

**Report on the Review of JICA Training Programs for
Community Capacity and Rural Development**

March 2013

Ritsumeikan Asia Pacific University

JICA

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Preface

The urban-rural disparities and the decline of rural areas have become major issues today. Rural development is often mentioned as the countermeasure for such issues. However, much of the discussions regarding rural development projects are conducted from an urban perspective; rural perspectives are often not explored. Our training program on rural development and community capacity, however, focuses on development from the perspective of rural residents and the communities they have created with the aim of helping them create more fulfilling lives.

It has been our struggle to see the results or outcomes of our training in the fields of our participants for the training program. Since this training started in 2006, our purpose has been to produce development promoters with strong initiatives and ownership in community capacity and rural development.

In order to foster development, it is vital to have strong promoters in the community. Without having those promoters, it is very difficult especially when to introduce new approaches and techniques as development strategies.

Through conducting the review, I could confirm a certain level of our training effectiveness to our participants including policy-oriented approach, which is very grateful since it is our main body of the training program. Many of our participants are attempting to carry out their ideas toward development based on the trainings even though they have some constraints to do so.

The aim of publishing this training review is to provide feedbacks for our future training programs to be more efficient and practical for participants hence the rural development would be promoted and conducted in a better way. We would like to provide continuous support as a way we could do for our participants.

Koichi Miyoshi
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Ritsumeikan Asia Pacific University

March 2013

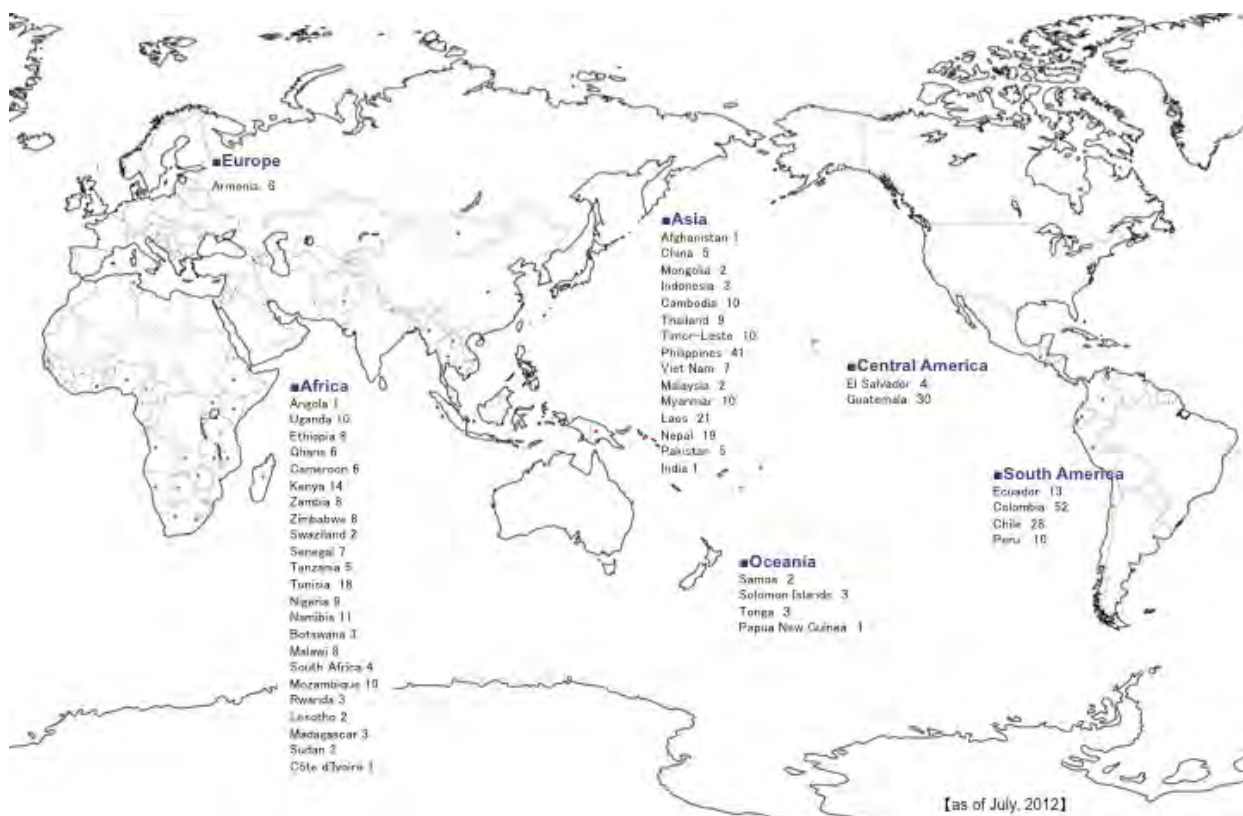
CHAPTER I Outline of the Review

1. Background and Purpose of the Review

1"1. Background of the Review

Since 2006, Ritsumeikan Asia Pacific University (APU) has been conducting two to three week short-term training programs in partnership with the Japan International Cooperation Agency (JICA) and as part of Japan's international cooperation program. These training programs centre on the theme of 'Community Capacity and Rural Development' and utilize local Japanese experience in rural development, such as the One Village One Product Movement in Oita Prefecture and the Decentralized Hands-on (DHO) Exhibition (Onpaku). APU had conducted 35 training programs and received 447 participants from Asia, Africa and Latin American countries (see details in Table 1) since 2006 to mid-2012 when this review was implemented. Figure 1 illustrates the diversity of the participant countries in our training programs.

Figure 1: Map of the Participants' Countries



Source: Made by the Author (2012)

Table 1: List of Courses Delivered (2006 – 2012)

No.	Course Title	Period	Country	No. of Participants
1	Training Course in Seminar for Municipal Mayors of Clustered LGUS: One Village One Product Movement	2006	Philippines	78
2	The Country focused Training Program on the "One Village One Product" Movement in Tunisia	2006	Tunisia	10
3	Training Course in Community Capacity and Rural Development-Focusing on One Village One Product- for ASEAN Countries	2007	Cambodia, Laos, Myanmar, Timor-Leste, Viet Nam	9
4	Philippine Local Government Cluster Activation Seminar	2007	Philippines	8
5	The Country focused Training Program on the "One Village One Product" Movement for Tunisia	2007	Tunisia	8
6	Training Course in Community Capacity and Rural Development - Focusing on One Village One Product –for AFRICAN Countries	2008	Ethiopia, Kenya, Madagascar, Mozambique, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia, Malawi	17
7	Training Course in Regional Development Promotion for ASEAN Countries - One Village One Product	2008	Cambodia, Laos, Myanmar, Timor-Leste, Viet Nam	12
8	Training Course in Enforcement of Regional Administrative Function for Local Industrial Promotion	2008	Chile	12
9	Training Course in Seminar for Municipal Mayors of Clustered LGUs: One Village One Product Movement	2008	Philippines	8
10	Training Course in Seminar on One Village, One Product Movement in Savannakhet and Saravanh	2008	Laos	4
11	Training Course in Community Capacity and Rural Development - Focusing on One Village One Product –for AFRICAN Countries	2009	Ethiopia, Kenya, Madagascar, Mozambique, Nigeria, Tanzania, Uganda, Zambia, Malawi	14
12	Training Course in Regional Development Promotion for ASEAN Countries - One Village One Product	2009	Cambodia, Laos, Myanmar, Timor-Leste, Viet Nam	10
13	Training Course in Enforcement of Regional Administrative Function for Local Industrial Promotion	2009	Chile	8
14	Training Course in Development and Promotion of Regional Industries Utilizing Local Resources for ASIA	2009	Indonesia, Thailand, Malaysia	7
15	Training Course in ANDEAN Region "One Village One Product" Promotion	2009	Colombia, Ecuador, Peru	18
16	Training Course in Development and Promotion of Regional Industries Utilizing Local Resources for INDOCHINA and PACIFIC Regions	2009	Cambodia, Laos, PNG, Samoa, Solomon Islands, Tonga, Viet Nam	13
17	Training Course in Seminar on One Village, One Product Movement IN SAVANNAKHET and SARAVANH	2009	Laos	4
18	Training Course in Seminar for Local Officials and Local Functionaries of Clustered LGUS on One Village One Product Movement	2010	Philippines	14
19	Training Course in Community Capacity and Rural Development - Focusing on One Village One Product –for AFRICAN Countries	2010	Kenya, Mozambique, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia, Malawi	16
20	Training Course in Community Capacity and Rural Development - Focusing on One Village One Product –for AFRICAN Countries	2010	Angola, Botswana, Cameroon, Ghana, Lesotho, Namibia, South Africa, Swaziland, Tanzania, Zimbabwe	17
21	Training Course in Community Capacity Development Promotion for ASIA Countries – One Village One Product	2010	Armenia, Cambodia, China, Laos, Mongolia, Myanmar, Pakistan, Thailand, Timor-Leste, Philippines	15
22	Training Course in Enforcement of Regional Administration for Local Industrial Promotion	2010	Chile	8
23	Training Course in ANDEAN Region One Village One Product Promotion	2010	Colombia, Ecuador, Peru	10
24	Training Course in Promotion of Local Industries for GUATEMALA	2010	Guatemala	14
25	Training Course of Promotion of One Village One Product Movement in COLOMBIA	2011	Colombia	15
26	Training Course in Community Capacity and Rural Development - Focusing on One Village One Product –for AFRICAN Countries (B)	2011	Ethiopia, Kenya, Malawi, Mozambique, Nigeria, Rwanda, Uganda	17
27	Training Course on Community Capacity and Rural Development - Focusing on One Village One Product - for AFRICAN Countries (A)	2011	Namibia, Tanzania, Zambia, Zimbabwe, Botswana, Cameroon, Ghana	13
28	Training Course on Community Capacity and Rural Development Promotion for ASIAN Countries – One Village One Product	2011	Armenia, Cambodia, China, Laos, Mongolia, Myanmar, Nepal, Pakistan, Thailand, Timor-Leste	16
29	Training Course in ANDEAN Region One Village One Product Promotion	2011	Colombia, Ecuador, Peru, El Salvador	17
30	Training Course in Promotion of Local Industries for GUATEMALA	2011	Guatemala	16
31	Training Course in NEPAL Rural Development through Commercial Agriculture and the One Village, One Product Movement	2012	Nepal	15
32	Training Course of Promotion of One Village One Product Movement in COLOMBIA	2012	Colombia	19
33	Training Course in Community Capacity and Rural Development - Focusing on One Village One Product –for AFRICAN Countries (B)	2012	Cote d'ivoire, Ethiopia, Kenya, Mozambique, Nigeria, Rwanda, Senegal, Uganda	18
34	Training Course on Community Capacity and Rural Development - Focusing on One Village One Product - for AFRICAN Countries (A)	2012	Botswana, Cameroon, Ghana, Namibia, South Africa, Zambia, Zimbabwe, Sudan, Ethiopia	19
35	Training Course on Community Capacity and Rural Development Promotion for ASIAN Countries – One Village One Product	2012	Afghanistan, Armenia, Cambodia, China, India, Laos, Myanmar, Nepal, Pakistan, Philippines, Thailand, Timor-Leste	18

1"2. Purpose of the Review

This report was commissioned by JICA to review the content, curriculum, follow-up activities and other matters related to the JICA training program delivered by APU through examining the effect of participation in the training courses for the participants and their organizations to inform the improvement of future training courses. The review aims to explore the impacts of the training program for course participants as well as reflect on the potential impact in their home countries that results from their participation in the courses by including descriptive information on their current positions and their roles in rural development.

In order to achieve this, a level of qualitative detail was identified as necessary in addition to descriptive questionnaire survey results. This approach has enabled a review that not only inquires into the achievement of program outcomes by indicators, but is also a practical research project in that it also aims to improve the training program and further enhance the capacity development of program participants. Thus the review has been conducted in such a way that the results can be utilized directly to improve the training program. Meanwhile the review also focuses in particular on the situation of participants, how their experience in the training program is utilized in their countries for rural development and the role of program participants in rural development, in order to gauge the knowledge they gained from their participation in the training program and its use and subsequent results. This review is conducted from the viewpoint of policy, program and project levels in order to take into account the diversity of the participants.

The review has also presented the opportunity for us to form networks with participants as well as promote the formation of networks amongst participants, which are being formed and maintained online.

The report is presented in English to capitalize on this opportunity to share the significance of our training programs by making it accessible to a wider audience including program participants.

2. Framework of the Review

2"1. Basic Principals

The basic principals of the review are as follows:

- (1) The review considered participants' use of the training program by looking at:
 - their current role in rural development;
 - what kind of knowledge they gained from their participation training;
 - what kind of knowledge the participants utilized in their work; and
 - the outcomes of the participants' activities for rural development.
- (2) The review considered the position of the participants in policy, program or project levels to understand:
 - the outcomes and participant utilization of the trainings on national, regional and local government, cooperatives and producer groups levels; and
 - the effects and influences on the policy structures of national, regional and local government, cooperatives and producer groups.
- (3) The review considered the various forms of roles of decision-makers, practitioners and producers for rural development to understand:
 - the outcomes and utilization of the trainings for the participants as decision-makers, practitioners and producers; and
 - the effects and influences of decision-makers, practitioners and producers on policy structures.
- (4) The review utilized the advantages of different research approaches to:

- include as wide a range as possible of former participants (through the use of descriptive questionnaire survey).
 - indepth insight into a few specific African, Asian and Latin American countries (through qualitative case studies).
- (5) The review utilized an evaluation-like process in order to further develop the capacity of former participants through participation in the review.
- Impacts of the review itself are expected due to the evaluation results (feedback via this report) and the evaluation process (resulting in changes of the participants by participating evaluation activities). To do this survey questions for participants to answer were designed to develop and confirm the training concept, approach, knowledge on case studies and utilization methods.

2"2. Framework of the Review

A framework was developed to guide the review (presented in Figure 2). The participants in our training programs are generally government officials engaged in rural development at the policy, program, and/or project levels; however, we also receive representatives from the private sectors, for example from, chambers of commerce, business management consultant firms, lawyers, associations and other related organizations. We consider our participants are mostly policy-makers at different levels and measuring how our training programs have changed their influence on policy, organization and individual levels is quite important.

Our training programs are designed with a wide perspective on policy issues at the national, regional and local levels for those who participate to influence rural development policies more effectively. Hence, within this review, we attempt to look at how the participants have changed after the training in different levels as well as how those changes influenced the expected outcomes that are designed in our training programs. We also attempt to identify how these changes occurred at the different levels, and the relationships between levels. The review also attempts to clarify the outcomes resulting from participation in the training and analyze the difference with expected outcomes for the effects of trainings. Through this process the factors that have not resulted in any changes in participants' activities or changes can also be identified as well as why this happened, contributing to future improvement of the training.

Figure 2: Framework of the Review



2"3. Review Target and Evaluation Questions

This review targets all training programs held up to June 2012 when this review began. There were a total number of 447 participants during this period and this whole population was included in the review. An evaluation questionnaire was developed specifically for the review with simple questions as shown in Table 2. Because the participants are mostly government officials or influential people, their activities are relevant to national, regional and local policies. The questions aim to find out the effectiveness and influences of the training programs.

2"4. Review Methodology

The review has basically two components. These are a survey with a simple questionnaire and country-based case studies. Our method is to provide descriptive analysis through both the questionnaire results and case studies. Therefore, the statistics are not used as a common statistic study would use them, but rather for drawing out narratives. All the participants were encouraged to fill in the questionnaire which was distributed by email. The results of the questionnaire were categorized into Yes/No responses and presented as charts. Based on the results of the questionnaire, which uncovered some interesting results, a number of country-based case studies were selected.

The case study of Thailand was completed through the project that APU has implemented in Thailand with the cooperation of JICA. For the case of African countries, fieldwork was undertaken in several countries with direct interviews and field visits with participants to find out the good cases for inclusion in the study. For the final case study of Colombia, the team had the opportunity to visit as part of a follow-up scheme, which allowed the collection of information and field visits in different levels.

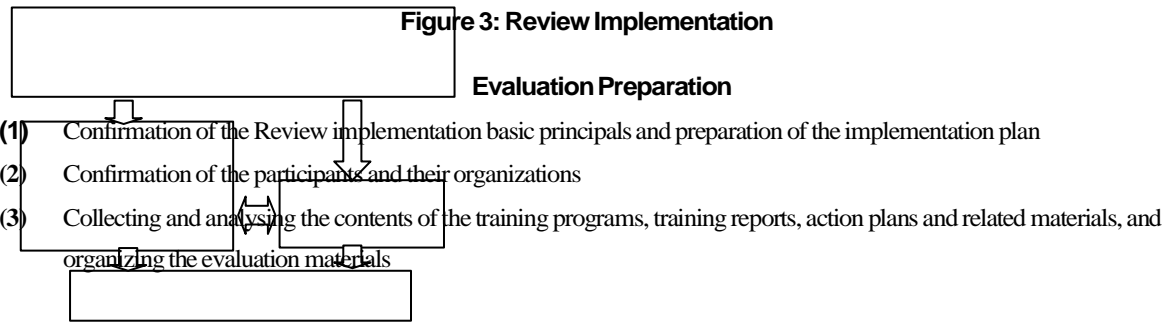
3. Review Inquiry Process and Data Collection Method

The review was conducted by dividing into four phases: evaluation preparation activities; questionnaire activities; case studies; and writing up the report. Implementation of the review was as shown in Figure 3. This review started in mid-June 2012 and finished in mid-March 2013. The schedule of the project is shown in Table 3.

Data were collected through online-based communication such as emails and social networking websites; however, as aforementioned, mostly it was collected during field visits and direct interviews during these visits. The details of the methods employed are described in each case study in Chapter 4.

Table 2: Questionnaire

Name :		Country:	EKmail address :
Current Org/Position:		Training Period : Month/Year	
No.	Question (please put Yes or No to the answers, otherwise mark or mention the number)		Y/N
Q1	In which level of decision-making are you? 1: Policy level 2: Program level 3: Project level 4: None 5: Other ()		
Q2	Did you find the training course useful for your work/organization or project?		
Q3	If the answer to Q2 is yes, which one of the following was the most affected by the training? 1: Yourself 2: Organization 3: Gov't Policy		
Q4	Do you think your ideas or concept of development issues have changed?		
Q5	If the answer is yes, do you think that change has directly affected your work/organization/policy? 1: on gov't policy 2: on organization 3: on yourself 4: other ()		
Q6	Did you actually utilize your action plan you made in APU for your work?		
Q7	If the answer to Q6 is yes, do you think you made any progress on your action plan?		
Q8	Do you think it was difficult to implement your action plan or ideas?		
Q9	Is the answer to Q8 is yes, why was it difficult? Due to ()		
Q10	Did you have any support in terms of implementing your action plan by JICA?		
Q11	Did you have any support in terms of implementing your action plan by your organization?		
Q12	Would you like to get more support from APU?		
Q13	Is the answer to Q12 is yes, what kind of support would you find useful? 1: Materials 2: Consultant 3: Collaborative project 4: Prof. or facilitators dispatch 5: Others ()		
Q14	Are you still in contact with other participants in your trainings?		
Q15	Would you like to communicate with other participant?		
Q16	Would you like to have more information of what we do or the research materials we made in APU?		
Q17	Did you utilize our training materials/discussions in your country?		
Q18	If the answer to Q17 is yes, was it effective? Material you used :		
Q19	If the answer to Q17 is no, do you think it would be useful?		
Q20	Would you like to make a link in our website? (go to see networks page) Please attach the logo for the website if you have any. Name: http://		
Q21	Would you like to join or Facebook group? Account name:		
Q22	Would you like us to follow you/your organization on Twitter? Account: @		
Free Comments (regarding the questions above or something you would like to emphasize on if any)			



Questionnaire Activities

- (4) Preparing the questionnaire in order to implement evaluation and its distribution to the participants
- (5) Receiving the returned questionnaires and sorting them
- (6) Preparatory analysis based on the results
- (7) Preparing the results of the questionnaire, preparatory analysis and mid-term report

Case Studies

- (8) Additional research for case studies
- (9) Detailed analysis based on the complementary research results

Writing Up the Report

- (10) Writing up the results of analysis as the review report (draft)
- (11) Preparing the review report

Table 3: Review Schedule

	6	7	8	9	10	11	12	1	2	3
Confirmation of the Review implementation basic principals and preparation of the implementation plan	—									
Confirming participants and their organizations	—	—								
Collecting and analyzing the contents of the training programs, training reports, action plans and related materials, and organizing the evaluation materials	—	—	—	—	—	—	—	—		
Preparation and distribution of the questionnaire	—	—	—							
Receiving and sorting returned questionnaires				—	—					
Preparatory analysis based on the questionnaire results				—	—					
Preparing the mid-term report						—	—			
Additional research for case studies						—	—	—	—	
Detailed analysis based on the complementary research results				—	—	—	—	—	—	
Preparing review report (Draft)							—	—	—	
Finalizing the review report										—

4. The Evaluation Team

The team consisted of five experts for the review as follows:

- | | | | |
|-----|----------------------|-------------------------------------------------------------------------------|-------------------------------------|
| (1) | Koichi Miyoshi | Project leader | Ritsumeikan Asia Pacific University |
| (2) | Yumiko Okabe | Evaluation Planning, Analysis, Case Study, APU/Institute for Community Design | |
| (3) | Hisano Ishimaru | Case Studies | Ritsumeikan Asia Pacific University |
| (4) | Naomi Stenning | Analysis | Ritsumeikan Asia Pacific University |
| (5) | Mirna De La Portilla | Research Assistant | Ritsumeikan Asia Pacific University |
| (6) | Miki Sato | Administration, Management | Ritsumeikan Asia Pacific University |

The team consisted of a number of specialists selected mainly based on their experience in evaluation and the training courses conducted at APU taking into consideration their English and Spanish language skills, as most of the review was conducted in English as well as Spanish for some parts. The project leader, Koichi Miyoshi, is an evaluation specialist who is a vice president in the Japan Evaluation Society as well as committee chairperson in a number of other committees. Moreover, he serves as a course leader for the JICA training program and is well-acquainted with the contents of the training program. He also works on projects in the education and development fields in English on a daily basis. The evaluation, planning and analysis expert, Yumiko Okabe, is a member of the administrative and economic reform evaluation committee in Beppu Municipality office, and the case study expert, Hisano Ishimaru worked for both NPO Japan Onpaku and NPO Hatto Onpaku mainly handled an evaluation guideline and trainings so that they are also well-acquainted with evaluation. Both of them are also work as lead facilitators in the training program. Naomi Stenning also worked as a facilitator in the training programs for a number of years and has worked as an evaluation expert. She is also a PhD candidate at Ritsumeikan Asia Pacific University (APU) and in this project mainly assisted with statistics and English grammar corrections of the report. Mirna De La Portilla is a graduate student at APU, studying in the International Cooperation Policy Program. Her experience in analysis and English and Spanish skills contributed to this team as an assistant. Sato Miki, from the Research Office of Ritsumeikan Asia Pacific University, provided administrative and managerial support for this project and was part of our team.

CHAPTER II Outline of the Review Targeted Training

1. Introduction

A lack of development and persistently low levels of quality of life are characteristics of rural communities throughout the developing world. The valuable historical lessons of successful community development initiatives in communities like Oyama-machi and the experiences of those who have been involved in these initiatives are extremely valuable resources that should be harnessed in the effort to assist rural communities around the world that are still struggling to better themselves. It is with this intention that we conduct group training programs in community capacity and rural development in cooperation with the Japan International Cooperation Agency at Ritsumeikan Asia Pacific University (APU).

The purpose of this chapter is to introduce and describe the structure and nature of the group training program and our experiences in the implementation of these programs, and to discuss the implications for further promotion of rural development in developing countries.

2. A Training Framework for Rural Development

The training programs consist of a combination of lectures and discussions at APU and study tours that include lectures by community members outside of the campus. In the training sessions, we place emphasis on deepening participants' understanding of the concepts of community capacity development and rural promotion based on observations from the study tours and interpretation of the concepts covered in lectures in light of these observations. We provide program participants with opportunities to practice developing specific plans for rural development through group discussions based on their new found understanding. Figure 4 summarises the elements of the training programs.

Table 4 is an example of a training program schedule. Most of the programs have historically required participants to be administrative officials of either a national or local government in the position to plan, implement and evaluate rural development policy, programs or projects. This requirement was reasonable because program participants should be expected to exhibit an awareness of the issues in their own countries and actively present on them in discussions. In recent programs, we have accepted more participants from NGOs and other associations, as well as industry and community leaders to broaden the perspective of the dialogue and to make discussions more practical and effective. We have also accepted political appointments including governors and mayors who are interested in making their approach to rural development more effective and efficient.

The crux of the programs is how to embody ideas for rural development in practice. We design the programs to offer practical knowledge by reciprocally linking ideas and practice throughout the duration of the program. We place emphasis on repeating discussions to facilitate program participants' understanding of the community development concepts and planning and evaluation methods by connecting them to practices undertaken by the rural communities studied. This approach aims to enable participants to use this knowledge for planning, implementing and evaluating their own policies, programs and projects (Miyoshi and Stenning 2008c; Stenning and Miyoshi 2009).

3. Conceptual Discussion for Community Capacity and Rural Development

We take an alternative development approach based on our accumulated knowledge through execution of our training programs for developing countries since 2006, as well as our research on the experience of rural development in Oita prefecture and surrounding areas. In the training program we include the following models and approaches:

- (1) Community Capacity Development and Policy Structure Model;
- (2) Decentralized Hands-on Exhibition (Onpaku/ DHO Exhibition) Approach; and
- (3) Community-Based One Village, One Product (OVOP) Approach.

