

Community-Life School (CLS) Model for Sustainable Agriculture-Based Rural Development

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フィリピンで実施された「コミュニティー生涯教育」モデルは、農業を基本とした地域社会の米、野菜、家畜などの生産性をどう変えたか。

Abstract

Rural poverty continues to persist in spite of numerous rural-based programs and projects implemented over the years. Despite development initiatives from the government, non-government and private organizations to alleviate conditions, illiteracy and malnutrition remain high in rural areas. During the 1980s, the search for new development models led to the advocacy for participatory development (Chambers, 1998) as an alternative to the top down approach. Although the participatory approach proved successful in terms of accomplishing project objectives, the problem of sustaining the gains after the pull out of the intervention remained a major challenge.

This paper presents insights on three rural-based projects implemented, namely the rice-based project implemented in 95 ARC municipalities which focused on enhancing farm productivity through rice, vegetables and livestock production, the education intervention with the Tagbanuas in Calauit, Palawan, and the rice-based project in Padre Burgos, Quezon, Philippines. The lessons learned from the three projects gave rise to the Community-Life School (CLS) Model which highlights volunteerism, life-long learning, enhancement of social capital and endogenous-led development as pillars of sustained development. The CLS model believes that empowered individuals and households are key to sustained rural development. Moreover, it advocates tackling development in a holistic manner by involving all members of the households and key stakeholders in addressing aspects on livelihood, education, environment, nutrition and governance. The community life school model hopes to contribute to the struggle of the rural communities to achieve a vibrant and productive rural life.

Keywords Community life school model; Life long learning; Volunteerism

Introduction

Development is ridden with paradoxes because while there are many theories, there has been a marked increase in poverty and inequality within and among nations. Thus, while studies abound to better understand the concept, there appears to be less con-

fidence among development workers in the improvement of human conditions on global scale (Kothari and Minogue, 2002). Pieterse (2001), in tracing the development paradigms from the colonial period up to the post modern period, reflects the changing indicators from primarily economic to human and social

indicators to a concern for agency and power.

Community development, likewise, is far from a unitary concept. Kenny (2002) contends that organization frameworks can be classified into four types: charity, welfare state, activist and market. The charity framework favors the provision of relief from poverty based on patronage done mostly through philanthropic activities. The welfare state framework is based on principles of social justice and redistribution and provides a collectivist structural approach to social issues engaged in by nation states that provide direct service delivery to disadvantaged communities. The activist framework works on issue based concerns that promote social determination and change at the structural, ideational and skills level through political mobilization and advocacy. The market approach promotes self help and private initiative, enterprise through promotion of competitive behavior. On the other hand, Subban (2007) states that community based initiatives can either be classified as community organizing, economic development, asset based community development, or comprehensive community building initiatives.

Community development (CD) as a major thrust of the Philippines government was initiated by the late Pres. Ramon Magsaysay as a strategy to address the mounting insurgency problem. CD was seen as an instrument to restore faith in the government by improving the delivery of social services (ETC, 1973). While originally conceived as an instrument to pacify the rural people, the elements of community development program were anchored on increase in productivity and income, self help, construction of roads, expansion of social services (ETC, 1973 p:15). The model of community development presented in this paper is a result of reflection upon various community development interventions engaged in by the proponents and volunteers of the *Ugynan ng Pahinungód*. The Community Life School model banks on four important concepts: volunteerism, life-long learning, enhancement of social capital and endogenous led development as pillars of sustained development.

The model differs from any community development organizational framework enumerated by Kenny although it would have elements of the activist framework in its lack of commitment to standardization and strong commitment to community participation and market framework in its idea of developing self sufficiency, in this case, among households. It differs primarily from the activist framework in that it does not mobilize for political issues and differs from market framework in that it does not just focus on economic issues. The CLS model stresses the complex and intricate relationship of households, community members, local leaders and institutions in the attainment of community development. In this light, it seeks to empower through mutual self-help using local own assets and networks to further access information, skills and other resources needed.

