

JAPAN INTERNATIONAL COOPERATION AGENCY
*The Project on Capacity Development of Participatory
Agricultural and Rural Development for Poverty Reduction
in the Central Highlands*



JAPAN INTERNATIONAL
COOPERATION AGENCY



MINISTRY OF AGRICULTURE AND
RURAL DEVELOPMENT



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**EXPERIENCES OF PARTICIPATORY RURAL DEVELOPMENT
AND POVERTY REDUCTION**

-A story of the JICA-funded project in Mang Yang district, Gia Lai province-

November, 2013

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ABBREVIATIONS

| | |
|----------------|--|
| DARD | Department of Agriculture and Rural Development |
| DCERD | Department of Cooperation Economy and Rural Development |
| DPC | District People's Committee |
| FFS | Farmer Field School |
| FS | Facilitation Skill |
| HAP | Hamlet Action Plan |
| JICA | Japan's International Cooperation Agency |
| LI | Livelihood Improvement |
| MARD | Ministry of Agriculture and Rural Development |
| NIAPP | National Institute of Agricultural Planning and Projection |
| NTP-NRD | National Target Programme on New Rural Development |
| PDM | Project Design Matrix |
| PMU | Project Management Unit |
| PPC | Provincial People's Committee |
| PRA | Participatory Rural Appraisal |
| Project | The project on Capacity Development of Participatory Agricultural and Rural Development for Poverty Reduction in the Central Highlands of Viet Nam |
| RD | Rural Development |
| RDG | Rural Development Group |
| SG | Supporting Group |
| WS | Workshop |

PREFACE

Viet Nam has been achieving remarkable successes in poverty reduction in many years thanks to the Government's effort through a number of programs, namely the National Target Program on Poverty Reduction, Programs No 135, 134, 168, and other relevant policies on living standard improvement for ethnic minorities. Concurrently, the Vietnamese Government has been implementing the National Target Program on New Rural Development (NTP - NRD), and setting criteria for the New Rural of which one component covers infrastructure development and public service accessibility in rural areas, including the Central Highlands.

Despite the significant achievements in agriculture and rural development and poverty reduction of Viet Nam, poverty has been remaining a raising challenge for rural areas, especially for ethnic minority people.

Mang Yang¹, a mountainous district of Gia Lai province, the Central Highlands of Viet Nam, is home to 7 ethnic minority groups including Kinh, Bahnar, Tày, Nùng, Thái, Mường, Ê đê. Among them, Bahnar is the indigenous group whose livelihoods depend primarily on agriculture farming. In many years, Mang Yang has been receiving supports from the Government through the above mentioned programs which contribute to local socio economic development and the notable improvement of people's living conditions. However, the gap in living standard between ethnic minorities in Mang Yang and the general national population is relatively high. Ethnic households account for 86% of total poor households.

There are many causes of poverty, including lack of farm land, equipments and labor forces, lack of permanent jobs, a number of dependent nonlaborers in the households, poor health condition, poor skills and laziness. The need assessment survey reveals that local people would like to receive supports in terms of farm land, capital, equipment for production, and vocational training.

As approved by the Government of Viet Nam (GoV), the Japan International Cooperation Agency (JICA) has collaborated with the Ministry of Agriculture and Rural Development and People's Committee of Gia Lai Province to implement a project titled "Capacity Development of Participatory Agricultural and Rural Development for Poverty Reduction in the Central Highlands of Viet Nam" (hereinafter referred to as the project) in order to transfer participatory rural development approaches through capacity building for district, commune's officials and local people in the project area (Lo Pang and Kon Thup communes). Sharing the same viewpoint with Vietnamese Government, JICA has given high priority to capacity enhancement for local officials, technical staff and local people besides supporting in infrastructure & capital, strengthening public service, and so on.

The Project's purpose is *to develop community-driven development approaches for improving the living standard of ethnic minority people through capacity development for local authority officials, mass organizations and local people in the target communes*. The Project pays special attention to training and application of participatory approach, combining theory and practical training through participatory formulation and implementation of plans of the Project and hamlets. Farmers, communities and hamlets are the central targets of infrastructure, agriculture and sustainable livelihood development which give higher priorities to women and the poor.

After 3 years of implementation (2010 - 2012) the project has obtained significant results as follows: (1) Enhancing the theoretical and practical background of local officials in participatory development approach; (2) Through participatory approach, fostering mutual understanding, shared viewpoints and good collaboration among the project stakeholders and communities for the common purpose of community development, and (3) Encouraging patriotic spirit, self - reliance, shelf - help, innovation and mutual cooperation among local communities.

The Project Management Unit (PMU) of Mang Yang district would like to express sincere gratitude to JICA Viet Nam, Ministry of Agriculture and Rural Development (MARD), Gia Lai Provincial People's Committee (Gia Lai PPC), Departments of Agriculture and Rural Development (Gia Lai DARD), Department of Planning and Investment (Gia Lai DPI), National Institute of Agricultural Planning and

Projection (NIAPP), Japanese experts, members of PMU, Lo Pang and Kon Thup Commune People's Committees, Supporting Group (SG), Rural Development Group (RDG), and especially the local people of the two target communes whose enthusiastic participation contributed greatly to the Project's success.

This reference document was compiled by representatives of Ministry of Agriculture and Rural Development, Gia Lai Department of Agriculture and Rural Development, Mang Yang District People's committee, NIAPP's consultant team and Project's Japanese experts, based on lessons learned and experiences obtained through the project implementation. It is an honor to share and disseminate those lessons and experiences to readers.

The reference document presents specific case studies and analysis of those cases in terms of application of participatory approach in the project context rather than focusing on theoretical, and academic aspects. In a country with diverse culture and ethnicity like Vietnam, culture varies among different regions and ethnic groups. We hope that readers find the case studies presented here relevant.

Again, the PMU would like to thank the readers for their attention and continue consideration and collaboration for the common goal of "Building a rural society which is stable, harmonious and democratic with diverse cultural and strong national identity, creating the catalyst for agriculture and new rural development process and improving people's living standards

Thank you very much!

1. Mang Yang district consists of 11 communes and 1 town: Kon Chieng, Dak Troi, De Ar, Kon Thup, Lo Pang, Dak Djang, Dak Ya, Ayun, Dak Jota, Dak Ta ley, H'Ra and Kon Dong town.

ACKNOWLEDGEMENT

Viet Nam has been achieved remarkable results of economic development in recent years, basing on comprehensive economic reform policy towards industrialization, modernization, and international economic integration, which has enabled Viet Nam to achieve higher and higher position in the world economy.

However, the development of the economy has also brought about a number of issues, such as the gap between sectors and regions .

The Government of Viet Nam has not only made a great efforts on promoting the economy development based on industrialization, but also focused on building a stable country, and maintaining balance for the economy. This is considered the most important task. Therefore, the policies of agricultural and rural development, and poverty reduction have been also being boosted positively.

The Japan International Cooperation Agency (JICA) has focused on assisting Viet Nam three important issues, including: growth promotion, livelihood improvement and governance strengthening according to the development objectives of Viet Nam government.

Japan - Vietnam Technical Cooperation Project on Capacity Development of Participatory Agricultural and Rural Development for Poverty Reduction in the Central Highlands in Viet Nam with the same above mentioned purposes has been implementing trial models of capacity development of agricultural and rural development for poverty reduction targeting income increase as well as physical and cultural life improvement for villagers.

The project has made great efforts in enhancing capacity of poor farmers and ethnic minorities, as well as to find their true needs. Especially, the Project hopes to introduce participatory methods in agricultural production support, rural development and poverty reduction. Therefore, the participatory approach has been introduced and operated to realize the above mentioned purposes.

However, to make this method be smoothly implemented and become a typical model for other areas, the implementation should be maintained and closely monitored to find out the suitable factors for each areas .

We highly appreciate the publication of the reference document of participatory methods in activities of agricultural production development, rural development and poverty reduction. We also hope that this reference document will be useful for staffs working in the field of rural development and poverty reduction; and for staff researching and teaching about agriculture, and rural areas.

We would like to thank the Japan International Cooperation Agency (JICA) for providing support to publish this reference document and would like to introduce this reference document to the readers.

Written by Compiling Team

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PART 1
GENERAL INTRODUCTION

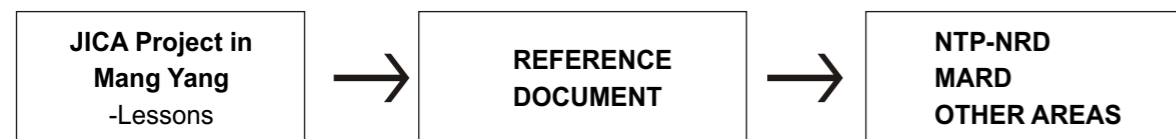
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The targeted audiences of this Reference document are those whose work involve in agriculture, rural community development and mobilization of local community's participation, especially of ethnic minorities in the existing poverty reduction and New Rural Development programs/projects.

Other readers, however, can find useful information about culture, custom, women's participation, education and health, etc., from the case studies presented in this Reference document.

1.1 REFERENCE DOCUMENT OBJECTIVES

The Reference document is compiled to **(1) Disseminate lessons and experiences learned through the Project's participatory approach and (2) Present the Project's approach to policy makers in agriculture and rural development in general and the implementer of NTP-NRD in mountainous and ethnic minority areas in particular.**



The Reference document focuses on two major aspects, namely **(1) How to collect local people's ideas and needs (planning stage) and (2) The emphasis on local people's ownership and developing their capacity to ensures the sustainability of project activities (implementation stage).**

1.2 PROJECT SITUATION

1.2.1 General Information

The Central Highlands² are home to 1.8 million people of ethnic minorities and one among the most disadvantaged areas in Viet Nam. Gia Lai, one of five (05) Central Highlands provinces, has a population of 1.3 million people, of which 0.56 million (approximately 44%) people belong to ethnic minority groups³.

Sustainable poverty reduction is one of national priorities which has been demonstrated in national programs and resolutions. The 80/NQ CP Resolution stipulates the continuity of poverty reduction programs with supporting policies in production, vocational training, job creation education, health, nutrition, housing and legal assistance, etc.,

The 26/NQ-TW Resolution dated 5th August 2008 issued in the 7th Congress on agriculture, farmers and rural areas by the Session X of Central Executive Committee of the Communist Party states that "...Solving the problems of agriculture, farmers and rural areas is the responsibility of the whole political system and society... farmers' patriotic sentiment, sense of self reliance and self help have to be encouraged. Aiming to build a rural society which is stable, harmonious and democratic with diverse cultural and strong national identity, and creating the impetus for agriculture and new rural development and improving people's living standards..."

The implementation of NTP-NRD is basically guided by 3 primary principles: (1) Based on internal resources (The government supports, the people promote their own resources); (2) Community's ownership (democracy, equality and transparency); and (3) Ensure the sustainable development of human, economy, society and environment, encompassing different areas of socio-economic development of Vietnam's rural sector in the next 10 years which requires mobilization of national and international resources. This objective has attracted the attention of many foreign donors.

The **Capacity Development of Participatory Agricultural and Rural Development for Poverty Reduction in the Central Highlands of Viet Nam Project** (hereinafter referred to as the Project), funded by the Japanese Government and implemented in the 2 communes of Lo Pang and Kon Thup is considered as a model for replication to other areas with similar characteristics in the Central Highlands. In addition, the project is also expected to formulate model and a standard operational framework to contribute to the implementation of NRD in mountainous areas.

2. The Central Highlands includes 5 provinces, Kon Tum, Gia Lai, DakLak, Dak Nong and Lam Dong

3. The 2009 Vietnam Population and Housing census: Completed results, General Statistics Office, Vietnam

1.2.2 Project area

Lo Pang and Kon Thup are the 2 communes of Mang Yang district, Gia Lai province which have a total population of 1,379 households (6,691 people). Percentages of ethnic minority in the.

Two commune are 96% and 58% and the poverty rates are 47.8% and 34.4%⁴ respectively. The living standards of local people and economic development remain low. There are 6 ethnic groups residing together in the project areas, including *Bahnar, Kinh, Tày, Nùng, Thái, Ê Đê*, of which *Bahnar* people is the dominant group. The two communes of Lo Pang and Kon Thup have been receiving investment through many programs such as 135, 167, 168, 132 and 134.

In the two communes, inter - commune roads linked with commune center have been asphalted. Electricity networks have been installed in 7 hamlets of Kon Thup and 8 ones of Lo Pang. Several inter - hamlet roads already degraded, causing hardship for travelling and transportation during rainy season. The existing irrigation system fails to meet the demand of agricultural production.

The main income sources of local people in the 2 communes come from agriculture production, in which rice planting is for stable food whereas cassava and *boi loi* are the cash crops that generate stable income for households. Moreover, maize and pepper are also planted, but in small areas. Most of the households do not know the size of their plantations and are not able to calculate crop yields, and tend to use much fertilizer and chemicals (mainly herbicide in planting cassava). Cows are considered valuable property and generate significant income whereas pigs and chickens are mostly used for domestic consumptions and festivals. Most of animals are local breeds. Diseases sometimes occur to animals and poultries at small scale. Local villagers have not applied any measures to prevent and control epidemics in cattle and poultry.

1.3 PROJECT'S PRINCIPLES

- The Project neither solely provides financial and material assistance to the local people nor acts on their behalf. The Project only supports the local people to implement their ideas through mutual discussion to improve their life and develop their capacity with two requirements, namely (1) the active participation of the local people based on their own resources and capacity, and (2) the efforts and self-reliance of the local people and communities.

- The Project observes the Vietnamese Law, the signed agreement between the two governments, and is in line with the Vietnamese supporting policies in agricultural and rural development.

- The Project formulates activities that are consistent with the development plans of the district, the communes and target areas, and builds up existing achievements in the target areas.

- The Project listens to, respects the local people and promotes their ownership. Local people have ownership over the project and decide the Hamlet Action Plan (HAP)

4. Based on the definition of the Poverty by the Government of Vietnam in 2011. Poverty rate is calculated by monthly average income per capital of household. In 2010, it is measured by the Governments poverty line for 2011-2015 periods which is 400 thousand VND for rural area.

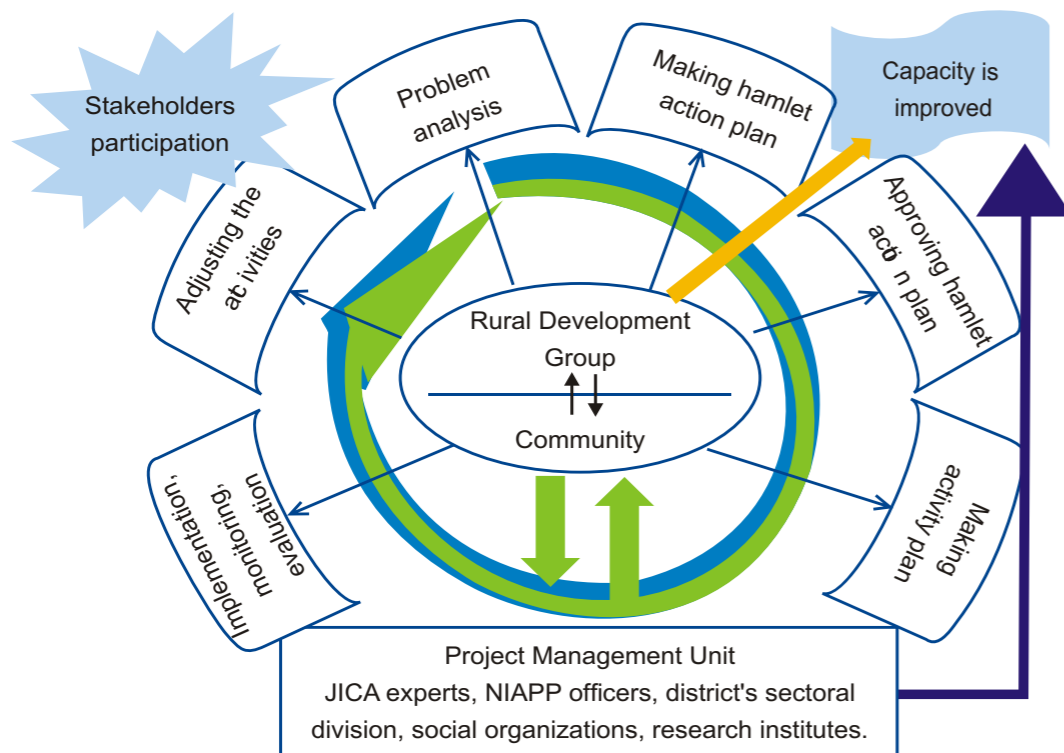


Figure 1: Participatory planning formulation process

1.4 PROJECT BRIEF DESCRIPTION

❶ Project name: **Capacity Development of Participatory Agricultural and Rural Development for Poverty Reduction in the Central Highlands of Viet Nam**

❷ Line Agency: Gia Lai PPC

❸ Project implementation Agency: Mang Yang DPC

❹ Project duration: 5 years, January 2009 - January 2014

❺ Project target area: 2 communes, Lơ Pang and Kon Thụp, Mang Yang district

❻ Project target groups: (1) People in the Project area and (2) Relevant local counterpart staff

❼ Project objectives:

♦ **OVERALL GOAL:** Community-driven development approaches introduced by the Project are disseminated in order to improve livelihoods in poverty area of Viet Nam

♦ **PROJECT PURPOSE:** Participatory rural development approaches for ethnic minorities are developed through the capacity building of the local authority officials and the local people in the target areas with special attention to women and the illiterate.

❸. The project is implemented following Project Design Matrix (PDM) (☛ refer to Annex 1) based on the agreement between Government of Viet Nam and Japan.

❹ This JICA-funded project (technical assistance and capacity development) is different from investment project in the following points:

♦ Investment project is based on the pre-determined plan, and tangible outputs can be achieved when the investment is completed. Meanwhile, capacity development project seems not to achieve tangible outputs immediately but takes a long time. Implementation plan of capacity development project can be changed, depending on local conditions. Therefore, results of capacity development project are achieved gradually.

♦ Among the 3 aspects for community development including infrastructure, organization and attitude of stakeholders, the capacity development project often focuses on the organization and attitude of stakeholders. The project still invests in certain infrastructures such as clean water supply system, community house, etc. However, that is not the project objective but is the mean of practicing to develop capacity.

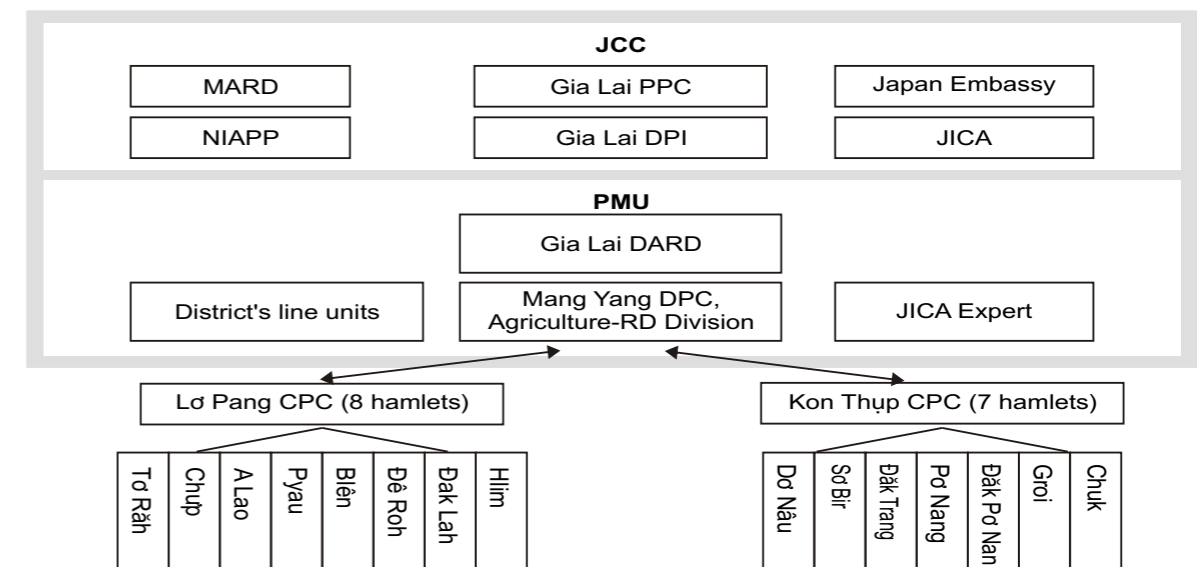


Figure 2: Project's organizational chart

1.5 PROJECT IMPLEMENTATION METHOD

1. Establish organizations supporting the implementation process of project's activities, including:

(1) **Project Management Unit (PMU)**, which is an inter-organizational unit responsible for the management and coordination of the project. It consists of representatives of DARD, DPC, NIAPP, and JICA.

(2) **Supporting Group (SG)**, which supports the project activities from their own technical viewpoints at the district level. It consists of representatives of mass organizations and district administrative divisions such as Rural Development, Agricultural Extension, Plant Protection, Culture and Information, Veterinary, Health, and Education.

(3) **Rural Development Group (RDG)**, which is an intermediate group between hamlet and commune level to provide opportunities to discuss on hamlet development activity among villagers, mass organizations, commune local authorities, and related stakeholders. It consists of the chairman of CPC, representatives of each hamlet, representatives of mass organizations at the commune level in order to support the project activities, and be a core to work for the agricultural and rural development process.

2. Provide training to connect between theory and practice via the implementation of pilot models in order to enhance local people's capacity.

3. Promote democracy in order to involve local people into the decision-making process (making action plan, project plan and building models).

4. Promote spirit of emulation, enthusiasm and patriotism through new rural development movement.

5. Project uses participatory approach on the basis of discussion with local people and promoting democracy at grassroots levels with special attention to women and difficult people through the process of implementing following activities:

(1) Set up pilot models on technical transfer, aiming to develop local staff and people's capacity; and support to the construction of small-scale infrastructure.

(2) Share experienced lessons from implemented activities of the Project to be reference document for policy makers in agriculture and rural development in general and in NTP-NRD program in particular.

(3) Make a detailed master plan on agriculture, forestry and fishery production in 2 target communes of the Project.

1.6 PROJECT'S DIFFICULTIES AND CHALLENGES

- Difficulties and challenges from local people and communities: Local people and communities have been accustomed to receiving physical assistance (plants, breeds, materials, fertilizer, infrastructure, etc.) from investment projects. When the project initiated, local people showed indifferent attitude toward the project because the project continuously organized many meetings and discussion to collect the local people's ideas but did not provide them with any concrete assistance. Therefore, the Project faced a lot of difficulties in the beginning stage.

- Difficulties and challenges from local counterpart staff: The kind of project is also new to local counterpart staff and is different from the investment project they used to be involved. Many local counterpart staffs do not believe and participate in the project actively because the project organized many meeting instead of providing material to support farmers.

- Other challenges to the project include unproductive traditional cultivation practices, lack of infrastructure for production, high poverty rate, lack of confidence of local people and their dependency on Government's supports.

PART 2

PARTICIPATORY PLANNING APPROACH

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In the Central Highlands in general and in Gia Lai Province in particular, the Party and local authorities have been applying the following principles in developing and mobilizing ethnic minorities' involvement, as followings:

- Equality among ethnic groups
- Solidarity among ethnic groups
- Mutual support and cooperation for common development

Especially, communicating with ethnic communities requires “*Respect people, be close to people, understand people, and be accountable to people*”

2.1 PARTICIPATORY APPROACH

Previously, local official used to meet with local people to listen their problems and difficulties then propose matters need to be supported. In such way, local people had little chance to discuss and exchanges ideas about way of organization and implementation. Therefore, local people have become passive and dependent on outsiders to act on their behalf. As a result, local people and communities' internal resources have not been adequately promoted.

The project has overcome this shortcoming by giving local people the opportunities to participate in discussion of steps to identify and select which problems should be prioritized to be addressed. The local people themselves propose solutions to their problems. Local people also think by themselves to find the way of organization and implementations. Therefore local internal resources are complementary with the support from outside

The features of participatory approach

Awareness:

- Identification of specific problems and needs in daily life;
- Awareness about relationship between poverty and social structure;
- Resources, social relations, causes of poverty
- The necessity of collective action for problem solving and of the attention to those action; and
- Believing in the achievements and capabilities of the people and community.

Organization :

- Allocation of site for the attendants, consultant and provision of collective decision ;
- Training on necessary skills, general manners, and
- Accumulating experiences in collective management activities.

Capacity building:

- Accumulation of special knowledge and skill to develop activities;
- Knowledge and methodologies for project formulation and planning; and
- Knowledge and skills for effective coordination and negotiation.

Forming networks:

- Promotion of cooperation within the community;
- Building relationships (vertical and horizontal) with organizations in the same region; and
- Fostering cooperation with external organizations

Political attitude:

- Have a good understanding and be respectful of local custom and tradition;
- Awareness of the local law, and policies and plans of agricultural and rural development
- Good awareness on right and willingness for collective activities ; and
- Concrete actions towards the positive changes and restructuring

2.2 PARTICIPATORY PLANNING APPROACH

Participatory planning has aimed to make an action plan that villagers would understand and analyze their current situation with thinking by themselves, including a budget plan and an implementation plan with support from local authority officials. The project tried to implement the

participatory planning approach in the past 4 years and showed some approaches as a model. Facilitation skill was introduced into the process of proposal assessment from 2012 and villagers have tried to analyze their own difficulties and find “real issues” to make plans for development using the facilitation skill.

The planning processes implemented for the past 4 years in the project have been summarized as a process reference document, to be left as the dissemination material to other areas. These 4 types of planning processes as “participatory planning approach model” are shown as follows;

- Hamlet Action Plan (2009)
- Action Plan with women's opinion (2010).
- Planning by Proposal method (2011).
- Planning to be harmonized between villagers and local authority (2012).

• Hamlet Action Plan (2009).

At the beginning of the project (2009), “Hamlet Action Plan (HAP)” of all 15 hamlets in the target areas was made. While repeating the hamlet meeting with villagers and through each workshop of the problem finding, the problem analysis and the action plan making, it extracted the issues which the hamlets have. Finally, HAP was made in all 15 hamlets. These activities were started mainly in the agricultural field from 2010.

• Action Plan with women's opinion (2010).

Because the opinion of the woman wasn't reflected into HAP, woman's HAP which was collected only the woman's opinion was made. After that, 1) literacy class and 2) primary health care workshops were started as activities.

