The 2025 World Technology Universities Congress (WTUC)
Thaksin University
The Glocalization:
Functional Role of Higher Education from Local to Global

The Development of Local Change Agents for Area-Based Social Innovation in Remote Highland Communities of Northern Thailand

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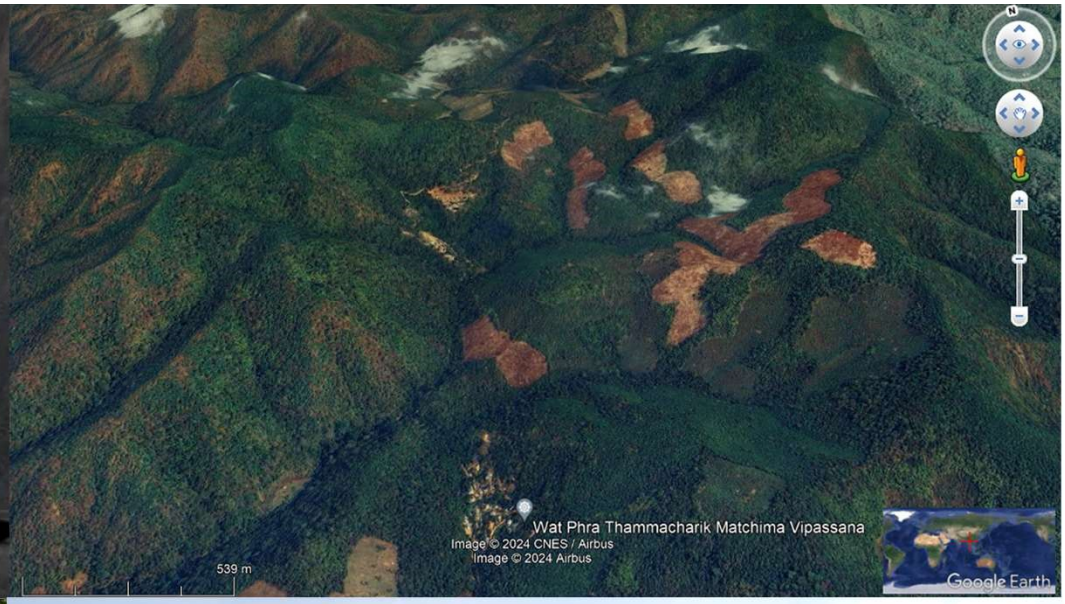
Wat Phra Thammacharik Matchima Vipassana
Image © 2024 CNES / Airbus
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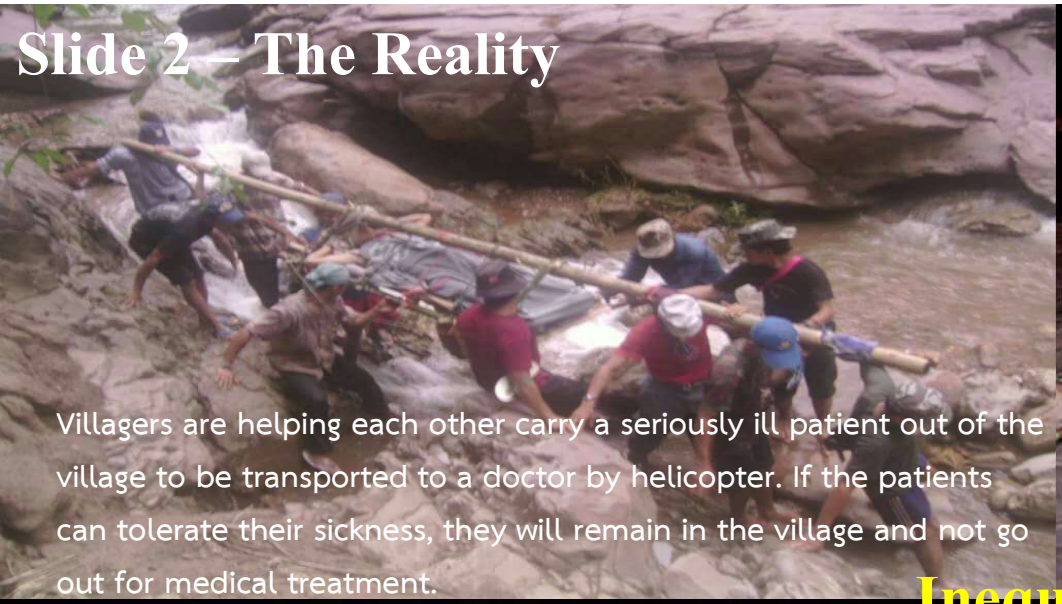
Slide 2 – The Reality



