Annual Report
on SDG1 No Poverty

1.4 Community anti-poverty programs

1.4.3 - Does your university as a body organize training or programs to improve access to basic services for all?

1. Institutional Commitment: Addressing Poverty-Related Barriers to Basic Services

Thaksin University recognizes that poverty is a multidimensional challenge extending beyond inadequate household income. Poverty-related disadvantages may also arise from limited access to safe sanitation, appropriate household infrastructure, food-safety knowledge, technical resources, and opportunities for education and skills development. These disadvantages can be particularly significant for low-income households, older persons, persons with disabilities, individuals with mobility limitations, and communities with restricted access to specialized knowledge or institutional support.

In Phatthalung Province, Southern Thailand, the University implements community-engaged research and development programs that respond to these interconnected challenges. Its institutional approach seeks to reduce barriers to essential services while strengthening community capabilities, social inclusion, and locally managed support mechanisms.

These activities are undertaken through the Phatthalung Model: Strategic Research and Innovation for Poverty Alleviation and Social Mobility, supported by the Thailand Science Research and Innovation Fund (TSRI) and the Program Management Unit on Area-Based Development (PMU-A). An important component is the research sub-project Establishment of Social Safety Network to Enhance the Inclusive Economy Model Based on Highland–Lowland Ecological System in Phatthalung Province. The University works collaboratively with community welfare funds, local administrative organizations, provincial government agencies, community enterprises, and other development partners.

Public Evidence:
https://tsu.ac.th/home/mou/
https://sdg.tsu.ac.th/upload/menu/doc_20261018_174530.pdf

Rather than relying solely on direct financial assistance, Thaksin University mobilizes its academic expertise, research capacity, technical knowledge, and institutional networks to address barriers that disadvantaged households and communities may be unable to overcome independently. Its contributions include participatory needs assessments, technical training, practical demonstrations, access to specialist knowledge, support for shared community facilities, and coordination of community-based assistance. The underlying institutional principle is that meaningful poverty alleviation requires both economic opportunities and equitable access to the essential services, resources, and capabilities necessary for a dignified quality of life.

2. Integrated Program Framework

Four complementary case studies illustrate how Thaksin University responds to different forms of deprivation and service-access barriers.

Case study	Main access barrier	University's contribution
1. Suksa Sang Suk Model	Unsafe or inaccessible household sanitation for vulnerable residents	Household assessments, accessible sanitation design, technical coordination and welfare partnerships
2. Phayakhan Model	Limited access to food-safety expertise and hygienic production facilities	GMP training, technical guidance and shared facility improvements
3. Chaiburi Happy Egg Farm	Limited access to practical agricultural learning and safe-production expertise	Farm-based learning, technical assistance and production-standard support
4. Srinaka Model	Limited opportunities for accessible community-based vocational education	Practical training, knowledge transfer, product development and community learning

The first case directly addresses access to an essential household service. The remaining cases demonstrate access to educational, technical, and community resources that support economic participation and improvements in living conditions. These contributions are presented separately to preserve the distinction between direct basic-service provision and complementary capacity-building programs.

3. Case Study 1: Suksa Sang Suk Model — Addressing Sanitation Deprivation among Vulnerable Households

3.1 Poverty-related challenges and rationale

In Ban Na Subdistrict, Srinakarin District, Phatthalung Province, community assessments identified vulnerable households in which older persons, persons with disabilities, bedridden patients, and residents with restricted mobility experienced difficulties using existing sanitation facilities. The identified barriers included squat toilets, the absence of grab rails, and inadequate movement space. These conditions made essential facilities unsuitable or potentially unsafe for residents with physical limitations. The problem was not simply the absence of toilets. It was the difference between having sanitation infrastructure and being able to use it safely and appropriately.

For financially disadvantaged households, modifying existing facilities may require expenditure that competes with other essential household needs. This can leave residents with limited mobility dependent on unsuitable facilities or additional caregiver assistance.

The intersection of physical vulnerability, inadequate infrastructure, and limited household resources therefore represents an important dimension of multidimensional poverty.

Recognizing these challenges, Thaksin University and the Ban Na Subdistrict Community Welfare Fund developed the Suksa Sang Suk Model (Sanitation for Well-being) to reduce barriers to safe and accessible household sanitation.

