

No.

**Study on the Livelihood Improvement Programme
in Rural Japan
and the Prospects
for Japan's Rural Development Cooperation
2nd Year Report**

March 2003

Japan International Cooperation Agency (JICA)

AFP

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03-35

FOREWORD

The programmes for improvement of living conditions, which were practiced in rural areas of Japan after World War II, played a very important role in improving living skills and advancing the position of rural women. Japan International Cooperation Agency (JICA) has been conducting a study entitled "Research on the Livelihood Improvement Programme in Rural Japan" since 2001. The study aims to contribute to poverty reduction and improvement of the position of women by using Japan's experience in development of rural areas in developing countries.

In this study, know-how related to livelihood improving skills and extension skills are collected by hearing from many persons who had involvement or connection with the extension programme after the War. Materials used in extension are also collected. After this work, the know-how and materials for practical use are studied and developed for agricultural and rural development cooperation. In 2001, the extension work for livelihood improvement in Japan was studied and evaluated.

In 2002, in addition to the continuation from the previous year of the work of collection, curriculums and videotapes were also produced for practical use, such as, for example, in technical training. Furthermore, these materials were tested for use at the JICA's project-sites in developing countries, while the outline of this study was informed to other donor countries and international organizations, thus facilitating an exchange of views.

This report is a compilation of the results of the work described above. It is my hope that this report will be utilized by the many parties concerned.

I would like to express my sincerest gratitude to the members of the study committee headed by Mr. Hiroshi Sato, Chief Researcher at the Economic Cooperation Research Section of the Institute of Developing Economies of the Japan External Trade Organization, the members of the working group and a large number of persons who offered extensive and valuable support on the occasion of dispatching study teams to local areas in Japan and overseas.

March 2003

Ryuzo Nishimaki
Managing Director
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Study on the Livelihood Improvement Programme in Rural Japan and the Prospects for Japan's Rural Development Cooperation

Composition of the Study Committee

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Chieko Fujii	Former subject matter specialist, Yamaguchi Prefecture
Kinko Horike	Advisor, Rural Women Empowerment and Life Improvement Association
Akihisa Iwamoto	Director, Agricultural Extension Division, Management Improvement Bureau, Ministry of Agriculture, Forestry, and Fisheries (MAFF)
Masami Mizuno	Policy Research Coordinator, Policy Research Institute, MAFF
Kayoko Mizuta	Special Technical Advisor, JICA
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Fumiaki Nomura	Director, Women and Young Farmer's Division, Management Improvement Bureau, MAFF
Kazuko Oguni	Doctoral programme, Graduate School, Chiba University
Miho Ota	Doctoral programme, The University of Reading, UK
Jin Sato	Associate Professor, Graduate School of Frontier Sciences, The University of Tokyo
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Hiroko Tabe	Executive Director, Rural Women Empowerment and Life Improvement Association
Yoshiko Taniguchi	Professor, Department of Managerial Economics, Aomori Public College
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Yoko Yamada	Former Expert, JICA
Keiko Yamamoto	Senior Advisor, JICA
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*Arranged in alphabetical order by last name. * denotes chairman.*

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Chapter 1 Introduction

1-1 Purpose and Objectives

The need to consider society and gender and to improve rural livelihood in order to eliminate poverty is increasing year by year in the field of agriculture and rural development in developing countries.

In Japan, efforts to extend livelihood improvement that were enacted in rural villages following the end of World War II placed primary focus on rural women. This involved an approach by which women themselves were encouraged to actively take part in identifying problems in their own living conditions, setting issues, formulating living improvement plans, and applying and monitoring these policies. This approach not only helped raise the social standing of women, but also led to many improvements in farming and rural life.

There are many cases in which the materials that were used to extend these livelihood improvement activities (and especially those used during the 25 years immediately after the war) as well as the human resources that carried out these activities can be effectively employed in agricultural and rural development in developing countries. It is expected that these materials and human resources can be effectively utilized not only at sites to which JICA and other organizations dispatch international cooperation experts and in training programmes held in Japan for counterparts (C/P) trainees, but also in pre-dispatch training for JICA experts and technical supplement training for Japan Overseas Cooperation Volunteer (JOCV) candidates.

However, these materials are being gradually lost over time, and the people who engaged in extension activities (such as livelihood improvement extension workers) are retiring from service. As a result, we are beginning to lose these resources of technical skill and experience.

With this background, we are now working to collect and arrange these materials before they are lost. This includes copying and translating the materials into English when necessary so as to make them usable. At the same time, we are working to create a list of people who can serve in each field of cooperation that is as exhaustive as possible.

Furthermore, we are attempting to systematize the experiences and results of livelihood improvement extension activities that were carried out in Japan following World War II so that they may aid activities being implemented at international cooperation sites.

1-2 Project Content

1. Basic Policy

While continuing domestic studies that were launched in FY2001 and working to further deepen “livelihood improvement study” and “study on rural village development methods”, we are now working to put the results of this research into actual use in the operations of JICA and other international cooperation organizations.

2. Study Items

- (1) Continuing work from the previous fiscal year, we will systemize experiences related to livelihood improvement extension activities and identify, arrange, and store information on materials and human resources used in these activities.
- (2) We will adapt this information for use in supplemental technical training for JOCV candidates and training in Japan for C/P(Counterpart)s.
- (3) We will make this information available to international cooperation policymakers in developed countries in Europe and North America while also putting it to practical use in effective teaching materials for seminars and at project sites in developing countries.

1-3 Promoting the Study

This Study has based on following four concepts:

- Study in Japan
- Overseas
- Preparation of Useful Materials
- Study Committee meetings

1. Study in Japan

(1) Yamagata Prefecture study

Dates: June 22 to 24, 2002 (3 days)

Team members:

Hiroshi Sato	Chief Researcher, Economic Cooperation Research Section, Institute of Developing Economies, JETRO
Kiyofumi Tanaka	Senior Researcher, International Development Center of Japan
Jin Sato	Associate Professor, Graduate School of Frontier Sciences, The University of Tokyo
Eiko Suzuki	Part-time lecturer, Tokyo International University
Terumi Yamazaki	NHK International
Yasuko Kusakari	Japan International Cooperation Center
Shigeka Hirata	JICA associate expert
Kumiko Uchida	Japan Bank for International Cooperation
Nahoko Watanabe	Japan Bank for International Cooperation
Ayako Nomura	Doctoral programme, University of Tokyo
Momoyo Sasagawa	Doctoral programme, University of Tokyo
Masami Mizuno	Policy Research Coordinator, Policy Research Institute, MAFF

Details: The team conducted interviews with several former livelihood improvement extension workers

in Yamagata Prefecture on the following topics.

Livelihood improvement extension workers in Yamagata

Fostering of livelihood improvement groups by extension centers

Cooperation from men

Public health nurses and livelihood improvement extension workers

(2) Second study in Iwate Prefecture

Dates: June 14 to 16, 2002 (3 days)

Team members:

Masafumi Ikeno Researcher, KRI International Corp.

Sayaka Hara Researcher, KRI International Corp.

Details:

Based on the first study conducted in the previous fiscal year, the team conducted a supplementary study on livelihood improvement activities (with special focus on new livelihood activities) in Sawauchi Village (with focus on the Nagaseno District).

(3) Kagoshima Prefecture study

Date: September 14, 2002 (1 day)

Team member: Hiroshi Sato Chief Researcher, Economic Cooperation Research Section, Institute of Developing Economies, JETRO

Details:

The team member heard opinions from interviewees in Kagoshima Prefecture regarding the second edition of the last year's Study Committee report (study report edition). The team member, in his capacity as the Committee chairman, also explained this project and asked for interviewees for their understanding and cooperation in activities for this fiscal year.

(4) Fukuoka/Kumamoto Prefecture study

Dates November 8 to 11, 2002 (4 days)

Team members:	Hiroshi Sato	Chief Researcher, Economic Cooperation Research Section, Institute of Developing Economies, JETRO
	Masami Mizuno	Policy Research Coordinator, Policy Research Institute, MAFF
	Miho Ota	Doctoral programme, The University of Reading UK
	Yoko Fujikake	Lecturer, Tokyo Kasei Gakuin
	Mayumi Hachisuka	Tokyo Office, Japan International Volunteer Center

Details:

The team conducted interviews with former livelihood improvement extension workers who did groundbreaking work in this field in Fukuoka and Kumamoto Prefectures to hear their experiences during the mid-1940s to mid-1960s.

The team also gained an understanding of rural living conditions in the areas of jurisdiction of extension centers that operated in these prefectures during the mid-1940s to mid-1960s.

(5) Ehime, Hiroshima, and Yamaguchi Prefecture study

Dates: November 13 to 16, 2002 (4 days)

Team members:	Hiroshi Sato	Chief Researcher, Economic Cooperation Research Section, Institute of Developing Economies, JETRO
	Miho Ota	Doctoral programme, University of Reading
	Kazuko Oguni	Doctoral programme, Graduate School, Chiba University
	Momoyo Sasagawa	Doctoral programme, University of Tokyo
	Ayako Nomura	Doctoral programme, University of Tokyo
	Tomoshi Ichikawa	Study specialist, Association for International Cooperation of Agriculture and Forestry

Yuko Ito

Doctoral programme, Hiroshima University

Details: Based on the following three items, the team studied points that utilize the experience of “group-building”, which was the fundamental approach to “extension” in livelihood improvement activities.

The team obtained information on how regional characteristics influenced the “group-building” process in livelihood improvement activities that took place in rural villages in post-war Japan, and how livelihood improvement extension workers took individual regional individuality into account.

The team identified characteristics based on the social and cultural conditions at that time to determine why “group-building” was an important part of livelihood improvement activities in rural villages of post-war Japan. The team also studied future implications of “group-building” in support to developing countries.

The team also studied “individual growth” and “community growth” through group activities to determine how “groupthink”, which has become a keyword in livelihood improvement, was employed in the actual practice of the “group-building” mentioned above.

(6) Second Kagoshima Prefecture study

Dates: December 6 to 9, 2002 (4 days)

Team members:	Masafumi Ikeno	Researcher, KRI International Corp.
	Miho Ota	Doctoral programme, The University of Reading UK
	Kazuko Oguni	Doctoral programme, Graduate School, Chiba University
	Kazuhiro Watanabe	Editorial Office for the 50 Years History of Hiroshima University
	Terumi Yamazaki	NHK International

Details: Based on an initial on-site study conducted last fiscal year, the team carried out a

supplementary study on livelihood improvement activities in Kagoshima Prefecture, which involved the following items:

The team considered women's activities in the town of Uchinoura in the Kimotsuki region, which the study team visited the previous year, from the standpoint of "regional development".

The team conducted interviews with former livelihood improvement extension workers that had jurisdiction in Uchinoura regarding their activities, with primary focus on the period between the mid-1940s and the mid-1960s.

The team also conducted interviews with "rural women's houses" and former livelihood improvement workers regarding "interpretation and application objectives of 'groupthink'".

The team gained a grasp of livelihood improvement activities in the Mineshita district of Sendai City (a district recognized as being exemplary among all districts nationwide during "new livelihood activities" held in 1958).

The team also studied the livelihood improvement activities conducted by a livelihood improvement group made up of war widows in the Nagasaki district of Sendai City.

The team conducted a comparative study of livelihood improvement activities in the two districts mentioned above and the Nagaseno district of Sawauchi Village in Iwate Prefecture.

(7) Second Niigata Prefecture study

Dates: January 16 to 19, 2003 (4 days)

Team members: Miho Ota Doctoral programme, The University of Reading UK
 Kazuko Oguni Doctoral programme, Graduate School, Chiba University

Details: Based on the following activities, the team studied points for using the "extension" approach of livelihood improvement projects in support for organization and extension in developing

countries. The team also conducted a comparative study on each region based on the results of studies carried out in Ehime and Kagoshima Prefectures.

The team gained information from livelihood improvement extension workers and livelihood improvement groups on a) how regional characteristics influenced the extension process in livelihood improvement activities that took place in rural villages in post-war Japan, b) how livelihood improvement extension workers understood individual regional individuality, and c) how these workers took regional individuality into account in their activities.

In connection with the activities of above, the team identified a) methods and intentions for approaches taken by livelihood improvement extension workers for existing, all-encompassing organizations, b) expectations toward as well as the background for forming of livelihood improvement groups in rural society, and c) the social functions and roles of these groups.

It is believed that the activities of livelihood improvement extension workers (who brought the issue of “livelihood” into the mainstream) can give pointers when considering the roles of “software” extension workers (such as community development workers, etc.) in developing countries. Accordingly, the team identified characteristics as to how collaborative activities with technical field workers in each field (such as agriculture and health care) have been developed, and how the livelihood improvement extension system, which has made this collaboration possible, functions.

(8) Okinawa Prefecture study

Dates: January 24 to 28 (5 days) and January 30 to February 3 (5 days), 2003

Team members:	Emi Inaoka	Doctoral programme, Tokyo University
	Hiroshi Sato	Chief Researcher, Economic Cooperation Research Section, Institute of Developing Economies, JETRO

Miho Ota	Doctoral programme, The University of Reading UK
Kazuko Oguni	Doctoral programme, Graduate School, Chiba University
Tomoko Hattori	Associate staff member, Water Research Co.,
Eiko Suzuki	Part-time Lecturer, Tokyo International University
Yuko Yamashita	Doctoral programme, Kobe University
Tomoko Ichikawa	Study specialist, Association for International Cooperation of Agriculture and Forestry

Details: This study had the following objectives:

- To understand the activities and conditions of the livelihood improvement extension system (initial period) in Okinawa Prefecture;
- To understand public health administration systems and activities that are connected with livelihood improvement extension activities.

2. Overseas

(1) Planning, formulation, and implementation of seminars at cooperation sites in developing countries

a. Laos

Dates: October 13 to 20, 2002 (8 days)

Team members:	Hiroshi Sato	Chief Researcher, Economic Cooperation Research Section, Institute of Developing Economies, JETRO
	Yoko Yamada	Former JICA expert for agricultural livelihood improvement project in the Philippines
	Miho Ota	Doctoral programme, The University of Reading UK

Details:

The team held a presentation in Laos on Japan's livelihood improvement experience during the mid-1940s to mid-1960s, and engaged in opinion and information exchanges on the suitability of applying these experiences in developing countries. The opinion and information exchanges took

place at the following venues:

World Food Day: The First Laos Symposium, sponsored by the FAO and the Laos Ministry of Agriculture and Forestry. The symposium was aimed at development workers in Laos and other countries.

Study session on “Approaches to Livelihood Improvement Cooperation in Rural Villages”, which was aimed at Japanese human development workers working in Laos

Workshop on “Agricultural Development and Livelihood Improvement” for local residents that are targeted by rural society development projects implemented by international organizations, JICA, and NGOs as well as for personnel implementing these projects

b. Malaysia

Dates: February 10 to 20, 2003 (11 days)

Team members:	Kayoko Mizuta	Team leader (JICA Special Technical Advisor)
	Chieko Fujii	Livelihood improvement extension (Former subject matter specialist, Yamaguchi Prefecture)
	Kazuko Yoshitake	Livelihood improvement extension (Livelihood improvement extension office, Yamaguchi Prefecture)
	Miho Ota	Administrative coordination/rural development (Doctoral programme, The University of Reading UK)
	Tomoko Hattori	Coordination (Water Research Co.,)
	Yukinori Ito	Planning (Agriculture, Forestry and Fisheries Development Study Department, JICA)

Details:

With focus on livelihood improvement extension team members, the team relayed Japan’s experience in rural livelihood improvement as well as the methods, technologies and philosophies regarding this field to counterparts, extension workers, and farmers in the state of

Sabah, Malaysia. The team also helped these people enhance their activities.

The team presented a “History and Outline of Japan’s Livelihood and Extension Activities” to Malaysian policymakers at a regular study session entitled the “Project for Improving Understanding and Support of Policymakers”. The team also provided guidance intended to deepen understanding of Japan’s agricultural development policy on livelihood improvement.

The team gained a grasp of living conditions and livelihood improvement cooperation projects in Sabah.

The team considered approaches to rural livelihood improvement in the development survey “Programme for Improving the Status of Women in the State of Sabah, Malaysia”.

The team announced the results of research on rural livelihood improvement undertaken in Japan until now (and particularly results related to management of rural development in developing countries) while at the same time holding discussions with Sabah personnel on the validity of these results, with focus on members of the “Workshop on Approaches to Livelihood Improvement”.

The team contemplated prerequisite conditions and points for consideration in the future implementation of cooperation in developing countries based on Japan’s experience in rural livelihood improvement.

The team offered recommendations on developing future development studies from the standpoint of livelihood improvement.

(2) Announcement of the results of this research to international cooperation policymakers in the developed countries of Europe and North America as well as to personnel in developing countries

a. Laos

Implemented together with 1-3 4 (1) a above.

b. Europe (UK, Italy)

Dates: December 3 to 17, 2002 (15 days)

Team member: Hiroshi Sato Chief Researcher, Economic Cooperation Research
Section, Institute of Developing Economies, JETRO

Details:

Report on Japan's activities in livelihood improvement (results of the Study on Ways to Approach Livelihood Improvement Cooperation in Rural Villages) at the University of Sussex, DfID, ODI, University of Wales, University of Manchester, etc.

Presentation of same report to FAO Headquarters

3. Preparation of Useful Materials

- (1) Processing of textbooks that were collected arranged during the project, and preparation of textbooks that can be used at training sites
- (2) Arrangement of slides and videotapes for training, and preparation of English subtitles or dubbing (Japanese to English)
- (3) Planning and formulation of course modules for training programmes for JICA experts, the C/P acceptance programme, and supplementary technical training for JOCV candidates
- (4) Preparation (Japanese and English) of presentation kits for livelihood improvement activities

4. Study Committee meetings on the "Study on Approaches to Livelihood Improvement Cooperation in Rural Villages"

As is shown below, meetings were held four times this fiscal year. The meetings were held as open seminars, and many people with an interest in livelihood improvement extension attended.

- (1) First meeting

Date: 2:00 P.M. to 5:00 P.M., Thursday, September 26, 2002

Place: *Marble no Ma* banquet room, Hotel Le port Kojimachi

Topics: 1. Activity schedule for the current fiscal year

2. Report on “New Livelihood Activities” by Masafumi Ikeno, Researcher, KRI International Corp.
3. Discussion of team distribution and responsibilities for the working groups

(2) Second meeting

Date: 2:00 P.M. to 5:00 P.M., Tuesday, November 26, 2002

Place: Large meeting room, Minami-Aoyama Kaikan

Topics: 1. Report on a visit to Laos to identify possibilities for livelihood improvement cooperation

- a. Trip activities report by Miho Ota (Doctoral programme, The University of Reading UK)
 - b. Report on livelihood improvement workshops held in Laotian rural villages by Yoko Yamada (Former livelihood improvement extension worker)
2. Attempts at fostering “livelihood improvement extension workers” for rural development in developing countries
- The experience of the Japan International Volunteer Center in Laos--
- Atsuko Isoda (Japan International Volunteer Center)
3. Study of dispatches of Japanese livelihood improvement extension experts
- a. Keiko Nakamura (Former livelihood improvement extension worker/Former JICA expert dispatched to Tanzania)
 - b. Yoko Yamada (Former livelihood improvement extension worker/Former JICA expert dispatched to the Philippines)
 - c. Hiroshi Sato (Chief Researcher, Institute of Developing Economies)
4. Study on the curriculum for accepting trainees in livelihood improvement
- a. Curriculum for the Specially Established Training Course for Rural Development in Bangladesh (proposed)
- Hiroshi Sato (Chief Researcher, Institute of Developing Economies)

b. Counterpart Training in Livelihood Improvement (proposal)

Akira Munakata (Programme Officer, Asian Productivity Organization)

(3) Third Meeting

Date: 2:00 P.M. to 5:00 P.M., Tuesday, January 14, 2003

Place: *Bara W*, Tokyo Green Palace

Topics: 1. Report on European trip “Introducing Japan’s Livelihood Improvement Activities and Responses from Partners”

Hiroshi Sato (Chief Researcher, Institute of Developing Economies)

2. Sample activities of JICA livelihood improvement extension experts in Korea

a. Toshiko Shono (Former subject matter specialist/Former JICA expert)

b. Taeko Kiyota (Former livelihood improvement extension worker/Former JICA expert)

3. Curriculum textbooks for trainee acceptance programmes for livelihood improvement extension

a. Presentation on the activities of the Rural Women Empowerment and Life Improvement Association

Hiroko Tabe (Executive Director) and Yumiko Furuta (Operations Manager)

b. Presentation of training textbooks and course modules

Akira Munakata (Programme Officer, Asian Productivity Organization)

c. Presentation of Training textbooks and course modules for JOCV candidates

Miho Ota (Doctoral programme, The University of Reading UK)

(4) Fourth Meeting

Date: 2:00 P.M. to 5:00 P.M., Thursday, February 27, 2003

Place: No.3 ~ No.4 meeting room, Minami-Aoyama Kaikan

Topics: 1. Study report on improving the status of rural women in Sabah State, Malaysia

- a. Study outline, schedule and team introduction by Tomoko Hattori (Water Research)
 - b. Current conditions and issues in livelihood improvement in Sabah by Miho Ota (Doctoral programme, University of Reading UK)
 - c. Workshop report by Tomoko Hattori (Water Research Co.)
 - d. “Do Japan’s livelihood improvement methods work?” by Yukinori Ito (Agriculture, Forestry, and Fisheries Development Study Department; JICA)
 - e. Impressions of the study team by Kayoko Mizuta (Special Technical Advisor, JICA)
2. Outline of results of this fiscal year’s activities
 - a. Hiroshi Sato (Chief Researcher, Institute of Developing Economies)
 - b. Akira Munakata (Programme Officer, Asian Productivity Organization)
 - c. Miho Ota (Doctoral programme, The University of Reading UK)

Chapter 2 Results of Study Research and Future Tasks

2-1 Summing-up of this fiscal year's study research

This study research comprises three broadly divided components, namely 1) a study research and information collection component, 2) data and material sorting/processing component, and 3) information transmission and training curriculum creation component. As there will be a detailed discussion on the component 3) in Chapter Three “Training Curriculum” and Chapter Four “Seminars in Sites of Cooperation with Developing Countries”, the activities of the study research /information collection component will be summed up in this chapter.

This fiscal year's questionnaire survey was conducted at each place of Yamagata (June 2002), Iwate (July 2002), Fukushima and Kumamoto (November 2002), Ehime (second time, November 2002), Hiroshima/Yamaguchi (November 2002), Kagoshima (second time, December 2002), Niigata (second time, January 2003) and Okinawa (February 2003).

(1) Personal History of former livelihood improvement extension workers (called as “*seikai-san*” hereinafter)

This year again, our interviewees told us diverse experiences reminiscently, some portions of which belonged obviously to the domain of personal history. Particularly interesting were recollections of those former *seikai-san*, who joined this mission in the early stage of its development, how they decided to do so and the influence of their fathers on their decision making. The influence of the fathers can be divided into two opposite kinds, one that of ill images personified such as an “alcoholic”, a “bully” who ill-treats the mother, serving as an example how not to behave, whereby the child would often pursue a job of this kind as his/her divine vocation and help those poor women of the rural Japan, and the other is that of enlightening fathers who believe in the good cause of women's getting educated, and whose loving care of the child and the mother would often encourage the son or daughter to pursue this mission of good cause, dissemination of democracy to rural societies.

The former extension worker, whom we interviewed in Hiroshima to learn her story as one of the first graduates of the training course, was a typical example of the one with the latter background. She was only daughter of a resident priest of a Buddhist temple and one of the first 18 who completed the training course in 1949. As the territory where she was active basically overlapped the parish of her father, she was supported in her work often by the women's association, chief of village, in one way or the other. In a sense, the function of a locally oriented or perfected livelihood improvement extension worker can be considered similar to that of volunteers' helping developing countries.