The intention of these approaches and models is not to theorize on rural development phenomena, but to conceptualize a rural development approach for practical use and to clarify the practical and operational concepts through the examination, discussion and analysis of actual development experiences. Real life is not simple and cannot be interpreted through simple theories of causality. There are various options for development. We frame an alternative rural development approach to provide practitioners and researchers with a map for rural development. The contents of these models and approaches and their nature are elaborated briefly below.

Figure 4: Concept of Training for Community Capacity in Rural Development



Source: Miyoshi, 2013

Table 4: Community Capacity and Rural Development for African Countries
-Focusing on One Village One Product- (A) May16-
27, 2011 at Ritsumeikan Asia Pacific University (APU)

M	D	Time	Topic and Destination for Visit		
5	16	M	9:30-10:00 10:00-12:30	Orientation/ Briefing Inception Report Presentation	1
			13:30-15:00 15:00-16:30	Inception Report Presentation Community Capacity Development (Lecture + Discussion)	
	17	T	9:30-12:30	Planning and Evaluation of Project (Lecture + Discussion)	2
			13:00-14:30	Onpaku experience 《Beppu/Yanagi area》 φE: Dango-broth making, lunch	
			14:30-15:30 16:00-17:30	φL: Yanagi Tea House “Kirara” [Ms. Nagai, Owner] φL: Onpaku [Mr. Nogami, Trustee]	
	18	W	10:00-12:00 12:00-13:00 13:30-15:00 15:30-17:00	《Hita City, Oyama Town》 φL: Hibikinosato [Mr. Ogata, Director and General Manager] φLunch (Hibiki no sato) φL: Marukin Farm [Mr. Kawanobe, Owner] φL: Oginhata Green Tourism [Mr. Kouda]	3
			19:30-10:45 11:00-12:30 12:30-13:00 13:00-14:00 14:15-15:45	《Hita City, Oyama Town》 φL: Hita City Oyama Promotion Bureau [Mr. Kawazu, Chief of Bureau] φO: Mizubenosato Oyama [Mr. Yamauchi, Director] φO: Sato no eki “Konohana Garten” [Prof. Miyoshi] φLunch (Sato no eki “Konohana Garten”) φL: Marukin Farm [Mr. Kurokawa] Transfer: Oyama → Fukuoka → Okayama	
	20	F	9:00-9:50 10:00-11:30 11:30-12:10	《Kurashiki City》 φL: Michikusa komichi program [Ms. Kato] φL: Okayama Pref. Bichu Regional Bureau [Mr. Kuroda and Ms. Miyake] φLunch (Okayama Pref. Bichu Regional Bureau) Transfer: Kurashiki → Soja	5
			13:00-15:30 16:00-17:30 20:00-21:00	《Soja City》 φE: Silk stole making with tree bark dyeing [Ms. Itami, Proprietor, Gallery Studio “Asobo”] φE: Soja City Hall [Mr. Nishikawa & Mr. Fujiwara] 《Suntopia Okayama Soja》 φE: Japanese drum workshop [Mr. Shiojiri, “Ura daiko”]	
	21	S	9:00-9:30	《Soja City》 φE: Michikusa Komichi “Stroll with Kume-map” [Ms. Yamada, NPO Kibino Kobo Chimichi]	6
			9:30-12:00 12:00-13:00 13:00-14:00	φE: Stroll with Kume-map [Ms. Yamada, NPO Kibino Kobo Chimichi] φLunch (Lunch Box, Kume Public Hall) φE: Michikusa komichi program [Okayama Nordic Walk Assoc. Mr. Sumikura, Walking Life Master] Transfer: Soja → Kokura → Beppu	
	22	S			7
23	M	9:30-12:30	Group Discussion (case study; Oyama)	8	
		13:30-16:30	Group Discussion (case study; ONPAKU & Michikusa Komichi)		
24	T	9:30-12:30	Group Discussion (based on inception report)	9	
		15:00-16:00 16:30-17:00	《Oita City》 φL: Oita Pref. Shiitake-mushroom Agricultural Cooperative Association [Mr. Kugumiya, Counselor] φO: TOKIWA Wasada Town (Konohana Garten Antenna Shop)		
25	W	9:30-12:30	Group Discussion (based on inception report)	10	
		15:00-17:00	《Oita City》 φOita OVOP International Exchange Promotion Committee [Board of Trustee, Dr. Hiramatsu]		
26	T	9:30-12:30	Interim Report Preparation	11	
		13:30-16:30	Interim Report Presentation and Discussion (1)		
27	F	9:30-12:30	Interim Report Presentation and Discussion (2)	12	
		14:00-15:00	Evaluation Meeting		
		15:30-16:30	Closing Ceremony		
		17:00-19:00	Closing Party		

3rd1. Community Capacity Development and Community Policy Structure Model

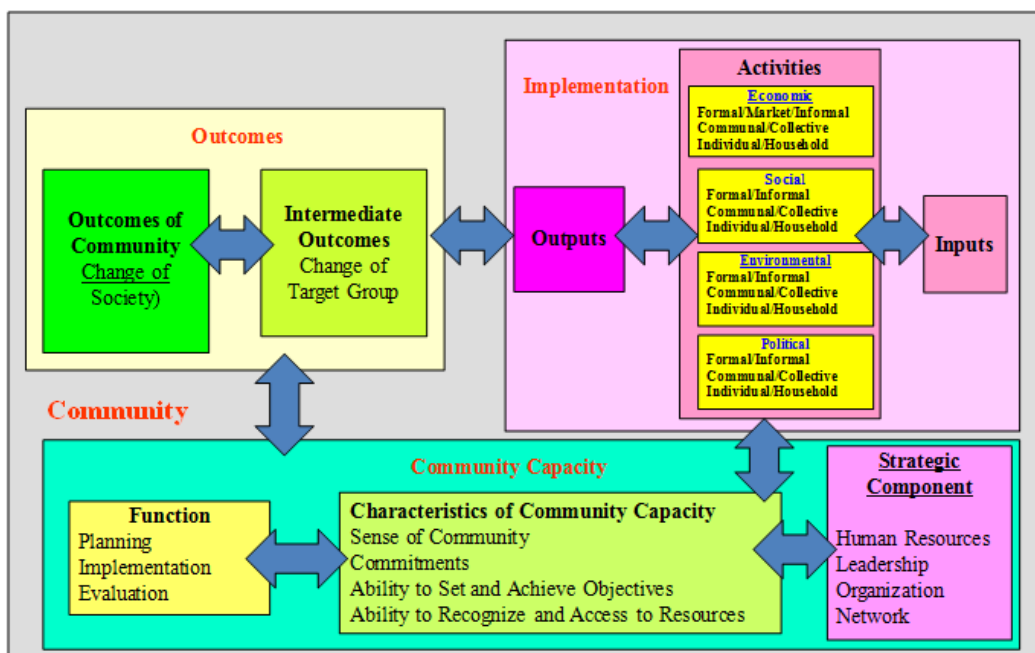
The Community Capacity Development and Community Policy Structure Model presented in Figure 5 illustrates how a community uses its capacity to plan, implement and evaluate community policy structures. This framework allows for the identification, examination, conceptualization and clarification of community processes through the inclusion of community policy structure, whilst simultaneously providing a basis for the analysis of community capacity. This model is a dual function model aiming at developing community capacity and implementing a higher value added and better well-being community policy structure, which consists of economic, social, environmental and political activities to change the life of the community's population. In this context community capacity is defined as the ability of a community, organizations and individuals to produce outcomes resulting from their collective activities using available resources, such as human, physical, social, political and organizational resources.

This model depicts the relationship between community capacity development and the change in community policy structure consisting of social, economic, environmental and political activities.

Community capacity consists of the strategic components (actors/agents), characteristics and functions of a community. The level of community capacity can be increased by enhancing these components and their mutual interactions, which eventually leads to changes in community policy structures in rural communities. Improved rural community capacity enables communities to design, introduce and maintain more complex and advanced community policy structures.

The community policy structure part of the model depicts the relationships between economic, social, environmental and political activities in communities, such as agricultural production and development initiatives, and collective activities in particular. These consist of end outcomes (effects represented as social changes), intermediate outcomes (effects represented as changes in the behaviour or situation of target groups including

Figure 5: The Community Capacity Development and Community Policy Structure Model



Source: Miyoshi 2010; Miyoshi and Stenning 2008a, 2008b

individuals and organizations), outputs (products and services produced as a result of activities), activities (series of actions for producing outputs using inputs) and inputs (human resources, machinery, equipment, facilities, wages, expertise, time, etc.)

These relationships are not necessarily linear; rather they are interactive and continuously changeable. This reflects that human lives and experiences are not static; they are temporal and dynamic, and often affected by previous experiences.

Here it would be advisable to clarify the definition of community. We treat community as a social construct of people that consists of individuals, groups and organizations that share a common and general sense of belonging in a particular area that is also defined by administrative boundaries. Geography and common life are important factors for community. Yet, there are no significant problems in considering community in a broader sense, for example by expanding its definition to include villages, towns, cities, prefectures, provinces, nations and even international societies. Doing so makes it possible for the analysis to include not only rural residents, but also administrative bodies, civil groups, NGOs, NPOs, private enterprises and educational institutions as constituents of communities and to focus on collective activities that they create. Widening the range of subjects of analyses also benefits policy-oriented debates (Miyoshi 2010; Miyoshi and Stenning 2008a, 2008b).

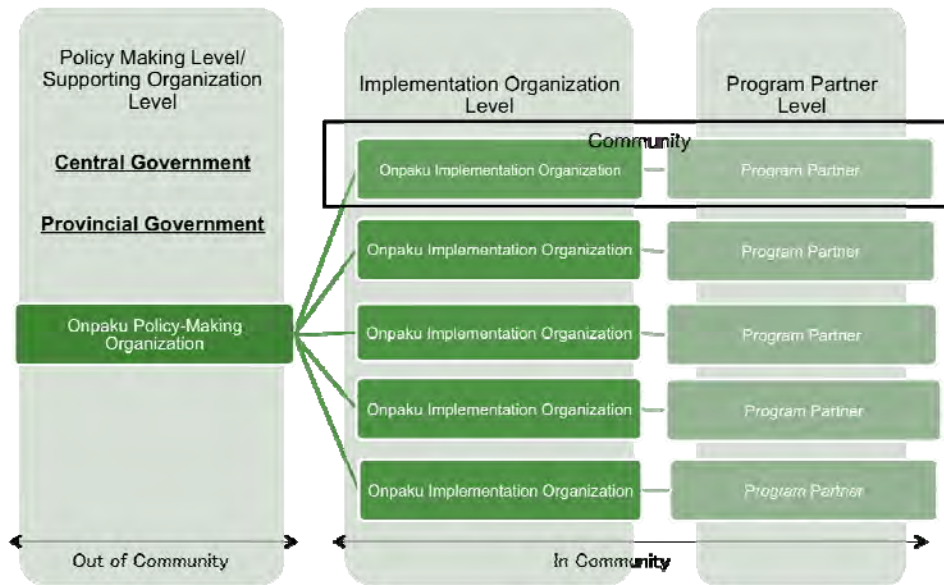
3"2. Decentralized Hands"on (DHO) Exhibition Approach

The DHO Exhibition Approach is a specific type of community capacity development and community policy structure model. The team at Ritsumeikan Asia Pacific University developed the DHO Exhibition Approach based on observation and analysis of the Onpaku events, including Onpaku in Beppu, Michikusa-Komichi in Soja and Bonpaku in Miyakonojo. By introducing the concept of the DHO Exhibition we can broaden, modify and elaborate the scope of Onpaku into a more effective rural development approach. The DHO Exhibition's policy structure is divided into three parts: 1) community-based activities and resources, 2) partners' participation, creation and implementation of the DHO Exhibition programs, and 3) the collective activities of the DHO Exhibition implementation organization.

The introduction and implementation of the DHO Exhibition Approach as policy is easy to understand in terms of three distinct levels: 1) the policy formulation and supporting organization level, 2) the implementation organization level, and 3) the program partner level. This approach also clarifies the distinction between the situation in the community and outside of it as shown in Figure 6.

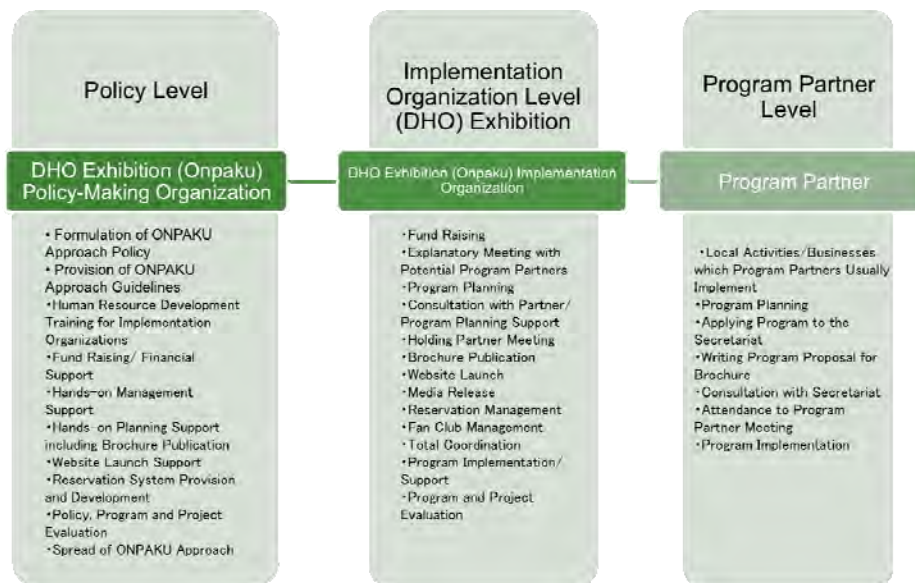
The organizations responsible for each level implement their respective roles when implementing the DHO Exhibition programs in local communities (this is represented in Figure 7). The role of the DHO Exhibition policy formulation organization is to select and support the DHO Exhibition implementation organization in each community. The DHO Exhibition implementation organization in each community builds the DHO Exhibition framework and supports the program partners' planning and implementation. The implementation organizations are key players and work as community development agents in the community. At the program partner level, the program partners plan and implement their own programs. A vital point here is that each support mode can be standardized and as a result a DHO Exhibition can be implemented within a relatively short period (Miyoshi and Ishimaru 2010; Ishimaru and Miyoshi 2010).

Figure 6: DHO Exhibition (Onpaku) Approach: Community Responsibility



Source: The author

Figure 7: DHO Exhibition (Onpaku) Approach: Activities



Source: The author

3"3. Community"Based One Village, One Product (OVOP) Approach

The Community-Based One Village, One Product (OVOP) Approach is another specific type of community capacity development and community policy structure model. Our conceptualization of the Community-Based OVOP Approach borrowed heavily from the rural development experience of Oyama in Oita prefecture in Japan. Before the introduction of the OVOP Movement in Oita prefecture, Oyama had already achieved high levels of community capacity development, which is one of the reasons the town became a source of inspiration for former Governor Hiramatsu when he first formulated the OVOP Movement. We formulated the framework of the Community-Based OVOP Approach based on the rural development experience of Oyama.

Implementation of the OVOP Approach as policy has a similar context to the DHO Exhibition Approach. It

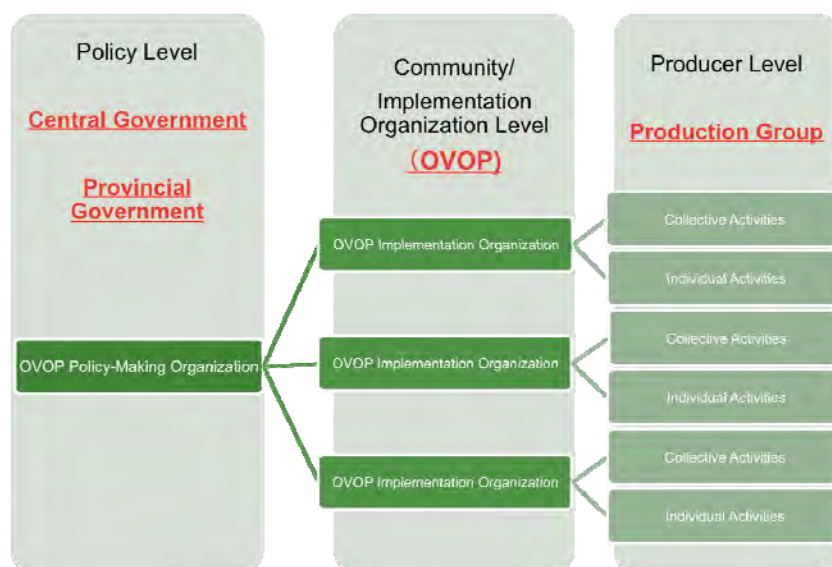
includes 1) the policy formulation organization level, 2) the implementation organization level, and 3) the producer and service provider level.

The organizations responsible for each level fulfill their respective roles when implementing the OVOP Approach in local communities (this is portrayed in Figure 8). The role of the OVOP policy formulation organization consists of selecting and supporting the OVOP implementation organizations. The OVOP Approach implementation organization builds the OVOP framework and supports the farmers, small producers and service providers' planning and implementation activities. At the program producers and service provider level, the higher value added activities are planned and implemented. These roles are further detailed in Figure 9.

A vital point here is the definition of the community for the OVOP Movement and the role of the OVOP implementation organizations as observed in the Oyama NPC Movement. In the actual OVOP Movement in Oita prefecture the definition and role of the OVOP implementation organizations is not outlined or conceptualized clearly. Direct intervention by the Oita prefecture government leads to a distinction between the original model of OVOP Movement in Oyama and the OVOP Movement as introduced by former Governor Hiramatsu (Miyoshi 2010; Miyoshi and Stenning 2008a, 2008b).

The training program begins with lectures on the conceptual framework so that program participants gain theoretical understanding. Group discussions are also held to further their understanding. For example, lectures emphasize the importance of the role that capacity development in the municipalities played in the successful examples during the early stages of the movements, including those of Oyama, Yufuin and Himeshima, the pioneers of the OVOP movement. Meanwhile, group discussions deal with specific cases supplied by the program participants and focus on the characteristics of community capacity (sense of community, commitment, ability to set and achieve objectives, recognition of and access to resources) and the strategic elements that influence them (human resources, leadership, organizations, networks).

Figure 8: OVOP Approach: Community Responsibility



Source: The author

Figure 9: Community-based OVOP Approach: Activities



Source: The author

Taking the issue of leadership as an example, selected topics for discussions may include styles of leadership found and desired in each program participant's area of responsibility and what it would take to nurture such leadership qualities. The discussions help program participants to define questions to which they are tasked to find answers to during the course of the training.

Program participants are encouraged to enhance their ability to plan, implement and evaluate programs through discussions on the concepts. This enables them to add value to the economic, social and political activities they are involved in. The point of this process is to develop the understanding that community activities or interventions can be adjusted and upgraded by first conceptualizing actual activities. With this goal in mind, program participants discuss actual policies, programs and projects through the development of program theories.

Rural development is most likely to be addressed from the standpoint of governments, particularly central governments that focus their interventions on rural societies, rather than from the standpoint of rural communities. To redress such imbalance in arguments on planning and evaluating, the training program covers topics like the localization of policy structure, rural communities' policy structure and government interventions, program versus project based approaches, aid coordination, and model projects and their dissemination. Activities are also discussed within the framework of existing administration systems, treating planning as modifications, changeovers or improvements of existing policy structures for the future.

Evaluation is strategically positioned as an important tool in this management cycle. For evaluation, the roles of policy evaluation, program evaluation, and project evaluation are distinguished and practical approaches for these are also discussed (Miyoshi 2010; Miyoshi and Stenning 2008a, 2008b).

4. Study Tours

The purpose of the study tours is to listen to the voices of people who are engaged in rural development. The narratives are interesting representations of people's experiences in rural development. Participants' experiences in the places we visit during study tours are integral to the training programs (see Figures 10 - 15). We visit many communities on the study tours. Places we visit include:

Figure 10: Local commercial complex
“Hibikinosato”
in Oyama Machi, Hita City



Figure 11: Direct sales shop, Konohana
Garten, Oyama-machi, Hita City
(Photo by Koichi Miyoshi)



Figure 12: Production Facility,
Marukin Farm
in Oyama Machi, Hita City
(Photo by Yumiko Okabe)

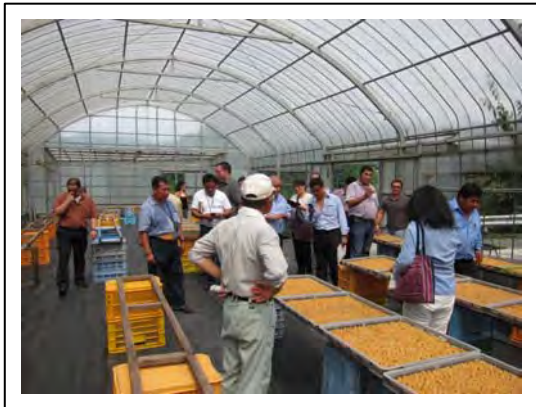


Figure 13: Group Photo
At the Shimogo Agricultural Cooperative
in Yabakei Machi



Figure 14: Nagasaki Saruku Program
Walking Tour in the City
(Photo by Yumiko Okabe)



Figure 15: Hands on Program
(Onpaku Program),
Yanagi Area, Beppu City
(Photo by Hisano Ishimaru)



- Oyama-machi - Local Commercial Exchange Center Hibikinosato, the Oyama Agricultural Cooperative, Marukin Farm, Ogirihata Green Tourism;
- Himeshima - Village Office, Himeshima Island Women's Society, Himeshima Kuruma Shrimp Culture Company; Beppu-City - NPO Hatto Onpaku, Yanagi Tea House Kirara;
- Soja city - NPO Kibino kobo Chimichi, Soja City Hall, Okayama Nordic Walk Assoc. Kiyone furusato kobo, Okayama Prefectural Government;
- Yabakei-machi - Shimogo Agriculture Cooperative; and Oita City - Oita OVOP Movement International Exchange Promotion Association, Oita Prefecture Shiitake Mushroom Agricultural Cooperative Association.

The study tour schedule is carefully arranged so that participants understand the role of the various players in rural development, balancing between the implementation organization level and the program partner level in the DHO Exhibition Approach and the implementation organization level and the producer and service provider level in the Community-Based OVOP Approach. The focus is on the collective activities that the community creates. The following is our depiction of Beppu Onpaku and Oyama-machi to provide understanding of the foundation of the study tour arrangements.

4"1. Beppu Onpaku

Onpaku was established in 2001 in Beppu City of Oita Prefecture by local residents and businesses for the purpose of revitalizing the rural area. For approximately one month Onpaku provides over 150 types of programs utilizing local resources, local residents or local businesses, commonly referred to as partners. This type of program identifies local resources and conveys the charm of the rural area to the general public. It also provides an opportunity for new products or services to enter the market, promoting innovation in the development of products and services.

Onpaku provides an effective methodology that takes into account the use of local resources. In the implementation of Onpaku, all partners either revise or improve their existing community-based activities or establish new ventures, and are responsible for the formulation and implementation of those programs. Onpaku attracted attention as a rural development strategy because of its small-scale programs that are both short and recurring. A typical program has no more than 20 to 30 participants and many different programs are packed into a month period. The Onpaku programs are held once or twice a year, allowing partners to try out various business activities. The brochure of programs provides a list of potential products and services focusing on local resource use. An ever-increasing number of programs makes the Onpaku event more attractive and useful to the public and attracts the attention of the media. Program development is a result of the participatory feasibility study by local people.

While the consequences of failure are small, a successful Onpaku experience substantially elevates community motivation levels. Through program repetition a support and cooperation network is developed. Core organizations for development are built in the rural area, community development networks are created and community capacity is developed. This triggers ongoing success for the programs. Repeated implementation of individual programs provides opportunities for partners to test market services and goods to create business models that foster a customer base. Onpaku increases motivation particularly among small and medium enterprises and small-scale agricultural producers.

Onpaku places emphasis on small-scale programs, but it also effectively uses local resources and provides

many opportunities for cooperation between small and medium sized and new enterprises, as well as small-scale and new agricultural producers. By creating an increased capacity for community development, Onpaku also expands community networks for support and cooperation. Onpaku is able to achieve rapid results in community and rural development because each program is planned and developed principally based on the pre-existing activities in the community and rural area (Miyoshi and Ishimaru 2010; Ishimaru and Miyoshi 2010). Based on the Onpaku approach, Nagasaki Saruku and Soja Michikusa Komichi adopted the approach and they developed the approach in their contexts.

4"2. Oyama"machi

In rural areas, people aim to expand their businesses, which inevitably leads to the creation of winners and losers. As a result, some farmers and families who have lost confidence in their ability to manage agricultural businesses would, out of financial need, move to urban areas to seek jobs. With the decline of residents and farmhouses in the rural community, social functions of offices and branches of administrative institutions, elementary and middle schools, clinics, hospitals and healthcare centers, post office branches, financial institutions, retail stores and restaurants also diminish.

Oyama has taken a different approach. The number of farmhouses is almost the same as it was 50 years ago even though the population has decreased. In order to avoid losers, Oyama pursued multi-dimensional agriculture production, promoting not only primary agricultural production, but also the processing and marketing of their products. They promoted high value added economic activities on their limited farmland by introducing various collective activities that increased the productivity of each farmhouse.

