

Summer School Report, Day 7:

Major Learning Outcomes

Group Number 2 talked about issues of resilience, livelihood security and adoption to current challenges as well as ecological and cultural change and economic challenges and aspects. They learned about forest degradation, water scarcity and pollution as well as social transition. They saw that many issues and aspects come together and has to approached broadly. There have also been surprises, such as the very well internet connection in their field site or the fact that they realized that they can also learn from their field site partners mutually. They learned that the people wanted them to spread information about them to gain a broader attention concerning their issues. Also, the villagers provided a useful reflection for the research team.

Group Number 3 pointed out that they have been to a site where many researchers and research teams have already been and conducted research via free listing and other methods. They experienced eco-tourism and the connected inequalities and certain rules the village has to carry out such as western-styled toilets. They saw that there are unequal opportunities in terms of tea-making as well as in terms of gender roles, household-farming and the trading system via middlemen. Moreover, there are differences in home-stay homing and guesthouse-homing, accompanied with different marketing strategies, meals, chares and funds. The villages heavily relies on demand and not all are happy with the eco-tourism, and small acts of resilience are happening such as the try to push back middlemen traders.

Group Number 4 pointed out that there are also many different actors involved, thus experiencing complex issues that are connected. Their main outcomes were citizenship, land right-issues and the dependency on the royal project. In these categories they faced social inequality in terms of mobility, health care, job opportunities, property rights and precarity. Also, half of the village farms on the Myanmar side of the border.

The ecotourism village depends on the stream because the villagers would like to keep everything look like nature. The other issue is the Government just take tax by homestay service but the production of tea pillow is not. There are four kinds of travellers:

- The people from Bangkok, they are just stay at the village within 1 day.

- The Ethic group, they are often come here to learning about how to make a service and they are also stay here within 1 day.
- The student, they have stay the village more than one day and they are actual traveller of ecotourism.
- The Chinese group, they have often serveral peoples and aren't too many peoples.

We got some basic concepts and some key points of TDR: many disciplines, many stakeholders and change/problem oriented; get and update some knowledge from many aspects that Thailand has to deal with in the present such as migration, environmental issues, conflicts between different groups, inequality, livelihood security, climate change, etc.

We now know to a better degree how to apply methods for TDR such as participation, observation, key informant interview, focused group discussion, social mapping. Especially the social mapping method is very useful for the group to get overview about historical periods of local community (historical timeline) and the method of free listing is quite effective to get local people's opinions.

Insights concerning TDR

All groups experienced the practical usage of different methods. As in Group Number 2, the villagers already had experience in dealing with foreign researchers and actors and where therefore experienced interview-partners. All groups stressed the importance of mutual problem-solving, while none really did TDR – time was the key issue here. However, the interest in mutual learning was present and one can say that they did a pre-study for any TDR in their region. The key question is: what problems are relevant in which area that should be solved? In terms of eco-tourism, that might be a TDR-thing as it functions partly as an inequality-generator. However, one should always ask, IF there is a problem that ought to be solved. There is no need for problem-solving when no problem exists. The teams also mentioned the importance of a co-production of knowledge and that TDR is about change and making recommendations together with a broad set of actors.

So, TDR is a research approach that involves many stakeholders. This method will give benefits not only in issue solving but also knowledge production. The students have a change to apply

these methods into research by field trips and they get many important learning lessons in translation or roles of the participants, and further is knowledge, experience and involvement of each persons.

How to apply TDR in solving a specific issue in reality needs to receive significant contributions from many stakeholders, especially from researchers who will be a leader of a TDR project.

Relevance for your own work

As a student in Sociology, I think that these methods will have me in my study and my job: This method helps me have a clearly understanding and insights about the community's issue. The tools to get data that I had a change to know by this TDR's training such as: transect walk or free listing ... I was also tried in the field trip and I think I can apply it for my thesis that I'm implementing.

My research field focuses on farmer's rice safe farming. Therefore, the question always coming up in my mind is that do people abuse pesticides in agricultural activities or not? And what bad impacts will affect to community, how to help local community develop their community sustainably, how to stop or decrease inequality between groups as much as possible, how to encourage local people to join in solving social issues actively are big issues that TDR has to face with.

Open Questions and Challenges

A main challenge was the language barrier and the translation, as it was not easy to discuss complex issues with a translator in between. Also, mosquitos and exhausting activities were an issue, as it may distract the concentration abilities of some. In terms of group Number 2 they mentioned that the villagers wanted them to stay longer to experience a full cycle of agriculture, as research usually only come during the rainy season where they don't face water problems. Also it was hard to overcome the frames the teams came to their field sites.

In terms of mutual exchange, group number 3 experienced a big interest of the villagers in them, they had many questions about the researchers. They also stayed at the headman's guesthouse,

which may have affected their framing and their lives in the village. What if they stayed at another villager's place?

The lack of time was also problematic, as schedules were very tight. Group number 4 mentioned their lack of a comprehensive understanding of the context and their pre-given agenda. Feedback from non-academic actors was also missing here.

To do a TDR is not easy because of a lot of challenges such as (1) language barriers between translators and KNOTS team, local people and translators/interpreters, (2) commitments with local people, what benefits they can get from academic activities, (3) difficulty to do TDR for a short time in the field trip, (3) agreements among researchers and disciplines, etc.

