

Applying Japanese Experiences of Life Improvement Program to Rural Development Process

Shonosuke TOMITA
Rural Life Research Institute
(RLRI)

Experience of RLI in Japan

Japanese Exploratory Participatory Rural Appraisal

- Listening to rural women's voices
- Encouraging them to find out their own problem
- Assisting them to start improvement

Identifying and Utilising Various Local Resources (1)

- Existing women's associations
- Exhibitions during off-farm season
- Presentation at "Discussion Session of the village"
- Problem Identification and Proposal of Solutions

Promoting Group Activities

- From individual approach to group approach
- Farmer-to-farmer approach
- Effective extension and efficient work
- Intensive guidance for the pilot area
 - Application of model projects

Examples of Group activities

- "Egg Saving"
- Cooking class
- Exhibition of new dishes, working clothes, and so on at Harvest Fairs
- Reading club
- Cultural activities
- Processing the harvest

Was the Home-life Improvement in Vain?

Life Improvement Program paved the way for economic growth to infiltrate into every rural villages.

Life Improvement Program as social development

- Improved all aspects of communities including sanitary environment, health and even awakened/stimulated rural women
→Empowerment
- Approach that respected women's autonomy
→Participatory Development
- Cooperation of residents and local government
→Synergy

TSEP-RLI BACKGROUND

- Donor - JICA
- Implementation Body - ATI, DA
- Financial Arrangement - Grant
- Start of the Project - June 15, 1996
- Date of Completion - June 14, 2001
- *Y2001 and over -Institutionalization of the Project to be funded under the Regular Budget of ATI(Philippines)*
 - ATI; Agricultural Training Institute

RATIONALE

THE PHILIPPINES, JUST LIKE OTHER DEVELOPING COUNTRIES, HAS BEEN IN THE BONDAGE OF POVERTY. ONE OF THE UNDERLYING FACTORS THAT COULD HAVE HINDERED RURAL DEVELOPMENT MAY BE ATTRIBUTED TO THE LACK OF CONTINUITY AND SUSTAINABILITY IN THE COLLABORATIVE EFFORTS AND IMPLEMENTATION OF RURAL DEVELOPMENT PROGRAMS BY GOVERNMENT AND ITS STAKEHOLDERS.

Overall Goal

- Farmers, fisherfolk, women, youths and extension agents will be provided with efficient and effective training services from ATI, which will lead to the improvement of the quality of life in the rural areas through efforts for human resources development, with special reference to women's participation.

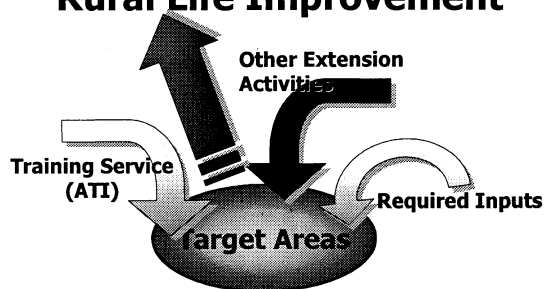
Project Purpose

- The Training Program for Rural Life Improvement (RLI) will be finalized and institutionalized in ATI.

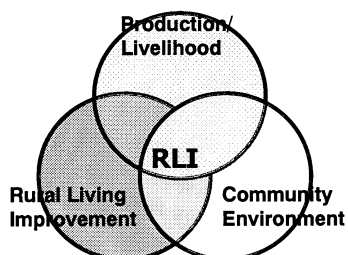
Principles of TSEP-RLI

- *Participatory Process*
- *Holistic Approach*
- *Dialogical (Interactive) Approach*
- *Bottom-up Training Needs Assessment*
- *Demand-driven Approach*
- *Cost-sharing Approach*
- *Collaborative Implementation with Other Agencies including Local Government Units (LGU) and the Community*

Rural Life Improvement



Spheres of Rural Life Improvement - Holistic Approach -



Production and Livelihood

- This sphere under RLI is categorized as activities, problems, and issues pertaining to the economic endeavors related to agricultural, fishery and forestry production and livelihood.