The Oyama community was established by administrative zoning, and within this zone, the members of Oyama recognized their commonality and their belonging through their daily shared topics of conversation, awareness of the area and lives within the area. The main actors of the community were the town government, the agricultural cooperatives and their related organizations, with the farmers engaging in agricultural production and processing.

Community capacity development and rural development in Oyama was initiated and led by the town government and the agricultural cooperative. These two organizations acted as the implementation organizations of community capacity and rural development as described in the town's development movement, the NPC Movement. The community is an operationable body, placing it at the core of the development approach. Oyama is relatively well known for a series of successful endogenous development initiatives since 1960s that began with the innovative New Plum and Chestnut (NPC I) Movement and its catchy slogan "*Ume, kuri wo uete, Hawaii ni ikou!* (Let's plant plums and chestnuts and go to Hawaii!)." The NPC I was focused on "*hataraku* (work)." Through drastic agricultural reform, whereby rice paddies were turned into orchards and remaining rice fields were only for self-consumption, rearing livestock was banned and farmers were encouraged to work less and play and learn more. The town went from having "tired thatched roofs, humble earth walls, no money and an unusually strong level of social jealousy" to being a wealthy, culturally rich, harmonious and content farming village. The story of this success in itself is inspirational to any person striving for development in disadvantaged rural communities.

Following the NPC I Movement, Oyama-machi initiated two other movements, namely the NPC II and the NPC III. The Neo Personality Combination campaign (NPC II) was added simultaneously to the existing NPC I. NPC II focused on "*manabu* (learning)." Under this program the Oyama administration established a learning program of community center activities called *Seikatsu Gakkou* whereby local residents ran cultural learning

classes such as tea ceremonies, martial arts or kimono wearing. Prominent professionals were also invited to give lectures. Events, such as classical music concerts, were also planned for residents to participate and cooperate together in order to “refine their personalities.” Furthermore, residents were encouraged to take tours around Japan and networks were consolidated for exchange activities overseas to study agricultural and community development techniques. Elementary and secondary students went to the United States and Korea. Farming youth went to learn about *kibbutz* in Israel and adults from Oyama also went to China. Scholarships were provided for young people who expected to become involved in agriculture in the community.

The New Paradise Community (NPC III) focused on *aishiau* (love) and aims for a more enjoyable and affluent living environment for the residents of Oyama-machi. The campaign sought to construct the perfect environment for living in order to retain residents, particularly young people, who were moving away due to lack of entertainment, amusement and cultural facilities. Under this campaign program, Oyama-machi was divided into eight cultural zones with one cultural center in each.

The turning point for members in the community was in 1949 when the Oyama Agricultural Cooperative was established and became a core member of the community. Oyama community activities became increasingly sophisticated when the agricultural cooperative established organizations such as the agricultural processing center, the enoki mushroom center and Konohana Garden direct sales shop and organic restaurant. These organizations became important actors in the community for conducting multi-dimensional activities. Also, the local administration established Oyama Cable Broadcasting and Oyama Cable TV as well as the Oyama Lifestyle Consulate in Fukuoka. These organizations became community actors and expanded community activities including events such as the National Umeboshi Competition as well. The town administration led the establishment of private organizations such as the Bungo-Oyama Hibikinosato and the Roadside Station Mizubenosato Oyama. Other actors were also created, such as the community center, which is the base of community activities, producer’s groups and softball teams.

Community becomes more explicit through mutual interactions between inside and outside players. The community in Oyama-machi was further clarified through involvement with Oita Prefecture and the Ministry of Agriculture, Forestry and Fisheries (MAFF). The NPC Movement was in opposition to the agricultural policy of the time because it advocated switching from cultivating rice to plums and chestnuts. Oita Prefecture and MAFF responded with a chilly attitude. People in Oyama-machi adopted a strong awareness of their position as a community through such interactions.

As the NPC I began bearing fruit, the attitudes of Oita Prefecture and MAFF grew warmer, and they gradually transformed into actively supportive organizations. Oita Prefectural Governor, Morihiko Hiramatsu, developed the OVOP Movement and publicized the case of Oyama-machi as a model example. This greatly changed the relationship between Oyama-machi and Oita Prefecture.

Oyama-machi engaged with a range of external actors. They did this through the municipalities where trainings were held, the places they visited on study tours and the participating regions for social events. As a result of the training program in the kibbutz in Israel, Oyama-machi and Megiddo became sister cities. Additionally, the European trainings conducted concurrently with the Israel training helped people compare the status of Oyama-machi with each of the cities visited. Megiddo especially gave the people of Oyama-machi a model on how to develop under difficult conditions.

There is a distinction between the original models of the OVOP Movement in Oyama-machi, Yufuin and Himeshima, and the OVOP Movement introduced by former Governor Hiramatsu. The original model and activities of Oyama-machi are more community-oriented, while the OVOP Movement consisted of a more

production-oriented approach. The original nature of the OVOP model is seen in the development of the hot spring resorts of Kurokawa and Onpaku in Beppu. This is reason the development of Kurokawa and Onpaku are included as case studies in the training program (Miyoshi 2010; Miyoshi and Stenning 2008a, 2008b).

5. Group Discussion on the Study Tours

In the training program, we encourage participants to examine the cases and discuss how to interpret the information and experiences gained in the context of community capacity development and value-added social, economic, environmental and political activities. These activities are a review process to allow program participants to understand concepts in practices and conceptualize their experiences in a more practical way. Participants are encouraged to clarify the community boundary by categorizing internal and external stakeholders, as well as discuss community capacity and community policy structure from the perspective of rural people. Role-playing is sometimes introduced by asking participants to act as key players in the community.

To facilitate flexible thinking, program participants use sticky notes to write down important points and visualize how arguments evolve (see Figures 16-19) and see the connections between them. This style of discussion makes program participants more concerned about the nature of community and able to understand community more holistically. The discussion guides for Onpaku and Oyama-machi case studies are presented for reference below.

5"1. Onpaku Case Study Discussion Guide

- Discussion 1
 - Identify responsible organizations at each level of Onpaku - policy level (policy making organization, central government, prefectural government), implementation organization level (NPO, municipality), and program level (partner, farmer, small business).
 - Which organizations play a role as a policy making organization? What kinds of work do they do?
 - Which organizations play a role as an implementation organization? What kinds of work do they do?
 - Which stakeholders play a role as partners? What kinds of work do they do?
- Discussion 2
 - Examine the community capacity necessary to use the Onpaku Approach for rural development.
 - " Consider the actors, such as the implementation organization and program partners
 - " Describe the characteristics of community capacity – sense of community, commitment, ability to set and achieve objectives, and ability to recognize and access resources
- Discussion 3
 - Examine measures available to promote the organization for Onpaku at the municipal level.
 - What is the implementation timeframe?

Figure 16: Group discussion
(Photo by Yumiko Okabe)



Figure 17: Group discussion



Figure 18: Group discussion
(Presentation)



Figure 19: Group discussion
(Presentation)
(Photo by Hisano Ishimaru)



5"2. Oyama"machi Case Study Discussion Guide

- Discussion 1
 - Clarify the target community and identify stakeholders for rural development at the municipal level.
 - Which governments, organizations and populations are involved?
 - Draw a stakeholder map. Identify as many stakeholders as possible at each level, including community, provincial and central levels. Identify internal and external stakeholders. Estimate how many of each type of stakeholder there is.
- Discussion 2
 - Formulate the program theory (community policy structure) for rural development at the municipal level. Move from end outcomes to intermediate outcomes in a policy structure. Also look at project implementation, moving from outputs to activities to inputs.
 - When identifying activities, focus on the collective activities and value-added production activities that contribute to village or district development. Also consider the economic, social, environmental and political activities.
- Discussion 3
 - Examine community capacity at the municipal level.
 - Identify the characteristics of community capacity - sense of community, commitment, ability to set and achieve objectives, ability to recognize and access resources.
 - Identify any effective strategies that have contributed to community capacity development, including leadership, human resources, organizational development, and networks.
- Discussion 4
 - Identify any support and interventions from the central and prefectural governments that contribute to the development of community capacity.
 - Identify support and interventions at the local level, including economic, social and political support.

6. Group Discussion on Action Plans: Policies, Programs and/or Projects

Each participant prepares a rural development plan in his or her inception reports prior to the training. This includes policy, program and/or projects for rural development in each participant's country. Program participants are divided into groups composing of five to six people to discuss their plans. Plans are clarified, discussed and refined during group discussion on action plans. This is accomplished through reflection on the outcomes of the group discussions, which participants then compile into interim reports that are presented to the group.

These group discussions clarify the role of community as the driving force for rural development. Reaffirmation of the role of community is important because it is related to the identification of key players for rural development and the creation of implementing organizations and collective activities.

Group discussions on action plans are guided by the following four points to narrow the focus on target communities.

- Discussion 1 – Reconfirm or identify appropriate target communities for the action plan and identify stakeholders in the community related to rural development.
- Discussion 2 – Revise or create the community policy structure related to the action plan following the policy structure components (end outcomes, intermediate outcomes, outputs,

activities, inputs). Discuss appropriate collective activities for community policy structures by utilizing the DHO (Onpaku) Approach and OVOP Approach models.

- Discussion 3 – Asses the current community capacity of the target community (sense of community, commitment, ability to set and achieve objectives, and ability to recognize and access resources) from the viewpoint of implementation of the revised or newly created community policy structure. Consider community capacity development strategies (leadership development, human resources development, organizational development, network development) and reflect them into the policy structure.
- Discussion 4 – Identify appropriate measures, possible supports or interventions from the national and provincial governments, or other supporting organizations to promote the revised or newly created community policy structure, and compile them as this action plan in terms of policy, programs and/or projects for rural development. Prepare an implementation schedule for this action plan.

7. Conclusion: Implications for the Promotion of Rural Development

These training programs connect the conceptual and practical through four stages: (a) introducing the concepts of rural development and community capacity development; (b) sharing the experiences of communities in Oita such as Oyama-machi in the study tours; (c) discussing and applying concepts learned to cases in the study tours; and (d) seeking possible application to program participants' countries through group discussions based on their inception reports. The structure is appropriate since program participants carried out the training activities based on these perspectives. This kind of training program can be held for various purposes, for example to formulate community development plans or to examine existing community policy structures in developing countries. The program framework provides effective ways to conceptualize development approaches and practice for people in rural communities.

Collective activities are essential for community and rural development. Implementation organizations in the community are key agents to create collective activities, as introduced and emphasized in the cases of in the DHO Exhibition Approach and the Community-Based OVOP Approach. The definition of community and the identification of community implementation organizations are issues that must be examined by people in the community, as well as at the policy making organization level.

Beppu Onpaku is introduced as a discussion case for the DHO Exhibition Approach and Oyama-machi is a discussion case for the Community-Based OVOP Approach. Opportunities to listen to the experiences of people involved with rural development are eagerly planned. The concepts and exercises from our training program complement the practical examples from the communities and people of Oita prefecture and surrounding areas.

The concept of an alternative development approach stems from the knowledge gained through our training programs and the experience of rural development in Oita prefecture and its surrounding areas. Every place has interesting experiences to share and ideas for promoting better lives. This is true not only in the cases we present, but in any area even those that are severely underdeveloped. We encourage people in underdeveloped areas to organize this kind of training program, identify good examples from in their community and share them to facilitate the development of collective activities for rural development.

The DHO Exhibition Approach and the Community-Based OVOP Approach are policy oriented approaches. Training can play a practical and vital role in introducing these approaches into a rural development policy. A

properly prepared cascading training program, involving both policy-making and implementation organizations, as well as producers and service providers is practical and desirable to make these approaches feasible and successful.

CHAPTER III Questionnaire Analysis

1. Purpose of the Questionnaire

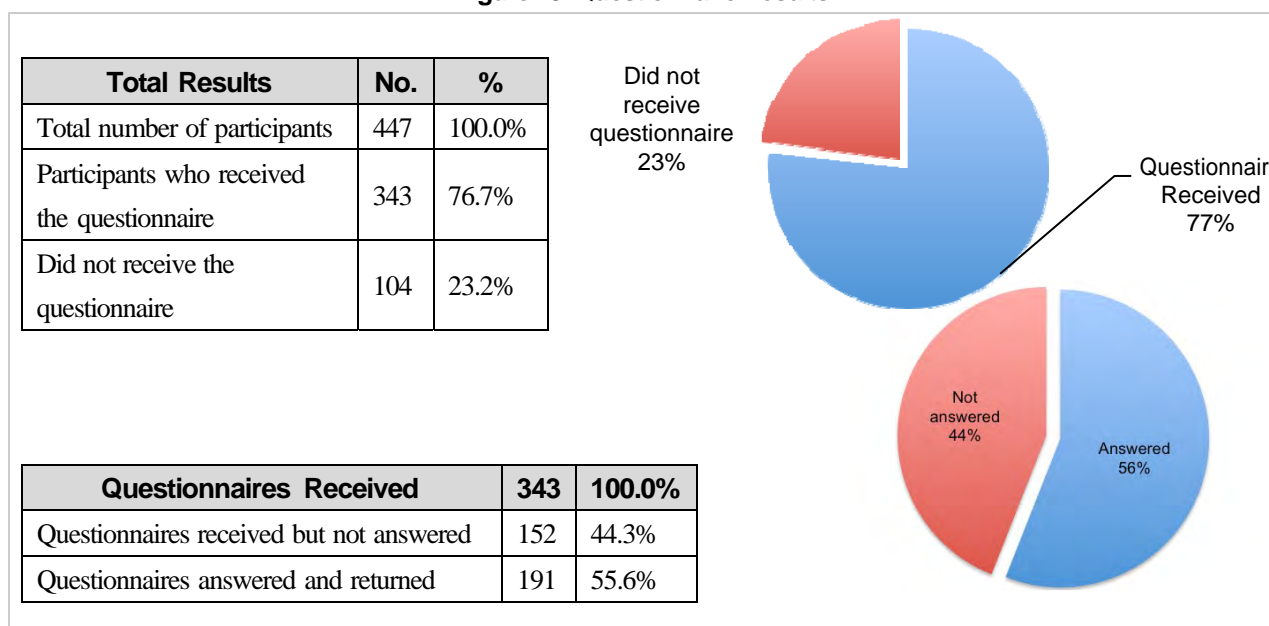
The purpose of including a questionnaire survey in the review was to include as many participants as possible in the review and to demonstrate program efficiency and effectiveness more clearly. This kind of survey also enables the presentation of results by region, country and other related issues, allowing us to capture an overview of outcomes of our training programs. The questionnaire also assisted in terms of pointing towards specific cases for further follow up for the individual case study part of the review.

2. Methodology

Questionnaires were distributed to participants by email. Since our training programs are mainly conducted in English and Spanish, the questionnaire was sent in these two languages. The result of the questionnaire is presented in Figure 20. Out of a total number of 447 participants included in the population considered by the review, 343 participants (76.7 per cent) received the questionnaire. The remaining 104 participants (23.2 per cent) did not receive the questionnaire (emails containing the questionnaire bounced back). The email addresses that bounced back were not pursued due to the transaction costs of finding out the correct contact details. In any case, the number of participants who received the questionnaire was sufficient to allow analysis, so the survey went ahead with just under 80 per cent of the total population included. A total number of 191 participants filled in and returned the questionnaire, amounting to a 55.6 per cent response rate. Factors contributing to this included:

- ✓ A reminder email was sent close to the deadline.
- ✓ Many email addresses were incorrect when they were submitted to JICA.
- ✓ Around 20 incorrect email addresses were corrected through guesswork or training staff having the participants' business cards.
- ✓ Around 10 participants responded saying that they would return the questionnaire late, but did not submit it.
- ✓ Language limitations might have made it difficult for some participants to answer the questions contained in the questionnaire and indeed a number of participants explicitly mentioned that they could not respond due to language limitations.
- ✓ Some participants also indicated that they had limited internet access due to fieldwork.

Figure 20: Questionnaire Results



2"1. Country and Regional Participation

To begin with, the detail of the participants’ countries and their participation are presented (based on all participants. Among the Review’s target participants, participants from a total of 49 countries had participated in the trainings as shown in Table 5. As shown in Figure 21, Africa had the biggest number of participating countries followed by Asia, and then Latin America.

Table 5: The Detail of the Participants’ Countries and the Number of Participants

Region	Country	No. of Participants	Region	Country	No. of Participants
Africa (21 countries)	Angola	1	Asia (14 countries)	Armenia	6
	Botswana	3		Cambodia	10
	Cameroon	6		China	5
	Cote D’Voire	1		India	1
	Ethiopia	8		Indonesia	3
	Ghana	6		Laos	21
	Kenya	14		Malaysia	2
	Lesotho	2		Mongolia	2
	Madagascar	3		Myanmar	10
	Malawi	8		Nepal	19
	Mozambique	10		Philippines	41
	Nigeria	9		Thailand	9
	Rwanda	3		Timor-Leste	10
	Senegal	7		Vietnam	7
	South Africa	4	Latin America (6 countries)	Chile	28
	Sudan	2		Colombia	52
	Swaziland	2		Ecuador	13
	Tanzania	5		El Salvador	4
	Uganda	10		Guatemala	30
Zambia	8	Peru		10	
Zimbabwe	8	Oceania (4 countries)	Papua New Guinea	1	
Middle East (3 countries)	Afghanistan		1	Samoa	2
	Pakistan		5	Solomon Islands	3
	Tunisia		18	Tonga	3

Figure 21: Participation by Countries

Region	Countries	Countries
Africa	22	44.9%
Latin America	6	12.2%
Asia	14	28.6%
Other	7	14.3%
Total	49	100.0%

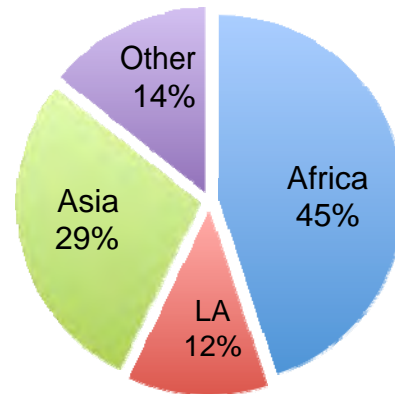
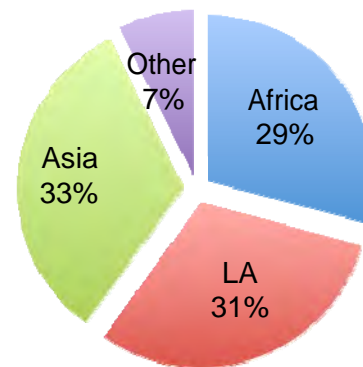


Figure 22: Number of Participants by Region

Region	Participants	%
Africa	131	29.3%
Latin America	137	30.6%
Asia	146	32.7%
Other	33	7.4%
Total	447	100.0%



At first glance, Latin America would appear to have a relatively small impact in terms of the number of participating countries; however, it is necessary to also take into consideration the number of participants. Totalling the number of participants rather than countries reveals a different picture. As shown in Figure 22, Asia had the largest number of the participants, followed by Latin America and Africa.

Looking at the interaction of the numbers in above two charts is interesting. The Asian region is the only one among them that does not suffer any radical change between the two. Asia accounted for almost 30 per cent of the total number of participating countries and also 33 per cent of the participants in the courses. The Oceanic and the Middle Eastern countries on the other hand, which combined surpassed Latin America in total number of countries that participated in the trainings, drop by half, from 14 to 7 per cent for total number of participants. Another drop comes from the African region, which from occupying almost half of the chart in total number of participating countries drops 15.6 percentage points for share of total participants. Contrasting with the African and Middle Eastern region, Latin America jumps from 12 per cent of amount of participating countries, the lowest percentage from the group to a 30.6 per cent, an increase of 18.4 percentage points.

From these results it is clear to see how the African region was the most diverse in terms of countries, with a consistent amount of participants dispersed among the many participating countries. There is no particular country from Africa that accounted for the amount of participants that, for example, one Latin American country did. In that respect, there is a huge contrast with the Latin American region, given that even though they had little diversity

in terms of countries that participated, there was a large number of participants from each country. In this regard, the comparison among the three regions, Asia, Africa and Latin America proves most interesting. This is because not only can we compare these three very different regions, but we can also compare three quite different models in terms of inclusion of participants in the training programs. That is one region where participants are highly dispersed over a large number of different countries, another where participants are highly concentrated in a small number of countries and another region where participants are neither particularly dispersed nor too concentrated, a middle-of-the-road point. Therefore, the review focuses on the three regions of Asia, Africa and Latin America.

2"2. Participation in the Survey

In the training program, as mentioned above the African region had the most diversified country participation and the number of participants was also high. Taking into consideration the rate of participation in the questionnaire, there is not much difference in numbers only among those who had received the questionnaire in each region. However, it should also be noted that Asian countries experienced the largest number of failed deliveries of the questionnaire. Although Asia had the highest participation rate among the regions by a slight margin, there was not much of a difference in participation among the three regions (Figure 23, 24).

Figure 23: Regional Participation in the Survey

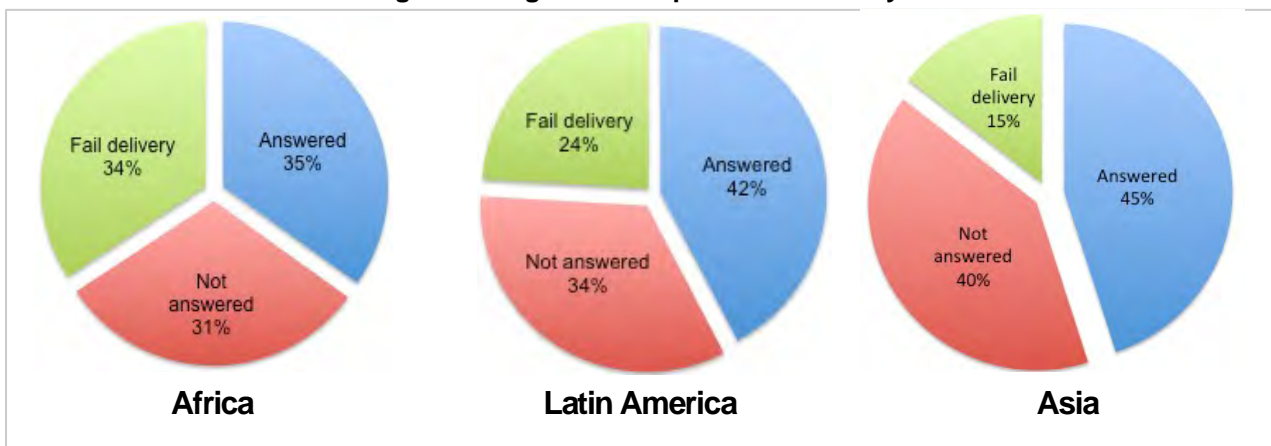
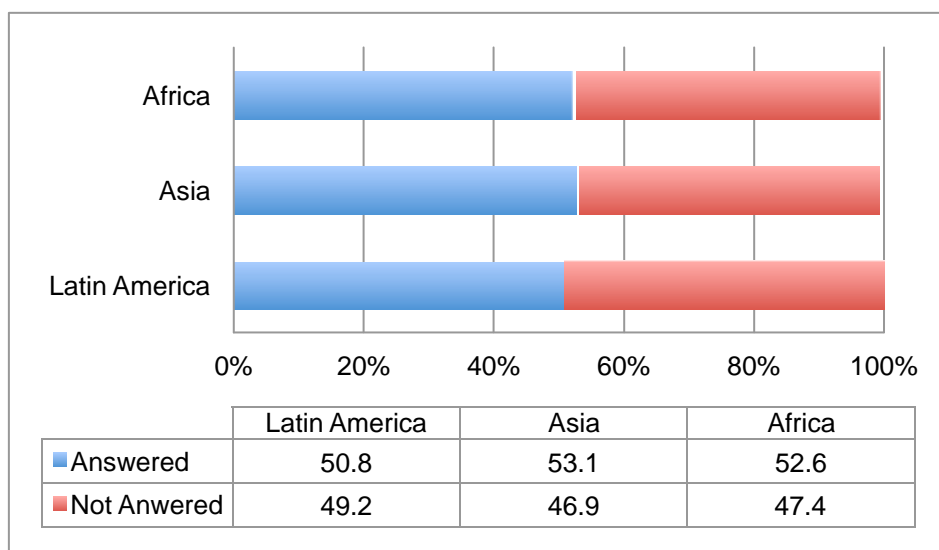


Figure 24: Regional Participation in the Survey (excluding non-delivery)



3. Survey Results

3"1. Survey Results

The questionnaire consisted of 21 close-ended questions and two open-ended questions. For the purpose of this analysis, the questions were divided into four separated blocks each covering a specific topic (Table 6). Block 1 consisted of questions 1 – 9, which focused on the implementation of action plans that were developed during the training program. Block 2 included questions 10 – 13 on intervention and external aid. Block 3 consisted of questions 14 – 19, which focused on the communication and usage of training materials. Finally, Block 4, which consisted of questions 20 – 22, focused on the topic of social networks. Question 23, an open-ended question, offered a space for the participants to comment freely and share any further issues that they thought valuable.

The results from the questionnaires were separated into several categories of analysis. The first part covers the totality of the results from the trainings, taking into consideration all the participants from every region and all the trainings that have taken place up until the review was conducted. The second part was made by separating the results by regions. The number of participants and the number of countries for each region were the deciding factors in selecting the African, Asian and Latin America regions as the three regions that would feature in the comparison. The third part of the analysis focuses on the modality of the trainings. This segment compares the group trainings with the country trainings. In the fourth part, a comparison is made between the countries with small numbers of participants and the countries with large numbers of participants. Lastly, a general conclusion is made in the fifth part of this analysis, summarising the main findings of the previous parts.