I. Lessons and Insights Gained from Previous projects which shaped the Community Life School Model (CLS)

The CLS model is a product of insights from various community development projects spearheaded by the major author. This portion traces the development of the model by highlighting the accomplishments, limitations and learning from three key projects which helped shaped CLS. The projects include the Volunteerism Project of Agricultural Development in Agrarian Reform Communities (VPAD), the Gurong Pahinungód Program (GPP) and Enhancing Integrated Rice-based Production through Grassroots Life School Education (GLSE).]

Volunteerism Project for Agricultural Development in Agrarian Reform Communities (VPAD), implemented nationwide, 2004-2005

VPAD is a project implemented by University of the Philippines - Los Baños through the Ugnayan Pahinungód (Pahinungód) and National Crop Protection Center (NCPC) and the Department of Agrarian Reform (DAR) which was implemented nation-

wide. The aim of the project was to ensure that farmers learn how to question and seek ways to address their concerns by using scientific methodology. The project had four phases. The first phase focused on season-long participatory scientific agricultural knowledge and skills acquisition. The second phase was application of learning in the farmer's field. The third phase was development of family-based livelihood program while the fourth phase was developing selected farmers as farmer-scientists¹⁾ who would serve as farmer extension workers.

Accomplishments

Learning Fields. 5,097 learning fields were established by individual cooperatives. 148 Learning Centers were established by the cooperatives to complement these learning fields and 325 different tarpaulin posters, 73 Soil Test Kits (STKs), 93 MOET Kit and 71 Leaf Color Charts from PhilRice were made available in the learning centers.

Technology Trainings Conducted. Training assistance was given to 148 cooperatives in 605 batches attended by 1,124 participants. These training efforts were complemented by mentoring and coaching by LGUs (Local Government Units), SCUs (State Colleges and Universities), UP Pahinungód, other support agencies and DAR. A total of 12,252 participants attended the ARC (Agrarian Reform Communities) level training activities conducted nationwide.

Learning Centers. A total of 12 types of Technology Guides developed by UPLB scientists were distributed in the cooperative's offices. These included production of techno-guides and management of eggplant and corn, cutworm management using Spodoptera Nuclear Polyhedrosis Virus (SN PV) rodent management in rice fields.

Yield Increase. There was an increase in the number of farmers having yields of 4MT/ha and above from 41.5% to 65% out of 200 farmer-respondents.

Table 1 Assistance provided by SCUs in different ARCs, VPAD 2005

Name of SCU (State Colleges and Universities)	Training Given/ Technical Assistance
1. Benguet State University, CAR	Soil Analysis, Materials (Liquid fertilizer, Inoculant)
	Swine production Technical Assistance in Veterinary Services
2. Ilocos Sur Polytechnic State College, Region I	Organic Farming
3. Isabela State University, Region II	Biogas Production
4. Central Luzon State University, Region III	Goat Production
5. Ramon Magsaysay Technological University, Region III	Bittergourd Production, Goat Raising
6. Bulacan National Agricultural State College, Region III	High Value Crop Production
7. Bataan State College, Region III	Goat Raising, Mushroom Production
8. Tarlac College of Agriculture, Region III	Rice Production
9. Nueva Ecija School for Science and Technology, Reg. III	Rice Production
10. Romblon State College, Region IV-B	Rice Production
	Technical Assistance of ARISP II Project
11. Camarines Sur State Agriculture College, Region V	Pasture Development
12. Don Emilio B. Espinosa Memorial State College of Agricultural and Technology, Region V	Technical Assistance on implementing on Soil Analysis and other ARISP II project
13. Aklan State University, Region VI	Technical Assistance on ARISP II Project
14. Leyte State University, Region VIII	Technical Assistance on AgriDev't Project (Monitoring and Evaluation)
15. Mindanao State University-Naawan Branch, Region X	Technical Assistance on Fisheries Project

Networking and Mobilization. The SCUs, Phil-Rice and IRRI (International Rice Research Institute) provided the technical support and expertise needed for knowledge enhancement in agricultural production, while LGUs and NGOs provided financial and logistical support. DOST (Department of Science and Technology) and DTI (Department of Trade and Industry) provided support for the livelihood product development and standardization. Specifically, 148 MLGUs (Municipal level Local Government Units) provided 20% equity funding for the total project cost while 15 SCUs provided technical assistance in the conduct of various projects.