Rural Living Condition

- This side of the prism of rural life describes the people's way of living in a certain village/community. This shows their abode/dwelling including their sources of water, health and sanitation, food and nutrition, and education and/or literacy level. Other aspects are likewise considered such as financial management and working conditions that include the facilities they have in their individual households and the community as a whole.

Community Environment

- This sphere describes the community addressing its total environmental condition, including natural and human resources – as to how rich/abundant or poor/depleted its resources are. Social participation of the community people is also considered in this sphere.

Outline of Rural Life Improvement Process

Project Briefing and Selection of the Pilot Areas

Training Needs Assessment

Identification of the Pilot Activities

Concretization of Pilot Activity Plan

Training Development

Formalization of Pilot Activity Plan

Conduct of Training

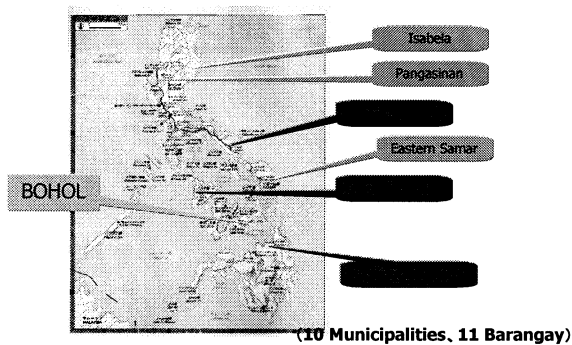
Implementation of Pilot

Participatory Monitoring and Evaluation

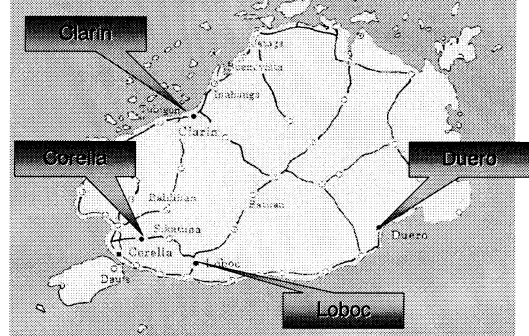
Baseline Survey

- 3 kinds of Baseline Survey
- Workshop on RLI and Community Survey
- Participatory Household Survey (PHS)
- Individual Sampling Survey (ISS)

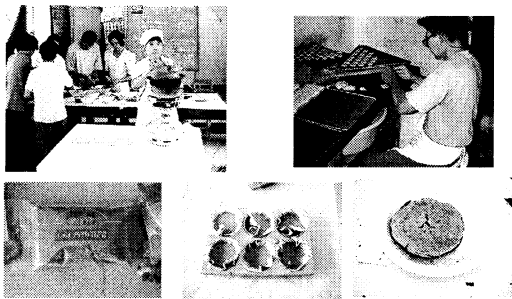
Project Sites in Map



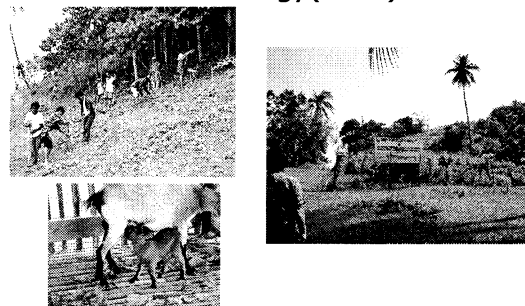
Pilot Site of Bohol



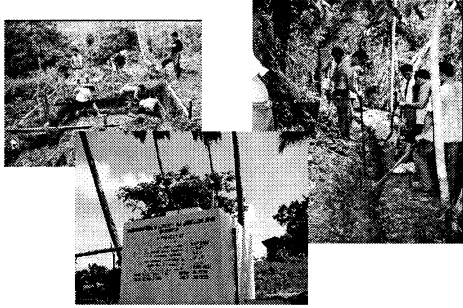
Canapnapan and Cananca-an, Corella, Bohol Rural Life Improvement for Ubi Growers