• Planning by Proposal method (2011).

The proposal method was introduced from 2011 because HAP did not include the specific plan to implement these activities, which it is difficult to introduce to the local authority spending much time on working and so on. The activities emphasizing on the infrastructure building such as the hamlet water supply system, the community house and so on were implemented by this. However, as the result, with the shifting from HAP, “Wish list” was submitted.

• Planning to be harmonized between villagers and local authority (2012).

In the proposal method, it has resulted in that “Wish list” which doesn't reflect the priority of the villagers was submitted. In 2012, it was implemented mainly how to deal with the already submitted “Wish list”. Also, the facilitation skill was introduced and it corrected to the proposal which reflects the opinion, the needs and the priority of the villagers. Moreover, through this process, the capacity of local authorities and villagers was developed.

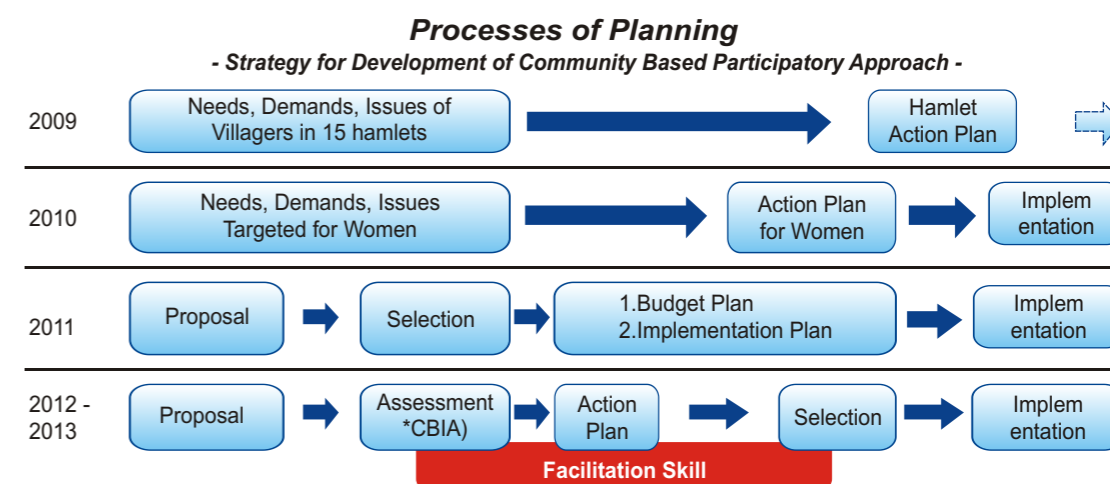


Figure 3: Process of Planning

Process of action plan making for communities is briefed in following steps:

| Step | HAP method | Proposal method |
|------|---|--|
| 1 | Hamlet workshop: to collect information and to find facilitator | Distributing and collecting of proposal |
| 2 | Social and cultural survey | Summarizing proposal request |
| 3 | Hamlet workshop: to identify problem analysis | Mutual agreement of proposal at PMU meeting |
| 4 | Draft HAP making by PMU/RDG | Proposal assessment in hamlet: to confirm request and to identify "real needs" |
| 5 | HAP hamlet meeting | Classification of proposals into 4 groups |
| 6 | Define HAP with RDG | PMU meeting |
| 7 | Making action plan | Making action plan |

2.3 HAMLET ACTION PLAN MAKING (2009)

This document introduces the **Process of making 'Hamlet Action Plan'** in a participatory approach⁵.

A) What is "Hamlet Action Plan (HAP)"?

"Hamlet Action Plan" shows villagers' ideas, not the project's ideas. The original ideas of all project activities come from the contents of "Hamlet Action Plan"

* Sample 'Hamlet Action Plan' - excerpt from Blen hamlet

| No | Issues | Possible Activities/ Alternatives | No. of Beneficial hhs | Related Agency | Resources | Implementation Plan | Remarks |
|----|---|--|--|------------------|--|--|---|
| 1 | Lack of rice for 2-3 months | 1. Work for the Kinh to earn money 2. Eat cassava 3. Make trap 4. Sell cassava before harvesting 5. Borrow money, rice from neighbors 6. Sell Boi Loi, cow, cassava 7. Grow industry trees such as pepper and coffee. 8. Learn sewing to earn money (Women Group) | About 30% for 2-3 months. Very few hhs: for 6 months | RDD AES WU | 1. Labor 2. Land 3. Some can grow local seedlings Boi Loi and coffee. | 1. Work for the Kinh to earn money 2. Eat cassava 3. Make trap 4. Sell cassava before harvesting 5. Borrow money, rice from neighbors 6. Sell Boi Loi, cow, cassava 7. Grow industry trees such as pepper and coffee (Training : 1-3 years) 8. Learn sewing to earn money (Women Group) : (Training : 3 months) | Make trap but inefficiency When they sell cassava before harvesting, normally it is very low price |
| 2 | After years of cultivating land become poorer | 1. Fallow for some years 2. Hire tractor to dig farmland 3. Make dyke by cement to prevent erosion 4. Apply fertilizer to enrich soil | 100% | RDD ASE | 1. Labor 2. Land 3. Animal dung | 1. Fallow for some years 2. Hire tractor to dig farmland 3. Make dyke by cement to prevent erosion (need to be considered carefully) 4. Apply fertilizer to enrich soil (Training: 1 month, Implement, monitoring: 1 year) | The land is so slopping |
| 3 | Pigs died of diseases every year. | 1. Ask hamlet Veterinarian for help 2. Make cage. 3. Yearly vaccination | 100% | VS RDD | 1. Labor 2. Material for making cage | 1. Ask hamlet Veterinarian for help 2. Make cage (Training: 1 month) 3. Yearly vaccination (once/year) | When animal gets diseases the villagers not report directly to Veterinarian, they usually report to hamlet leader. Then, hamlet leader report to Veterinarian |

5. After completing "Hamlet Action Plan", the project tried to decide the project activities. See the document "Process of activity implementation from HAP".

"Hamlet Action Plan" consists of 7 components

- (1) 'Issues': The deep issues to solve in the villagers' daily life.
- (2) 'Possible Activities/ Alternatives': The possible solutions to solve each issue.
- (3) 'Number of Beneficial Households': The number of the households which are suffering from each issue.
- (4) 'Related Agency': The agencies which can take charge of the possible activities to solve each problem.
- (5) 'Resources': The resources which the villagers already have. (human resource as well as materials)
- (6) 'Implementation Plan': The detailed implementation plan to solve each issue (revision of 'Possible Activities/ Alternatives')
- (7) 'Remarks': Any important and additional information on each problem

*Remarks of HAP

- ✓ The villagers are active and responsible for conducting activities mentioned in HAP. HAP shows villagers's ideas, not agreement with other related agencies.
- ✓ This plan can be revised by the villagers themselves.

B) Process of making "Hamlet Action Plan" with the villagers

- (1) The JICA project actually followed the following steps (specific steps are described in part D) in the first year of project.
- (2) Making "Hamlet Action Plan" with the villagers is not only for deciding project activities, but also for providing learning opportunities to the relevant stakeholders for their capacity development.
- (3) All 15 hamlets in the both 2 target communes have their own HAPs.

C) Purposes of making "Hamlet Action Plan" with the villagers

- (1) To summarize the villagers' ideas in a sheet to share them with the stakeholders
- (2) To provide the opportunities for the villagers to analyze their problems and consider possible solutions
- (3) To encourage the villagers' initiative to implement activities for their livelihoods improvement
- (4) To provide the opportunities for the relevant stakeholders to learn the participatory way of project planning as well as the project purpose

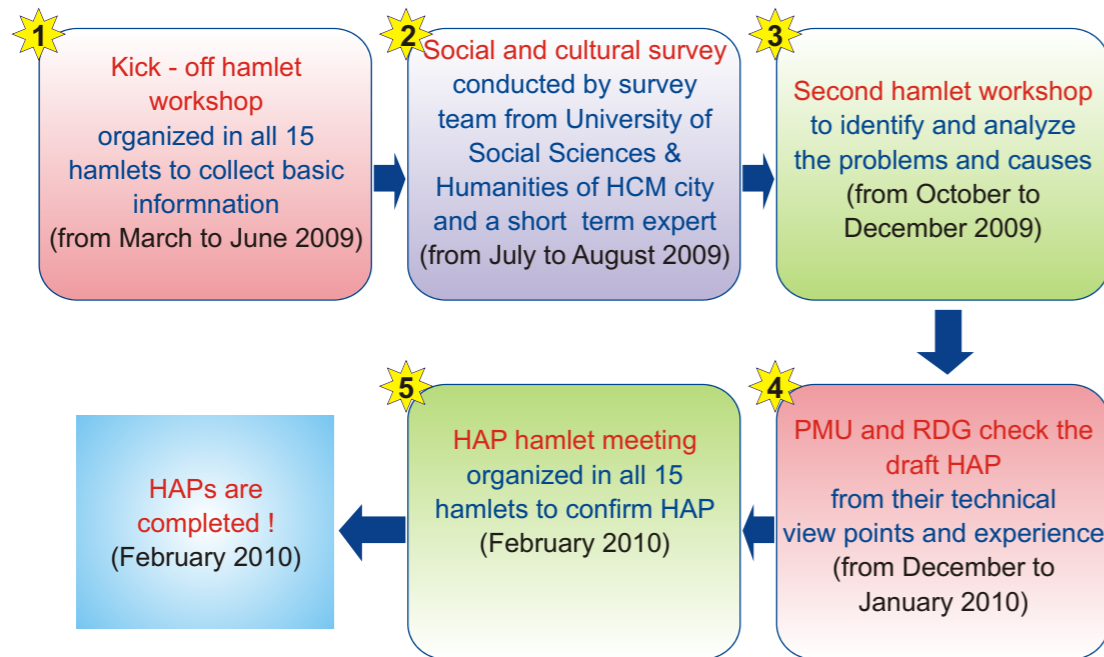


Hamlet meeting to make HAP



Facilitator leading the hamlet meeting

D) Process of confirming “Hamlet Action Plan”



Step 1. Kick-off hamlet workshop

- The project organized kick-off hamlet workshops to introduce the project and collect basic information on the villagers' daily life.

- The workshops were done in cooperation with local authority staff of District People's Committee (DPC) and Commune People's Committee (CPC) in all 15 hamlets of both Lo Pang and Kon Thup communes (from March to June 2009).

Purposes of this workshop:

- (1) Introduce the project members and the objectives of the projects
- (2) Collect basic information on the villagers' daily life for making action plan later
- (3) Find appropriate facilitator candidates among villagers

Actual steps of this workshop

(1) At the beginning of the workshop, project members briefly introduce themselves, the main objectives and contents of the project to have mutual understanding.

(2) After the introduction, facilitators (project staff/ DPC/ CPC) talk with the participants according to the prepared questionnaire about cultivation, animal husbandry, daily life, education, sanitation, and nutrition.

(3) After the discussion, each group (if any) presents what they discussed and other participants raise any questions, objections, or comments to each presentation.

(4) At the last part of the workshop, facilitators summarize the results of discussion and explain the project future plan again.

(5) After the workshop, the project summarizes the villagers' ideas in 'Questions and Answers' sheets.

Step 2. Social and cultural survey

- The project introduced the survey team from University of Social Sciences and Humanities of Ho Chi Minh City and a short-term expert to collect information on social and cultural aspects of the Bahnar people's livelihoods in the project area in addition to the results of kick-off workshops (from July to August 2009).

- The survey team was organized by the Center for Vietnamese and Southeast Asian Studies, belonging to University of Social Sciences and Humanities of Ho Chi Minh City, and it consisted of 12 experts with doctor's or master's degrees.



Social and cultural survey was conducted by professional team. The survey team visited villages to collect social and cultural aspects of the Bahnar people's livelihood.

Step 3. Second hamlet workshop (← Refer to Annex 2)

- Based on the collected information through kick-off workshops and social cultural survey, the project organized second hamlet workshops in all 15 hamlets to guide the villagers to identify the problems and analyze the causes (from October to December 2009).

Purposes of this workshop

- (1) Introduce the project members and the objectives of the project again
- (2) Make 'Problem Analysis List' (← refer to Annex 3) with villagers through identifying and analyzing problems

Actual steps of this workshop:

(1) Before workshop, facilitators prepare the draft 'Problem Analysis List' sheet based on the report of kick-off workshops before conducting workshop. Facilitators try to fill in the columns of 'Problem Analysis List' sheet.

(2) Facilitators conduct second workshops at each hamlet with RDG members. Before starting workshop, facilitators explain the purposes and contents of workshop to hamlet leader and interpreter.

(3) The villagers try to clarify the problems they are facing based on the prepared draft 'Problem Analysis List' sheet. Facilitators try to identify the problems with villagers.

(4) Then facilitators ask the villagers about the causes for each problem. The villagers try to find causes of each problem by analyzing the problems.

(5) After identifying problems and causes, facilitators ask the villagers about the number of affected household for each problem.

(6) The villagers try to find possible solutions with sustainable resources and difficulties for each problem with facilitators. The villagers try to do it with identifying sustainable resources and difficulties to fill in the 'Problem Analysis List' sheet.

(7) In the end of workshop, all columns of 'Problem Analysis List' sheet are filled in.

(8) Facilitators or note-takers summarize the result of discussion and explain that the project team will combine the results into one sheet and inform it to the villagers later.

(9) Facilitators complete the 'Problem Analysis List' sheet according to the result of workshop.

“Problem Analysis List” shows the result of villagers' discussion during hamlet workshops. This will be the basic information of “Hamlet Action Plan”.

* "Sample 'Problem Analysis List" (excerpt from Blen hamlet)

| No | Problems | Causes | Number of households | Possible solutions | Sustainable Resources | Difficulties | Remarks |
|----|---|---|---|--|---|--|--|
| 1 | Lack of rice for 2-3 months. | 1. Lack of skills 2. Damaged by mouse, bird, insects 3. Lack of land (some hhs with many children don't have enough land to inherit for them when they get married) 4. Do not apply fertilizer, do not know how to enrich soil. 5. Lack of labor because they usually get sick(some hhs) 6. Land become poorer 7. Weather (natural disaster, flood) 8. Some hhs are too lazy to work. 9. Lack of water (some hhs) | About 3 % for 2-3 months. Very few hhs: for 6 months | 1. Work for the Kinh to earn money* 2. Eat cassava 3. Make trap 4. Sell cassava before harvesting 5. Borrow money, rice from neighbours 6. Sell Boi Loi, cow, cassava 7. Grow industry trees such as pepper and coffee. 8. Learn sewing to earn money (Women Group) | 1. Labor 2. Land 3. Some can grow local seedlings Boi Loi and coffee. | 1. Traps were not effective. 2. The selling price of cassava is often forced to be down. 3. No experience and technique to grow industrial trees | *50,000VND/day For Winter-Spring crop people grow new variety rice (seeds supported by government or bought from Kinh people) in paddy field. The villagers do not care about the difference of taste between local and new variety. They usually use local rice for traditional ceremonies. |
| 2 | After years of cultivating land become poorer | 1. Land erosion 2. Flood/ rain 3. Do not know how to enrich soil. | 100% | 1. Fallow for some years 2. Hire tractor to dig farmland 3. Make dyke by cement to prevent erosion 4. Apply fertilizer to enrich soil | 1. Labor 2. Land 3. Animal dung | 1. No knowledge of how to apply fertilizer 2. Sloping land | 1. Villagers grow rice for several years after reclaiming, and then grow cassava for several years, and then fallow for several years. 2. In the rainy season, soil flow into paddy field. Villagers usually make check dam to keep paddy field. |
| 3 | Pigs died of diseases every year. | 1.The animal eats foodstuff from another place, gets diseases and then infects to local animal. 2. Some hhs raise animal freely. 3. Weather | 100% | 1. Ask hamlet Veterinarian for help 2. Make cage. 3. Yearly vaccination | 1. Labor 2. Material for making cage | When animal get diseases the villagers not report directly to Veterinary, they usually report to hamlet leader. Then hamlet leader reports to Veterinary | 1. Mouth & foot disease happen once per several years 2. They let cow freely range at day-time but raise them in cage at night. 3. Some hhs do not want to bring their animal for vaccination 4. Every year, government has vaccination program for livestock. |

"Problem Analysis List" consists of 7 components

- (1) 'Problems': The problems to solve in the villagers' daily life.
- (2) 'Causes': The direct causes of each problem
- (3) 'Number of Households': The number of the households which are suffering from each issue.
- (4) 'Possible solutions': The possible solutions to eliminate the causes.
- (5) 'Sustainable Resources': The resources which the villagers already have. (human resource as well as materials)
- (6) 'Difficulties': The difficulties which the villagers feel for implementing the 'Possible Solutions'
- (7) 'Remarks': Any important and additional information on each problem



2nd hamlet workshop to identify problems. RDG fill "Problem analysis list" following the result of villagers' decision.

Step 4. PMU and RDG check the draft HAP (← Refer to Annex - 4)

The project organized meetings in order that PMU/SG and RDG check 'Problem Analysis List' ('Hamlet Action Plan' drafts) from their technical viewpoint. (from December to January 2010)

- RDGs check the contents of 'Problem Analysis List'.

Refer to the document 'How to check Problem Analysis List sheets' for details (← refer to Annex-3)

- Based on the 'Problem Analysis List' sheet, PMU/SG and JICA discuss possible activities/alternatives from their technical view point and fill in the 'Hamlet Action Plan' drafts.

Refer to the document 'How to fill in Hamlet Action Plan draft sheets' for details (← refer to Annex-4)

- And then, RDGs check the contents of 'Hamlet Action Plan' drafts according to their experience of hamlet workshop.

Purposes of this process

- (1) To make the relevant stakeholders understand the villagers' ideas clearly
- (2) To make the relevant stakeholders have the image of activity plan



PMU/SG and RDG were checking the problem analysis list which was made at 2nd hamlet WS

Step 5. HAP hamlet meeting (← Refer to Annex - 5)

- The project organized hamlet meetings in all 15 hamlets in order that the villagers confirm their own 'Hamlet Action Plan' (HAP) in February 2010.

Purposes of the hamlet meeting

- (1) To make the villagers recognize that they make their own plans in 'HAP' to improve their daily life
- (2) To provide the opportunities for the relevant stakeholders (PMU and RDG) to facilitate the hamlet meetings for summarizing the villagers' ideas

Actual steps of this meeting

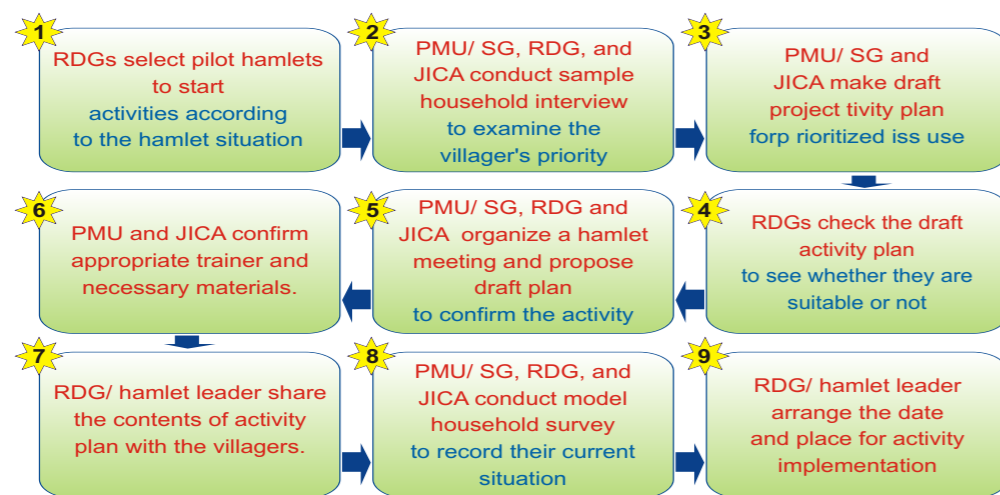
- (1) Firstly, a facilitator explains the following 3 important points of 'HAP'.
 - ✓ This plan shows that the hamlet will try to conduct these activities according to the villagers' initiative and responsibility.
 - ✓ This is the decision of the villagers, not any agreement with other related agencies.
 - ✓ This plan can be revised by the villagers themselves.
- (2) Secondly, the facilitator explains the contents of 'HAP', especially 'Implementation Plan' columns.
- (3) If the villagers have different ideas from the contents of 'HAP', the facilitator tries to revise the parts according to the villagers' ideas.
- (4) Finally, the facilitator explains again that the 'HAP' is the summary of the villagers' ideas and asks them whether they agree with the contents or not.
- (5) After confirming the 'HAP', the facilitator explains next schedule that the project will conduct interview with some villagers and propose some activities.



Villagers confirming 'HAP' which was made 2nd hamlet WS, especially implementation plan which they can do.

E) Process of Activity Implementation from "Hamlet Action Plan"

This document introduces the steps about how to decide and start project activities after completing "Hamlet Action Plan (HAP)"⁶.



6. Hamlet Action Plan (HAP) shows a summary of the villagers' ideas about the problems which they are facing in their dairy life, their causes and their solutions. All 15 target hamlets completed their own HAP through workshops.

Step 1: RDG members select the pilot hamlets for activity implementation according to the conditions such as hamlet leader's leadership, RDG member's (hamlet representatives) motivation, solidarity among the villagers, accessibility, and so on.

Step 2: PMU/SG, RDG and JICA conduct sample household interview with the villagers (or organize hamlet meeting) to examine their priority of the possible activities in HAP.

Actual steps of Interview:

- (1) The project prepares the questionnaire based on the HAP of each hamlet before interview.
- (2) The interviewers of RDG and PMU visit some households and ask their priority according to the prepared questionnaire. When the interviewers select interviewees, they should consider gender balance and the balance between the rich and the poor.
- (3) The interviewees choose the most serious issues, preferable activities and available resources in the HAP.
- (4) After finishing all interviews, the project counts the votes of each item and summarizes the results.

* Sample Questionnaire (excerpt from Alao hamlet)

QUESTIONNAIRE FOR HOUSEHOLDS

Date:..... month: Year: Hamlet: Alao Commune: Lơ Pang District: Mang Yang

Household: Age: Kinds of hhs: Patriach/Hamlet Leader Poor. Medium or Rich

No of family members: Number of main labor: Note: X: agree

| No | Problems | Possible solutions/alternatives | Resources | Other activities | Remarks |
|-------------------------------|--|---|---|--------------------------|---------|
| 1 <input type="checkbox"/> | <input type="checkbox"/> Lack of rice for 1-3 months | <input type="checkbox"/> Work for others or Kinh people to earn money for buying rice <input type="checkbox"/> Sell cassava and Boi Loi to earn money. <input type="checkbox"/> Raise livestock to sell (Women) (6 months - 2 years) <input type="checkbox"/> Buy new variety of rice seeding to increase productivity | <input type="checkbox"/> Land <input type="checkbox"/> Labor. | <input type="checkbox"/> | |
| 2 <input type="checkbox"/> | <input type="checkbox"/> Land becomes poor after many years of cultivation | <input type="checkbox"/> Fallow land for some years (3 years) <input type="checkbox"/> Learn how to enrich soil (1 year) | <input type="checkbox"/> Labor <input type="checkbox"/> Animal dung <input type="checkbox"/> Land | <input type="checkbox"/> | |
| 3 <input type="checkbox"/> | <input type="checkbox"/> Growing Boi Loi seedlings is difficult | <input type="checkbox"/> Learnt how to make Boi Loi nursery (6 months). | <input type="checkbox"/> Materials to make nursery <input type="checkbox"/> Labor <input type="checkbox"/> Land | <input type="checkbox"/> | |



SG/RDG interviewing villagers to make the priority of their activities.

Step 3: Based on the result of interview, PMU/SG and JICA make draft project activity plan for the prioritized issues from their technical viewpoints.

Step 4: RDG members check the draft plan to see whether the proposed activities are suitable for the current hamlet situation or not.

Step 5: PMU/SG, RDG and JICA organize a hamlet meeting and propose the draft project activity plan to the villagers to confirm the activities and select model candidates.

* Sample result of hamlet meeting (excerpt from Chup hamlet)

| Problems | Activities | Priority | Resource and resource person |
|---|---|----------|--|
| Poor land after several year cultivation | Training course of growing grass for livestock feed. | 1 | - Animal husbandry: Mr. Vuong, Mr. Dinh Long, Mr. Bliu(elderly) - Planting grass: Mr. Phuk (elderly), Mr. Bliu (elderly- cell secretary) Phuk; Hyak : They have not tried; however, they are very ready and their house include enough conditions for growing grass |
| | Training course of composting | 2 | Kem, Lut, Hem, Mr. Bliu (elderly- cell secretary), Mr. Lit (vice hamlet leader), Mr. Phur (elderly), Mr. Phuk (elderly) - Mr. Kem learnt composting techniques from his friend (Kinh), so he can conduct this task well (once/per year). He has one cow. Mr. Kem:09.766 |
| | Trial of planting alternative plants /trees. (Plant different varieties of trees to preserve soil.) | 3 | RDD will observe natural conditions of land to find suitable trees. - All people are expecting the project support them in teaching rice growing techniques. - They are ready to vary other trees (coffee, pepper) to enrich soil |
| | Training course of growing legumes (beans) to enrich soil. | | - Training course for all villagers - Model: peanut : Mr. Chunh (hamlet leader), Mr. Lu - Model: soy-bean: Mr. Bliu (elderly) |
| | Training course of planting crops in contour line. (sloping land cultivation technique) | | |
| | Fallow the land for a certain period (2-3yrs) | | |
| Animal often get epidemic diseases and die (especially pig and chicken) | Encourage the villagers to get vaccination for their livestock | 1 | Propagandize for all villagers |
| | Training courses of controlling diseases and producing feed for livestock | 2 | Bliu; Hngol: Better-off Thup: Average Minh: poor |
| | Training courses of raising livestock in cages | 3 | - Raising pig: Mr. Yol; Mr. Phuk - Raising cow: Mr. Blum Hoi and Brang (better-off): They are raising cow and pig, but the cages for cow are not strong. |
| | Enhance the capacity of veterinary at commune level | | |





Step 6: Based on the contents of the confirmed project activities, PMU and JICA confirm appropriate trainers and necessary materials including the budget.