A former extension worker we interviewed in Kumamoto, came from the first type of family background, had a fundamental motivation to have her "unsophisticated" mother enjoy comfortable life after all her hardship. She confessed that she wanted once to become a medical doctor to ease her mother's suffering, or a teacher for her to be able to self-supporting. In the end, however, she became aware that the problem of women of the farming village cannot be solved by any action from outside, or from a school, but only possible if promoted from inside, hence the job of livelihood improvement extension worker.

(2) Early days of Introduction of the extension system

According to the stories we collected from the former extension workers among the first graduates of the training course, now living in Kumamoto or Hiroshima, the starting salary was yen 5,000, which was considered not bad at the time. Having no data on the salary at the other Prefectures, nor any live record of the story itself, if the salary level was that much throughout Japan, it could have been relatively well paid as compared to other public servants.

According to the stories of the former graduates from the first training course and now living in Hiroshima, it was May 1951 that all the extension workers from all over Japan, 600 in total (the first and the second series recruits together), assembled in Tokyo to celebrate some event, and when they were assembled at a

great hall of Sojiji Temple in Tsurumi that Mr. Hirokawa, then Minister of Agriculture, had scribbled a short poem on a square piece of fancy paper and handed one each to all 600 extension workers (The number of livelihood improvement extension workers was 299, and the number of agricultural extension worker was 6750 in 1949).

In addition, our interviewees insisted that then Minister of Agriculture and Forestry, Mr. Hirokawa had a talk session with an American woman as recorded in an old photograph.

The other extension worker whom met in Kumamoto, some out of those employed in 1949, was one of those livelihood improvement extension workers involved in the earliest series of living conditions improvement instructors and one of the cases where she was involved was introduced in the volume one of the collection of cases issued in 1951. She was also a good cook and her first job was bread baking for lunch in the farmer's busy seasons. An old file shows that she was supervising bread baking exercised by coordinated operation of several groups with a few people making one group one day in June 1959. When her activities were introduced at the first presentation of representative activities, Ms. Matsuyo Omori, then Director of Livelihood Improvement Division was deeply impressed, whereupon she issued an instruction to all other Prefectures to consider group-building of participants in case of joint activities.

This process of a successful event performed at a local society, to be employed in policy planning by the headquarters which in turn is will be distributed nationwide to the front line extension workers as a proven case of success.

We have also learned a precious inside story from one of the graduates from the first correspondence course in Hiroshima. The 180 participants altogether were given a theme every week for studying and reporting. As there was no textbook or a reader available, they had to go out and visit places and people (such as a meat processors, noodle shops, etc.) and mailed a report to Tokyo. After three years of such work, only 18 were qualified as graduates.

(3) Improvement of ovens (Kamado)

At the early stage of Livelihood Improvement Programme, improvement of ovens was a most popular activity of the programme. Information on improvement of ovens was brought about to villages through diverse routes and means. Of all these new ovens offered, the one called “Ninomiya Oven”, invented by Mr. Ninomiya, ex-aircraft maintenance engineer and then a deft craftsman, and produced at Miyako village of Ehime Prefecture, famous for its “Miyako Oven”. This became a very popular product thanks to its attractive prices and superior performance through the rumors spread by word of mouth (and through introduction by *seikai-san*) and requests for instructions for installation of the oven arriving from all over the adjacent regions. Women of the Livelihood Improvement Programme were pleasingly busy in visiting many villages for introduction of the product, and there were visitors for inspection of the product arriving everyday, including reporters of NHK.

A visiting card holder of the time still holds those of extension workers, social education supervisors, chiefs of villages, administrators, pressmen, inspectors of central organizations, many manufacturers of ovens inside the Prefecture. Mr. Ninomiya also improved threshing machines, flour mills, etc. all by himself some of which were of quite high quality. The real situation was, however, more like that the “Improved Oven” was more vigorously promoted by a number of oven producers throughout Japan driven by commercial reasons (meaning “for profit”). It was said that the types of Improved Oven acknowledged by the Ministry of Agriculture and Forestry at the time were as many as several hundred, telling us that almost every major local town must have tried to produce a type of improved ovens. As we compare the situation like this to the situation in the developing countries, we may suggest that it is one of the unique advantages of Japanese culture that many rural societies have one or two “inventors” or “deft craftsmen” who would be interested in entering into the market if his/her invention or improvement looks like having an opportunity to appeal to the public.

A former *seikai-san* we met in Hiroshima told us that a producer of “Kenzan Oven” contributed greatly to

improvement of ovens and she in turn positively recommended the products to the advantage of the producer. As a result, the producer of “Kenzan Oven” invited her to a sponsored sightseeing tour to Kenzan in appreciation of her positive support for the oven but the *seikai-san* had to turn down the invitation because of obvious reasons.

(4) *Seikai-san* network

The bond of friendship of *seikai-san* is quite strong and the former *seikai-san* of every Prefecture seem to be having a regular reunion meeting even after decades after their retirement. The former *seikai-san* of Yamagata Prefecture have maintained particularly strong bond among themselves that they issue a book of photographs supplemented with memoirs and commentaries of the members called “Yamagata, Farming, Women” through a special task force “Total Life Study Group”. At the time of our preliminary study of the situation in Yamagata in May this year, we had an interesting meeting with the members of this study group, followed by a visit to former Yamamoto village, better known as the home of Yamabiko Gakko (“Echo School”) where a young teacher with his pupils sent out a shock wave of new approach to Japanese composition lessons by publishing of a collection of compositions titled Yamabiko Gakko (“Echo School”) edited by the teacher, to learn the history of improvement of living conditions in those areas from then president of the class, Mr. Saburo Sato.

There were altogether 40 plus *seikai-san* in Yamagata Prefecture, under the control of a subject matter specialist (but no livelihood improvement officer) of the prefectural administrative office (but this specialist has no actual experience of work at site). The fact that the vast majority of *seikai-san* worked diligently with full confidence vested in the function of technical expert was the reason or rationale for the former *seikai-san* to have maintained their identity by sharing the cost of holding various reunion events.

Also, there has been consistent and integrated support by the prefectural government for promotion of the rural livelihood improvement programme, and the conditions for storage of administrative documents have

been also quite sophisticated, and it would be no problem to track down the entire process of any action from the time of their arrival from Tohoku Regional Development Bureau to the Prefecture, and through to the network of extension centers. These are the primary and precious documents for verification of the actual results of cooperation under the post-war livelihood improvement system between the central government and Prefectures, and further down to rural operation fronts in terms of degree of coordination in actions of common interest.

(5) *Seikai-san* group

We were able to collect records of various actions taken by the *seikai-san* groups for “enhancement” of women’s position. Some of those former *seikai-san* of early times who had been active in Fukuoka Prefecture confessed that the reason of their participation was as simple as to enjoy being addressed to in various actions by their maiden names, not by the name of the husband they were married to. We heard the same story in Yamagata Prefecture, “I was moved to tears by being called by my maiden name first after so many years!”.

The case of joint cooking practiced at Furukawa settlement near Matsuyama city, by the livelihood improvement group, which happened to be the winner of the national award for its successful practice of household accounting, was somewhat different from other similar cases. The said village was a rice farming village where shortage of labor at the time of planting and harvesting of rice had been supplemented by hiring temporary workers from outside communities (from the same settlements in the forest areas every year) as regular annual exercise. In this practice, however, the farming houses were responsible for provision of lunches and teas, which inevitably was commented good or no good by the workers to the dismay of those housewives as it became an event requiring extra trouble or work, otherwise there could be some problem in hiring necessary labor.

It was eventually proposed and exercised that a group of farming households would be “cooking together” the lunch for temporary workers as a solution of this problem. Some photographs of joint rice planting and

joint cooking of those times have been found as evidence. Further, temporary hire of workforce was also practiced in a reverse way when growing of *mikan* (mandarin orange) became popular later by those settlements at the hillside or in the mountainous areas, where the off-season farmers were mobilized as helping hands for cropping of *mikan* to be called an “exchange of labor”.

(6) Roles of Extension Center

During our study of cases of Yamagata Prefecture, a particular feature surfaced that the instructions for the programme were delivered from the prefectural administration to each extension center meticulously for it to selectively employ those only best fitting to the areas under its jurisdiction in consideration of the local conditions. At each extension center, as the text books used at “Housewives Livelihood Class” for training of leaders of livelihood improvement groups were prepared each year, selection of the theme for the year best suitable under the local conditions out of the three indicated by the Prefecture was vested to the discretion of each extension center, whereupon the actual curriculum and lecturers were decided by the local extension center.

Further, many of the housewives joining such class were those recommended by each city, town or village at the request of the extension center as appropriate for the purpose with their apparent leadership in the community. As such, they had been expected from the first to come back with the result of training, to take the initiative in organizing the “Livelihood Improvement Groups”. Actually, we suspected that the many of the initial activities in group-building at Shonai and Mogami areas followed this pattern. As a result, those leaders of the initial periods formed a network of “Livelihood Class” across the boundaries of local districts.

The said sequence of development seems to be slightly different from other popular courses of development in other prefectures where the livelihood improvement groups were created first, to be followed by assignment of a *seikai-san* or a extension worker as the source of support. In Yamagata

Prefecture, more prevailing must have been the pattern whereby potential leaders would have been picked up for education at the extension center, with the *seikai-san* providing follow-up services (including group-building) rather than otherwise. The fact that this pattern of approach to group-building existed in Japan seems to suggest a very interesting alternative in applying the principles of livelihood improvement programme to developing countries.

It seems that the basic concept of “Livelihood Classroom” originated from the activities performed by the first generation of *seikai-san* of Kumamoto Prefecture. Those *seikai-san* who were confident of the effect of group-building whereby a group will act as a core unit of activities, suggested an idea of holding a “Livelihood Training Course” to the town office or the local agricultural cooperative where group-building activities seemed to be faltering. Actually, it was arranged that way that four agricultural cooperatives in the territory would appoint 10 housewives each (of younger generations), and have them attend year course of Livelihood Class once each month. This was a free opportunity for participants to learn how to manage household, but in return were obligated to diffuse the gained knowledge to nearby people once graduated from the training course. Many of those appointed as participants at the training course were pleased to be selected for the purpose and showed positive interest in the assignment.

In holding this “Livelihood Class”, the town administration provided the venue free (at the time the extension center was located at a corner provided by the town), text books, etc., and the agricultural cooperatives provided a list of participants (no financial support given, though). The extension center would manage to pay the lecturers out of its overall budget. This arrangement lasted for several years. Each of the graduates was expected to become a leader in group-building of housewives back to their village. In Yamagata Prefecture, there has been the “Livelihood Class” held as planned and executed by the extension center at many places for the purpose of promotion of group activities. This can be appreciated as an exhibition of live experiments of a cyclic process of “trial and error actions on site” to “reporting to the central organization/information exchange at the performance presentation meeting, through the issue of

instructions by the central organization and subsequent autonomous action accordingly”.

(7) Participation by men

In Ehime Prefecture, we conducted a survey focusing on Miyako Settlement which had been awarded a national commendation on account of its improved ovens, new livelihood promotion campaign, etc (the 1952 Yomiuri Shimbun New Livelihood Award). The situation of this settlement was particularly interesting for the cases of developing countries in that its activities were driven by 4-H Club as the central force and an American missionary (Miss Elena Wang) was also active in that locality. In this settlement, the young men’s association (= Miyako Famers Club) played a leading role in livelihood improvement activities. It is fair to say that this much was men oriented livelihood improvement, and in that respect, this was considered close to the case of “Okanaru Settlement”, another village in Ehime Prefecture where a “Culture Promotion Subcommittee” managed by select five members of the young men association was acting as the driving force of livelihood improvement actions for the settlement.

“Group ‘Routes’” of Matsuyama owns and “Group Sunayama” of Tsuruoka City (winner of the Minister of Agriculture award of 1978) In Yamagata Prefecture were no simple women groups as opposed to men’s groups, but should be considered as originated and fostered under the kindly cooperation and understanding of men’s groups in tandem with growing contribution by women to vitalization of the local societies. These examples may be considered as good lessons for promotion of “empowerment of women” activities which employs the strategy of “involving men” in the developing countries.

Further, the history of “Tokiwa-kai” of Fukuoka Prefecture tells us a unique origin of their forming the women’s group, where the young men of the village had been active since long as a member of 4-H club before they got married, and the women married to those young men got to know each other through their husbands’ association at 4-H Club and eventually get together to forms a “livelihood improvement group”. The actual start of Tokiwa-kai was a suggestion made by their husbands who were involved in

modernization of the village and, as one of their means to achieve such objective, made a joint and collective suggestion to their wives of obtaining a driver's license by picking up and submitting the application forms for a driving school to them the application forms for driving license, whereupon the wives get united by forming a group. This example shows the importance of the willingness and appreciation of the men of local society to improve the livelihood improvement.

(8) Cooperation with other sector

In Yamagata we had an interview with the public health nurse of Ueyama-cho (currently Ueyama City), which has in its jurisdiction a junior high school, better known by its nickname "Echo School". Her story was quite significant in verifying the multi-sector nature of livelihood improvement approach. Both public health nurse and a *seikai-san* would visit households of villages to seek interface with women, but one major difference was the form of relationship with the residents' organization.

Whereas a *seikai-san* aims to foster residents' organization as one of the main milestone toward the ultimate objectives of her mission in that she, together with the residents, would help solve household problems encountered during the process of organization and values the "educational enhancement of the constituents" and "empowerment effect" of the people will inevitably acquire in the process of forming groups for right purposes.

To the contrary, a public health nurse will be happy if she could perform her mission (of education of the residents in the territory on the health insurance and health, mother and child health, vaccination, measures for T.B., etc.) smoothly by using the organization of as the means. In other words, organizing residents into groups may be said an objective for a *seikai-san*, whereas it can be said as a means for the public health nurse. In Fukuoka, one former *seikai-san* told us that the public health nurse, having recognized the *seikai-san* having almost established contact with each individual of the village, asked the relevant *seikai-san* to help persuade the residents to take the health check without fail.

This comparison means nothing of superior or other of either of the two, but is rather indicative that both functions are complementary to each other in their respective role in a farm village. In one of our interview with a *seikai-san* active in the early times of its history, we learned that she took advantages of various activities taking place at the community center whenever possible, where securing of cooperation of the manager of the community center was crucial. This experience is valuable example of practice of multi-sector cooperation approach of the *seikai-san*. Reorganization of Regional Women's Association which had been resolved once after the end of the war due to its earlier association with National Defense Women's Association was promoted by the manager of the community center in his capacity as a promoter of democracy. However, the manager was not allowed to get involved in the management of the organization after it has been formally established. As a result, a *seikai-san* there of early times were invited to teach the livelihood improving . Among those *seikai-san* of early times, there were a number of war widows with teaching experience like many other Prefectures, who must have been able to teach on the theme like living wisdom.

For example, the manager of the community center recommended group-building of housewives for learning of house accounting at one time, but the instructors actually trained the participants were *seikai-san* of early times. This could be another example where the businesses of Ministry of Education and the Ministry of Agriculture and Forestry*¹ are well coordinated at their terminal. Another one of the former *seikai-san* from Fukuoka was very good at cooking and made material contribution by the use of her cooking skills at times of natural disaster or otherwise against advice not to become a cooking instructor. At the same time, she was also treated with favor thanks to her cooking skills.

Note1: This Survey Research cover the 20 years immediately following the end of the World War II, and the name quoted here was the official name of this office.

We may call this situation another example of successful procurement of required service in return for provision of good cooking skills. She also told us that she had been treated with favor by agricultural cooperative, village administration, those officers of women's training school promoted by the Ministry of Education. This is one example of successful operation of living conditions improvement achieved through positive cooperation with another sector.

A former *seikai-san* from Hiroshima told that she used to call on the prospects accompanied by a friend and dietitian, made a number of calls and presented all those places where her friend and dietitian would prepare the recipes and the *seikai-san* would cook then efficiently. They started using a mixer which they bought with their pocket money and carried the same everywhere in rucksack by turns. At the time of joint cooking, a teacher of domestic science of the high school would come and help.

(9) Local features

We assume that the role of 4-H Club could have been quite influential in guiding the village's direction of development and the Community Center must have been quite busy with their activities. If this was a particular feature of the Fukuoka people or just one of common practices that can be seen at many other prefectures is yet to be seen.

(10) Examples of international cooperation

As one of the first graduates of the training courses, the person joined JICA as an individual expert and had been assigned to Korea for three months. This project in Korea accepted one expert each year for five consequent years starting in the first years of 1980's, and the assignment of the said person was the third generation assignment. The history and background of this project have not been made clear to any of JICA, Ministry of Agriculture, Forestry and Fisheries in spite of the reports made by each of the assigned experts, and of other sources. In order for Japan to assign expert on cooperation in Livelihood Improvement Programme in the future as well, it is necessary to clearly define and review this project and store information on properly. We had an opportunity to meet a former subject matter specialist, coming from

Chiba Prefecture, who had been assigned to Korea for this job the year before the last, and learnt something more.

2-2 Results and Future Tasks

(1) Achievements of this fiscal year

1) Study research activities

Of the three major components that comprise this Study Research, we have presented summary results in the preceding subsection. The remaining two points will be presented briefly as follows, where above all the activities were extremely active.

APO Seminar

On April 24, 2002, at the International Seminar hosted by APO and held at JICA Institute for International Cooperation, we presented the contents of the “Survey of Livelihood Improvement” focusing on the results of study research conducted last year, we could report the contents of our study research to the audience of 150 plus. The seminar was opened by congratulatory addresses by Mr. Azuma, Deputy President of JICA, and Mr. Nishimaki, Managing Director of Agriculture, Forestry and Fisheries Development Study Department, followed by presentation of results of studies by Mr. Hiroshi Sato, Member of this Study Committee, Mr. Masami Mizuno and Ms. Noriko Nishigata. Especially, the impassioned presentation by Ms. Noriko Nishigata, former *seikai-san*, was an inspiring and moving story, a pleasantly surprising experience.

Report on the Livelihood Improvement Session of the International Development Academy

At the 13th National Assembly of International Development Academy held at the Sophia University on December 1, 2002, Mr. Masami Mizuno, Member of this Study Committee took the chair and Ms. Miho Ota and Ms. Keiko Yamamoto, Member of this Study Committee, and Ms. Tomoko Hattori, and Ms. Yuko

Yamashita, both Member of Working Group, presented the result of their research as a release of part of the ongoing study.

Contribution to the bulletin of International Development Study, “International Development Research” In Volume 2 of 2002 (issued in November 2002), there was a special section of the bulletin dedicated to choice papers on experience in the rural livelihood improvement programme or other similar paper were reviewed. Mr. Masami Mizuno, Member of this Study Committee, contributed paper titled “Livelihood Improvement and Extension Programme”, Mr. Yasuhide Nakamura, on the “Promotion of Awareness of Hygiene in Farm Villages, Review of Viability of Application to Developing Countries, apparently to secure healthy mother and baby”, Mr. Hiroshi Sato, a paper on the “Rural Development Experiences in Postwar Japan – Japanese type multisector approach”, and with Mr. Masafumi Ikeno, with a paper on “New Livelihood Improvement Programme and the Farm Villages of Post-War Japan”

2) Transmission to overseas countries

Next, transmission of information to overseas countries should follow the rules given below.

Laos seminar

On October 13 through 20, 2002, we held a seminar on the livelihood improvement programme in the form of cooperation with the government of Laos. Mr. Hiroshi Sato, Ms. Yoko Yamada and Miho Ota of the study committee participated in this seminar. The seminar was held in Vientiane and a workshop in a farm village to find out if it is viable to apply the popular actions in Japan to those developing countries. In addition, the workshop was a joint operation of experiment where FAO, an international function, JICA, an official vehicle for bilateral aid providing organization, and JVC (Japan International Volunteer Center) as NGO will be sharing the joint workshop (seemingly the first opportunity of sharing the work for seminar). Implementation of this seminar in Laos owed much to dedicated service of JICA Laos office, the details of which will be explained later in Chapter 4.

As a follow-through of the first seminar, the second was held in Laos in March 2003, and Ms. Yoko Yamada and Mr. Akira Munakata, both members of this study Committee attended it (jointly sponsored by FAO and APO).

Attendance at the seminar in Europe

On December 3 through 17, 2002, Mr. Hiroshi Sato, Chairman of this Study Committee, made experimental transmission of information on the livelihood improvement to audience in UK and Italy, supported by JICA Office in UK. FAO Headquarters, The information dispatched was a summary of experience in Japan of the subject matter, and the addressees included researchers of development study, staff of the aid execution organizations and foreign students studying in Europe. It was received generally favorably by the recipients as the first study on Japan distributed in this manner. We shall be describing this experiment in more details in Chapter 5.

Attendance at the seminar in Malaysia

On February 10 through 20, 2003, a workshop on livelihood improvement was held at the site of the development survey carried out by JICA in Sabah State in Malaysia and Member of this Study Committee including Ms. Kayoko Mizuta, Mr. Shonosuke Tomita, Ms. Chieko Fujii, Ms. Miho Ota, Mr. Yukinori Ito of JICA and Ms. Tomoko Hattori, member of the working group, participated there. In addition, Ms. Kazuko Yoshitake, one of the active *seikai-san* of Yamaguchi Prefecture participated also. At the workshop, a possibility of how the “livelihood improvement-oriented” point of view of another country could be applied to the site of development of farm villages in Malaysia. For the record, extensive cooperation by JICA Malaysia was the key factor for the success of this seminar. Details will be shown in Chapter 4.

Presentation at World Bank GDN

Mr. Hiroshi Sato of Chairman of this Study Committee presented information on “Livelihood Improvement and its Extension” at the plenary session of the Fourth General Assembly of the World Bank’s Global

Development Network, held in Cairo, Egypt on January 21, 2003. This event was sponsored by Institute of Developing Economy (IDE) of Japan and the contents of presentations were based on the result of studies being carried out by this study group.

3) Lectures given to foreign trainees

There have been a number of lectures given to trainees from developing countries on livelihood improvement experience.

Lecture given at JICA Tsukuba International Center (several times)

There has been a session on the issues of “livelihood improvement of farm village” more often included in the country focused training programme on agriculture/farm village development meant for foreign trainees. In the current fiscal year, Mr. Hiroshi Sato gave a lecture on the subject of livelihood improvement at special session for Vietnam and a special session for South Africa, using the teaching materials of Power Point.

Training of the counterpart of JICA Bolivia medical care project

There was a slot for a lecture on “livelihood improvement” offered by JICA at its C/P training course to be held in Okinawa on March 4 to 6, 2003, in connection with JICA’s medical care cooperation project, and Mr. Masafumi Ikeno of the working group gave the lecture using the teaching aid prepared on power point and translated into Spanish. We appreciated kind cooperation offered by JICA Medical Cooperation Department and International Medical Center. This arrangement of cross lecturing in training courses is considered very effective for presentation at farm villages in developing countries and chances will be pursued positively in the future.

4) Study Committee meetings

In this fiscal year again, the open study committee meeting was held four times for the purpose of publicity

and for return of achievements to the public, attended each time by 50 plus audience who often taking part in positively in follow-up question and answer session. Contents of those four meetings were as follows.

1 First meeting: September 26, 2002 (Le port Kojimachi)

Report of the previous year's achievements, including New Livelihood Campaign Programme etc.,

2 Second meeting: November 26, 2002 (Minami Aoyama Hall)

Report on the trip to Laos, Report of the short term expert to Tanzania

3 Third meeting: January 14, 2003, (Tokyo Green Palace)

Reports on the short term expert to Korea, Presentation of training curriculum

4 Fourth meeting: February 27, 2003 (Minami Aoyama Hall)

Reports on the trip to Malaysia; reports on the achievements of the previous fiscal year

5) Sorting/processing of information

The work of collection, duplicate making, repairing and sorting of the primary information and materials related to the livelihood improvement programme (such as slides, videos, posters, journals of a former *seikai-san*, manuals or the like for livelihood improvement extension officers, commentaries, etc.) of the two decades from 1945 to 1965 continued all through this financial year. Whereas this project has been given high priority because of aging of the people who had real working experiences in the subject programme, the progress could have been much slower if there had not been the survey covered by this report awarded by JICA. In this respect, we may say that social implication of this Study Committee is quite substantial.