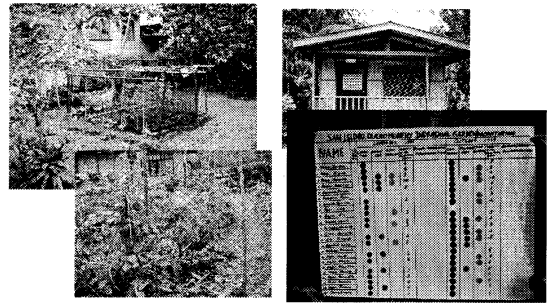
Bagumbayan, Loboc, Bohol Sloping Agricultural Land Technology (SALT)



Bagumbayan, Loboc, Bohol
**Water Resources Development for
 Rural Life Improvement**



San Isidro, Duerro, Bohol
**Backyard Garden, Nutritious and
 livelihood Improvement**



San Isidro, Duerro, Bohol
**Enhancement for Rice Farming
 Technology**



Tangaran, Clarin, Bohol
Community Environment



Tangaran, Clarin, Bohol
 They had no confidence to development
 by their selves, thereupon installed the
 Visioning Workshop.

- Especially, rural women had no confidence and then Theater's approach. Dramatization of their anxiety and dreams come true, development process.
- Women selected community environment and men selected coastal resources development.

Women Selected

- Communal Toilets
- Garbage Box
- Small income generating activity (shell craft)



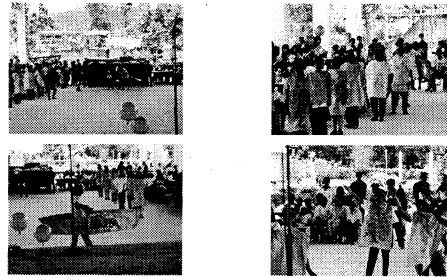
Men Selected

- Mangrove Planting
- Fish Sanctuary
- Shell garden
- Patrol boat



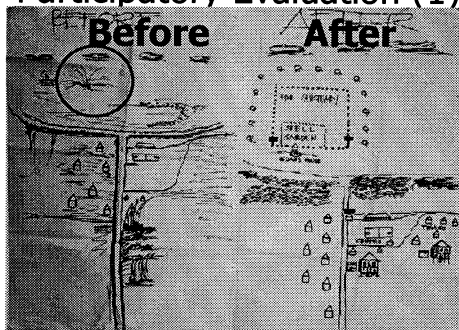
Tangaran, Clarin, Bohol

Community Environment



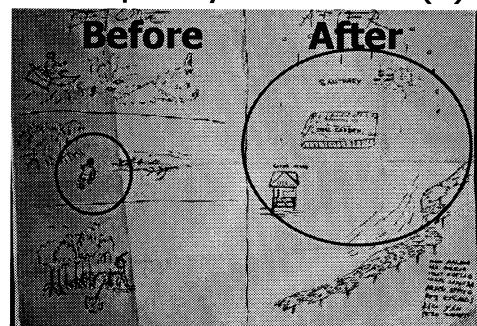
Tangaran, Clarin, Bohol

Participatory Evaluation (1)



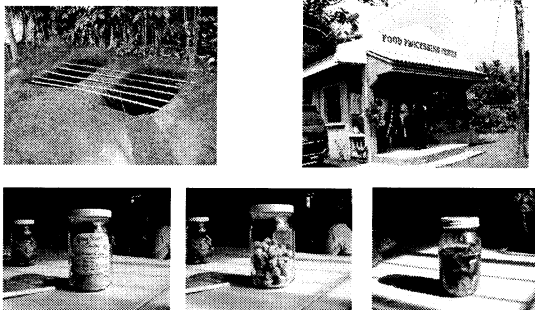
Tangaran, Clarin, Bohol

Participatory Evaluation (2)



Inascan, Ginobatan, Albay

Vegetable Production for Improvement of Rural Life

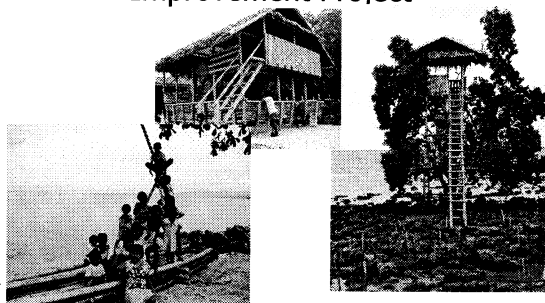


Magsaysay, Patnongon, Antique

Nursery Management, Bio-Intensive Garden and Improvement for Community Life



Gosoon, Carmen, Agusan del Norte
Gosoon Community Environment
Improvement Project