* Sample project activity plan (compost training)

| Overall Goal | Enhancing Capacity For Villager | | |
|--------------|---------------------------------|--------------------------|--|
| Purpose | Improvement of soil | | |
| Activity | | Making and using compost | |



| | | | |
|----|-----------------------------------|---|---|
| 1 | Date to start: | 05/2010 | |
| 2 | Duration of Program: | 6 months | |
| 3 | Frequency and time: | Training course/ 2 months | |
| 4 | Person in charge from PMU/ SG: | RDD, Vet | |
| 5 | Person in charge from RDG: | Chuun in Chup, Puih in Chuk | |
| 6 | Person in charge from hamlet: | Mr Chun, Lit, Ble, Ngon and Phuk in Chup Lp Mr Dinh Bai, Hnhun, Hnham, Aming and Anuk in Chuk - KT | |
| 7 | Person in charge from JICA office | Kenji, Giang , An | |
| 8 | Place: | Community house and garden of model house holds (Chup and Chuk) | |
| 9 | Possible Participants & Number | 5 Model hhs including poor hh, All villagers | |
| 10 | Preparations: | Items | Quality / Cost |
| | 1 | Animal dung | 800kg (5.000 / 1kg) |
| | 2 | Other materials | 1.000 kg (150.000) |
| | 3 | Document photocopies | 50 sets (7.000 / 1set) |
| | 4 | Write document | 35.000 / per page |
| | 5 | Phosphate | 30 kg (3.500 / 1kg) |
| | 6 | Urea | 2 kg (8.000 / 1 kg) |
| | 7 | Lime | 30 kg (1.500 / 1kg) |
| | 8 | Canvas | 5m (50.000 / 1m) |
| | 9 | Tricoderma | 5kg (60.000 /1kg) |
| | 10 | Trainer | 400.000 / 1 day / 1 trainer (2 trainers) |
| 11 | Trainer's allowance | 70.000 / 1 day / 1 trainer (2 trainers) | |

| Time | Stakeholders' role | Villagers  | Commune/ RDG  | PMU  | JICA  |
|------------------|--|--|---|--|---|
| | | 2010 | May - June | 1. Prepare land for composting 2. Labor work 3. 800kg animal manure (each model) 4. Straw, grass (each model) 5. Water 6. Monitor and report the situation (Model households) 7. Take care of compost according to project instruction | 1. Prepare the place for training 2. Support technical trainers for facilitation and translation in training class 3. Monitor the situation of the model households |
| July - September | 1. Prepare farmland for using compost 2. Labor work 3. Monitor and report the situation (Model households) 4. Take care of compost according to project instruction | | 1. Prepare the place for training 2. Support technical trainers for facilitation and translation in training class 3. Monitor the situation of the model households | 1. Internal trainers including fee 2. Prepare necessary documents for training 3. Monitor the situation of the model households | 1. Fee for printing documents and necessary materials of composting. 2. Fee for trainers from external agencies 3. Monitor the situation of the model households |
| October - | 1. Labor work 2. Monitor and report the situation (Model households) 3. Share skills and knowledge with other villagers | | 1. Prepare the place for training 2. Support technical trainers for facilitation and translation in training class 3. Monitor the situation of the model households | 1. Internal trainers including fee 2. Prepare necessary documents for training 3. Monitor the situation of the model households | 1. Fee for printing documents and necessary materials of composting. 2. Fee for trainers from external agencies 3. Monitor the situation of the model households |

Step 7: RDG members/ hamlet leaders share the contents of activities with the villagers again and select the model households if necessary.

Step 8: PMU/SG, RDG and JICA conduct model household survey to record the current situation of the models.

* Sample result of survey (excerpt from the survey report)

I. Mr. Chhunh (Compost Model)

1) Situation of the model household

- Mr. Chhunh is the head of hamlet. His house is near the main road, 100m far from the hamlet main entrance. He has the main responsibility for the models and he is willing to share the skills with other villagers.
- He has already used animal dung to apply for cultivation area before, but he has not made compost. He promised that he would follow the learned technique from the project and prepare some necessary materials for the activity.

2) Characteristics of his household

- All of his income come from cultivation, so he cares about how to enrich soil for increasing income from cultivation. He does not raise animal, but he buys animal dung every year for applying in his industrial tree areas. Therefore, he is eager to try making compost for enriching soil in more appropriate way.

3) Labor

| Name | Sex | Age | Education level |
|--------|--------|-----|------------------|
| Chhunh | Male | 30 | 9/12 |
| Hang | Female | 28 | 4/12 |
| Huu | Male | 10 | Stydying class 4 |
| En | Female | 5 | Kindergarten |

4) Household economic condition

| Assets | Type | Area | Income | Remark |
|----------------|----------------------|----------------------------|--|--------------|
| House | Building house | 80m ² | | |
| TV | 1 | | | |
| Recorder | 1 | | | |
| Motor bike | 1 | | | |
| Paddy field | Kinh's seedling | 3000m ² | 20-25 packages/crop (Type of package: 50kg) | For Hhs use |
| Upland rice | Local seedling | 1 Hectare | 15 package | For Hhs use |
| Cassava | 1 year seedling | 3 Hectare | 60.000.000 VND | |
| Rubber tree | Tie dine rubber | 3 Hectare | Have no income yet | 4 years |
| Pepper | Buy from Kinh people | 2 Hectare | Have no income yet | New planting |
| Coffee tree | Robusta | 600 trees (0,6 Hectare) | Have no income yet | New planting |
| Another income | Monthly income | | 2,000,000 VND/ month | |

5) The conditions to be a model

- Animal dung: 2000 kg He buys from another area
- Rice straw: 100kg from his paddy field
- After making compost, he will apply it for his industrial tree area

6) Ability to contribute to a model

- Even though he does not raise animal, he can buy animal dung
- His household has two labors (enough labor source for model)

7) Risk assessment

- He does not have any experience on composting
- He does not have animal dung from animal husbandry

8) Conclusion about his availability to be a model

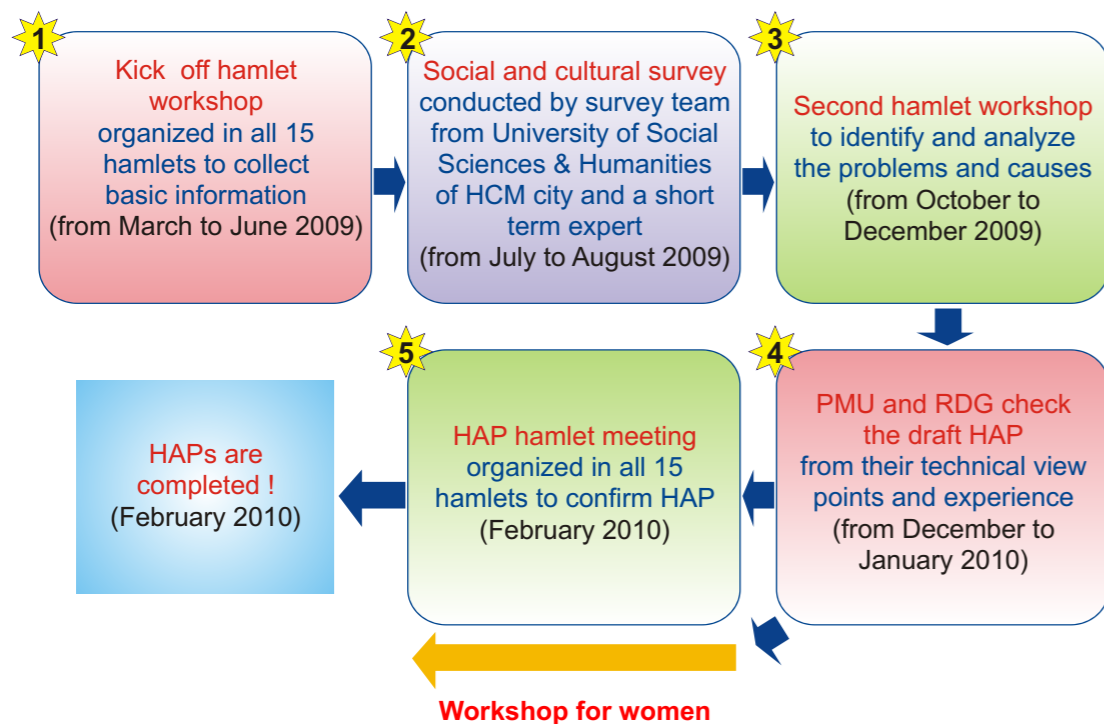
- He is the head of hamlet, so he has the prestige in hamlet.
- High education level, he can understand Kinh language
- His awareness about how to enrich soil is high.

Step 9: RDG members/ hamlet leaders arrange the date and place for activity implementation and inform the project.

2.4 HAMLET ACTION PLAN MAKING WITH WOMEN'S OPINIONS (2010)

2.4.1 Identify necessity of women's voice collection

In the process of confirming 'Hamlet Action Plan' as shown below, few women's voice have been seen or hamlet meeting went along with mainly men. In parallel with step 5. "HAP Hamlet meeting in February to March 2010", workshop for collecting women's voices was conducted by Women's Union for grasping women's interests and opinions.



Noticable points for women's participation at hamlet meeting

- How women participate at hamlet meeting
- How women contribute their ideas/opinions
- How hamlet leader proceeds hamlet meeting
- Does he/she ask women/men's opinion fairly?
- How women's ideas/opinions are treated
- If there is some barriers to block women's voice, workshop exclusively for women to be considered.

Purposes of workshop for women

- Collect women's opinions
- Identify women's interest
- Observe women's response / action for gaining further understanding
- Find appropriate facilitator candidates among villagers

Actual steps of the workshop

- Before workshop, SG/RDG prepare activities list with pictures / illustrations based on collected information and color stickers in order for women to vote in their favorite activities
- At the beginning of the workshop, project members briefly introduce themselves, the main objectives and contents of the workshop to have mutual understanding.
- After the introduction, facilitators (Hamlet/Commune Women's Union) explain the participants with illustrated activities list⁷.
- Then, facilitators explain how to stick color paper on the picture
- At the last part of the workshop, facilitators summarize the results and explain the project future plan again.

Household visit is the other way to collect women's voice

- Visit household at least more than fifty percent (50 %) of total number of households with different conditions.
- At each household, Women's Union asks women which the most favorite activity you want to implement is.

7. Based on the result of interview with workshop participants by Japanese expert, women said they couldn't be able to follow workshop contents. To that end, Japanese expert rearranged the communication method to women and reorganized workshop for women exclusively.

Hãy nói cho chúng tôi sở thích của bạn

→ 1 - Rất Thích

 → 2 - Thích

 → 3 - Không Thích

Meaning of color stickers (Very like, Like and Not like)



Illustrated activities list for women



Women stick color papers on the illustrated activities

Possible candidate for facilitators

- Hamlet Women's Union
- Hamlet Youth Union
- Hamlet Leader
- RDG supports personnel resource in each hamlet to be able to facilitate if necessary

Points to be considered on Bahnar women's voice collection

- Whether women can understand/read Kinh language
 - ⇒ In order to let women fully understand, Bahnar language should be applied in collaboration with local leaders
- Whether women is used to participate such kind of workshop method
 - ⇒ In order for women not to feel awkward, visual aids/pictures are useful tools to facilitate women in the process of choosing, every women is able to participate in voting system
- How women's opinion are treated at workshop
 - ⇒ In order to collect women's opinion fairly, workshop is separately conducted for women
- How Bahnar's participation is among several different ethnic minorities
 - ⇒ Consider how to divide into small group along with language, relationships or social experience level etc...
- Bahnar's culture is to some extent unique.

In order to get an understanding of Bahnar women, non-formal interview to local women, information from WU, and the result of cultural anthropology survey by University of Social Sciences and Humanities of Ho Chi Minh city are conducted and referred.

2.4.2 Turn each activity into action

Find out available resources and make draft action plan

- Facilitators ask what resources inside and outside hamlet for women and hamlet leaders (The elderly, hamlet leader, and Women Union's members) are.
- Then, consider what we can do ourselves and what we can't do ourselves.
- Then, which department we ask and what we ask for, if we can't do ourselves.

Purposes of this process

- To provide the opportunity for women and leaders to make their plan for improving their daily life
- To make the relevant stakeholders have the image of activity plan

| Time | Stakeholders' role | Villagers | Commune/ RDG | PMU | JICA |
|------|--------------------|--|---|---|--|
| 2010 | May - June | 1. Prepare land for composting 2. Labor work 3. 800kg animal manure (each model) 4. Straw, grass (each model) 5. Water 6. Monitor and report the situation (Model households) 7. Take care of compost according to project instruction | 1. Prepare the place for training 2. Support technical trainers for facilitation and translation in training class 3. Monitor the situation of the model households | 1. Internal trainers including fee 2. Prepare necessary documents for training 3. Monitor the situation of the model households | 1. Fee for printing documents and necessary materials of composting such as phosphate, urea, trichoderma, lime, canvas. 2. Fee for trainers from external agencies 3. Monitor the situation of the model households. 4. Arrange training course twice |
| | July - September | 1. Prepare farmland for using compost 2. Labor work 3. Monitor and report the situation (Model households) 4. Take care of compost according to project instruction | 1. Prepare the place for training 2. Support technical trainers for facilitation and translation in training class 3. Monitor the situation of the model households | 1. Internal trainers including fee 2. Prepare necessary documents for training 3. Monitor the situation of the model households | 1. Fee for printing documents and necessary materials of composting. 2. Fee for trainers from external agencies 3. Monitor the situation of the model households |
| | October - | 1. Labor work 2. Monitor and report the situation (Model households) 3. Share skills and knowledge with other villagers | 1. Prepare the place for training 2. Support technical trainers for facilitation and translation in training class 3. Monitor the situation of the model households | 1. Internal trainers including fee 2. Prepare necessary documents for training 3. Monitor the situation of the model households | 1. Fee for printing documents and necessary materials of composting. 2. Fee for trainers from external agencies 3. Monitor the situation of the model households |

Division of assignment among villagers, RDGs, PMU/SG and Project

Process into implementing activities

- WU (RDG) and WU in each hamlet discuss date, schedule and necessary preparation for workshop
- WU (RDG) inform chairman of CPC / SG and the project
- Organize workshop and make draft proposal
- Related SG/RDG consider proposals from a technical perspective and way of conducting proposed activity
- Start activities in hamlet

2.5 PLANNING PROCESS - PROPOSAL METHOD (2011)

2.5.1 The process of gathering people's opinions

At the beginning of the project, from March 2009 to February 2010, the project held three meetings with villagers in fifteen villages of two target communes in order to build Hamlet Action Plan. Based on that plan, the activities in agricultural area and building of small-scale infrastructure were implemented. In addition, the project also held meetings for women who have less voice in the community. These activities have been carried out in two villages (Chup village in Lo Pang commune and Chuk village in Kon Thup commune) since May, 2010 including: organic fertilizer composting, fertilizing method for pepper, rubber and coffee tree; grass planting for cattle, literacy classes for women, etc...

However, when conducted HAP, the project took much time to organize hamlet meeting to affect villagers' life as well as make them feel boring when attending. Besides that, the member of Supporting group (SG) is not enough to go to all of 15 hamlets.

In order to overcome this situation, the Project had discussion with the PMU to improve the initiative of people in the area when providing suggestion to the Project as well as the local authority, and stimulate the community to discover their own problems.

In October 2010, the project has given "Support Proposal Sheet" to RDG members and then they tried to fill into sheet which they are facing difficulties in their life. However, the project also required them that they need to think about the ability to engage in that support activities (not support one-way). When the project collected the sheets, the RDG members still proposed that support is main; there is no participation of villagers (beneficiaries).

2.5.2 The application of the participatory approach

In Feb 2011, the Project invited Mr. Nagahata Makoto - Professor of Meiji University, Japan to work in Vietnam as an expert in community development, also known as improvement of communication skills within two weeks. The program focus on training RDG and SG members on the observation, listening and problem solving skills; help the community to distinguish between problems to be solved and existing problems.

In July 2011, the support proposal sheet was distributed to the RDG, to collect villagers' opinions. Through this process, they tried to apply and practice the communication skills above learnt. The steps of conducting proposal method in 2011 are shown as below flowchart:

| No | Step | Contents | 2011 | | | | | | 2012 | | | | | |
|----|--------|--|---|---|---|----|----|----|--|---|---|---|---|---|
| | | | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Step 1 | Distribution of "proposal sheet" | RDG members collect villagers's opinions | | | | | | | | | | | |
| 2 | Step 2 | Collection of "proposal sheet" | Deadline of submit the proposal (38 proposals) | | | | | | | | | | | |
| 3 | Step 3 | PMU assigns Supporting group, RDG members to be in charge each hamlet. | | | | | | | | | | | | |
| 4 | Step 4 | Organization hamlet meeting to find out actual needs | Meeting at 15 hamlets | | | | | | | | | | | |
| 5 | Step 5 | PMU chooses prior activity for each hamlet | | | | | | | | | | | | |
| 6 | Step 6 | Making activity plan for each hamlet which is selected | Select model households, make budget plan for each activity | | | | | | | | | | | |
| 7 | Step 7 | Promulgation of activity plan to model households and villagers | Model households prepare materials, labour | | | | | | | | | | | |
| 8 | Step 8 | Start implementing activities | | | | | | | Activities implementation and monitoring | | | | | |

Step 1: Distribute "Proposal sheet" (July, 2011)

The "Support Project Sheet" (hereinafter called proposal sheet) is simply made and easily understood so that the RDG members can collect people's opinion effectively. The proposal form consists of 4 main parts as below (Figure 4):

- ① *What support do you need? (Training, model, supply, and other) Please explain in details.*
- ② *What is the reason for the problem and the solution?*
- ③ *What kind of work can you do by yourself? (Work that you did and will do by yourself, request for support from the Project).*
- ④ *How many people have the same request so that they can form a group of interest?*

This proposal sheet is not only used for 15 villages but also for members of RDG in charge of different departments in the commune such as Health station, Women's Union, The Youth Union, Culture Committee. The proposal will cover such areas as: agricultural production, building/repair of small-scale infrastructure (inter-village lane, the community house, clean water supply, etc...); cultural conservation; livelihood improvement; medicine; education.

Step 2: Collect Proposal sheet (August, 2011)

Within a month, the RDG members hold the meeting at each hamlet with the attendance of key persons in the hamlet (the eldest, the youth and the women, hamlet health workers) to discuss with villagers on their current difficulties. The villagers subsequently give reasons and solution of the problem, point out problems that they did solve by themselves and what they will do together with the Project to improve that problem. The members of RDG also have to identify how many beneficiaries from the proposal above.

By the end of August, there were 38 proposals. As viewed by the Project, the proposal form relatively fully covered the given request, including many areas such as: construction of a community house, care and planning technique for pepper; winter-spring crop model; repairs of pure water system; etc..

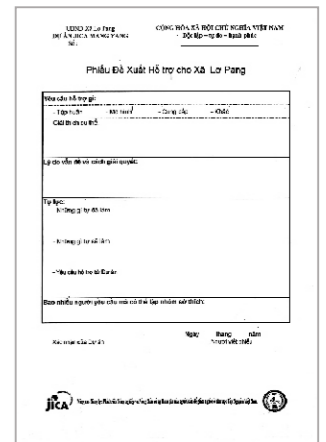


Figure 4 : Proposal sheet (July, 2011)

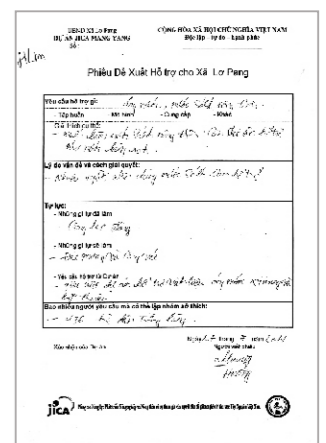


Figure 5: The Proposal sheet were made by RDG members

Summary of proposals from hamlets and CPC of two communes by RDG members in winter - spring 2011-2012

Date 24/10/2011

| Hamlet Commune | Proposer | Support request | Reason and Solution | 1. Things were done 2. Things will be done | Number of recipient | Person in charge from SG |
|-----------------------------|----------|--|---|--|---|--------------------------|
| Alao (LP) | Rop | 1. Rural road lengthens 300m. | Making the convenient road for people. | 1. People contribute labor for building. 2. People prepare ground for building the road. | 120 households | Group 4 |
| | | 2. Supporting pepper planting model for 10 households with the number is 30 poles/ household. | Many villagers would like to plant and apply planting technique of new pepper variety. | 1. Some households planted pepper tree by themselves but it was not effective and they did not know how to apply caring technique. 2. The households prepare dung and some materials for making compost. | 10 households participate in models and others learn from these models. | Group 4 |
| Chup (LP) | Chhun | 1. Rice model. 2. Building community house. | 1. Training on winter-spring rice growing model, and supporting cow. 2. To help people have a stable activity place. | 1. People have area to grow rice but it was not high-yield. 2. People contribute budget, and labor to build community house. | 30 people | Group 2 |
| De Roh (LP) | Y Pham | 1. Instructing on how to grow winter-spring rice (applying fertilizer). 2. Instructing on how to plant pepper tree. 3. Instructing on how to breed cattle. | To solve rice shortage issue. | 1. People did not know how to apply fertilizer for rice. 2. People will contribute dung, labor and variety. | 130 households | Group 3 |
| Hlim (LP) | Hnang | 1. Rural clean water system. | Clean water shortage. | 1. Labor. 2. People will contribute labor to build. | 136 households | Group 3 |
| | | 2. The technique of growing HT1 rice. | Many households have no rice in August and September. Local rice variety is not high - yield. Therefore, they would like to plant HT1 variety to solve rice shortage issue. | 1. Some households planted HT1 rice variety but it was not high-yield due to lack of technique. 2. Model households will prepare dung and materials for making compost, and they also purchase HT1 rice variety and materials to plant. | 16 households participate in the models and others learn from these models. | Group 1 |
| Woman's Union in LP commune | Lan | Animal breeds, techniques | Improving life for children | 1. Building cattle-sheds, labor 2. Building cattle-sheds | 20 women | Group 1 |

Figure. 6: Summary sheet from proposal sheet

Step 3: PMU assign SG and RDG members to be in charge each hamlet (Sep, 2011).

The SG and RDG members will be in charge each hamlet to discuss with villagers about their proposals. In order to find out what are their real needs⁸ or that is only their expectation from project's support.

Step 4: Organize hamlet meeting to find out real needs (October, November and December, 2011)

SG and RDG members have held the meetings at all of 15 hamlets with aim of collect villagers' opinions about their abilities to improve their life.

Some proposals still request the Project to support 100% without any participation from the local people.

- Let's take Lo Pang Health station as an example: 'They propose to have four cabinets for medicine storage, one name board of the station to replace the current damaged board'. So, this proposal was not to be implemented, because the Project do not invest or one-way supply. It is the participation of local people that shows their commitments throughout activities that they are owners. In addition, such activities should have sustainability.

- Let's take the proposal form of Hlim hamlet as an example (See Figure 2): Making HT1 rice model (a type of rice with high productivity and harvest time of four months):



Discussion on water system in Hlim hamlet

8. Real needs are the problems that all of villagers are facing difficulties related to their life (agricultural production, infrastructures, health, etc.), and they had been trying to implement actions to improve that problems.

With regards to this proposal, the Project contacted the hamlet leader to ask 16 households who registered to grow HT1 rice whether they can attend one meeting with the Project. Upon the date, the Project went to the hamlet leader's house at 8AM but no one turned up. Forty minutes later there were only three households coming, yet we still asked them upon this proposal.

- We asked them "Whether they had grown HT1 rice before?"
- They answered "We did grow but did not know how to take care of it".
- We then asked "Whether they used fertilizer for rice".
- They said "We don't have money. Can the Project support us with the fertilizer?"

They laughed and provided us with no answer. However, we need another meeting with more households to find out real needs. Thus we asked the hamlet leader to announce the next meeting with sixteen households. The next time we came but no one turned up except the hamlet leader. The hamlet leader said "He did announced early but the household did not come since they knew how to plan rice and only needed the Project to support fertilizer". We were surprised with this answer since the villagers wrote on the proposal form that they were willing to prepare the fertilizer to carry out the model. However throughout further investigation, the villagers only needed supports from the Project in terms of fertilizer. The proposal did not show the villagers' real needs. Thus the Project did not agree to carry out the model. We also told the hamlet leader to rewrite the proposal the next year if the villagers were determined to carry out the model.

Step 5: Choose the prior activity for each hamlet (December, 2011 and January, 2012)

After discussion with villagers on their proposals, PMU members and SG members have discussed together to choose proper activities for villagers. Based on unification between the government policy, the project strategy and local condition, the PMU have decided to select activities related to villagers' endeavor in order to improve their life when conducting agricultural models as well as small-scale infrastructure's construction.

Step 6: Formulate activity plan for each hamlet which is selected (January, 2012)

- After the activities were decided by PMU, SG members have held hamlet meeting to inform activity plan to villagers.

- For Agricultural model, hamlet leader and hamlet's representative directly discussed with villagers to select model households those who have responsibility and enthusiastic with their model. After that, SG members made activity plan including necessary materials, implementation time, proper place and responsibility of stakeholders like local authority, villagers and the project, etc... But the most important is model households' contribution when deploying models.

- For small-scale infrastructure construction, the project continuously discuss with villagers about their endeavor in repairing as well as management/ maintenance the works by themselves.

Step 7: Promulgate activity plan to model household and villagers (January, 2012)

SG members have met hamlet leader and model households to confirm about preparation of necessary materials, labor, etc... and villagers self-decided date and place to conduct training and construction.

Step 8: Start implementing activities (February, 2012)

SG members were in charge each hamlet to organize training/ Workshop for villagers on agricultural techniques like planting, taking care of trees and monitoring.

2.5.3 Lesson learnt

(I) The proposal form brings villagers' wishes depending on the situation, not to identify difficulties that they face. However, the villagers feel more comfortable when discussing with each other to agree upon their proposals. On the other hand, the Project did not take much time as before to hold hamlet meeting and collect their suggestions, which limited the people's initiative and thinking and ability to find out the most important proposal. Thus the Project decided to improve their self-execution, self-thinking and the ability to approach the community toward the following year.

(II) The proposals of the villagers are sometimes limited in terms of feasibility since they mostly propose to receive support on infrastructure, agricultural machinery and equipment etc...The proposals are also not linked to the authority of the commune to see whether those proposals are planned to receive support from local authority (as in the policies of the Government). This therefore affects other aspects of women and children's life such as: technique on agriculture, health care, education, etc...