6) Preparation of draft training programme

The single most important achievement of the current fiscal year was production of various training curriculums to be used by various training courses for active use of components of livelihood improvement in the course of development of farm villages in the developing countries. The training courses could be divided broadly into two streams basically; the draft training courses for C/P's coming from overseas

countries to take the course, which have been developed by the staff led by Mr. Akira Munakata, and those to be used for Supplementary Technical Training for JOCV candidates, which have been prepared with Ms. Miho Ota, Member of this Study Committee. Refer to Chapter 3 of this report for details.

(2) Future Tasks

Having summed up the results of our work for the recent fiscal year as above, we would like to define the future tasks of ours as follows: In the field of survey research and collection of information, while we shall continue collecting the records and cases of reference, it seems to us that the time is now opportune for us to construct theoretical platforms for explaining the fundamental factors that helped the rural development in Japan at certain appreciable rate, by building an overview of the “livelihood improvement programme”, and generalizing the regional gaps and deviations based on the data and information we have collected so far. We consider that, unless we shall have established a firm theoretical platform, it would not be possible for us to correctly and justifiably assess the viability of application of Japanese experience to projects for rural development of the developing countries.

In the second place, we recognize the urgency of securing the method for storing and sorting the ever and fast growing stock of data, material and information as we shall continue collecting them, otherwise, it will soon grow out of our control and use. In this respect, it would be necessary for us to seek the possibility to work together with those other institutions such as “Training for Rural Life Improvement”, “Rural Women Empowerment and Life Improvement Association”, “Rural Culture Association”, etc., which has had already large volume of literature and reference materials on these questions.

As the third task, we propose that we shall be promoting distribution of our results of work. In such activities, it would be reasonable that the presentation documents including introduction of “livelihood improvement” prepared by the power point should better be jointly owned by the organizations involved and the basic version of which shall be modified as necessary in terms of time, place, and other appropriate

factors, by the party which uses the same, according to, desirably predetermined rules for adjustment. In addition, it should be made available in one or two more languages (for example, into Thais, Malay, etc.).

Lastly in the fourth place, now that the basic structure of the curriculum for the training conducted in Japan in connection with international cooperation projects have been established within the current fiscal year, we would start discussing with the related institutions and agencies on possible use of the same for training of C/P (can be a special training by country, instead) and Supplementary Technical Training for JOCV candidates planned for the ongoing financial year.

For the current financial year again, we had a number of opportunities to listen to the precious memories and comments of the former *seikai-san* and former members of livelihood improvement group who were active in promotion of livelihood improvement programme for farm villages among others. Some of them were generous enough to tell us more about their public and private experience, their resentment against our clumsy handling of the record of interviews last year nevertheless (a former *seikai-san* of Kagoshima Prefecture, Yamaguchi Prefecture and Niigata Prefecture, “Training for Rural Life Improvement”, “Rural Women Empowerment and Life Improvement Association”, “Japan Dietary Culture Association”, etc.).

Bearing in our mind that the persons who understand and support the significance of our research most are no other than those who supported the execution of “Livelihood Improvement Programme” several decades ago, we shall be making our best efforts to make use of the precious experience of every one of them in helping the people of developing counties.

Chapter 3 Training Curriculum

3-1 Training programme related livelihood improvement

The study committee, Study on the Livelihood Improvement Programme in Rural Japan for 2002 studied effective training programme concerning life improvement as part of proposals for specific assistance based on Japan's experience of life improvement¹⁾. In particular it carried out survey and research focused on two training programmes "Group Training in Japan for Participants from Developing Countries" for officials responsible for rural development in developing countries and "Supplementary Technical Training for Village-based JOCV (Japan Overseas Cooperation Volunteer) Candidates" for Japanese development workers.

Past survey and research has clearly shown that Japan's postwar experience in life improvement has created many types of information applicable to rural development in developing countries. Therefore, we should continue to study ways to improve assistance in order to carry out specific rural development projects based on Japan's past experience of life improvement. But this year that is the study committee's second year, it will study methods of communicating Japan's experience of life improvement to the areas to be developed in developing countries, focusing on training. There are several reasons for this policy. The study committee has decided that its past information collection and research did not result in the proposal of specific projects and it should not aim to create hastily planned incomplete projects; that organizing the information it has collected and past research results obtained by preparing training courses has revealed policies to apply to the planning of future projects; and conducting training helps to relativize Japan's experience of life improvement and to summarize it in a form that can be accepted by another culture, and so on. Other reasons for focusing on training are its relatively low cost and the ability of an organization providing training to control it closely. The committee considered Group Training in Japan for Participants from Developing Countries and Supplementary Technical Training for Village-based JOCV Candidates in particular because these programmes have been conducted in the past and can be done in a relatively short

time at low cost, which means that there is great potential for revision of the content through the training process and through trial and error, and less analysis and research has been done on training than on technical assistance projects.

This document is a proposal for the future performance of Group Training in Japan for Participants from Developing Countries and Supplementary Technical Training for Village-based JOCV Candidates based on the results of discussions of training programmes by the study committee following a review of the achievements of similar past training programmes focused on life improvement.

(1) Review of past training in life improvement

1) Group training in Japan for participants from developing countries

[1] Outline and achievements

Group training in Japan for developing countries centered on Japan's experience of life improvement is carried out mainly by the corporation, Rural Women Empowerment and Life Improvement Association²⁾. In 2002, it offered two courses: "Empowerment of Rural Women" and Short Term Training Programme for Leaders of Women's Group in Rural Area.

The Empowerment of Rural Women Course has been conducted continuously since 1977 under different names³⁾. The first three years, it was conducted under a contract from the Ministry of Agriculture, Fisheries, and Forestry, then since 1980 from the JICA, with its content completely revised about every five years. The present Empowerment of Rural Women Course that started in 1999 was given the last time in 2002. It will be given under a new title starting in 2003. The 2002 course was held for two months from September 3 to November 9 and included 47 days of practical training. The purpose of the course is defined as, "To have the participants apply the knowledge and techniques gained from the training in their respective countries after completing the course to improve extension methods and extension systems through training of extension workers." Its priority subjects are rural development planning, livelihood improvement, extension methods etc. The participants taking this course are mainly middle-level government employees

responsible for rural women's problems and rural development extension projects. Each year about 10 take part and the total number of past participants is now 266. In the past, most came from Asia but the percentage from Africa has been rising in recent years.

The Short Term Training Programme for Leaders of Women's Group in Rural Area is a course that accepts a total of 5 or 6 women farmers from the four countries of Thailand, Malaysia, Philippines, and Indonesia and is has been held once a year since 1991. It has accepted a total of 68 participants up till now. It is a 14 day course consisting of an initial 3 days of orientation and lectures in Tokyo followed by 10 days of training conducted while they lodge together in the home of a women group leader in rural Japan. During their stay, interpreters in Thai and other languages stay with them. The woman farmers from developing countries that participate in the course return having learned a great deal from the activities of the Japanese woman agricultural leaders and the life improvement groups. In particular, they quickly learn how to package agricultural products, make and preserve miso, design handicrafts, and other individual and specific technologies that they can perform reliably after their return. The concrete effects of this course are more apparent than the effects of the Empowerment of Rural Women Course for administrators described above.

[2] Challenge issue, problems, and directions of improvements

Training courses centered on Japan's experience of life improvement described above are generally evaluated highly by the participants from developing countries. In the past most of the participants came from Asian countries, but in recent years the number coming from Africa and from Central and South America has been rising. Expanding the content of the training will be very significant in the future. The following are problems with the training and challenges that have been revealed by past training experience and achievements and directions of future improvements⁴⁾.

The first is the problem of differences between Japan's experience of life improvement and actual conditions in developing countries. It is definitely worthwhile informing developing countries of Japan's

experience of life improvement. But it is a fact that if Japan's experience of life improvement is not transmitted linked with the reality of developing countries, participants will not come from developing countries and this experience will not be applied to the scene of development in these developing countries. To give one example, it is difficult for participants from developing countries to understand lectures by life improvement extension workers, subject matter specialists, and others based only on life improvement in Japan and the participants do not necessarily give these lectures good evaluations. It would be ideal for lecturers to be people with experience and understanding of both actual conditions in developing countries and life improvement in Japan, but it is actually impossible to obtain people with such experience. This was a particular shortcoming of the lectures given in the early years by lecturers who did not understand actual conditions in developing countries and the content of the lectures often did not match the needs of the participants. Of course the content of the lectures has been improved gradually since the second year, and after a few years, the lectures placed Japan's experience of life improvement in the context of developing countries, but in many cases, reassignments of officials forced a change in the lecturers at about that time. And it was often the case that the core themes of the lectures were the present state of agriculture and rural Japan and current challenges in these areas so that explanations of the process of creating life improvements that was the main theme were inadequate. And because it was long-term training, it appears that many lecturers were involved, preventing full coordination of their lectures and overlapping of their contents.

The lecture texts were prepared by having the manuscript of each lecture prepared by each lecturer translated into English. Text preparation is a pending issue that has partly begun, but still not completed. Another problem related to text preparation is the fact that even if a new text is prepared, it is not clear whether or not newly assigned lecturers will necessarily use it because they tend to not present the same content as the previous lecturers.

Turning to the training methods, the participants generally do not like lectures that are solely one-way presentations by the lecturers, but are pleased by workshops, action plan preparation, and other training

methods accompanied by action by the participants. In the Empowerment of Rural Women Course described above (47 days of practical training), practice PCM exercises based on themes related to life improvement (3 days), country reports (2 days), and action plan preparation (4.5 days) are incorporated as two-way training methods that supplement the lectures.

One of the problems is that the course content does not necessarily conform with the qualifications, experience, or expectations of the participants. If the goal of the course is generally “improvement of the capabilities of administrators,” this is a particularly serious problem. This problem rarely occurs in the Short Term Training Programme for Leaders of Women’s Group in Rural Area that is conducted by having woman farmers from developing countries stay in Japanese farming households, because the participants’ expectations are clear and they are highly motivated, but this problem is particularly marked in the Empowerment of Rural Women Course for administrators. For example, administrators have stayed in farm households, they have often been dissatisfied that they did not obtain sufficient information, because while they were interested in understanding the state of agriculture, cropping systems, and roles of administrators in Japan, and a macroscopic understanding of life improvement etc. conducted against this background, the farmers only talked about their day-to-day problems. And similarly, the farm households that hosted them were frustrated by their inability to meet the expectations of the participants. Although having participants in the Short Term Training Programme for Leaders of Women’s Group in Rural Area stay with farm households is very effective, it is extremely difficult to find farm households to host the participants. The Rural Women Empowerment and Life Improvement Association uses the network it has created through its long years of activities to have farm households that play a leading role in life improvement in various regions accept its participants. But because of their vague uneasiness about language problems and differences in the customs of participants, farm households are generally passive about accepting participants. Many farm households that have had one experience as a host family are satisfied with the results and are more likely to accept a trainee in a later course, but it is clear that hosting a trainee under the present system incurs tangible and intangible costs that are borne by the farm household, and it is difficult to continue to ask them to accept participants. Turning to the topic of the hypothetical ripple effects of

training, the results of training by the Short Term Training Programme for Leaders of Women's Group in Rural Area that trains woman farmers from developing countries are only shared with each trainee's community, so that it is difficult to count on the broader ripple effects seen in the case of the Empowerment of Rural Women Course that trains administrators.

Another problem is that the participants do not fully apply the lessons they have learned in their workplaces. The same problem is seen in other training programmes offered in Japan, but the problem is that that conditions in rural areas, administrative systems, and work place environments differ greatly between Japan and the participants' own countries, preventing them from putting the lessons they learned into practice in their own countries after their return. In the case of life improvement projects in Japan in particular, in addition to the activities of individual extension workers, an important key to its success was support for the extension workers by an administrative system formed by central and regional administrative bodies. But in the developing countries that the participants return to, it is not unusual for there to be absolutely no systematic support for the activities of the life improvement extension workers: there may be no organization responsible for conducting life improvement projects, the main activity of the extension workers may not be life improvement, or there may be no means of paying travel costs or of visiting farm villages. It seems that past training programmes failed to give the participants adequate suggestions of ways to consider such differences in the environment surrounding life improvement. But even under such circumstances, there have been cases where the efforts of participants after their return to their native countries in South-east Asia have resulted in the establishment of new subsidy systems for agricultural product processing businesses established by woman farmers. However, reports of the results of follow-up surveys of the activities of participants by the instructors who provided the training reveal cases where, because of the environment or customs in the area where the participants work it is inconceivable for extension workers to enter a farmer's field. Therefore, giving administrators who work in such environments training concerning life improvement in Japan where admitting extension workers to fields is considered perfectly natural will have little significance.

The above facts show that there is a room for improvement of past training programmes that emphasize Japan's experience of life improvement. Specifically, consideration must be given to the relativization of Japan's experience based on actual conditions in developing countries, accumulating and passing on experience with the implementation of programmes, matching training methods including lecture techniques, the qualities and expectations of participants, with training content, and finally exploring ways for the participants to apply the results of their training after completing it.

2) Supplementary Technical Training for Village-based Japan Overseas Cooperation Volunteer Candidates⁵⁾

[1] Outline and achievements

We wish to begin by clarifying the position of Supplementary Technical Training for Japan Overseas Cooperation Volunteer Candidates (called "cooperation volunteers"). It is training given to cooperation volunteer candidates who responded to a cooperation volunteer recruiting campaign and were selected based on written applications, interviews, and practical examinations in one of 140 specialized professions (below called "candidates") and who require supplementary technology before going to their assigned country⁶⁾. Because this is training for people selected and passed because their specialized technical knowledge has already been evaluated or their attainments recognized, the primary goal of the training is not to teach them about the technology, but to nurture the flexibility they will need to apply their technical skills in their assigned region. Cooperation volunteers specializing in vegetable production and other agricultural projects participate in cultivation practice for six to nine months, but many in literary arts professions train from 3 to 5 days, mainly in classrooms. The decision that each candidate does or does not need supplementary technical training is made by members of specialized technical committees based on studies of the candidate's technical skill level and the contents of the request for volunteers from the target country. If this training is deemed necessary, a training body or instructor is found and a course arranged through consultations between the domestic department of the JOCV and technical advisors. The training is given for specific occupations or a single candidate, and also the training is given as group training of

candidates in the related occupations.

Supplementary technical training in fields related to life improvement had been given by the Rural Women Empowerment and Life Improvement Association (below called “the Association”) since 1993, but was taken over by the JOCV secretariat in 2001.

The following is a history of past life improvement training. People who become cooperation volunteers after resigning from posts of life improvement extension workers and later trained their successors at the JOCV training center individually requested that the above Association give individual training in 1975, assuming based on their own experience that training of life improvement extension workers by the Association would be a useful way to give supplementary technical training to household management volunteers. Since then 2 or 3 people have received this training from the Association several times. At that time, many household management cooperation volunteers wanted to travel through their target region providing technical guidance on handicrafts and organizing their production to improve the incomes of farm village women⁷⁾. About 1993, a formal request for training was submitted through the JOCV secretariat, and 5-day supplementary technical training was given by the Association only to household management and rural development extension worker candidates who requested such training. From about 1995 to 2000, all candidates in both fields were trained during the three dispatch periods each year (March, August, December).

The planning and implementation of the training were entrusted to the Association. For example, in 1998, the curriculum was titled “To Extend Rural Life Technology,” and its goal defined as training the candidates to, “contribute effectively to guidance concerning methods of nurturing activity groups to utilize rural women and other local resources in their target regions by providing the candidates with knowledge etc. about rural life technology extension that has been accumulated.” Its contents were [1] basic concepts of rural development extension and raising the standard of living, [2] perspectives of raising the rural standard of living in Japan, [3] and knowledge of and practical training in evaluation activities, and most the instructors were experienced life improvement extension workers, subject matter specialists, or

members of agricultural extension centers. The five day course consisted mainly of lectures, except for one day when the participants visited the site of a nearby agricultural extension center.

Three times a year since 2001, the JOCV secretariat has presented 5-day supplementary technical training courses titled, “Training for Cooperation Volunteers Active Mainly in Villages Taking Part in Regional Activities”. Each course trains from 20 to 30 participants: mainly village development extension workers, and candidates who will specialize in food processing, agricultural product processing, household management, handicrafts etc. recruited in response to requests for village inspection and guidance volunteers. A unique feature of this training programme is that its primary goal is to have the participants discuss the best way to work and conduct their activities in villages. The principal themes discussed are (1) definition of rural development, (2) health and illness (important points in activities that include primary health care), (3) agriculture (nature and agriculture, verification and reconsideration of agriculture improvement extension), (4) women, empowerment, and literacy (actual preparation of literacy education materials, extension activities, etc.), with their content and the training programme planned by JOCV advisors⁹⁾. The training is provided through discussions between participants, instructors (people with experience conducting projects in developing countries), and former volunteers (OV¹⁰⁾) of the JOCV, and includes many hours of group work. The number of lectures is minimized as many case studies are introduced and measures taken permitting the participants to use their individuality and their experience in society through practical activities including practice preparing educational materials.

It is not a curriculum that is particularly focussed on life improvement, a theme that is only taken up in lectures on the topics, “Agriculture improvement extension workers that are a model for village development extension workers,” and “History and implementation of life improvement projects in rural areas.”

[2] Challenge issue, problems, and directions of improvements

Recent household management volunteer candidates say that they are not aware of life improvement extension workers. Therefore, it seems that they cannot gain a real sense of life improvement simply by

visiting a farm village or extension center for only one day. To explain life improvement to candidates, it is probably necessary to clarify its present relationship with social development in developing countries and the purpose and significance of taking up this topic. What should be stressed is the right way to conduct field inspections. Regardless of the 50 years of life improvement extension projects, all that a field inspection can do is provide a superficial understanding of actual conditions. For example, It is probably unavoidable that when participants visit a handmade miso processing plant operated by a life improvement group, they only observe the processing plant and its equipment. But it is “understanding the process concluding with the operation of a processing plant” that cooperation volunteers find useful in their assigned country where the environment and conditions differ; not “visiting a processing plant.” An inspection of only the equipment is meaningless if the participants do not hear anecdotes about the plant: the fact that it is the final result of 30 years of activities by the group, that the members’ consciousness increased until they could operate it effectively through a series of setbacks and recoveries in the group activities, the hardships and innovations, family cooperation, and support of regional administrators necessary before they were finally able to merchandise the miso they produced. The training programme should permit the participants to learn what they want to know through field inspections based on the clarification of their problem consciousness, and by interviewing, questioning, and taking part in discussions with concerned people.

Even if they visit an agriculture improvement extension center after hearing lectures about the content of extension workers’ activities and extension techniques from 1945 to 1965 that would actually be useful in developing countries, for example, how life improvement extension workers worked to improve kitchen stoves between 1945 and 1955, it is difficult to retrace these activities. This is because both the activities of extension workers and the roles they are asked to play change along with changing times and the environment. In such cases, interviewing members of life improvement implementation groups who were active along with extension workers at that time is probably more beneficial than field inspections.

Candidates for so-called village-based social development professions who will enter rural areas to directly advise regional residents include few with practical experience despite their expertise. Recent candidates have tended to be free-lancers or recent graduates of development related undergraduate or graduate programmes, so most have little work experience and many are traveling to a developing country and participating in volunteer activities for the first time. Perhaps for this reason, the candidates want to learn about “proven techniques” and “information about how to deal with problems” as guides to activities in their assigned regions, which means that they are often at the mercy of the method but misunderstand overall activities. We probably must provide such JOCV candidates with a training programme that will provide them hints to activities through presenting as many specific cases as possible, encourage them to conceptualize flexibly, and refine their imagination.

(2) Basic concepts of the new training proposals

1) Outline of the study committee’s discussion of training

The study committee, Study on Approaches to Livelihood Improvement Cooperation in Rural Villages for 2002 frequently discussed improvement of training focused on Japan’s experience of life improvement. Important questions considered through these discussions are introduced below.

One question was, “How do influence the attitudes and independence of the participants through the training programme?” An important goal of training is to provide each trainee with some type of problem consciousness and a useful attitude towards development. For example, it was pointed out that it is probably necessary to carry out training programmes that transform a trainee who passively waited for the training day into a person who spends the day before preparing for the training day (trainee). But others expressed their suspicion that training programmes tend to push Japan’s experience. It was also pointed out that in order to offer training that can transmit the essence of Japan’s experience of life improvement, it is probably important that training create “thinking participants” so that Japan’s life improvement projects will succeed in nurturing “thinking farmers.” It was proposed that to do this, instead of deciding the content

of training in advance, training that allows the participants to decide its content themselves should be planned. This suggestion is a reflection of the belief that through the process of deciding the content of the training themselves, the participants will acquire attitudes and capabilities allowing them to think more flexibly and listen to what other people say, and nurture their power to act so they can visit farms free from preconceptions imposed by established customs and working environments.

Training that transmits established knowledge and technology was criticized for reproducing administrators who are biased towards knowledge and technology; a type frequently found in developing countries. Adult education teaches students only what they want to learn, and if participants are aware of this need and an environment where they can learn what they want is created, they will learn the technology and knowledge that each actually requires. It was pointed out that technology and knowledge are naturally transmitted when they are needed without the need to teach them in a classroom. During the above discussion, it was asked if life improvement training is conventional technical training or is it study of the adult education type “learning process.” It was also pointed out that a training programme for administrators in developing countries should fully study both the knowledge and technology that should be transmitted plus the transmission process (method), and that it is more important to find ways to guarantee a process and environment allowing the participants to learn subjectively without a bias to the transmission of established knowledge and technology. To take an example from Japan’s experience of life improvement, the lessons that should be learned from the improvement of kitchen stoves are not technology and knowledge related to kitchen stoves. The training should be having the participants ask and answer questions such as the following. Why did life improvement activities focus on kitchen stoves at that time? What was the background to this decision? What attitude did the extension workers and farmers have towards the improvement of kitchen stoves? What policy goals guided what actions of administrators? How did the improvement of kitchen stoves change future rural life in Japan? What corresponds to the improvement of kitchen stoves in today’s developing countries (where the participants will work)? This is the “learning process.”

The study committee also discussed the effectiveness of training programmes. It was pointed out that a short term training programme of a few weeks or a few months has extremely limited effects and that rather than simply discussing a single training programme, it was more important to ask how the activities of the participants are changed by training, and how the content of the training can be related to the workplaces where they are assigned after training. It was also argued that preparing an “action plan” during training is an important way to link training with post-training activities. Many past action plans were unrealistic plans unrelated to conditions where the participants later worked. Because the environments surrounding life improvement projects and extension workers in Japan and in developing countries differ considerably, there is a danger that an action plan that attempts to reflect Japan’s experience of life improvement without modification will be an impossible fantasy. Instead, actual conditions that the each trainee will face must be fully analyzed so that the trainee can create action plans that can be implemented in such harsh environments. Such an action plan may not, on the surface, be very closely related to life improvement in Japan. But the important point is not that the participants transfer the results of training, but rather, that they can create action plans that conform with the characteristics of their work place and the region where they are assigned, based on the transformation of their attitudes and establishment of the independence achieved by life improvement training.