Villagers are helping each other carry a seriously ill patient out of the village to be transported to a doctor by helicopter. If the patients can tolerate their sickness, they will remain in the village and not go out for medical treatment.

A grandmother is feeding her grandchild. Their meals consist of rice, vegetables, and chili paste, lacking protein and fat.

Inequality

Most areas lack access to electricity, making solar cells a viable option for schools and communities. However, their use is limited and there is a lack of proper maintenance mechanisms

A child is waiting for medical assistance due to illness.

Slide 3 – Different Approaches

How can we reduce inequality in rural areas?

Govern ment

Infrastructure Development

Focus on building roads and water systems to improve accessibility and living conditions.

Private

Goods Donation

Donate essential goods to meet immediate needs.

Govern ment

Community Funds

Establish funds to support local projects and initiatives.

Scholarship Programs

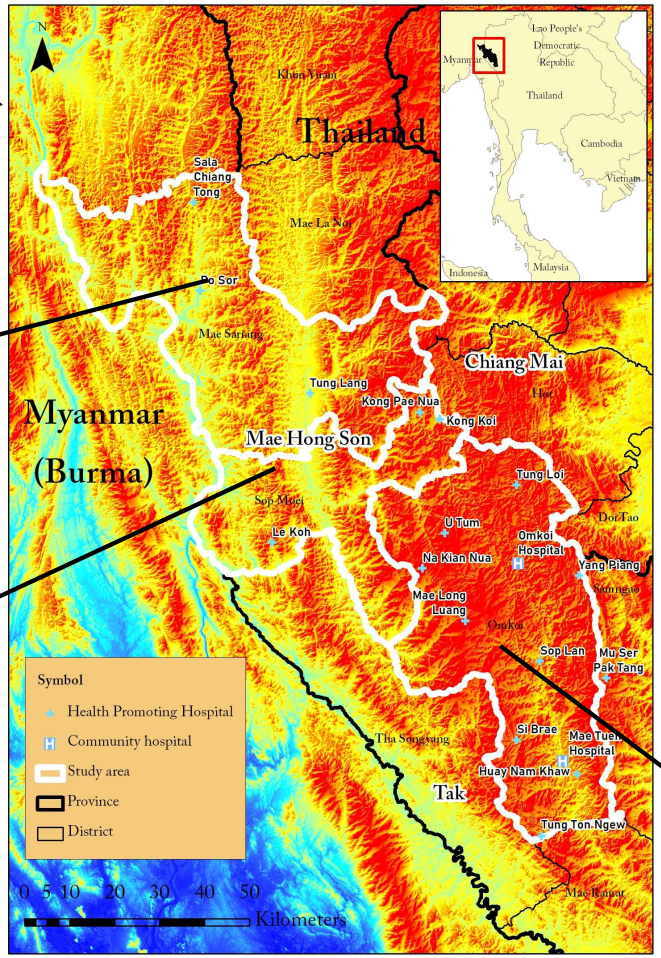
Offer scholarships to enhance educational opportunities for rural students.

NGOs

Govern ment

“self-reliance is not just an option — it’s a necessity.”

Slide 4 – Where We Work



Mae Sariang district

Mae Hong Son province

Sop Moei district

Mae Hong Son province

> 80% of area is mountainous, making travel difficult, especially during the wet season.