3"2. The First Part: Individual Results

This part presents a simple analysis based on the individual results of each question of the questionnaire.

3"2"1. Block One: Implementation of the Action Plan

This section presents the results from Block 1: Implementation of the Action Plan. The questions are presented in Table 7.

Table 6: Block Categories of the Questionnaire

Block	Topic	Question Number
1	Implementation of the Action Plan	1-9
2	Intervention and External Aid	10-13
3	Communication and Usage of the Material	14-19
4	Social Networks	20-22

Table 7: Questions in Block 1

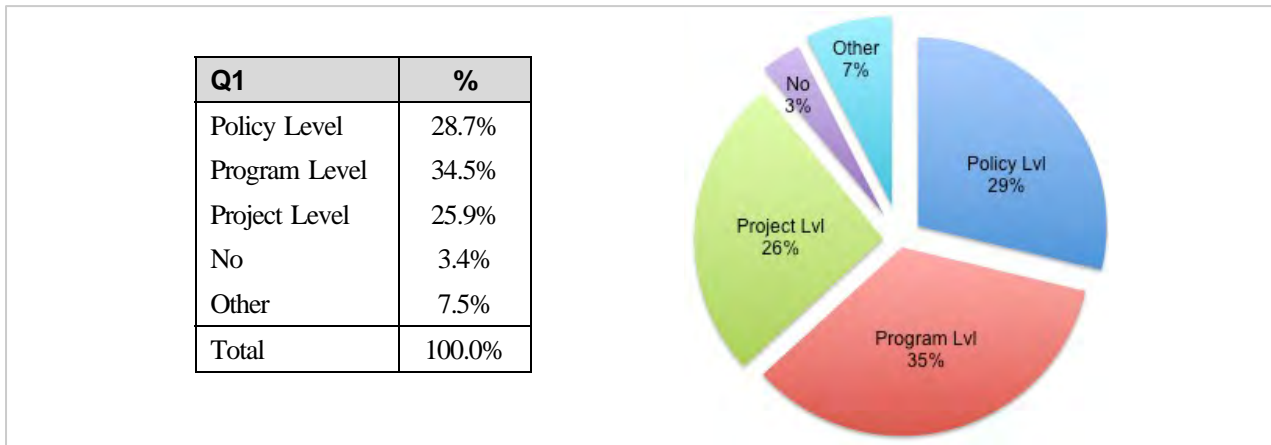
Question 1	In which level of decision-making are you?
Question 2	Did you find the training course useful for your work/organization or project?
Question 3	If the answer to Q2 is yes, which one of the following was the most affected by the training?
Question 4	Do you think your ideas or concept of development issues have changed?
Question 5	If the answer is yes, do you think that change has directly affected your work/organization/policy?
Question 6	Did you actually utilize your action plan you made in APU for your work?
Question 7	If the answer to Q6 is yes, do you think you made any progress on your action plan?
Question 8	Do you think it was difficult to implement your action plan or ideas?
Question 9	If your answer to Q8 is yes, why was it difficult?

Question 1: In which level of decision-making are you?

For Question 1, the results show that 34.5 per cent of the participants were program level decision-makers, comprising the biggest percentage although the difference between the policy level is just of 5.8 per cent and a further 2.8 per cent difference between the policy level and project level participants. Training participants surveyed were mostly decision-makers as those that answered “no” accounted for just 3.4 per cent of respondents (Figure 25).

✓ Note: two participants left the question blank. Given that these would not amount to a significant change in the results if included, for the analysis the blanks were not included for the charts and table percentages.

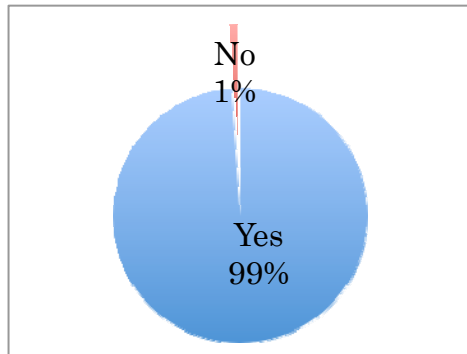
Figure 25: Question 1



Question 2: Did you find the training course useful for your work/organization or project?

For Question 2 an overwhelming majority (99 per cent) of participants answered “Yes” that they found the course useful for their project, organization or work (Figure 26).

Figure 26: Question 2



Question 3: If the answer to Q2 is yes, which one of the following was the most affected by the training?

Question 3 is dependent of Question 2, which had a 99 per cent affirmative answer. The categories covered in the answer included: Yourself, Organization, Government Policy and Other. Question 3 left room for some participants to select multiple answers, not everyone did and they did not answer it in any particular order of importance. Total number of answers for this question was 228. Given that there was no order of importance for the selection, the results can only indicate general trends. The responses reveal a clear majority of 44 per cent stating that the organization level was most impacted and 40 per cent indicated that the training most impacted on themselves. The responses suggest that the training impacted on government policy to a much lesser degree (16 per cent) (Figure 27).

Answers to Question 3 show a strong correlation with the responses to Question 1, where a slight majority of participants identified themselves as program level decision-makers. This shows that targeting program level decision makers influences the organization level

- ✓ After the analysis of Question 3, one option that could help bring more clarity to the responses could be to ask respondents to select answers in order of importance.

Figure 27: Question 3

Q3	Answer	%
1. Yourself	90	*39.5%
2. Organization	101	44.3%
3. Gov. Policy	36	15.8%
4. Other	1	0.4%
Total	228	100%

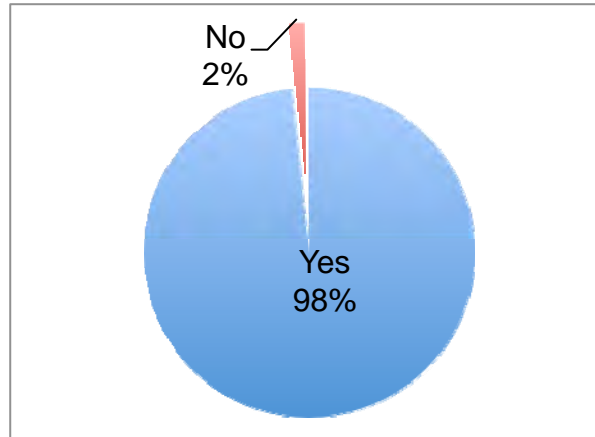


*Percentages in the chart are rounded up.

Question 4: Do you think your ideas or concept of development issues have changed?

For question four, 98% of participants agreed that their concept of development had changed after the training course (Figure 28).

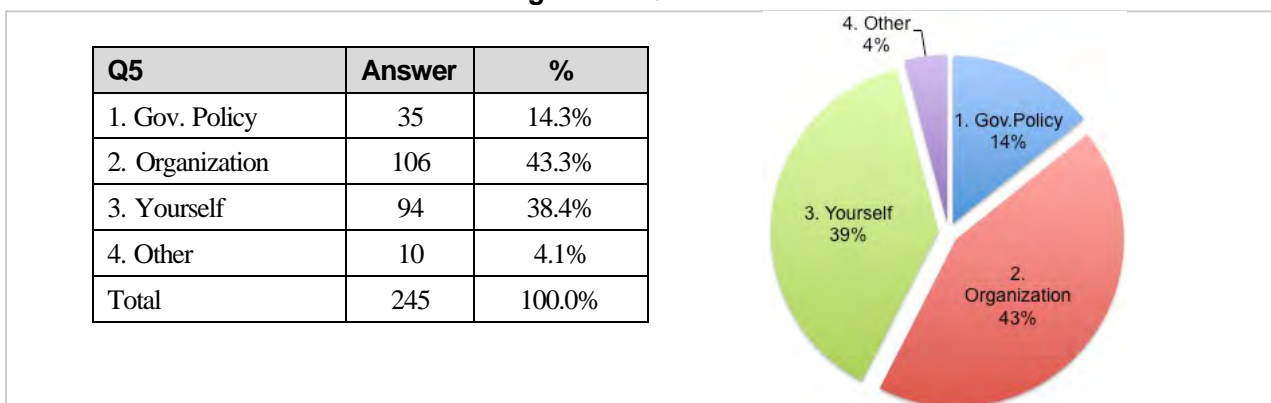
Figure 28: Question 4



Question 5: If the answer is yes, do you think that change has directly affected your work/organization/policy?

Question 5 was a multiple-choice question to be answered if Question 4 was answered in the affirmative. Answers could be chosen from government policy, organization, yourself or other. Similar to Question 3, the number of responses differed from the total number of respondents and from all of the other results. This was due to participants being able to select more than one answer. Again there was no specification of importance. The results are also related again to Question 1 where there was a slight majority of program level decision-makers just as in Question 3. This slight difference resonates through all the other answers which suggest a clear impact on the organization level. The organization level was the one that was most affected by the change of ideas and concept of development. Respondents also reported a strong impact on the personal level. Again, the change in the concept of development, according to the results of participants, did not affect as strongly at the government policy level which accounted for just 14.3 per cent of responses (Figure 29).

Figure 29: Question 5



Question 6: Did you actually utilize your action plan you made in APU for your work? and

Question 7: If the answer to Q6 is yes, do you think you made any progress on your action plan?

To Question 6, 77.7 per cent of the participants answered that they had in fact utilized their action plan in their work. In response to the follow up question (Question 7) 90 per cent of those that utilized the action plan they developed during the training thought they made progress on it (Figure 30, 31).

Figure 30: Question 6

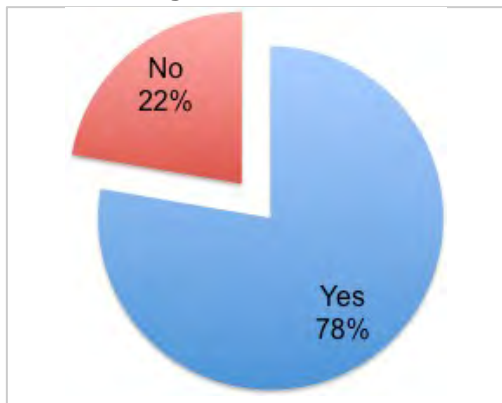
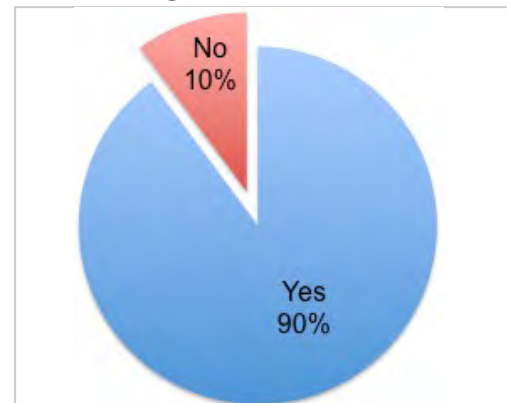


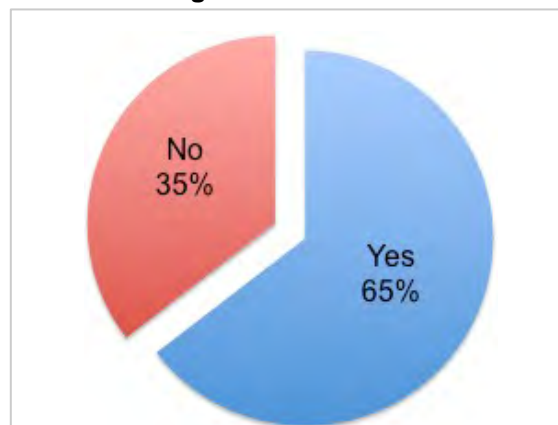
Figure 31: Question 7



Question 8: Do you think it was difficult to implement your action plan or ideas?

Participant responses to Question 8 demonstrated that 65 per cent of participants struggled to implement their action plan or ideas back in their countries. It was the first question of the questionnaire, where participants did not show an overwhelming inclination towards an answer with only 15 per cent decision factor over an even decision (Figure 32).

Figure 32: Question 8



Question 9: If your answer to Q8 is yes, why was it difficult?

Additionally, Question 9 was a follow up to Question 8, inquiring about the reason for the difficulties on the implementation. Question 9 left space for participants to elaborate on the answer and even though the pattern of answering was disperse there was one answer that featured distinctively across the questionnaires: lack of funds.

Even though there were no specific categories, lack of funds was clearly present as a reason for difficulties. As an after thought it would be interesting to note if categorizing and making the question a multiple-choice question would be interesting to see the trends that form with it.

3"2"2. Block Two: Intervention and External Support

This section presents the results from the questions in Block 2: Intervention and External Support as shown in Table 8.

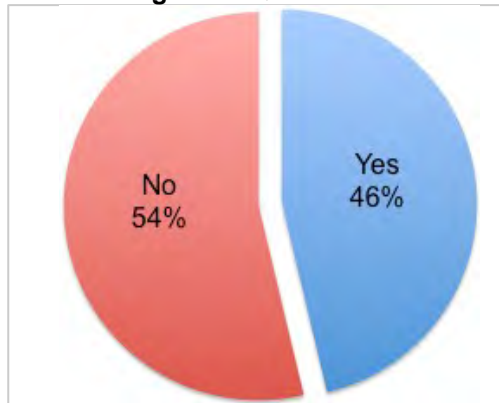
Table 8: The Questions for Block 2

Question 10	Did you have any support in terms of implementing your action plan by JICA?
Question 11	Did you have any support in terms of implementing your action plan by your organization?
Question 12	Would you like to get more support from APU?
Question 13	If the answer to Q12 is yes, what kind of support would you find useful?

Question 10: Did you have any support in terms of implementing your action plan by JICA?

The results for Question 10 show that just 46.3 per cent of the participants answered in the affirmative to receiving support for implementing their action plan by JICA, while the majority of participants indicated that they did not receive any support from JICA to implement their action plan (Figure 33).

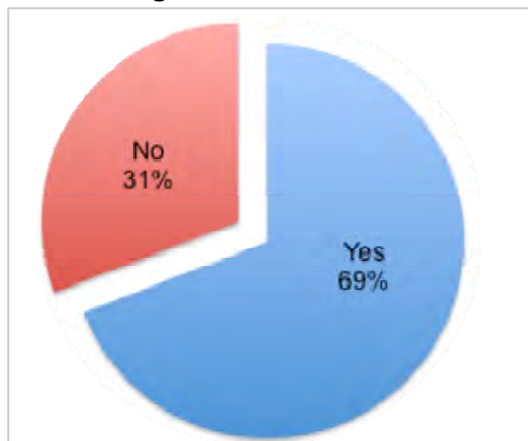
Figure 33: Question 10



Question 11: Did you have any support in terms of implementing your action plan by your organization?

In response to Question 11, almost 70 per cent of respondents reported that they received support from their organization for the implementation of their action plan (Figure 34).

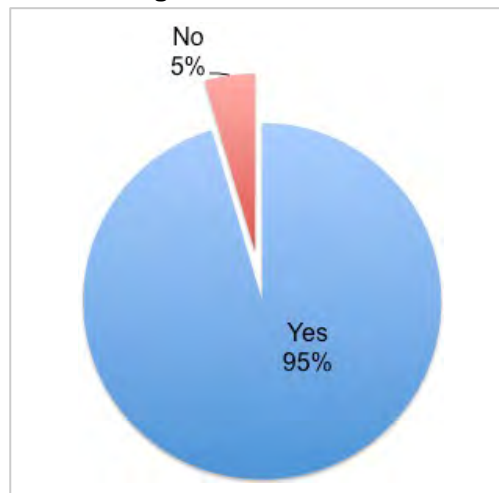
Figure 34: Question 11



Question 12: Would you like to get more support from APU?

In response to Question 12, almost the complete majority (95.4 per cent) indicated that they would like to receive more support from APU (Figure 35).

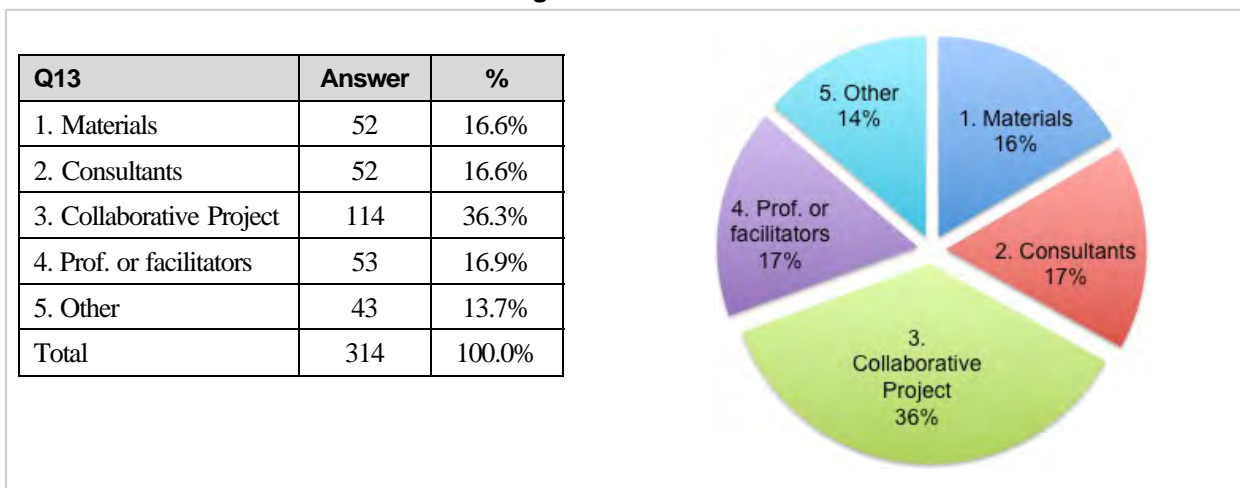
Figure 35: Question 12



Question 13: If the answer to Q12 is yes, what kind of support would you find useful?

Question 13 was a multiple-choice question and a follow up to Question 12 and asked those who indicated they would like more support from APU to select what form of support they preferred from APU. Respondents were asked to choose from the following: materials, consultants, collaborative project, Professors or facilitators and other. Results show a clear preference from the participants for the third option, collaborative project, with 36.3 per cent selecting this as a preferred type of support. The other options ranged from 13.7 per cent to 16.9 per cent (Figure 36).

Figure 36: Question 13



3"2"3. Block Three: Communication and Usage of Material

This section presents the results from the questions in Block 3: Communication and usage of material. These questions are listed in Table 7.

Table 9: The Questions for Block 3

Question 14	Are you still in contact with other participants in your training?
Question 15	Would you like to communicate with other participants?
Question 16	Would you like to have more information of what we do or what research materials we made in APU?
Question 17	Did you utilize our training materials/discussion in your country?
Question 18	If the answer to Q17 is yes, was it effective?
Question 19	If the answer to Q17 is no, do you think it would be useful?

Question 14: Are you still in contact with other participants in your training?

Question 15: Would you like to communicate with other participants?

The responses to Question 14 show that 81.3 per cent of participants are still in contact with other participants in their training and Question 15 responses indicate that 96.6 per cent of the participants show an interest in communicating with other participants. This indicates that the participant interest in networking activities is very high (Figure 37, 38).

Figure 37: Question 14

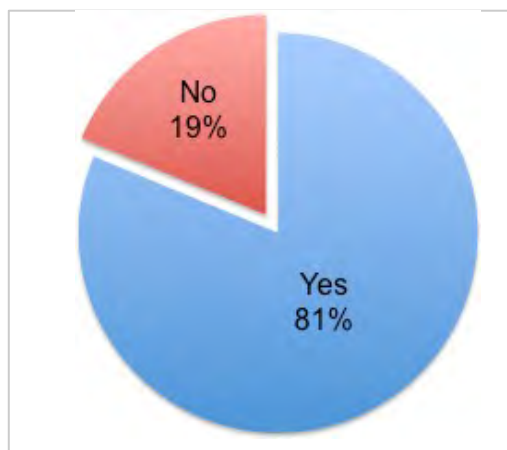


Figure 38: Question 15



Question 16: Would you like to have more information of what we do or what research materials we made in APU?

Question 17: Did you utilize our training materials/discussion in your country?

Question 18: If the answer to Q17 is yes, was it effective?

Question 19: If the answer to Q17 is no, do you think it would be useful?

In response to Question 16, a vast majority (97.7 per cent) of participants would like to have more information on the research material done in APU. Responses to Question 17 indicated that 84.1 per cent of participants utilized

the training materials of the training courses back in their countries. From those that confirmed using the materials, 94.5 per cent thought that using the materials was effective. From the 15.9 per cent that indicated that they did not use the training materials, 91.7 per cent thought that the material would be useful if employed (Figure 39, 40, 41, 42).

Figure 39: Question 16

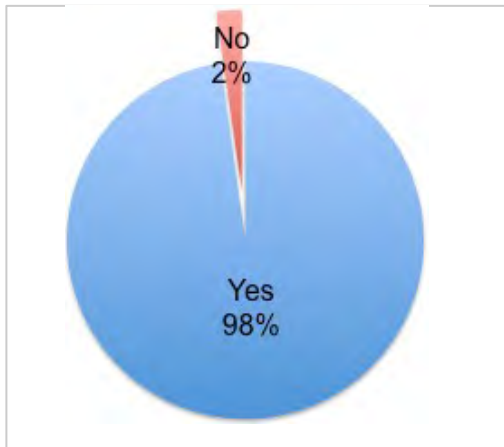


Figure 40: Question 17

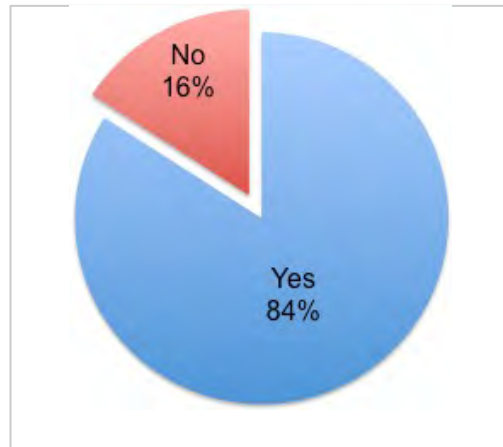


Figure 41: Question 18

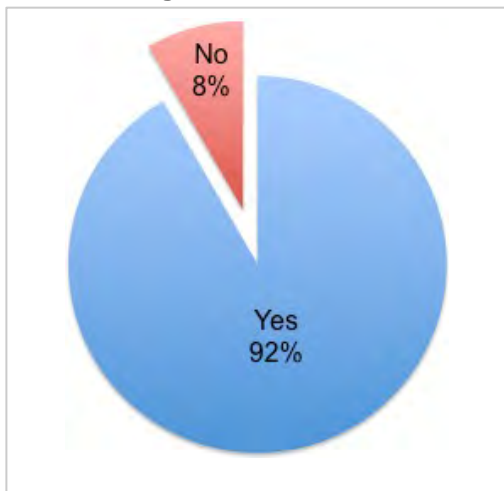
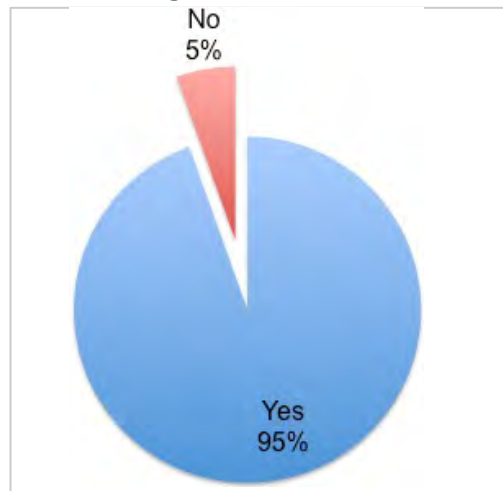


Figure 42: Question 19



3"2"4. Block Four: Social Networks

This section presents the results from the questions in Block 4: Social Media as shown in Table 13. This fourth and final block of the questionnaire on social media showed very different pictures depending on the social media at hand.

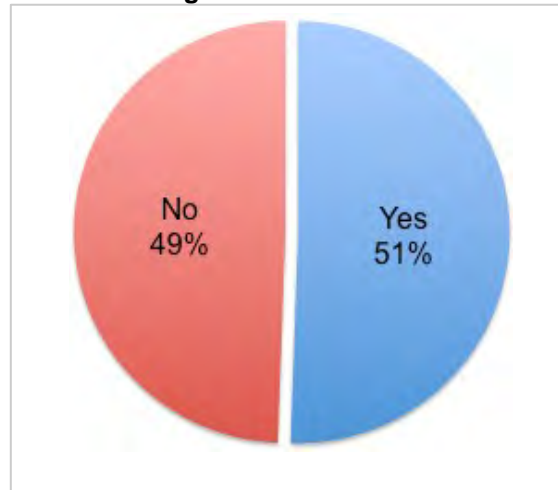
Table 10: The Question for Block 4

Question 20	Would you like to make a link on our website?
Question 21	Would you like to join our Facebook page?
Question 22	Would you like us to follow you on twitter?

Question 20: Would you like to make a link on our website?

In response to Question 20, 50.6 per cent of the participants answered that they would like to make a link on our website (Figure 43). It is worth noting that, even though it was a close-ended question, participants often mentioned that the reason for not wanting to link to their website was due to the fact that their organization does not have a website. Therefore, linking was not possible even if they wished to.

Figure 43: Question 20



Question 21: Would you like to join our Facebook page?

Question 22: Would you like us to follow you on twitter?

