

Community-Life School Model for Sustainable Agriculture Based Rural Development

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Community Development

- Development as an evolving concept
- Community as an abstract concept
- Community development categorized differently
 - Charity
 - Welfare state
 - Activist
 - Market

Community Development in the Philippines

- Was an official strategy of Pres. Magsaysay:
 - Restore faith in the government
 - Improve the delivery of social services
- Elements of community development:
 - Increased productivity and income
 - self help
 - construction of roads
 - expansion of social services

Community Life School (CLS) Model

CLS model banks on four important concepts:

- volunteerism
- life-long learning
- enhancement of social capital
- endogenous led development

Development of the CLS Model

- 1. Volunteerism Project for Agricultural Development in Agrarian Reform Communities (VPAD)**
- 2. GURONG PAHINUNGOD PROGRAM (GPP)**
- 3. Enhancing Integrated Rice-based Production Through Grassroots Life School Education**

Volunteerism Project for Agricultural Development in Agrarian Reform Communities (VPAD)

IMPLEMENTED NATIONWIDE

Implementation and Funding

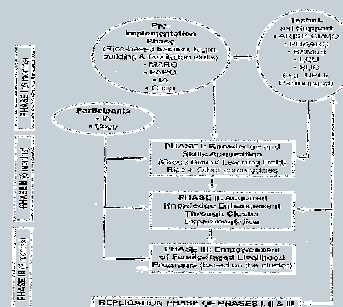
Implemented by UP Los Baños through

- ✦ Ugnayan Pahinungod (Pahinungod)
- ✦ National Crop Protection Center (NCPC)

Funded by:

- Department of Agrarian Reform

VPAD Implementation Framework



Accomplishments

605 Technology trainings conducted

- Complemented by mentoring and coaching of LGUs, SUCs, UP Pahinungod, other support agencies and DAR PPMOs

| Category | No. of Participants | | No. of Cooperatives |
|---|---------------------|---------|---------------------|
| | Total | Farmers | |
| Rice-based technology and Facilitation Skills (UP-Pahinungod) | 1,124 | 474 | 148 |
| PHF courses (BPPE & DAR-initiated) | 201 | 115 | 40 |
| Other Agri-support training activities | 12,252 | 12,252 | 148 |

Accomplishments

1. Learning fields
2. Learning Centers
3. Yield
4. Networking and Mobilization

Accomplishments

Learning Fields and Learning Centers

- 5,097 learning fields established by individual cooperatives



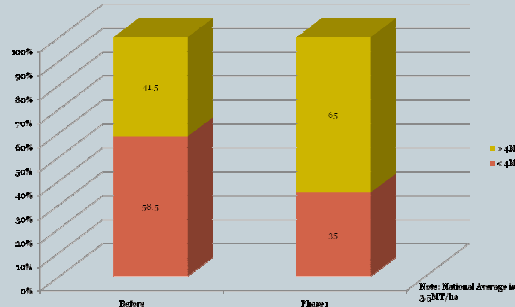
Accomplishments

148 Learning Centers established by the cooperatives to complement learning fields

- 325 different tarpaulin posters
- 73 Soil Test Kits (STKs)
- 93 MOET Kit
- 71 Leaf Color Charts
- 12 types of Technology Guides were developed



Yield Increase



Accomplishments

Networking and Mobilization

- SCUs, PhilRice and IRRI provided the technical support and expertise
- LGUs and NGOs provided financial and logistical support
- 148 MLGUs provided at least 20% equity of the total project costs
- 15 SUCs served as channels for the dissemination of technologies
- DTI and DOST assisted in product standardization and development

Major lessons learned:

Interactive educational intervention:

- shortens the gap between technology development and adoption
- encourages farmer ownership of technologies developed
- change in crop practices
- resulted to changes in attitudes and skills and knowledge learning

Partnership resulted to sharing of resources which reduced over-all cost on a per agency level

Major Downside

- Development of market was not given attention

GURONG PAHINUNGOD PROGRAM (GPP)

IN CALAUIT, PALAWAN
2007-2008

Gurong Pahinungód

- UP graduates who volunteer to teach in public schools in underserved areas
- venue to deepen social sensitivities of UP graduates