3.2 University assistance and implementation

Thaksin University provided participatory research, household needs assessments, technical planning, and coordination among relevant partners. The community welfare fund contributed local knowledge, identified households requiring assistance, and mobilized community participation. Local administrative organizations, village leaders, community technicians, and other partners supported implementation.

The program adapted sanitation facilities according to the specific circumstances of each household. Improvements included replacing squat toilets with seated fixtures, installing grab rails, increasing movement space, and modifying bathroom layouts where necessary. This needs-based approach recognized that sanitation facilities must be appropriate for the actual capabilities of household members rather than merely satisfying the presence of basic infrastructure.

3.3 Implementation Outputs and Household Coverage

The Suksa Sang Suk Model has supported 33 vulnerable households in Ban Na Subdistrict, Srinakarin District, Phatthalung Province, by improving access to safe, appropriate, and accessible household sanitation facilities.

Public evidence: https://www.tsu.ac.th/home/details.php?id=6129

The program prioritized households with older persons, persons with disabilities, bedridden patients, and individuals with restricted mobility who experienced difficulties using existing sanitation facilities. Through household-specific assessments and coordinated assistance, Thaksin University and its community partners supported sanitation improvements tailored to the needs of vulnerable residents. These interventions demonstrate the University's contribution to addressing sanitation-related deprivation, reducing barriers to essential basic services, and promoting more equitable living conditions for socially vulnerable and economically disadvantaged populations.

3.4 Contribution to basic-service accessibility

The program addressed physical barriers to sanitation use among vulnerable residents. Its intended benefits included improved accessibility, safer daily hygiene activities, greater dignity, and more suitable conditions for assisted use. By mobilizing community resources and university expertise, the initiative also created a mechanism for responding to sanitation needs that vulnerable households might otherwise struggle to address independently. The program's documented achievements concern household coverage, sanitation modifications, and community support arrangements. Quantified reductions in falls, illness, or caregiver burden have not been established. Direct improvement of access to safe and appropriate household sanitation for vulnerable populations through a university-supported community program.







Public evidence:
https://www.facebook.com/share/p/1C5q8fGTAc/
https://www.tsu.ac.th/home/details.php?id=6129

4. Case Study 2: Phayakhan Model — Expanding Access to Food-Safety Education and Shared Hygienic Facilities

4.1 Community challenges and rationale

In Phayakhan Subdistrict, Mueang District, Phatthalung Province, Thaksin University collaborated with the Phayakhan Subdistrict Community Welfare Fund and an existing community food-processing enterprise. Participatory assessments identified barriers related to hygienic production infrastructure, specialist food-safety knowledge, and access to technical testing and guidance. For community-based producers with limited resources, these barriers can restrict opportunities to develop safe and consistent food-processing practices and meet relevant production requirements. The University's intervention therefore focused on expanding access to technical education and improving shared production conditions.

4.2 University assistance and practical training

Thaksin University provided technical guidance for improvements to Sala Na Len, a shared food-processing and product-distribution facility. Support addressed production-space zoning, sanitation arrangements, handwashing facilities, and measures intended to reduce contamination risks. The University also supported practical Good Manufacturing Practices (GMP) training, covering food hygiene, contamination prevention, quality control, and preparation for regulatory requirements. Academic and project-supported training and

consultation were provided to participating community members without training or consultation fees.

4.3 Documented training outputs in 2025

In 2025, Thaksin University supported three practical training workshops for community members involved in food-processing activities in Phayakhan Subdistrict. The workshops were conducted on 4 September, 15 October, and 12 November 2025, with 28, 20, and 9 recorded attendances, respectively, representing a total of 57 recorded attendances across the three training sessions. These activities expanded community access to practical food-safety education, technical knowledge, and professional guidance, supporting the development of hygienic production practices and strengthening local capacity for community-based food processing. Training and academic consultation were provided without fees to participating community members, helping reduce financial barriers to accessing specialised knowledge and university expertise. The total of 57 represents recorded attendances rather than necessarily 57 unique participants. The documented outcomes demonstrate the University's contribution to improving access to technical education and shared community production resources, rather than direct food provision to households.



Figure: Developing the level of community business to food safety standards, M.SThaksin supports the Phaya Khan Fund to move towards production according to GMP standards
Public evidence: https://www.facebook.com/share/p/1DV3CAU3MN/

Overall, these activities demonstrate Thaksin University's role in expanding equitable access to food-safety education, specialised technical expertise, and shared hygienic production facilities, thereby reducing resource-related barriers and strengthening the capacity of community-based food producers.