On the subject of Facebook, the social media that was the subject of Question 21, 73.3 per cent of the participants agreed to join the Facebook page. As for Twitter, the results show that 80 per cent would not like to follow us on Twitter. Again it is worth noting that one of the reasons expressed on the questionnaires for answering in the negative was due to the lack of a Twitter account (Figure 44, 45).

Figure 44: Question 21

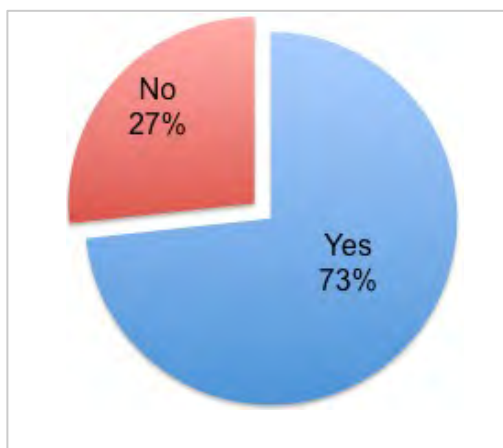
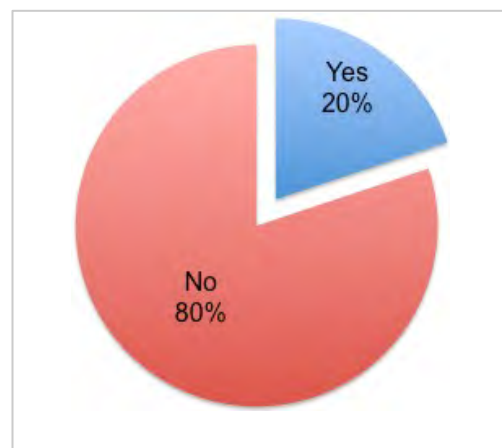


Figure 45: Question 22



3"3. The Second Part: Regional Results

The second part presents a regional comparative analysis of the questionnaire, where covered by Africa, Asia and Latin America as majorities. Only the questions that present a contrasting picture with the general results as well as the multiple-choice questions, which show distinctive perspectives on the subjects, are highlighted.

3"3"1. Block One: Implementation of the Action Plan

On Block 1 of the questionnaire, question one, three and five are closely related and we can see some general trends on the answering pattern for each of the countries and the organizational levels. The three regions have almost a similar level of 30 per cent policy level participants (Figure 46); however, when it comes to the level of impact of that 30 per cent we see in both question three and five, that it declines to more than half of that figure (Figure 47, 48). This feature signals that there is a loss on impact transition at this level that transcends the regional boundaries. Another peculiarity that this comparison displays is that it clearly shows for the most part African countries represent the majority of the program level participants whereas the Latin Americans have a majority of project level participants.

Figure 46: Question 1: Which level of decision-maker are you?

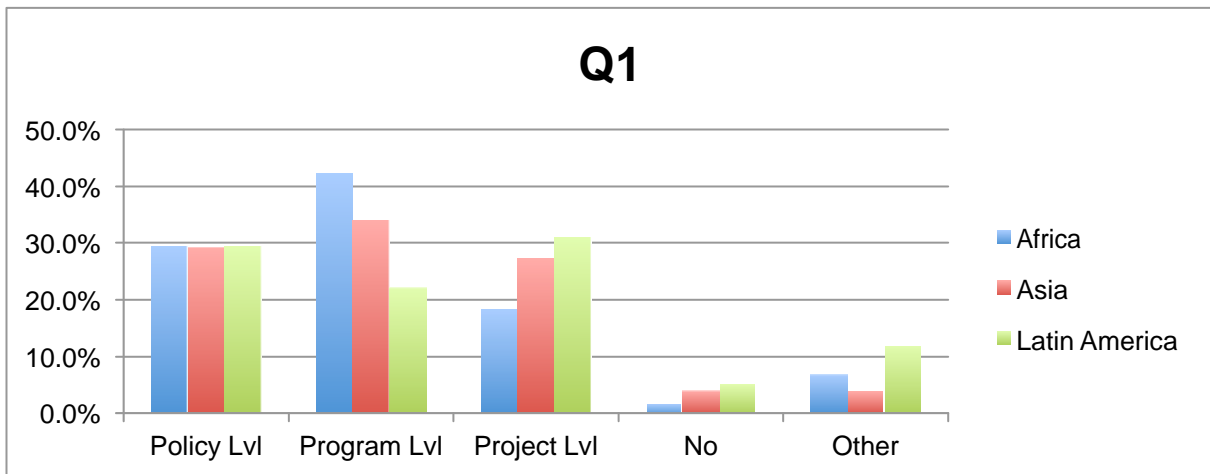


Figure 47: Question 3: Which one of the following was the most affected your work/organization/policy?

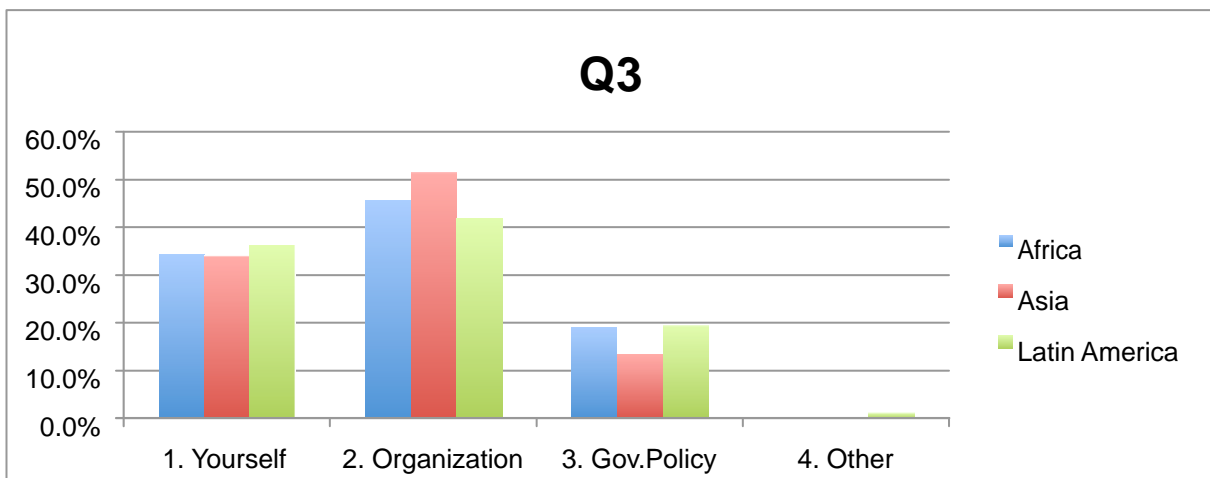
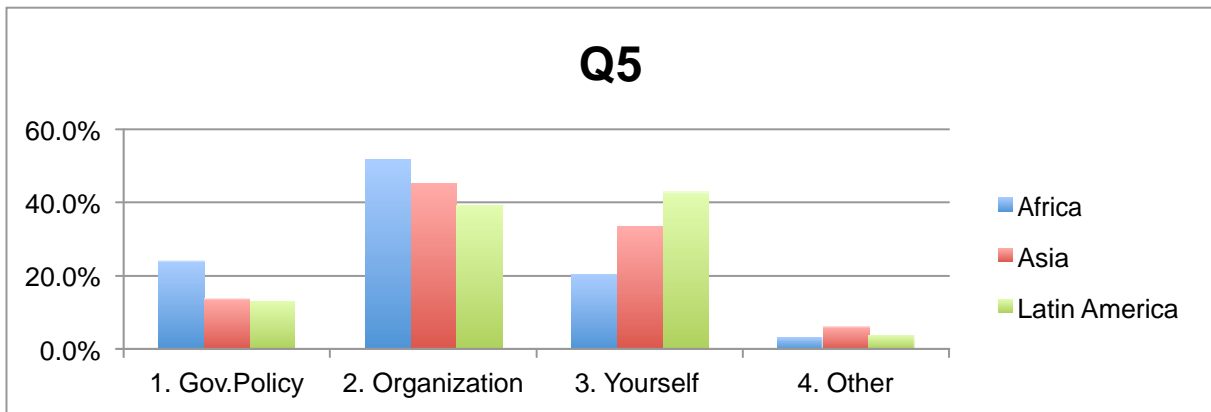
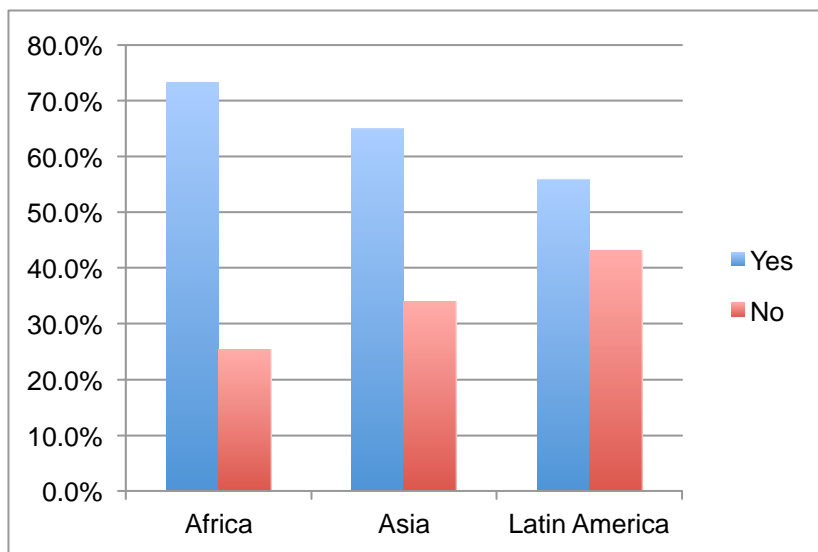


Figure 48: Question 5: Do you think that change has directly affected to your work/organization/policy?



Finally on this block, the answers to Question 8 illustrate that the participants from Africa struggle the most to implement their action plan (74.6 per cent) while Latin Americans had the least difficulties with just above half of their respondents (56.9 per cent).

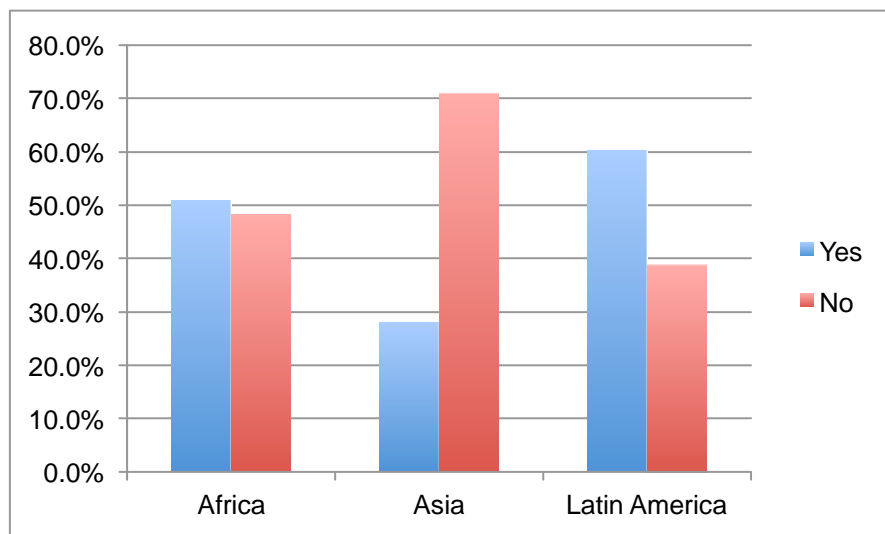
Figure 49: Question 8: Do you think it was difficult to implement your action plan or ideas?



3"3"2. Block Two: Intervention and External Support

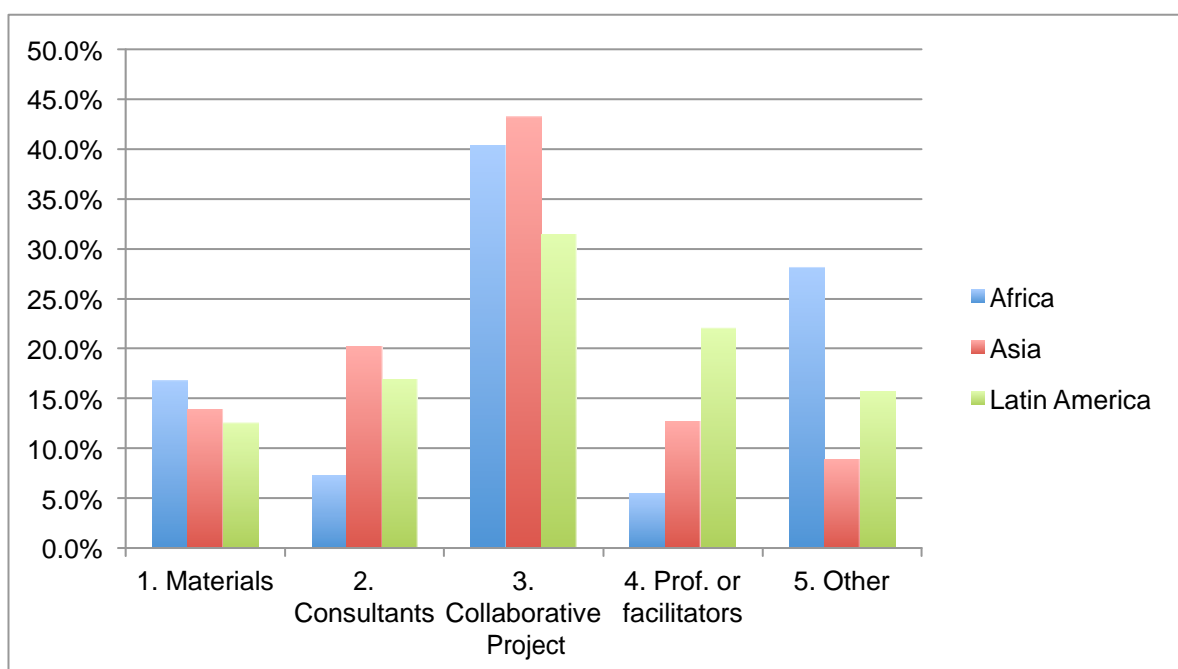
This section presents Question 10: Did you have any support in terms of implementing your action plan by JICA? The results show a contrasting picture as well, with very different situations regarding the support received by JICA from each region. Whereas the African region show an almost neutral position concerning support received by JICA, most participants from the Asian countries reported that they do not receive support from JICA to implement their action plan. Latin American respondents reported the most support with 60.3 per cent of responses to the question being positive.

Figure 50: Question 10: Did you have any support in terms of implementing your action plan by JICA?



Additionally, the support participants would expect from APU showed different interests among the different regions (Figure 50). While the majority of participants wanted support from APU, making a collaborative project generated the most interest among all participants regardless of region. However, we can see clear differences especially between Africa and Latin America on other choices. For example, while participants from the African region chose material assistance rather than human resource or expert dispatch, those from Latin America trended towards more interest in expert dispatch. Interestingly, respondents from the Asian region had the biggest number on the collaborative project and did not show interests in others – this may well imply a desire for monetary assistance.

Figure 51: Question 13: What kind of support would you find useful?



3"3"3. Block Four: Social Networks

This section presents the results of the questions in Block 4: Social Networks. In relation to social networks, Latin Americans were the most engaged and most interested in participating and joining social networks of the training courses. Regardless of the media, they showed the most interest in following the courses, contrasting with the participants from the African region, who showed the least interest in joining social networks related to the training program.

3"4. The Third Part: Group Training vs. Country Training Comparison

The third analysis comprises a comparison between two types of training program, the group training programs and the country specific training programs.

3"4"1. Group and Country Trainings by Numbers

There are two general distinctions between the group and the country training programs: answering pattern and composition mix. With the answering pattern, the results show a slight higher inclination for participants in groups to answer with 44 per cent of questionnaires returned (Figure 50) compared with 32 per cent for the country training program participants (Figure 51). Based on this response pattern, it can be said that there are slightly higher chances of participants from the group trainings responding than those who participated in the country specific training programs. Also based on the results, there is a slightly higher chance for participants of the country training programs to not respond at all, given that the majority of the participants engaged in country training programs (36 per cent) did not respond. Furthermore, the largest percentage of participants in the group training programs, almost 50 per cent, were from African countries, followed by the Asian region which accounted for 34 per cent of group training program participants (Figure 52). In contrast to this, 54 per cent of participants of the country specific training programs were from Latin America and there were not any organised for a single African country (Figure 53).

Figure 52: Group Training: Questionnaire Status



Figure 53: Country Training: Questionnaire Status



Figure 54: Group Training: Regional Participation

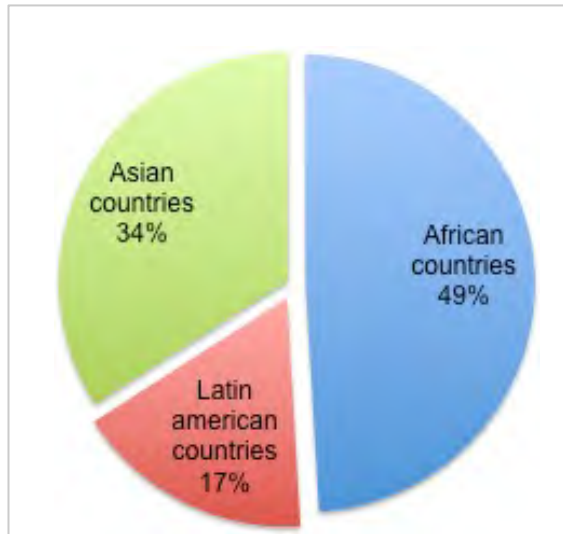
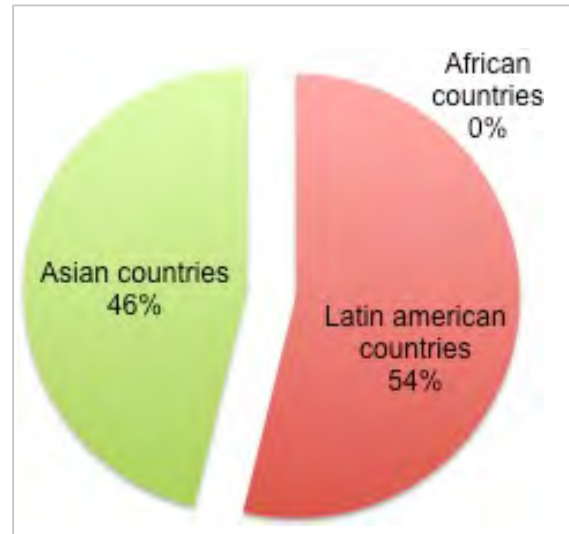


Figure 55: Country Training: Regional Participation



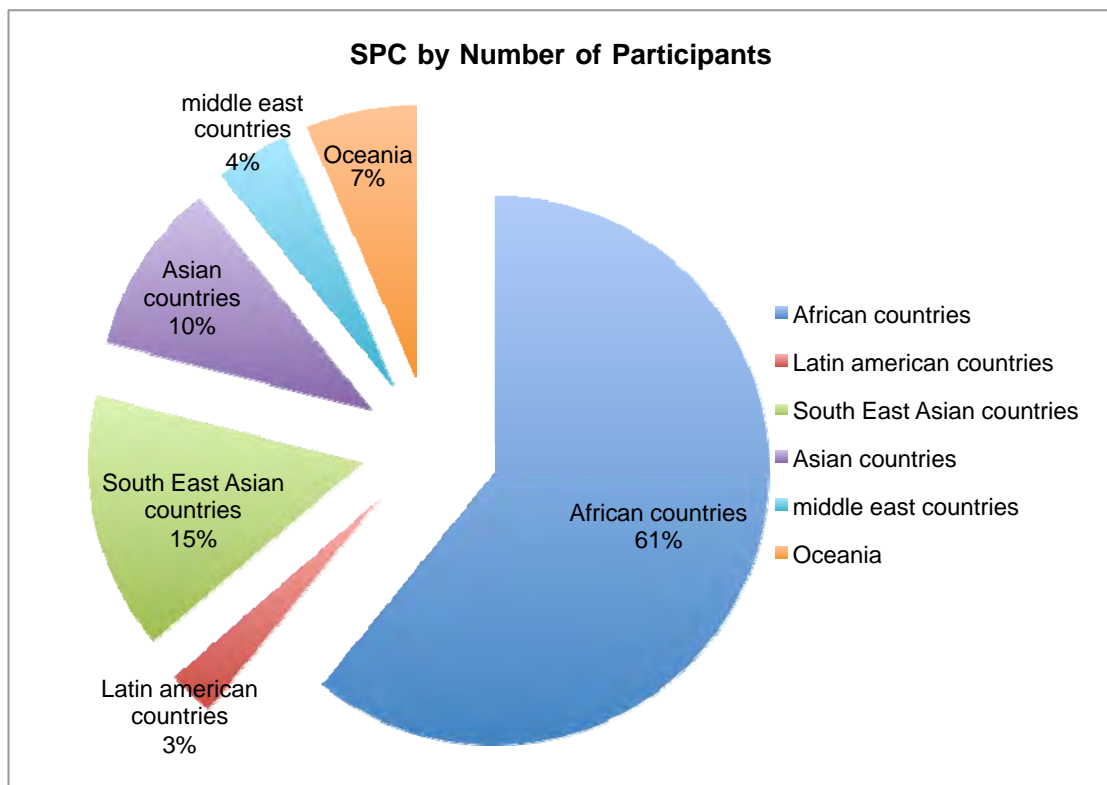
With this we can see that for most of its part, participants from African countries join group training programs and Latin America is basically targeted as a country specific training area. It is comprehensive that comparison between Analysis 2 and Analysis 3, the regional analysis with this group-country training analysis, results and findings are not very contrasting. We can see that in regards to the decision-making level, group trainings, which are heavily composed by African countries, have more participants who are program level decision-makers. Country specific training programs have a majority of project level participants, consistent with the results of the regional analysis. Thus the results show that participants of the country specific training programs were more likely to use the action plan developed during the program and it was harder for participants of the group training programs to implement their action plan or ideas.

Participants of the group training programs felt that they received less support from JICA than the participants of the country specific training programs and both have a strong preference for support for a collaborative project from APU. In general terms, participants that engaged in the country specific training programs remained more connected and are more likely to engage more in social networks than the participants of group training programs.

3"5. The Fourth Part: Small Number of Participants (SPC) vs. Large Number of Participants (LPC)

Part four of the analysis is a comparison between countries with a small number of participants and countries with a large number of participants. In order to contrast the differences between countries with small and large numbers of participants, countries were categorized as “small” if they had less than 10 participants and “large” if they had more than 19 participants. The small category represents 30.87 per cent of the whole population and 33 countries were in this category. Out of those 33, more than half (54.5 per cent) were in the African region. As for actual participants in the small category, 60.9 per cent came from the African continent. The remaining 39.1 per cent of participants in the SPC category were split among the remaining regions, with Asia accounting for a proportionally larger percentage than Latin America, Oceania and the Middle East.

Figure 56: SPC by Number of Participants



The “large” category represents 38.48 per cent of the whole population. While the “small” category is diverse in the number of partaking countries, the “large” category is a very concentrated group. Only five countries in total belong to this category, three belong to Latin America and two to South East Asia. Of these participants, 64 per cent of the participants were from the Latin Region and the remaining 36 per cent from South East Asia.

3"5"1. Small Number of Participants vs. Large Number of Participants by Numbers

On the topic of decision-making level, large participant (LP) countries have a very homogenous mix of people, that is, there is an almost split even amount of participants that are decision-makers at the policy, program and project level. Small participant (SP) countries tend to concentrate on sending participants who are policy level and program level decision-makers. However, considering the results of questions three and five, the impact on government policy level shows little sway both in the LP and especially in the SP countries. On question three, the SP countries have just 11.7 per cent of answers for government policy and for question five, just 15.7 per cent of replies account for this same level. This again, indicates of a loss of effect on the implementation on this level in their countries. For both groups, the area most affected by the courses is the organization.

LP countries in general utilized their action plans made in APU with 85.7 per cent of their population responding affirmative compared with a 72.1 per cent of the SP countries. Both categories struggled to implement their action plan or ideas SP countries with 62.3 per cent responding affirmatively and LP countries with 65.1 per cent.

In terms of support from JICA, there was a clear distinction between these two groups. 67.2 per cent of the SP countries answer negatively to receiving support from JICA while only 47.6 per cent from the LP countries answered in the negative. While both show a tendency for not perceiving JICA as supportive, based on the results it is evident that the SP countries feel more left out from the JICA support. As for what type of support they would prefer, even though the general tendencies show an inclination by both groups for collaborative project as their

preferred type of assistance, the SP countries also showed a strong inclination towards the materials option.

SP country participants were less likely to continue communication with other, with 73.8 per cent of participants still communicating among themselves compared to a 90.5 per cent from the LP countries. Furthermore, LP countries indicated a higher likelihood to engage in social networks than their SP country counterparts.

3"6. The Fifth Part

After going through the various comparisons there are several conclusions apparent in the participants answering trends. The African region by far provides the most diverse country mix. However, even though it is diverse in participating countries the total number of participants from each country is small, meaning that African countries provided for most of the SP countries percentages. Participants from African countries were also most likely to be engaged in the group training programs and this type of training showed a tendency for little communication among participants after the training programs finish.

Most of the SP countries and group training program participants, the bulk of which were from the African region, were policy and program level decision-makers. Regardless of the region, type of training program and number of participants the impact on the policy level suffers in the transmission back in their countries. Consistently as well, the program level is the one that regardless of the region, type of training and number of participants, shows to be the most affected by the training courses.

