

Announcement

New MSCNE Staff members

Mr. Chandra Shekhar Dubey (Project Officer) and Ms. Shipra Kumari (Health Project Assistant Coordinator) joined MSCNE on July and October respectively.
New Japanese intern staff, Eri and Mariko joined MSCNE from July 2012 onward.

Visitors

Ms. Shoko Okumura
Mr. Naoyuki Adachi
Mr. Kazuki Hayashi
Ms. Aiko Inaba

Visitor from Japan (Health Nutritionist)
Working visitor/Meiji University, Japan
JICA India office Intern
Visitor/Obihiro University of Agriculture and Veterinary Medicine, Japan

Ms. Hikari Taniguchi
Ms. Sachine Yotsuyanagi
Ms. Moe Yamada
Visitors/Tohoku University

Visitor/Kansei Gakuin University, Japan
Visitor/Tokyo University of Agriculture, Japan
Visitor/Tokyo University of Agriculture, Japan
Mr. Daiki Yoshikawa, Ms. Sato Kiko, Ms. Miyu Yoshida, Ms. Asami Yoshii, Mr. Hiroaki Kodera, Mr. Kazuki Minamiya

Tasaki Family
(Family of SCSA student, Ms. Sayaka Tasaki)
Namiko Motokawa
Chihiro Yamagami
Taro Kaneko

Mr. Hiroshi Tasaki, Mrs. Kyoko Tasaki, Ms. Asuka Tasaki
Japan Overseas Cooperation Volunteers (JOCV), Nepal
Japan Overseas Cooperation Volunteers (JOCV), Nepal
SCSA Graduate 2012



Recruitment

Special Course in Sustainable Agriculture & Development (SCSAD) 2013



What is it about....?
"10 month Training for future grassroots leaders through sustainable rural development"
Course period: July 2013 - April 2014

Subjects: Agriculture, Rural organizing, Microfinance, Rural Health, Village income generation, Cooperative management including Food processing, Marketing, English, Computer etc.

WANTED !!! MSCNE Interns

MSCNE are recruiting interns from all over the world. In the MSCNE community, staff and students are living together on campus. You are also expected to take part in and to share your life with other staff and students.



Short Course Program at MSCNE 2013

Topic: Sustainable Agriculture

Date: 11th Feb 2013 - 21st Feb 2013 (Optional stay after the program provided)

Objectives of the program

- to learn integrated sustainable agriculture
- to learn practical knowledge and skills on organic farming
- to obtain knowledge on food processing and alternative marketing

Program Fees: Rs.500 for registration, Rs.2000 for program participation



Request for application form, visit our website <http://mscne.org> or Contact e-mail: recruitment@ashaasia.org Tel/Fax: 0532-2684306

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Sam Higginbottom Institute of Agriculture, Technology & Sciences
Naini, Allahabad, U.P. 211007 INDIA
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HARVEST



No.33

December 2012



SCSA students learning about village survey data analysis at the computer class

"Dissemination of Good Technology Demands for Nurturing Rural Youth"

Prof. (Dr.) Teruo Miura, Dean

Makino School has been working for a variety of activities in rural Allahabad for a few decades, introducing concepts and technologies of sustainable agriculture and rural development. Through our struggling experiences, we have found that nurturing rural youth is inevitable for our goals and missions.

Through the accumulated experiences, we have been confirmed that nurturing rural leaders "who are habitants in their own villages are inevitable to continue working on the activities". Without their presence, it will not be possible to sustain the work in long run. It has been proving that nurtured rural leaders of extension, teachers, and health promoters are able to take leadership without highly educated experts, and do many spontaneous activities in their own communities.

Our school has been working for non-formation education, focusing on nurturing rural residents who did not

have much chance to get formal education but have a great potential to exercise their leadership in different fields. Many rural women have taken important roles of instructors of tailoring, mother and child health care, school teachers, and extension. Because of their positive wills and passionate works, the programs of rural health, tailoring classes, agricultural extension, and primary education are expanding and reaching to their own villages. Therefore, we realize that it is significant for Makino School to continue our activities in rural Allahabad.

It has been more pleasure that more people from outside Allahabad has paid attention to our activities and want to get training from us. Allahabad Organic Agriculture Cooperative produces many products of which are made by collaboration with our school have got more popular all over India, especially among Japanese and Korean. Special Course in Sustainable Agriculture has been more international, getting more students from Japan, Myanmar, and Nepal. I do hope that it will be more helpful for our communities to understand how we can live together in peace.