Omkoi district

Chiang Mai province

Slide 5 – The Role of the University

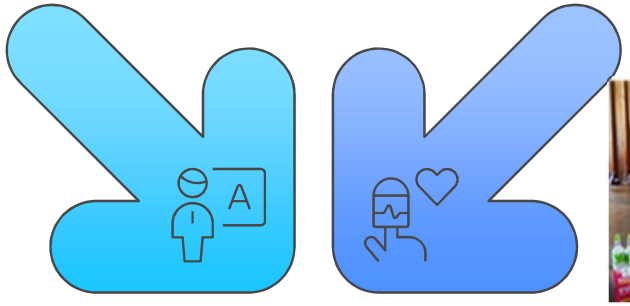
VS

What approach should the university take to reduce inequality in rural areas?

Slide 6 – Who Are the CAs?

Teacher Volunteers

Volunteers who teach Thai to ethnic children

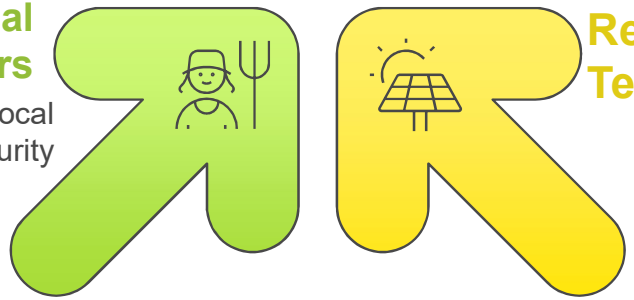


Health Volunteers

Community members trained to provide basic healthcare services

Breeders&Local Animal Caretakers

Farmers who raise local livestock to enhance food security

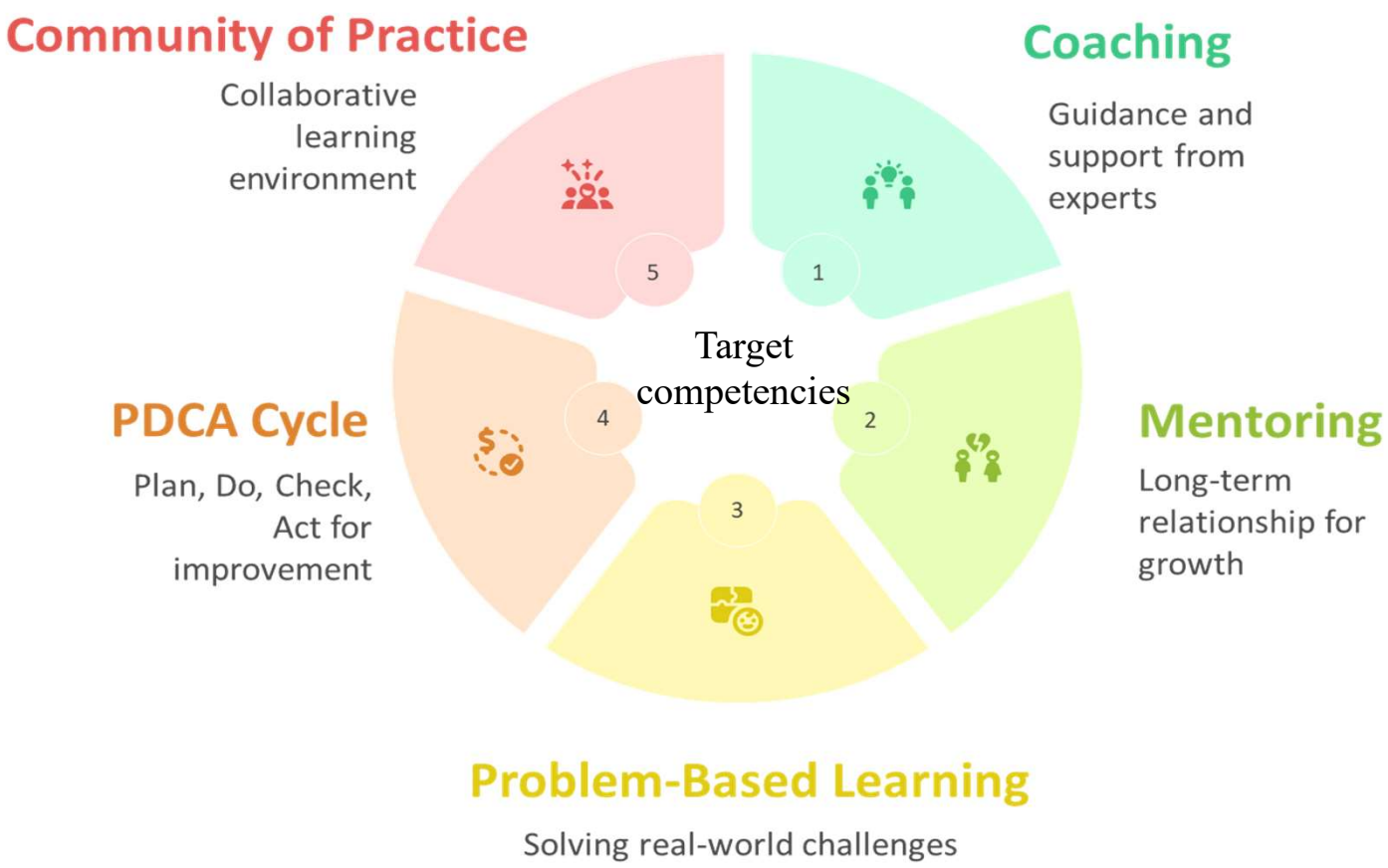


Renewable Energy Technicians

Individuals skilled in maintaining solar energy systems

“Community members who are trained to solve problems”