Implementation and Funding

- Implemented by UPLB through
- Ugnayan ng Pahinungód
- Funded by DECS (now, DepEd)

Gurong Pahinungód in Calait

- Sent two GP teachers in the area
- Taught all subjects in Grade IV & Grade V
- Taught ALS to older out-of-school-youth

Accomplishments

1. Establishment of School and Learning Center
2. Human Resource Strengthening
3. Conduct of Non-formal Education
4. Strengthened Spirit of Volunteerism
5. Sustained Project
6. Partnership and Resource Sharing

Establishment of School and Learning Center

- Through the coordination of the GPs, an elementary school was established



Bahay Karunungan was established

Human Resource Strengthening

- 10 ALS graduates admitted to regular HS program in Coron

15 passed the equivalency test in ALS

- 5 are enrolled in HS education in the mainland
- 3 are now about to graduate this April 2012



Non-formal Education

- Varietal Selection and Seed Production
- Induction of new banana varieties for production
- Container Organic Backyard Vegetable Gardening
- Seaweed Livelihood
- Goat Dispersal
- Herbal Making
- Food Processing

Strengthened Spirit of Volunteerism

- BCM installed a local volunteer teacher
funded by their common funds from the community
management seaweed livelihood project

Sustained Project

- Seaweed livelihood
- Income used to fully fund one local volunteer teacher in the area to supplement the number of DepEd teachers

Partnerships and Resource Sharing

| 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 |

Major lessons learned

- Sustainability of the community based livelihood seaweed project
 - Importance of leadership and mass base support of community members
- Development of volunteerism spirit
 - Seaweed project funds the allowance of a local volunteer to augment the DepEd teachers assigned in the area

Major Downside

- Need for basic education was partly addressed, illiteracy rate remained high
- Malnutrition remained high
- Agricultural production continues to be subsistence while vegetable production has decreased

Enhancing Integrated Rice-based Production Through Grassroots Life School Education

2009 to present
Quezon Province

Implementation and Funding

Implemented by UP Los Baños through

✧ Ugnayan Pahinungod (Pahinungod)

Funded by:

• Philippine Rice Research Institute

Accomplishments

1. Learning Fields
2. Bahay Karunungan
3. Yield increase
4. Networking and Mobilization
5. Development of Local Farmer Experts
6. Testing of New Extension Modalities
7. Development of Training Materials
8. Organizational Strengthening
9. Strengthened Spirit of Volunteerism

Learning Fields

• Learning fields aims to enhance farmer experimentation studies on the effects of use of compost, pest and disease management, proper seed spacing

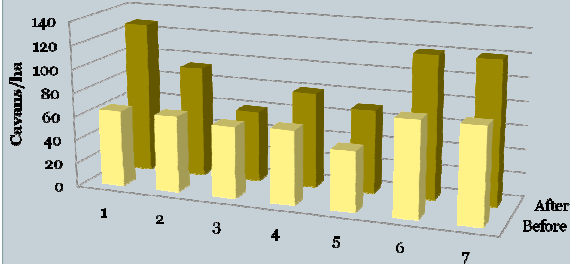
• Community seed bank served as sites for varietal selection



Bahay Karunungan

- In partnership with volunteer farmers, teachers, PTA, UPLB students, a Bahay Karunungan was established in Sipa Elementary School

Yield differences of farmer participants



Networking and Mobilization



• engagement of family members by providing hands – on training on nutritious food preparation for mothers



• eco-camp and tutorials by UPLB students for children enrolled in the nearby elementary schools

• vermicompost learning site is placed within the school for children

Developed Local Famer Experts

- 10 farmers recruited and tasked to mentor and monitor journals of 3-4 member farmers

- Journal writing implemented to enhance literacy skills and reflective practice



Testing of New Extension Modalities

web based training was tested



Development of training material for farmers and extension workers



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Organizational Strengthening



Anak Bukid Samahan ng Magsasaka

- recipient of local government agricultural projects

- group has its micro loan inputs with minimal interest rate

To date, 32 out of 44 members are enjoying the loan benefits

Strengthened Spirit of Volunteerism

- Sipu teachers
- farmers and their families
- LGUs
- MAO
- QNAS
- other stakeholders in the community