2.6 PLANNING PROCESS - PROPOSAL METHOD (2012)

Strategy for Development of Community Based Participatory Approach

The steps of conducting proposal method in 2012 are shown as below flowchart

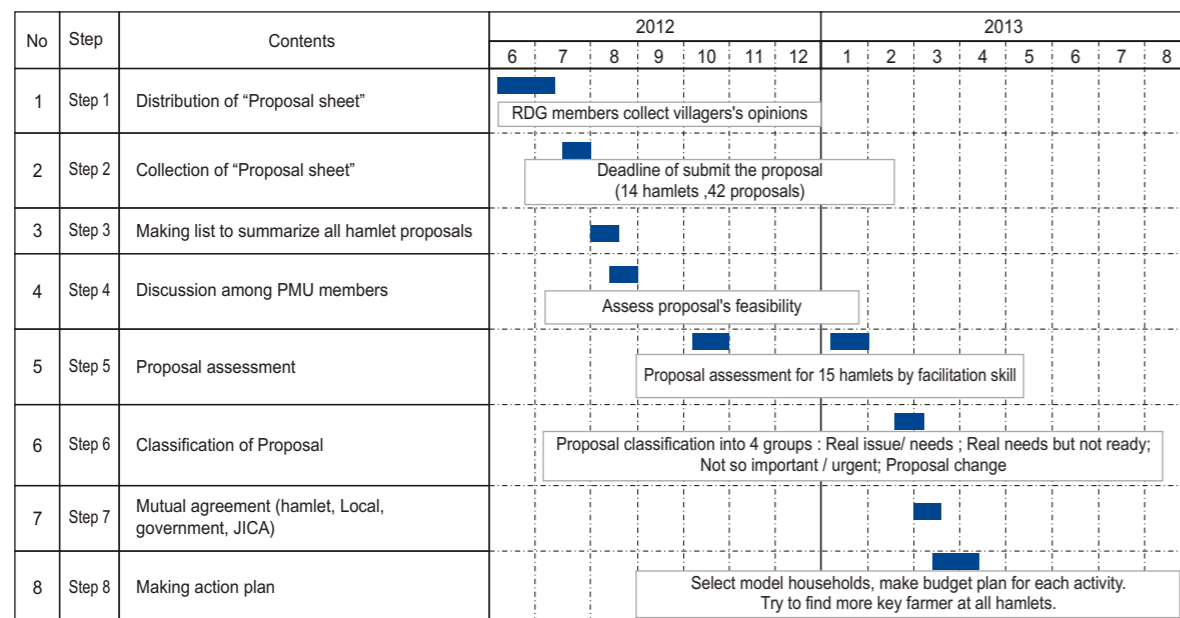


Figure 7: Planning process by proposal

Step 1: Distribute “Proposal sheet” (June, 2012)

- Based on proposal sheet which is “Proposal sheet” in 2011, the project continued distributing these sheets to RDG members in Jun, 2012. The RDG members had responsibility to collect opinions of villagers about problems/issues which they face in their daily life. Especially, the proposal assessment was conducted by using facilitation skill and officials of Mang Yang district played a role of main conductors.

As for the method of facilitation skill utilized in this Project,

(refer to Annex - 6)

- The contents of proposal sheet consist of 4 main parts as Figure 8;

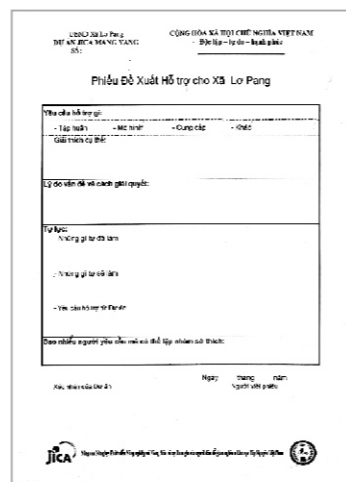


Figure. 8: Proposal sheet (June, 2012)

Step 2: Collect Proposal sheet (July, 2012)

- In a month after distribution of the proposal sheet, each RDG member have held the hamlet meeting with the attendance of key persons in the hamlets (the eldest, the youth, women, hamlet health workers) to discuss with villagers on their current difficulties, their priority issues to be solved first.

- Proposals were collected at RDG meeting in July, one month after distribution. There are 42 proposals to be submitted to PMU of 14 hamlets among 15 hamlets in total.

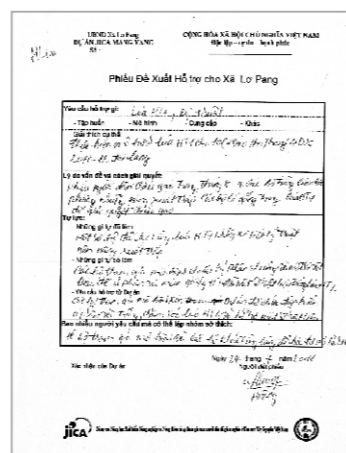


Figure: Proposal sheet collected (July, 2012)

Step 3: Make a list to summarize all hamlet proposals (August, 2012)

The proposals collected were summarized as the table below.

Table1. List of proposals in 2012

| Field | Item | Total |
|----------------------------|---------------------------|-------|
| Agriculture | Technique | 3 |
| | Material Supply | 10 |
| Small scale infrastructure | Water supply system | 6 |
| | Community house | 8 |
| | Road construction | 3 |
| | Mobile phone base station | 1 |
| | Repaire teachers' house | 1 |
| Culture | Primary school's yard | 3 |
| | Rong house | 2 |
| | Bahnar Gong | 2 |
| Women's Union | Fence of Rong house | 1 |
| | Technique | 1 |
| Total | WU's fund | 1 |
| | | 42 |

- These proposals were categorized based on the field of agriculture, livelihood improvement, infrastructure and others. The proposals on agricultural support were 13, the requests of small scale infrastructure construction were 22, in the field of culture were 5, and Women's Union submitted 2 proposals.

Step 4: Discuss among PMU members (August, 2012)

- PMU members had a meeting in August to discuss on how to conduct an assessment of each proposal and it was agreed as follows;

- RDG members of each CPC prioritize the proposals based on proposal's feasibility, adaptability and development strategy of CPCs.

- SG members discuss with villagers on the priority issues.

Step 5: Assess Proposal (October, 2012 and January, 2013)

- Proposal assessment was conducted with the use of facilitation skill by SG/RDG members in October, 2012 and January, 2013.

- Also it was organized in parallel with Facilitation skill training in Mang Yang so that they were instructed how to apply the facilitation skill when they approach villagers. To summarize, the important points to interview villagers are how to ask simple and specific questions like “when”, “where”, “what”, “how many” and not to use “why” question to find out their actual needs. (detail is described in Annex 6)

- They visited hamlets and interviewed villagers including some key persons who made the proposal to confirm whether the request of their proposal was their “real need” and met “real issue” in the community.

- In Oct, 2012, the members visited and interviewed villagers in 6 hamlets: Hlim, Blen, Po Nang, So Bir, Chuk, and Groi.

- In Jan, 2013, they visited 8 hamlets remaining: Alao, DakHla, To Rah, Dak Trang, De Roh, Chup, Dak Ponan, and Pyau.

- In 3 months (from Oct, 2012 to Jan, 2013), there was no any assessment to be conducted because the local officials were so busy and not enough person in charge for the assessment in the end of year.

- The participants of the facilitation skill training also joined to support this assessment so that all members were divided some groups with 3-4 persons and distributed to each hamlet at same time. In fact, the assessment of all proposals has been completed in 7 days as shown table 2.

Dialogue Style Facilitation Method for Proposal Assessment

First, a facilitator asks a villager "Do you know what the proposal of your village is?" And a villager answers "Yes". Then, continue the dialogue in the following way.

1. "Who initiated it?"
 2. "When was it decided?"
 3. "In that meeting, was any other agenda discussed?"
 4. "Have you taken any action to solve the problem?"
- (a-1) If the villager answers "Yes" to the Question No.4,
5. "What did you do?"
 6. "When did you do it?"
 7. "Where did you get the material?"
 8. "How much did it cost?"
 9. "Was it effective or not?"
 10. "From whom did you learn?"
- (a-2) If the villager answers "No" to the Question No.4,
11. "Do you know how to solve it?"
- (b-1) Then, if the villager answers "Yes" to the Question No.11,
12. The next action of the facilitator is ;
"Stop asking and keep silence with smile."
- (b-2) If the villager answers "No" to the Question No.11,
13. "Do you know where you can get necessary information?"
- (c-1) Then, if the villager answers "Yes" to the Question No.13,
14. The next action of the facilitator is ;
"Stop asking and keep silence with smile."
- (c-2) If the villager answers "No" to the Question No.13,
15. "Do you really want to know?"



Members were asking villagers to confirm their proposal. (Ponang, Oct, 2012)



Members were asking villagers about their real needs that they face. (Groi, Oct, 2012)



Members were interviewing villagers about their real needs that they face. (So Bir, Oct, 2012)



Each group made conversation records with villagers for presentation. (Lo Pang CPC)



A trainee was presenting the result of proposal assessment with others in Jan, 2013



Members presenting their dialogue with villagers in hamlet and conclusion for proposal assessment. (So Bir, 24/10)

Step 6: Classify Proposal (January, 25 and February, 26)

- After the proposal assessment, they analyzed the result of their assessment to know the villagers issues in the community.
- Based on the proposal assessment, all proposals were classified into 4 groups by them as follows;
 - Real issues/needs;
 - Real needs but not ready;
 - Not so important/urgent;
 - Proposal changed
- This process was to be distinguished "real needs" from "not important ones" by SG/RDG members (Table.2)

PROPOSAL CLASSIFICATION Trainees classify proposal on 25/01/2013

| Real issues/ needs | Real needs but not ready | Not so important/ urgent | Proposal change |
|--|--|--|--|
| 1. Techniques on pepper, coffee plantation for women's union in Chup - LP | 1. Community house Building in Chup LP (in 135 program, not necessary) | 1. Women's fund in Chup - LP | 1. Provision of Boi Loi seedlings (Change for Pepper seedlings) in Dak Hla - LP |
| 2. Water system construction in Dak Hla - PP | 2. Conerete mixer, Blocks for making pepper pillar in Alao - LP | 2. Playground in primary school Construction in Dak Ponan - KT | 2. Support on Agricultural Techniques in Alao - LP |
| 3. Cattle shed building in De Roh - LP | | 3. Road construction in De Roh - LP | 3. Support on Agricultural Techniques and disease prevention in Po Nang - KT |
| 4. Community house in Dak Trang - KT | 3. Clean waters system construction in Dak Trang - KT | 4. Playground in Kindergarten Construction in Dak Trang KT | |
| Cattle shed building, techniques on pepper planting in To Rah - LP | | | |
| | | Provision of seedlings, fertilizer, pepper pillars, materials for pepper plantation in Po Nang - KT | |
| Agreement between PMU with SG on 2013/02/26 | | | |
| Real issues/ needs | Real needs but not ready | Not so important / urgent | Proposal change |
| 1. Road construction in Hlim LP | | 1. Building Rong house's fence in Hlim LP | |
| 2. Cattle shed building in Blen- LP | | 2. Community house in Blen - LP | |
| 3. Provision of Boi Loi seedlings in Dak Hla | | 3. Cultural Rong house building in Lo Pang CPC | |

Table 2 : Proposal's classification by trainees



Members were classifying each proposal into 4 categories.



All proposals were verified by members of RDG and PMU



Proposals were classified into 4 categories.

- In the result of proposal assessment, about 30% (13/42) of proposals were categorized as not so important and about 10 % (4/42) of them were changed from these contents.

Step 7: Set mutual agreement (March 8)

- On March 8th, 2013, the PMU members had a meeting to discussion the proposal selection.

- Each stakeholder has each benefit and policy so that they were required to share a mutual agreement among them. In this case, there are the villagers' needs, the government policy and the project strategy. For this reason, the criteria were prepared to accept the mutual agreement among them.



▪ **Criteria of proposal selection**

- (1) To follow the current project activity.
- (2) To be requested by villagers.
- (3) To prioritize technical assistance.
- (4) To consider spreading to beneficiaries as many as possible.
- (5) To consider significance for the society and community.
- (6) To be able to carry out the maintenance management by villagers themselves.

Step 8: Make action plan

- After selecting proposal, PMU has assigned SG members to be in charge each hamlet to make action plan including budget plan, operation schedule, villagers' contribution, etc...

- SG members supported to make action plan with RDG members.

Requisites to make action plan

1. Clear Purpose
2. Expected Result
3. Definition of Evaluable Achievement (Setup Numerical Target)
4. Participation/involvement of Villagers (idea, opinion, resources required) to all Processes from the Beginning to the End.
5. Person in charge
6. Activity Place
7. Time schedule to implement
8. Budget plan to implement and maintain
9. Operation and Management system for Sustainability

PART 3 EXPERIENCES AND LESSONS LEARNT FROM PROJECT ACTIVITIES

Part 3 presents case studies including lessons learnt extracted from the aspects of project activities. The models for participatory approach of rural development in the project were summarized as follows;

3.1 General Rule of Procedure to Improve Participation of Villagers to Training

In this project, the issue “how to enhance villagers' participation into agricultural extension activity provided by local officials” has been focused, and examined through actual extension activities introducing alternative techniques for sustainable production in this area.

- Step 1: Prioritizing Issues of Villagers
- Step 2: Introduction of Techniques as Solutions
- Step 3: Finding of Key Farmer and TOT
- Step 4: Disseminating/Sharing the model with Key Farmer

3.2 Introducing of Women's Participatory Approach into Livelihood Improvement Activities

The project targeted women's capacity development for community improvement and introduced herein 4-case study of women's activities applied with participatory approach and focusing on the encouragement and understanding by entire community support.

- Case 1: Women's Voice Collection
- Case 2: Life Skill Class with Participatory Planning Approach
- Case 3: Put Priority on Basic Public Services as an Entry Point
- Case 4: Significance of Farmers Field School for Women

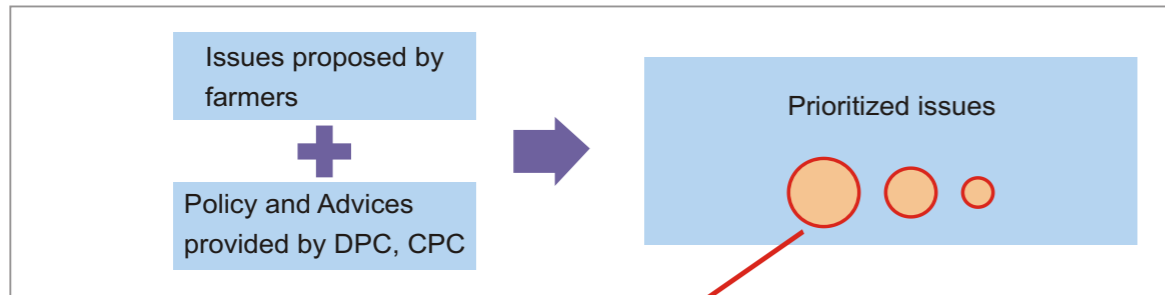
3.3 Participatory Small-Scale Infrastructure Development Model

In this section, we describe “Participatory Small-Scale Infrastructure Development Model” in the project applied with Facilitation Skill in the all process of developing mutual agreement between villagers and the officials/project.

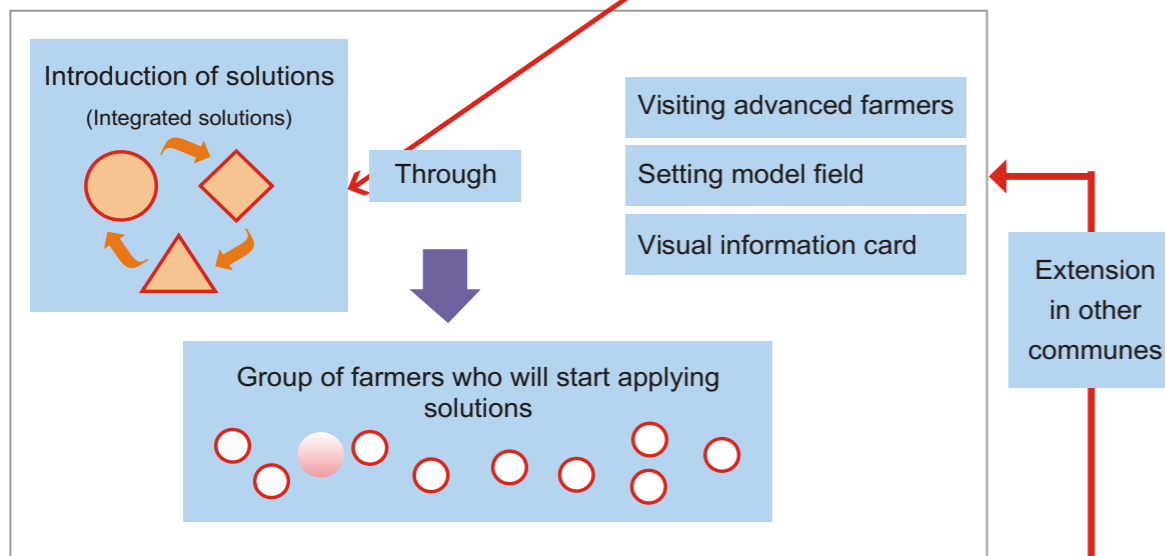
- Step 1: Participatory Preparation
- Step 2: Participatory Construction
- Step 3: Participatory Operation and Maintenance

**3.1 GENERAL RULE OF PROCEDURE TO IMPROVE
PARTICIPATION OF VILLAGERS
TO TRAINING**

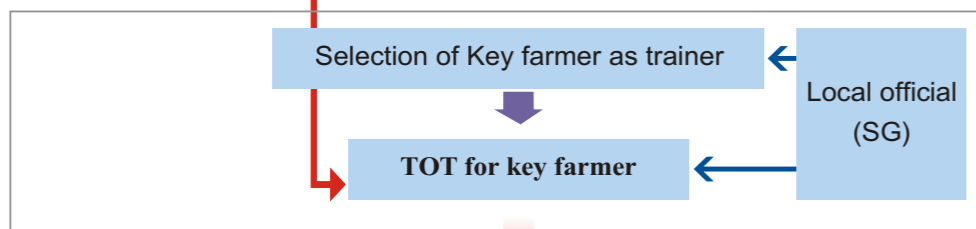
Step1: Prioritizing issues of villagers:



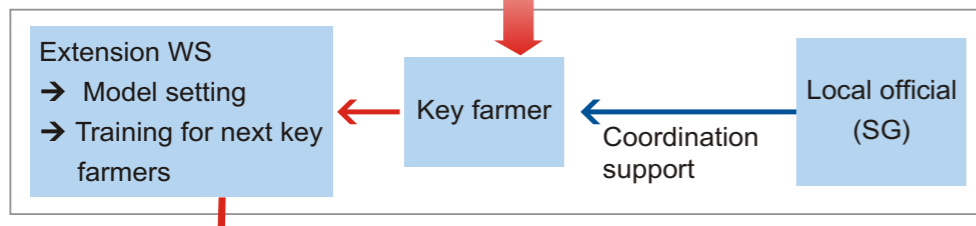
Step 2: Introduction of techniques as solutions:



Step 3: Finding of Key farmer and Training of Trainer (TOT):



Step 4: Disseminating/Sharing the model with Key farmer:



STEP 1 PRIORITIZING ISSUES OF VILLAGERS

- Lesson 1: Villagers' opinion first, but not wish list.
- Lesson 2: Proposal assessment should be done with villagers.
- Lesson 3: Activity should be set based on proposal assessment and well informed to villagers before started.

STEP 2 INTRODUCTION OF TECHNIQUES AS SOLUTIONS

- Lesson 4: Acceptance of farmers first, not material first.
- Lesson 5: Demonstration field of key farmer and information card provide farmers with chance to learn.
- Lesson 6: Not only theory but actual experience shall be provided.

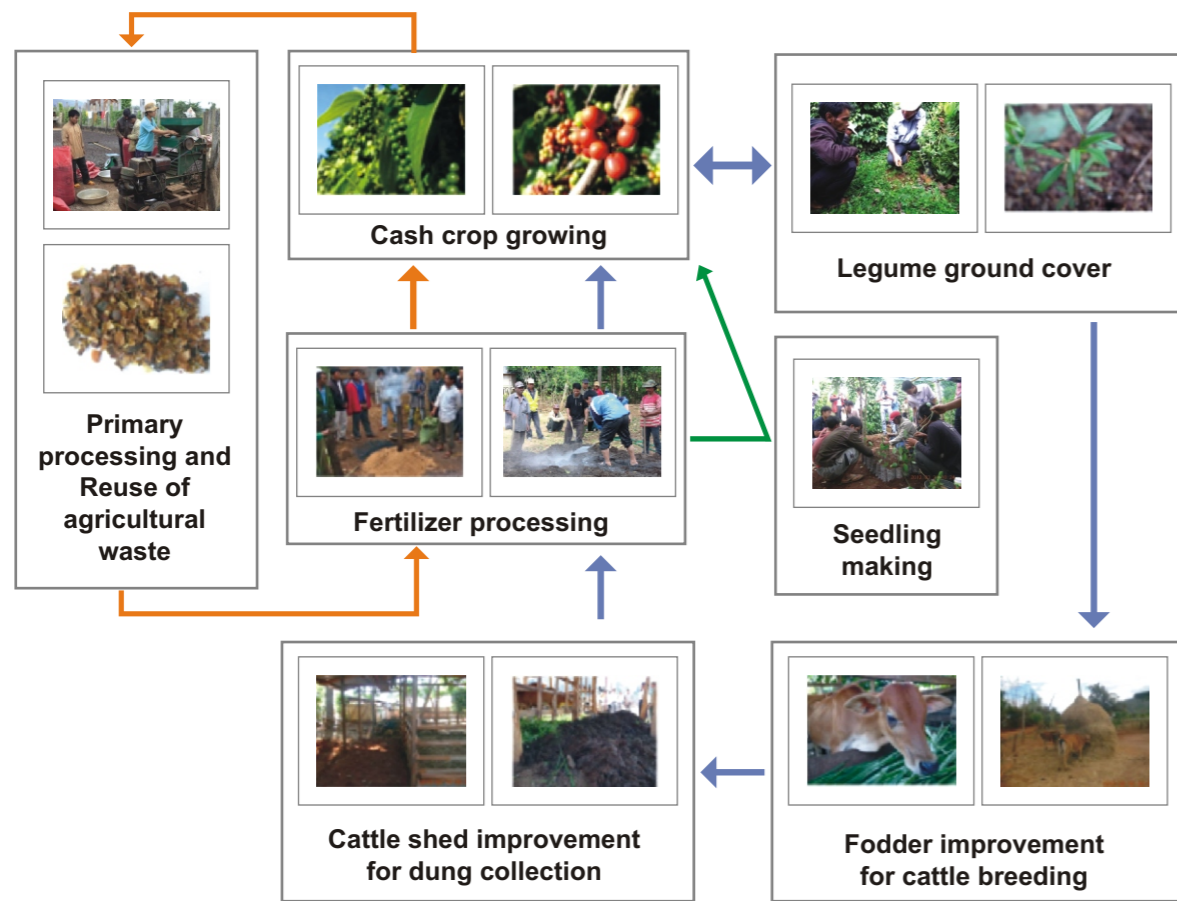
STEP 3 FINDING OF KEY FARMER AND TOT

- Lesson 7 : Key farmer shall have not only *will* but *proper condition* on cultivation and skill.
- Lesson 8: Key farmer should be willing to share his/her knowledge and experience to other farmers in both inside and outside target area enthusiastically.

STEP 4 DISSEMINATING/SHARING THE MODEL WITH KEY FARMER

- Lesson 9 : Key farmer should attend extension WS organized by local officials as main trainer.
- Lesson 10: Key farmers can continue sharing the techniques with villagers by practice, as Demonstration.