Another anticipated result of training is to provide them with grounds for comparison so they can relativize their own experiences and rural development in their home countries. Specifically, it is the ability to relatively and objectively grasp the actual state of one’s own region in comparison with other regions by examining rural Japan to study life improvement experience, because participants can only fully understand the direction they should go and the selections they should make in the future based on such a relativistic and objective analysis of existing conditions. Therefore, the content of the training must be designed so that it is not limited to simply presenting Japan’s experience, but gives each trainee the ability to relativize it in his own country by comparing Japan’s experience of life improvement and rural development methods in other participants’ countries with the trainee’s own experience through country reports and other activities.

The following chapter presents outlines of training methods focused on future life improvement, particularly the basic concepts of “Group Training in Japan for Participants from Developing Countries” and “Supplementary Technical Training for Village-based Japan Overseas Cooperation Volunteer Candidates” based on achievements and challenges of study programmes focussed on the past life improvement described above and the results of the deliberations of the study committee. The details of the content of each training are described in Chapters 3-2 and 3-3.

2) Group Training in Japan for Participants from Developing Countries

As a result of the deliberations of the study committee, it has proposed a participation training course on rural life improvement that is a 15 day training programme for 25 participants from a number of developing countries, mainly for extension workers and officials in charge of extension policies. This course will be a participatory training course that emphasizes the “learning process”: the participants will study Japan’s experience of life improvement to compare it with actual conditions in their own countries to consider future improvement policies. The themes of this training will be the policy framework for agriculture and rural development, particularly life improvement, the roles of extension workers, and the knowledge, technologies, and attitudes they require, but it will not be technological training that simply transfers these to the participants and to their own countries without modification. To achieve this “learning process,” the training will be designed by organically linking 1) accounts of their experience by life improvement extension workers, 2) presentation of the framework of analysis by researchers, and 3) comparison with their own countries by the participants. The training will include the clarification of training challenges, analysis of cases of Japan’s experience of life improvement, field surveys, country reports, and the preparation of action plans.

The first step will be selection of the instructors. The only people who can authoritatively discuss Japan’s experience of life improvement are life improvement extension workers and members of life improvement groups. But if an instructor simply describes Japan’s experience of life improvement to participants from

developing countries with widely differing levels of national development, rural conditions, administrative systems, workplace environments, etc., it will be difficult for the participants to understand these as problems in their home countries. In order to interpret Japan's experience of life improvement from the perspective of a developing country, discussions of their experiences by life improvement extension OB and leaders of life improvement groups must be supplemented by instruction by life improvement researchers who have a certain degree of understanding of both life improvement in Japan and of conditions in developing countries. The life improvement researchers will be counted on to relativize Japan's experience based on conditions in developing countries and present an analytical framework for interpreting specific case studies based on actual conditions in developing countries. Therefore, team work by people with experience in life improvement in Japan and researchers in the field will play an important role in the Group Training in Japan for Participants from Developing Countries. The accounts of their experiences by the life improvement extension workers etc. and the framework for analysis by the researchers should be summarized as collections of case studies and as analytical documents distributed to the participants as training texts before the course starts. The participants will do comparative study of examples of life improvement in Japan and conditions in their own countries to plan future policies based on the experience of the life improvement extension workers etc. and the framework for analysis presented by the researchers. This has already been stated, but in this training programme, Japan's experience of life improvement will be presented as material that the participants smoothly compare with conditions in their home countries to plan future policies, it will definitely not be presented as a model that should be imitated.

This training will present analyses of cases of life improvement in Japan from three perspectives: "life improvement concepts and administrative systems," "roles of extension workers," and "life improvement and regional characteristics." Life improvement experience will be conveniently analyzed and presented from these three perspectives because, as stated above, it has been concluded that the case studies and framework for the analysis should be established in advance. Therefore, this categorization will be periodically revised considering progress achieved by future research and the reactions and opinions of

participants from developing countries.

The next topic is the training method. This training will be participatory training intended to realize the “learning process” by considering Japan’s experience of life improvement based on the principles of adult education in this field. This means that it will present the training contents that are Japan’s experience of life improvement at the same time as it realizes the process of the participatory training method based on the self-organization of the participants. Specifically, the training course will be divided into morning lectures and afternoon workshops. The morning lectures will present the experiences of the life improvement extension workers and the researcher’s analytical frameworks. The afternoon workshops will be group discussions and presentations by the participants as they compare Japan’s experience of life improvement and the analytical frameworks explained by the researcher in the morning with actual conditions in their own countries. The sample cases and the contents of lectures held in the morning will be prepared in advance while the contents of the afternoon workshops will be planned through consultations with the participants during the training course. Through the entire training course including the workshops, the qualities of each trainee, their expectations of the training, problems they face, and content of the course will be related as closely as possible. In this way, the gap between the prepared content of the training and that which the participants need will be bridged.

The final item is the action plan that will be the product of the training. In this training programme, the participants will prepare “policy proposals” and “work place design plans” as the final product of the training. The policy proposals will summarize the improvements to be made to rural development in their own countries that they obtained from the comparative study of Japan’s experience of life improvement, case studies of rural development in other countries, and conditions in their own countries that were the main themes of the training. This will confirm the participant’s understanding of the examples of Japan’s experience of life improvement that were the contents of the training course. The work place design plan will summarize the action plans that the participants will implement in their own work places after they

complete the course. The contents of the workplace design plan do not have to be directly linked to life improvement in Japan. For example, if a trainee is primarily in charge of handicraft training courses, the plan might be a proposal to improve this course, or if a trainee manages general administration, it could be the organization of work duty files. But the participants will summarize their own post-training action plans as workplace design plans including the background, procedures, and anticipated effects, then work to confirm its logic and feasibility to the greatest possible degree by discussing their summaries with the other participants. The policy proposal and workplace design plan that are the products of the training will be prepared by each participant using the research results preparation method called the Participatory Writing Workshop (PWW). In the PWW, each participant will set goals, discuss them in the workshop, prepare the draft of the completed product, then repeatedly present, discuss, and revise it, and finally complete the product of the training in his own words. The major purposes of the PWW are, in addition to preparing the products, to purposefully create opportunities for the participants to internalize the training input and to consider its significance in their own countries through the preparation process.

3) Supplementary Technical Training for Village-based Japan Overseas Cooperation Volunteer Candidates

[1] Outline

The study committee has proposed training to teach “approaches to rural life improvement” that puts the spotlight on learning from Japan’s experience of life improvement¹²⁾. The period and number of participants will be 5 days and from 20 to 30 people that are the most realistic period and course size originally set for the present supplementary technical training for village inspection and guidance volunteers¹³⁾, but this course will be held in a farm village in Japan with the participants lodging together. The participants will be candidates for positions as village development extension workers, public health nurses, experts in household management and processing agricultural products, literacy instructors, and environmental educators that are needed to perform village inspection and guidance activities. There are two purposes of the training. The first is to teach “the life improvement approach” that is used in rural

development in Japan, and the second is to equip the candidates with the knowledge, technology, and mental attitude that will be their weapons during their activity in their assigned countries.

The training will include orientations, lectures, practice, and discussions. The three lectures will deal with characteristics of rural society in Japan that is the background to the life improvement movement,” “postwar Japan as a developing and defeated nation,” and “Japan’s assistance acceptance capability and strategy.”

The purpose of the practice will be to experience survey methods and survey techniques and to study the feasibility of their application. The candidates will be divided into groups by sector according to their occupation or the content they need: [1] agriculture and rural life, [2] public hygiene, [3] nutrition, [4] education, and [5] enterprise creation. Each group will carry out surveys of the state of rural areas and, using methods that life improvement extension workers actually use, carry out interview surveys of veteran life improvement workers who were active between 1945 and 1965 (for example, agricultural and/or life improvement extension workers, public health nurses, nutritionists, livelihood guidance workers from agricultural cooperatives, social education secretaries, members of groups performing life improvement, residents, etc.). The purpose of this practice survey is to summarize and analyze survey results, and to learn methods and study their suitability and applicability. Based on the results of the practice surveys, they will cultivate diverse perspectives and deepen their thinking through group discussions of a number of questions: What actually happened in the rural areas? What kinds of methods were effective? How did the residents respond?

Next the participants will be reorganized into multi-sector groups by combining of professions. They will prepare action plans (cooperation volunteer action plans) for each assignment region by referring to the “Challenge Resolution Process Table” that is an extension tool as they discuss the possibility of cooperation with other sectors and systems and organizations that appear to be applicable and preparing a vision of

comprehensive rural development. The final steps will be the presentation and discussion of the overall results that have been achieved with survey support staff, technical advisors, and veteran cooperation volunteers acting as commentators.

To improve the quality of the supplementary technical training, it will be evaluated at the time of its completion through either interviews or discussions with the participants, the people who conducted the training, and the above commentators, and it will be evaluated again after each project by a questionnaire survey of volunteers who have return to Japan.

[2] Characteristics

Characteristics 1: Japan' experience is fully studied.

The JOCV recruits people between 20 and 39 and their average age is 28. This means that most of the candidates were born in the late 1960s and the 1970s, a generation who, having only heard of the experiences of their grandparents who supported the post-war recovery and of their parents who supported the period of high speed economic growth, can be described as a generation with the consciousness of people born in a rich developed country. And many of them were brought in urban nuclear families without any knowledge of rural life.

Considering that members of this generation are the target of the training, it should provide opportunities for them to study the history or characteristics of rural society in Japan, outline of postwar Japan as a developing and aid-receiving countries, and the process through which rural areas escaped poverty. In this case, it is important to reconsider Japan's experience from the perspective of social development, and analyzing its peculiarities objectively is significant in that after reaching their overseas assignment, they will have Japan as an object of comparison. And this knowledge is useful as grounds when they arrive in the development area as a Japanese and when discussing the history of development in Japan with foreigners.

Characteristic 2: Emphasizing the multi-sector approach

A long time has passed since the importance of integrated rural development attracted attention in development areas in developing countries. But the fact that life improvement extension workers who were active in fields ranging from food, clothing, and shelter to all fields concerned with daily life, education, health care, and small scale infrastructure, are definitely conducting multi-sector activities has not attracted very much attention in the development field. Particularly from 1945 to 1955 when there were no project funds, life improvement extension workers expanded their network of concerned organizations to maximize the effectiveness of limited funds to undertake life improvement as social development throughout each region. Candidates sent to developing countries where there are neither funds nor systems can learn a great deal from the experiences of life improvement extension workers of this kind. They will not only learn the spirit of cooperation from such Japanese experience, but will probably hear hints that they can apply to overcome problems that would otherwise stymie them when they are alone in their assigned region.

Characteristics 3: The billeting approach

The study committee proposes that the participants lodge together in a rural village to make the best use of the limited time period of five days. Its benefits are, in addition to giving them a rural experience, shortening traveling time and allowing them to use time they are not in the classroom (particularly nighttime). They will also be able to use these hours to reflect on their training. Even though it is known that only performing practice in a desultory way will not achieve its intended goal, time for considering or reflecting on the practice is easily omitted because of a shortage of time. A temporary experience during a practical exercise is probably only internalized as an applicable experience after the participants have discussed its effectiveness and its applicability. Comments by veteran cooperation volunteers comparing it with actual cooperation activities during this period of reconsideration are useful in helping the candidates imagine their own activities. And lodging together is counted on to encourage closer relations between the participants and help them exchange information and create

networks.

Characteristic 4: Preparation of an action plan

An action plan will be drafted as a summary of the training. Of course, prior to departure when conditions on the scene are unknown, trainees will probably be unable to prepare plans that can be used without modification. Clearly the volunteers will revise their action plans at their posts, but this work is important as a tentative plan and as a plan preparation experience. Preparing the action plan is intended to establish the candidates' perspective on the region and to send the candidates to their posts with problem consciousness.

Some people may hold the view that because a regional development plan is prepared cooperatively with the residents, preparing an action plan before arrival at the post contradicts the intent of participatory development. But if a candidate refuses to make any preparations in advance because he assumes that it is the residents who consider the issue and he does not know what they desire, this candidate's method cannot be called a participatory approach, because he is not participating in the process. It is the candidate's responsibility to prepare as many proposals as possible and be ready to respond flexibly, simply because it is not possible to predict the opinions that the residents will express. It is an action plan that nurtures flexibility; not a completed action plan.

Characteristic 5: Use of domestic human and material resources, activation of Japan's rural areas, and giving candidates multiple perspectives

This programme will search rural areas to find human resources and regions where life improvement activities will be undertaken. And by staying in these areas not as places to inspect but as places to practice, the candidates are expected to actively use these internal resources at the same time as the external stimulation of these young candidates activates the accepting regions, stimulates international understanding, and encourages communication between generations and between regions.

The goal is to diversify the perspectives of the candidates by informing them of the methods and points of view of extension workers, public health nurses, etc. and others working to improve rural life, and by nurturing their insight into the attitudes towards acceptance and acceptance strategies etc. of the residents that are the receiving side by by participating in surveys of people with every perspective on rural society.

(3) Future Tasks

This paper has reported on the basic concepts of Group Training in Japan for Participants from Developing Countries” and “Supplementary Technical Training for Village-based Japan Overseas Cooperation Volunteer Candidates.” The next challenge is to implement these programmes and to achieve further improvements to create better training programmes through this process.

The Group Training in Japan for Participants from Developing Countries will be given a trial in 2003 to confirm its feasibility. Through this process, the instructors who will include experienced life improvement workers and researchers, the cases to be used, the framework of the analysis, and the themes of the workshops will be specified.

A paper prepared for this trial training will be completed and standard training materials prepared for the following training courses concerning life improvement.

Note

1. *The study committee, Study on Approaches to Livelihood Improvement Cooperation in Rural Villages for 2001, carried out surveys and research of the state of acceptance of participants by prefectures. The results of this survey and research are summarized in Chapter Eight of the report on the study committee, Study on Approaches to Livelihood Improvement Cooperation in Rural Villages (volume 1).*
2. *Rural Women Empowerment and Life Improvement Association is the successor organization to the Rural Home and Family Living Improvement Training Institute established in 1957 to support life improvement extension projects of the Ministry of Agriculture, Fisheries and Forestry.*
3. *Past life improvement related training carried out by this Association has changed as follows: Life*

improvement international exchange support project (1977 – 1979), life improvement extension (1980 – 1988), rural household standard of living improvement (1989 – 1998), rural women’s capability improvement (1998 – 2002).

4. *Outline and achievements, and challenges, problems, and directions of improvements related to past training projects are summarized mainly from the results of interviews with the Rural Women Empowerment and Life Improvement Association (November and December of 2002).*
5. *This chapter summarizes results of interviews with officials of the Rural Women Empowerment and Life Improvement Association and the Japan Overseas Cooperation Volunteer office (Jan., Dec., 2002 and Jan. 2003)*
6. *Principal training for all candidates is 80 days of billeted type pre-departure training. The supplementary technical training is training provided to supplement this pre-departure training.*
7. *Recently there has been an increase in the number of so-called classroom type volunteers who teach in mid-level educational institutions as home-making instructors.*
8. *Rural Women Empowerment and Life Improvement Association: Supplementary Technical Training Documents, “Concerning Pre-departure Training for Japan Overseas Cooperation Volunteers (for rural life technology extension)”. December 1998*
9. *JOCV Secretariat: Supplementary Technical Training Documents, “Training for Cooperation Volunteers Active Mainly in Villages Taking Part in Regional Activities” December 2001*
10. *General term for JOCV OB and OG, OV stands for Old Volunteer*
11. *Same as 9.*
12. *For details see 3-3 Regulations for Implementing Supplementary Technical Training for Village-based Japan Overseas Cooperation Volunteer Candidates*
13. *The training period is unchanged, assuming that realistically it would be difficult to conduct Supplementary Technical Training for more than 5 days. Five days must be guaranteed immediately before the start of normal pre-departure training, because the many employed candidates wish to remain at their workplaces till the very last moment.*

3-2 Rural Life Improvement Training Course Main points of training (proposed)

(Draft by Mr. Akira Munakata)

1. Course overview

- (1) Course name: Participatory Training Course on Rural Life Improvement
- (2) Period: 15 days
- (3) Participants: less than 25

2. Objectives

Extension workers of rural and agricultural development in developing countries, and those in charge of their training, as well as central and local government persons responsible for rural and agricultural policy, study Japan's postwar life improvement experience as an example and at the same time exchange views on each country's present situation, and thereby acquire necessary knowledge, technology and attitudes related to future rural and agricultural development, especially policy parameters for strengthening support and extension of rural life improvement and the role of extension workers.

In addition, the participants will clearly identify advantages and disadvantages requiring improvement of the rural development projects in their respective countries in comparison with those of other countries, based on their experience gained through participation in rural life improvement projects in Japan. The participants will then produce Policy Recommendations for the rural development in their own countries and a KAIZEN Action Plan for their workplace by referring to the enhanced knowledge of relative analyses/appreciation of their own experience as above.

3. Attaining the objectives

Through this course, participants can:

- (1) acquire sufficient knowledge of Japan's postwar life improvement, study actual examples from various angles and are enabled to identify the causes of success,

- (2) study meaningful comparisons between Japan's postwar life improvements and their own countries' rural and agricultural development,
- (3) make proposals for methods to incorporate Japan's success factors in their own countries' rural and agricultural development policy and implementation,
- (4) prepare and execute extension activity plans to implement life improvements within their own work environments.

4. Expected results

Following this training course, participants can spark activity in their own countries that a greater number of developing countries:

- (1) will recognize and evaluate Japan's postwar life improvement experience,
- (2) will incorporate life improvement elements in rural and agricultural development policies,
- (3) will implement in the workplaces of participants,
- (4) will educate public benefits from rural life and agricultural development, including local residents' life improvement centering on the localities for which participants are responsible, and contribute to the reduction of poverty.

5. Background and rationality

In recent years, many developing countries have seen relatively good economic development. But this has mainly been in the industrial sector in urban areas, and the tendency has been for the benefits to be biased toward limited regions, sectors and strata. In many developing countries poverty is still a major problem, centering on rural areas, and as a result of rapid economic development there have appeared economic gaps between the cities and the countryside -- gaps that have expanded -- so that narrowing of these gaps through agricultural area development has become one of the major policy issues.

Here many developing countries have adopted a strategy of achieving rural development through

improvement of the agricultural development and agricultural productivity that are the main local industries. Particularly as a result of the "Green Revolution" in and after the 1960s, there have been certain results in these respects. But they have been implemented mainly in regions where conditions are favorable and there are relatively prosperous farming populations, and have not necessarily improved the quality of life in all rural areas. Consequently, in later rural development great efforts have been directed toward small-scale infrastructure, rural finance, technological training, creation of jobs, education and health services to improve various aspects of agricultural management and lifestyles. Yet in many such countries these efforts have still not achieved initial goals.

In Japan's postwar rural development, agricultural extension and rural life improvement projects played a major role. Agricultural extension was carried out mainly by extension workers and men who carried the burden of the agriculture that was the villages' main industry. Rural life improvement projects were driven by improvement extension workers, mainly women who uncovered everyday problems in their localities and undertook solutions themselves. In this postwar rural Japan both types of operations promoted rural development, and as a result a healthy rural society was built that supported later economic development and living levels were substantially raised.

We believe that these rural life improvement projects and the role of life improvement extension workers in Japan's postwar agricultural development include useful ideas when considering rural and local development, and the extension system, in today's developing countries. By including comparisons with other countries, moreover, we can objectively review these projects in Japan over the 50 postwar years, and represent a good opportunity to consider ways of applying this experience to policy and methods of development assistance to developing countries going forward.

6. Participants

These are developing country upper-level extension officers and their training officers for rural and agricultural development, their counterparts in central and local governments, related NGO staff and researchers whose principal themes are rural development and life improvement.

7. Qualifying conditions for participants

(1) Eligibility for responding to general information

- A. Extension training specialists and upper-level extension officers who formulate planning proposals for training and education programmes for specialized organizations that nurture life improvement and agricultural / rural development workers
- B. General managers of extension centers and equivalent persons whose main work is life improvement and agricultural / rural development
- C. Central government section chiefs, local government senior section chiefs and persons recognized at equivalent rank or above, involved in agricultural and rural development planning and operations
- D. Persons with careers of five or more years in agricultural and rural development
- E. Age 30 ~ 45
- F. University graduate or equivalent educational background
- G. Ability to discuss and prepare documents in English
- H. NGO staff and researchers who meet or exceed the above qualifications

(2) Country allocation and number of persons

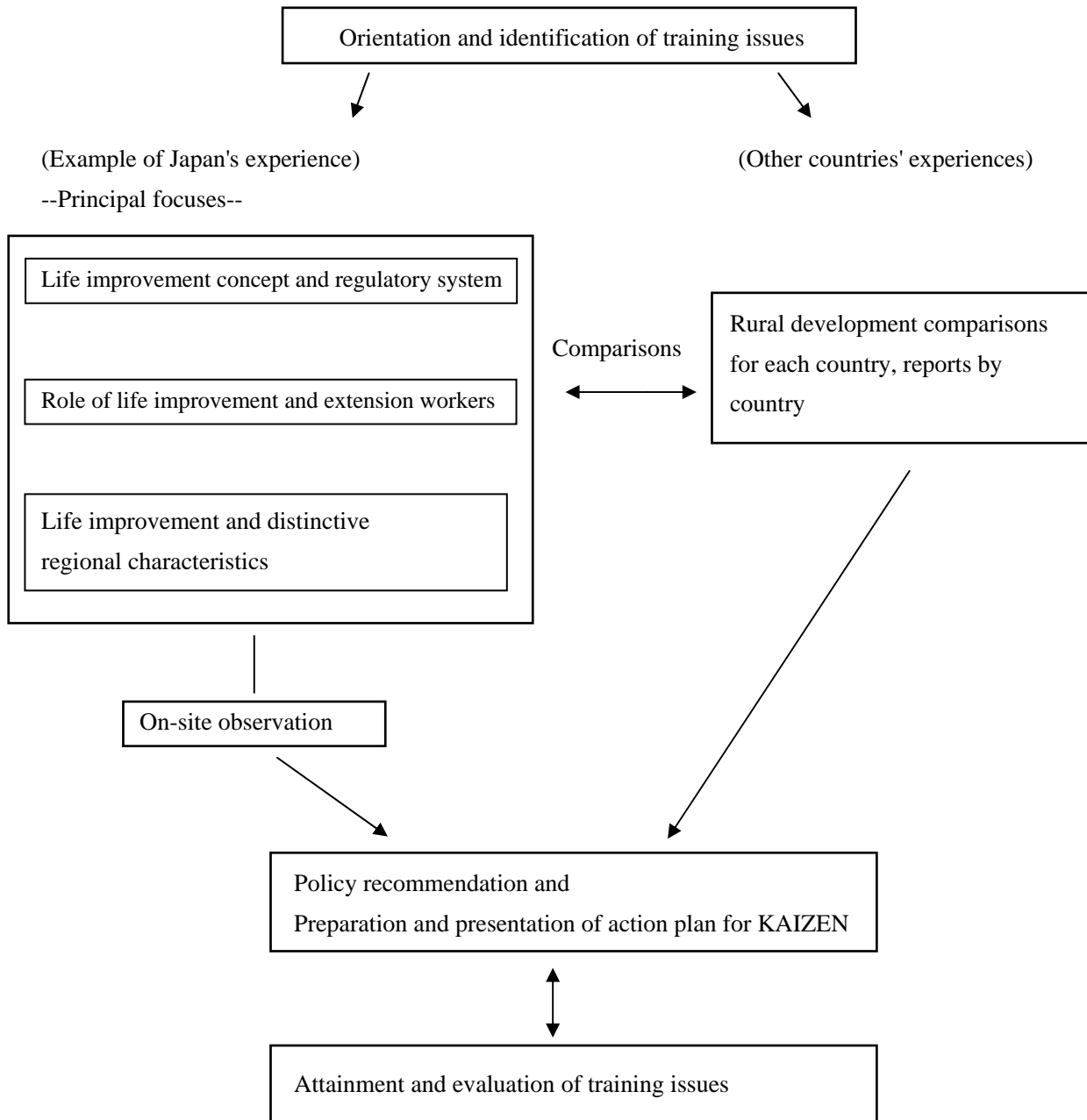
Asia-Pacific countries (e.g., ESCAP-eligible countries and regions)

1 ~ 2 from each, total 25 or less

8. Training subjects

- (1) Overview of Japan's postwar life improvement
- (2) Regulatory system for implementing life improvement (legal system, organization, personnel allocation, budgeting, others)
- (3) Role and technology of extension workers who expedite life improvement (extension plans and technology, daily living technology)
- (4) Ways of ascertaining distinctive regional characteristics for implementation of life improvement
- (5) Study of methods of preparing extension action plans for comprehensive implementation of the foregoing

9. Training concept diagram (flow chart)



10. Proposed training agenda (for details see No.16: Training module proposal reference)

Day	Topic	Venue
1	Theme 1: Orientation and identification of study issues Japan's agricultural, rural and regulatory systems Outline of rural life improvement	Tokyo/classroom
2	Theme 2: Life improvement concept and regulatory system Concepts of life reform and improvement "Thinking farmers" and "group thinking" Regulatory system supporting rural life improvement movement	Tokyo/classroom
3	Theme 3: Role of life improvement extension workers Role of extension workers in life improvement and its change Examples of life improvement that gained better internal leaders	Tokyo/classroom
4	Introduction of life improvement technology Introduction of life improvement extension technology What are extension plans?	Tokyo/classroom
5	Theme 4: Life improvement and distinctive regional characteristics Japan's rural organization and community theory Ways of ascertaining distinctive regional characteristics in PRA or life improvement	Tokyo/classroom
6	Theme 5: On-site observation Observation of Japanese farm families' lifestyle and work Structural analysis of Japan's farm villages	Localities and villages
7	Organization and functions of the Agriculture Extension Center Observation of examples of life improvement	Extension Center Villages
8	Observation of life improvement projects Interchanges and discussions with life improvement groups	Villages
9	Colligation of on-site observation results	Extension Center
10	Theme 6: Comprehensive comparisons of each country's rural development By-country reports	Tokyo/classroom
11	By-country reports	Tokyo/classroom
12	Theme 7: Policy recommendation and preparation of KAIZEN action plan Workshop on action plan creation, individual operations (summarizing Japan's experience)	Tokyo/classroom

Day	Topic	Venue
13	Workshop on action plan creation, individual operations (individual operation plans)	Tokyo/classroom
14	Theme 8: Presentation of policy recommendations and KAIZEN action plan	Tokyo/classroom
15	Theme 9: Achievement/Evaluation of Training Tasks and Completion of the Training	Tokyo/classroom

11. Training methods

One of the basic methodologies for life improvement training popular in Japan is the “Adults’ Training” principle which encourages residents’ (participants’) own initiative and the “Group Thinking” employing a group discussion approach every now and then similar in nature to the workshop method. In our training courses, we shall be employing, to the extent possible, the Adults’ Training principle and the Group Thinking approach in conveying the contents of training in life improvements. We expect that we shall be able to achieve the ultimate objective of Japan’s life improvement projects, i.e., fostering of “thinking farmers”, by transforming the participants in this training into “thinking trainees”, as vicarious achievement of the said objective.