Development of Farmer-Scientist and Volunteer Extension Worker. Potential farmer-scientists were identified per specific field of expertise per area based on ability to observe, conduct experiments, analyze and report findings and lead group farmer experimentation (ARISP Magasin Vol 1, 2006)

Deepening the Spirit of Volunteerism. Many of the farmers showed their “own brand of volunteerism”. On their own, they shared their new learning and resources to ensure that fellow farmers would be able to fully understand the importance of an improved farming practice such as rice seed selection and purification for instance (p.152 DAR, 2007). In Filipino, volunteerism has close association with the term *bayanihan* which is understood as communal effort to achieve a common goal. This brand of volunteerism, however, differs from the original conception of *bayanihan* in that it stresses individual as well as communal volunteerism.

Major lessons learned:

The interactive educational intervention among scientists and farmers shortened the gap between technology development and adoption and encouraged farmer ownership of technologies developed. Farmer-managed varietal selection trials were found to be the most promising and effective in identifying appropriate varieties or lines to be grown in the problem areas. Among the farmer participants that have completed Phase I implementation, the highest

percentage of continuous adoption of technology by the cooperators for both Phase II and III were those engaged in rice seed production with 60.61% and 46.54% adoption rate, respectively (DAR, 2007). The partnership developed among institutions and farmers resulted to sharing of resources which reduced over-all cost on a per agency level. The farmer-scientist concept, a term which initially met resistance among university scientists, eventually gained acceptance as farmers proved to be highly trainable in field experimentation and open and willing to serve as volunteer extension workers.

However, while there were increases in yields, there was a gap in the implementation project as the market for the livelihood projects were not studied and developed. Recommendations included value adding activities and evaluation of market potentials of the products. The project was also difficult to sustain given the nationwide implementation for a period of one year.

A.GURONG PAHINUNGÓD PROGRAM (GPP) in Calautit, Palawan, 2006

The GP is a program for a select group of UP graduates who commit themselves to teach Science, Math, English, History and Practical Arts subjects in underserved public schools. The program aimed to deepen social sensitivities of UP graduates.

DECS (Department of Education, Culture and Sports, now DepEd, Department of Education) provided financial grant to UP Ugnayan ng Pahinungód to implement the program. Pahinungód recruited and trained willing volunteers capable of teaching for a period of one school year. The program aimed to develop idealism and youthful enthusiasm into service orientation to poor communities through educational enhancement of the rural youth.

In 2007-2008, the Balik-Calautit Movement, a member of the Federation of Calamian Tagbanua, requested UPLB Ugnayan ng Pahinungód for teacher volunteers to be fielded to start the proper

basic education in the island. UPLB sent two GP volunteers to teach basic education. In addition the GPs also taught older out-of-school youth through alternative learning systems and facilitated agricultural training programs.

Accomplishments

Establishment of School and Learning Center.

As a result of the GP program, an elementary school was established in Calautit with the help of UPLB Alumni.

Human Resource Strengthening. A total of 15 students passed the equivalency test in the Alternative Learning System Assessment Examination and ten were admitted to the regular high school program in Coron. However, because of financial difficulties, only 5 enrolled in high school and only 3 graduated in 2012.

Networking and Mobilization. The GPs indirectly functioned as effective catalysts for the formation of partnerships and acted as active networking agents. Networking became an eventual strategy of GPP to mobilize local partners particularly parents and local government units and establish strong linkages among the communities, people's organization (POs) and numerous national agencies like the Department of Agriculture (DA), local, regional and national units of the Department of Education (Table 2).