The integrated solution for sustainable agriculture
Applied in JICA Mang Yang project



Related activities based of villagers' needs



Pest control

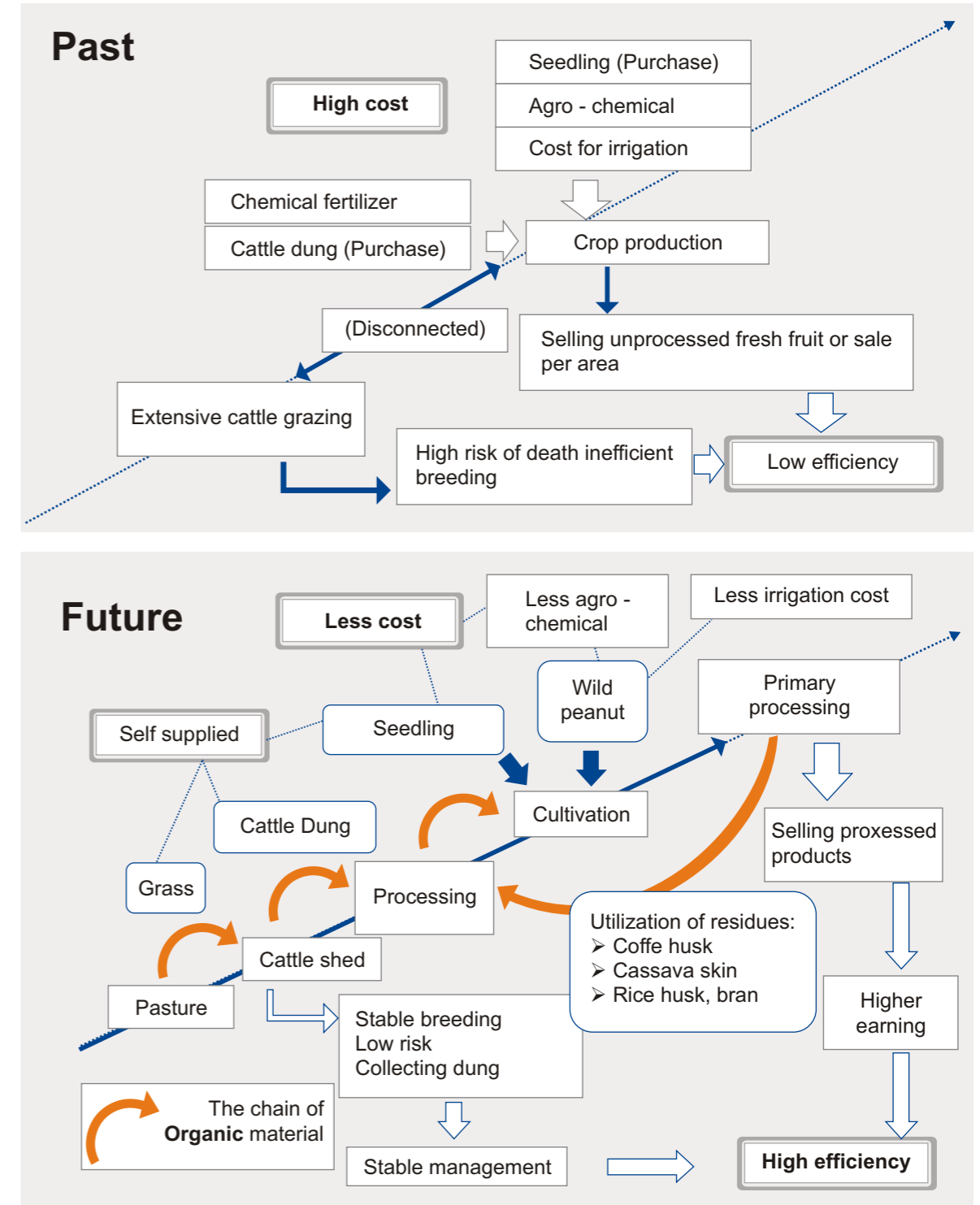


Rubber growing



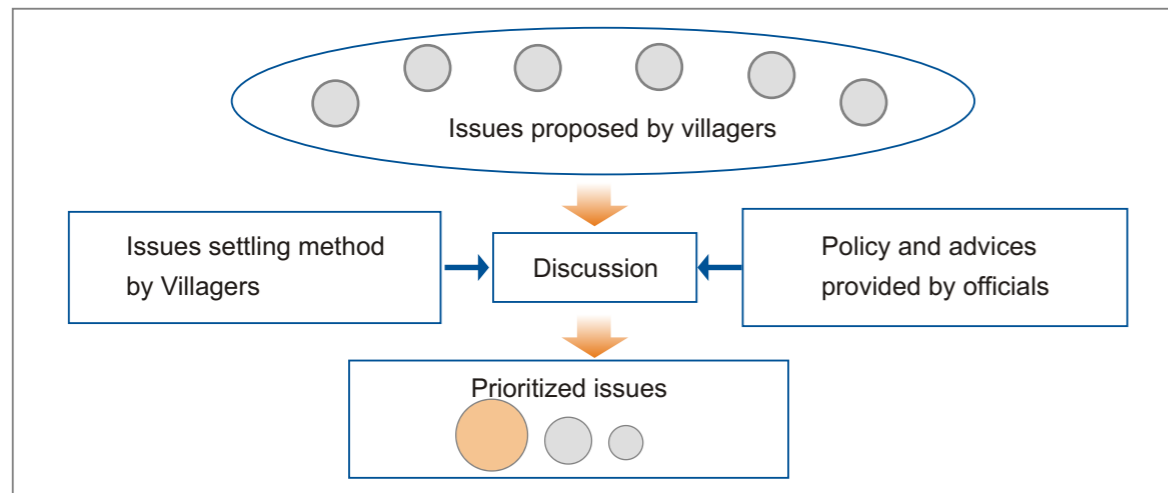
Rice growing

Strategy for transition into sustainable production chain



STEP 1 PRIORITIZING ISSUES OF VILLAGERS

Goal of Step 1: Let's villagers speak out their issues, and they discuss together to find out real needs, in order to encourage activeness of villagers in implementing activities to improve their life.



LESSONS: [X: not proper case, O: proper case]

■ **Lesson 1: Villagers' opinion first, but not wish list.**

X Villagers filled proposal sheet with their wish based on their daily life. As the result, project received request sheet, so called as "Wish list".

O Villagers are involved in discussion on problem identification and problem selection for settling issue first, not to be just "wish list".

■ **Lesson 2: Proposal assessment should be done with villagers**

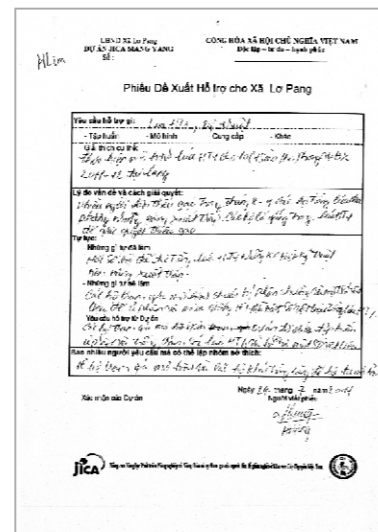
X After collecting villagers' information, officials decided priority of these issues without discussion with villagers.

O Analyzing their issues using facilitation method, to organize a hamlet meeting to listen their explanation about the difficulties. At the same time, officials give advices for villagers recognize their real issues analyzing present and past situation, to find solution together with villagers.

■ **Lesson 3: Activity should be set based on proposal assessment and well informed before started.**

X After assessment, DPC implemented activities without announcement of action plan.

O Officials set action plan based on cultivation's calendar of Bahnar people and inform about budget, necessary materials, villagers' contribution like labor, materials to enhance villagers' participation.



Case Study of actual activities on Step 1

1. Hamlet Action Plan (HAP) is one of the important activities in the first two years of the project. HAP points out summary of villagers' ideas, not project's ideas.

| Issues | Possible activities/alternatives | No. of Beneficiaries | Related agency | Resources | Implementation plan |
|---|---|----------------------|---|------------------------------------|--|
| After years of cultivating, land/soil became poor | 1. Fallow for some years. 2. Hire tractor to dig farmland. 3. Make dike by cement to prevent erosion. 4. Apply fertilizer to enrich soil | 100% | Rural development division. Agricultural extension station | 1. Labor 2. Land Animal dung | Apply fertilizer to enrich soil (training 1 month, implement, monitoring 1 year) |

Result: Based on HAP, the project has organized workshop several times on soil amendment for villagers:

- Provincial agricultural extension center organized workshop on compost processing and fertilization for crops like coffee, rubber, pepper etc. in Lo Pàng and Kon Thup communes in May, 2010.

- DPC officials (supporting group) also held training on compost making and fertilization for rice, pepper in other hamlets in these communes.



2. Using proposal sheet, villagers discuss together to find out priority issues.

Issues submitted by proposal sheet to project/PMU should be, however, well analyzed.

Not proper case:

⇒ In Hlim hamlet, there are 16 households proposed that they want to learn HT1 rice planting technique. However, after proposal assessment with hamlet leader and households, we got to know that villagers just wanted support of chemical fertilizer, and that they knew technique how to plant HT1 rice well according to hamlet leader's explanation.

Proper case:

⇒ In other case, PMU organize training for villagers based on their real needs. 2 workshops on pepper nursery production were held by official. At this workshop, many villagers participated to learn new techniques that they did not know clearly before.



3. Activities should not be only based on villagers' proposal, but also on alternatives.

Recommendation

Even unfamiliar alternative techniques which villagers don't know to apply, these should be introduced through study tour to other areas, or by setting demonstration model in village.

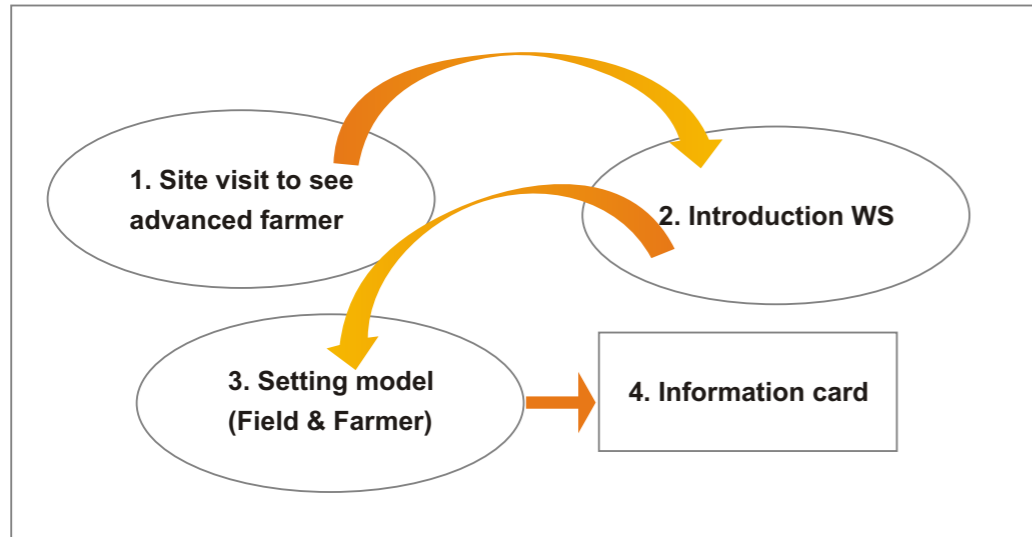
Proper case: alternated solution was applied successfully

Wild peanut model has been disseminated in 2 communes by officials. When villagers know its benefit, they will buy varieties by themselves.



STEP 2 INTRODUCTION OF TECHNIQUES AS SOLUTIONS

Goal of Step 2: Farmers get interested in introduced technique and start applying it as first trial.



KEY LESSONS [X: problem, O: solution]

Lesson 4: Acceptance of farmers first, not material first.

X Lac Dai seedling just sent to farmers had not been planted even farmers said “Yes, we will plant Lac Dai.”

O After farmers visited a model field to learn Lac Dai's effect and techniques to plant by instruction of a model farmer, they planted it by themselves.



Lesson 5: Demonstration field of key farmer and information card provide farmers with chance to learn. (Illustrated pictures, information cards Farmer Field School are needed for those who are illiterate during technique transfer process)

X Women have less chance to attend training WS.

O Through Information card some women got to know what Bokashi fertilizer was, and started to make it with project technical support.



Lesson 6: Not only theory but actual experience shall be provided

X Coffee husking as been just introduced in WS, but no farmers started to husk coffee by themselves.

O After farmers tried husking their coffee and calculate its benefit with project, they started husking coffee.



Case Study of actual activities on Step 2 “Bokashi organic fertilizer”

1. Site visit to see advanced farmer to Bach Ma National Park, Thua Thien Hue province

Date: 24 November to 30 November 2011

Purpose: To introduce a certain method for composting organic fertilizer of farmers by The Bach Ma National Park.

The reason why villagers in Mang Yang got fascinated:

- ⇒ Villagers in Khe Su hamlet are using materials that can be found in Mang Yang, and processing method is easy to understand and applicable.
- ⇒ Effect of Bokashi fertilizer and charcoal were explained by advanced farmers in Khe Su hamlet.
- ⇒ Experience of advanced farmer is the key for their acceptance.



2. Introduction workshop in village

Purpose: For demonstration of processing Bokashi fertilizer

Method: Workshop in a farmer's garden, with participants invited by a leader in the village who visited Bach Ma national Park.

Result:

- ⇒ Some participants requested project technical support for their first trial of processing Bokashi fertilizer after the workshop.
- ⇒ Project supported farmers whoever prepared raw materials.

Key of facilitation:

- ⇒ Real experience of processing at farmer's garden could enhance villagers' motivation.



3. Setting model field

Purpose: To show the effect of Bokashi fertilizer through villagers' crop production.

Method: Applying Bokashi fertilizer that key farmer made for his coffee trees, with proper technique. Additionally, pruning technique and processing technique for proper selling have been introduced.

Result:

- ⇒ Farmers including participants of WS learned whole process by practicing, and could understand the effect of Bokashi by observing its better growth of coffee tree.
- ⇒ Some farmers started applying the fertilizer for their black pepper.



4. Visual information card

Purpose: To share introduced solutions.

Target group: Participants of WS for review, farmers did not participate in WS including women and children.

Method of making: Using pictures and information collected in the introduction WS of Bokashi fertilizer.

Feature: Using familiar pictures with farmers, sealed by laminate for better preservation.

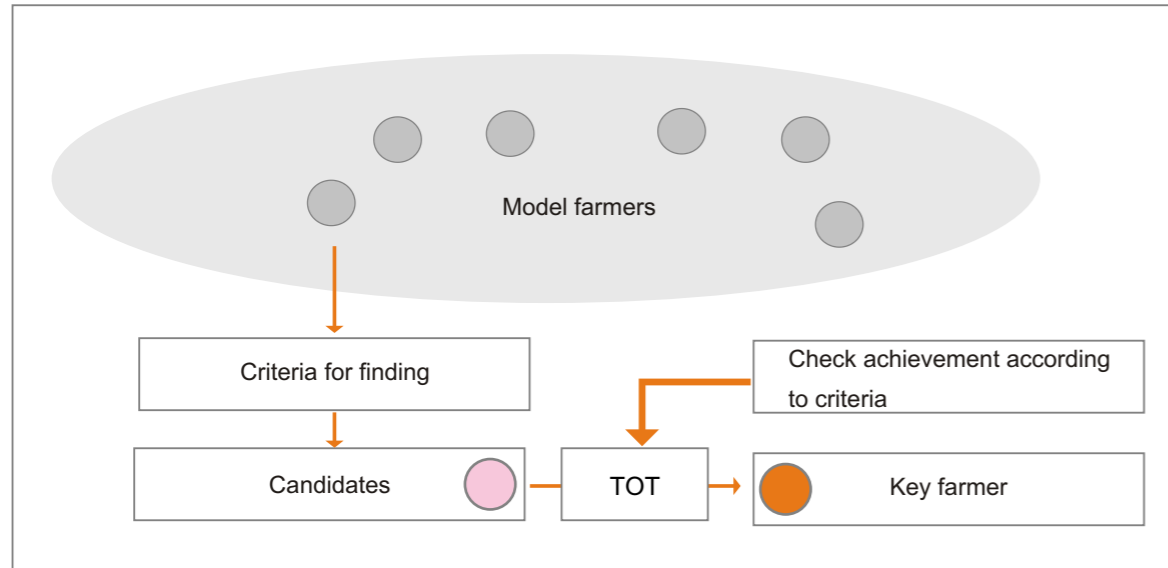
Result:

- ⇒ Information card provided villagers with chance to know alternative skills even it does not explain the whole information of technique for farmers.



STEP 3 FINDING OF KEY FARMER AND TRAINING OF TRAINERS

Goal of Step 3: Key farmer learn introduced techniques and get ability to support other farmers for further extension with local officials.



LESSONS: [X: Not proper case O: Proper case]

▪ **Lesson 7: Key farmer shall have not only will but proper condition on cultivation and skill.**

X In 2010, Mr Phuk planted grass however could not utilize it because of long distance to home.

O In 2013, Mr. Puih was selected as a key farmer among other candidates because he has not only will but proper condition including water supply for irrigation and short distance to home.

▪ **Lesson 8: Key farmer should be willing to share his/her knowledge and experience to other farmers in both inside and outside target area enthusiastically**

X Mr. Lit was chosen to be key farmer because of his proper ability on cultivation. He was a model household who learned agricultural technique well. But after discussion, he refused to be key farmer because he did not have much time to be trainer of WS in other commune which was one of the most important project activities.

O Mr. Puih is one as Mr. Lit situation but he is willing to go to other commune to share his knowledge and experience.



Grass field of Mr. Phuk was not used because of far distance from his house



Mr. Puih is instructing how to make Bokashi (a kind of organic fertilizer) to farmer in Kon Chieng commune

Criteria learned by implementing Step 3

1. Criteria for Finding key farmers among models

Key farmers should be:

- ✓ **Fluent** in speaking both Kinh and Bahnar language.
- ✓ **Interested** in learning new technique.
- ✓ Farmers have applied those techniques in their own field.
- ✓ **Willing** to share knowledge and experience to other farmers enthusiastically.



Pepper seedling prepared by a key farmer after training

2. Technical criteria for training of trainers

These criteria should be utilized by local officials and key farmer after training for achievement analysis.

Example:

“Technical criteria for Pepper seedling” is set by DPC official” and check list.



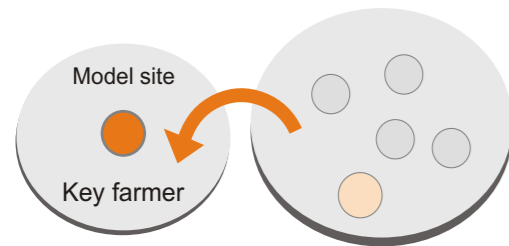
Key farmer learning how to select source for seedling

| No | Technical check point | Not effective | Effective | Comments / Signature of DPC official |
|----|--|---------------|-----------|--------------------------------------|
| 1 | Know how to select source for seedling | | | |
| 2 | Know how to prepare soil for seedling making from necessary materials (soil, fertilizer, fungicide, rice husk charcoal, etc...) | | | |
| 3 | Master technique of putting soil into plastic bag | | | |
| 4 | Know how to make sunlight reducing trellis and surrounding barrier | | | |
| 5 | Know how to classify seedling after 2 months for better caring for each kind of seedling (good, medium, bad) | | | |

STEP 4 DISSEMINATING / SHARING THE MODEL WITH KEY FARMER

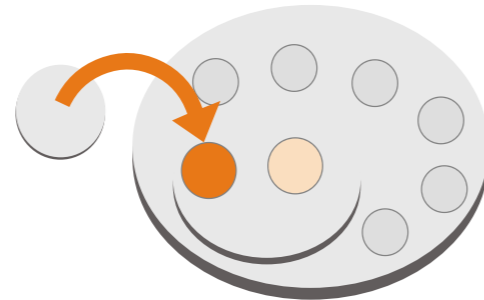
Goal of Step 4: Local officials disseminate integrated model cooperating with key farmers, and candidates of key farmer in other area are found.

Step 4-1: Introducing model to new area



- ⇒ Local official arranges site visit
- ⇒ Finding candidate of key farmer

Step 4-2: WS with Key farmer and new model farmer



WS by key farmer & new key farmer

LESSONS

Lesson 9: Key farmer should attend extension WS organized by local officials as main trainer

Reason: Farmers might trust Key farmer's ability by observing practical technique and its effect, especially among ethnic minority's society.

Lesson 10: Key farmers can continue sharing the techniques with villagers by practice, as demonstration.

Reason: Key farmer continues practicing technique and support neighbors in daily life, not only in WS.



Lesson from Farmers Field School (FFS) in Chup hamlet, Lo Pang Commune

FFS in the project: Field school for learning among farmers led by key farmer in the village

[Key lesson]

Every participant including women and children accept smoothly when their key farmer explains.

[Procedure of FFS in Chup] for setting opportunity to share techniques among villagers



Crop calendar
made by villagers



Theme of next class
discussed by themselves



Demonstration
of key farmer or others



Practice of participants
Key farmer and local officials
support their understanding

Case Study of actual activities on Step 4-1, 4-2

Step 4-1: Introduction of key farmers to villagers in other village

In case of introducing the model to other area, local officials organized **site-visit to the field of key farmers** inviting new participants, in order to share actual practice of key farmers and benefit, and also to find new key farmer according to the criteria.



Date/ Place: Feb. 2013 / Mr Plinh in Kon Thup

Purpose: For sharing the model field of key farmer with new participants of member of livelihood improvement class in Chup hamlet.

Result:

- Participants recognized effect of those techniques what key farmer implemented in his field.
- Some participants suggest idea that they want key farmer instruct some important techniques for them.
- Some candidates were selected as new key farmer by primary key farmer and local officials.

After this WS, Mr Plinh has transferred techniques to new key farmer in Chup hamlet

Step 4-2: WS in other communes with key farmers from model village

After visiting model site, new key farmer started implementing model in other commune. The original key farmer supported techniques for new key farmer to set model.

Date: 25. Feb. 2013 / Dak Trok village in Dak Ya commune

New Key farmer: Mr Khuch in Dak Trok, Dak Ya

Original Key farmer: Mr Plinh in So Bir, Kon Thup

Local official (DPC): Ms Dung

Purpose: To transfer method of organic fertilizer processing and pepper nursery making

- Key farmer (Mr Plinh) transferred techniques by doing practice together with other trainees in the village.
- Mr Plinh explained essential technique by their own language to trainees.

After this WS, 5 trainees have started processing Bokashi by own investment.



3.1.1 Agricultural Extension Model “Farmer Field School” (FFS)

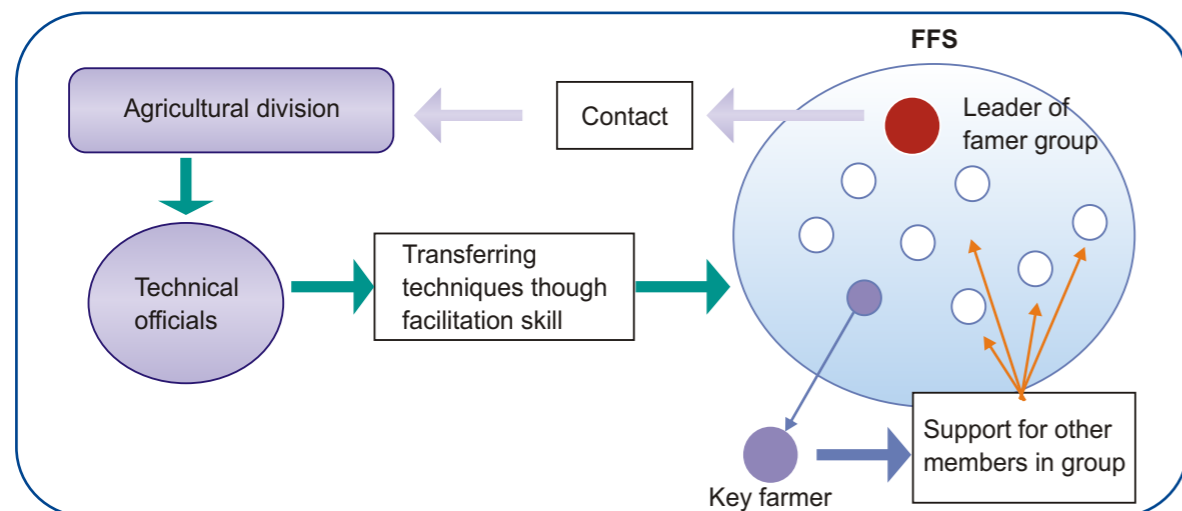
I. Target

Operations of FFS are collection of experiences from result of project activities such as disseminating sustainable agricultural method by using facilitation skill.

Purpose of FFS

- Enhancing agricultural techniques for farmer group those who have actual demands.
- Providing opportunity to improve facilitation skill for facilitator (local officials)
- Developing facilitation skill to apply on the farmer group to learn together and develop together.
- Applying result of “Life skill class” to implement in real condition and using local human source.

II. Structure of FFS's operation model



- FFS is a farmers group including women those who have demand on exchanging, learning, improving their agricultural techniques regularly and no limited of operation period.
- Group leader has responsibility to contact among members of FFS and keep in touch with local official (Agricultural and rural development division of district).
- Local officials play the role is facilitator in supporting for FFS's operation.

III. Steps of FFS's operation

1) Creating crop calendar

Crop calendar is the first step prior to the project organized FFS. Crop calendar is created by members of FFS.

Purpose of creating crop calendar: Members of FFS can imagine all necessary agricultural techniques to apply in each crop of a year.

The reason why the members of FFS should create the crop calendar by themselves: Because the members of FFS know clearly about crops and the weather, natural condition of the region.

2) Setting learned schedule and content for FFS

Based on crop calendar, members of FFS decide learned schedule and content for FFS by themselves.

- To accord with villagers' demand on learned contents and improving agricultural techniques.
- Each member can arrange time to attend fullest in FFS.

3) Organization's method for each training session of FFS

- The topics of training session were decided from previous FFS by members.
- The materials for practical techniques are prepared by members.
- The site of training session: Site is hold at field of each member.

- Officials of agricultural division attend in training session play the role is facilitator to support techniques for FFS.

- The steps of training session:

Step 1: Some members use material which was prepared following their experiences.

Step 2: All members discuss together on techniques which should be applied for crops to find the weakness and advantages points of the techniques.

Step 3: Under explanation and supporting of facilitator, all members will find out the best method to apply in reality.

Note in step 3: Facilitator can introduce new techniques after all members realize proper techniques following their experiences.

Step 4: In the end of training session, all members and facilitator will discuss and withdraw experiences together. The next topic and schedule also is decided by members.

4) Finding the key farmer through training session

The Criteria of finding key farmer in FFS

- He/she participate in training session fully and positively
- He/she is willing to share his/her experiences to other members.
- He/she has ability to practice and acquire techniques quickly.
- He/she has ability to explain to other members.
- He/she is willing to support to other members when they want to learn techniques.

Effect of using key farmer:

- Key farmer is facilitator to implicate other members in discussion.
- Key farmer assists other members in agricultural techniques and practices techniques together.
- Key person is bridge connection between local official with other farmers.

5) The differences between FFS with other workshops

- FFS is a training session based on the demands of members. It is not only one day or two days as other workshops but also it includes all of process of crop calendar.
- Contents and schedule of training session are decided by members of FFS.
- Working with farmers group is opportunity for local officials using and improving their facilitation skill.
- Using the method of “Farmer to farmer” through key farmer to enhance capacity for other farmers.

3.1.1.1 Case study on FFS's operation in Chup hamlet

I) Operate structure of FFS in Chup hamlet

FFS in Chup village is a farmer group including women and men with almost members are Bahnar people those who have demand to learn and exchange in order to improve cultivation skill on pepper tree, coffee tree, etc...

Ms. Dung and Mr. Quyen are officials of agricultural and rural development division of Mang Yang district play role is facilitators to support for operation of FFS.

II) Operation of FFS in Chup hamlet

1) Creating crop calendar

The first activity of FFS was held on 15th of May, 2013. Based on experience of crop, all members created crop calendar by themselves.

Ms. Dung plays the role is facilitator who has responsibility to encourage the members to speak out their cultivation experiences to discuss together.



All members discuss to create cultivation calendar



Cultivation calendar is created by Bahnar language and picture

Result: Through discussion among members, the crop calendar was created by Bahnar language and friendly pictures. (Some members who are illiteracy also can understand easier about crop calendar).

The effect of crop calendar: Based on crop calendar, the members of FFS can imagine necessary techniques to learn and applying into each crop.