1. 村へ行って思ったこと

非常に積極的に村の人たちが活動に取り組んでいると思いました。村の人たちがグループを作り、紙作りをしておりましたが、普及活動をするときは、まずグループを作るところが大変なのです。みんなでテーマを決めて、グループを作り、活動しているのを見て、感心しました。また、あんなに地理的条件が悪いところで、村の人が一生懸命取り組んでいるのは、普及員の方々が努力をされてきた成果だと思います。

2. 村へ行くことが大切

普及員の人に質問をしたとき、「もし可能ならばセミナーを行った後、村に行き、実際に活動をしているかどうか見に行きたい」と言っていました。「村に行きたい」というその気持ちが大切です。普及員の方は、とにかく村にすることが大切です。そして、村の人たちの良いところを見つけて、ほめてあげてください。普及員の方に、出来るだけ村へ行かせるように配慮してください。

3. 「物を作る技術」の指導とは

普及員が何か「物を作る技術」を教えるときには、まずは普及員がその技術を習得することが必要です。普及員の方が、その技術に対して不安を持っている間は、まだ教えるはいけません。自分が自信を持てるようになって、はじめて教えられるのです。今回、いろんな村で紙作りを教えておりましたが、普及員の方の技術は大丈夫でしょうか。

私の日本での経験ですが、以前村の人に天ぷらを教えたことがありました。教えるときには、私がまず勉強しました。仕事が終わった後や、土曜日、日曜日を使って、同じ天ぷら屋さんに何度も行き、味や作り方を1年間観察しました。そうして、自分で自信がもてるようになって、はじめて村の人に天ぷらを教えることが出来ました。

もし私がここでココナツを使った料理を教えると言われたら、まずはいろんな本を調べるでしょう。それから、いろんなお店に行って、どのお店がおいしいのか比べてみます。その技術を自分のものにしてから、やっと村の人に教えることが出来ます。

ただ、作り方のレシピを村の人に教えるだけでは、技術は伝わりません。是非、普及員の方に技術を習得する機会を作ってあげてください。

付属資料⑦ 吉武和子報告要旨

1. 普及技術について

先ほど藤井さんは、技術を指導する時の普及員の注意点についてお話をしましたが、私は普及をするための技術、つまり「技術を伝える」と「技術を教える」ことは違う、ということについてお話しします。

例えば、紙作りですが、バナナの葉などの原材料を煮て、水に溶かして、型にはめて、乾燥して、ということは、「ものを作る技術」です。そしてこのレシピを作り、そのレシピ通りに村の人に説明するとことは、「技術を伝える」ことです。

これに対して、「技術を教える」というのは、単に作り方を伝えるのではなく、どのようにすればいろんな色や形の紙が作れるのか、どのようにすればみんなに喜ばれる紙が出来るのかというように、村の人が自分で考えて工夫できるようにさせるということです。

これは、紙作りを伝えて、「後はみんな考えてね」と言うものではありません。普及員の人たちは、村のグループの人たちと一緒に、別の色の紙の作り方を本で調べたり、どんな紙をみんなが喜ぶのかを聞いて回ったり、他に良い作り方がないかみんなで話し合ったりします。そうした経験を繰り返すうちに、グループの人たちは、自ら学び、話し合い、考えていくようになります。普及員は、グループの人たちの状況を見ながら、その時々にあった適切なアドバイスをする必要があります。

この、状況を見極め、適切なアドバイスをするということが、普及技術です。きまった方法で教えた場合は、一つのやり方でしか、紙を作ることが出来ないでしょう。又道具が壊れたりしたら、そこで作ることをやめてしまうでしょう。しかし、工夫する方法を教えた場合は、たとえ道具が壊れたとしても、その道具を作り出すようになります。

「教える」ということは、物を作る技術をどのように生かすのか、どのように工夫できるのかを教えることです。単に、決まった方法を紙や言葉で伝えるというのは、「技術を伝える」ことにすぎません。この2つは、全く別のものです。