Slide 7 – Learning Process



Onsite: Local learning centers, health centers, solar training sites, animal health centers, and community schools

Online: LINE groups, follow-up calls, and local mentoring networks

“Embed it in real-life problem-solving”

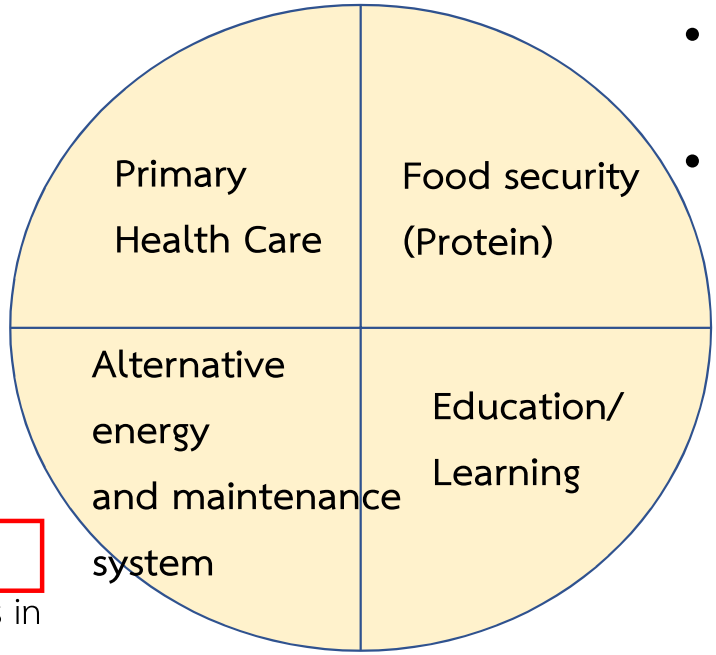
Slide 8 – What Have We Achieved?

110 CA of Super-Village Health Volunteers (Super-VHVs)

- Take care of 97 communities/25K populations (1:227)
- Providing health services to villagers, with over 3,000 times/year
- Engage with 17 sub-district hospitals in 3 districts 2 provinces

11 CA of Renewable EnergyTechnicians

- Take care of 49 schools/health offices in 2 districts 2 provinces (3 CAs become to KMUTT'local staffs)