Accordingly, in this training course, we shall be employing whenever appropriate a “participatory style” training method. Actually, the training course will frequently use the workshop method and occasionally supplemented with the Participatory Writing Workshop (PWW¹) managed increasingly by the participants themselves. In order to allow sufficient time for use of the workshop method, lectures will be arranged exclusively in the morning, and afternoon hours will be dedicated to training using the workshop method operated extensively by participants.

¹ Devised by the Asian Productivity Organization, this is a method whereby the participants themselves prepare the results of their study. This involves repetition of preparation, presentation, discussion and revision of drafts related to setting objectives, resource input, workshops and results presentation and discussion and learning. In the end the participants themselves prepare study results. Whatever those results, the main objective is that in the course of preparation the participants internalize study input and consciously create opportunities to consider their meaning in the context of their own countries' actual situation.

Further, supplementary use of the PWW method will help the participants chew and understand the inputs of the training course well enough and ensure that the participants will be able to produce an action plan following the completion of the training course and “policy recommendations” particularly, as well as a proposed “KAIZEN Action Plan for Workplace” as each one’s graduation thesis. PWW shall comprise the following five steps.

- (1) Identification of training issues and needs (formulation of summary diffusion action plans as provisional study results)
- (2) Training input from lectures and on-site observation
- (3) Internalization of training input from workshops (formulation of proposals for diffusion action plan contents)
- (4) Comprehensive comparisons using by-country reports, and relativity of Japan's life improvement experience and individual own experience
- (5) Preparation and presentation of policy recommendations and Workplace KAIZEN action plans

(1) Identification of training issues and needs

In training projects, it is necessary to identify what the participants are thinking and what they want to study (participant needs), and what the course providers are thinking and what they want to teach (assumed provider needs). For the latter in particular, this must be clarified at the stage of participant invitation and efforts made to assure the right kinds of participants. Prior to participating in this course, have participants read English-language life improvement research reports and strive to reach a certain level of participant needs and understanding. Reconfirm those needs after the course begins, and readjust study contents to the extent possible.

On the first day of this course, host a workshop to clarify what participants are thinking and what they want to study. Based on the result, form provisional agreement on the course results and content of the extension action plans that are its output. This agreement becomes the implementation guideline for later performance

of duties by lecturers, setting workshop themes, observation foci and other participant-centered study. The proposals for contents of extension action plans prepared in the latter half of the course will reflect this agreement.

(2) Training input from lectures and on-site observation

When taking up a big training theme like rural life improvement, it is extremely difficult to have matching of the content of lectures and on-site observation exactly the needs of participants. In particular relation to lectures by outside instructors and on-site observation, it is necessary to hold thorough advance discussions and prepare matching with the overall goals of the course. And to educe from lectures and observation information that is relevant to participant needs, present in advance lecture and observation discussion points and matters to keep in mind, with a view to gaining greater usefulness for participants. Following lectures and observation, take time for workshops as noted below and set opportunities for revision of lecture and observation content. These discussion and consideration points, and workshop themes, are provisionally set in advance of the course but are actually subject to change in line with the degree of participant understanding and interest.

(3) Internalization of training input from workshops

To educe study input congruent with their needs, participants hold workshops following lecture and on-site observation information. Workshops basically follow a process of small group discussion, revision and presentation of posters and other discussion results, and confirmation of contents through discussion. Workshop results are considered first drafts of the extension action plans that are the products of this course.

(4) Comprehensive comparisons using by-country reports, and relativity of Japan's life improvement experience and individual own experience

This study takes up Japan's postwar life improvement experience as the principal example. But through

presentation and discussion of by-country reports on rural development of participants' countries, prepared in advance, Japan's experience can be compared and elements of it that are applicable to developing countries' rural development can be designated. By-country reports by participants, therefore, are pursued for study and comparison with Japan's experience as the standard.

Guidelines for preparation of such country reports will be prepared simultaneously with the course announcement, and applicants will present summaries to the training administrative office. The office will use them to judge the rural development knowledge and experience of applicants, and make the final selection of study participants.

By-country reports are a central element of the course. In addition, in the course of mutual discussions on such seminar topics as rural development regulation, roles of extension workers and distinctive local characteristics, participants can use these reports to make by-country comparisons on each topic.

(5) Preparation and presentation of policy recommendations and workplace KAIZEN action plans

Policy recommendations and KAIZEN action plans are prepared in the second half of the course as its end product. As noted above, drafts are created through workshops (the PWW process), and in the last two days the participants prepare draft-based final proposals congruent with their workplace environments. Each participant presents his or her plan in the course's second half. At the present time, their proposed tables of contents are hypothesized as follows.

12. Results of training study (hypothetical table of contents for policy recommendations and workplace KAIZEN action plans)

Section 1: Colligation of Japan's life improvement case study (common to all)

1. Regulatory system supporting life improvement project
2. Extension workers' roles, quality, and required technology, knowledge and attitudes
3. Distinctive characteristics of Japanese rural areas that enabled life improvement
4. Success factors
5. Factors specific to Japan

Section 2: Present situation of each country's rural development (substitute each participant's country report)

Section 3: Policy recommendations (country-specific portions will vary by participant)

1. Direction of rural development administration and its improvement measures
2. Direction of extension workers and their improvement measure
3. Distinctive rural area characteristics to be borne in mind when carrying out life improvement projects

Section 4. Execution of KAIZEN plan possible in one's workplace

- (1) Long-term objectives (specific goals to be achieved one year later)
- (2) KAIZEN operation implementation plan for the next 12 months (action plans and goals by month)
- (3) Premises for preparation ahead of carrying out execution plan

13. Follow-up planning

Because this course is not a single training operation, it envisions implementation, however partial, of the above extension action plans through earnest consideration by participants and identification of resources and opportunities that can be used to realize them, by way of followup.

(1) Action plans and personal commitment following return home

Participants consider action plans that can be carried out soon after their return, including translating this course's content, writing introductory articles in related publications and hosting seminars in their workplaces to introduce the course results. Participants can also use the Internet to share reports and experiences, and undertake consultations.

(2) JICA domestic training

Use of JICA domestic training in participants' home countries can be considered as a followup to the training in Japan. JICA will conduct presentations and provide opportunities for discussions with participants on the possibilities of domestic life improvement training courses and what sort of arrangements should be made.

(3) Dispatch of APO and other specialists

There are many cases wherein APO, ESCAP and other international organizations dispatch specialists for short periods. Can this sort of support scheme not be used for domestic life improvement training courses?

As a specific example, introduce and discuss APO's specialist dispatch operations.

14. Training evaluation

For overall improvement of rural life improvement training courses and to collect information on implementation of similar courses in and after the next fiscal year, thorough assessment of the training is undertaken. The evaluation topics are (1) efficiency, (b) achievement of objectives, (c) effects of the training, (d) suitability of course content and (e) independent development of the trainees on their return home.

(1) Objective evaluation: measurement by instructors of degree of training goal attainment

The core instructors set in advance objective indicators for the degree of attainment of training goals and measure them when training is completed to gain an objective assessment of the course. Among the methods that may be considered is, for example, advance setting of assessment standards for extension action plans and evaluation by instructors of those plans as devised by participants.

(2) Evaluation by participants: training content (degree of satisfaction), degree of goal attainment

This takes the form of a questionnaire readied in advance, in which the participants enter the degree of their satisfaction with the training course. Trainees answer questions about course themes, goals, curriculum design, training level, instructor quality, lodgings and others, and the responses are analyzed quantitatively. All participants also conduct open course assessments, and identify areas where the course can be improved from their perspective. Each participant also evaluates the degree of achievement of the goals he or she set when the training began. For example, consider the method of setting assessment standards for diffusion action plans and undertaking self-assessment.

(3) Pre-assessments by organizers and preparation of improved plan for next time

Based on the above assessment results, JICA, the implementing organization responsible officers and others conduct a comprehensive post-training evaluation of this course and prepare proposals for improvement of the next.

15. Logical arrangements (abbreviated)

16. Training Module

1st Day – Theme 1: Orientation/Clarification of Training Tasks

Objective: To enable participants to fully understand the outline of this course, and form a certain consensus based on their understanding on what they expect of this course as well as on the training tasks to be accomplished, particularly on the outline of an Extension Action Plan, which is the end product of this training course. To enable them, in short, to establish a learning contract.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Opening ceremony	VIP
09:30	Official start of the training	
09:30	Break	VIP
10:00	Informal talk with VIP	
10:00	Orientation	Course
10:30	Presentation of the contents of the training course	Coordinator (CC)
10:30	Lecture 1: Japanese agriculture, rural districts and administration system. General discussion about rural life improvement	Livelihood Improvement Researcher
12:30	<p>The lecturer provides the participant, before going into discussion about life improvement, with preconditional information (agriculture mainly based on single rice cropping and part-time farming, a rural district consisting of neighborhood associations, communities, old villages and administrative villages, outline of various rural organizations including a women's association, an agricultural cooperative and a land improvement district, scale and role of the central government, prefectural and municipal governments).</p> <p>The lecturer briefly explains the history of life improvement from the days immediately after the war to the present day together with historical backgrounds and changes in rural districts. The lecturer makes it clear that healthy rural development has been achieved by economic growth particularly in urban areas together with empowerment of residents through life improvement. The participants consider factors other than the life improvement campaign, such as improvement in agricultural productivity in rural development in Japan (modernization of agriculture), external factors (rapid economic growth in the entire Japan and migrant working), penetration of the market into rural districts (rural industrialization and shift from full-time farming to part-time farming), aid from government (public projects, infrastructure development and support for farming products), as well as empowerment of residents through the life improvement campaign</p>	

	(empowerment of women through life improvement).	
12:30	Lunch break	
14:00		
14:00	Workshop 1 (WS1) ¹ : Announcement of what participants expects of the training	Life improvement researcher
17:30	Confirmation on the training tasks and needs between the participants and the persons responsible for the course	
	WS2: Self-introduction of the participants	The WS shall be operated, in principle, by the initiative of the participants, provided that this day is the first day of the training, a CC will show the participants how to choose themes, and the method for discussions. On the day two and onward, the participants will be expected to take greater initiative day by day.
	Each participant provides their own personal backgrounds, using a poster or other means, to develop an understanding of one another (it also serves as an icebreaker).	
	WS3: Outline of an Extension Action Plan, end product of the course	
	This is for discussing matters that need to be considered throughout this course and forming a consensus on the outline of an Extension Action Plan, particularly on the suggestion of assumed contents; for discussing how the course should be implemented in order to formulate such an Extension Action Plan and what should be focused on during discussion; and for forming a consensus among the participants on how they should carry out reflection on and after the next day and presiding over discussion.	

¹ All workshops require workshop materials, such as Philip charts, large-size post-it papers, marker pens and a blackboard.

2nd Day – Theme 2: Life Improvement Ideas and Administration System

Objective: To sort out various key concepts seen in post-war life improvement in Japan and consider its administration system by which post-war life improvement has been achieved.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
09:30	The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics, including reconfirmation of their plane tickets.	Representative of the participants
09:30	Lecture 2: The concept of KAIZEN in life improvement. “Thinking farmers” and “group thinking”	Life improvement researcher
11:00	The lecturer analyzes examples of life improvement, and explains the concept of KAIZEN in which subtle improvements and/or ideas are added to the present situation seen in the examples. KAIZEN is based on improvement/increment and not on replacement/innovation, which is the key to the conventional development concept. The participants consider not only life improvement that promotes rationality and convenience in life, but also policy and system improvements that improve polices and methods. “Thinking farmers” can be defined as farmers who can overcome self-regulation within their conventional, feudalistic community, independently re-examine their own lives, and can think independent of their community’s feudalistic principle of regulation. “Group thinking” is, on the other hand, a group problem solving process in which people belonging to a group, such as a life improvement group, share a problem and all the members of the group work out a solution to the problem. The participants consider life improvement founded on the basic principle of “thinking farmers” who propose the establishment of individuals and a group approach called “group thinking”.	
11:00	Break	
11:30		
11:30	Lecture 3: Administration system that has supported the rural life improvement campaign	Administrator or life improvement researcher
12:30	In the initial stage of life improvement, a proper mechanism for feedback among the administration, extension workers and farmers in a village was working because no systems were established. The farmers were not a mere institution for executing policies, but provided experimental opportunities for formulating and improving policies. The lecturer explains the administration system for the life improvement campaign that was made by reflecting farmers’ views.	

12:30	Lunch break	
14:00		
14:00	WS4: Life improvement ideas and what is the ideal administration system	CC participants
17:30	<p>Theme 1: The participants consider whether concepts similar to “KAIZEN”, “thinking farmers” and “group thinking”, on which life improvement in Japan is based on, exist in their own countries, and if they do, how they have been promoted.</p> <p>Theme 2: The participants consider administration systems, personnel assignments and budget allocations related to life improvement in their own countries and summarize them in country-by-country posters.</p>	

3rd Day – Theme 3: Role of Life Improvement Extension Worker (1)

Objective: To understand the role life improvement extension workers have played in Japan’s life improvement campaign. To consider knowledge, technologies and attitude required of an extension worker for the life improvement campaign. Specifically on Day Three, to consider the role and qualification of an extension worker as a facilitator.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
10:00	The participants present the results of the group discussion they had last day. The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics.	Representative of the participants
10:00	Lecture 4: Development process for life improvement and changes in the role of life improvement extension workers	Presentation of examples of activities by OG, a life improvement extension worker
11:00	The participants consider progress stages of the life improvement campaign and corresponding changes in the role of life improvement extension workers. Participants think about some examples, including an example of an extension worker who overcame difficulty in initiating an activity by breaking down an old custom, took the first step and achieved success (groundwork for a change), an example of an extension worker who started with a small thing, achieved success many times, and took on a more significant challenge, an example of an extension worker who started purely with life improvement and social development and achieved financial success by operating a farm product processing plant and by selling products to a large-scale market such as Co-ops (from social development to economic activity). They also think about expansion into other fields through life improvement, such as nutrition, health care and educational activity, as well as about cross-sector cooperation at a	

	farmer's level.	
11:00	Break	
11:30		
11:30	Lecture 5: Examples of life improvement activities initiated by a good internal leader	Presentation of examples of activities by OG, a life improvement extension worker
12:30	These are examples of life improvement activities proposed by and performed at the initiative of a community leader which produced benefits to the entire community through the self-help of community members. They show that a community itself is capable of achieving and improving the welfare of residents, and include an example of a simplified water supply system constructed by residents. The participants examine the examples and consider a function, such as provided by chicken savings, that motivates community members to achieve their goal through mutual cooperation. The presentation of an example in which a group supported a member who was about to drop out, thus revealing the details of the group. The participants consider the presence or lack of presence of a facilitator in those examples, as well as the role of an internal leader. The participants consider the possibility of having participants from Bangladesh compare those examples with peer pressure seen in micro credit in Bangladesh.	
12:30	Lunch break	
14:00		
14:00	WS5: Key points, viewpoint and matters to be noted for listening to the lecture on extension workers	CC Participants
17:30	The participants form a consensus among themselves on the point, viewpoint and matters to be noted they should focus on when listening to the lectures given mainly by life improvement extension workers on Day Three and Day Four. They discuss the results in WS6. The following key points are assumed: Theme 1: What is the role an extension worker should play? Theme 2: What are the qualification, technologies and attitude required of an extension worker to actually play the role? Theme 3: What is the difference between a leader and a facilitator?	

4th Day – Theme 3: Role of life improvement extension workers (II)

Objective: To understand the role life improvement extension workers have played in Japan’s life improvement campaign. To consider knowledge, technologies and attitude required of an extension worker for the life improvement campaign. Specifically on Day Four, to focus on various technologies and technical skills that need to be acquired by extension workers.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
09:30	The participants present the results of the group discussion they had last day. The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics.	Representative of the participants
09:30	Lecture 6: Presentation of life improvement technologies	Presentation of examples of activities by OG, a life improvement extension worker
10:30	The lecturer presents examples of individual technologies of the past in pictures and video, such as improvements to a kitchen stove/kitchen, a simplified water supply system, nutrition/cooking and clothing. This presentation will enable the participants to find traces of life improvement in villages when they pay an on-site visit to them.	
10:30	Break	
10:45	Lecture 7: Presentation of life improvement extension technologies	Technical expert in life improvement technology
11:45	Of extension technology for formulating plans and organizing groups and social technology, the lecturer gives a lecture on and present extension technology not taken up in the past course curriculum. The participants will learn, for example, about theoretical and practical aspects of planning, including a “lover-seeking type plan” through formulation of the vision of a village and a “culprit-seeking type plan” through the use of an environment check map. Arrangements will be made so that the participants can experience the extension technology discussed in the course.	
11:45	Break	
12:00		
12:00	Lecture 8: What is an extension plan?	Technical expert in life improvement technology
13:00	The lecturer gives specific examples regarding the significance, outline and formulating method of an extension plan developed for extension workers through implementation of plan improvement projects in Japan so that the participants can learn about them. From this lecture, the participants gain a full understanding of an Extension Action Plan, the end product of this course.	

13:00	Break	
14:30		
15:00	WS6: Role, qualification, technology and attitude required of life improvement extension workers or extension workers	CC
17:30	<p>The participants discuss the points they agreed upon before the extension worker started to give his lecture.</p> <p>Theme 1: What are the qualification, technologies and attitude required of an extension worker to actually play the role?</p> <p>Theme 2: What is an extension plan?</p>	Participants

5th Day – Theme 4: Life Improvement and Regional Characteristics

Objective: To understand where the characteristics of Japanese rural districts lie, which carried out the life improvement campaign in response to promotional activities of outsiders such as life improvement extension workers. To consider what techniques should be used and where to direct attention in order to understand the characteristics of each district, including reviewing examples, and ultimately to ensure that the participants will have a view that rural development and life improvement should be carried out in different manners depending on the country situation, regional characteristics or development stage in a country-by-country reporting session held next day.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
09:30	The participants present the results of the group discussion they had last night. The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics.	Representative of the participants
09:30	Lecture 9: Agricultural organization in Japan/Theory on community	Rural sociologist
11:00	The participants consider the functions of Japanese rural districts, such as management of regional resources, introduction of development and distribution of burdens and benefits, from the viewpoint of the concept of autonomous communities. They also think about “the principle of rural organization based on competition and cooperation” and the nesting-box type rural structure, i.e. “individual households – areas – communities – administrative village – neighboring villages” structure that can be seen in Japanese rural districts. Particularly they consider the principle of rural organization in Japan, by which members compete against one another within the organization while they cooperate to compete with external organizations.	