私たち日本の普及員は、この「教える」ということ、つまりやり方を教えるのではなく、考え方を教えるということを最も重視しています。そして、そのために、教育概論や教育原理といったことを学びます。

マレーシアにおいても、普及技術をもう少し重視し、普及員の研修として教育概論や教育原理を取り入れてみては如何でしょうか。

2. 今後の期待として

いくつか村をまわり、村や村人の様子は少し分かったのですが、残念ながら普及員の方が実際に活動している様子を見る事が出来ず、普及員がどのように村人に接しているかは分かりませんでした。

次に日本の生活改良普及員が来る機会があるのかどうか分かりませんが、もし来ることがあれば、マレーシアの普及員の方が、村の人たちを対象にセミナーを行ったり、村で指導している様子を見せてください。そうすれば、私たちの経験から、たくさんのアドバイスをすることが出来ると思います。

3. 村の様子

訪問したとき、村のみなさんに迎えてもらえてとても嬉しかった。踊りも楽しかったし、素晴らしい伝統芸能だと思いました。踊りをはじめ、その土地での食事や生活様式は文化です。自分たちの文化に誇りを持って、大切にしてください。こうした文化が生活の基本です。忘れることなく、残していただきたいと思います。

QUESTIONNAIRE SHEET OF MID-TERM EVALUATION
PROJECT NO.11 "IMPROVEMENT OF UNDERSTANDING AND SUPPORT OF
THE POLICY MAKERS
[FOR PARTICIPANTS OF THE FIRST MEETING ON 18 FEBRUARY 2003]

Name: _____

Title/Position: _____

Agency: _____

Date: _____

1. PROGRAM

1-1 How would you rate the organization of the program? (circle one)

1. Excellent 2. Good 3. Average 4. Poor

If poor, please explain:

1-2 How would you rate the speakers' explanation? (circle one)

1. Excellent 2. Good 3. Average 4. Poor

If poor, please explain:

1-3 How would you evaluate the presentation materials? (circle one)

1. Excellent 2. Good 3. Average 4. Poor

If poor, please explain:

1-4 Which topics or components were the most helpful or effective to your job as policy makers?

2. RELEVANCE OF THE MEETING

2-1 Now that you have gone through the program, what would you say you have gained that relates to your current job?

2-2 What else do you think may need to be done to better equip you for your job as policy-makers?

2-3 Following the program, how prepared are you to utilize what you learned in your policy making activities? (circle one)

1. Very well prepared 2. Well prepared 3. Poorly prepared

4. Not prepared

If minimally not well prepared how could future programs under the Project better address this shortcoming?

2-4 Are you interested in any other Japan's experience in rural development?

1. One product one village movement

2. Michi-no Eki (shops along roads operated by community and selling local products)

3. Agro tourism

4. Others

3. COMMENTS AND REQUESTS (IF ANY)

Thank you for your cooperation.

PROJECT NO.11 ‘IMPROVEMENT OF UNDERSTANDING AND SUPPORT OF THE POLICY MAKERS’
MID TERM EVALUATION
(PARTICIPANTS OF THE FIRST MEETING ON 18 FEBRUARY 2003)

Participants who participated in the mid term evaluation details:

No.	Title / Position	Agency
1.	Planning Officer	Rural Development Corporation (KPD)
2.	Agricultural Officer, Head of PKT	Department of Agriculture (DOA)
3.	Administration Officer	Rural Development Corporation (KPD)
4.	Principal Assistant Director	State Economic Development Unit (UPEN)
5.	Director	Federal Agricultural Marketing Authority (FAMA)
6.	Event & Project Manager	Sabah Tourism (SPS)
7.	Economic Development Officer	Sabah Foundation
8.	Assistant District Officer	District Office, Matunggong
9.	Human Development Supervisor	Rural Development Corporation (KPD)

付属資料⑨ セミナーアンケート結果（「マレーシア・サバ州農村女性地位向上計画調査」開発調査団作成のものを編集）

Question No.1 PROGRAM

- 1-1 How would you rate the organization of the program?
- 1-2 How would you rate the speakers' explanation
- 1-3 How would you evaluate the presentation materials?
- 1-4 Which topics or components were the most helpful or effective to your job as policy makers?