Table 2 Partnerships and resource sharing schemes established through GPP

Organization/Agency	Assistance
Department of Education (national)	GPP program funding
Department of Education (regional)	Technical assistance
Department of Agriculture	Seeds, farming input and technical support
Local Government Units (municipal)	Training sponsorships and other logistics
Local Government Unit (barangay)	Logistics, security
UP System	Technical experts and technology
UP AlumNI	Book donation

Table 3 Project Interventions in Calautit

Name of Project	Year	Volunteer	Intervention
1. Varietal Selection and Seed Production	07-08	2 UPLB expert	10 promising varieties were introduced in the area for farmers' observation and selection Output: 2 identified varieties are now planted in the area
2. Induction of new banana varieties for production	07-08	1 UPLB expert	6 varieties from IPB were introduced in the island for cultivation Output: 2-4 of the varieties are now widespread in the area as a source of food
3. Container Organic Backyard Vegetable Gardening	07-08	1 UPLB expert	Training on Container vegetable production and seed production Output: Making foliar fermented juices (fruits and plants as organic foliar spray)
4. Seaweed Livelihood	07-08	1 UP Visayas expert	Provide planting seaweed stocks Output: Project of PTCA with which the community generates income to sustain 2 local school teachers
5. Goat Dispersal	09	1 UPLB expert	Provided 2 female and 1 male as stock for breeding stock Output: 4 female goats are already distributed to BCM member for livelihood
6. Herbal Making	2012	2 UP Manila experts	Citronella as mosquito repellent Lagundi as cough syrup
7. Food Processing	2012	2 UP Diliman experts	Sardine making and other food preservation such as banana jam.

Conduct of Non-Formal Education. The GPs contributed to the non-formal education of local indigenous groups in the area as reflected in the community-based project interventions (Table 3).

Strengthening and Sustaining the Spirit of Volunteerism. Given the volunteerism concept of the GP, the Balik Calautit movement also installed

a local volunteer teacher funded by their common funds from the community management seaweed livelihood project. The Seaweed livelihood project proved to be the most sustainable income generating project as income is used to fully fund one local volunteer teacher in the area to supplement the number of DepEd teachers.

Major lessons learned

The Balik Caluit Movement supported a volunteer teacher to complement the number of DEP Ed teachers in the elementary school. The community based livelihood seaweed project funds the allowance of a local volunteer to augment the DepEd teachers assigned in the area. The critical factor which led to the sustainability of the project was the strong mass base support of local leaders for the volunteer. However, while the need for basic education was partly addressed through putting up a school, illiteracy rate and malnutrition remained high. This is mainly because agricultural production continues to be subsistence while vegetable production decreased due to poor market integration.

B.Enhancing Integrated Rice-based Production Through Grassroots Life School Education

The project is ongoing and aims to enhance rice productivity in a rain-fed rice-growing area through a participatory extension mode which builds on the lessons learned from the first two programs mentioned above. Given the livelihood thrust, the project centers on developing scientific capacities in rice farming, involvement of the family members in community based projects and strengthening the local organization, a move considered strategic as local organizations are seen as critical movers in sustaining gains in capacity building.

Major accomplishments:

Enhancing Farmer Capacities. This is done through several activities such as the establishment

of community-based learning fields.

Learning Fields. This aims to enhance to farmer experimentation on the effects on yield of particular technologies such as nutrient management, seed spacing, and pest management. A community seed bank, which serves as sites for varietal selection had been established.

Enhancing Continuous Family Based Learning. Other activities sought to encourage engagement of family members by providing hands – on training for nutritious food preparation for mothers. Foods prepared were vegetable-based, such as “*economyburger*” and “*sinantolanga lamang*” and “lemon grass juice” (in Medina, 2004).