- Farmers share their learning and resources to ensure that fellow farmer members are able to practice sustainable rice

- Farmer volunteer in the conduct of agri-related activities

- Farmers are currently in charge of four UPLB student immersionists

Major Lessons Learned

Partnerships are not built overnight and sustained through community based activities

To sustain the gains, local actors themselves initiate projects on their own

- school based vegetable garden is an initiative of the principal and the farmers

The Community Life School Model

Lessons from past project

- increasing yield was realized
- Literacy improved substantially

BUT

- farmers are becoming older and their children, particularly the youth, are not interested in farming
- Difficulty in sustaining development pace due to minimal resources of the people

How then do we proceed?

- recognition is that the process of community development does not happen overnight
- gains in any project are difficult to sustain if people have not been capacitated to plan and implement their plans based on available resources and opportunities
- Implementation of their plans could not be done if they are not linked with the key movers of development
 - LGU
 - civic organizations
 - Schools
- entry point of any development project should be based on the needs of the community
- education if the main problem is illiteracy
- livelihood if the main problem is economic

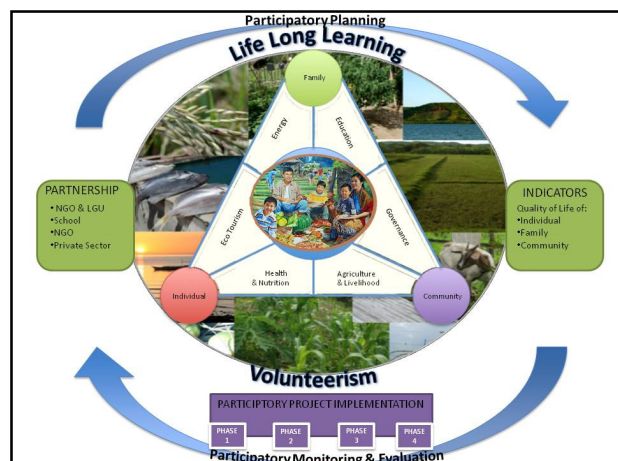
How then do we proceed?

given the complexity of the development process, a project intervention:

- should not end on a particular concern only
- should seek to expand its concern beyond what its goals and objectives by exploring and maximizing local partners as it aims to achieve its project deliverables

How then do we proceed? the CLS model

- Sustained development by empowering
 - Individuals
 - households
 - communities
- Advocates tackling development in a holistic manner
- involving all members of the households
- Addressing aspects on nutrition, livelihood, education, environment and governance



Calauit, Palawan

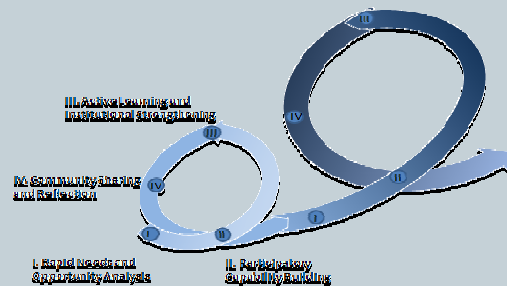
- In Calauit, Palawan, the entry point of the UPLB-Ugnayan ng Pahinungod was education
- As of the moment, UPLB Ugnayan ng Pahinungod is proposing a project to help establish a sustainable agro-eco tourism management project
 - Participatory documentation of indigenous farming practices
 - Participatory vegetable production training and menu planning
 - Participatory testing of alternative energy sources
 - Participatory valuation of resources for eco-cultural tourism

Padre Burgos

- In Padre Burgos, Quezon, the entry point is rice production
- Currently
 - negotiations with the DepEd -Quezon Province is underway to provide alternative learning to OSY
 - negotiation in partnership with volunteers from the QNAS, MAO and a funding agency to develop backyard native chicken layer industry serves as source of additional income

1. rapid needs and opportunity analysis
 2. Participatory capacity building
 3. Active learning and institutional linking
 4. Community sharing and reflection
- entry point project is then determined
 - emphasizes a participatory, experiential approach in capacity building
 - institutional strengthening
 - community sharing and reflection
 - development orientation should take off from the gains and lessons of previous development undertakings to proceed to the next learning loop

Implementation Framework



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THANK YOU!

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