



Model rice mill

To help farmers overcome debt as a result of the discrepancy between the price of unhusked rice, which they sold, and milled rice, which they bought, His Majesty the King proposed that farmers pooled their resources to set up communal rice mills, using as an example the experimental rice mill he set up in the grounds of Chitralada Villa. Here, residues from the mill are recycled; parts of the husks are mixed with cattle manure to make organic fertilizer, and the remaining amount is pressed into solid fuel. Finally, rice bran is mixed to make feed for cattle and fish.

Dairy farm

From a small barn opened in 1962, the dairy operation has developed into a full-fledged business. Products range from pasteurised fresh milk, powdered milk and condensed milk to ice cream and cheese. Even

cow dung is turned into compost for the nearby orchard.

Fish breeding

In 1952, His Majesty asked the Department of Fisheries to conduct a trial breeding of pla mor thes (Java Tilapia). The fish turned out to be easy to breed and rear. His Majesty gave them to local leaders for release into the wild. Pla mor thes has since become a cheap source of protein for people throughout the country. In 1965, Crown Prince Akihito (now the Emperor of Japan) gave His Majesty 25 pairs of a similar species of fish. A trial at Chitralada Palace showed that the fish, Nile Tilapia, reproduced even faster than their cousins. One year later, His Majesty named the fish "pla nil" and gave 10,000 to the Department of Fisheries to fry and distribute to the public, providing an important source of protein and income.



Other projects initiated by His Majesty the King to promote sustainable agriculture include:

CATTLE BANK

In 1979, His Majesty learned from farmers in Prachin Buri province that they had to rent buffaloes at exorbitant prices to plough the rice fields. His Majesty asked the Department of Livestock to set up a buffalo bank to lend out buffaloes and allow farmers to purchase them at reasonable prices, in long-term instalments. A large plot of land Pak Chong district, Nakhon Ratchasima province, was also set aside as a retirement home for cattle rather than being slaughtered.

ROYAL PLOUGHING CEREMONY

The Royal Ploughing Ceremony is an ancient rite that dates back to the Sukhothai era and was revived by His Majesty the King in 1960 after it was halted after the 1932 revolution to uplift the spirit of rice farmers.

NEW THEORY

His Majesty's concern about water shortages afflicting rain-fed farmers led to the promotion of his

plan for small-scale farm management. According to the plan, each plot of between 10 and 15 rai is divided into four main sections. The general formula is 30:30:30:10 – the proportion to be allocated to a reservoir, rice fields, fruit and vegetable orchards, and residence/livestock areas, respectively.

To ensure an adequate supply of water throughout the year, a system of individual ponds, a community reservoir and a larger basin is recommended. In case of drought, the dried-up pond will be filled in by the next largest in the hierarchy.

His Majesty's concept has been successfully tested at an experimental field at Wat Mongkhon Chaipattana in Saraburi province.

The key objective of the New Theory is to achieve self-sufficiency. His Majesty calculated that a family of six requires about five rai of land dedicated to rice cultivation.

The second stage of the New Theory advises that farmers organise themselves into groups or cooperatives to empower them in production, processing, marketing, education, social welfare and development. The third and last stage envisages fair trade relationships between the private sector and local community organisations.



Good health and well-being: Ensure healthy lives and promote well-being for all at all ages



Prince Mahidol, His Majesty the King's royal father, was regarded as the Father of Thai Medicine, having graduated with a medical degree in Public Health from Harvard University, and practiced medicine in Chiang Mai before his own health failed him. Her Royal Highness the Princess Mother was also a nursing student, and it was natural that the concern for the health of the people would be at the top of His Majesty's agenda upon his accession to the throne. Without good health, the people could not be expected to work or earn a living, and contribute to the family's well-being. So health became one of the most crucial issues to tackle before any other development projects could be carried out, and it became a central focus for all the royal projects initiated by other members of the royal family as well.

MOBILE HEALTH UNITS

Realising that a large number of people still don't have access to proper health care, His Majesty initiated a mobile health unit in 1967. He arranged for his personal physicians as well as a team of volunteer medical professionals to tend people in remote areas without charge.

During the trips, it was found that many villagers suffer from dental problems. As a result, His Majesty also set up the Royal Mobile Dental Unit.