Children enrolled in the nearby elementary schools were given yearly educational activities such as eco-camp and tutorials. The vermicompost, which is used in vegetable gardens of the school, is placed within the school as a learning site for children to understand the science behind creating healthy soil.

Bahay Karunungan. Through the initiative of UPLB volunteers, a school library or Bahay Karunungan, which houses elementary based books as well as farmer books and reading materials, was set up. Construction of and installation of cabinets were done through the joint effort of UPLB student volunteers, farmers, teachers and project staff.

Yield Increase. As a result of the training activities, yield increases have been realized from 22.5% to 50% as shown in the table 4.

Promotion of Literacy and Numeracy Skills. In addition to training, farmers were provided with various informative materials such as brochures and leaflets from PhilRice to further enhance their knowledge on rice farming. Moreover, ‘Basic Mensuration Techniques’ was conducted. To enhance literacy skills, farmers are required to maintain journals of what they did in the field, their farm problems and solutions.

Networking and Mobilization. The Sipa Elementary School and the PTA (Parent Teacher’s Association) of the elementary school are strong

Table 4 Yield increases of farmer participants, 2012. Sipá

Farmers	Area	Fertilizer used		Change in harvest		
		Urea (bag)	Complete (bag)	Before (cavans/ha)	After (cavans/ha)	Increase
1	0.5	1	1	64	128	50.00
2	0.5	1	1	64	93.6	31.62
3	1	1	1	60	60	0.00
4	1	1	1	62	80	22.50
5	1	1	1	50	70.2	28.77
6	0.5	1	1	80	120	33.33
7	0.5	1	1	80	120	33.33

Note: NSIC 122 seeds were used and given by PhilRice. These are certified seeds from the National Seed Board Authority. Seeds can be classified as foundation seeds, registered seeds and certified seeds. Certified seeds are progeny of foundation, registered or foundation seeds with 98% purity with maximum of .04 weed and other crop seeds; 2% inert matter; 20 grains/500g other variety, a minimum of 85% germination and a maximum of 14% MC (National Seed Quality Center, Bureau of Plant Industry).

partners of this project. The vegetable garden, set up by the students in partnership with the PTA where our farmer participants are leaders, have won regional award in the recently concluded DepEd contest.

Developed Local Farmer Experts. A total of 10 farmer participants trained as local farmer experts were identified. They are now tasked to monitor the journals of 3-4 members. Journal writing for all farmers is required and they are regularly inspected to encourage enhancement of literacy skills and reflective practice.

Testing of New Extension Modalities. Given the possibilities of communicating with farmers opened up by technology, web-based training was likewise tested.

Development of Training Material for Farmers and Extension Workers. A prototype of the training material on common insect pest in the rice field and their natural enemies was developed and copyright will be applied for.

Organizational Strengthening. The participants have organized themselves into a people's organization, Anak Bukid Samahan ng Magsasaka. The organization is recognized by the LGU. Anak Bukid enjoys support from the local government and has been the recipient of local government agricultural projects like seed distribution and livestock dispersal. Moreover, as a support to the members, the group has its micro loan inputs with a small interest, payable for 6 months after the harvest. The members only pay 1.5 % interest per month. To date, 32 out of 44 members are enjoying the loan benefits.

Strengthened the Spirit of Volunteerism. The participation and activities of the Sipá teachers, farmers and their families, UPLB Pahinungód volunteers, LGUs, the MAO, and other stakeholders in the community showed how the spirit of volunteerism have been enhanced among them.

Major Lessons Learned

Partnerships are not built overnight and are sustained through community-based activities. These have been achieved by the projects. To sustain the gains, it is important that the local actors themselves initiate projects on their own. The school based vegetable garden is an initiative of the principal and the farmers. In the next project cycle, while it is initiated by the project staff, the major actors who will be tapped are agriculturists from the local government unit, the technical staff of the local school, and the farmer-extensionists of the project.