5. Case Study 3: Chaiburi Happy Egg Farm — Improving Access to Agricultural Learning and Safe-Production Practices

5.1 Community needs and rationale

The Chaiburi Happy Egg Farm was developed through collaboration involving Thaksin University, the Chaiburi Subdistrict Community Welfare Fund, and public-sector partners. The initiative combines community egg production with practical agricultural education, farm management, and welfare-oriented enterprise governance. Its relevance to poverty-responsive development lies in improving access to agricultural knowledge, safe-production practices, and shared learning resources that can support community capabilities.

Public evidence: https://www.tsu.ac.th/home/details.php?id=5642

5.2 University assistance and learning infrastructure

University researchers and partners supported the development and management of farm facilities and learning arrangements. These included poultry housing, feeding and watering systems, sanitation and biosecurity facilities, disease observation, production and visitor records, and designated learning and lecture areas. The farm provides opportunities for practical learning in poultry husbandry, egg quality, hygiene, farm management, and cooperative enterprise operations.





Figure: Livestock in Phatthalung Province Visited the area of Chai Buri Happy Farm Check and certify GFM standards to raise the level of safe chicken egg farms

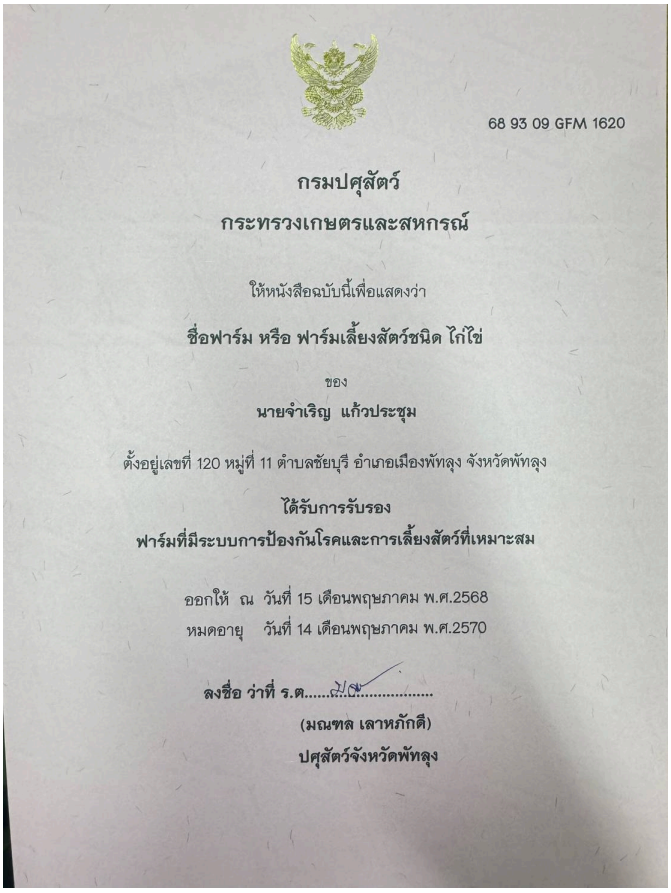
Public evidence: https://www.tsu.ac.th/home/details.php?id=5126

5.3 Documented outputs in 2025

Good Farming Management (GFM) Certification Issued by the Department of Livestock Development on 15 May 2025, valid until 14 May 2027. Certificate No. 68 93 09 GFM 1620 40-person learning visit. On 29 May 2025, the farm hosted a study visit from the Rubber Authority of Thailand, Bang Kaeo District Branch. The enterprise model intends to allocate profits to the community welfare fund. However, verified amounts of profit transfers, household food distribution, or improvements in dietary protein intake are not established in the reviewed evidence.