Answers for Questions No. 1

No.	Q1-1	Q1-2	Q1-3	Q1-4
1.	Good	Good	Excellent	Women empowerment through LIP
2.	Good	Good	Good	Human Development Workshop
3.	Good	Good	Good	Activities for living conditions improvement and rural women
4.	Excellent	Excellent	Good (want the copies of the presentation materials from the speakers)	The role of extension workers to enhance women entrepreneurship
5.	Good	Good	Good	Views and comments based on site visit
6.	Good	Good (English language weak but can improved but explanation was good by Japanese speakers)	Good	Overall
7.	Good	Good	Good	1. Overview of agriculture related development policy in Sabah 2. View of comments by JICA Mission members

付属資料⑨ セミナーアンケート結果 (「マレーシア・サバ州農村女性地位向上計画調査」開発調査団作成のものを編集)

8.	Good	Good	Good	Sabah's policy on rural development
9.	Excellent	Excellent	Excellent	

Question No.2 RELEVANCE OF THE MEETING

- 2-1 Now that you have gone through the program, what would you say you have gained that relates to your current job?
 2-2 What else do you think may need to be done to better equip you for your job as policy-makers?
 2-3 Following the program, how prepared are you to utilize what you learned in your policy making activities?
 2-4 Are you interested in any other Japan's experience in rural development?

Answers for Questions No. 2

No.	Q2-1	Q2-2	Q2-3	Q2-4
1.	Yes	Train LIP's extension workers in Sabah	Well prepared	<ul style="list-style-type: none"> • One product one village movement • Michi-no Eki • Agro tourism • Others
2.	New style of conducting seminar and workshop. It is simple but effective	Management course	Well prepared	Michi-no Eki
3.	Understand respective policy provided by other ministry that could relate to improve rural women activity	To work more closely with other ministry and agencies and to be given the opportunity to master certain skills and technology	Well prepared	Michi-no Eki
4.	Understand the women entrepreneurship issues and	Training and learn from other developed countries on how they	Very well prepared	<ul style="list-style-type: none"> • One product one village movement

付属資料⑨ セミナーアンケート結果（「マレーシア・サバ州農村女性地位向上計画調査」開発調査団作成のものを編集）

	will give priority to the program related to women enhancement	manage the women policy and how they formulate policy affecting the enhancement of women		<ul style="list-style-type: none"> • Michi-no Eki • Agro tourism • Others
5.	Yes	I need more in-depth studies of the marketing of agriculture produces and handicrafts	Well prepared	Michi-no Eki
6.	None because my job is on event management but good to learn new field		Well prepared	<ul style="list-style-type: none"> • Agro tourism • Others <p>As for 'One product one village', Sabah Tourism Board got 3 villages in Matunggong i.e. Honey, Gong, & Longhouse homestay</p>
7.	Learn from experiences discussed among the speakers		Well prepared	<ul style="list-style-type: none"> • One product one village movement • Agro tourism
8.	Japanese experience is very good for Sabah women		Well prepared	<ul style="list-style-type: none"> • One product one village movement • Michi-no Eki • Agro tourism
9.	Information about each related agency / unit, position of women as a whole and how to empowered women		Poorly prepared (More exposure for policy makers in order to be more aware and	<ul style="list-style-type: none"> • One product one village movement • Michi-no Eki • Agro tourism • Others

付属資料⑨ セミナーアンケート結果 (「マレーシア・サバ州農村女性地位向上計画調査」開発調査団作成のものを編集)

		understanding of the subject)
--	--	-------------------------------

No.3 COMMENTS AND REQUESTS

No.	Comments
1.	Need more detail information of each programs / activities including its success stories.
2.	Hope PuanDesa will be a successful pilot project in Sabah.
3.	Frequent meeting and discussion to be held for all the respective ministry, agencies and members so as to maintain strong ties to coordinate programmes and activities to reach targeted group and to achieve successful objective through mutual understanding and cooperation.
4.	
5.	The presentation from the Japanese experience is very meaningful especially in understanding the needs of the rural sectors and creating a 'Ministry Farmers'. Thank you
6.	My job is mostly events such as adventure sports, sport activity, culture activities, etc...
7.	Provide handout (notes) for the participants.
8.	None
9.	