Despite the accomplishments, improvement in the quality of life has not been achieved given the fact that percentages of out-of-school youth remained high, a major portion of income is derived mainly from rain-fed rice and marketing skills need to be enhanced. The table below shows the summary of lessons learned from the three projects.

Based on these lessons, the Community Life School Model as a model for agricultural rural development is proposed.

Table 5 Lessons from three projects implemented

	VPAD	GP	GLSE
Income	Increasing income by increasing yield is possible through participatory training and technology development	To increase household income in an island community naturally endowed, improvement in the agricultural production and agro-eco cultural tourism should be pursued	To significantly increase household income, farm diversification and group marketing should be pursued
Partnership	Leveling-off and commonality of approach in community organizing and capacity building is critical in generating full support of community	Despite minimal resources, farmers are willing to share and have something to share	Partners must be continuously sought based on expertise, resources and project fund
Capability Building	Complementing existing local knowledge with scientific process and technical inputs leads to improvement in yield performance	Involvement of adults in the learning process encouraged the youth to pursue formal education	Participatory process encourages continuous learning among various partners
Volunteerism	One-year project implementation in developing local volunteer farmers is insufficient	Local leader initiative and mass-based support is important in sustaining volunteer teacher	Farmer identified project facilitates active participation and enhancement of volunteerism among them
Development Process	In large-scale project implemented nationwide, strong organizational relationship is important in spreading the gains of the project to other community members	The consultative nature of the Tagbanuas and the respect to the Council of Elders result to consensual decision making and mass-based support of projects	When farmers are in the forefront of the project planning and implementation, the project and the project pacing is more appropriate for them. However, in project implementation, farmers need external technical expert

II. The Community Life School Model

Despite gains in the various projects, community development remains elusive. The focus of the two livelihood based projects was increasing yield and improving literacy in the community. Although yields have improved substantially, farmers who cultivate the land are becoming older and their children, particularly the youth, are not interested in farming. On the other hand, the focus of the GP program was improving literacy and expanding livelihood opportunities. However, despite the provision of basic education and training program for improving capacities to improve productivity, development could not proceed to the next level given the minimal resources of the people and the lack of government support in the island. Despite the interest of the project implementers to raise the struggle for development, the constraints have always been the very short nature of project funding.

How then do we proceed? The first step should be a recognition that the process of community development does not happen overnight. Second, gains in any project are difficult to sustain if people have not been made capable of planning and implementing their plans based on available resources and opportunities. Third, capacity building must be implemented on the individual, family and organizational levels. Knowledge and skill-building should target the members of the family and not just the head of the family. Institutional and network building (organizing farmers into people's organizations) should likewise be emphasized. Fourth, the importance of local government units, other civic organizations, schools are all important in ensuring cost effective project implementation and sustenance of working relationship among members of the community.

More importantly, the entry point of any development project should be based on the needs of the

community. Hence, it could be education if the main problem is illiteracy, livelihood if the main problem is economic. However, given the complexity of the development process, a project intervention should not end on a particular concern only but should seek to expand its concern beyond the goals and objectives of the project by exploring and maximizing local partners as it aims to achieve its project deliverables. Thus, The CLS model believes that empowered individuals, households and communities are key to sustained development. Moreover, it advocates tackling development in a holistic manner by involving all members of the households and addressing aspects on nutrition, livelihood, education, environment and governance. (Fig. 1)

In Calauit, Palawan, for example, the entry point of the UPLB-Ugnayan ng Pahinungód was education, considering that the community did not have an elementary school at that time. In partnership with what was then the Alternative Education Program of the Department of Education, Culture and Sports, UP sent two (2) alternative education volunteer teachers for a year to provide education to

elementary level Tagbanua students. In the course of the intervention, UPLB likewise provided training in agricultural and seaweed production, set up a community library or the *Bahay ng Karunungan*, helped the Tagbanuas gather data for their socio-economic profile and assisted in drafting governing rules as part of their struggle to assert ownership of their ancestral domain and negotiate for the establishment of a multi-level elementary school on the island. Local community volunteers were likewise developed to spearhead the sharing of knowledge and skills to other members of the community and take leadership roles in networking with other organizations. UPLB Ugnayan ng Pahinungód is proposing a self-help project to help establish a sustainable agro-eco cultural tourism management project that encompasses related concerns such as food production and menu planning and ensure safe water availability and alternative energy sources.

