1 (2%)	0 (0%)	0 (0%)
3	How do you think of the program testing?	31 (52%)	28 (46%)	1 (2%)	0 (0%)	0 (0%)
4	How do you think of the hands-on program?	26 (43%)	31 (52%)	2 (3%)	0 (0%)	0 (0%)
5	How do you think of the D-HOPE catalogue?	32 (53%)	28 (47%)	0 (0%)	0 (0%)	0 (0%)
6	How do you think of the D-HOPE website?	26 (43%)	30 (50%)	4 (7%)	0 (0%)	0 (0%)
7	How do you think of the actual experience with the tourists/visitors?	32 (53%)	24 (40%)	3 (5%)	0 (0%)	0 (0%)

5) Please choose the most useful D-HOPE activity below.



6) Please choose one D-HOPE activity that needs improvement the most.



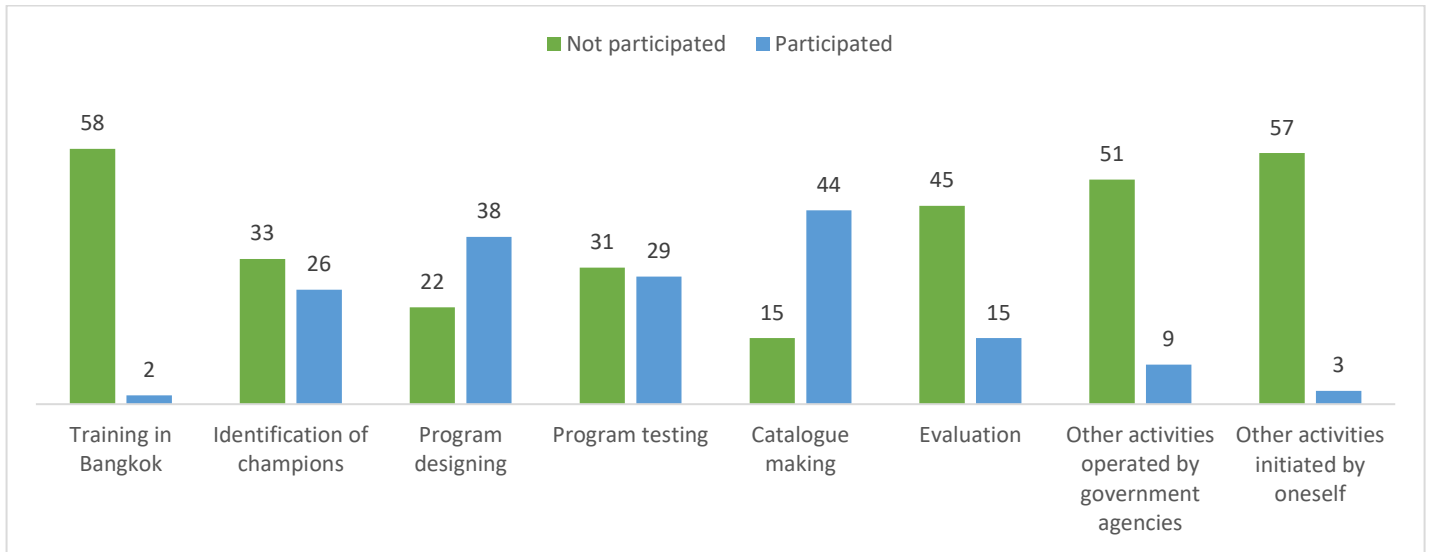
7) The change before-after the D-HOPE Project.

No.	Statement	Now-score mean	Before-score mean	Difference Of N&B	t* (df, p)
1	Pride of my work	9.40	7.68	1.72	9.16 (59, <.01)
2	Financial conditions in my business	8.58	7.13	1.45	8.34 (59, <.01)
3	Motivation for work	9.27	7.50	1.77	9.48 (59, <.01)
4	Awareness of available resources in my community	9.48	7.87	1.62	7.74 (59, <.01)
5	Confidence in my life	9.27	7.73	1.53	6.78 (59, <.01)
6	Knowledge on business	8.78	6.97	1.82	7.58 (59, <.01)
7	Happiness in my life	9.43	8.32	1.12	7.61 (59, <.01)
8	Self-recognition of my potential skill	9.07	7.55	1.52	8.13 (59, <.01)
9	Interaction with my community	9.13	7.72	1.42	5.26 (59, <.01)
10	Confidence of doing own business	9.37	8.17	1.20	7.01 (59, <.01)
11	Conservation of local wisdom	9.22	8.03	1.18	6.10 (59, <.01)
12	The happiness of belongings to my community	9.50	8.27	1.23	8.61 (59, <.01)
13	Pride of my community	9.77	8.62	1.15	7.39 (59, <.01)
14	Sense of contribution to the community	9.37	8.17	1.20	8.00 (59, <.01)
15	My popularity/fame	8.58	7.35	1.23	7.79 (59, <.01)
16	Quality of my products/services	8.97	7.62	1.35	7.81 (59, <.01)
17	Financial conditions in my life	8.38	7.23	1.15	6.05 (59, <.01)
18	Expansion of my network	8.42	7.12	1.30	6.18 (59, <.01)
19	Communication with visitors	8.60	7.07	1.53	8.82 (59, <.01)
20	Acceptance/Recognition by others	8.77	7.45	1.32	6.29 (59, <.01)