To overcome the need to rely on physicians from the city which would delay immediate treatment, His Majesty initiated a scheme to provide basic medical training – first aid, preventive medicine, and knowledge about nutrition – to local villagers. These "village doctors" were able to provide on-the-spot treatment to basic ailments to those living in remote areas without government health care services.



Royal Quotes

"I want doctors to help relieve the suffering of students and people living in remote areas, far from medical services. I shall bear all necessary expenses. Mobile units should be arranged by cars, traveling to remote villages along the ways."

- After visiting a small village not far from Klai Kangwon Palace in Hua Hin in 1953.

"...we must consider how to solve this problem of iodine deficiency by examining each area facing this problem as well as the need for salt. And we must realise that each locality will have problems and needs different from the rest. It is essential to study the 'salt roads' to determine salt production whereabouts. And we should take iodine straight to the production source..."

- 9 March 1993, at the demonstration of iodized salt machine at the Chiang Mai Technical College.



Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SALT ROADS

During his extensive travels throughout the countryside, His Majesty observed a large number of his subjects suffering from iodine deficiency and goiter. Aware of the regional variations in the salt supply, His Majesty commissioned the "Salt Road" survey to check the route of salt from its production to the consumer, in an attempt to promote the iodization of salt as close to the local sources as possible. A model project was set up in Samoeng district, Chiang Mai, in 1993. From this project, four routes of salt delivery were identified, with salt being delivered either from the northeast in the form of rock salt, or as sea salt from Samut Songkram or Phetchaburi provinces. As a result of the survey, iodine could be added to the salt at the point of production before distribution to the people.

RAJ PRACHA SAMASAI FOUNDATION

Realising the social stigma suffered by lepers and their families, His Majesty the King instructed the Department of Health to build a much-needed research facility with funds provided by the Ananda Mahidol Foundation set up by His Majesty to commemorate his brother, the late King Ananda Mahidol. The facility, known as the Raj Pracha Samasai Institute and Foundation has treated more than 60,000 people with leprosy. Patients who were treated were then sent to live in one of the 12 communes scattered around the country, where they were taught an occupation with the aid of an initial loan from the foundation. His Majesty also set up a school in Phra Pradaeng to provide education for the children of individuals with leprosy.





The Second World War left the country's education system in disarray, and children were hard-pressed to even complete the four-year mandatory basic education. His Majesty set up schools in remote areas to create education opportunities for the marginalised.

His Majesty has constantly emphasised that theoretical knowledge must be tested and adjusted through real-life application. He also believed that a broad-based approach towards teaching that would inspire analytical and problem-solving skills would be far more effective than rote learning.

His Majesty's interest in education was evidenced in the opening of Chitralada School for his royal children in 1955, within the grounds of Amporn Palace, and eventually in the grounds of Chitralada Villa. The school also admitted the children of courtiers as well as the general public.

To provide education for children in remote areas who had no access to schools, His Majesty proposed that soldiers should play a role, with the regional military command in each area being responsible for constructing school under His Majesty's royal patronage, to be named Rom Klao Schools. Schools built by the border patrol police for the hill tribes in remote areas would be called Chao Pho Luang Upatham Schools.

When natural disaster hit the southern provinces of Thailand in 1962, His Majesty set up the Rajaprajanugroh Foundation to provide immediate relief to disaster victims. He also instructed the Ministry of Education to set up 12 schools in the six southern provinces to replace the schools devastated by the storm. These were called Rajaprajanugroh School 1-12. Today there are Rajaprajanugroh schools all around the country.





Royal Quotes

"The reason I would like everyone to pursue knowledge and establish themselves is so that they can have a prosperous life, with happiness and self-reliance as the first step."

"A holistic education that covers moral etiquette, general subjects and vocational training is an important base to develop the skills of a person so that he can contribute to the prosperity and stability of the country in the future."

"To make the young grow up as good persons, we need education. In former days, the literacy rate in Thailand was quite high, compared with the rate in other countries. Those who could read and write were at a high percentage. This has perhaps declined since there is a large number of students, compared with the number of teachers. One might argue that advanced technologies are available these days, and expansion of the schooling system is possible. But nothing can replace discipline and personality grooming. If these two factors are absent, or if the persons in charge are of low quality, things could get worse, even with advanced technologies."