21 CA Breeders + 7 CA Local Animal Caretakers (Livestock)

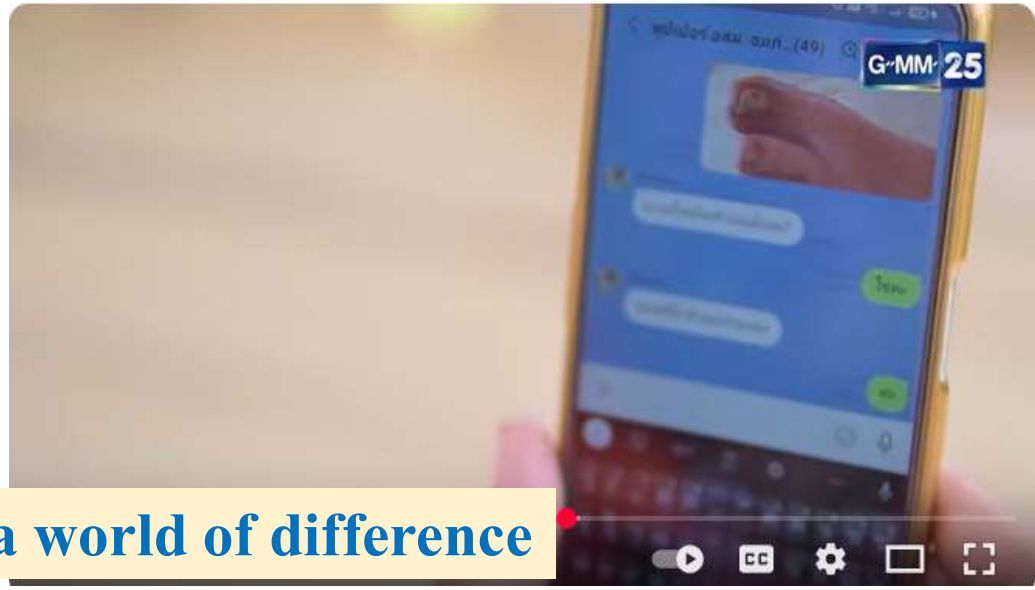
- Produce native pigs and chickens
- Focus on using locally sourced animal feed
- Replace imports by 9% of chicken 16% of pigs in 5 villages 2 sub-districts
- Animal Caretaker provided services 139 times, totaling 96 cases, reducing losses valued at 264,000 THB (2021-2024)

16 CA of Thai language teacher volunteers

- Tutor of 466 ethnic students (3 years) aged 6-9 who have inadequate Thai language skills
- Active in 16 schools 2 districts in Mae Hong Son province

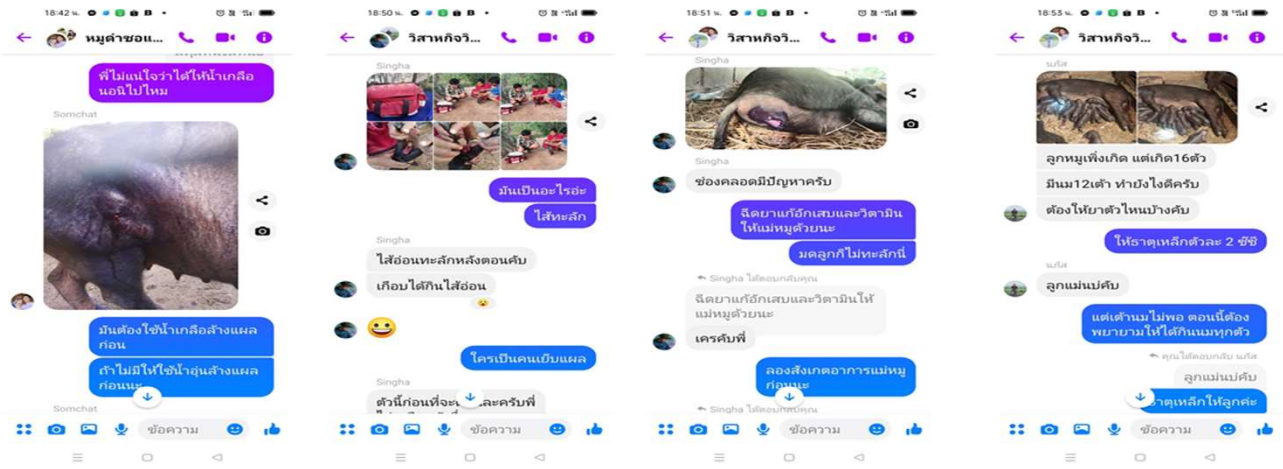
Deeply rooted, community-owned system.