11:00 11:30	Break	
11:30 13:00	<p>Lecture 10: Tools used to understand regional characteristics in PRA/RRA or in life improvement</p> <p>The lecturer presents tools developed in the process of PRA/RRA or life improvement for understanding regional characteristics. The lecturer does not go into the details of each tool, and explains only the basic concept and where to look (if more time can be allocated, the participants may acquire practical knowledge of each tool and may also actually use some tools during their on-site visit).</p>	Expert on understanding of PRA/RRA or regional characteristics
13:00 14:30	Lunch break	
14:30 17:30	<p>WS7: What are regional characteristics of Japanese rural districts and other special factors?</p> <p>A workshop is held to determine peculiarities of Japanese rural districts and special factors, such as social and political conditions, in post-war Japan when rural life improvement activities were at their peak.</p> <p>WS8: Workshop for summarizing what has been learned thus far</p> <p>Based on study of examples of experience in life improvement in Japan, the participants reach a consensus on the outline of the Part I (common section/examples of life improvement in Japan) of an Extension Action Plan and on the development procedure as well as on the assignment of roles. They also need to discuss how to present country-by-country reports next day and points in discussion and form a consensus on them.</p> <p>WS9: Discussion on site observation and country by country reporting</p>	CC Participants

6th Day – Theme 5: On-site Visit (I)

Objective: To actually pay an on-site visit to learn about the conditions of Japanese rural districts, living conditions of farmers, outline of life improvement extension projects, tasks of life improvement extension workers and outline of activities of life improvement groups. Particularly on the first day of on-site visit, focus will be placed on the conditions of Japanese rural districts and farms. If possible, each of the participants will stay in the home of a local resident for the duration of their on-site visit. They will be accompanied by translators if required.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
AM	Observation of Japanese farmers' life and work Each host family explains their rural life and farming work. If possible, participation in farming work and a village gathering will be arranged. Translators are required.	Host farmers
PM	Analysis of Japanese rural structure Each of the participants should try to gain an understanding of Japanese rural structure and characteristics, using such means as interviews and mapping. Translators are required.	Host farmers and residents in the neighborhood

7th Day – Theme 5: On-site Visit (II)

Object: Same as above. Specifically on the second day of on-site visit, focus will be placed on the Extension Center and life improvement extension workers.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
AM	<p>Briefing on the mechanism and functions of the Agriculture Extension Center</p> <p>An official from the Agriculture Extension Center explains the objective of establishing the Extension Center and its organization and major tasks. The official also explains the area placed under the jurisdiction of the Extension Center and the structure and social structure of an administrative village. This presentation will be given to all the participants at the Extension Center.</p>	Agriculture Extension Center
PM	<p>Observation to life improvement examples</p> <p>The participants visit the area placed under the jurisdiction of the Extension Center together with the life improvement extension workers in charge, and also see life improvement examples. The participants will be divided into small groups, and each group will be accompanied by a life improvement extension worker.</p>	Life improvement extension workers

8th Day – Theme 5: On-site Visit (III)

Objective: Same as above. Specifically on the third day of on-site visit, focus will be placed on life improvement extension workers and life improvement groups.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
AM	<p>Observation of life improvement activities</p> <p>The participants observe specific extension activities such as development of an environmental check map, lectures and workshops. They will be divided into the smallest possible groups for observing such activities.</p>	Life improvement extension workers
PM	<p>Interaction and discussion with life improvement groups</p> <p>An opportunity will be provided for the participants to talk freely with members of life improvement groups. Themes and method will be determined by the participants. As many translators as possible will be provided, and the participants will be divided into the smallest possible groups to interact and discuss with life improvement group members.</p>	Local residents and life improvement extension workers

9th Day – Theme 5: Summarization of the Results of On-site Visit

Objective: To allow all the participants to share, fully understand and absorb information obtained and things learned by the participants as a result of the on-site visit. Also to make final checks on the results of on-site visit.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
AM	<p>WS10: Sorting out information obtained from on-site visit.</p> <p>Theme 1: Each participant summarizes and present information on their host farmers and surrounding areas.</p> <p>Theme 2: Each group summarizes and present information on each of life improvement examples and life improvement extension projects.</p> <p>Theme 3: Each participant in charge summarizes and present information obtained from interaction and discussion with life improvement groups.</p> <p>Theme 4: The participants look back at the enter on-site visit, and lists questions for the Extension Center and extension workers if there are any unclear matters.</p>	<p>CC</p> <p>Participants</p>
PM	<p>Final Q&A session with the Extension Center, extension workers, life improvement groups and others</p> <p>Using the list of the questions made in WS9, the participants hold the final Q&A session and discussion with officials from the Extension Center, extension workers, representatives of life improvement group and others to check out information for the last time.</p>	<p>Extension Center, life improvement extension workers, life improvement groups, representatives of local residents</p>

10th Day – Theme 6: Comprehensive Comparison of Rural Development Among Countries

Objective: The participants present and discuss rural development being carried out in their own countries, thereby putting them in a relative context with examples of experience in life improvement in Japan that have been the main topic so far. Specifically, this will enable the participants to hold discussions with comparative study using the examples of Japan, which is their common understanding, as the base, with regard to such main topics as the role of extension workers and regional characteristics.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
09:30	The participants present the results of the group discussion they had last night. The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics.	Representative of the participants
09:30	Country-by-country reports and discussion (I)	CC
12:30	(The participants may be divided into groups for discussion depending on the number of participants and reports)	Participants Main lecturers
12:30	Lunch break	
14:00		
14:00	Country-by-country reports and discussion (II)	CC
17:30	(The participants may be divided into groups for discussion depending on the number of participants and reports)	Participants Main lecturers

11th Day – Theme 6: Comprehensive Comparison of Rural Development Among Countries

Objective: The participants present and discuss rural development being carried out in their own countries, thereby putting them in a relative context with examples of experience in life improvement in Japan that have been the main topic so far. Specifically, this will enable the participants to hold discussions with comparative study using the examples of Japan, which is their common understanding, as the base, with regard to such main topics as the role of extension workers and regional characteristics.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
09:30	The participants present the results of the group discussion they had last night. The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics.	Representative of the participants
09:30	Country-by-country reports and discussion (I)	CC
12:30	(The participants may be divided into groups for discussion depending on the number of participants and reports)	Participants Main lecturers
12:30	Lunch break	
14:00		
14:00	Country-by-country reports and discussion (II)	CC
17:30	(The participants may be divided into groups for discussion depending on the number of participants and reports)	Participants Main lecturers

12th Day – Theme 7: Policy Recommendations and Development of an Extension Action Plan (I)

Objective: To sort out information obtained thus far on life improvement examples in Japan and rural development in each country. To develop an Extension Action Plan² based on the information, which will be implemented by each participant upon return to their countries.³

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00	Reflection	CC
09:30	The participants present the results of the group discussion they had last night. The CC or the representative of the participants briefly summarizes what they learned and agreed upon yesterday. They also need to check logistics.	Representative of the participants
09:30	Summarization of life improvement examples in Japan (common section)	CC
10:00	1. Review of the workshop results summarized thus far	Participants
10:00	2. Determining the proposed final contents	CC
10:30		Participants
10:30	3. Making headings and subheads for each chapter Presentation Revision Agreement	CC
11:00		Participants
11:00	4. The participants are divided into small groups to write sentences for each heading.	CC
17:30	Each group completes their own drafts and deliver them to other participants who will read them.	Participants
Night	5. Participants in charge read out the draft for each heading, and prepare comments.	Participants

² We are drafting the contents of training programmes for the period on and after 12th day on an assumption that the participants will be preparing the Policy Recommendations and a KAIZEN Action Plan. As a matter of actual practice, it will be the participants themselves who will determine the contents of graduation presentation, hence the direction of the training course mentioned in the preceding sentence may be adjusted accordingly.

³ Appropriate units of computers and copying machines will be required during the process of production of the Policy Recommendations and the KAIZEN Action Plan.

13th Day – Theme 7: Policy Recommendations and Development of an Extension Action Plan (II)

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00 12:30	6. Presentation by the drafters and comments from the readers Finishing off the drafts (Extension Action Plan Part I “Life Improvement Examples in Japan” (complete))	CC Participants
14:00 15:00	Development of an Extension Action Plan (individual sections that differ with participants) 1. Discussion/agreement on the framework of an Extension Action Plan (large headings, small headings)	CC Participants
15:00 17:30	2. Development of an Extension Action Plan by individuals or groups	Participants
Night	3. Each participant completes their own Extension Action Plan.	Participants

14th Day – Theme 8: Presentation of Policy Recommendations and Extension Action Plans

Objective: To present the gist of an Extension Action Plan developed by each participant. Other participants, main lecturers and the course coordinator comments on them to make them more theoretical and feasible.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00 12:30	Presentation of Extension Action Plans Presentation and revision of Extension Action Plans developed	CC, participants, main lecturers
14:00 17:30	Presentation of Extension Action Plans Presentation and revision of Extension Action Plans developed	CC, participants, main lecturers

15th Day – Theme 9: Achievement/Evaluation of Training Tasks and Completion of the Training

Objective: To evaluate the training course together with the participants. To provide information on resources and support schemes required by the participants to implement their Extension Action Plans, and consider the possibility of specific follow-up programmes. Then, officially complete the training course.

<i>Time</i>	<i>Training contents: Individual objectives</i>	<i>Trainer / Training materials</i>
09:00 12:30	Finishing up an Extension Action Plan If possible, the participants bind copies of their Extension Action Plans completed into a booklet and produce a CD.	Participants
14:00 15:00	WS10: Training Course Evaluation Workshop In addition to evaluation using a questionnaire to be filled out by individuals, all the participants will have an opportunity to evaluate the course, consider how to improve future courses and make comments.	CC Participants
15:00 16:00	Development of a follow-up programme 1. Presentation of participants' personal follow-up programmes 2. Presentation of JICA domestic training scheme 3. Presentation of APO expert dispatch system	CC Participants JICA APO
16:00 16:30	Break	
16:30 17:00	Closing ceremony: Official completion of the training course	VIP Main lecturers

3-3 Proposed Supplementary Technical Training for JOCV Candidates

(Draft by Ms. Miho Ota)

1. Course Outline

- (1) Course title: Supplementary technical training on the “Livelihood Improvement Approach”
- (2) Duration: 5 days (residential)
- (3) Capacity: around 20 - 30 trainees
- (4) Location: Rural areas (where cooperation from related institutions can be obtained)
- (5) Institutions from which cooperation requested: Public offices, community centers, agriculture improvement extension offices, JA, public health centers, others

2. Objectives

To enable those JOCV candidates who have opportunities to act directly with local residents (1) to study the “livelihood improvement approach” applied in postwar Japan’s rural development, (2) to acquire knowledge and technology that will be their “tools” when active in their appointed country based on their own expertise, and (3) to learn the right “mental attitude” when interfacing with residents, with the aim of developing communities and eradicating poverty in rural villages, urban slums and elsewhere.

3. Attainment Targets

1. To impart knowledge concerning rural community development experience in Japan in the postwar recovery period (1945-1965).
2. In particular, to impart the “livelihood improvement approach” methods of survey and extension used in that period.
3. Through the training outlined above, to teach the importance of a “universal human approach” when interfacing with local residents.

4. Background

During the postwar recovery period in Japan, rural communities made concerted efforts for livelihood improvement, amassing a wealth of experience in the process. This experience could now be applied to rural area promotion in countries where Japan Overseas Cooperation Volunteers are currently posted. However, the present reality is that this kind of information is not being adequately passed on to those involved in similar rural development activities overseas. The reasons for this range from dispersion of data to the advancing age of experienced personnel. Similarly, many recent JOCV candidates may have opportunities to study western-style development principles, examples of practice, methods, etc. But they have hardly any chance to study development principles, examples of practice, characteristic methods and others relevant to Japan in the period of postwar recovery.

Based on this kind of perception, we now propose a form of training in which candidates in the field of development in developing countries will acquire knowledge enabling them, in future, to explain to people of other countries not only the situation in Japan as an “industrialized nation”, but also the process leading up to that situation. At the same time, they will acquire practical technology enabling them to propose plans of action based on their respective expertise in their appointed areas, referring to Japanese experience, practical examples, and methods.

5. Target Trainees

Of JOCV candidates, those who have opportunities to act together with residents in rural areas (including urban slums). These might include rural development officers, public health nurses, dieticians, specialists in home economics, handicrafts, food processing, agricultural product processing, and literacy education, programme officers, and others.

6. Training Topics (Training methods: lectures, practical learning, discussion)

(1) Overall orientation (0.5 day)

(2) Lectures (1.5 days): “Experience of social development and rural development in postwar Japan”

Lecture 1: “Unique characteristics of Japan’s rural communities lying behind the livelihood improvement movement”

Lecture 2: “Postwar Japan as a developing country and a defeated country”

Lecture 3: “Japan’s capacity and strategies for aid acceptance”

(3) Practical Training (2.5 days)

Practical Training Orientation

Practical Training 1 “Interviews with veteran practitioners (Interview Practical Training)”

Practical Training 2 “Practical training in survey & extension technology”

Practical Training 3 “Analysis of rural development in Village X”

Practical Training 4 “JOCV Volunteer Activity Plans (Extension Plans)”

Overall Presentations and Debate

7. Training Materials

- Created as new (created over the next 1 - 2 years / Materials that could generally be used for the younger generation in Japan)
- Report of Volunteers
- Examples of secondary reading (refer to No. 12: List of Supplementary Readers)

8. Lecturers

- Researchers
- JOCV OV in related occupations
- Veteran practitioners in related sectors (agriculture and livelihood improvement extension officers, subject matter specialists (extension methods, others), public health nurses, dieticians, social education inspectors, livelihood improvement group leaders, etc.)

9. Evaluation

To improve the quality of supplementary technical training in future, the appropriateness and efficiency of the training content and method, the training objective and level of attainment, the method of implementation and other topics will be studied as a form of evaluation on completion of training. JOCV technical advisers, course coordinators, training participants, lecturers, commentators, and cooperators for training will be asked for their evaluation.

As for post-evaluation, JOCV volunteers in mid-posting or those who have returned to Japan will be asked to evaluate the appropriateness of the training as a whole.

Evaluation will be based on a combination of questionnaires and discussion.

10. Training Schedule

Day	Content	Lecturers, Commentators, etc.
1st Day Morning	Opening General orientation Self-introduction Presentations of OV experiences by JOCV volunteers	Course Coordinator 2-3 OV JOCV volunteers in related occupations
Afternoon	Lecture 1 “Unique characteristics of Japan’s rural communities lying behind the livelihood improvement movement”	Research staff
Evening	(Informal party)	
2nd Day Morning	Lecture 2 “Postwar Japan as a developing country and a defeated country”	Researcher staff
Afternoon	Lecture 3 “Japan’s capacity and strategies for aid acceptance”	Research staff
Evening	Practical Training Orientation 1	Course Coordinator
3rd Day Morning	Outline of sector-specific rural development practice	Practitioners in each sector
Afternoon	Practical Training 1 “Interviews with veteran practitioners (Interview Practical Training)” <i>Sector-specific Groups</i>	Practitioners in each sector
Evening	Review (survey content, survey method)	Each Group
4th Day Morning	Practical Training 2 “Practical training in survey & extension technology” <i>Sector-specific Groups</i>	Promoters: Livelihood improvement extension officers / Subject matter specialist (extension) / OV of JOCV volunteers
Afternoon	Practical Training 3 “Analysis of rural development in Village X” <i>Sector-specific Groups</i> Discussion in Groups Overall presentations and debate	Commentators: Rural village development technical advisers, several cooperators, 2-3 OV JOCV volunteers in related occupations
Evening	Practical Training Orientation 2	Course Coordinator
5th Day Morning	Practical Training 4 “Creation of JOCV volunteer activity plans (extension plans)” <i>Multi-sector Groups</i>	Promoters: Livelihood improvement extension officers / Subject matter specialist (extension) / OV JOCV volunteers

Afternoon	Overall Presentations, Debate Evaluation of training Closing	Commentators: Rural village development technical advisers, several cooperators, 2-3 OV JOCV volunteers in related occupations
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11. Training Modules

(1) Orientation

Overall Orientation	
Time	0.5 day
Objective	Each participant should have a clearly defined objective for participating the seminar, and describe it in words. To obtain material images of the activities of cooperation force
Contents	Orientation: Summary of the course Self-introduction, ice breaking Presentation of actual experience by the OV volunteers
Method	All participants together
Lecturer	Course coordinator, technical adviser for rural development, 2-3 OV of related fields
Venue	Lecture room

Practical Training Orientation 1	
Time	2 hours
Objective	Explanation of actual contents of practical training To organize the participants into groups of different business sectors by their field of specialization and the contents of operations requested by the relevant developing countries, followed by lessons on how to work as an actor for rural development in the related technical sector and how to cope with the problems which may arise from affiliated project. To determine the items for survey
Contents	Following assignment into a sector (job sector) (Table 1: "Group" to , and, Explanation will be given the summary rural development enforcement programme (on the items of importance in conducting a survey hereafter on the basis of Table 1 "Survey Items")
Method	All participants together
Lecturer	Course coordinator and a few persons picked from each sector of the subject persons covered by this survey.
Venue	Lecture room

Practical Training Orientation 2	
Time	2 hours
Objective	To recognize the reasons and significance of using the extension plan or a trouble shooting process manual used by Livelihood Improvement Extension Workers and learn how to fill out the forms and make the best of it.

Contents	Explanation on how to prepare a participant action plan (extension plan/troubleshooting process table); Division into groupings by multi-sector contact
Method	All participants together
Trainer	Course coordinator, life improvement extension worker/subject matter specialist (extension), 2-3 OV practitioners
Venue	Lecture room

(2) Lecture

Lecture 1: Unique features of Japanese Farming Societies as the Background of Livelihood Improvement Campaign	
Time	0.5 day
Objective	Participants will learn the presence and role in the agricultural society in Japan of various organizations and sharing of roles of those organizations by village people and their relationship and how they contributed to the evolution of rural societies. By reviewing the meaning of development and evolution, to analyze the change of Japanese agricultural societies and appreciate the unique features and similarity compared to other countries.
Contents	Participants will learn how Japanese farming village (“Mura”) evolved itself with its unique features (history of women’s group, agricultural work group, young men’s association, flood fighting force association), Difference and similarity of meaning of “development” and “evolution” in Japan, Difference and similarity of Japanese villages and those of developing countries
Method	All participants together
Lecturer	Farming village sociologist, researcher of development study
Venue	Lecture room

Lecture 2: Postwar Japan as a developing/defeated country	
Time	0.5 day
Objective	To grasp the status of Japan as a developing country Participants will analyze Japan’s postwar relationship with other countries, especially focusing on the relationship with GHQ which were active in Japan as opposed to Japan’s position for reaction in comparison with the relationship between the developing countries and donor countries.
Contents	Postwar status of Japanese farming villages (infrastructure, economy, general status of farming, organization, livelihood, etc.), various reforms and changes in the society (any relationship with development assistance/aid dynamics granted today)
Method	All participants together
Lecturer	Farming village sociologist, researcher of development study
Venue	Lecture room

Lecture 3: Japan's strategy and capability to accept assistance	
Time	0.5 day
Objective	<p>Participants will learn about various overseas assistance offered to postwar Japan for reconstruction and enhance our appreciation of Japan's capability and strategy to take advantage of the assistance by virtue of such keywords as "democratization" and "fostering of thoughtful farmers".</p> <p>To compare the ongoing policy in general for overseas development assistance and the position of recipient countries with that of postwar Japan.</p>
Contents	<p>Listing the assistance received from overseas countries; one example, (milk from UNISEF and Association of Child Caring Mothers", "Kitchen Car" and "PL480", LARA goods, <i>Seisen Cottage</i> at Kiyosato, etc.);</p> <p>Loan from the World Bank (for Shinkansen Bullet Train, Kurobe No. 4 Dam, etc.);</p> <p>"Democratization" and "Fostering of thoughtful farmers";</p> <p>Idea of "KAIZEN" (idea of moral requital and TQC (Total Quality Control)</p>
Method	All participants together
Lecturer	Farming village sociologist, researcher of development study
Venue	Lecture room

(3) Practical Training

Practical Training 1: Interview survey with veteran practitioners (interviewing training)	
Time	0.5 day
Objective	<p>Participants will be asking the practitioners well prepared questions, positively seeking valuable recommendations, in this case in what manner the practitioner as a extension worker or a public health nurse or whoever-else as the case may be, secured trust of the other party, what sort of preparatory works had been required in performing the task undertaken, or how the practitioner secured support of the family members or others working around the target individual the practitioner had been talking to; in short, what state of mind one should have in addressing the counter-party and presenting a proposal for substantial development.</p> <p>At the same time, the participants will seek understanding of the practitioners on the multi-sector approach for the livelihood improvement programme.</p>
Contents	Divided into groups by sector as under Table 1 and hold the planned interview with the veteran practitioners of the same industrial sector
Method	Group action by sector
Trainer	Veteran practitioners (those persons covered by Table 1 as survey objectives)
Venue	Village office, community hall, Agriculture Improvement Extension Center, JA facilities, public health center, etc.

Practical Training 2: Learning of survey/extension technology	
Time	0.5 day
Objective	Participants will learn the techniques for survey and extension, and further trains powers of observation of what problems are arising in the process of survey and extension conducted jointly with the local residents using those techniques, how the local people would value the “facilitator”, etc.
Contents	Participants will actually practice a survey by using an environment inspection map, the line of flow, survey of eating habit, 6x6 debate, KJ method, etc. often used by Japanese extension workers.
Method	Group action by sector
Trainer	Veteran practitioners (those persons covered by Table 1 as survey objectives).
Venue	Village office, community hall, Agriculture Improvement Extension Center, JA facilities, public health center, etc.

Practical Training 3: Analysis of XXX Village Development	
Time	0.5 day
Objective	Referring to the knowledge gained from the practical training done so far, participants will analyze the actual situation of XXX village by verifying what actually took place in the village (which goods and human resources were effectively used or not, the contents and

	degrees of change happened in the village), which approach was well received and which not, what the response from the residents, etc. should be analyzed by groups of different sectors for comparison of the results to enhance flexible thinking and will be compared between groups.
Contents	Each group will review 1) the contents and results of its survey, and 2) the methodology it used in method and methodology for survey and extension of technology, and present the result to the entire groups for sharing.
Method	Group discussion by sector and presentation/discussion at the plenary session
Trainer	Technical adviser for village development, several cooperators in the survey, 2 - 3 practitioner OVs of related professional skills
Venue	Lecture room

Practical Training 4: Preparation of Participant Action Plan (Extension Plan)	
Time	0.5 days
Objective	How to establish cooperation with other sector? Participants will discuss if any use of lubricant is effective or realistic for smoother relationship (action/problems/residents' organization/development system (system of subsidy, etc.) and further discuss to identify critical points to eventually visualize a comprehensive image of rural development.
Contents	Participants will, in groups comprising persons of different professional background, discuss a comprehensive development plan for a farming village, and consider the ways and means for each of them to make contribution to realization of the plan. Participants will then prepare individual action plan in accordance with the above plan.
Method	In multi-sector groups
Trainer	Technical adviser for village development, several cooperators in the survey, 2 - 3 practitioner OVs of related professional skills
Venue	Village office, Community Hall, Agriculture Improvement Extension Center, JA, Public Health Center, etc.

Summing-up presentation, discussion	
Time	0.5 day
Objective	The contents of training implemented so far will be stored as internal property for helping future participants building visions.
Contents	Each group will presents its vision for comprehensive farming village development, or each individual will presents his/her own action plan. Based on these presentation, participants will discuss freely.
Method	Plenary session
Comment ators	Technical adviser for village development, several cooperators in the survey, several practitioners of related professional skills, plus 2-3 OVs
Venue	Lecture room

Table 1. Proposed Activities for Each Practical Training Group

	Group	Survey Topics	Survey Respondents	Survey Place or Organization
	Agriculture & Rural Life Related occupations: Rural Development Officer Program Officer, etc.	Agriculture and livelihood improvement extension projects Extension schemes, systems Agricultural cooperative unions Simple waterworks Mosquito and fly eradication movement Oven improvement	Agriculture improvement extension officers Livelihood improvement extension officers Agricultural supervisors Livelihood supervisors	Agricultural Improvement Extension Centers JA
	Public Health Related occupations: Public Health Nurse Program Officer, etc.	Health centers and public health nurses Role of Associations of Maternal and Child Health & Welfare in the community Simple waterworks Mosquito and fly eradication movement	Public health nurses Midwives Nurses Livelihood improvement diffusion officers	Health centers Associations of Maternal and Child Health & Welfare
	Nutrition Related occupations: Dietician Food Processing Agricultural Product Processing, etc.	Nutrition improvement Kitchen cars Promotion of powdered foods Elimination of unbalanced diets Cookery classes School lunches	Dieticians Livelihood improvement extension officers Livelihood supervisors	Health centers
	Education Related occupations: Rural Development Officer Program Officer Literacy Education, etc.	Community centers and social education inspectors Elementary school teachers and PTA	Social education inspectors Teachers PTA members	Community centers Schools
	Enterprise Start-up (income generation / micro-credit) Related occupations: Home Economics Handicrafts Food Processing Agricultural Product Processing, etc.	Capital procurement Household book-keeping movement History of <i>Tanomoshiko Tamago chokin</i> , <i>Tsumori</i> savings Women's business startup projects	Livelihood improvement groups, etc.	<i>Michi no Eki</i> Direct sales outlets Restaurants Other livelihood improvement group activity locations

12. List of Supplementary Readers

Classification	Author, Editor et.	Book Title	Year of Publication	Publisher	Review in Brief
Extension method	Yotaro Hamada (Editor)	How should we pursue extension activities in future?	1987	Agriculture, Forestry and Fisheries Livelihood Improvement Research Association	A standard text for livelihood improvement extension workers. Presents good summary descriptions of concepts of how to guide the extension activities, principles of extension methods, extension guidance planning, extension technologies, group guidance, activity methods, and regional extension activities based on group guidance, methods of activities, and promotion of group actions.
	Ministry of Agriculture and Forestry, Agricultural Policy Planning Bureau, . Extension Dept.	Textbook on Extension Method /1, Principles of Extension Methodology	1965	Japan Agricultural Development and Extension Association	Classification of studies of extension methods and means into stepwise theoretical structure
	Ditto	Extension Method Series /2 Extension and Farming Society	1966	Ditto	Introduction of notification of the Ministry of Agriculture, Forestry and Fisheries of 1963 (clear statement and of extension plan and objectives, and procedures) and presentation of classification and reviews of case studies and other researches Extension planning standards, theme setting, guidance/assessment planning etc. are presented for intended use as a textbook for training of agriculture and livelihood improvement extension workers.
	Ditto	Extension Method Series /3 Extension and Farming Society	1967	Ditto	Presentation of suggested viewpoints and approaches to systemization of promotion of extension activities in response to the change in agricultural societies to be used as a guide in extension practice.