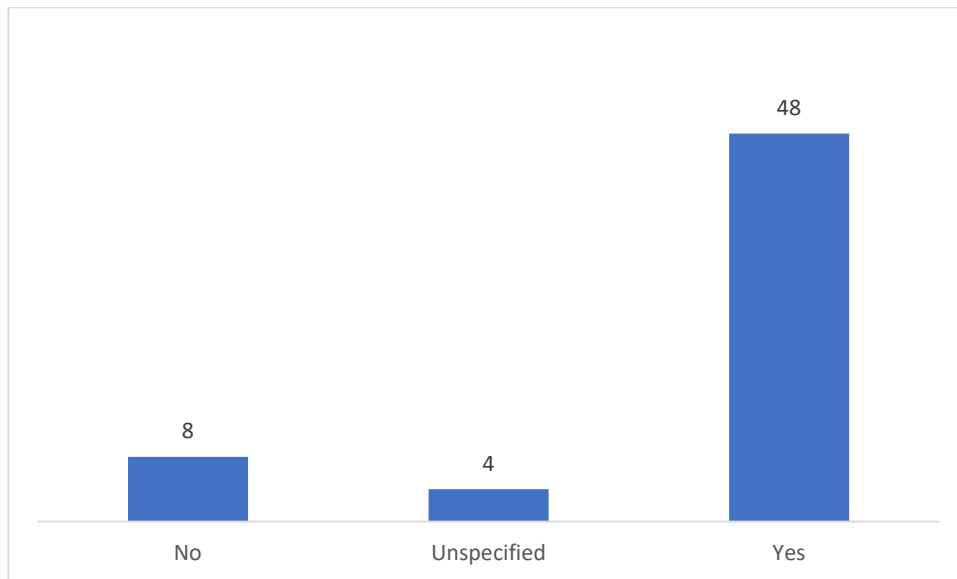
* paired sample t-test by Microsoft Excel.

* **Bold:** 3 largest change

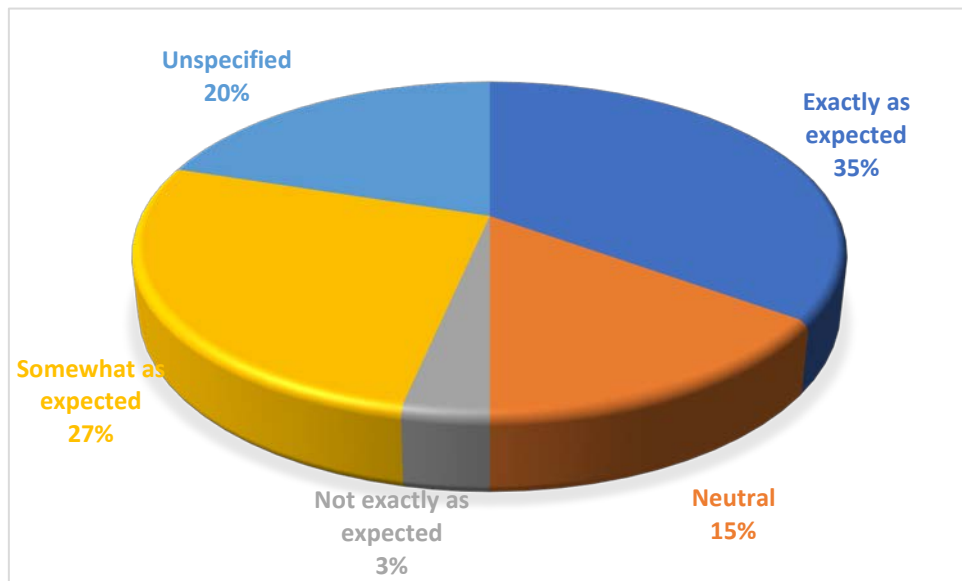
8) Which activity did you participate in D-HOPE?



12) Have you checked the content in the catalogue before printing?



12.1) Does the content is as you expected?



13) Does this catalogue facilitate the success to your business?