Slide 9 – Health CAs in Action



They make a world of difference

Slide 10 – Livestock CAs



Increases access to protein

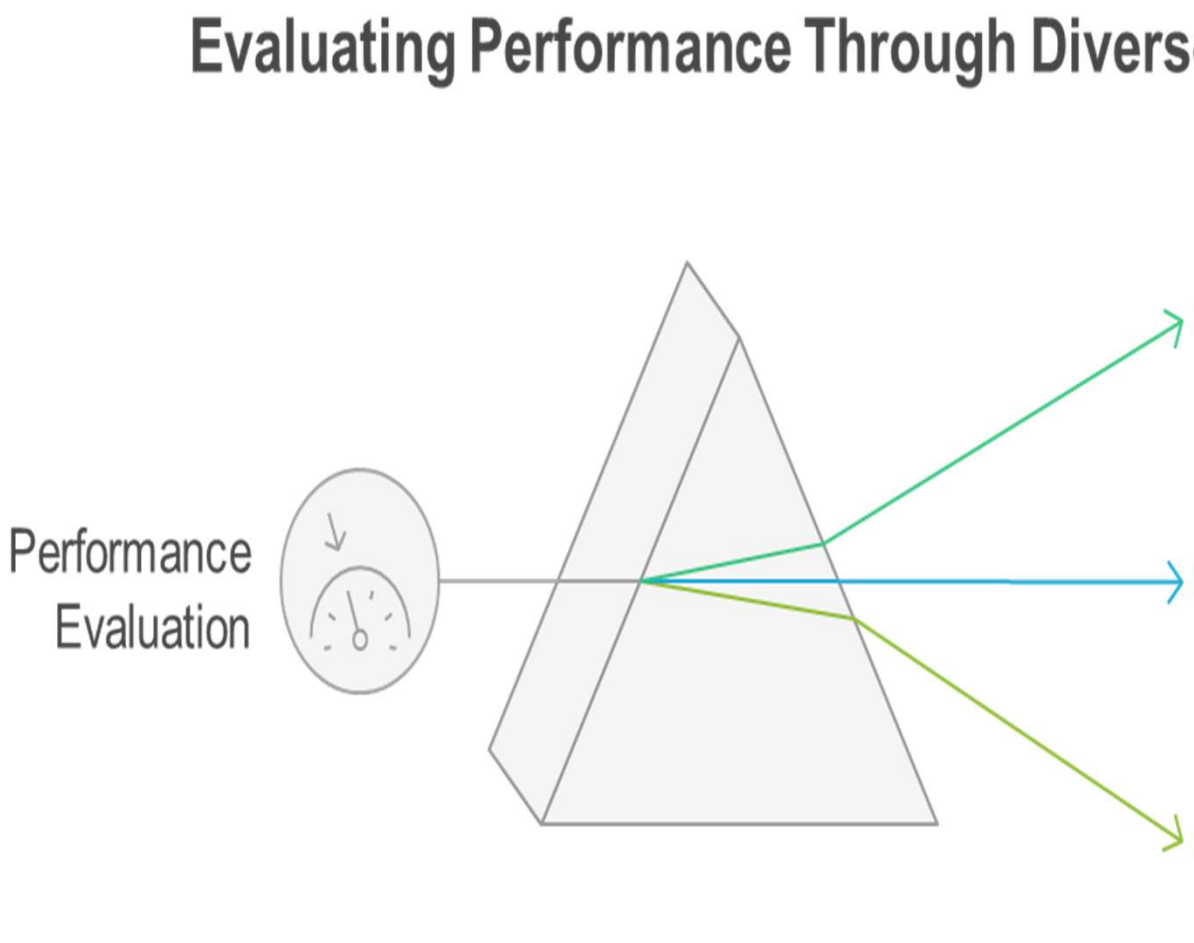
Slide 11 – Energy CAs

Without them, even basic lighting would be impossible

Slide 12 – Thai Teacher Volunteer CAs

A powerful doorway to learning

Slide 13 – How Do We Evaluate?