In Padre Burgos, Quezon, the entry point is rice production in partnership with the Municipal Agriculture Office. Learning fields, which served as places for experiential learning for pest, nutrient

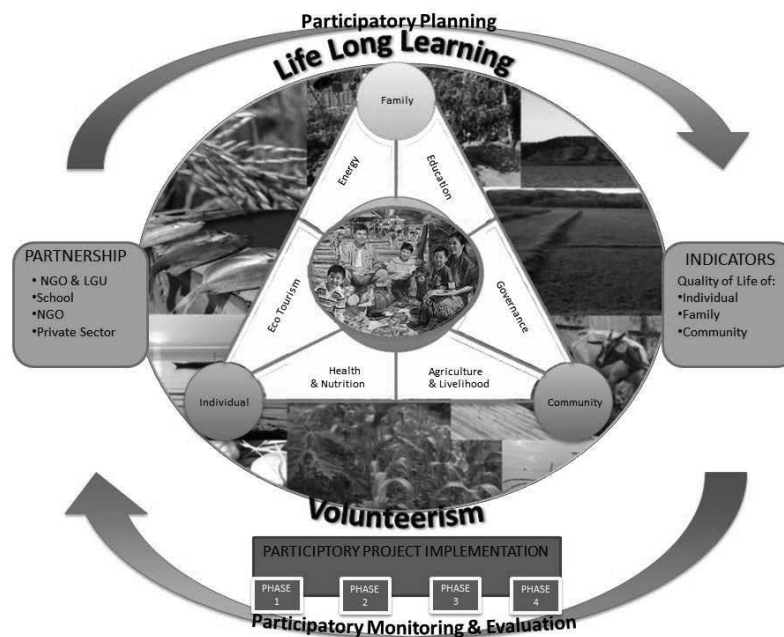


Fig. 1 The Community Life School Model

management, alternative fertilizer production and seed selection were established in the fields of farmer partners. Farmers recorded what they did in a farmer journal to enhance reading and writing skills. Partnership with the elementary school was formalized between the farmer organization and the principal to establish the vermiculture site within the elementary school. UPLB-Pahinungód volunteers supported the organic vegetable gardens by providing posters in the garden that discuss key science concepts such as photosynthesis, parts of plants and other science-related topics. With the volunteer farmers and volunteer UPLB faculty and students, a local library or *Bahay ng Karunungan* has been established in the elementary school. Currently, negotiations with the Department of Education-Quezon Province is underway to provide alternative learning to out-of-school youth. A chicken layer and vegetable production project is under negotiation in partnership with volunteers from the Quezon National Agricultural School (QNAS), the Municipal Agriculture Office and a funding agency. The layer and vegetable production not only serves as source of additional income but more importantly, engages the women and youth and local school as active participants in the agricultural production.

Given the variations of rural community needs,

the implementation framework of any development program should start with an appraisal of the condition and analysis of opportunities and dangers from which an entry point project is determined (Fig. 2). With the thrust for ensuring a sustainable livelihood, the framework emphasizes a participatory, experiential approach in capacity building followed by institutional strengthening and community sharing and reflection. Given the multiplicity of concerns of a community, the next phase in the development orientation should take off from the gains and lessons of previous development undertakings to proceed to the next learning loop.