Public evidence:
https://www.facebook.com/share/p/1KYhoYnNRn/
https://www.tsu.ac.th/home/details.php?id=5126





68 93 09 GFM 1620

กรมปศุสัตว์

กระทรวงเกษตรและสหกรณ์

ให้หนังสือฉบับนี้เพื่อแสดงว่า

ชื่อฟาร์ม หรือ ฟาร์มเลี้ยงสัตว์ชนิด ไก่ไข่

ของ

นายจำเริญ แก้วประชุม

ตั้งอยู่เลขที่ 120 หมู่ที่ 11 ตำบลชัยบุรี อำเภอเมืองพัทลุง จังหวัดพัทลุง

ได้รับการรับรอง

ฟาร์มที่มีระบบการป้องกันโรคและการเลี้ยงสัตว์ที่เหมาะสม

ออกให้ ณ วันที่ 15 เดือนพฤษภาคม พ.ศ.2568

หมดอายุ วันที่ 14 เดือนพฤษภาคม พ.ศ.2570

ลงชื่อ ว่าที่ ร.ต.....

(มณฑล เลาหภักดี)

ปศุสัตว์จังหวัดพัทลุง

Figure: Good Farming Management (GFM) Certification for the Chaiburi Model: Happy Farm Eggs.

Public evidence:
https://www.facebook.com/share/p/1KYhoYnNRn/
https://www.tsu.ac.th/home/details.php?id=5126

6. Case Study 4: Srinaka Model — Expanding Inclusive Access to Community-Based Vocational Education

6.1 Community context and rationale

In Ban Na Subdistrict, Srinakarin District, Thaksin University and community partners developed the Srinaka Model as a locally rooted learning platform that connects traditional knowledge, natural resources, scientific expertise, and enterprise development. For communities with limited access to specialized training and technical resources, practical learning opportunities can help reduce barriers to skills acquisition and economic participation. The model therefore focuses on making relevant knowledge and learning opportunities available within the community.

Public evidence: https://www.tsu.ac.th/home/details.php?id=5429

6.2 University assistance and knowledge transfer

University researchers and community partners combined local ecological knowledge with scientific and technical methods to support natural-dye batik, textile printing, product design, environmentally responsible production, and enterprise management.

Learning activities included natural dye extraction, innovative printing using local materials, product development, practical workshops, peer learning, and knowledge-sharing with schools and community groups.

The program provides a platform for community members of different ages and backgrounds, including women and older people, to participate in vocational learning and skills development.

Public evidence https://www.tsu.ac.th/home/details.php?id=5319

6.3 Documented outputs and program contribution

The wider Srinaka program records participation by 56 community members across its learning and enterprise-development activities. This is a program-wide participation figure and should not be presented as 56 newly trained individuals in calendar year 2025 without dated attendance evidence. The case demonstrates access to community-based vocational education and technical knowledge. It does not represent direct provision of household water, sanitation, or healthcare services.

7. Integrated Institutional Outcomes and Contribution to SDG 1.4.3

The four case studies collectively demonstrate Thaksin University's institutional commitment to addressing multidimensional poverty and reducing inequalities in access to essential services, knowledge, and community resources. Through the integration of participatory research, academic expertise, technical assistance, and community-based partnerships, the University has developed a collaborative approach that responds to the diverse needs of economically disadvantaged and socially vulnerable populations.

Central to this approach is the recognition that barriers to basic services are often interconnected with household economic constraints, physical limitations, inadequate infrastructure, and restricted access to specialized knowledge. Consequently, the University's interventions extend beyond conventional educational activities to address practical conditions that influence the ability of individuals and communities to access essential services and participate in economic and social development. The implementation process begins with participatory research and community needs assessments to identify existing barriers and understand the circumstances of affected households and communities. These findings inform the mobilization of university expertise, technical resources, training programs, and partnerships with community welfare funds, local administrative organizations, and other stakeholders. Through this collaborative mechanism, identified needs are translated into practical interventions that improve service accessibility, strengthen local capabilities, and support community-based welfare provision.

The **Suksa Sang Suk Model** provides the most direct example of improving access to an essential household service. By supporting sanitation modifications for older persons, persons with disabilities, bedridden patients, and individuals with restricted mobility, the program addresses physical barriers that may be particularly difficult for economically disadvantaged households to overcome independently. Its implementation illustrates how university-supported research and community welfare mechanisms can contribute to reducing sanitation-related deprivation while promoting safer and more dignified living conditions.

Complementing this direct intervention, the **Phayakhan Model** expands community access to food-safety education, technical expertise, and shared hygienic production facilities. Through practical training and technical guidance, Thaksin University supports community producers in addressing knowledge and infrastructure limitations that can constrain safe food-processing practices and economic opportunities. The initiative demonstrates the University's role in making specialized knowledge and technical resources more accessible to communities with limited capacity to obtain such support independently.