Consistent with this pattern, participants from the African region, group training programs and SP countries, reported more difficulty in implementing their action plans back in their home country. On the subject of JICA support, the African region shows an almost 50/50 split on the subject, whereas 72 per cent of the Asian region's participants reported that they did not receive support from JICA. The combination of the Asian and African region participants show a similar picture of limited JICA support for the group trainings and the SP countries. For all questions but this question on JICA support the Asian region seems to be the most neutral region with a middle of the road position in comparison with the African and Latin region.

At the other end of the spectrum, the results show that the Latin American region was the most concentrated one. It had a limited number of participating countries and most of them consisted of a large number of participants. In contrast to this, participants from the African region were very disperse and from mostly SP countries and joined group rather than country specific training programs. The Latin American region accounted for the most of both the LP countries and the country specific training programs. The other half was divided among the Asian region. Most of the trainees from that region were program level decision-makers. The Latin American region showed the least amount of difficulty in the implementation of action plans. Moreover, this region's participants answered the most positively to the question on receiving support from JICA with 60.3 per cent positive responses.

These results are mirrored in both the country training program and the LP country analysis, that even when combined with the Asian region, it is clear that the perception shows more favorable results towards receiving support from JICA and having less difficulties in the implementation of their action plan in comparison with the group training programs and the SP countries.

Another important observation is that training participants from the Latin American region reported more continuity in maintaining communication with each other after the training and participants are more likely to engage in social networks.

Finally one important point of agreement regardless of the region, modality of training or number of trainees, was on the multiple-choice question regarding what type of support would they prefer to receive from APU; it was

unequivocally a collaborative project.

4. Further Studies

Based on the results of the questionnaire, we would like to deepen our analysis in particular countries, which represent interesting and good cases in the following chapter. For these case studies, we would like to focus on interesting points and how our training program has affected actual implementation rather than examining the pros and cons of the results. Furthermore, we would like to clarify how we can utilize those experiences into other cases and also in improvements to our training program. In order to do so, the review also includes narratives in addition to the results of the questionnaires, and feedback from training program participants.

CHAPTER IV CASE STUDIES

This chapter presents narrative stories and comments based on the questionnaire open-ended comments as well as interviews and observations in order to seek and draw out participants' voices on the training program. Doing so allows us to illustrate cases of the effects influenced by our training program in participants, their organizations or their policies. Through this, the implications of the training program can be emphasized and clarified. This study adopts an appreciative inquiry method. Hence, it is our intention to focus on positive results or good cases. In line with this approach, we have not studied all the former participants, but picked up a number of cases from amongst what we know and written some useful stories for the purpose of this review.

The first section of this chapter covers participant responses to the open-ended questions in the questionnaire in order to give them voice. One question asked respondents to elaborate on the difficulties of implementation of action plans or ideas and another one allowed for free comments followed by other specific cases at policy, organization and personal levels. Due to the large number of comments received, only a selection of these have been included. These were selected on the basis of whether they could contribute to this study to reflect on our training programs.

The second section of this chapter covers four different country based case studies. The section begins with the Thai case where APU has supported project implementation in terms of the DHO Exhibition approach. This is followed by the Rwandan case where there was a strong initiative to adopt the ideas learnt at APU at the national level. The Colombian case presents some former participants' activities on the action plans they made at APU at an implementation organization level. The last case study presents the Kenyan case which explores why action plans are not carried out as expected in participants' countries after the training program and our follow-up in order to examine how progress could be made in the fields of our participants.

1. Questionnaire Comments

Most responses to the question on implementation difficulties could be categorized into either financial constraints or organizational capacity (either human resource availability or policy implementation capacity). Other points mentioned that some kind of follow-up would have helped, for example, through social networking media, organizing regional training programs in their regions or making a collaborative project. The comments by participants are cited as written in order to avoid conveying what are not intended to and some are translated from Spanish into English by a native Spanish speaker.

- The training course in APU is very important and should be continue every year not only for government officials but also businessman should have chance to join.
- As my previous working appointment with the National Department of Planning has concluded, I lost the possibility of directing the implementation of the action plan that I proposed in Japan. However, from my new position as an executive director of a consulting firm I'm very interested in continuing the promotion of local rural development initiatives.
- I would like to comment that the Project PROFIL in Guatemala is now developed and its encouraging and supporting initiatives of Local Economic Development and the articulation of public and private key players, in order to support and boost Public policies of Local Economic Development in the territories.
- The Onpaku approach is really good to emulate but difficult to implement, maybe we could request for a collaboration with APU and JICA.

- I really want JICA to support Onpaku project in my country because we can run Onpaku to support ODOP project after project end and the community will learn this approach to sustain their future life after ODOP project ending.
- The training course is very useful and relevant to my work/org, however the lack of mechanism and cooperation between government's organizations is the key constraints.
- The course is great and well organized. However, the direct monitoring seems to be failed. This call for JICA to provide more assistance both technical and financial support to the project proposed by participants and encourage them to discuss with their supervisor or their head of department.
- The ministry is currently implementing a five year Industrial Sector Support Programme which seeks to enhance the country's manufacturing sector and OVOP is to be one of the vehicles to achieve these results. A detailed country paper has been developed and a group of us are to meet and finalize the paper to be submitted to JICA for assistance.
- I appreciate the idea of having discussion group as I believe it will add value to the development work we are doing on OVOP. However it might useful if we had workshop to review experiences from each country in one of the African countries.
- There must be follow-up mechanisms after the trainees completed their training program and have difficulties/problems in implementing the formulated action plans.
- We still can count with the JICA experts and now the authorities are in Japan receiving those great experiences.
- The questions (regarding the questionnaire) are good, however I would like APU to have constant consultations on the project with our various organizations and government. It seems to me that they do not fully appreciate the concept, though, the whole project and concept are really good and beneficial to we the developing countries.
- Make follow-up to African countries the training you did so as to measure the effectiveness and impact this will enable you to re adjust your program according to operational environment of Africa which is different from Japan.
- It will be good if APU can make a joint project with volunteers or experts dispatched in my organization. A country focused training course may be included in the project.
- As institution, we are really interested in creating a Latin-American meeting about these types of initiatives; we would really like and appreciate professional assistance on the dissertation and development of such event.
- It's really important for me to keep the contact and communication, keep learning and continue with the bond of mutual cooperation.
- We would like for APU to get involved in our projects together, look for a consolidation and sustainability of the beneficiaries, I'm sure we are going to have impacting results.
- Honestly speaking the support we are receiving from JICA/APU is really important. I hope I have another opportunity for more formation and training.
- Regional courses should be contemplated, for example with the participants of Colombia, Ecuador and Peru, this in order to know more about the experiences and see in what governmental level is more useful to work the OVOP model.
- We consider very important all the support that APU can give us for the strengthening of the OVOP movement in Colombia, here in the department of Tolima we have worked with the University of Ibague, who is developing a training module with the Professor Nydia Molano, former scholarship recipient of JICA.

It's really important as well to establish permanent mechanisms of cooperation with APU where we can receive information in several topics of importance for the implementation of development strategies.

- The social networks are important to spread the knowledge of the different activities and improvements that take place under the plan of action, furthermore, to share the experiences that can enrich the methodological processes of each region and its possible employment in different latitudes and contexts.
- Your experience on Onpaku project in Thailand and any other experience during your study mission.
- Share more information the success cases of OVOP in other parts of the world regularly.
- The fact is, we did a joint plan for team Ghana which had to be segregated because we live in different localities. I submitted a copy to JICA and waited for the approval which was given. I have a special problem because OVOP is not known in Ghana at all. My focus therefore is how to propagate the concept for acceptability before working on specialization which I hope to pursue. I was also faced with the problem of transfer from my present place to yet-to-be determined place which is currently on hold.
- I will be happy if research materials or new approaches can be availed to me also.
- There is need to find out opportunities for collaborative projects and funding opportunities that we may need to share or explore. This is from a non-governmental perspective. More options for collaboration and partnership in development facilitation.
- While I could not manage to influence policy changes or to initiate any projects due to financial resource constraints, I feel that in the future the information gathered will be useful.
- Nowadays the vision of OVOP's community capacity is not present in Ecuador's public policy level. It is possible to adapt some of the elements from this methodology to the current realities of our communities, like adding value activities, promotion and marketing of the products, direct selling, etc. However this investment to the local industries and the regional development must be supported by a strong investment from the government in the creation of appropriate infrastructure, capacity and opportunities for the local participants. The task of our government is fundamental in the supervision of poverty in our villages and this task cannot be accomplished if there is no change in property laws and access to production factors. The development of community capacity can become a fundamental tool in the regards of: creating of sense of community, collectiveness, access to resources, creation of adding value capacity, etc. In sum, the development of harmonious community enterprises.
- It is difficult to implement in the cluster level but with progress at the municipal level because it would take time in convincing the other municipal officials who are not trainees/and because the effective officials of who are members of the cluster are new because of the result of the local elections that are set every three year.
- It was difficult to implement the action plan due to policy and concept environment. Through my action plan I made in APU (Interim report), is not push to change government policy involve the proposal to reform of provincial and municipalities administration and town and village administration include structure OVOP.
- Financial resource limitation
- Organization's policy
- Questionnaire must in essay, so give more opportunity to participant give more idea.

2. Thailand

Thailand is one of those countries which has succeeded in adapting the Oita OVOP movement as a country policy (under the strong control of Thai government at that time). The Thai named their version of the movement the One Tambon¹, One Product (OTOP). OTOP has been on-going since 2001 and it has succeeded in promoting diverse products all over Thailand. The significance of OTOP is one of the mechanisms called the OTOP Product Champion (OPC) system that encouraged producers in both quality and their confidence. All government entities have defined roles in the implementation of OTOP. OTOP products have become famous globally and there are now OTOP shops in many major Thai cities as well as in the international airport terminal.

The Thai government encourages local OTOP practitioners, both government officials and producers, to visit and study the Oita OVOP in Japan. In this connection, 12 government officials have been sent to APU in order to enhance the OTOP strategies since 2009. Most of them are from the Community Development Department in the Ministry of Interior and the Cooperative Promotion Department in the Ministry of Agriculture and Cooperatives. Two participants were from other organizations, the Tourism Authority of Thailand and the Industry Promotion Centre Region 5.

The case of Thailand demonstrates successful implementation of the DHO Exhibition as a grassroots project with collaboration from APU and JICA. Project implementation is led by the former JICA training participant from Surin Provincial Community Development office (CD Surin). While there are claims from participants in our training program that the DHO Exhibition approach would be rather difficult to implement with its large number of small programs and stakeholders to organize, this case follows exactly how it was implemented in Thailand step-by-step. The data for this were collected through implementing the project with our former participant.

2"1. Inauguration of the Project

Ms. Kanjana Likhasith, the community development expert from CD Surin attended the training program held in APU in 2010. Her inception report caught our attention as she wanted to modify existing activities related to OTOP activities. She prepared an action plan based on the existing OTOP resources in the area and combined with the DHO Exhibition approach she learnt in APU. Issues such as an aging society and diminishing local wisdoms were causing young people migrate to urban areas to seek job opportunities. This was inevitably leading to a loss of local wisdoms. Ms. Kanjana's action plan was developed in order to tackle those problems in communities as a society change. Surin Province as an entire community has the same problem and most of OTOP producers are in their fifties or above. In order to create sustainable community development in the regions, CD Surin conducted various projects such as the Young OTOP Camp as one of the OTOP strategies; however, Ms. Kanjana still had the feeling that something more needed to be done to revitalize the OTOP movement in Thailand after its ten years of implementation. The DHO Exhibition approach attracted Ms. Kanjana in many ways and gave her some ideas.

Fortunately, after attending the training program in Japan, JICA Kyushu and APU had conducted a training follow-up program to Thailand. Ms. Kanjana had arranged a visit to Mhon Mai Phatthana Village in Surin Province which Ms. Kanjana had picked up as the target area of her action plan. She also arranged a workshop on the DHO Exhibition approach for chiefs of the District Community Development offices and representatives from related provincial organizations. The village visit and the workshop demonstrated potential to hold the DHO Exhibition in Surin Province. We organized a trial group discussion with the workshop participants who made the

¹ Tambon means village in Thai language.

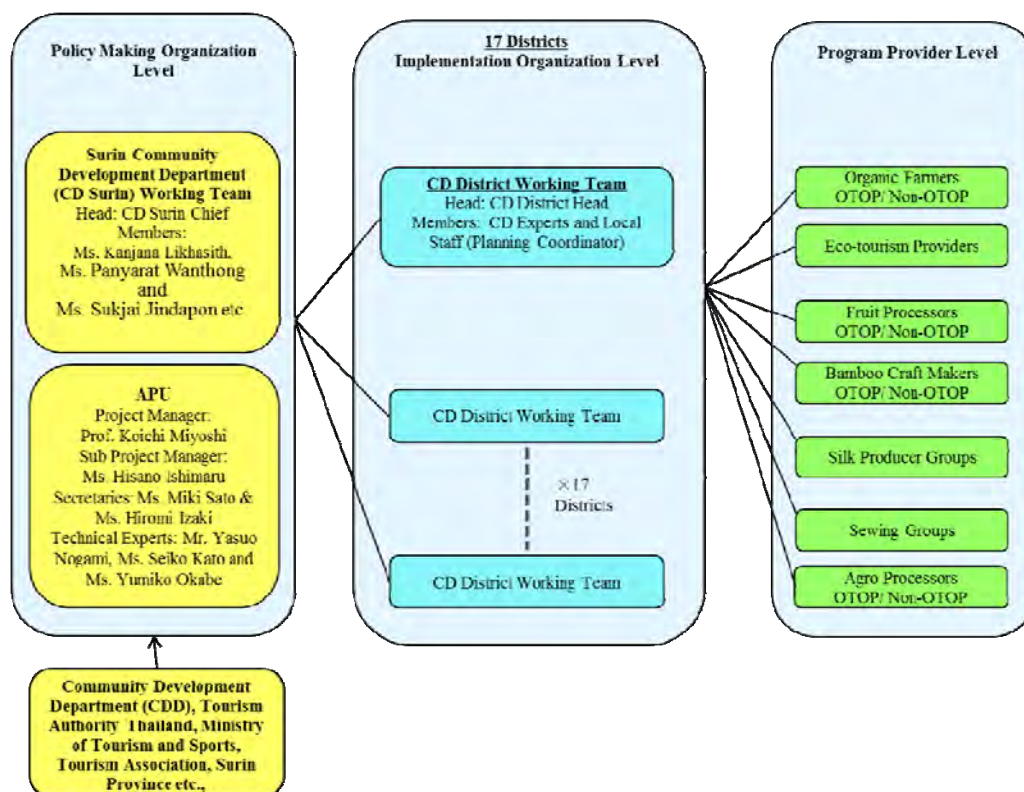
potential program lists of at least 10 programs from each district in the province. We had the opportunity to participate in one of those hands-on programs, the village walking tour with silk making experience. This was prepared under Ms. Kanjana's coordination with Mhon Mai Phatthana village. Based on the follow-up program, APU and CD Surin decided to ask for support from JICA to conduct a project in Surin Province for implementing the DHO Exhibition approach. The project was called the Rural Development Project through Community Capacity Development in Surin Province.

2.2. Project Actors and Implementation Framework

Human resources and organizations related to the project are one of the most important factors of the project. Project actors are divided into three levels based on their responsible activities (see Figure 57). These are 1) policy making organization level, 2) implementation organization level and 3) program provider level.

CD Surin and APU are in charge of the policy making organization level, and we established the collaborative office in Surin Province and cooperated with related organizations such as the Community Development Department, the Ministry of Tourism and Sports, the Tourism Authority Thailand, the Tourism Association of Surin Province and other related stakeholders. The main activity is to organize and provide support to implementation organizations, as well as to develop and improve the project guidelines. The 17 Surin CD district offices are in charge of the implementation organization level, and each office takes a role as the implementation organization in the district. This is the organization that directly communicates with local producers and service providers, listens to their ideas and opinions and implements the project. Under these 17 district offices, each producer or service provider takes responsibility of program provider level basically to provide the DHO Exhibition programs in the project.

Figure 57: Project Implementation Framework



Source: created by the Authors

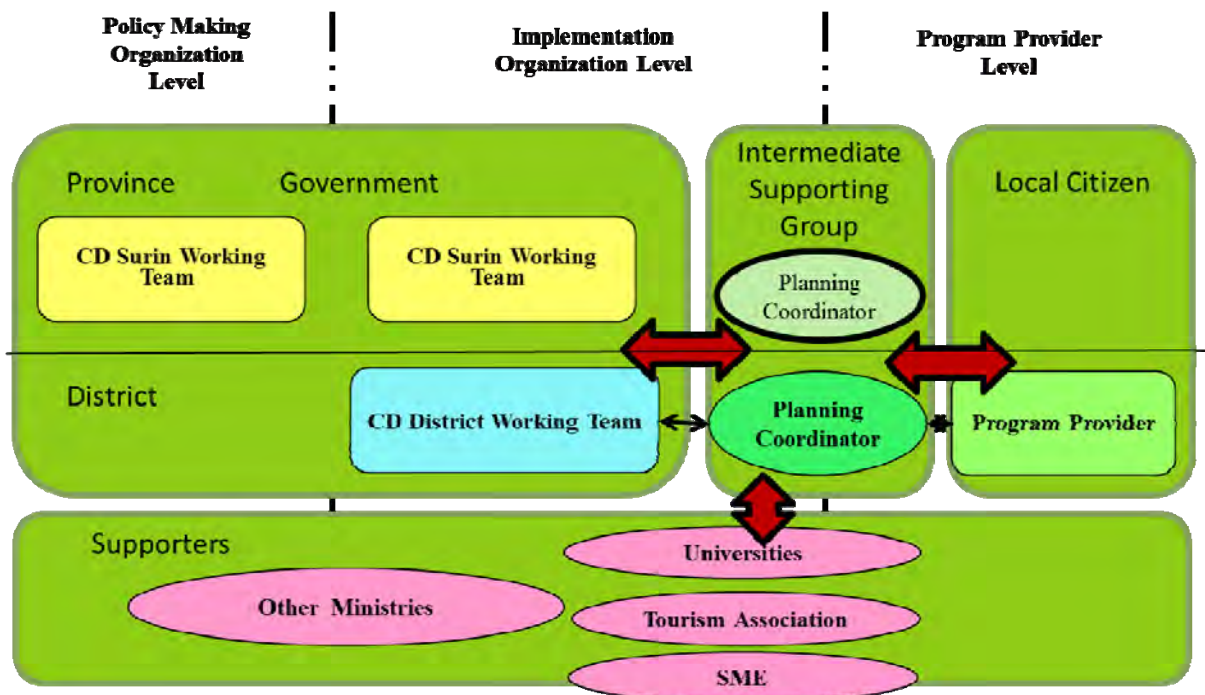
Both OTOP and non-OTOP members were included such as organic farmers, agro processors, fruit processors, bamboo craft makers, sericulture groups, silk weaving groups, eco-tourism providers and many others. They are the main targets of the project and the project is implemented to develop their communities. Community capacities are developed and policy structure is improved to a higher value-added and better well-being one through conducting the activities in the project.

At the same time, the DHO Exhibition network was established as an intermediate supporting group of the project and named the civil working committee (see Figure 58). In the process of implementing the project, the collaborative team realized there are many organizations and individuals who are interested in the revitalization of Surin Province and realize the importance of the collective activities that this project promotes. Members are various such as university professors, government officials and business owners who know many interesting local resources in Surin Province as well. They work on a voluntary basis as program planning coordinators in order to introduce collective activities and connect the gap between government and local citizens to develop the project approach effectively and sustainably. Despite their different backgrounds and sectors, they held a network meeting once a month to discuss issues like how to improve project effectiveness and sustainability (see figure 59) or develop their community. This was the first step of the practical public-private partnership for community development in Surin Province.

2"3. Project Schedule

The main body of the project is what is implemented to change society through the project. To develop community capacity and improve policy structure to the higher value-added and well-being one the project conducts the following activities: 1) guideline creation, 2) training sessions, 3) preparation, and 4) implementation and evaluation (Table 10).

Figure 58: Intermediate Supporting Group and Project Implementation Framework



Source: created by the Authors

Figure 59 : Surin DHO Exhibition Network



Source: taken by the Authors

Table 10: Implementation Schedule

		2012												
		4	5	6	7	8	9	10	11	12	1	2	3	
Implementation of DHOE	Working Team Formulation													
	Guideline Creation													
	1 st HRD Training: Policy Making Orgs													
	2 nd HRD Training: Program Providers													
	3 rd HRD Training: Program Providers													
	4 th HRD Training: CD Staffs													
	5 th HRD Training: Program Providers and CD Surin Staffs													
	Training in Japan													
	Network Formulation/ Meeting													
	Program Planning/ Data Collection/ Consultation													
	Brochure Preparation													
	Website Development													
	Promotion													
	Fund Raising (Sponsor)													
	Program Provider Meeting													
	DHOE													
Evaluation														
TS	Planning													
	Technical Support													
MPC	Planning													
	Preparation													
Knowledge Sharing	Planning													
	SNS Development (facebook)													
	Website Development													

Source: created by the Authors

2"4. Human Resource Development (HRD) Training

Human resource development (HRD) training activities are at the core of this project to conduct the DHO Exhibition, which requires local initiatives to develop programs. HRD training is not only directly to develop human resources but also community capacity in Surin Province, which also means that the policy structure will be developed and sustainability will be secured even after project completion. There were six training sessions held to execute the DHO Exhibition in the project. Five of these were held in Thailand and one was held in Japan.

The main purposes of the first HRD training were to inform the initial start of the project in Surin Province and collect potential program provider lists in the 17 districts. It was held at Suwan Paa Resort on June 5th, 2012. There were 80 participants from several organizations such as local universities, government authorities, private businesses and village heads.

The first training session consisted of two parts. The first part entailed sharing the project idea and asking for cooperation. This session opened with speeches by the CD Surin Chief, Vice-Governor and the project manager, followed by the project and the sub-project manager and the former JICA training participant introducing the background, idea and details of the project (see Figure 59 and 60). After the introductory session, training participants were divided into 17 groups based on the districts in Surin Province for the workshop. At the workshop each group was asked to clarify at least 20 potential program providers, resources and programs with intention to join the program and potential participants (See Table 11). At the end of the workshop participants were asked to note and submit what they had discussed.

After the first HRD training, the project manager and sub-project manager visited several authorities to follow-up on the first training session. Everyone they met was interested in the project. They were also willing to cooperate to implement the project. They noticed that there were many interesting existing activities and local resources, but these were not properly promoted. They also had many ideas and broadened their networks. This is when APU and CD Surin considered formulating the civil working committee as aforementioned as an intermediate supporting organization in the project.

CD district staff in each district conducted the second HRD training sessions in order to introduce the project plan to local potential program providers, who were listed in the first HRD training. They also held a workshop to make a list of the potential programs, program providers and local resources, and they were asked to join the fourth training in order to get more detailed information and consider their potential programs to provide in the DHO Exhibition. Apart from those listed, the project also welcomed everyone who became interested in the project and wanted to join along the way. Potential program providers who were listed in the second training session were also able to join the project. That also comprised the preparation for the third training (see Figure 61 and 62).

Figure 59: Vice Governor's Speech



Figure 60: Lecture by Sub Project Manager



Source: taken by the Authors

Table 11: Potential Program/Program Provider/Local Resource List

	Program Providers	Resources	Program Names	Purposes of Programs	Potential Participants
1					
2					
3					
4					
5					

Source: created by the Authors

Figure 61 and 62: 2nd Human Resource Development Training



Source: taken by the CD District Staff

The third HRD training session was for program providers who had applied for the third training at the second training or later. By joining the third training session they had the opportunity to listen to the experiences of the DHO Exhibition in Japan. The project invited a Japanese expert who had worked for the DHO Exhibition in Japan to deliver a lecture, then the participants were encouraged to develop their own programs for the DHO Exhibition (See Figure 63 and 64). All programs that were developed in the third training were the participants' own ideas. Thus it was up to them to determine whether participating in the project was an opportunity and also completely depended on the participants to take the initiative to actually execute those programs. At the end of the training, the application form for the DHO Exhibition was distributed to all participants to apply to become program providers in the DHO Exhibition.

Apart from those trainings held in Thailand, four representatives from CD Surin provincial office and CD Surin district offices (see Figure 65 and 66) had the opportunity to participate in the training program help in APU in Japan. They improved their action plan based on what they learnt in the field and classroom and they became active promoters for the project. What they learned in Japan enhanced what they would do for the project and it also motivated them.

The fourth HRD training session was held for the implementation organizations and conducted by those who participated in the JICA training program in APU, with the assistance of another Japanese expert. They invited at least three staff from each CD district office and shared their experiences from Japan to help them understand the background and the idea of the project. CD district staff are the main program coordinators who directly communicate with local program providers, so it was necessary for them understand the project clearly and how to effectively coordinate the programs. The workshop was the same as the previous training sessions although new

Figure 63 and 64: Third Human Resource Development Training



Source: taken by Ishimaru

Figure 65 and 66: Human Resource Training in Japan



Source: taken by Ishimaru

potential local resources and program providers were uncovered (Figure 67 and 68).