Classification	Author, Editor et.	Book Title	Year of Publication	Publisher	Review in Brief
	Ditto	Extension Method Series /5 Extension Methodology	1968	Ditto	Prepared as a guide to practical use of extension means by extending the area of their application referring to actual cases of livelihood improvement. It covers the method for learning using audiovisual teaching aids, its extension techniques and possible combination with other means.
	Agricultural Policy Planning Dept. Bureau, Extension Dept., Living Conditions Improvement Division	Extension Method Series 6/ Extension Methodology	1969	Ditto	Proposed approaches to systemization of assessment methodologies in extension activities by incorporating the theory of practice into the assessment process
	Edited by Agricultural, Forestry and Fishery Household Livelihood Improvement Study Society, and supervised by Agricultural Policy Planning Bureau Living Conditions Improvement Division	Standing at a Corner	1963	Agricultural, Forestry and Fishery Household Livelihood Improvement Study Society	A book of collection of memoirs, letters, etc. contributed in answer to invitation for the purpose of introducing the history of livelihood improvement programme and its extension workers and grasping problems arising in and around farming households.
Livelihood improvement	Ehime Prefecture Improvement Extension Staff Conference	Farming Household' Bible	1959	Ehime Prefecture Improvement Extension Staff Conference	A manual of Livelihood Techniques (agricultural product processing, textiles, dietary, kitchen reformation, etc.)

Classification	Author, Editor et.	Book Title	Year of Publication	Publisher	Review in Brief
	Jiro Imawa	“Livelihood Pathology”, “”Livelihood Studies by Jiro Imawa, Vol. 5	1971	Domesu Shuppan	A complete collections of Jiro Imawa’s memoirs which appeared in ”Fames’ Asahi”, a version of Asahi Shinbun ‘s farming household version for 12monhts in 1952. Some titles for of monthly issue go like following: “A Job to Diagnose the Symptoms of Living”, Internal Disease and External Disease” “ Disease of Superstition”, “Disease of Ceremony”, “Disease of Vanity”, “Disease of Stiff Etiquette”, Symptoms visible in Dietary, Clothing and Housing”, Workaholics”, “Process to Livelihood Improvement”

Classification	Author, Editor et.	Title	Year of Issue	Publisher	Review in brief
	Edited by the Ministry of Agriculture and Forestry, Agriculture Improvement Bureau, Livelihood improvement Division	Illustrated Farm Livelihood Improvement”	1955	Asakura Shobo	A neatly illustrated guide to the improvement in household improvement. Also a good guide to designing of posters, etc.
Farming village development in general	Yutaka Yoshida	Economic Development and Livelihood Improvement	1992	Tsukuba Shobo	The first section discusses economic development referring to Rostow Theory, with the second section presenting Women’s Association of Isshiki Village, Nanagou, Aichi Prefecture as a successful example.

Classification	Author, Editor et.	Title	Year of Issue	Publisher	Review in brief
	WAA (Women's Activities Association)	Livelihood Improvement Guidebook of Use to Developing Countries : From the Perspective of Japan's Experience and WID	1993	WAA	Meant to help the practitioners working in a developing country getting out of a deadlock Based on the experience of OV practitioners, opportunities for improvement are suggested with for te fields of eating, living, health and hygiene, literacy, income, etc.
	Kusakari Y. Yajima M.	Resource Book for rural development in Malawi	2001	JICA/JOCT Malawi office,	Introduction of practical methods based on the reports JOC practitioners. A guide for field workers
Rural society related readers	Kyosei Muchaku	Yamabiko Gakko (Echo School)	1995	Iwanami Shoten	Lively description of of farming and rural life of Yamagata Prefecture of the ages of 1950's. A collection of compositions written by pupils of the junior high school as revelation of the result of unique approach taken by a teacher in composition (= author of this book). Had substantial influenc on Japan(s postwar education.
	Ryo Omura	Quiet Farming Falk	1958	Ditto	Record of single-hearted efforts by farmers of a farming village in Iwate Prefecture for reconstruction of farming households during the decafe following the endo f the war.
Health care at a farming village	Werner D. Thuman, C. Maxwell, J. and Pear s on A	Where there is no doctor,: A Village Health Care Handbook for Africa	1993	MacMillan	The book explains in an easy manner emergency treatment in case o your falling ill or injury with illustrations. Can be used as a textbook for hygiene education of y anybody of a bite by a poisonous snake
	Takeo Kikuchi	The Village that Protected Itself	1968	Iwanami Shoten	A life-story of Muramasa Fukazawa, an advocate of creation of a farming village which should be healthy and convenient allowing everybody a life worth living.

Chapter 4 Verification in Sites of Cooperation with Developing Countries

4-1 Outline of the Laos Rural Life Improvement Study

(1) Purpose

A) Japanese livelihood improvement experience between 1945 and 1975 will be disseminated in Laos as one aspect of the research topic “(3) Holding seminars in developing countries and practicalizing useful training materials in sites of cooperation” by the Study Committee on “Research on the Livelihood Improvement Programme in Rural Japan” in FY2002. Opinions and information concerning the applicability of this experience in developing countries will be exchanged. Presentations and exchanges of opinions will be held on the following 3 occasions.

a. Participation in the “World Food Day 1st Laos Symposium” held jointly by FAO and the Laos Ministry of Agriculture and Forestry.

Targets: Persons active in development in Laos and other countries

b. Holding of Study Meeting on “Ideal Forms of Rural Life Improvement Cooperation”.

Targets: Japanese nationals active in development locally

c. Holding of “Rural Development and Livelihood Improvement” workshop.

Targets: Residents and project managers in regions targeted by rural community development projects of international agencies, JICA and NGOs

B) The state of farmer livelihoods in the target region will be ascertained through a rural area survey.

(2) Background

As part of an initiative by the United Nations Food & Agriculture Organization (FAO) to mark “World Food Day” (October 16th), the “2002 World Food Day 1st Laos Symposium: Food Security and Rural Life” is to be held jointly with the Laos Ministry of Agriculture and Forestry, FAO, which has been seeking

greater collaboration with Japan, has requested that JICA take part in this Symposium. In response, it was decided that the “Research on the Livelihood Improvement Programme in Rural Japan” Study Committee commissioned by the JICA Agriculture, Forestry and Fisheries Development Study Department would send its Chairman and two members as a study team.

As part of the Study Committee activities, the study team proposed holding opinion exchange and study meetings for Japanese nationals active in development locally, as well as a workshop for residents and responsible officers in the sites of rural community development. The aim of this would be to examine the applicability of the Japanese movement for livelihood improvement in Laos. As a result, with the cooperation of the local offices of FAO, JICA, and the Japan Volunteer Center (JVC), a tripartite workshop was held.

A rural area survey was also conducted to ascertain the circumstances of farmers’ livelihoods in Laos. For these, we sought locations with similar conditions to those of the workshop. This was partly to make the content of study team presentations more specifically tuned to local situations. As a result, a survey was permitted in the Activity Village for the JICA Vientiane Agriculture & Rural Development Project (VARDP). Meanwhile, a tour would also be made of the Phase II Activity Village of the JICA Laos Forest Conservation and Restoration Programme.

(3) Schedule

October 13-20th, 2002

(4) Team member

Hiroshi Sato “Research on the Livelihood Improvement Programme in Rural Japan” Study
Committee Chairman
Chief Researcher, Economic Cooperation Research Section, Institute of Developing

Economies (IDE)

Yoko Yamada “Research on the Livelihood Improvement Programme in Rural Japan” Study
Committee Member

Former Expert in the Philippine Rural Life Improvement Training Project

Miho Ota “Research on the Livelihood Improvement Programme in Rural Japan” Study
Committee Member

Doctoral programme, The University of Reading, UK

(5) Overview

The biggest product of this field trip was that we reaffirmed the significance of introducing the experience of the “livelihood improvement movement” in postwar Japan. As well as the Rural Life Improvement Project of the Ministry of Agriculture and Forestry, experience of “livelihood improvement” in the broad sense (including simple waterworks, public health, and community center activities) is amply equipped with elements of “participatory development” and “social development” in the contemporary development of developing countries. Moreover, we were also able to confirm that this theme is of great interest to non-Japanese involved in development (whether from developing countries or donor countries).

On the one hand, it became clear that even more efforts are needed to improve methods of “dissemination”. When researchers make reports at academic conferences and the like, they should explain the basic concepts in an orderly fashion, and adapt the content or points of emphasis to suit the listeners. However, various surrounding circumstances have to be taken into account if Japanese livelihood improvement extension officers (“*seikai-san*”) themselves are to go out to developing countries and carry out “dissemination”, with the purpose of working in actual sites of rural development in developing countries.

Of course, these “*seikai-san*” are in a position to talk directly to extension officers in developing countries as co-professionals (disregarding the problem of language), and can attempt “technology transfer”. In

developing countries, however, the underlying extension systems are different, as is the morale of the extension officers and the roles given to them. Therefore, merely conveying the spirit and methods of livelihood improvement to extension officers in the partner country would not ensure that the results are properly passed on to villagers in rural areas. And if there is hardly any impact on the actual society in developing countries, there would be little significance in “*seikai-san*” going all the way from Japan to talk to developing countries.

If, on the other hand, these “*seikai-san*” could talk directly to the villagers, they would have definitely have a major impact. However, to ensure that this does not merely end in a transitory event, they need to have different means of dissemination to those of their partner extension officers. The “content” to be conveyed as well as the “tools” for conveying it will probably have to be recreated from scratch. In other words, if we want to have a direct impact on rural residents in developing countries, we need to have processing in two stages (content designed for developing countries, and easily understandable dissemination methods designed for farmers in developing countries).

Incidentally, assuming that Japan will implement a “Rural Life Improvement Support Project” in some form in future, the targets for Japanese experts to convey the principle of “livelihood improvement” and methods of practicing it are inevitably thought to be local extension officers (and people who handle part of their work, including NGO workers in some cases), as well as the policymakers above them. The role of actually interfacing with villagers, based on the principles and methods of livelihood improvement, should be seen as the job of extension officers and development workers in local administrative bodies, NGOs, etc. We may also, however, consider activities in which JOCV volunteers and others directly approach villagers based on their training in Japan.

1) Innovative methods of making presentations

[1] Case of a presentation for policy makers and donor communities

An effective way to make presentations to these people is to basically use the English version of the power point * prepared from last year's research. But it is possible to make a greater appeal to audiences by revising the points you emphasize according to the occasion of your presentation.

For example, because the theme of the seminar in Laos was food security, it should be possible to stress the role that life improvement played in increasing food production. And according to circumstances, it is probably also possible to stress support for women and empowerment, but there is a danger that preparing teaching materials specifically concerning support for women will distort the overall image of life improvement and priority should probably be on the task of establishing a basic format that can be used in all situations. We think that in a case where a presentation is given to policy-makers who have come to Japan for training, it is necessary to have an explanatory kit concerning "the structure of rural society in Japan" and "outline of the history of rural development in Japan until World War II" as basic knowledge.

What can be generally stated is that it is extremely effective to include photographs in the explanation using power point etc., and efforts must be made to find suitable visual materials.

* Prepared for the APO Symposium in April 2002. It consists of about 35 slides.

[2] Case of a presentation for extension workers

The content of a presentation to extension workers from developing countries is basically the content that subject matter specialists (people in a position to guide agricultural extension workers and life improvement extension workers) explain to Japanese life improvement workers in prefectures in Japan. But extension workers in developing countries are not necessarily life improvement workers. Therefore in order to increase its practical usability, a version (Life Improvement Guidebook for Extension Workers Working in Rural Areas) with content to be presented to extension workers in the broad sense who directly approach villagers in some way, for example, rural improvement workers, public health nurses, health care volunteers, instructors in animal husbandry, fisheries, and sericulture, foresters, nutritionists, environmental hygienists and so forth should be prepared.

This Life Improvement Guidebook for Extension Workers Working in Rural Areas should deal with the following topics.

“Nurturing thinking farmers” as a way to achieve life improvement (goals of extension activities)

Conceptualization and self-help efforts called *kaizen* (improvement) (extension method)

Role of administrators (effective support methods) (extension system and support system)

Specific extension methods etc.

Concerning the content of extension, in the case of life improvement, the content is technology of daily life, in the case of rural improvement, it is agricultural technology, if it is public health nursing, it is health care knowledge and technology, if it is education, it is the curriculum content, but because it is assumed that there are guidebooks for each of these sectors, it is not necessary for this part to be very detailed.

[3] Case of a presentation for villagers

Directly informing villagers of extension methods is probably not very significant, and it is probably not always necessary to explain life improvement (leader training is another case however). A presentation for villagers must not deviate from its purpose, that is to create an opportunity for them to start their next activity. Following up the activities is solely the job of the local extension worker.

2) What kinds of tools are effective?

[1] Video

Villagers (particularly women) have eagerly taken notes as they watched a video describing past conditions in Japan (Iwanami Eiga “Life and Water”, made in 1952) and have been influenced by its content. In farm villages where there is little entertainment, a video presentation can attract considerable interest among the people regardless of its contents. A future challenge is preparing material such as guidance regulations (collection of items to point out during the presentation) in order to stimulate a discussion of some kind among the villagers after they have watched the video.

[2] Slides and photographs

These have impact, but in order for them to arouse sufficient interest, they probably should either be completely new and exotic in the eyes of the villagers (high tech living in developed countries for example) or else be something extremely closely related to their daily lives. In either case, material that explains the content of the slides is likely necessary (for the time being, in English), because the way that the commentator explains the photographs has a great impact on how the message is received.

[3] Using the actual materials

The “tree fruit seed approach” was a big hit. It appeared that there were seeds that could be obtained in the forests of Laos, and if actual cases of the specific improvement and processing of these are presented, the interest and curiosity of the villagers are instantly aroused. When they actually saw this approach, the women reacted by immediately requesting that they be taught these methods. Committee member Yamada was interested to know if such motivation can somehow be linked to the next stage. If it is possible to follow up such motivation in some way, it should be done.

[4] Texts and handbooks

If actual demonstrations such as Ichigo Exercise or Senobasi Tire can be done, it is possible to prepare a pamphlet or other simple material in English and have it translated into the local language as necessary.

Concerning extension methods, perhaps a textbook for extension workers in developing countries should be prepared based on similar material intended for life improvement workers in Japan. We can now take advantage of the knowledge of the committee member Ms. Horike, and other committee members who have been active on the front lines, making this a good time to prepare such a text book.

This must be done by preparing several compact simple versions with each component (examples: group formation, line of motion survey, village inspections, nutritional guidance, kitchen stove improvement etc.)

on a single A4 sheet (= a demo card), copying only the ones that are needed in the field, and finding a way to translate them into the local language.

[5] Demonstration of activities by the life improvement worker

At this workshop, if a former life improvement worker (Committee Member Yamada) for example can work as facilitator, the villagers, extension personnel, cooperative volunteers, NGO staff etc. can “steal” the technology by observing the demonstration. This is a transitory one-time activity, but taking advantage of such chances should occasionally be considered.

3) English ability

Having Japanese life improvement workers make presentations in Japanese just as they do in Japan, then having their words translated into English or the local language appears at a glance to be a realistic method. But our recent experience has reminded us that it is difficult to transmit the essence of life improvement. It is effective to have the Japanese life improvement worker talk in English or the local language even in unskillfully. But it is cruel to suddenly demand that Japanese life improvement workers who have never taken part in international cooperation to suddenly learn English. Therefore the JICA must establish an organized support system.

For example the JICA is considering preparing an English conversation text presenting cases that a Japanese life improvement worker is likely to encounter for use in a developing country. When this is done, it will be necessary to refer to terminology universally used in the aid field to be sure to consistently use terminology that will be easily understood (have little leeway for misunderstanding) when used in developing countries. (For example, decide whether or not to use the word “home advisor”).

The reason that Japanese life improvement workers must have English ability is that regardless of the fact that villagers in developing countries do not understand English, if they can use English, it will be easy to employ an interpreter in the field. Interpreters who understand Japanese are particularly numerous in

South-east Asia, but their interpreting ability varies widely, so there is a high risk that they will be unable to accurately communicate the meaning. It is relatively easy to find English – local language interpreters, and it is highly likely that the C/P can do it themselves.

4-2 Study on the Women's Status Improvement Programme in Rural Areas of Sabah, Malaysia

1. Outline of the Study

1) Background

A study entitled "Research on the Livelihood Improvement Programme in Rural Japan" has been conducted since 2001 and various effective results were produced through surveys and studies.

This time, a study was carried out in Malaysia with the purpose of verifying whether or not the results produced by this kind of research can actually be taken to developing countries, and whether the methods, materials, and human resources can be used there.

2) Purpose

- To examine how the experience of rural life improvement in Japan to date, and the results of research related to this, can be of use to rural development in Malaysia.
- To examine the activity conditions and viewpoints when international cooperation with basis of experience of Japanese livelihood improvement will be taken to realize.
- To hold a seminar for Malaysian policy proposers, as well as counterparts in the development study "The Study on Development for Enhancing Rural women Entrepreneurs in Sabah, Malaysia", and to impart an understanding of the outline and cases of livelihood improvement in Japan.

3) Schedule Feb. 10th (Mon.) – Feb. 20th (Thurs.) 2003

Feb. 11:	Courtesy visits to relevant institutions, coordination meeting for survey
Feb. 12-14:	Rural village surveys
Feb. 15-16:	Market surveys
Feb. 17:	Monitoring meeting
Feb. 18:	Seminar for policy proposers
Feb. 19:	Report to JICA Malaysia Office
Feb. 20:	Malaysia Japan

4) Team members

- 1) Kayoko Mizuta: Special Technical Adviser, JICA
- 2) Chieko Fujii: Former Subject Matter Specialist, Yamaguchi Prefecture
- 3) Shonosuke Tomita: Senior Researcher, Rural Life Research Center
- 4) Kazuko Yoshitake: Livelihood Improvement Extension Officer, Yamaguchi Prefecture
- 5) Tomoko Hattori: Water Research Co.
- 6) Miho Ota: Doctoral Programme, The University of Reading UK
- 7) Yukinori Ito: Junior Expert, Planning Section, Agriculture, Forestry and Fisheries
Development Studies Department, JICA

2. Sabah State, Malaysia

Of the 13 states that make up the Malaysian Federation, Sabah has the highest poverty ratio of 20.1%, nearly three times the national average of 7.5%. This ratio is four times as high in rural areas (27.3%) as in urban areas (6.3%), revealing a wide economic disparity. Petty farming is common in rural areas, where there is only a limited income from agricultural production activities. This is due to shortages of capital and technology, underdeveloped economic infrastructure, and so on. Therefore, to help boost household income in rural areas, many women are involved in economic activity (mainly the production and sale of processed farm products and handicrafts). The income they derive from this, however, is by no means great.

The Sabah State Rural Development Corporation (KPD) and the Department of Agriculture (DOA), under the auspices of the Sabah State Department of Agriculture, Food and Industry, have been engaged in activities aimed at creating income for these women. These activities take forms such as supporting enterprise start-up activities by women's groups in rural areas, or promoting contracted cultivation agriculture programmes. However, these institutions have little knowhow on how to support women starting enterprise and businesses in rural areas, and no systematic activity is undertaken. The awareness of women's empowerment is also currently low.

3. Project targeted by study

1) Since January, 2002, the development study on “ The Study on Development for Enhancing Rural Women Entrepreneurs in Sabah, Malaysia ” has been underway with the aim at transferring technology to the concerned people and agencies, as well as at preparing master plans designed to improve the status of rural women through enhancing entrepreneurial activities of rural women in Sabah and strengthening its support system.

A preliminary master plan was made in August, 2002 and pilot projects were put into practice as experimental study in September of the same year. There were 11 pilot projects and five task force teams were formed, and their activities have been underway.

The said experimental studies will continue until August, 2003 and the result of which are scheduled to be reflected in the preliminary master plan.

2) Pilot Projects Targeted by the Study

Of the 11 projects mentioned above, the following 5 were targeted by this Study.

Project 1: Project to Expand Enlightenment and Education Activities for Women in Remote Rural Areas

Project 3: Project for Use of Untapped Resources and Scrapped Materials

Project 6: Local Product Sales Route Expansion Project in Conjunction with Kudat Tourism Development

Project 8: Project to Strengthen Cooperative Systems for Women’s Status Improvement in Rural Areas

Project 11: Project for Enhanced Understanding and Support from Policymakers

Summary of each project is as follows:

a) Project 1: Project to Expand Enlightenment and Education Activities for Women in Remote Rural Areas

Farmers are obliged to live severe lives in remote rural areas where there is almost no life's infrastructure and little access to information on income generation opportunity, livelihood improvement and basic technology. Under such circumstance, the project is under study for an effective approach to rural women's mind reform through seeking a support system most suitable for women in remote rural districts, while having workshop with the targeted group for joint activities.

The workshop so far held includes: orientation of pilot projects and mutual understanding (once), identification of strengths and limitations of rural women and draw up of resource maps (once), workshop (of mind reform) to review life and role of rural women (twice). In addition, in order to experience specific activity, we took part in the training of Project for the use of untapped resources and have started making paper from easily available materials at home like weeds.

b) Project 3: Project for Use of Untapped Resources and Scrapped materials:

In the process of introducing the concept of the use of untapped resources and scrapped materials, the target group is establishing a framework within which to contrive to plan and implement the activities.

In this Project, several workshops were held so as to be ready for the activities and to demonstrate practical examples such as production of paper from weeds, candle from beeswax and soap from coconut oil. Subsequently, a training of leaders were held to offer technical training to learn about the use of untapped resources and the production such as of paper and candle.

c) Project 6: Local Products Market Expansion Project in Conjunction with Kudat Tourism Development

This area already produces honey, bead handicrafts and gongs participating in “one-village-one-product” programme implemented by the Rural Development Ministry (KPLB) and in contracted farmhouse programme by the Rural Development Corporation (KPD). Nevertheless, because of lack of information on market expansion and marketing know-how, its income has not been increased as had been expected earlier.

To overcome the situation, it is encouraged in this project to establish a pilot area network with a view to activating local business through the agro-tourism and enhancing female enterprising. Under this network, activities are underway in each village aiming at: improving sightseeing environment including waste management and deployment of bulletin boards, upgrading production technology and developing new merchandise based on traditional craftsmanship, improving food sanitation and opening of teahouses.

d) Project 8: To Strengthen Cooperative System for Women’s Status Improvement in Rural Areas

In order to assist the agencies relative to encouraging entrepreneurship of rural women, a public cooperative forum which had never existed before has been created, and also in order to develop it into a permanent system, periodical meetings for monitoring are being held. Moreover, this project has also covered public information activities, including lining up of project nicknames, campaign slogans and project logos.

e) Project 11: Project for Enhanced Understanding and Support from Policymakers

Seminars for policymakers are held to familiarize them with Japan’s rural development policy and its disseminating activities, as well as enhancing their support for this study and our master plans.