2) Setting the content and schedule for each operation of FFS

Based on crop calendar, all members discussed and decided topic and schedule for next training. Due to members of FFS have plan for planting pepper tree in coming time, so they decided the next topic is how to plant pepper tree.

Effect:

- Members of FFS can take initiative to arrange their time for attending in training session of FFS.
- The topic of each training session is actual demand of members.

3) Implementation steps of FFS at Chup village

Based on decision of members of FFS, training session on how to plant pepper tree was held on 13rd of June, 2013.

Site of training: At pepper garden of member in FFS.

Material preparation: Pepper seedlings, organic fertilizer and other materials are prepared by members.

Facilitator: Ms. Dung

Contents of training:

Step 1: Ms. Dung let some members practice techniques following their experiences.



All members discuss to decide topic for each operation day



Step 2: After observation, all members have discussed together to find out proper and improper techniques points in each step of pepper planting. Through discussion, members have found the best technical method to apply for planting pepper.

Note: In other training session, when members did not find best technical method, facilitator will introduce proper technique and explaining to members.



Step 3: All members re-practiced that proper techniques.



Step 4: At the end of training session, all of members will decide the topic and schedule for next training. And they have chosen the topic which is how to plant coffee seedlings.



4) Finding key farmer and using in FFS's operation.

Through the operation process of FFS, Ms Dung (facilitator) has found key farmer who is Mr. Lit with criteria as follows:

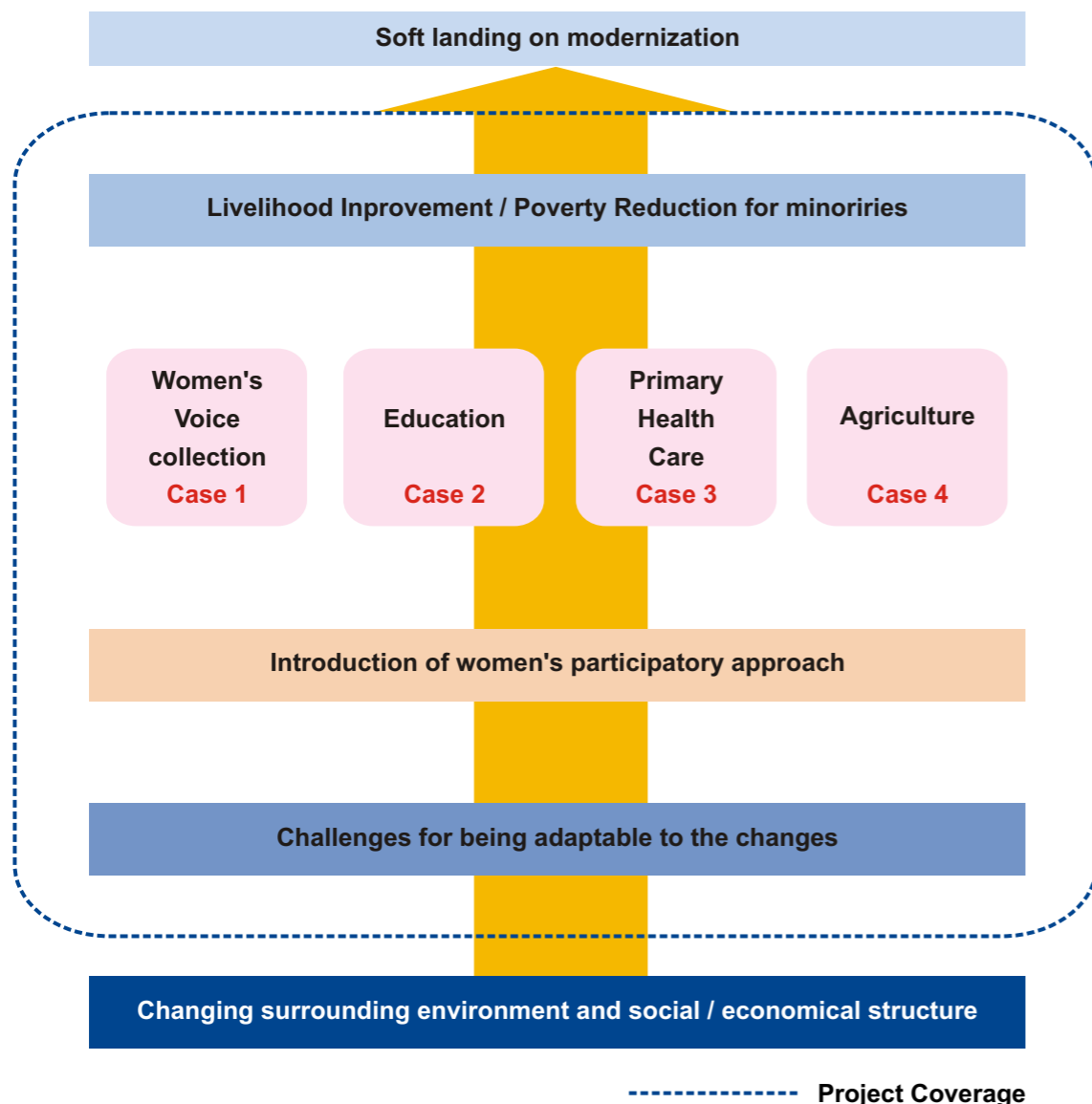
- Mr. Lit participated training session fully.
- Mr. Lit actively introduces techniques follow his experiences in each training day.
- Mr. Lit has ability to acquire new techniques
- Mr. Lit has ability to explain techniques for other members.
- Mr. Lit is willing to support other member when they needs.

During operation period of FFS, Mr. Lit was trusted by others members and he became technical instructor to transfer techniques for other members at hamlet. At the same time, Ms. Dung also conducted training for Mr. Lit to become a facilitator at Chup village.

5) Lesson learnt

- The schedule and topic of each training session were decided by members of FFS following their demands.
- Facilitator is local official who plays the role to support members of FFS. This is facilitation skill which is utilized in group work, especially with Ethnic minority those who have developmental demand. This is also opportunity to local officials improve their facilitation skill.
- Finding key farmer in each activity to be regarded as a key for model extension by using "Farmer to Farmer".
- Practice agricultural techniques in the field to replace teaching theory. So, this method has attracted interest of members.

**3.2 INTRODUCING OF WOMEN'S
PARTICIPATORY APPROACH INTO
LIVELIHOOD IMPROVEMENT ACTIVITIES**



Introducing of women's participatory approach



Case 1
Women's voice collection



Case 2
Life skill class



Case 3
School health



Case 4
Farmers Field School (FFS)

“Social Preparation Model” for Minorities

Case 1 Women's Voice Collection

- **Lesson 1:** Awareness of characteristics of ethnic minorities
- **Lesson 2:** Finding bridge person between outside and inside in the community
- **Lesson 3:** Women can speak out when they are asked under favorable conditions

Case 2 Life Skill Class with Participatory Planning Approach

- **Lesson 4:** Place students' confidence first (not educate them as children)
- **Lesson 5:** Learning and doing - Introducing life skills as participatory active learning approach-
- **Lesson 6:** Support system based on the community

Case 3 Prioritise Basic Public Services as an Entry Point

- **Lesson 7:** Being familiar with basic public service as a 1st step
- **Lesson 8:** Approach through school health channel
- **Lesson 9:** Advantages on basic public services

Case 4 Significance of Farmers Field School (FFS) for Women

- **Lesson 10:** Women will be good learners if favorable conditions are given
- **Lesson 11:** Suitable person is chosen to attend according to topics and situations among family members
- **Lesson 12:** With group dynamics among the classmates of life skill class

Column

- **Column 1:** Steps of Women's voice collection
- **Column 2:** Exposure to outside world
- **Column 3:** Study tour to DakLak
- **Column 4:** Women's confidence first ~Women's capacity development~
- **Column 5:** From *Literacy Class* to *Life skill class*
- **Column 6:** Advantages of school health approach
- **Column 7:** Challenges to male Hamlet Health Workers
- **Column 8:** Outstanding leadership “Mr. Puih” (Chuk hamlet leader)
- **Column 9:** FFS is as a developing model of learning community
- **Column 10:** Another kind of leadership “Mr. Lit” (Chup hamlet leader)
- **Column 11:** Caring husband

Case 1 Women's voice collection

Background information: In the initial period of the project, Hamlet Action Plan (HAP) had been made in each hamlet of two communes. However, women's voice was rarely raised.

KEY LESSONS: [X: not proper case, O: proper case]

Lesson 1: Awareness of characteristics of ethnic minorities

X: Asking people what their problems is very difficult for them to think and might lead the negative mood.

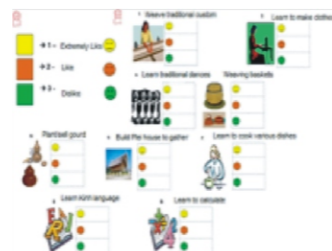
O: In each hamlet workshop for women, they were provided with color papers to stick on the preferable activities illustrated on the paper. Chatting among women or expressing in loud voice was observed.



Column 1: Steps of Women's voice collection

Step 1: Through the non-formal interview to local women, information from Women's Union (WU), and the result of cultural anthropology survey, the ideas for desirable activities have been come up as follows:

- + Weave traditional custom
- + Learn to cook various dishes
- + Learn to make clothes
- + Plant/sell gourd
- + Build Plei house to gather
- + Learn Kinh language
- + Learn traditional dances
- + Learn calculation



Illustrated activities list for women

Step 2: Based on the collected information, women workshops were organized with the support from commune and hamlet WU members in 15 hamlets of 2 communes.

Step 3: Prepare list of activities in pictures and color stickers.

Step 4: Facilitators (Hamlet/Commune WU) explain the participants with illustrated activities list.

Step 5: Facilitators explain how to stick color paper on the picture

Step 6: Facilitators summarize the results and explain the project future plan

Hãy nói cho chúng tôi sở thích của bạn



Meaning of color stickers

Lesson 2: Finding bridge person between outside and inside of the community

X: It is difficult to engage ethnic minority groups, especially women in discussion and obtain their opinion. Unless careful consideration is given, women would simply say that they agree with men's decision or just smile.

O: During process of making HAP, the project has carefully observed to identify the key person who is trusted in the commune and hamlet. Candidates shall be chosen from both men and women who are trusted by both local government and local people.



Lesson 3: Women can speak out their opinions when they are asked under favorable conditions

X: Today's main discussion of hamlet meeting is for determining locations of water take point in a hamlet and almost all villagers are here. As soon as hamlet leader comes to the center of villagers, and starts speaking up today's agenda, men begin calling for their opinions at the same time and women observe.



O: Today's main discussion of hamlet meeting is for determining locations of water take point in a hamlet. Women are main user of water, so hamlet leader approaches women to ask their ideas and opinions carefully.

Column 2: Exposure to the outside world

Not proper case:

The project prepared questionnaires in order for students to choose most interested activity from list of options. The results were almost all students chose all options. So, in another time, the project directly asked students, but students raised their hand to all options again.

Reason why?:

Generally speaking, women have less social experiences than men. There are some reasons considered:

- Because women can't speak Kinh language
- After carrying drinking water, women usually go for a field work as agricultural labor exchange until evening
- Women are main caregiver of children so it is more convenient to stay around their house and be in charge of house chores etc...

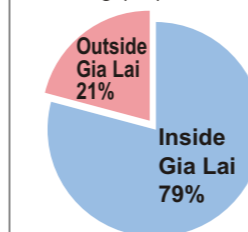
→ As noted above, Bahnar woman's daily life is simple and localized. Women have less experience than men. In other words, it is very natural that women simply say that they agree with men's decision.



Survey Result: Women's lifetime of experiences

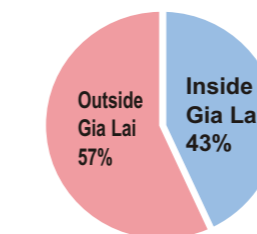
THE FARTHEST PLACES YOU USED TO VISIT

Chup hamlet
Đà Lạt (2sts)
Đà Nẵng (1st)
Đà Nẵng (1st)



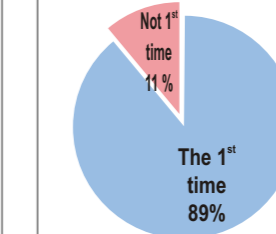
St: student

Chuk hamlet
Quy Nhơn (7sts)
Many times: Mr. Puih

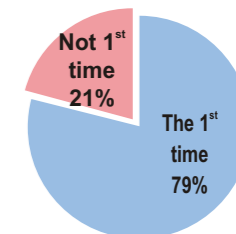


STAY AT HOTEL

Chup hamlet



Chuk hamlet



Answered by 35 students of life skill class 03/2013

Case 2 Life skill class with participatory planning approach

Background information: Most of the hamlets chose “learn Kinh Language” and “learn calculation” as prioritized activities on the result of workshop for women and “literacy class” has been implemented in five hamlets. After conducting interim review of the “literacy class” activities in 2012, renewal activities as namely “life skill class” started in two selected hamlet as model. (Chup hamlet in Lo Pang Commune and Chuk hamlet in KonThup commune).

KEY LESSONS: [X: not proper case, O: proper case]

■ Lesson 4: Place students' confidence first (not educate them as children)

X: Some students can't follow the class because literacy class is organized three days a week and they have little chance to use learned Kinh language or calculation in their daily life. Some have difficulties in remembering previous contents and feel the class distressed.

O: TOT was organized on introducing life skills as an active learning method to teachers in charge of life skill class. Teachers belong to elementary school, so they need to learn adult learning method.

■ Lesson 5: Learning and doing - Introducing life skills as participatory active learning approach-

X: Timetable is very hard for adult students to memorise and has little practicality for women's daily life.

O: Students choose interested topics of extra-curricular class. They discuss and choose topics, make simple proposal with support by teachers. Their capacity of planning-doing-seeing has been improved through this process.



Learn together



Extra-curricular activities

Column 3: Study tour to DakLak province

Who can go?:

More students and families wanted to join in study tour to Dak Lak province than anticipated and the hired vehicle could not accommodate all participants. Therefore, to decide who can go, the class monitor had to set criteria such as “high attendance rate on daily class get preference” or “students can't bring their family members” and discussed among students. Nobody complained after the study tour.

We are ready to go!:

Many of the students are women and almost all of the students left the kids to their husband!



Teacher instructs how to use hotel room



Observe organic Vegetable farm



At Buon Don Park



Going to Buon Me Thuot market

■ **Lesson 6:** Support system based on the community - “It will be a big power to family if women know basic Kinh language and calculation”.

X: Most of the illiterate are women and literacy class was proposed by women. Women's Union was the main organization in charge of activity and women registered dominantly in the activity. Some husbands did not allow their wives to go to the class.

O: Mainly for women but every villager who wants to participate can join the class. Activity for women needs to be considered as an activity for community development.



Review after study tour

Column 4: Women's confidence first ~ For women's capacity development ~

Both previous *literacy class* and renewal *life skill class* contains 1. Kinh language, 2. Calculation, 3. Extra-curricular class (elective) in the same way. But target of *life skill class* and no more conducting examination.

6- Life skill as adult learning/teaching method:

Introducing 6-life skill as:

1. Kinh language
2. Calculation
3. Management (Time management/Family budget management)
4. Public manner
5. Group work
6. Self-confidence

6- Step of extra-curricular:

Six important skills in students' daily life have been set a goal of life skill class for their social preparation

Elective subjects:

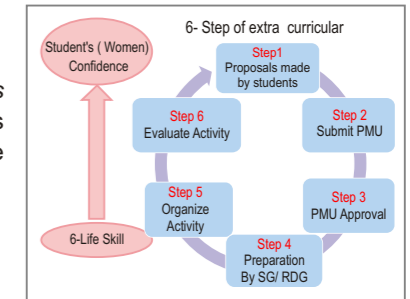
Subjects of extra-curricular class are chosen by students based on their discussions. “Traditional weaving”, “Cooking Kinh foods”, “Bahnar culture/tradition”, “Agricultural activities”, “Health” etc... have been implemented.

Exchange class:

2 classes hold joint class and deepen exchange, and vice versa. It is for teachers exchange as well.

Study tour:

One day trip to Pleiku city and overnight trip to Dak Lak province.



Tên học viên: _____ Làng Chup 26/11/2012

Mục tiêu tham quan của tôi là: _____

1. Kỹ năng giao tiếp hiện tại của tôi
 Không tốt 1 Hơi tốt 2 Tốt 3 Rất tốt 4

2. Kỹ năng tính toán hiện tại của tôi
 Không tốt 1 Hơi tốt 2 Tốt 3 Rất tốt 4

3. Kỹ năng quản lý (ngân sách, thời gian...) Hiện tại của tôi
 Không tốt 1 Hơi tốt 2 Tốt 3 Rất tốt 4

4. Cách ứng xử nơi công cộng hiện tại của tôi
 Không tốt 1 Hơi tốt 2 Tốt 3 Rất tốt 4

5. Hợp tác làm việc theo nhóm?
 Không tốt 1 Hơi tốt 2 Tốt 3 Rất tốt 4

6. Cảm thấy tự tin?
 Không tự tin 1 Hơi tự tin 2 Tự tin 3 Rất tự tin 4

Monitoring sheet

Column 5: From Literacy class to Life skill class

Through conducting interim review, project identified people's needs and comments on life skill and household economy and formulation of plan for renewal illiteracy class. Especially, project tries out the rename of *literacy class* into *life skill class PoHrăm*: it means hardworking in learning and in working), creating interest for the student.

Case 3 Put priority on basic public services as an entry point

Background information: There are various ways to support people's livelihood improvement. In some aspects, basic public services such as health, education or public water system are categorized into indirect support and people and local officers hardly grasp its benefit.

KEY LESSONS: [X: not proper case, O: proper case]

■ **Lesson 7: Being familiar with basic public service as a 1st step**

X: When health workers come to hamlet to provide immunization service, some women had already left for farm and missed the chance to receive the service. They haven't been familiar with basic public services yet.

O: Thanks to the government, every hamlet has kindergarten with teachers. Parents are getting used to bring kids to kindergarten. Now many people understand the benefit from education.



Parents and kids listen to health education

Column 6: Advantages of school health approach

- + Easier to make into daily habit
- + Disseminate via kids to parents
- + Effective liaison between home and school
- + Encourage participation of all within the school community
- + Teachers have good teaching/communication skill



"Kids today for world tomorrow"

Column 7: Challenges to male Hamlet Health Workers (HHWs)

Male hamlet health workers are dominant in Bahnar community:

In Bahnar's community, male HHWs are dominant. In fact, 75 % is male HHWs in Lo Pang and KonThup communes (10/13). A possible reason for this is the criteria for becoming HHWs. HHWs have to be those who already complete primary education because they should take training to refresh or update health information. Therefore men are usually qualified to be HHWs. Training is conducted in Kinh language (Vietnamese) in general.

It could be a big advantage for them if good collaboration among leaders is established:

HHWs work very diligently to assist mobile health activities at hamlet, collect health statistical data to submit to commune health center and are the main organizers of national health program at their hamlets. Although some health topics are more related to women and children (e.g. *Reproductive Health*), they know how to collaborate with leaders such as hamlet leader and mass organization (WU, YU etc...). Moreover, it could be a big advantage if health is taken into account by mutual understanding of both male and female.



■ **Lesson 8: Approach through school health channel**

X: There has been several governmental/donors programs supporting toilet building but the number of household with toilet is still small in the community.

O: Based on the request from KonThup commune elementary school, the project organized "hand washing" activities at school. Now, it can be observed that students wash hands after going to the toilet.

■ **Lesson 9: Advantages of basic public services**

X: There are some villagers complain that only some people participate in project agricultural activities and receive benefit but not them. Because the equality within community is highly important in Bahnar culture.

O: Activities on livelihood improvement such as health, education or public water system in the community benefit all community members equally.



Hand washing activity at elementary school



Growth monitoring

Column 8: Outstanding leadership "Mr. Puih"

There is a hamlet leader in every hamlet. Hamlet leaders are not local officer, but they have a monthly meeting with commune people's committee and bring information back to their hamlets. They organize hamlet meeting regularly and consolidate hamlet's opinion. They are always busy.

Mr. Puih, hamlet leader of Chuk hamlet:

His active performance and strong responsibility has been acknowledged by the project and he was selected one of the Key farmers in agricultural activities. He is sometime invited to extension activity as an instructor. What is more remarkable is that he is a monitor of life skill class and whenever he is available, he joins the class. His action is always quick. It doesn't matter whether he is conscious of it but *leadership* is one of the important factors in community development generally and empowerment of women particularly.



Support life skill class



Being teacher at life skill class



Working in construction of kids friendly toilet

KEY LESSONS: [X: not proper case, O: proper case]

Lesson 10: Women will be good learners if favorable conditions are given

- Women want to learn various agricultural techniques as well

X: Local officer informed hamlet leaders about workshop on fertilizer making at Hlim hamlet. On that day, only male farmers got together.

O: Today's venue is Mr. Lit's pepper farm. They can try it by themselves following Mr. Lit's instruction. When they are not clear, they can ask him.



Women look at information card

Column 9: FFS as a developing model of learning community

Differences between FFS and general agricultural workshop in terms of women's participation are:

- + Theme and date of next class are decided by participants.
- + Generally training venue is villager's farm inside hamlet. It is within walking distance.
- + Mainly practical training in the field. They can see and try it.
- + Key farmer is an instructor, so women can ask him/her anytime, they can talk in Bahnar.
- + In the case of Chup hamlet, FFS is held at 8:00 for one hour. After that they can join in the field as labor exchange.



Demonstrate by Mr. Lit (Key farmer)



Field practice



Training venue is convenient for women



Next theme and date set by villagers

Lesson 11: Suitable person is chosen to attend according to topics and situations among family members

X: Today, the project planned to take trainees to go to Pleiku city to buy coffee seeds with good quality. The project asked Mr. Lit to give more priority to female trainees because women have fewer opportunity. However, all who went there were men.

O: Whenever themes of FFS are related to investment in agriculture, the project carefully observes and talks with participants in order to understand division of labor in a family.



Local officer explains how to choose and buy insecticide

Lesson 12: With group dynamics among the classmates of life skill class

X: Bahnar women have a shy nature, so we approach them through WU channel.

O: Ms. Thong, monitor of life skill class, persuades her classmates to join in FFS. They have worked together cooperatively to make Bokashi fertilizer among students.



Female students help each other to make Bokashi fertilizer

Column 10: Another kind of leadership "Mr. Lit"

There is a hamlet leader in every hamlet. There are thirteen (13) hamlet leaders in the target areas of two (2) communes.

Mr. Lit, hamlet leader of Chup hamlet:

Mr. Lit is a hamlet leader of Chup hamlet as well as a key farmer. His case is written in the Extension guideline as "Mr. Lit was chosen to be key farmer because of his proper ability on cultivation. But after the discussion, he refused to be key farmer because he doesn't have much time to be trainer of WS in other communes which was one of the most important project activities."

Life skill class has been organized in Chup hamlet and women got into the 3rd grade. Mr. Lit is a monitor of the class and his wife learns in the class as well. He is not the kind of person to lead villagers actively but he create good atmosphere and make female students relax. He refused to be a key farmer to be trainer of WS in other commune but now he is a key farmer and trainer of FFS!



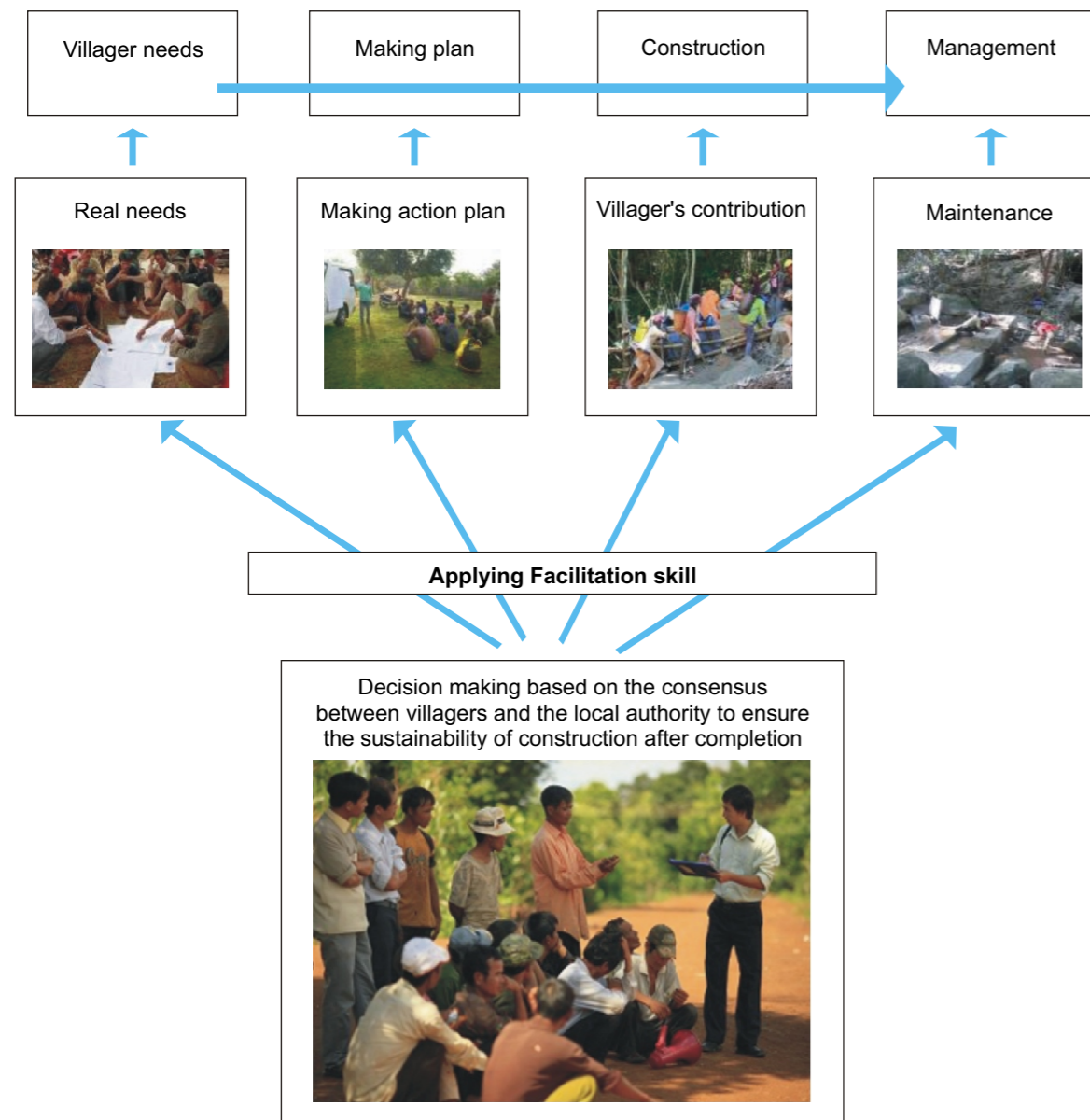
Column 11: Caring husband

In the initial phase of the project, social and cultural survey has been conducted in order for outsiders to grasp Bahnar culture/tradition and make use of the project. Gender equity is currently discussed as an issue. Bahnar women work hard from early morning to night. But that doesn't necessarily mean that status of men and women is not equal in Bahnar's society. As a proof of that, we can see many caring husbands here and there.