The fifth HRD training session was held just after the fourth session. It was held for all levels of actors to further comprehend what the DHO Exhibition approach and the hands-on programs are about in practice. After conducting the third and fourth HRD trainings, the project team realized that it was difficult for actors to understand the idea of the DHO Exhibition approach and hands-on activities just in the meeting room. Therefore the sub project manager and former JICA training participants arranged five hands-on programs as a trial (see Figure 69 and 70). At least one staff from each CD district and program providers who wished to join the project attended the programs and those participants were able to more fully understand through what they saw, heard, ate and experienced by participating in the trial hands-on programs. Photos of these five programs were uploaded to the project Facebook page making the information available to program providers, CD Surin and district staffs who were not able to attend the programs to experience themselves. Photo 11 was taken at Prathun village where villagers traditionally raise the silk worms and weave silk during the program, which was a village walking tour to see how to raise silk worms, process silk strings and weave silk in a traditional way. There was a local guide who explained and showed participants around the village, including local cuisines and traditional dances. Photo 12 was taken at Khoksaingam village. This village's unique point is elephants. Basically, there are many elephants in the northern part of Surin Province. However, Khoksaingam village is located in the southwestern part of Surin Province and also has many elephants. Sericulture (silk production) is an important industry in the village. Therefore, this village conducted a program in which participants can enjoy both sericulture and elephant riding. After the program experience all participants were asked to attend the review meeting to discuss how to improve

the program. It also helps CD Surin and district staffs to coordinate programs in their target communities.

2'5. Preparation Period

The first DHO Exhibition was held from January 10th to February 4th as the “Khong Dee Muang Surin Festival.” In the Thai language, Khong=Thing, Dee=Good and Muang=City, so the idea of the DHO Exhibition was to exhibit all the good things including people as a festival. After conducting five human resource development training sessions, the policy making and implementation organization prepared promotion tools such as a brochure and website at the same time that program providers developed their programs in their communities for the festival. They collected detailed information of each program from program providers and contacted other potential program providers (See Figure 71 and 72) to join and vice versa.

The programs are comprised of a collection of existing and newly identified or potential activities, which are conducted by local people. Bringing these activities together as one collective program under the project made program providers able to make a bigger impact on promotion than doing it individually. This also helped them to identify more resources in the community.

Figure 67, 68: Fourth Human Resource Development Training



Source: taken by Ishimaru

Figure 69 and 70: Fifth Human Resource Development Training



Source: taken by Ishimaru

Figure 71 and 72: Information Gathering and Consultation with Program Partners



Source: taken by Ishimaru

2"5"1. Brochure

The brochure (Figure 73) and website, currently a Facebook page, are collections of local resources especially human resources. The policy making and implementation organizations distributed a template of the brochure (see Figure 74) to each program provider to plan and develop their programs individually. These materials constitute a kind of encyclopaedia of the local community showcasing a variety of interesting local resources. Even after the DHO Exhibition is over, the brochure and website remain so that people can easily contact program providers via the contact details (mobile phone numbers and addresses) listed.

Programs are listed according to the 17 districts and categories in the brochure and website in order for readers to easily find each district's interesting local resources and programs. This means that the roles of each CD district office as the implementation organizations are also clearly shown. This very public mention of their role and outcomes is an obvious motivation for these district offices. Indeed, this fosters competition for each district to strive to stand out from the rest. The brochure was published by the policy-making and implementation organizations and 20,000 copies were printed for the promotion. The brochure was distributed to each related organization in Surin Province (tourism related facilities, public administration, education-related organization, stations and bus terminals) as well as to 76 other provinces all over Thailand. There were also put in restaurants, cafes, department stores, supermarkets, shops and convenient stores where people come daily in order to let them know about the festival. In places like these, it took only a half-day to finish the brochure distribution. Program providers also conducted promotional activities together in OTOP fairs and morning markets, whereby they operated a stand in those markets to get more visitors to participate in programs.

2"5"2. Knowledge Sharing

In addition to the promotional activities, the creation of a knowledge sharing system on development experiences as internal networking was planned. Knowledge creation and sharing are highly related to building networks among community members as a community capacity strategy. Knowledge creation was already being promoted through other activities, so the activity focused on knowledge sharing among community members.

Knowledge sharing among community members usually happens through interactive communication among them. Effective knowledge sharing is achieved best through informal, spontaneous person-to-person interactions (Davenport and Prosa, 1998; Stenning and Miyoshi, 2008). The project provides places where community members can communicate with each other in this way. The collaborative office is open for community members so that they can say anything, anytime in a relaxed environment.

Figure 73: Brochure



Source: Khong Dee Muang Surin Festival (2013)

Figure 74: Brochure Template



Source: Khong Dee Muang Surin Festival (2013)

In addition to the collaborative office, the project utilizes social networking services such as Facebook (<http://www.facebook.com/khongdeemuangsurin/khongdeemuangsurin>) for virtual communication. The Facebook page has the same contents as the brochure (see Figure 75 and 76) for promotion purposes, but also provides users of the page with the opportunity to share program experiences, photographs, new ideas, and information among members. The social networking system is an easy to use communication tool for community members and also helps visitors sympathize with actors and find local charms including human and material local resources. These direct and indirect communications provide opportunities to share their knowledge and build

stronger networks among community members. The CD Surin and CD district staff keep the information up to date and add photographs to the Facebook page as well. This also helps people who do not live in Surin Province to get information on what is going on in the community. They are also able to join and enjoy the festival after connecting through the Facebook page.

2"5"3. Program Provider Meeting

After the brochure was completed, program providers, the DHO Exhibition network members and sponsors were all gathered on December 26, 2012 in the Suwan Paa Resort to get to know each other and get brochures (see Figure 77 and 78). It was the first time for all actors of the Surin KD festival to be gathered at the one place. The meeting focused on the self-introduction of each of the program providers. At that moment they developed the network of the Surin KD festival. Program providers had the chance to talk with each other and some got the idea of business collaboration. It took only a half-year to reach this point. In the meeting, the necessary information like program preparation (cleanness of the community, role of each person of the group and community, how to receive the reservation call etc.,) were also explained.

2"6. Khong Dee Muang Surin Festival

During a period of three weeks, 97 programs were provided from the 17 districts in Surin Province. These included various kinds of programs; culture, environment, agriculture, history, industry, religion, and art. Every local resource can develop hands-on programs. This became the opportunity to rediscover Surin's attractions by gathering all the programs together.

Figure 75 and 76: Project Facebook Page



Source: Khong Dee Muang Surin Festival (2013)

Figure 77 and 78: Program Provider Meeting



Source: taken by the Authors

There were many communities or organizations that were providing experienced-based programs even before the project was implemented. Those communities or organizations worked individually and the outcomes of their activities benefited only their immediate communities or organizations; the contribution to Surin Province's development as a whole and the promotion of their activities itself was limited. Figure 79 and 80 are scenes of homestay programs in rural villages. Those homestay programs were already developed and provided before the festival. Those program providers utilized the festival as a promotion tool. In addition they already have their customers who like Surin Province. Therefore program providers also supported the festival promotion with those potential program participants.

However, most programs are newly developed programs in the community. Figure 81 was taken at Lamduan village. The program provider wants to introduce traditional Thai sweets and handicrafts to new generations. Therefore she developed her program with the community walking tour with Thai traditional sweets cooking. She cooperates with other community members and takes participants to the community's significant places such as the temple, community shrine and silk making place to introduce the community's tradition, history and industry. After the community walking tour is done she asks the participants to try making Thai traditional sweets. She had decided to target the next generation to participate in her program, so she approached local school teachers and had students as the program participants. The first student group introduced what they done to other students and teachers, which helped her to secure another student group for her program.

Figure 82 depicts a program that was held at a fishery village. The program providers take the program participants to their fish cultivation spot at the middle of the river in a traditional wooden boat. After feeding the fish, the participants can have a lunch with delicious fish prepared with local cuisine at the riverside. They can also catch fish and search for shells at the river. There is a beautiful white sand shore. The beautiful scenery can attract participants. Some participants asked the program provider to offer a homestay option and the program was further developed by communication with the participants.

2"7. Project Outcomes

Implementation of the festival brought many changes as outcomes in Surin Province. Before the festival, marketing promotion and finding potential local resources were done on an individual basis. This was not efficient enough to develop the community nor community capacity. Individual activities make winners and losers in small rural communities, which means it creates disparities between community people at some degree. Having small success like this does not help the community to be enhanced overall.

The festival developed networking among different stakeholders by making collective activities within Surin Province. Enhancing both internal and external networks in different stakeholders contributed much to community capacity development as a strategic component. It also contributed to the identification of potential resources, human resources and organizations. Therefore, the characteristics of community capacity such as ability to recognize and access to resources is also enhanced. Those actions influenced mutually and lead to the enhancement of the entire Surin policy structure as a community.

The project aims to transform Surin Province from Figure 83 to 84. By conducting the project, community capacity was developed. There were already many individual resources and capacities, but this project made each of these individual resources and capacities visible and connected them to each other. Then Surin Province develops as one community.

Figure 79: Homestay at the elephant village



Figure 81: Community Walking Tour



Figure 80: Gui Ethnic Group's Tradition

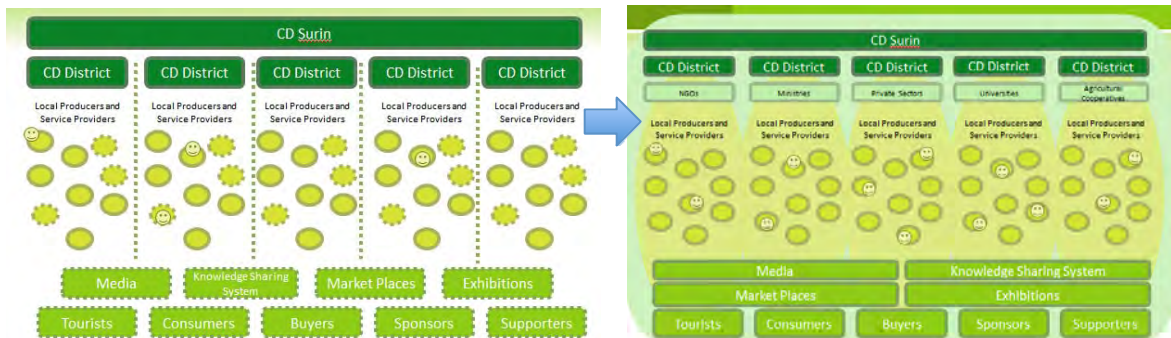


Figure 82: Fishery Village Experience



Source: taken by the Authors

Figure 83 and 84: Surin Province before and after the project implementation



Source: created by the Authors

The provided programs in the festival were only those that were planned or implemented by local citizens themselves. We recruited program providers for the festival from those who wanted to provide the program by themselves through the human resource development training five times in the community. We had 20 potential partners from each of the 17 districts, which totalled 340 participants at the beginning of the project. Some partners dropped out during the process due to the difficulty of adaptation for this style of activity. Some are used to participating in activities provided by the government, and supported by them completely so that it took some time for them to understand how to plan and action activities by themselves. In addition to this, there were some

participants who did not have confidence in providing the program or their communities. However as time went by, those who decided to plan their programs and put them in a brochure started to receive enquiries and some reservations for the program, and then people started to come to the communities, confidence was built eventually and many more started to be more engaged and vigorous in their activities.

Utilization of the Facebook page was very effective in terms of involving youth and people from outside of Surin Province. Amongst 466 who liked the page, approximately 30 per cent of them are aged between 18-24 years. There were also many people accessing the page from outside of Surin, especially from Bangkok or people who currently live in other cities. They also enquired about the brochure, the festival T-shirt and commented on programs in each community. There are many more exchanges under the name of Surin Province Community.

A majority of the program participants were from education-related organizations such as universities and schools. For example, program participation was one of the assignments for students who study social studies and rural development at university. For schools the program was used as education trips in order for children to get familiar with local communities and attractions.

There were some program providers that had no participants during the period; however, many had received enquiries on their products and services. They were able to promote their products and services through the brochure and website. Although the program did not contribute to them much it did contribute to the promotion of their daily activities such as production and sales or cultivation of organic vegetables. During the festival, there were some volunteers and they made a network among themselves. Now they held meetings once a month on the festival and its implementation.

2"9. The Way Forward

After implementation of the project, eventually CDD became also interested in the RD-CCD project. The main reason is the uniqueness and potential of the DHO Exhibition approach. Now the CDD consider how to introduce the DHO Exhibition approach to other provinces. Moreover, the festival was chosen as a "Creative Project" (an advanced project, which could reform the existing administration system) for FY2013 by CD Surin, and it is being scoped to be developed as a government initiated project in other areas.

Responses to the project have been very positive and it is believed that the next festival will be bigger with more substantial contents. It is also anticipated that the next year would have bigger networks with more stakeholders in the project since we are hearing local communities talking about introducing more local fabulous resources and people for the festival. By networking among those internal stakeholders, promotion, planning and implementation ability will likely be increased and the local human resources further enhanced. Community capacity has already been enhanced through the project by gathering those local organizations. They are already starting their own project framework with the confidence they gained from holding the festival. The creation of their own rural development framework and community capacity development is expected within three years.

3. Rwanda

Rwanda had a very small total number of participants in the training program when this review was conducted, only three people; however, the team had the opportunity to know more about the country as one of these participants later came to APU as a Master student for JICA long-term training program. Michel Sebera currently works in Rwanda's Ministry of Finance and Economic Planning. In this connection, we already had much information on Rwanda by his report made in APU and interviewed him about how he sees the project after going back to the country and his current activities. We also visited Rwanda to observe the other participants and their activities.

One of our participants who works in the JICA Rwanda office, Samuel Sangwa, explained the overall outline of the project, especially what happened after he came back from the training program. We also interviewed a JICA volunteer, Mika Owada, who works with one of the participants in the field and they took us to the fair trade show in Huye district. Mika's counterpart and former participant, Theophile Karagwa, is from the private sector and manages local business issues in Huye district. He attended the training program in APU as a result of a suggestion made by the JICA representative at the time. The last participant, Valence Mushimwe, works in the Ministry of Trade and Industry and had just attended the training when this review was conducted. When we visited, it had just been a few months since he had returned from the training in Japan and he had already started to use the ideas he had gained in the training.

3"1. Rwandan Country Policy

The case of Rwanda shows a very interesting result; the number of the participants in the training program does not necessarily matter in terms of influence on policies. The case shows ownership in the government and strong initiatives and contributions by our participants even though the total number of participants in the country is very small. Each participant is playing an important role according to their own responsibilities and duties and each complements one another. This is because they are all from different sectors. Sending participants from different sectors was suggested by a JICA representative at that time who thought that doing so would result in better cooperation on projects after the training program and it a better contribution. Rwanda was the only country that had sent a participant from the JICA office. Samuel, who is a native country officer in JICA's Rwandan office, feels that his experiences are contributing much to the project. He explained that since he understands the context and culture of Rwanda as a native citizen, he can contribute in a way that Japanese JICA officers cannot. He can also be a bridge to connect the gap between JICA and other local stakeholders. For example, he contributed to the dialogue between the government of Rwanda and JICA to reach agreement for cooperating on the OVOP project.

This negotiation did take some time to settle and we see the reason being that JICA still centres on project implementation as a development strategy while the international standard has shifted towards a policy-oriented approach. This difference appears in the concept of the pilot project, which could cause some limitations when a particular pilot is then spread into other areas to adapt. Normally lessons are learned through the pilot project process and it is based on those lessons that other projects are expected to be implemented. However, it is risky from the viewpoint of institutionalism and path dependency theory, considering the fact that all contexts and backgrounds are different from one another. Moreover, pilot projects tend to have more capital and other resources to ensure the successful implementation of the project, while other areas cannot be as highly resourced, meaning that they cannot be expected to have the same outcomes. Furthermore, focusing on the outcomes of policy-oriented approach has bigger impact than pilot projects implementation.

After participating in the training, Samuel got new ideas on how to make country policies more effective and things became clearer to him with the discussion. In our training program, we discuss policy issues with a wider perspective on development issues in order for policies to become more effective and practical and have a bigger impact. Samuel understood well and he started to implement the ideas he gained in the training program. In the end the government agreed monetary support for the proposed project while JICA agreed to provide technical support for project sustainability since JICA had contributed monetary support as well for the project before.

The OVOP program then became a flagship SME development policy through the strategic five year plan, agreed to by the Rwanda development board, the Ministry of Trade and Industry, Rwanda Cooperative Agency, and one private sector organization. Thus now the government has a budget for the project and is taking steps to implement. Samuel told us this project may take some time to create an impact; however, this can stimulate the

government's activities. He also mentioned that the project can create alignments and integration of activities, for example between the different but similar projects of different ministries.

Our training emphasizes the use of existing resources, projects, programs and policies in order to foster development at higher speed with less effort and inputs. We encourage our participants not to make entirely new projects, programs nor policies, but to integrate their new ideas on rural development as a policy to cover the whole country to make a wider impact. This also means breaking down the barriers between different stakeholders and sectors. Samuel found this opportunity within his project and activities and now he is connecting different stakeholders and trying to integrate different resources from different projects.

3"2. Participants' Activities

All participants told us that attending the training program influenced and changed their ideas as well as their concept of rural development, which has also led to changes in their daily activities.

In Samuel's case, before participating in the training program at APU, he said he did not have any clue how to talk about OVOP and related issues especially when he was visiting stakeholders. After participating in the training course, his ideas and visions not only about OVOP but also about rural development more generally were modified and clarified; he then had confidence in how to talk about such ideas and concepts. Thus, Samuel also became able to implement training sessions for stakeholders. Realizing the gap between the reality and concepts of rural development was also an eye-opener for him. He also came to understand that his position in JICA allowed him to contribute in a different way from the government officials who experienced more difficulties. Samuel was impressed by the DHO Exhibition approach that was presented during the training program. He has utilized some of the training materials and reflected these back to his own work. He said he expects to see stakeholders to plan it in the field in 2013. One of his activities is to support the stakeholders who are implementing in the field, including another participant, Theophile in Huye district.

Whilst visiting Rwanda, Samuel took us to Huye district. Since Samuel and Theophile came to Japan together, they told us that they can work more closely. Their shared understanding of the concepts and shared experience in Japan has enhanced their level of cooperation in the field as seen in Figure 85.

Figure 85: Samuel and Theophile meeting



Source: taken by Okabe

One of the contributions that Theophile brought to the project after participating in the training program in APU, was to design and hold his own training programs for stakeholders. He developed three business-oriented training programs on entrepreneurship, marketing, and business management. He also said that he is trying to collaborate with JICA as much as he can, so that his training programs are now utilized in the entire project through Samuel as Theophile is only based in Huye district. Theophile is a focus point in the project and shares knowledge and consults with the other districts as well as working closely with his colleagues on a range of issues. Similar to Samuel, he thinks that it became easier for him to facilitate OVOP and related stakeholders after he attended the training in APU. He discovered and identified what kinds of training needs existed in the community. Hence it also became easier to prepare the training model for him. Participating in those training sessions is the first step for stakeholders to participate in the project.

As a second step, Theophile and Samuel work together to organize stakeholders to conduct a marketing survey. One of the significant discoveries they made in APU was related to a marketing point of view. Many of our participants come to APU expecting to learn how to value-add in terms of packaging and production; however, that is not our intention with the OVOP nor the DHO Exhibition approaches. Whatever the quality of products, if they do not fit customers' needs, they will be difficult to sell. Therefore, we emphasize the creation of a system that allows producers to think about product development by knowing the customers and understanding their needs, like Konohana Garten in Oyama. Taking this into consideration, Samuel and Theophile take stakeholders to the markets or shops in order to help them get to know who their customers are. They also try to elicit the opinions and voices of the final customers. As a result, the number of customers of each stakeholder has increased gradually.

In addition to that, they also take part into local exhibitions, fair trades and such events (Figure 86 and 87). Fortunately, we were able to observe a local exhibition organized by the local government during our visit in Huye district. Producers told us that participating in such events helps them a lot in terms of communicating directly with customers and getting ideas for product development in addition to selling their products. One of the groups, the mushroom cooperative, prepared a mushroom recipe and showed visitors how to cook it step by step. Many visitors showed interest and left their contact numbers. Another group, the women's drum group (Figure 88), runs a restaurant (Figure 89) nearby and told us that they reflect on the sales at the fair in their restaurant and this helps them to continue to diversify the menu, recipes and products. While Theophile was consulting with those stakeholders and advising them about next steps such as incorporation of the essence of the DHO Exhibition approach 90 and 91), Samuel was approaching the representative of the exhibition to discuss future exhibitions and collaborations. They both explained about incorporating experienced-based exhibits rather than just exhibiting the product itself.

Theophile feels that one of the reasons he has been doing well in the project so far is because he has someone to help him in a daily basis. Mika was dispatched to Huye district and helping his daily activities as a volunteer. He said it is up to him to facilitate and manage the work; however, having her assistance has made it much easier to implement what he designed and planned rather than doing it all by himself, which he thinks would be very difficult. However he did mention that wished that she had a deeper understanding of OVOP and the DHO Exhibition to help her understand exactly what he is trying to do. It took some time but now he says she can work alone, sometimes doing whatever Theophile is supposed to do and things are getting better day-by-day.

Lastly, we interviewed Valence. It had only been a couple of months since he had returned from Japan, so he had not achieved a great deal yet, but he is trying to include the essence of the rural development approach he learnt in APU in his daily activities and work. He places our training material book in his desk so that whenever he feels he needs some guidance or supports, he can have a look at it and get some ideas.

Figure 86: The Local Exhibition



Figure 87: The Local Exhibition



Figure 88: Women's Drum Group



Figure 89: Drum Group's Restaurant



Figure 90 and 91: Consultation with Exhibition Participants



Source: taken all by Okabe

He now wants to create a collective marketing facility like he observed during the training in Japan, and he is trying to act on that. His daily activities incorporate many field visits meaning that he needs to interact with people, and he said he feels he needs to further explore the capacity of the people. He said that before the training he felt he had been underestimating what local communities can do and after participating in the training he sees and acts differently within his work.

3"3. Remarks

It is clear that participation in the training program resulted in some changes for each of the participants from Rwanda and these changes were being reflected in their work and activities. Having Samuel as a development promoter in the JICA office has made faster and more effective action as an outcome of our training program possible. Theophile is finding working with local communities easier now that he understands the concepts better and even more importantly he has been able to design similar training programs. As he emphasizes, having the help of a JICA volunteer who also understands what we do in APU and what our participants experience in Japan, can contribute for those who would like to implement their action plans made in APU. Within the questionnaire and direct interviews, many of our participants claimed that they have full of tasks to do in daily work so that it is not easy for them to focus on the implementation of their action plans or ideas. Many feel that they need more support to implement by not just anybody but who knows what and how. Usually our participants go back home and they plan to share the ideas and action plans to help other stakeholders to comprehend what they learnt as a first step. Theophile said it is easier for him to work with others and dispatching JICA volunteers to our participants has much potential to foster their action plans in the future. Another observation we made was that following up and consulting our participants after they have returned also helps them to further understand hoe to implement their ideas in practice and to figure out their next steps.

To conclude, we can confirm that our training affected our participants at the personal level and that these changes are now spreading to other stakeholders. We can also confirm that the field visits made in Japan through the study tours, especially experiencing the DHO Exhibition programs, along with incorporation of the theoretical approach learnt in APU influenced the Rwandan participants' mindset on rural development.

4. Colombia

In contrast to the Rwandan case, Colombia had the largest number of participants in the training programs, a total of 52 had attended as of September 2012 accounting for approximately 11 per cent of the total participants. Participants came from varied sectors and included decision-makers at different levels including a governor, mayor, and mostly prefectural and municipal government officers. Some were also from central government ministries and the National Learning Service (SENA), a vocational training agency. Colombia also sent a number of producers' representatives.

We had the opportunity to conduct a follow-up program for Colombia in September 2012, which allowed us to conduct observations and interviews with some of our former participants. During this visit, we managed to find some interesting actions made by our participants as described in the following sections. Lastly, we also collected some information through our training program in APU.

One of our few participants from the academic field, Nydia Moreno who is a professor from Ibague University located in Tolima Prefecture, explained her activities on human resource development to develop OVOP promoters. The elements of her activities were adopted from our framework for the training program. This case utilized the levels and roles and responsibilities well for the implementation of the activities even without involvement of the central government. The next is Oscar Chacon, who implemented the idea of 'the Interactive Agriculture Park' to bring people and connect rural to urban especially for farmers' community capacity development. The last is Mario Rodriguez, who works in the central government and has integrated an idea gained in Japan into his work. His idea was to expand the support from particular municipalities into prefectures, that is the basic idea of our training and it is hoped to have outcomes by modifying the policy.

In February 2013, the Colombia delegation had 15 participants to our training program in APU. Since the number of the former participants is quite high and come from all over Colombia, participants were expecting to

have more outcomes by their new action plans.

4"1. OVOP Promoter Development at Prefectural Level

After participating in the training, Nydia decided to work on OVOP movement with her institution, Ibague University, to support municipalities in Tolima prefecture, through providing a training program for OVOP promoters utilizing the training materials provided in APU. The design is based on experience and best practices of organizations and individuals who have worked with similar approaches in Colombia, and active learning methodologies, supported by information and communication technologies. With this purpose, the University has established a project called GOVOP as their own project. The final goal is to develop 100 tutors or promoters of the OVOP movement by the training program in Purificacion, Murillo and other municipalities.