The model stands on four pillars discussed in the table 6:

Community Life School Model recognizes that community development does not happen overnight. Thus, the model is anchored on the importance of building partnership and collaboration between household and other stakeholders through engagement in projects whether about agricultural production, eco-tourism or formal education. It promotes the concept of working together voluntarily by providing opportunities for collaboration among groups and institutions through projects. The model attempts to impart the idea that these interventions, whether small or big in nature, are important starting

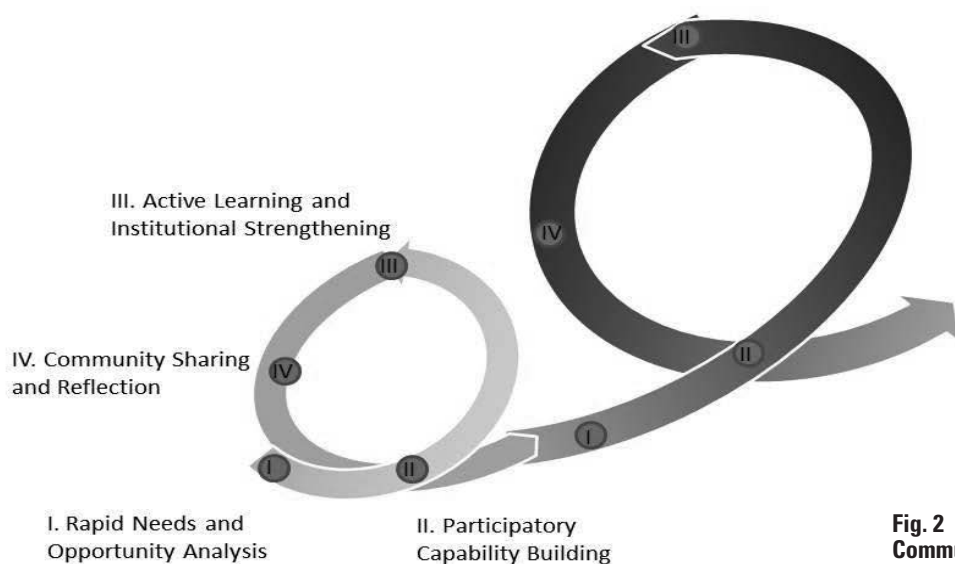


Fig. 2 Implementation Framework of Community Life School

Table 6 Pillars of the Community Life School Model

Volunteerism	Volunteerism refers to the willingness to help others without expecting something in return. It is an important pillar of development as it is anchored on the belief that everybody has something to share and is willing to help develop capacities of others especially when they have mastered a skill. This is developed through modeling by outside volunteers and training potential local volunteers who in turn, encourage others to learn and help.
Life-long learning	This is about advocating the importance of continuous learning in a knowledge-based economy. Learning can be content based (classroom training on specific technologies), working together (social learning), networking, or learning new skills (experiential learning). As such, processes can either be organized (through a training program) or self directed by experimentation in the farm, accessing information through co-farmers, other farmers or by reading technology guides.
Social Capital	Social capital refers to interpersonal ties and social networks established and harnessed towards the attainment of goals. The ties and networks serve as foundations in developing knowledge and skills and strengthening trust among community members which can lead into pooling of resources and joint planning and undertaking of tasks. These are developed through social processes such as consultation, joint project planning, participatory technology development, participatory training programs and focus group discussions.
Endogenous led development	While all the interventions started out as projects of the Ugnayan ng Pahinungod, the continuity of development interventions were those that were identified and supported by local people and leaders. Projects may be small (building of Bahay Karunungan) continuous (communal seaweed production), economic and organizational (common funds generation and management). In all these projects, what is clear is that people have learned to work together and believe that they can come up with more projects using their own resources or in partnership with other institutions.

points for building a community. The community life school hopes to contribute to the struggle of the rural communities for a vibrant and productive agricultural rural life.

Footnotes

- 1) The term was coined by Dr. Jose R. Medina in 1993 when he was Director of the National Crop Protection Center and project leader of the Farmer-Scientist Training Program (FSTP) and was eventually associated with Dr. Romulo Davide when he implemented the program in his hometown in Cebu and published documents about farmer- scientists.

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