A preliminary meeting was held in October, followed by the first seminar titled “Introduction to Rural development Policy in Japan and Activities by Extension Officers of Livelihood Improvement” which had been prepared on the occasion of the last research.

4. Study procedures and others

1) Survey of villages-1 (conducted on February 12)

A one-hour visit was paid to each of the four villages implementing the Project 6, and questions were asked to the group members while receiving presentations from the group on their activities.

2) Survey of villages-2 (conducted on February 13 and 14)

One day research was conducted for each of the two areas implementing the Project 1 and 3. The survey started with a presentation by the female group on their current activities and proceeded to interviewing each housewife on her living condition. Finally, the group discussion took place focusing on the extension workers and the female group.

3) Survey of Market (conducted on February 15 and 16)

Visit to markets was made to pilot shops that scheduled to exhibit and sell products from farmers, as well as to Kotaburu market as one of the typical local markets.

4) Attendance to a monitoring meeting (on February 17)

Made attendance to the monthly meetings to monitor the pilot projects and confirm the progress of each project.

5) Participation in the seminar for policymakers (on February 18)

The study team members presented a lecture to the seminar targeted for the Malaysian policymakers on rural development policy and livelihood improvement programme of Japan, as well as on the case example that had applied Japan's livelihood improvement activities to the Philippines.

5. The result of study conducted

Following is the summary of study conducted, while the details being laid out in the research of application methodology for rural livelihood improvement-the Report (Vol.3) of Verification on “The Study on Development for Enhancing Rural Women Entrepreneurs in Sabah, Malaysia.”

1) Characteristics of Japan’s livelihood improvement and its serviceability in international cooperation

The following are the characteristics of Japan’s livelihood improvement that have been confirmed anew in this study.

- The philosophy of livelihood improvement to “foster thinking farmers”
- Extension technique based on the philosophy of livelihood improvement
 - It is not “technology” but “line of thought” that is to be communicated, thus a extension worker should be more of a facilitator rather than a technology instructors
 - The perception commonly shared by the persons concerned through co-working on long-term planning and action plan.
 - Formation of groupthink through discussion, study meetings and group activities.
 - Attaching importance to making most of wisdom and device relative to daily life

It was confirmed that such methodology of Japan’s livelihood improvement could serve to help solve the problems of Malaysian extension activities. It was considered also that the Japanese methodology could be useful on the site of international cooperation.

2) Possibility of livelihood improvement in Sabah-from the report of a livelihood improvement extension officer of Japan

It was pointed out by one of the Japanese livelihood improvement extension officer that the following activities should be given a little more emphasis among extension activities.

First, a extension worker shall visit villages to know villagers’ daily life and undertake to establish a

good human relationship with them. Then, it would be necessary to share a vision with villagers as to how the rural life will better be lived and try to jointly find out problems on livelihood. The solution may be found in the long-accumulated techniques in the area, or otherwise, in its modification after they are scientifically verified so as to fit contemporary use. On the other hand, when introducing a technology new to the village, it is desirable that an extension worker gives technical guidance after he is fully acquainted with the technology.

In extension activities, emphasis should better be placed on “how to think” than “how to make” so that villagers may think out and devise themselves. For this purpose, it would be necessary to enhance understanding relative to extension technology.

The traditional arts and traditional way of life in Sabah are the wonderful culture in the area, and it is also important to preserve such cultures with pride.

3) What livelihood improvement extension officer can act on the spot of international cooperation

Japan’s livelihood improvement campaign is characterized as in the above 1) and has potential to put their activity into practice in such way to exploit its characteristics at the scene of international cooperation. It is reported that the maximum stay for the dispatch abroad is more or less 10 days abroad in case of the livelihood improvement extension officer who joined as one of study team members in the last delegation.

With this limitation taken into consideration, activities possibly to be demonstrated by Japan’s livelihood improvement extension officer in international cooperation scene can be summarized as follows:

To be able to explain, demonstrate extension technique of “teaching how to consider” instead of “teaching how to handle” to:

Local extension workers, governmental administrators in charge of extension and those involved in

international assistance (experts)

Each person concerned with the programme should perhaps change his/her perception of extension campaign such as of “What is the extension activity that has to be pursued?” and induce local villagers to think and contrive on his/her own idea instead of “teaching know-how” that is equal to a mere technical assistance of production.

To do this, it is necessary to a) let them know that there is a extension campaign of different idea, then b) demonstrate and explain what such extension activity is like, and c) try to ask local people to incorporate the idea into their extension activities and give advices where appropriate.

Though it would be impossible to put all the above into practice during the limited period of stay, it might be possible for those livelihood improvement extension officers to do the following activities:

a) On “letting people know of a extension activity of a different philosophy”

In case it is necessary to make a switch from “teaching how to do” to “teaching how to think” in extension activity incorporated in an international cooperation, first thing all the persons concerned to understand is what “teaching how to think” would be like and what actual effect it could have. For this purpose, it would be effective for a Japanese extension officer to make a presentation based on the experience in Japan.

As a matter of fact, the last seminar in Malaysia received favorable response and there were requests for more details. (We need some more time to assess the effect of our last seminar.)

b) On “letting local people actually see and hear how extension activity is operated in Japan”

It would be necessary for local extension workers to actually observe how a livelihood improvement

programme is disseminated by Japanese staff members and also what an impact it may have on villagers.

To demonstrate and to show an example on how Japanese extension officers manage to start dialogue with, and come in contact with villagers is considered as a part of the assistance. The way such extension officers talk and the viewpoint on which their observation is based would serve as a useful reference to local extension workers. Also, if such workshop is joined by a extension specialist (development worker), it would enable them to learn a lot and would offer them an appropriate opportunity of nurturing human resources.

In the meantime, additionally to such demonstration in the developing countries, one may plan inviting local disseminators to Japan to receive spot training on the actual scene of the Japanese livelihood improvement programme.

- c) On “Encouraging development countries to adapt extension technique in their corresponding activities and offer advices where appropriate”

Where extension technique has been transferred and incorporated into the actual campaign, it would be possible to observe the activity conducted by local extension workers and offer advice as regards how to make access to villagers and how to guide them properly.

Although the last study in Malaysia could not unfortunately have gone so far as to cover such activities, it is considered that offering advice in such a way could be possible in a short-term stay and with good results.

Making a survey of villages and proposing a plan of entry point in order to conduct livelihood improvement activity to:

Villagers and local extension workers

If livelihood improvement could be started in such a way as would interest villagers and enable them to find solution in their existing technology instead of introducing anew, the situation would offer them an opportunity of thinking out and contriving by themselves and would lead to voluntary activities. The Japanese livelihood improvement extension officers are in the position to beat out and propose accurately and in the shortest time such a plan as would constitute an entry point into the campaign.

During the last study, just observation of each house and inquiry made to housewives generated quite a number of proposals on securing portable quality water, reforming kitchens, use of local handicrafts and memos of local recipes.

While villagers and local extension workers are supposed to decide how to act based on their own thought, the above-mentioned proposals may serve as a trigger for villagers and extension workers to review what they usually view as something taken for granted.

4) Nurturing human resources

The human resources acquainted with the concept of Japan's livelihood improvement and with its technique are presently limited only to the livelihood improvement extension workers who are based in each campaign site of Japan. Also, dispatching those specialists for a certain period (meaning long-term) may be practically difficult because of such not a small constraints.

The above situation would necessitate to nurture human resources in such a way as young personnel aspiring to contribute to international cooperation are arranged to receive training on the actual spots of Japan's livelihood improvement campaign, and are thereafter dispatched to the actual sites of international cooperation.

For this purpose, it is necessary to establish a system to nurture human resources and also to ask the favor of livelihood improvement extension officers' understanding of the present situation of international cooperation and its relevant problems as recipients of the said trainees.

Chapter 5 Presentations Made in the Advanced European Countries

On the Result of Study and Research

5-1 Summary of presentation made in the United Kingdom and Italy

We have been sending out messages of our findings to European research bodies and aid-giving agencies in connection with our study on our “livelihood improvement programme of the post-war Japan”, the result of which has been accumulated through the study and research meetings on “Research on the Livelihood Improvement Programme in Rural Japan”. And, with a view to familiarizing such European organizations with our “Livelihood improvement programme” which we now conduct under the theme of “social development” and “rural development” and to inviting them to recognize its significance, Mr. Hiroshi Sato, chairman of the study committee visited Italy and United Kingdom to present our result of study in several seminars.

In England, we had the opportunities of making presentations at the three major universities, i.e., Institute on Development Study of Sussex University, Swansea International Development Center of Wales University, and Institute of International Planning and Management of Manchester University, one organization (ODI) and an aid implementation agency (British Aid-giving Agency), all of which play great roles in the study and education on development, particularly in regard to social development. Our presentations were made on the basis of “experiences of rural living improvement in the post-war Japan” both to the above three universities in the form of seminar targeted at faculty members and graduate students, while at ODI and the aid agency (DFID) we had roundtable talk with several staff members in charge of rural development. In Italy, we paid visit to FAO headquarter and presented to its staff in charge of rural development.

In any of the places where we visited, a fairly good response was made to our presentation, thus making us

to realize again the importance of overseas delivery of our information in English presenting Japan's post-war experience on social development. It has been revealed that overseas researchers who have not a small interest in the Japan's experience and desire to know more about Japan, have had no idea as to how they could possibly afford to have an access to such information. In this sense, the presentations we made during the last trip could be considered as a timely performance.

The audience attending to our presentation could be roughly divided into the following four categories:

1) development researchers in Europe and USA who were our main target, 2) working level of aid-giving agencies in Euro-American countries, 3) Japanese students in those area studying relative development, and 4) students from developing countries. The said four categories of listeners gave different responses from each other.

First, it was the general response of the Euro-American researchers who commented that they had never come across with such presentation in spite of their long-cherished desire to learn about Japanese experiences. They appreciated our effort as meaningful as the presentations had been originated in Japan with actual case studies. Ms. Uma Kothari of Manchester Univ. said that while it was nothing particularly new to learn about each case of our success stories as similar information had already reached her in her hometown of Bangladesh, what significantly interested her was how Japan had been successful in making itself an aid-donor country. Her response seemed to pose an important subject to discuss as one of the future study and research issues.

Second response was from Euro-American working staff level of the aid-giving agencies. Appreciating interesting aspects of our case studies, they happened to jump at a straight forward question asking us "Then, how you could properly apply your case studies to the enhancement of developing countries?" the question understandably made by practical aid-givers. At FAO of Italy visited soon afterward, it was suggested that their FAO projects of Cambodia's sustainable livelihood are preferably be associated with

JICA as a joint effort. The methodology of “application to development projects” is one of the issues our meeting is supposed to address from now on. However, our pursuit of “project implementation” should not be dealt by researchers in impractical and useless argument, but by the working level of Japan’s aid giving agencies including JICA, who would be required to be familiar with the Japan’s past experience as a first step.

The third response was from Japanese students in foreign countries. They were deeply shocked to have an opportunity of knowing about such experience of Japan. “We had so far no chance of having access to such facts” they commented (refer to the questionnaire edited by JICA UK). Many of those students seem to be frustrated in failing to properly answer the question “Why had Japan been successful in rapid economic development after the war?” The viewpoint of “social development of Japan” and “rural development” seemed to have given them some hint to discover how to answer the question.

The students from developing countries that constitute the fourth category mainly consisted of those from the African continent to live in the United Kingdom. We have found that to appeal to those students were not easy. Similar presentation had been attempted last October in Laos with a view to discovering Asiatic similarities between Laotian status quo and our experience in Japan. However, even though sharing sense of affinity as Asians, not a small number of Laotian people responded with their perception that Japan is one thing and Laos is another. Even more so with Africans who have only vague image of Japan. It seemed less effective to present the difference between the Japan of half a century ago as one of the developing countries and the present Japan as a fully advanced country. It would be necessary to further discuss such perception gap in our presentation to developing countries when applying our livelihood improvement experiences especially to African people.

Based on the above responses, we would like to state on the direction of our future research and study. Our recent presentation attempted first time (at least in English), had certain impact on many observers who

showed their interest in our experience of Japan's social and rural development illustrated in pictures and graphics. Admitting this type of presentation is an important step, we know also that our real intent could not be accomplished if listeners' interest was only expressed in one of "rare instances" of success stories.

What is required of us may be to find out how we could connect Japan's experience with the rural development of the presently developing countries. We also have to answer the often-repeated question on our experience "While Japan's success stemmed from its peculiarity, does it follow to apply the same to other countries?" This type of question leads us to dissolve the successful achievement in livelihood improvement of the post-war Japan into several factors, namely the peculiarity factor that was inherent to Japan and the social, cultural, economic and political factors that would have brought success and other factors that might have impeded success. It is desirable to clearly distinguish those factors contributing to successes from those to failures, and present them as an overall lesson.

The second step of our work may be required to sort out those life-improvement factors into what exist and what do not exist in developing countries today. This is the task to help grasp the particularities of developing countries.

The third step based on the above second step, may be to discuss whether it is possible to substitute those factors presently non-existent in developing countries with foreign aid factors necessary to enhance livelihood, in other words, could these be operable externally? Take an example of such Japanese practice of "neighborhood association" or "bulletin circulation" that were cultural factors peculiar to Japan and were considered to be successful in improving livelihood. If such social set-up is hardly accepted culturally in developing countries in need of aid, the transfer of such practices may not contribute to their better living. This type of sorting should therefore be carefully assessed in determining what is operable as an aid and what is not operable.

Final step may be to utilize “enhancing factors” existent in the area and to help create those factors, which are at present not existent but could be brought in through external aid. This would be the task inextricably linked with the discussion as to what should be done to achieve improvement in such a way as could be acceptable to local society and its culture. This step is closely connected with project implementation and belongs rather to “practice” than “study”, thus being considered to be mainly dealt with by implementing agencies like JICA.

It is the study committee’s understanding to assume the task to the extent where sorting-out and processing of information is sufficiently provided with project implementing officers in order for them to have unerring judgments.

It is our hope that deepening our task level in the next year onward and continuing to present Japan’s experience worldwide will increase the significance of Japan’s ODA, as well as contribute to raising the level of the study on development in the global scene.

(Reference)

Questionnaire on Dec.11 on the Seminar titled “Livelihood Improvement Programme in the post-war Japan and rural development in the developing countries – edited by JICA UK, omitting names of the respondents)

Q1: Have you ever heard about Japan’s post-war social development, especially regarding its escaping process from poverty by means of such livelihood improvement programme as had been implemented in rural areas?

A: • No, I have not at all. My attention used to be drawn to Japan’s high-speed economic growth and this may be the first time for me to learn about the deep involvement of social development in such

economic progress.

- I was not aware of it.
- I did not know that.
- I was not aware of it.
- No. all I knew about was the name of Seikai-san (Livelihood Improvement Extension Officer)
- I remember an article on the livelihood improvement programme referred to in “Handbook for Better living”(or other title?) compiled by JOCV OG volunteers. If my memory is correct, it was based on the book entitled “Flower in the wild field”.
- Only fragmentary information has so far reached me. I thank for the opportunity of thinking again about the issue from this presentation. Because the thought is underscored with reality, this type of presentation is more understandable when I actually work in the society than when I study in the college.
- My initial perception was formed when I made home-coming to where my grandparents lived, only to find that the social ties by way of neighborhood associations or agricultural cooperatives are the major building block in rural living. This presentation substantially has changed my perception of the great role of livelihood improvement programme that must have played in postwar Japan’s social development.

Q2: How, do you think, “the Japan’s experience” presented today could be associated with your current study or job? What do you think?

- A:
- As I now study development issues, I was made to realize again how important it is for the development of a country to have not only top-down management but also bottom-up system in an organization
 - The themes of facilitator’s role, ways of involvement, empowerment effect and dissemination process have served me as helpful information for my study and have encouraged me to learn

more about Japan's experience.

- I am studying under the master's course on development economy at SOAS. What interests me of all things is to reduce poverty in my study about Africa. I participated in the seminar from the viewpoint of how far the Japan's poverty improving programme could be applicable to Africa. Lack of experience in the developing countries, I could argue only on imaginary basis assisted with information from journals and classes. However, what I was impressed most of all was "the importance of enhancing sound labor force". Moreover, I felt the "uplifting women's status" may be the key issue to escape from poverty, to think how women constituting about 70% of poverty segment of population and doing most of house chores may contribute to economic growth and be involved in human development as a basis of such growth. Another interesting issue was the social development through group activity. Though I am not so certain how this could be also utilized in African society, this has an advantage in improving nutritional state, as well as effectively improving the HIV/AIDS conditions which pose significant problem today. As many of the rural areas lack knowledge about parenting, nutrition management and HIV/AIDS, I felt the improvement of such group activity may be anticipated.

Admitting that I have not learned enough, I can safely say that this seminar has provided me with a good stimulus for my future study. Through the process of reviewing in the seminar, I was able to see a certain possibility of creating newer idea, apart from the existing poverty escape measures.

- The seminar has confirmed my impression that basic social structures of Nepal is so close to those of Japan (particularly to Japan of mid-1960's and mid-70's)-the impression perceived during the field research in Nepal that I am involved in. Although yesterday's discussion seemed to be rather focused on Japan's difference from other developing countries and the possible limitation to apply, I felt there exist greater area where we have common ground and possibility of direct application. It would be difficult to successfully associate the discussion with my current personal study only through 2 hours' seminar, but it has encouraged me to study more on Japan's experience.

- Many Japanese NGOs aim at sharing development experience with the developing countries .From this standpoint, I consider it important for future NGO status to raise the issue for discussion as to how to effectively communicate Japan's experience. It would be more appropriate to disclose on private level the experience of each area where NGO is based and that of group activities, than on public dissemination programme for livelihood improvement, for example by Agriculture and Forestry Ministry or by JICA. This is because private based programmes have varieties from area to area, and will offer a different sense of self-fulfillment and achievement to those involved in the campaign.
- With respect to refugee relief, I have been told that it was necessary to initiate a development type project for fostering self-reliant refugees in the area of voluntary returnees or comparatively stable refugee camps. For this reason there was much to learn from the seminar's post-war social development.
- I believe the seminar has given me a signal that a secret was hidden in our cooperation in the social development of the developing countries by not simply apply the experience our people of one or two generations ago had but also dilate carefully what we have so far experienced. This type of approach can be considered to be on the same vector on which the original JICA's concept for technical cooperation has been based (i.e., to cooperate based on Japan's experience and technology).

As synergy effect of public administration and society is one of the main themes I now pursue, I would like to take Japan's livelihood improvement programme into consideration for my future study.

- Though my interest overlaps the content of the seminar topically (with respect to society construction by civilians on their daily life level), I had difficulty in following up the progress of the seminar which was too speedy to catch up with and did not allow me time to think of dissolving it into factors of my interest. Now I will try to give further thought to the issues. The delicate balance seen between the external force from USA and the power of the local people is

just too narrow, is it not? This reminds me, in contrast, of the power imbalance I used experience during my stay in India.

Q3: Based on the content of today's seminar, please reply as to in what area you would like to study the post-war social development and in what development aspect you would like to offer your help.

- A:
- I would like to compare the general perception of developing countries toward development with the desire the post-war Japanese had to develop. The ability to effectively take advantage of external aids or intrusive assistance may be different from country to country. What makes such a difference is, then, poses an important viewpoint in considering aid issues.
 - The changes of the views toward opposite spouses (husbands, in this context), the changes of views and attitudes of daughter-in-laws views toward her mother-in-laws occasioned by livelihood improvement programme could serve as examples in proceeding assistance to set up organizations by local people who might face the similar impediments in their attempt to change their existing circumstances.
 - My reply may overlap the reply made to Question 2. I would like to study the possibility of creating sound labor force and working out poverty reduction measures by going into serious discussion on the need for social development as an important means of poverty escape, as well as through group activities. Also, I hope to study on how best the Japanese governmental development assistance could be established and to what extent we should be involved in the developing countries.
 - I am more interested in education and schooling which I major in. I should rather wish to talk to *Seikai-san* (livelihood improvement extension officers), and wish to meet with the lady who graduated from one of the universities in Washington and who has produced curriculum for domestic science or homemaking course.
 - I have no clear idea as to on what area I would like to study the post-war social development. But

as an example, I am interested in what sort of complementary relation existed during the post-war recovery period between official assistance and that of local private level toward the segment of society in need of living aid, such as for physically handicapped people and families of mother (father) and children, or whether such assistance had been taken up or not until the end of the Japan's high growth period.

Developing countries seem to be more aware than people of advanced countries of the Japan's post war experience, which is perceived as something like a sort of myth. This tendency relates to their attitude to view Japan's experience as something highly special. In this connection, I would like to introduce the essence of our programme with confidence, as well as to maintain our attitude to flexibly respond to the given area. These are the challenges in sharing Japan's experience with the local scene. However, it should be left for the local people to decide whether or not they utilize our experience and its essence for their possible means to escape poverty.

- My interest relates to the area of development in refugee relief while paying close attention to the issue of "self-reliant".
- The seminar made me re-realize the extremely great role played by "livelihood improvement programme" on the post-war recovery (especially of social development aspect). The concept could be understood to stem from the notion of "national mobilization" established during war time for its key role (refer to "All-out War and Modernization" by Yasushi Yamanouchi) to have enabled to achieve the subsequent Japan's economic development in the post-war days. Viewed from the context of developing countries, the former may be substituted by the discussion of popular empowerment and the latter by "developmental state" in the study of development. Observed from this viewpoint, the experience Japan had undergone may be deemed as a precious case study on development.

There seem to exist partial consonance between the theme pursued by the lecturer in association with developing countries' rural development, and the Japan's experience and the study which JICA medical cooperation department had conducted jointly with Mr. Umeuchi, Professor of

international health planning at Tokyo Univ. (the study based on community public sanitation programme experienced ever since the Edo era of Japan) could be the useful role model in cooperating with primary health care of the developing countries. I now feel it is necessary for JICA to bridge the gap between the above two studies.

- I have found it somewhat attractive to be able to study in my country and in my domestic language and solely on the subject to be challenged in no other time but today. It occurred to me to ask my grandmother how the life had been like in those days, as she used to be the owner of a public bath, the job handed down from generation to generation and the place where local residents usually gather together. On the other hand, I thought my grandfather could tell me something about the relationship between the political administration and the other factors, as his job was in connection with education and as he himself wrote on an educational history of Kyoto city. In either case, I was inclined to look back over the past in wherever accessible. It will be after I have found something new that I start to think about how and whether that sort of information is useful in the area of development and societies.

Q4: Please enter your opinion or other comment, if you have any.

- A:
- I now study in UK to learn about development and more than often become keenly aware of my ignorance of the developing processes Japan used to experience. The lecturer's analyses from various angles were sufficiently persuasive and meaningfully provided me with fresh viewpoints.
 - The issues of the post-war recovery and the subsequent progress of Japan were frequently lectured in my class. The seminar was informative enough for me to understand the causes and the background of such development which had never been taught in the class. Now my concern relates to the issue on how the local people are successfully motivated if our experience were to be applied to them.

Last year, I happened to come across at Kansai NGO University with NGO staff members who

aim at international cooperation from their viewpoint of local residents. I recall they mentioned that they had learned also from history. I was truly interested to learn of the lecturers' well prepared attitude (this may have something in common with what they call dissolving into different factors) in their study argued in the context of development firmly based on the playing actors, the power balance and the social background. I felt it a little meaningless for me to have come all the way to UK just to take a look at British social management. The old saying goes "The darkest place is under the candlestick" or "The grass is always greener on the other side". I am ashamed my thoughtlessness! I should learn more and provide myself with better sense to look at things through accumulation of life's experience. Thank you so much for a precious lecture. Please continue such useful study of social development as would originate in Japan. Let me look forward to the further lecture.