Similarly, the **Chaiburi Happy Egg Farm** provides a community-based platform for agricultural learning and the application of safe-production practices. By integrating technical assistance, farm management knowledge, and practical learning facilities, the initiative strengthens opportunities for community members to acquire relevant agricultural skills and develop local production capabilities. Its connection with the community welfare fund further

demonstrates how agricultural learning and enterprise development can be incorporated into broader community-based support mechanisms.

The **Srinaka Model** extends this approach by promoting inclusive access to vocational education, traditional knowledge, scientific innovation, and community enterprise development. Through practical workshops, knowledge transfer, and collaborative learning activities, the University supports opportunities for community members, including women and older persons, to develop productive skills and participate in locally grounded economic activities. This contributes to strengthening community capabilities and addressing educational and technical barriers that may limit economic participation.

Although the four initiatives address different forms of disadvantage, they share a common institutional approach: identifying community needs through research, mobilizing university knowledge and resources, and working through existing local institutions to develop context-appropriate responses. Their contributions are nevertheless differentiated according to the nature of the services provided. The Suksa Sang Suk Model demonstrates direct improvements in household sanitation accessibility, whereas the Phayakhan, Chaiburi, and Srinaka models provide complementary access to technical education, shared resources, agricultural learning, and vocational skills development.

Taken together, these programs demonstrate how Thaksin University connects its academic and research missions with community-based poverty alleviation. The documented achievements include household sanitation improvements, practical training participation, access to learning infrastructure, and strengthened collaboration among universities, welfare institutions, and local development partners. These outputs provide evidence of institutional engagement in reducing access barriers, although longer-term effects on household income, health, and poverty reduction require further assessment.

In relation to SDG 1.4.3, Thaksin University's contribution lies in its capacity to translate research-based understanding of poverty-related vulnerabilities into practical programs that improve access to essential services and strengthen the resources and capabilities available to disadvantaged communities. By combining direct sanitation assistance with complementary education and capacity-building initiatives, the University demonstrates an integrated, community-engaged approach to addressing multidimensional deprivation and advancing more inclusive and equitable local development.

8. Conclusion: University Engagement in Equitable Access to Basic Services

Thaksin University's contribution to SDG 1.4.3 reflects an institutional approach to poverty alleviation that recognizes the interrelationship between economic disadvantage, social vulnerability, living conditions, and access to essential services and resources. Through the Phatthalung Model, the University has supported community-based interventions addressing sanitation accessibility, food-safety education, agricultural learning, and vocational skills development.

The Suksa Sang Suk Model provides the clearest evidence of direct improvements to household access to a basic service. The other three cases demonstrate complementary university programs that expand access to technical knowledge, shared facilities, and community learning opportunities.

Together, these initiatives illustrate how higher education institutions can contribute to reducing multidimensional deprivation by working with communities to identify access barriers, mobilize relevant expertise, and strengthen local capacities.

Thaksin University's institutional contribution is therefore demonstrated not only through the delivery of individual programs, but through its capacity to connect research, education, technical resources, and community welfare mechanisms in support of more equitable access and inclusive development.

9. Evidence and Reporting Considerations

Case study	Supporting evidence	Verification consideration
Suksa Sang Suk	University project report https://www.facebook.com/share/p/1C5q8fGTAc/ https://sk.tsu.ac.th/home/details.php?id=6129 household assessments, photographs and beneficiary records	Verify individual completion and handover dates
Phayakhan	GMP workshop attendance records and Sala Na Len facility documentation **https://www.facebook.com/share/p/1AMmPyQv36/** https://www.facebook.com/share/p/1L8cXPH7Ao/ https://www.tsu.ac.th/home/details.php?id=6256	Distinguish workshop attendances from unique participants
Chaiburi	GFM certificate, farm records and university report https://www.facebook.com/share/p/1HGR5rhMSK/	Do not equate planned welfare transfers with verified payments
Srinaka	Srinaka Model community materials, training records and participation documentation https://www.facebook.com/share/p/1Mr84NMZQW/ https://www.facebook.com/share/p/1CN9wkefry/ https://www.tsu.ac.th/home/details.php?id=5319 https://www.facebook.com/share/p/19fnD23pGP/ https://www.facebook.com/share/p/1EMTK5pr8G/	Confirm dated 2025 participation and fee arrangements