The Ibague area implements the OVOP movement in partnership with the Institute for Regional Innovation (INNOVAR) and with technical support from other organizations. In order to promote the movement, it is necessary to go through Tolima prefecture's Vision 2025. Vision 2025 presents the idea and power of agro industry, for which Tolima has much potential, as well as the prefecture's potential for tourism and cultural industry. Nydia has conducted investigations on how to execute this mission, Vision 2025, in order to achieve the goals with the prefectural government and with Professor Aldana from Los Andes University. They suggested the best and most appropriate strategy to execute the project. Nydia then started to hold some events like meetings with stakeholders such as the deans in her university. The university has taken its movement as an alternative to promote rural development and the role of university has been committed.

Three levels of actors have been identified adopted from the training in APU; policy, implementation organization and producer/service provider level. The government of Tolima and the University of Ibague together with other private institutions is in charge of policy-making on GOVOP, followed by municipalities as implementation organizations with producers and service providers from each municipality. Most of the promotion and agreement for the project with local governments, the prefectural government, mayors and other main actors were completed by mid-2012. Municipal mayors were interested in OVOP implementation and having knowledge on it. The training program contents were set up already and those materials and tools are already used experimentally through four municipalities. 25 promoters were trained in September 2012, and throughout the rest of year, another three municipalities were going to be trialled. The promotion activity is held inside the University and professors are interested in participating in developing promoters and conducting studies.

There was a plan to hold a meeting on OVOP movement and suggested in order to vitalize and increase motivations in order to execute the investigation as one of the innovation. Tolima put emphasis on the capacity development of small-scale farmers, so that the project supported those producers by strengthening community capacity. Nydia also thinks the DHO Exhibition approach should be introduced in this program and OVOP project.

The framework of the training program is to train certain producers with the expectation that those will in turn train other producers. La Chamba, one of the initiatives, is already supported and collaborates with Ibague University. The point was how to organize and systematize institutions and develop them, especially to create small-scale associations in communities. The trial indicated that there were disparities between farmers in terms of technical skill and economical capacities, so the project structure was modified to ensure that anyone could participate and to rectify those disparities. One of the ideas for this was to form various frameworks and standardize the handicrafts and investigate their cost. Then they would like to market by executing those strategies.

Nydia also explained details of her activities to approach her target stakeholders at municipal levels. Murillo municipality is located in the North part of Tolima prefecture, close to the mountains. The population is around

5,000 people. When the competition of OVOP initiative was held and La Chamba was selected, this municipality participated with strawberries. The municipality has various products and there are many existing activities such as organizee institutions. The purpose of the municipal development plan is to improve the quality of life and environment in the area and the mayor is also participating. Nydia approached the mayor and gave a presentation on OVOP. She found out that the municipal and OVOP ideas were similar. The OVOP movement is still not incorporated in the development plan; however, Nydia thinks if there were some support for the OVOP policy or approach, they could act together. As seen in the raspberry producer cooperative already decided to participate together, Ibague University now is working closely with farmers.

Another municipality, Rioblanco, was also explained to us. The municipality is located in the southern part of Tolima, similar to the other three municipalities the municipality is affected by guerillas, and is one of their important bases. The mayor's policy is to transform Rioblanco from from 'the town of guerillas' into a coffee municipality. Coffee is grown in the area; however, Nydia mentioned it has to be promoted as cultivating special coffee in order to hold up the mayor's policy. A women's producers' cooperative is working with the university. The group is rather small, but continues to grow and the university would like to continue supporting them in terms of production expansion, marketing identification and development. Processing is also necessary. Nydia visited this place not as a representative of the OVOP national committee, but rather for another program. However, she also thinks the OVOP model would support these municipalities to achieve peace in the area.

The last municipality Nydia talked about was Purificacion, where activities have been conducted with Innovar in line with the OVOP philosophy. The project was identified by Innovar in the GOVOP project. The project aims to incorporate with various fishery and farming producers and cooperate with Innovar. The result of the investigation in Tolima in order to promote initiatives revealed that systematization is one of their main challenges. The mayor of Purificacion, Mayor Ricardo who is a former participant at APU is implementing OVOP and supporting communities for example to participate in the Biscocho festival. Mayor Ricardo has managed to influence the perspective of associations by introducing new values, which in turn has caused producers to start to change their perspectives accordingly. The municipal development plan aims to collaborate with the tourism industry so that community capacity development will be enhanced through a participatory approach. Evaluation of the plan will be implemented together with communities.

4"2. The Interactive Agriculture Park in Susa

Most of the Colombian participants were reflecting what they had learnt in APU in their daily activities or in their organization and Oscar Chacon is no exception. Many of the elements of his activities were able to be identified as learned from the training program in Japan and these were well adopted in their context. Oscar especially emphasized good practice in the community, which is also emphasized in the training programs as an appreciative inquiry approach. Among his activities, what he calls 'the interactive agriculture park' (see Figure 92-95) is very interesting and one of the eminent approaches in the rural communities.

The plan for this interactive agriculture park was agriculture tourism that involves farmers. The first activity was to establish the environment to accommodate tourists in farmers' houses and to build relationships with visitors in the area, therefore it is not their intention to receive masses of tourists, instead people put emphasis on communication with farmers. The point is to make linkages between urban people and farming activities.

The majority of people live in rural areas and their main activity is agriculture and stock farming. The standard of living is very low and conditions are poor. The main problem faced by this rural area is young people migrating to Bogota. To counter this Oscar came up with the idea of promoting rural community tourism. He also mentioned that the demand for tourism industry is currently increasing and would continue to increase in the future. Being

humble to visitors in Susa is part of its culture and the quietness of the community is remarkable in the country. In addition to that, the view including the lake is attractive and there are local handicrafts as well. Even though farmers are engaging in farming activities, they still have good knowledge of the area. There is a variety of food and farmers are trying to diversify their products in order to increase their incomes. The kind of tourism this community would like to initiate is interactive. Much of the region is utilized as farmland and there are 30 different crops which are cultivated as a wide variety of products in small scale production. These are going to be distributed for visitors.

Moreover, the culture of the community has to have ownership and they feel they need to have pride in their cultures and traditions. They think that OVOP is not only about increasing incomes, but also to have pride in their culture and ownership. However to increase income is also important as is reducing the effort and labour involved as much as possible to enable women to participate. Their target market, tourists, is very close since Bogota is in close geographic proximity to Susa.

After participating in the training, Oscar focused on using the local people's knowledge instead of financial resources. This activity is not supported by JICA, the prefecture nor municipality, or with any monetary assistance or subsidies, rather it is implemented with the motivation or sense of community of people who are involved in this initiative. In addition to that, the community has an agreement with the University of Cundinamarca. The knowledge of the university is very useful for the communities. They have planned to develop logos or slogans,

Figure 92-95: The Interactive Agriculture Park



Source: Oscar

which should be representing an attachment for Susa. The aim of the slogan is to build future connections between the rural and urban, which means to build cultural exchange with visitors.

Oscar implemented his idea by first visiting farmers to explore what potential farmers might have to offer services to visitors. He selected 10 farmers from Susa municipality for the first time and local college students accompanied and investigated those farmers together. Then they tried to make them conscious about what kind of services they can offer by eating lunch, which the farmers ate together with students. They also bought farmers' products directly from them, which was new experience for the farmers. The point is to create an environment where farmers and visitors can bond and form a relationship. Another activity was to develop traditional aspects and in that case to create handicraft by cutting wool. During the visits Oscar and the students found out that farmers were growing more than 100 crops in the community while only three crops (potatoes, corn and milk) are identified in prefectural statistics. This diversity of crops is one of the important resources for Susa.

Oscar is planning to support the farms he visited in how they can offer services. The capacity to accommodate visitors is still not enough; however, the students who visited the farms commented that there was plenty in the way of natural resource attractions that farmers could use to offer as tourism services instead of making them stay. Farmers had never accommodated such a large number of people like 50 before. At that time, everyone discussed to cooperate and tackle challenges together so that farmers eventually will be able to offer tourism services. The next plan is to accommodate 100 people. This activity is continuous and Oscar is currently negotiating to get assistance from Japan Overseas Cooperation Volunteers (JOCV). Those volunteers would support community capacity development in Susa as a community development expert.

4"3. Employment Policies in the Ministry of Labor

Mario Rodriguez reported about his employment project in the Department of Employment in the Ministry of Labor. He shared the knowledge he gained in the training program at APU within his organization, and he has used some of the elements in programs that are implemented by the Ministry.

The Ministry of Labor takes the initiative and leadership to implement projects like income generation, and municipalities and prefectures have the technologies. These projects have the element of the philosophy and principal of the OVOP movement. Colombia's overall goal is peace through strengthened and independent social unity. The strategy is the ministry's technical cooperation, however the activities match with OVOP activities so that they are easier to implement. The ministry implemented technical cooperation for 16 municipalities in 2011 and the income generation and employment creation plan was achieved in 16 municipalities. The lesson learned from this experience as a pilot activity is that it should be implemented not only in one municipality but also all over the prefecture. It is already planned to expand into 25 prefectures this fiscal year so the ministry is going to investigate and analyze the situation of those prefectures. Mario emphasized that it is important to work in cooperation with the municipality, community or local people.

The ministry implements activities such as a qualified employment strategy that are achieving to some extent as legally for an important sector. Secondly to generate entrepreneurial companies as well as to support companies/enterprises. Thirdly to invest and generate or promote employment opportunities. There are 25 prefectures that are going to be implemented related to those activities. Within these prefectures the ministry treats 50 municipalities as priorities. These 50 municipalities are especially implemented under the condition that may be priming. For instance, Paipa city, where was chosen as one of the OVOP initiative will be focused among Boyacá Prefecture and it has to be considered what would be done for Paipa cheese as the OVOP initiative. Other than Paipa, OVOP initiatives are not focused as pilot as Paipa case, however those are covered within 25 Prefectures. Thus this program will be conducted to focus especially on those municipalities that have OVOP initiatives and

enhance them.

The ministry has an organization that supports linkage organizations, and that is the one which relates to OVOP activities. It is expected to have better effects by this organization. The ministry's technical cooperation also is considered as utilized effectively on OVOP. Mario suggested that the organization should achieve a certain level of quality that fits with the labour law in order to be a formal entity. As an inspection system, it is necessary to provide training on this kind of vision and what is all about formal entity when the new OVOP groups or production activities started as a first step or precaution step. As a practical support system, research related to employment opportunities and income generation should be done in communities. While doing this, local uniqueness should be incorporated in these present situations since this would be done to local authorities. It is also emphasized to conduct this research together with local communities as a strategy. Therefore, these projects that are related to employment and income generation for locals will be formed at the final stage of technical cooperation.

Other than that, there are some more activities that are planned. These include the creation of new enterprises and companies and arrangement of the investment environment to find out organizations that can provide credit or primary capital such as SENA, as well as identifying various resources that can contribute. The final project activities are prefectural activities.

4"4. Remarks

Those three participants reflected well to their activities and it matches with the basic idea of our training program. We could confirm that our training contents can be adapted in any levels from this follow-up, and also we know that if we have strong and highly motivated participants like them, the outcomes can be gained for a certain level. Our training structure consisted of what we propose for the concept of rural development, development framework, case studies, and its interpretations and action plan, and these participants showed this structure is effective.

Based on these results, we conducted the country-based training for the Colombian delegation in February 2013. The discussion was quite vigorous, and many participants knew much about the current situation of OVOP. One of the points of the discussions was the expansion of the project in each area. For example, one of the participants developed an action plan according to available resources other than the initiative in the area to be included in the DHO Exhibition approach. That indicated that they would like to be closer to our OVOP approach, which is about diversification and multi-dimension of resources. Many thought the number of initiatives should increase in the future rather than just 12 initiatives. However, most were sent from among those 12 so that they made their action plans based on what they learnt in APU such as incorporating the DHO exhibition. It is hoped that this discussion and action plans will continue and also be reflected in implementation.

5. Kenya

Kenya started its OVOP project earlier than most other African countries. Since we had conducted research in one of the OVOP groups in Kenya, the one-day workshop was held for those stakeholders as a follow-up as well as for our former participant in the area. The workshop was very successful according to the participants in terms of finding new ways for their daily activities.

In the development field, how to facilitate a participatory approach and be a facilitator is often misunderstood. We define facilitator as a person who provides what participants need and guide them where they are heading with their own goals. It is associated with evaluation theory, which often described as ends and means. Finding their goals and knowing the approach is very essential for stakeholders; however, teaching them exactly what and how

do not help them to really comprehend it by themselves. It is a facilitator's role to provide the opportunity for participants to question by themselves and consider it. There is a big difference between doing what they were taught and doing what they thought about and decided to do.

The result of this workshop indicated that with our support to organize and conduct this kind of workshop made some changes in participants' view as well as our former participant's view toward their activities. Moreover, it was very effective approach with less budget and time to organize the DHO exhibition approach and their product brochure like we do in our training program in APU.

5"1. Follow"up Workshop for Former Participant

The one-day workshop on rural promotion was held in Nyeri district located in central Kenya, approximately three hours' drive from the capital city of Nairobi. It was held with the collaboration of APU and Nyeri district industrial development officers from the Ministry of Industrialization (MOI). This was held for following up with one of our former participants from Kenya. The workshop consisted of presentations and group discussions with 30 participants (Table 1). The main focus of the workshop is for community business leaders to get some ideas on how to promote their own products more strategically to the market or consumers as well as to get familiar with the DHO Exhibition approach.

The workshop started with a presentation on Nyeri County Social Economic Status and Investment Potential by Jerry Kugo (the former participant), who had been trained on OVOP Movement and the DHO Exhibition in Japan, and is currently working as a Nyeri district industrial development officer in the MOI (Figure 96). He mainly spoke of what kind of potential Nyeri has and its investment opportunities. He encouraged participants to find more resources and make business with initiative, motivation, passion and other required skills.

Then Yumiko Okabe continued a presentation on rural promotion introducing OVOP and the DHO Exhibition approaches in Japan, Thailand and the Philippines (Figure 97). She also introduced how rural areas can promote their products and services utilizing social networking services strategically. Finally she presented on the current situation in Nyeri explaining that businesses are invisible even though they exist.

The comments made by the participants were mainly positive on the idea of cooperatives and collective activities although it was a limited amount of time to fully comprehend those concepts and case studies; however, it was instrumental to see some existing examples from other countries as commented on by the participants.

Figure 96: Presentation by Jerry



Figure 97: Presentation by Okabe



Source: Okabe

Afterwards the participants were encouraged to participate in practical discussions on their cases. The first group discussion focused on how to promote their products and services utilizing the DHO Exhibition approach while the other discussions focused on making real promotion by themselves. There was also a role play activity where all participants were encouraged to stand up in front of everyone in the room, assuming that they are promoters and rest of the room were the customers to convince.

5"2. Participants in the Workshop

The workshop was held by three facilitators, Yumiko Okabe from Institute for Community Design, Jerry Kugo from the Ministry of Industrialization (MOI) and Molly Nyaguthii from the Nyeri district office of MOI for 30 participants from different parts of Nyeri County. Those participants are all engaged in small-scale community businesses, mainly producing a product utilizing their local materials. All of them are now participating in the OVOP project.

5"3. Group Discussions

The group discussion (Figure 98) approach was a very effective way for participants to organize their ideas on their own products and daily activities. The first discussion was an exercise for them to promote their products and services through the DHO exhibition.

It took some time for participants to comprehend the concept and approach on the DHO exhibition since it was rather new and everyone tended to relate their own existing products as if it is the only resource they have in the community. The idea was to make an example programme in the context of the DHO exhibition for participants to recognise more potential resources and develop some services combining those potential resources in the programme.

After some time, as discussion went on, one of the participants who owned a restaurant in the community managed to put his current activities into a programme based on his experiences. According to him, he once organized a promotion day to invite community people for his restaurant and provided free lunch so that they buy drinks by their own. He sold drinks much better than any other days; however, he tried to think how he could convince people to come to his restaurant without providing free food. He also commented that he would think of customer's demand. It was rather easy for service providers to see what other resources they have and put together to provide it as a programme for customers. Having said that, it was a good opportunity for them to realise they have more resources that they can utilize, and having the perspective on service rather than only production.

Figure 98: Group Discussion



Source: Okabe

The next discussion was to make a promotion brochure on their products. As the participants requested to form groups randomly rather than doing it according to the groups, most participants had an opportunity to contribute for other producers, which eventually might be helpful for them to rethink how their products are looking in the market. Participants were encouraged to think about their products' names, catchy phrases and the stories of the products. At the same time, they were encouraged to think about marketing more strategically (Figure 99-102).

All questions were quite new to most participants, and it was a challenge for them to think to whom they sell, why their products rather than other producers who produce the same products, and what is the appealing way of selling their products to the customers. Especially the presentation part was eye-opening as for most of them who had never stood up in front of customers and tried to promote as they practiced in the workshop. Playing the role of a customer and questioning whether they are convinced to purchase other products made them rethink as well.

After the workshop, all participants were encouraged to do more activities according to what they have discussed with other participants. Exchanging ideas with other participants was also very effective in terms of knowledge sharing and looking at the possibility of collaboration for making programs. It is no exaggeration to say

that giving some ideas that can be utilized right away is key for small-scale farmers and producers to make some actions by their own that can generate their activities in the fields rather than them waiting for someone who would do it for them instead.

5"4. Change of the Participants

According to the facilitators from the Nyeri district office, they both were very surprised to see participants really engaged in the discussion and it was very successful. One of the participants noted that the approach and technique used in the workshop was quite practical for them to make changes and the whole idea of development strategy was also modified. He also noticed that all participants were very happy and confident of what they are capable of, which is a vital element of community capacity development. Besides, having a successful experience remains in them and this could be utilized for further implementations or activities in future.

Grasping where they are standing at the moment, to where they are heading, and how they are going to get there for community business people is very essential and this approach of group discussion enabled them to do so. Their initiative and confidence gained in the workshop will lead to their development faster.

5"5. Significance of the Facilitator for Community Development

According to the community capacity development model offered by Miyoshi and Stenning, development needs all kinds of strategic components such as leadership, human resources, organizations and networks (2008). This workshop also indicated the significance of the role of facilitator to foster community development rather than being a teacher, lecturer or any sort of the role of a leader. Providing a place, for instance, for government officers who are being used to speak in front of people, with appropriate settings and instruments to become a facilitator and organize workshops like this, development strategies can be initiated by community people themselves much better and can be expected to have more outcomes. For example, as mentioned previously many doubt how to organize the DHO exhibition that requires hundreds of programs and stakeholders. The answer for this is explained within the result of this workshop. It is also emphasized that appropriate discussion questions are selected properly according to the reaction of the participants during the presentations and Q&A sessions. The facilitator must have the skills to select those and the ability of observing the holistic view of entire development strategy for participants.

Figure 99: Trout Fish Group

Daddy's Choice!

Tropical Trout (TT)

Reared in clean, running clean & uncontaminated cold water.

2

Y. Okabe 2012/08

Figure 100: Rice Group

Best quality for Best Price.

Budget Special Rice

Budget special rice is cleaned and polished to the highest standard, making it a direct kitchen commodity processed and packed by: Freshlink vmo Ltd. Call: 00722300216 Email: freshlinkvmo@yahoo.com

3

Y. Okabe 2012/08

Figure 101: Carrot Juice Group

Do not wait until you will be blind. Use sight first juice.

Carrot Juice

Cultivated with the pride, by hard working Nyeria using organic fertilizer with no chemical implications, helps restore eye sights approximately 50% of men and women who use carrot juice don't require to use torches during the night.

5

Y. Okabe 2012/08

Figure 102: Honey Group

Eveready Food

Honey

Mega honey is a pure natural sweet and nutritious. It is local medicinal and suitable for everyone. It is attractive and readily available and has no side effect.

4

Y. Okabe 2012/08

Figure 103: NETO Group

Future is nutritious.

NETO

It has been used for ages as medicine. Food substance can be stored for a long. It's natural organically grown, certified by KEBS. Dried under shade. No loss of nutrients.

6

Y. Okabe 2012/08

Figure 104: The template of marketing strategy

Why your products?	Specialty of the product	Target market/customer	Potential market place

One of the participants mentioned the challenge for their business is that the ability of the management is not keeping up with the speed of business as it is growing. For instance, training that were provided for him and his group covered the operational side while the management side was left behind. The management of the business requires not only technical skills but also capacity development at an individual level, in skills such as leadership. The workshop results find it effective to cover this gap for participants by having encouragement and confidence that are the crucial key of personal capacity development.

Source: created by the author

Providing an opportunity and place for government officials, supposedly who has been trained and experienced on OVOP and the DHO exhibition in Japan, to hold a workshop comprised with group discussion style potentially have many advantages not only for their activities, but great achievements for rural communities as well. The workshop revealed that having a facilitator who supports the local facilitator, a facilitator who is familiar with participants' activities and contexts, and appropriate group discussion templates and questions helps to foster development in many aspects.

This workshop's great achievement was for participants to gain confidence and encouragement that make some changes even for their activities tomorrow. Another noted thing is their capability of making business in rural communities with their contexts and ideas. As there were no negative comments or discouragement, it was absolutely a challenge for most of them, but a desirable one. As Jerry Kugo explained to us about the difficulty of organizing this kind of workshop by himself even though he learnt in APU due to the budget and time limitation with his routine work, it seems that many of our participants are having the same situation. This event showed that things can work with a little support provided to our participants.

5"6. Comments by the Participants in the JICA Training

In the JICA training program for Kenya held in January 2013, we had an interesting discussion on the implementation of the OVOP project and its guidelines. After the field visits in most places, many participants had modified their way of thinking toward rural development, and it eventually caused them to reflect on the current Kenyan OVOP strategy and guidelines to make it better. The discussion was quite interesting in terms of a holistic approach, the role of actors and its purpose. The participants commented that necessary services that are not being provided in the present OVOP promotion should be upgraded and modified. One of them commented that OVOP is something that does not eliminate, but is comprehensively inclusive. It means that different sectors and donors should implement OVOP together as a comprehensive rural development approach and for OVOP groups not to be eliminated by proposals, but to be included in the same way as in the DHO Exhibition approach. In addition, the importance of networking strategies inside and outside of the community was also emphasized, especially in terms of human resource development.

Based on the frank discussion between participants and our team, the discussion for making action plan was made by the participants focusing on the following points: OVOP map; capacity development of local communities; market information; many stakeholders to involve; modify the current OVOP strategy; establish the network; create a map not only with products but also people and existing organizations to cooperate. Our participants took the initiative and the entire team worked together for one objective. It is hoped that the outcomes of the training will affect future OVOP promotion in Kenya to become a comprehensive rural development approach. The challenge is the localization of this new policy in lower levels of the government such as county and district levels. We view the result of the workshop would be helpful to connect this localization between different levels of communities as one of the activities and with our follow-up support.

CHAPTER V CONCLUSIONS

In order to provide feedback to improve the effectiveness of our training program, this review has been conducted with our former participants who are very diverse and many who are influential in rural development in their countries. Two complementary methods were utilized to examine the impact of the training program; a questionnaire approach and a narrative interview and observation-based approach. Thus we examined not only the impact of the training program, but these two complementary approaches were employed in order to give us more specific and real results. Impact was categorized and then examined at the personal, organization and policy level. The means and ends among those different levels and their activities were related to the position and status of the participants, thus those processes were paid attention to in each of the cases included.

Our training program consists of a combination of lectures and discussions at APU and study tours. Not only by giving lectures and going participating in study tours, but also the interpretation of the concept through the discussions based on the communities real voices from study tours, we find it very successful way of changing as well as assisting participants to comprehend and modify the concept of rural development.

The questionnaire results were very positive from our participants in terms of the training program's method and contents. Although we could not get in touch with some participants due to the wrong email address records, many responded to us and were willing to keep in touch. There was no significant difference in the number of participants between the three biggest regions, Africa, Latin America and Asia, as well as the regional participation in the questionnaire.

The individual results implied that even though our participants recognized that the training program was useful, practical and effective, they admitted that it is still difficult for our participants to implement their action plans due to budget and resource limitations. Approximately 35 per cent of the participants identified themselves as program level decision-makers while 29 per cent indicated they were policy level decision-makers and the remaining 25 per cent were project level decision-makers. This result was also translated in terms of which level respondents thought the training program impacted; personal, organization or policy level. Although many mentioned they had difficulty implementing their action plans, 80 per cent of the participants report that what they learned in APU is being reflected in their work. In terms of support, many are willing to receive further support from APU in various ways and also hope to receive more materials or communications through the use of social networks.

The Thai and Kenyan cases show that, with very little support from us, participants' action plans can be implemented. In particular, the Thai case showed that following what we are providing and discussing in the training program, the DHO Exhibition is not very difficult to hold, although many have claimed that it would be. On the other hand, we have also learned that there are some participants who are implementing their ideas or action plans in line with our training concept within their organizations or areas as shown in the Rwandan and Colombian cases.

Based on what we learned in conducting the review, we feel that in the proper setting (visiting participants in their countries), we could discuss community development with participants more deeply; however, it is not possible to do this kind of follow-up after each training course held. A more realistic option is to provide more practical supporting products such as manuals and templates as well as case studies as reading materials or handbooks to participants to utilize after they have returned to their home countries.

Policy-oriented discussion was introduced as a concept to our training program in APU in order to discuss rural development through community capacity development holistically from a policy-oriented view point.

However, it is rather difficult to show an appropriate case of policy introduction in Japan due to the current scarce situations of Japanese policy implementation. The discussion and workshop in the training is useful in providing directions and approaches, but very limited in terms of providing actual implementation measures and procedures. This means that our participants have to learn by themselves after the training with provided materials that are based on proposals of concepts as case studies. We also acknowledge that each participant has different capacity and situations that also contribute to different outcomes. We would like to feedback all these results and concerns to our future training programs.

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