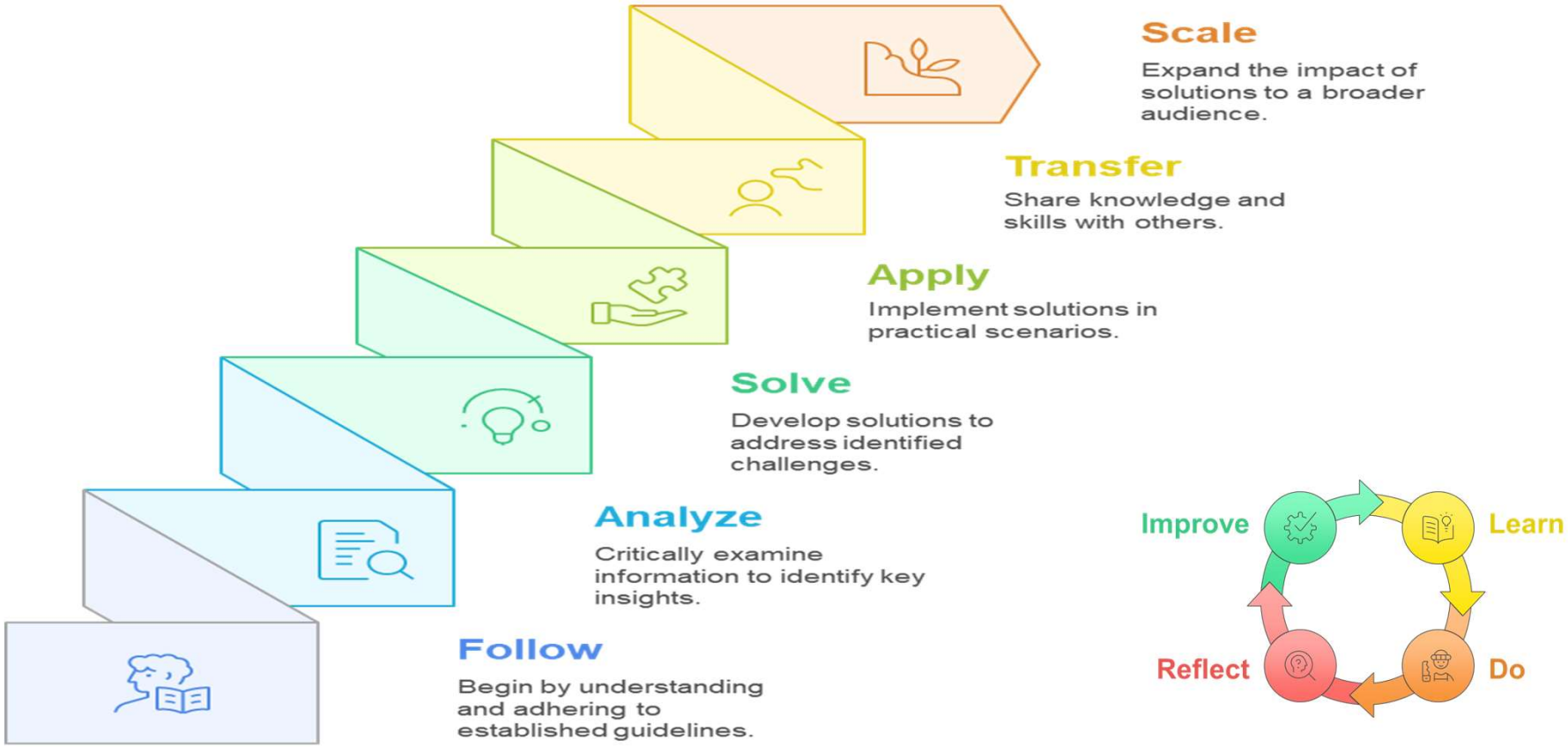


(e.g., fixing solar panels, animal care, teaching)

(e.g., survival rate of newborn animals, student development)

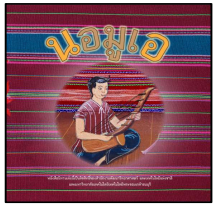
(e.g., fewer patients needing to travel to the hospital, and increased trust in the work of village health volunteers)

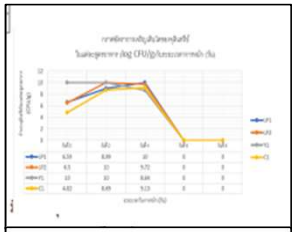
Slide 14 – Competency Development Journey

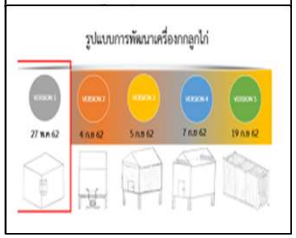


"What we do is not just build skills -it is restoring justice to those furthest behind."