"Education concerns everyone, and not for a particular period, as a direct duty for a period. It is not so. From birth, one starts to learn. Growing up, one has to learn, up to higher education, as you are pursuing. We call it Udom Sueksa - full or complete education. But once you leave this institution and start working, you have to continue studying. Or you would not survive. Even those with doctoral degrees have to study further. Education is endless."

- Royal address, 20 April 1978

"Education means guiding and promoting persons to progress in learning, thinking, and performing according to their own ability. The ultimate aim should be for each individual to be able to make the best use of his or her potential, to benefit oneself and others in harmony and without conflict or harassment."

"...work in the educational field is one of the most important of the nation. The prosperity as well as degradation of the country hinges greatly on the education of the people in the country. The facts are plain to all that at this moment our country is seeing an increase in the population. And there have also been signs that some of our citizens are worsening in their behaviour and spirit. This is most worrisome. If this prolongs, we may not survive. This phenomenon, besides other causes, must be a result of how we manage education. We have to work to make educational work stronger..."

- Graduation ceremony for the College of Education, Prasarnmitr (now Srinakharinwirot University), 12 December 1967.





Among some of the other educational projects initiated by His Majesty the King are:

PHRA DABOS SCHOOL

His Majesty the King initiated the Phra Dabos project in 1976 to provide non-formal education for those who lacked the means necessary to enter formal schools, based on the concept of the Phra Dabos (hermits) in folktales who offered practical and moral teaching to those wishing to gain knowledge in return for their service. His Majesty finances the project, which operates on a non-commercial basis, teaching courses in electronics and mechanics to people from all walks of life.



THAI JUNIOR ENCYCLOPAEDIA

Due to a lack of teachers and schools, His Majesty felt that there needed to be an alternative source of knowledge which enabled people to learn by themselves or from relatives and friends who know more. He proposed the idea of a Thai encyclopaedia for the young, which was divided into three levels – advanced or specialised knowledge, intermediate and elementary.

ANANDA MAHIDOL SCHOLARSHIP

The Ananda Mahidol Foundation was established funds to commemorate his brother, the late King Ananda Mahidol, in 1959 using His Majesty's private funds. Originally, the scholarships were given to students in medicine, for both His Majesty's father and brother had expressed their intention to promote the field in the country. Later, the programme was expanded to cover eight different fields; medicine, science, agriculture, law, art, dentistry, veterinary science, and engineering. Recipients could study overseas on condition they returned to work for the benefit of the nation.

KING'S SCHOLARSHIP

In 1965, the King's Scholarship programme, first launched during King Chulalongkorn's reign, was revived. In keeping with its original spirit, the scholarships were given to students with outstanding academic records for the pursuit of undergraduate studies at foreign universities in the field of mathematics and science, languages and social studies, and vocational training and art. Each year, nine students are selected. On average, the programme lasts five years, and there is no commitment to pay back the award. In 1971, the regulations were amended to allow students to choose to study in local universities as well.

PRINCE MAHIDOL AWARD

The Prince Mahidol Award Foundation was established in commemoration of the Centenary Birthday Anniversary Prince Mahidol of Songkla on 1 January 1992. Each year, two awards are conferred to individual(s) or institution(s) for excellence in fields of medicine and public health. The prize money for each of the two categories is US\$50,000 (1,925,000 baht) and is derived from income earned from the Foundation's endowment.



Gender equality: Achieve gender equality and empower all women and girls



RAJ PRACHA SAMASAI SCHOOL

This school was opened in Phra Pradaeng to children of leprosy patients. Although they did not have leprosy, they were often treated as being contaminated, and were often not allowed to attend normal schools. This school also allowed children to go to school near their parents.

DISTANCE LEARNING

In order to capitalise on the teaching staff at Wang Klai Kang Won School, His Majesty the King set up with the support of the Telephone Organisation of Thailand and the Distance Learning Foundation with an initial fund of 50 million baht. His Majesty personally supervised the classroom configuration at the palace school in Hua Hin, to allow teachers to access classes in remote areas of the country via satellite. His Majesty also suggested that teaching manuals be sent in advance to

teachers in the remote schools before the school year began to allow them to prepare for the lessons. This helped schools in remote areas with a lack of qualified teaching staff to keep their pupils at a standard equivalent to those in the city.