**3.3 PARTICIPATORY SMALL-SCALE
INFRASTRUCTURE DEVELOPMENT MODEL**

Flowchart of infrastructure model: - Agreement between villagers and the local authority/project -



Relationship of responsibility between community and the local authority/project for infrastructure construction:

| | Making Plan | Construction | Management and Monitoring |
|-----------------|-------------|--------------|---------------------------|
| Community | Main | Sub | Main |
| Local authority | Sub | Main | Sub |

DICISION MAKING BY VILLAGERS

Step 1 Participatory Preparation

Decision making and planning based on villagers' consensus

- Lesson 1: Proposal assessment should be done with villagers.
- Lesson 2: Using facilitation skill in studying on water system, to enhance "Real Ownership" in the community.
- Lesson 3: Considering opinions of other ethnic groups.
- Lesson 4: Need to notice to women's water usage demand

Case study of Step 1:

- “Confirmation of villagers' needs”
- “Using simple question to bring out real needs”
- “The matters related to other ethnic group in water usage”
- “Women's opinion”

Step 2 Participatory Construction

- Lesson 5: Clarification of the role and responsibility between villagers and local authority.

Case study of Step 2: “Mobilization of villagers in water system construction”

Step 3 Participatory Operation and Maintenance

- Lesson 6: The establishment of operation and maintenance system by villagers is required to enhance the sustainability after construction of infrastructures.
- Lesson 7: Management board should be established before construction of infrastructure to recognize their responsibility each other.
- Lesson 8: Simple and easy way are best
- Lesson 9: To make consensus between villagers and local authority is very important to assure The sustainability after construction.
- Lesson 10: Participatory Approach is not only a tool for the construction, but also a “process” of capacity development for villagers.

Case study of Step 3: “Management of water supply system”

- ✓ Making the regulation for maintenance and usage of hamlet water supply system
- ✓ Management board should be established before construction of infrastructure to recognize their responsibility each other.
- ✓ Operation and management by villagers
- ✓ Participatory monitoring system

Step 1 Participatory Preparation

Villager's proposals have been submitted to PMU including the project activity fields such as agricultural techniques, small-scale infrastructure, women's fund, etc... At the same time, that is the desire of villagers to get support from project.

Key lesson: [X: Not proper case; O: Proper case]

■ Lesson 1: Proposal assessment should be done with villagers

X: There are many cases have occurred in the previously projects when villagers proposed small-scale infrastructure. However, these projects did not confirm to find out that is real needs or just villagers' wish to get support. Then they invested in constructing water supply system but villagers were not involved in designing and construction. Therefore, when water supply system completed, villagers do not know how to maintain them. When water supply system has just been utilized for a short time, it gets damaged. At that time, villagers have proposed to local authority/ other projects to get support (repair or construct a new one).

O: All of villager's proposals have been assessed through SG and RDG members by facilitation skill. They organized hamlet meeting to confirm villagers' demand is real needs or not.

-Case study- "Confirmation of villagers' needs"

Based on proposal sheet in relation to the construction of water supply system in Hlim hamlet, PMU and SG members organized hamlet meeting to identify such proposal to confirm whether it is villagers' "real demand" or not. The project has held four times of hamlet meetings to confirm villagers' opinions on their roles in construction and maintenance of previous water supply systems which are supported by other projects. After analyzing their efforts of maintaining water supply system, the project has known that clean water is the urgent matter which villagers are facing.



Discussion with villagers to find out real needs in Hlim hamlet

■ Lesson 2: Using facilitation skill in studying on water supply system, to enhance "Real Ownership" in the community.

There are many skills and manners of facilitation skills in community development. Facilitation skills and manners were used by the Project as follows:

1. Skill to find out "facts" by asking simple questions with *when, where, who, what, which, how many* and *how much* together with temporal axis (past, current, future)
2. Skill to find out ideas and understanding of the villagers by asking drawing a map of water supply system.
3. Manner to share information held by the outsider (the Project/local authorities)

Skill to find out "facts" is applied to study real needs of the villagers while skill to find out ideas and understanding and manner to share information held by the outsider served to bring out a sense of ownership.

<Lessons Learnt>

■ The problem is that how we can make the people inside (insiders) the community be willing to share information and analyze issue with the people outside (outsiders) the community. This is very important since the outsiders are often imposing and active in all activities (such as: controlling the meetings, seminars and talking a lot etc...) while the villagers (insiders) only listen and seldom show their opinions.

■ Using simple questions also helps to collect actual information. Such questions as: *where, what, when, how much...* are used to receive correct answers. Facts collected by asking "fact questions" not only help outsiders to understand real situation and actual needs of villagers but also help villagers to realize what they have already done to analyze the problem. We seldom use such questions as *why, how* since the responses often carry personal feelings/emotions and individual sense.

■ When approaching the community, outsiders should not promise to support or to invest in any specific thing until reaching the mutual agreement with the community. Feedbacks from the community are the best answers for us to know villagers' commitment with the support from the local authorities. However, outsiders also have to find out whether the commitment is suitable with policies of the local authority and the government or not.

Applying Facilitation Method for Action Plan Making

The following part is the achievement test to remind the participants of the method for facilitating the process of Planning for mainly infrastructure development. As for more detailed explanation, refer to Annex 5.

By using those tools and skills, the SG and RDG have actually facilitated the villagers to be able to analyze their current situation.

<Achievement Test>

Please fill the following [] with appropriate words.

1. "I will eat Hai Nam Chicken Rice." is not a plan but just a [general statement]
2. "I will eat Hai Nam Chicken Rice [tomorrow]." can be called as Plan.
3. Action plan is [decision] before action.
4. Please number the order of the questions for dialogue style facilitation from 1 to 3.
[2] past experience [3] future plan [1] present situation
5. Action plan shall contain the following elements.
*Why=Purpose *What *Who= [responsibility] *When *Where
*How=Method→Skill, knowledge *How much→[budget] *How many
6. Please fill the [] in the following matrix of role of the stakeholders in infrastructure development work.

| Stage | Implementation | | Management (Usage, Maintenance, [monitoring]) | |
|-------|-----------------------|-------------------------|--|-----------------------|
| | Stakeholder (Role) | Project/Govt. (Main) | Community (sub) | Community [[main]] |

7. Management plan shall be completed [before] utilization of the facility.
8. When community people cannot give clear answer,
⇒ Ask their past [experience] of similar case
⇒ Ask the case of [other] persons/communities
9. Never [propose] the formation of management board from our side.
We have to [wait] until they initiate its formation by themselves.

Case Study "Using simple question to bring out real needs" (In case of water system construction in Hlim hamlet)

Based on villagers' proposal on water system construction, PMU assigns SG and RDG members to be in charge of each hamlet and coordinate with Project office in organizing hamlet meeting in order to find out real needs of villagers through prepared question in each proposal field with the aim of encouraging villagers to think and look for solution by themselves.

<Dialogue with villagers>

The project: Which kind of water sources (like water from mountains, wells) do you often use for daily activities?

Villagers: We all use water from mountains for eating and well for washing and watering plants.

The project: How many years was this construction built?

Villagers: Since 2000 thanks to the 327 project combined with sedentarization project.

The project: Who do you manage the water system?

Villagers: There are five people responsible for the water system: the eldest, village leader, and the prestige.

The project: In case the water system is damaged or causes water shortage, what do you do to have water?

Villagers: We contribute labor and money to repair it. In 2002, filter tank was damaged as well as many water pipes have broken, and it needs to replace and expand by using iron pipe. At that time, hamlet used forest conservation fund from district with the cost VND 15 million to repair it. In rainy season, 2011, many water pipe have broken, we held a meeting to discuss about how to repair, finally, about 50 households agreed to contribute VND 50,000 to buy new water pipe and repairing it.

The project: Can you draw the water system in the village and show us the damage?

The villagers discussed, then drew the map of water system, showed us the damage and the way they repaired. This shows that they know the details of the water system, and mobilize internal resources at the maximum for self-improvement without depending on the commune authority's support.



The villagers showed damaged locations of water pipeline

■ Lesson 3: Need to notice to women's water usage demand

According to the customs of Bahnar people, women keep role of taking water to home. They often go to water source (rivers, streams, groundwater from canyon, etc...) by walking for bathing/washing and carrying home. This work is hard with women. Therefore, when constructing water system, we need to notice to women's demands on location of water intake points inside hamlet.

X Before construction, the project hold hamlet meeting to collect villagers' opinions about their ability of construction and contribution. However, only men participated in meeting. This fact indicated that important work is always decided by men and elders in hamlet. Women always keep silent or agree with men's opinions in hamlet meetings.

O Ensuring that all the locations of water intake points are suited with women's sense of gender, and privacy. Let hamlet leader discuss with Women's Union and hamlet women on their demand of specified locations of water intake points inside hamlet.

Before the construction of water intake points, women are actually not active in designing water intake points and also being reluctant to voice their ideas. Moreover, the fact that women are not allowed to enter the "Rong" house as the case in Do Nau hamlet (Kon Thup commune) is one of cultural issues not taken into account.

In the case of Do Nau hamlet: One water tank located in front of Rong house, therefore women feel shy when bathing/washing as many people cross. They discuss with hamlet leaders to drag pipeline from water tank to other sites for usage, they willingly contribute VND 70,000/household to buy more pipes and install by themselves.

■ Lesson 4: Considering opinions of other ethnic groups

X For water construction in Kon Thup commune, the project did not have chance to ask Tay/Nung people what they really need and what they do not need in So Bir hamlet. Tay and Nung people have their own well for domestic purpose and irrigation. Moreover, water intake points are far from their house. That is the reason why they hesitate to contribute maintenance fee whereas Bahnar people contribute VND 10,000/household/month.

O Before starting implementing activities, it is necessary to let villagers discuss then get their opinion. Because clean water system is a kind of common property of all villagers for their daily life and there is limited water intake point inside each hamlet, it is recommended that we should have villagers' agreement on areas of water intake point to be put. Especially, it should be carefully noticed, if there is more than 1 ethnics group inside a hamlet as the case of So Bir hamlet.

- Case study - "The matters related to other ethnic group in water usage"

After completing water system in So Bir hamlet, Tay and Nung people did not contribute money for maintenance fee although they participated in construction work. After that, they have proposed to PMU that: They need to have one more water tank which is near their house. This is a difficult matter for PMU, because the water system has been designed to suit with water flow in rainy season and dry season for three hamlets. For this reason, PMU has assigned SG members discuss with them how to solve the above matter by using facilitation skill. After discussing and surveying location of Tay/Nung people, SG members have known that they almost have dug and drilled well in their house. Therefore, PMU decided that no more water tank can be installed inside So Bir hamlet. Moreover, this decision was made basing on water usage regulation which has been agreed among three hamlets and Kon Thup CPC: "All citizens in Kon Thup commune have right to use water only from water intake points. Do not disassemble any accessories of the system and get water directly from the pipe" arbitrarily - Quotation from water usage regulation of Kon Thup CPC.

Step 2 Participatory Construction

When the water supply system is constructed, there are different ideas in relation to the fund contribution for maintenance and operation. Some said that “We are too poor, therefore cannot contribute money”, while RDG members proposed to change the way because they think that it is hard to mobilize money from the local people. Finally, the local people agree to pay VND 50,000/household. Although such amount of money is not much, this fact indicated that it is possible to mobilize the local people's participation and responsibility in every project activity, especially in the construction of small-scale infrastructure.

Key lesson: [X: Not proper case, O: Proper case]

■ **Lesson 5: Clarification of the role and responsibility between villagers and local authority.**

Villagers' participation contributes not only for construction but also for sustainability of infrastructure. In addition, it is important to clarify villagers' role and management methods, including maintenance responsibilities among DPC, CPC and hamlet.

X In the projects of construction investment, villagers are seldom participated in discussion how to build and maintain the construction before and after completion. Therefore, their roles are not so considerable and not connected to the local authority.

O Before implementing the construction of water supply system, let the villagers discuss the level of contribution, way of organization of water supply system construction and locations of water intake points in hamlet. Water intake points bring general benefit for the community; therefore, it is necessary to reach mutual agreement among different groups of water user, including: women, school, ethnic groups who have been living together in the community etc... The labor contribution between hamlets needs to be transparent and equal. That's why the organization of internal meetings in each/ hamlet is necessary before the construction of water system.

- **Case study - “Villagers' contribution to construct the water system”**

1. Construction of water system in Kon Thup

Kon Thup clean water system was finished building in May, 2012 with total budget of VND 4,029,374,000 and the number of beneficiaries is up to 2,500 people. Villagers' Labor contribution costs VND 976,155,878. Totally, there are 12 water tanks in three hamlets and CPC center. Clean water system was built to reflect real request of villagers due to the lack of clean water for their daily life.

Planning stage:

Before building, the project asked opinions of stakeholders (Kon Thup CPC, hamlet leader, and primary school, health station) to hold hamlet meeting for collecting villagers' ideas about location of each water tank inside the hamlet. It is necessary to let villagers discuss and choose where to build water tank.

A management board was established including five members: Chairman of Kon Thup CPC, commune land administration official and three hamlet leaders. They acted as bridge between project/constructor and villagers to ensure division of labor contribution among three hamlets during construction period. They also have to directly report to PMU when any problem occurs.

Construction stage:

The clean water system in Kon Thup was finished building within 53 days, while the estimated completion time was 80 days.

The Director of construction company explained that it was thanks to the enthusiastic labor contribution of villagers. In addition, members of water management board together with PMU and project office had high responsibilities of weekly monitoring. If there is any change or problem occurs, all stakeholders together discuss to look for solution.

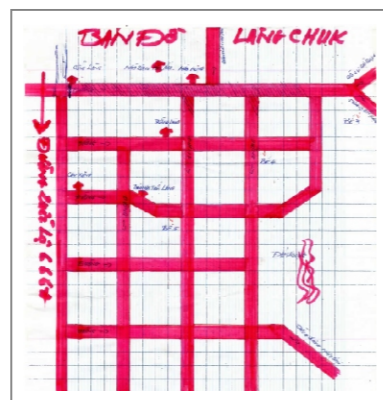


Diagram of water tank location in the hamlet chosen by the local people

2. Construction of water system in Hlim hamlet-Lo Pang commune

Preparation stage:

According to an agreement between the project and the local people before construction, the project will support to build new water system from water upstream source to the entry place of hamlet, while the local people will build water system network inside hamlet by themselves (materials purchased by the local people themselves) with the technical support from the company. Each household contributed 200,000 VND with a total number of 151 households. This money was used to buy materials such as pipes, valves, sand and cement to build the water system in the hamlet.

Construction stage:

With villagers' determination and active participation, water construction was completed earlier than expected with a total time of construction was 25 days from 27/08 to 09/21/2012.

In addition, the mobilization of communal authorities, hamlet leaders, hamlet elders, and other unions stimulated every household. The local people were very excited and had strong response when they were involved in all steps of the building such as: discussing construction methods, determining the placement of dams and water intake points in hamlet and so on. The local people were divided into 8 groups to build and manage 8 water intake points which would be built in the hamlet.

Each day, each household appointed a family member to take turns of participating in construction (contributing labor) as assigned by group leader.

The local people felt excited about construction which they were involved in discussing, talking about building location (location of dams, water tanks, pipes ...) and designing.

Promoting the initiative of the local people:

Due to the fact that the local people were been afraid of lacking experience in water construction, so the company consulted in designing the water system network inside hamlet and prepared the necessary materials (with meeting technical standards). However, the local people said that the contributed money was not enough to pay for the company and purchase the materials mentioned above. Therefore, the local people took advantage of the old pipe for making water network inside hamlet and purchased other materials by themselves for finishing. These materials could not guarantee the quality, but that was decided and agreed by the local people, so if any problem occurs, they can handle it because they are the real owner of this construction.



Villagers contributed labor for construction

Relationship of responsibility between community and the local authority/project in construction:

| | Making Plan | Construction | Management |
|-----------------|-------------|--------------|------------|
| Community | Main | Sub | Main |
| Local authority | Sub | Main | Sub |

Step 3 Participatory Operation and Maintenance

Key lesson: [X: Not proper case, O: Proper case]

■ **Lesson 6: The establishment of operation and maintenance system by villagers is required to enhance the sustainability after construction of infrastructures**

To establish operation and maintenance system, four main aspects are required in the project as follows:

- (i) Establishment of clean water management board
- (ii) Making and observance of management regulation
- (iii) Contribution of operation and maintenance expenses
- (iv) Establishment of regular monitoring system (easy and simple way)

■ **Lesson 7: Management board should be established before construction of infrastructure to recognize their responsibility each other.**

A management board is required for a small-scale infrastructure. It is necessary to have such kind of board in both construction period and maintenance. They are representatives of villagers to monitor the construction and operate/maintain the system. In parallel with discussion of activities to build water points, at the same time, discussion with the local villagers is required to propose solutions for construction management and usage after its completion.

- X: After construction of water system, villagers select the members and establish water management board.
- O: Before construction of water system, the water management board in hamlet is established to let the villagers discuss and contribute their ideas in maintaining and using the construction for a long and sustainable time.

- Case Study - Operation and management of water supply system by villagers

During the process of usage, there were many issues of water volume raised at water intake points. The local people were familiar with the use of plentiful and natural water. Therefore, when a water intake point had less water, some local people broke water valve to be able to get more water, which resulted in breaking all the pipe system in the village and damaging some other water intake points.

After the water management board discovered above mentioned issues, representatives of hamlet unions mobilized management group of water intake point to repair that water intake point to avoid affecting others. After that, group leader used his own money to buy water pipes and sticky materials to repair, while the neighbor households contributed their labor and assisted to repair.



One water intake point was broken inside the hamlet,



Villagers repaired small damage points

■ **Lesson 8: Simple and easy way are best**

People involved in the water supply system management have the responsibility to establish the participatory monitoring system. As one of the ways for monitoring regularly, the monitoring sheet was provided but nobody used it because Bahnar people are not habituated recording to memorize it. Therefore, the monitoring sheet was revised and reporting system was established as well.

- X: Complicated Monitoring sheet was not used by villagers.
- O: Monitoring sheet was revised simple and easy way, and the reporting system was clarified.

Parameter of Monitoring

| Name: | | Date of visit: | |
|--------------------------|----------------------------|----------------------------------|-------|
| POINT | CHECK ITEM | CRITERIA | SCORE |
| Water Dam | • Water level | High:2, Med:1, Low:0 | |
| | • Sand volume | Few:2, Med:1, much:0 | |
| | • Intake Pipe | Good:2, Bad(damaged):0 | |
| Filter Tank | • Water level | High:2, Med:1, Low:0 | |
| | • Sand | Few:2, Med:1, Much:0 | |
| | • Intake pipe | Good:2, Bad(damaged):0 | |
| | • Cover | Good:2, Bad(damaged):0 | |
| Waterpipe | • Condition | Good:5, Bad(damaged):0 | |
| Water Intake Point | • Water flow | Much:2, Med:1, None:0 | |
| | • Water Valve | Good:2, Bad(damaged):0 | |
| Operation and Management | • How many times to visit? | Once a week:5, Less:0 | |
| | • Keep the regulation | Yes:5, No: 0 | |
| | • Evaluate O & M | Once a month:5, Less:0 | |
| | | 40(max) – 0(min), Total : | |

Few villagers use the complicated monitoring sheet (many technical figures and unpractical)

Monitoring Sheet

| Date of visit: | | Name: | |
|----------------------|--|-----------------|--|
| | Contents | Mark into words | |
| 1 | Did you clean the water dam? | YES, NO | |
| 2 | Was water level enough? | YES, NO | |
| 3 | Was there much sand in the dam? | YES, NO | |
| 4 | Did you clean the water filter tank? | YES, NO | |
| 5 | Was water level enough? | YES, NO | |
| 6 | Was there much sand in the tank? | YES, NO | |
| 7 | Did you clean the water intake points in Hamlet? | YES, NO | |
| 8 | Was water volume enough? | YES, NO | |
| 9 | Was water pipe broken? | YES, NO | |
| 10 | Did you collect maintenance fee in this month? | YES, NO | |

Villagers are more interested in using simple and understandable monitoring sheet

- Case study- Participatory monitoring system

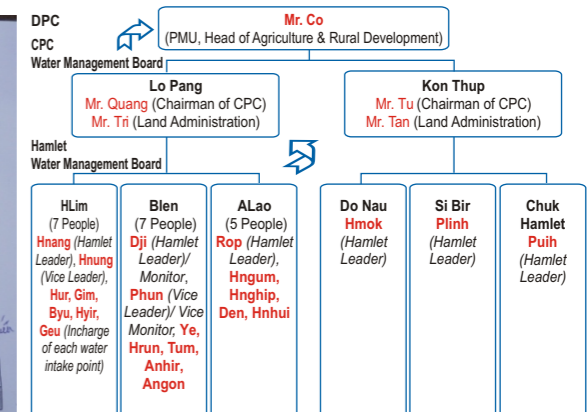
To achieve the goal of sustainable infrastructure management, initiatives of the local people is necessary. The local people have their common regulations on construction maintenance, but they don't have specific methods to create a series of long-term management activities. Therefore, the monitoring sheet was prepared and given to water management board members by the Project. The water management board members can use this form to help the local authorities to manage constructions in their area better as well as know the operation situation of water management board. Despite this fact, encouraging the local people regularly check the water system is not habituated. Water management board members responded that, whenever they lack of water or water source gets stuck, the water management board members check and repair, but they could not check regularly.

Bảng theo dõi hệ thống nước

Ngày theo dõi: 4/10/13
 Tên người theo dõi: HANGUM + HANGUM + VAM + TRI + N. S. M. C.

| Nội dung cần kiểm tra | Đánh dấu vào chữ |
|---|------------------|
| 1. Bạn có dọn vệ sinh tại đập nước không? | Có, Không |
| 2. Mức nước tại đập có đủ không? | Có, Không |
| 3. Có nhiều cát bên trong đập nước không? | Có, Không |
| 4. Bạn có dọn vệ sinh tại bể lọc không? | Có, Không |
| 5. Mức nước tại bể lọc có đủ không? | Có, Không |
| 6. Có nhiều cát trong bể lọc không? | Có, Không |
| 7. Bạn có dọn vệ sinh tại các điểm lấy nước trong làng không? | Có, Không |
| 8. Lượng nước có đủ sử dụng không? | Có, Không |
| 9. Ống nước có bị vỡ không? | Có, Không |
| 10. Bạn đã thu phí bảo dưỡng trong tháng này chưa? | Có, Không |

Monitoring sheet was revised with easy and simple way



Reporting system of monitoring.

■ **Lesson 9: To make a consensus between villagers and local authority is very important to assure the sustainability after construction.**

After completing water system, PMU, CPC, representatives of villages have organized meeting to gather the local people's ideas in relation to the management and maintenance of water supply system. Ideas are supported by the local people themselves, local authority prepares and issues regulations for water usage under the unanimous agreement of the local people.

-Case study - Making the regulation for maintenance and usage of hamlet water supply system

According to Bahnar people's customs, villagers have their available water regulations, but these regulations are not officially written. Therefore, PMU and local authorities collaborated with hamlet organizations to conduct hamlet meeting to get consensus in the community on how to manage and maintain the water system. Under the efforts of local authorities and organizations in hamlet, the local people set their own rules basing on the opinions of all the local people in hamlet. They are willing to contribute 60.000VND / 1 household / 1 year for water system maintenance, and establish water management board members who will be responsible for problems occurring. On the other hand, the most important for the future generations is the local people's awareness of watershed protection, which is urgent and necessary matter to disseminate to all the local people to protect clean water and long-term use.



Management board meeting in Blen hamlet with CPC concerned was held

■ **Lesson 10: Participatory Approach is not only a tool for the construction, but also a “process” is capacity development for villagers.**

It is really difficult to mobilize the local people to contribute fee of using water. Therefore, it needs positive impacts from local authority and mass organizations in the hamlet. Such enables the villagers to understand the significance of the maintenance for a long term of usage as well as giving payment/allowances (extracted from the fund of water maintenance and usage) for those who are involved in water management board.

- Case study - Working with ethnic minorities is taking time but all processes are capacity development for them.

The infrastructure constructions which are locally invested need the participation of the local people from the beginning of the events such as doing survey, choosing site, constructing and establishing usage regulations. That makes the local people enhance their construction ownership and awareness of protection and sustainable long-term operation.

Regarding infrastructure construction activities for ethnic minorities, the project has waited for quite a long time to be able to establish the operating rules for water management board. In order to establish this regulation, both the local people and outsiders cannot be forced to conduct or perform, but it needs a consensus among the local people and lets them realize their responsibilities. It also needs time for the local people thinking about their responsibility and management organization in hamlet. In addition, the local authorities should have a positive impact on the local people to let them understand their important role of water construction protection and maintenance.

PART 4

SUMMARY OF MANG YANG EXPERIENCES

Capacity development is a time-consuming and challenging process. Through the Project's implementation, several lessons learnt have been drawn and summarized below. However, the Project activities were limited to two target communes of Lo Pang and Kon Thup of Mang Yang district, Gia Lai province, of which dominant population is Bahnar people accounting for 96% and 58%, respectively. Thus, readers might find similarities and differences. Still, we hope that the Project's experiences can be useful reference and we are very happy to share these experiences with readers!