Slide 15 – Social Lab & Social Change Agent

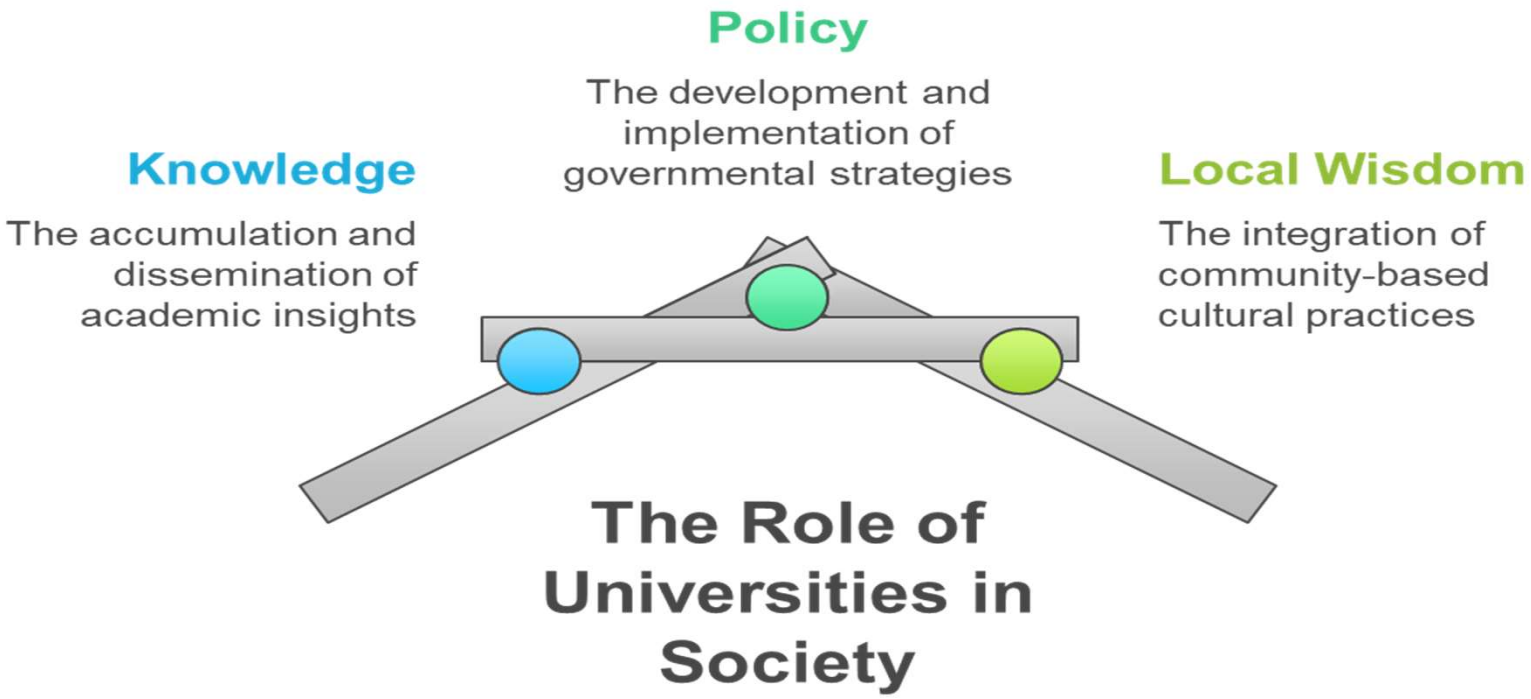






Real Problems – Real Learning – Real Change

Slide 16 – Reflection



We must become a **bridge** — between knowledge, policy, and local wisdom.
We must stand with those excluded by the system — and walk with them.

Because when they rise, we all rise

Thank You