1. Participatory rural development approaches bringing out villagers' capacity are presented as follows;

- (1) Participatory planning approach
- (2) Participatory agriculture extension model through "Key Farmer"
- (3) Social preparation model for societal weak such as women and the illiterate
- (4) Participatory small-scale infrastructure development model

2. Activities with careful consideration for characteristic of Bahnar and their surroundings are shown below;

(1) There is a lack of information among Bahnar as a whole and thus be unaccustomed how to reach necessary information. On the other hand, Bahnar place importance on equity, spirit of mutual support and villagers' solidarity among the community;

- a) Agricultural extension model : key farmer, demonstration field, information card
- b) Farmers Field School: "Farmer to Farmer Extension" in combination with "Facilitation skill"

(2) Women have little experience of exposure to the outside of the community as well as basic social services;

- a) Women's voice collection
- b) Life skill class
- c) School health activities

(3) Their surrounding nature/forest is getting to be deteriorated and they will face critical condition near future without necessary action;

Introducing "Agriculture and Animal Husbandry Combination Model" as sustainable agriculture production model

3. Both sides of capacity building of the local authority officials and villagers are important

(1) Villagers: They recognize the current situation in and out the community and they will be able to analyze their issues and think of what to do and how to do to solve their issues.

(2) Local authority: They support above-mentioned "villagers will be able to do and make the action plan".

(3) Improving both sides capacity is considered in the entire process of the activities such as planning, implementation and monitoring/maintenance.

(4) Dialogue style facilitation skill is effective for building equal and substantial partnership between local authority and villagers

4. Clarification of the role and responsibility between local authority officials and villagers is vital

(1) Issues submitted by villagers should be analyzed by both sides to determine the true needs as well as the priority for the community

(2) Villagers' participation and involvement are one of the key to promoting their ownership and sustainability of rural development activities.

(3) Inappropriate burden or contribution to villagers may affect villagers' motivation and sustainability/maintenance of the activities

5. Capacity development for intermediaries between villagers and local authority is one of the essential points to the project

(1) Intermediaries as a bridge person between the inside and the outside play a significant role in activating interactive communication

(2) The Project established Rural Development Group (RDG) between hamlets where ethnic minority lives and communal level as the lowest level of local administration and Supporting Group (SG) as a technical supporting system to RDG

(3) To ensure the sustainability and replicability, project must focus on capacity development for effective utilization of existing supporting scheme of the development agencies including governmental ones, not relying on the resources directly provided by the Project.

6. Difficulties and challenges of the Project in terms of participatory approach and capacity development

(1) It is difficult to show its effect in a clear way and in most cases it takes time to get visible result. Community people may think that most of the budget is used for invisible activities such as training, meeting or management cost. Local staffs under such pressure by community people may have the same impression. These mentioned points shall be well considered and discussed before and in the earlier stage of the Project among stakeholders.

(2) To overcome such difficulties and demerits, inserting visible activities is effective in the initial stage of the Project in parallel with effort to having mutual understanding. For example, there are construction/repairing water supply system or health activities in the Project. These activities shall provide all villagers to get benefit.

(3) It always makes maximum efforts to clarify the methodology of the project. To understand the significance of the participatory approach, we try to extract actual demerits and weak points of non-participatory approach based on the actual experience or through practical cases in reverse.

ANNEX

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ANNEX 2: Guideline for 2nd Workshop in Hamlet

Based on the results of first kick-off workshops and social/cultural survey conducted by the short-term expert and University of Social Sciences and Humanities of HCM City, the project tries to support that the villagers make activity plan at each hamlet.

Purposes:

1. Introduce the project members and the objectives of the project again
2. Make hamlet action plan (draft) with villagers through identifying and analyzing problems

Participants:

- Villagers
- RDD
- JICA project staff
- CPC
- RDG (including interpreter)

1. Introduction of the project members and RDG members

2. Introduction of the project

- Introduce the project briefly.
- This is the cooperation project between the Viet Nam Government and Japan Government.
- The main purpose of this project is: **To enhance the villagers' knowledge and skills through activities**
- The project areas are: Lo Pang and Kon Thup communes.
- The period is: Five years.

(To the villagers)

- We would like to cooperate with you to solve the problems which you are facing, not the problems which we think.
- The project has not decided any activities, because we want to support the villagers' activities based on their analysis and decision.
- We want to think about the problems and causes with villagers for deciding hamlet activities.
- This project is different from previous investment projects. Technical cooperation project means that the project tries to develop people's capacity. It doesn't just provide only materials without the purpose of people's capacity development. For example, the project doesn't provide only money or food. However, if the activity relates to people's capacity development and can be continued after project termination, the project will provide minimum material with technical support.

3. Workshop

- To identify possible activities for improving living condition, we want to analyze the problems with villagers today.
- Facilitators try to fill in the columns of "Problem Analysis List" sheet with the villagers.

If there are enough room/space and facilitators/interpreters for meeting, participants will be divided into 2 groups (by gender or by ethnic group).

One group needs three persons facilitator, note-taker and interpreter for Bahnar language

Steps of Workshop

1. Before workshop, RDD and the JICA project members prepare the draft 'Problem Analysis List' sheet based on the report of kick-off workshops before conducting workshop. RDD and JICA try to fill in the columns of 'problems'.
2. RDD and JICA conduct second workshops at each hamlet with RDG members. Before starting workshop, facilitator explains the purposes and contents of workshop to hamlet leader and interpreter.
3. The villagers try to clarify the problems they are facing based on the prepared draft 'Problem Analysis List' sheet. Facilitators try to identify the problems with villagers.
4. Then facilitators ask the villagers about the causes for each problem. The villagers try to find causes of each problem by analyzing the problems.
5. After identifying problems and causes, facilitators ask the villagers about the number of affected household for each problem.
6. The villagers try to find possible solutions with sustainable resources and difficulties for each problem with facilitators. The villagers try to do it with identifying sustainable resources and difficulties to fill in the 'Problem Analysis List' sheet.
7. In the end of workshop, all columns of 'Problem Analysis List' sheet are filled in.

8. Facilitator or note-taker summarizes the result of discussion and explains that the project team will combine the results into one sheet and inform it to the villagers later.

9. JICA and RDD complete the 'Problem Analysis List' sheet according to the result of workshop.

10. RDG members have another meeting with the villagers to confirm the "Problem Analysis List" sheet, if necessary.

11. Based on the 'Problem Analysis List' sheet, RDD and JICA discuss possible activities/alternatives to solve the problems with RDG and fill in the 'Hamlet activity plan'.

12. The villagers confirm their own activity plan that states activity, number of beneficiaries, necessary resources, and duration of implementation.

Tips for facilitator:

"Problems"

- When you ask villagers about problems, please try to write down only main problems. Don't try to write all answers. If some problems are similar, try to summarize them.

"Causes"

- When you ask villagers about causes, if the answer is 'because there is no', it is not a cause. For example, if the problem is that land is poor, and the cause is that there is no money to buy fertilizer. 'No money' is not a direct cause of the problem. Possible causes can be ① Villagers cultivate land repeatedly without fallow period, ② Villagers don't know the reason why land is getting poor, ③ Villagers don't know how to make fertilizer, ④ Villagers don't know how to use fertilizer that is provided by government, and so on.

"Solutions"

- "Solutions" can be more than one. If there are several possible solutions, write down them.
- Try to check the solutions whether they are possible or impossible by asking villagers why they are not trying the solutions now. Then villagers can find some 'Difficulties'.

"Resources"

- We know "what villagers don't have", but we want to know more about "what kind of local resource the villagers have".
- "Resource" doesn't mean only materials, but also knowledge, skill, labor, skilled person, animal dung etc. Please try to think anything that local people can utilize in their hamlet.
- If villagers don't have any idea about resources, facilitator should show some examples.
- "Resource" is a very important factor, when you think about solutions. Once you get knowledge/skill (not material), you will never lose it.
- Please try to combine maximum local resource and minimum project resource to solve problems. If the villagers understand how to solve problems with local resource, they can try to solve another problem by themselves even after project termination.

Materials for workshop

1. "Problem Analysis List" sheet with some expected problems
2. Participants list sheet
3. Kick-off WS report
4. 10 sheets of A0 papers
5. 10 markers
6. 4 rolls of adhesive tapes
7. 1 rope
8. 10 paper clips
9. Hamlet information from previous survey reports

Tips for facilitator of participatory workshop

1. Respect the participants
2. Trust that the participants can do
3. Watch, listen, and try to learn from them, especially the people who don't speak out in public.
4. Throw away your prejudice
5. Criticize yourself, not the participants
6. Enjoy the workshop together

What is "Participatory way"?

- You are a facilitator, not a decision maker nor a teacher.
- Let them think and judge by themselves. You just support them to do so.
- Try to find another facilitator (who can support you) among them through the workshop.

ANNEX 3: How to check 'Problem Analysis List' sheets

The most important point is;

'Problem Analysis List' sheet shows a summary of villagers' ideas, not the project analysis.

Therefore, please check

- ✓ Are these real villagers' ideas or not?
- ✓ Aren't any villagers' ideas missing?
- ★ Let's see each column in detail!

'Problems'

- These are the problems which the villagers think that they are facing in their daily life.

Check!

⇒ Are there any other problems which the villagers mentioned during the workshop?

"Causes"

- These are the villagers' analysis of the reasons why each problem happens.

Check!

⇒ Are there any other causes which the villagers mentioned during the workshop?

→ Do the causes relate to each problem?

"Number of household"

⇒ The numbers show how many (how many percentage of) households are facing each problem.

Check!

⇒ Are these numbers the same as the ones which the villagers mentioned during the workshop?

"Possible Solutions"

- These are the villagers' ideas based on the 'causes'.

- These are both what the villagers can try now by themselves and what the villagers want to try with some supports in the near future.

Check!

⇒ Are there any other solutions which the villagers mentioned during the workshop?

⇒ Does each possible solution relate to each cause?

"Sustainable Resources"

- We know 'what the villagers don't have', but we want to know more about 'what kind of local resources the villagers can utilize now'.

- "Resource" doesn't mean only materials, but also knowledge, skill, experience, labor, skilled person, local agency, land, animal dung, water, etc.

Check!

⇒ Are there any other resources which the villagers mentioned during the workshop?

⇒ Does each resource relate to the 'possible solutions'?

"Difficulties"

- When the villagers try to implement 'possible solutions' with 'sustainable resources', will they face any difficulties?

- These are the villagers' ideas based on the 'possible solutions'.

Check!

⇒ Are there any other difficulties which the villagers mentioned during the workshop?

"Remarks"

- These are the important information related to each problem besides the left-hand columns.

Check!

⇒ Are there any other important information related to the problem?

⇒ Do you have further information on current situation related to the problem? For example, in the case of "vegetable home garden", one possible solution is 'Learn rice growing skills'.

⇒ Have the villagers implemented any 'possible solutions' before?

⇒ Have the villagers participated in any training courses which are similar to 'possible solutions' before?

ANNEX 4: How to fill in 'Hamlet Action Plan' draft sheets

Main Purpose:

To make "Hamlet Action Plan" drafts for supporting the villagers think how they can try to solve the problems.

Based on the confirmed 'Problem Analysis List' by RDG members, we will make 'Hamlet Action Plan' draft to help the villagers think how they try to solve the problems.

"Hamlet Action Plan" will be confirmed by the villagers in February.

After the villagers confirm 'Hamlet Action Plan', we will make 'Project Activity Plan' to decide which activities the project implements.

"Project Activity Plan" will be made in the next step.

Please remember the differences between 'Hamlet Action Plan' and 'Project Activity Plan'.

We will put our ideas in the 'Project Activity Plan', not in the 'Hamlet Action Plan'.

The most important point is:

'Hamlet Action Plan' shows a summary of villagers' ideas, not the project's ideas.

'Project Activity Plan' will show how the project implements activities according to the villagers' ideas.

Therefore, please bear in mind the following points, when you fill in the columns;

- (1) Do not change the villagers' ideas of 'Possible Activities/ Alternatives' with your personal idea
- (2) Not necessary to put the details of project activities in the sheets

(We will put the details later, when we make 'Project Activity Plan' according to the result of household interview)

★ Let's see each column in detail!

Work Procedure

No. 1

Please look at each activity in the 'Possible Activities/ Alternatives' column. All of them are the villagers' ideas and related to each problem.

There are three kinds of activities.

Category 1: Some activities can be done by the villagers themselves.

Category 2: Some activities need external resources (project support or other support) to be implemented.

Category 3: Some activities cannot be done or they don't seem effective to solve the problem.

Let's do!

⇒ Please divide the activities into the above three groups.

When you divide them, please remember what resources they have in the 'Resources' column. The activities of Category 1 should be done with their own resources.

No. 2

About activities of Category 1, you don't need to change them. You can put them in the 'Implementation Plan' column with certain expected periods.

Let's do!

⇒ Please put them in the 'Implementation Plan' column with certain expected periods.

(Not necessary to put the details here)

No. 3

About activities of Category 2, you will paraphrase them into a bit more concrete activities.

For example, when the activity is 'learn skills of making and using fertilizer', you put it into '3 months training for making compost, 3 months training for using compost'.

You will put them in the 'Implementation Plan' column.

Let's do!

⇒ Please put them in the 'Implementation Plan' column with a bit more concrete activities.

(Not necessary to put the details here)

No. 4

About activities of Category 3, you will leave them as they are in the 'Possible Activities/ Alternatives' column. This is because they seem difficult to be implemented in a short term or they seem ineffective.

Let's do!

⇒ Please check the activities of Category 3 again.

No. 5

Please look at each "Related Agency" column.

This column shows which agency or organization can mainly be in charge of the activities.

Let's do!

⇒ Please put proper agency's name in the 'Related Agency' column. If you think several agencies according to the varieties of the activities, please write all agency's names of agencies.

No. 6

Please look back at "Problem Analysis List" again and check the 'Causes' 'Difficulties' 'Remarks' columns of each problem in the "Problem Analysis List". If you find any important information which are not written in the "Hamlet Action Plan", please write them in the 'Remarks' column.

Let's do!

⇒ Please put important information in the 'Remarks' column from 'Problem Analysis List' according to the above instruction.

No. 7

If you think that some different activities in 'Implementation Plan' can or should be implemented together for better or effective implementation, please refer it in the 'Remarks' column.

Let's do!

⇒ Please write some references such as 'This issue is related to problem No.3' in the 'Remarks' column.

These are all procedures about how to fill in 'Hamlet Action Plan' draft sheets.

Thank you very much for your contribution!

The next step is RDG members' check at RDG monthly meeting, and then the villagers will confirm these "Hamlet Action Plans".

ANNEX 5: Guideline for HAP hamlet meeting (02/2010)

Purposes:

To achieve the following points;

1. The villagers agree that 'Hamlet Action Plan' shows their problems and possible solutions according to their ideas.
2. The villagers recognize that they made their own plans in 'Hamlet Action Plan' to improve their daily life.
3. The villagers understand that the Project will propose some possible activities based on the 'Hamlet Action Plan' and further discussion with the villagers.

Participants:

- Villagers
- RDG members
- PMU members
- Technical Assistant Group members
- JICA project staff

Meeting:

1. Introduction of the project

- Introduce the project briefly.
- * This is the cooperation project between the Vietnam government and Japan government.
- * The main purpose of this project is: **To enhance the villagers' knowledge and skills through activities**
- * The project areas are: Lo Pang and Kon Thup communes.
- * The period is: Five (05) years.
- We would like to cooperate with you to solve the problems which you are facing, not the problems which we think.
- The project has not decided any activities, because we want to support the villagers' activities based on their analysis and decision.
- We want to think about the problems and causes with villagers for deciding hamlet activities.
- This project is different from previous investment projects. Technical cooperation project means that the project tries to develop people's capacity. It doesn't just provide only materials without the purpose of people's capacity development. For example, the project doesn't provide only money or food. However, if the activity relates to people's capacity development and can be continued after project termination, the project will provide minimum material with technical support.

2. Explanation of today's meeting

1. Since last year, the project had already conducted hamlet workshops twice at each hamlet.
2. Through the two workshops the project tried to summarize the villagers' ideas in a sheet.
3. Today the project asks the villagers to check the contents of the sheet.
4. Please check them whether those ideas/information are the villagers' ideas or not.
(This is the main purpose of today's meeting)
5. The project will propose some possible activities based on the 'Hamlet Action Plan' and further discussion with the villagers.

3. Confirmation "Hamlet Action Plan" with the villagers

- Firstly, facilitator explains the following 3 important points of 'Hamlet Action Plan'.
 1. This plan shows that the hamlet will try to conduct these activities according to the villagers' initiative and responsibility.
 2. This is the decision of the villagers, not any agreement with other related agencies.
 3. This plan can be revised when the villagers agree.
- Secondly, facilitator explains the contents of 'Hamlet Action Plan', especially 'Implementation Plan' columns.
- If the villagers have different ideas from the contents of 'Hamlet Action Plan', facilitator tries to revise the parts according to the villagers' ideas.
- Finally, facilitator explains again that the 'Hamlet Action Plan' is the summary of the villagers' ideas and asks them whether they agree with the contents or not.

4. Explanation of next schedule

- Based on the confirmed 'Hamlet Action Plan', the project will conduct interview with some villagers in March and check which activities are more appropriate for the project.
- After finishing interview, the project will propose some activities and start implementing them with the villagers.

Materials for meeting

1. A0 sheet of "Hamlet Action Plan" draft
2. 10 A4 sheets of "Hamlet Action Plan" draft
3. 10 copies of hamlet "Problem Analysis List"
4. Participants list sheet
5. Kick-off WS report
6. 2nd WS report
7. 5 A0 papers
8. 5 markers
9. 10 ballpoint pens
10. 4 rolls of adhesive tapes
11. 1 rope
12. 5 paper clip

ANNEX 6: Brief Introduction of Facilitation Method used in the Project

In the field of rural/community development, participatory method is becoming popular and many of development agencies both national and international put great emphasis on importance of peoples' participation. And they say "we must listen to voice of people".

However, is it sure that peoples' voice is always correct and reflects their reality? Turning now to our own situation, to what extent do we have confidence on our opinion? Probably "No". Then, we came to find what is important in participatory development is how to listen to the people rather than just hearing their opinion.

That is why we introduce the method and skills of dialogue-style facilitation that is tremendously effective for building equal and substantial partnership between community facilitator and community people.

The dialogue style facilitation method introduced to this project is original of Japan. It was developed by a joint effort of some Japanese development agencies more than 10 years ago. Its extension has started in the international development field such as in India, Indonesia, and Nepal since several years ago and its high effectiveness was already proved.

This method is mainly to be used for facilitating stakeholders in situation analysis toward sustainable development through dialogue. As it can be used and applied in any situation, it can be said to be more practical and useful than other participatory methods such as PRA that requires relatively heavy setup like a series of workshop.

On the other hand, the performance of this method depends on personal skill and it is not so easy to master the skill in full scale. So, simplified method is now being developed by the experts.

The following texts are a set of those simple card manuals actually used in the training and applied in the project activities by various stakeholders of the project.

<Card 1>

Dialogue-style Facilitation skill

Dialogue-style Facilitation is a method to facilitate people toward problem analysis by self-determination. Its' basic is fact question.

So, let's ask fact questions, not general questions.

"What do you **usually** eat for breakfast?" is a **general question**.

"What did you eat for breakfast **this morning?**" is a **fact question**.

Fact mainly consists of 5 elements;

What, Who, Where, When and How much/many.

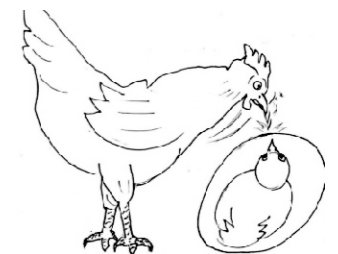
Observation and Partnership Building

☛ **Key:** Procedures of dialogue-style field Facilitation

1. Find an entry point by observation that can raise self-esteem of the respondent in order to make good partnership building.
2. Organize issue: 'What did you do to solve that problem?'
3. 'When did it happen for the first time/as the latest case?'
4. Find out solution (1): Trace the respondent's own similar experience.
5. Find out solution (2): Trace similar experience of others close to the respondent.

Trust and wait. Answer comes from within.

Refrain yourself from giving proposal or advice hastily. Everyone has necessary wisdom within to solve his/her own issue. This is what Facilitator must strongly believe. 'Trust and wait' is the most important attitude of Facilitator.



<Card 2>

How to conduct problem analysis

To solve problem, we must analyze the problem.

Problem analysis should be based on the fact, not assumption or expectation.

That is the fact based problem analysis.

Fact mainly consists of 5 elements;

What, Who, Where, When and How much/many

Be careful to ask “Why”?

It will bring only excuse.

When any problem comes out, we have to ask fact questions.

If someone said ;

“We are suffering from plant disease”

Then we ask;

1) When did it happen most recently?

Or, when did it happen for the first time? Do you remember?

2) Where did it happen?

3) Who found it?

4) What disease is it? Do you know?

5) How many plants in your field have the disease?

In this way, we continue to clarify the problem based on the facts.

Through this process, many important facts and factors will surely come out.

So, let's ask

“When did it happen for the first time? Do you remember it?”

<Card 3>

Ask “how much?” for problem analysis

We often claim shortage.

Such as;

“I need more income.”

or

“We have water shortage problem.”

In that case, we must just ask “How much?”

For example;

How much income do you need more?

How much water do you lack?

Is it easy to give correct answer right away?

May be no.

If s/he can give answer right away, we ask the next question.

What is the basis of your calculation?

If s/he cannot give answer,

We have to ask;

Then, how did you know you lack it?

Maybe, it is not easy to find clear answer to this question.

However, start thinking in this way is very important to understand our situation clearly.

So, let's ask;

“How much do we need more?”

or

“How did we know we lack it?”

<Card 4>

Find out solution

1. When any problem comes out, we have to conduct problem analysis by asking basic fact questions such as when, where, who and what at first.
2. Then, we proceed to find solution by asking different type of fact questions such as;

(1) Have you ever taken any action to solve the problem?

If the respondent answers "Yes" to Question (1), we continue to ask;

What did you do to solve that problem?"

When did you do it?"

Where did you get the material/tools?"

How much did it cost?"

Was it effective or not?"

From whom did you learn the solution?"

3. If the respondent answers "No" to Question (1), we ask;

(2) Do you know how to solve it?

Then, if the respondent answers "Yes" to Question (2),

We'd better stop asking and keep silence with smile until s/he start talking about her/his idea to solve the problem.

4. If the respondent answers "No" to Question (2), we ask;

(3) Do you know where you can get necessary information?

If the respondent answers "No" to Question (3), we ask;

Do you really want to know?

Then we start giving information, not instruction.

5. When community people cannot give clear answer regarding solution,

Ask their past experience of similar case.

Ask the case of other persons/communities.

Let's think always based on the facts!

<Card 5>

Action Plan Making

Plan is "Decision" before action.

Then, what do we have to decide?

Items/factors are same as the fact questions.

That is;

What? → Action, object

Who? → Responsible person

When? → Schedule

Where? → Place

And,

How much? → This is the budget

Or

How many? → Resources, target, object, etc.

And For What → Purpose, goal

The most important is the first step.

Try to make it clear as much as possible.

If we take the first step without making clear all the necessary factors for that step, it means that we start implementation without plan.

If you can make the first step clear in accordance with the goal of plan, your success is almost ensured!

Following steps will automatically come up.

<Card 6>

How to apply the facilitation skill (1)

Conducting Trainings

<Start with fact questions>

➤ Before teaching, try to confirm the knowledge and experience about the topic of the training of the participants by fact questions.

→ Let's distinguish what they know from what they don't know.

That is always the starting point of the training/education.

For example:

In a Training of compost making

What is the compost? Do you know?

If they can give collect answer somehow, we ask “What did you do to learn it?” “Where did learn it?”

Or,

“Have you ever made compost?”

➤ Based on their knowledge or experience, we start going in detail of the topic. This process makes them more interested.

➤ In the course of the training session, we should ask fact question in this way from time to time so that they can think based on the actual situation of their daily life/activity.

<Review of the previous session>

➤ We'd better start training with review of the previous session by asking in the following way:

- What did we do last time? Do you remember?
- Did you try to practice/utilize them?
- If yes, keep asking further fact questions about the process and result of that trial.

<Card 7>

How to apply the facilitation skill (2)

Group Discussion

Air Fight and Ground Fight

Exchange of general questions and general statements is just Air Fight.

Air Fight is easy and exciting but difficult to hit the target. It tends to become discussion for discussion and may end in vain.

Exchange of fact questions and factual statements is Ground Fight.

Ground Fight always stands on the reality. It is easy to hit the target.

Pull down Air Fight to the ground

So, facilitator should be sensitive always to this difference. When we find the discussion too much “Air Fight”, we shall facilitate them to change the mode to Ground Fight by asking fact questions such as;

- Could you share us some actual examples/cases/experiences?
- When was it?
- Who did it?

So on...

One of the most important roles of a facilitator is to pull down Air Fight to the ground.

Bottom Line

In group discussion, a facilitator sometimes talks to a single participant, not to the whole group. At that time, s/he has to talk in a very easy manner so that even the least educated participant (= bottom line) can understand. This ensures understanding of all the participants.

For example: In case of ethnic minorities such as Bahnar people, an elderly woman is often the bottom line.

<Card 8>

How to apply the facilitation skill (3)

Workshop

When we conduct workshop, we have to keep in mind the difference of Air Fight and Ground Fight. So, ideally, we'd better conduct workshop on fact basis. For example, we start sharing actual experience or practical knowledge about the topic of the workshop.

However, sometimes it may not be easy or practical.

In that case, we can carry out it in the following way;

1) Gather opinion/idea related to the topic as many as possible.

For example: List up the cause or factor of water problem in the community.

2) Presentation for sharing. Invite question for clarification when necessary.

3) Pick up some interesting, typical or important opinions/ideas and ask personal experience which brought those opinions/ideas by fact question.

For example: If someone pointed out increase of water consumption in each household, we ask her/him about yesterday's water consumption of her/his household and that of his/her childhood.

4) Classify them into several categories/groups.

For example: Such as "factors related to consumption", "factors related to the situation of water source", "factors related to the facility" etc.

5) Rearrange them according to the purpose of the workshop, such as in logical order, in cause-effect matrix, or in order of priority etc.

For example: Classify them into more limited categories such as "human factor", "social factor", and "natural factor". Then, rearrange them and draw lines to show interrelation, etc.

6) Make a simple and practical action plan for the first step if possible.

An action plan shall include all the factors (What, When, Who, How much etc.) even it is a small and simple one.