Integrated Agriculture of Duck-Rice Farming

Prof. (Dr.) Teruo Miura, Dean

In March and October 2012, the farmers and MSCNE field staffs had gone around their rice fields to observe the growth conditions of Japanese rice. Amazingly, the rice plants which were cultivated with pesticide-free, chemical-free fertilizer grew marvelously. However, the farmers who cultivated rice plants using chemical fertilizers and pesticides had been confronted with a serious problems; the rice plants were in a languid gesture with a plenty of grasshoppers clumped around them. "How could I get rid of these countless grasshoppers from my rice field? Should I just sprinkle neem oil?" The farmer asked desperately.



Ducks in North India

How could he get rid of these grasshoppers...? Obviously, it was impossible to do so even by using a huge amount of neem oil as a natural pesticides and agro-chemicals. There was nothing we could say immediately, wondering how we could respond to this farmer's damage. "You could produce the environment where there are microorganisms resilient to grasshoppers...!" We could not utter this advice in front of the farmer who was just faced with the huge problem that the countless grasshoppers eat all rice plants. The only thing I do not want to recommend was the use of chemical pesticides tremendously harm to people and the environment. What could we do?

In June 2012, I visited the farm owned by Dr. Takao Furuno in Fukuoka prefecture, Japan with Mr. Takamaru who is the organic farmer from Kumamoto prefecture. Having learnt that Dr. Furuno is practicing fostering ducks and growing rice simultaneously without depending on chemical fertilizers, we wanted to observe how he managed the farming. I thought it sounds too good to be true, and it does not happen to be true in India. "Fostering duck in the rice field means that you can produce and eat rice and side dishes at the same time." Dr. Furuno has done researches and experiments on this integrated agriculture of duck-rice farming for more than 30 years, and he was very confident. I came to have hopes for applying this method into Indian rural villages.

Ducks willingly do weeding, as well as controlling pests, make the field fertile without applying fertilizers and also do intertillage in the field, which farmers are unwilling to do. The more I thought, this farming method is convenient to humans. While having a doubt whether it is true or not, I was very positive enough to think that there is no reason to not try such a good farming method that rice grows well without resorting to harmful pesticides and chemical fertilizers. "Not only Asia, but also Africa now tries to spread this integrated agriculture of duck-rice farming." Dr. Furuno again inspired me.

There is another reason why we want to challenge

this farming method. It is expected that duck farming may become the driving force behind the spread of organic farming in India. Although MSCNE has been working for spreading organic farming through several agricultural trainings and seminars for almost 10 years, it is extremely hard for farmers to overcome the anxiety of challenging this new method of organic farming. Especially, the farmers are concerned with pest and fertilizers. But, I now believe that the idea of integrated agriculture of duck-rice farming practiced by Dr. Furuno could somewhat remove the anxiety from farmers' mind.

Farmers in Allahabad villages mainly cultivate rice plants with cow dung. Since the cattle eats mainly grasses, cow dung lacks of phosphorus and of important micro-nutrients in alkaline soil. I think that this practice ultimately causes unhealthy growth of rice. On the other hand, the farmers who apply chicken manure could grow rice surprisingly well without chemical fertilizers. Obviously, chicken manure contains rich and various nutrients. In the same way, ducks are omnivorous waterfowl which eat insects, grasses and shell animals. Thus, by applying duck manure into rice field, the similar effect can be obtained with chicken manure.

In order to establish integrated organic rice cultivation with duck farming in India, it is inevitable for us and farmers to overcome a number of obstacles, including; to avoid ducks escape from the field, to introduce costly enclosure around the field to protect from predators, to obtain techniques of poultry hatchery and to identify marketing methods for duck meats. All of them are important and priority tasks. However, Allahabad Organic Agriculture Cooperative (AOAC) has introduced Japonica rice farming to 37 farmers so far, which had been said to be difficult to grow, and takes pride in the sales of Japonica rice that has been steadily extended to all India. We were able to purchase power thresher with the proceeds of AOAC. While further enhancing the spirit of challenge as such, we continue to support Allahabad village farmers to establish the farming methods and cooperatives of which the farmers themselves become proud to all India.



Allahabad village farmers at Japonica rice seminar

Makino School of Continuing and Non-formal Education is implementing various range of project such as Special Course in Sustainable Agriculture, Rural development project, Rural health project, and Rural education project. in Allahabad villages.



Staff English & PC Skill Training

Total 34 staff learned English speaking and computer skills in June for the first time.



SCSA Opening Ceremony

SCSA 2012-2013 officially opened on 13th July with 8 students from 3 countries.



Japonica Rice Culture Training

34 farmers challenged Japonica rice growing, and held evaluation seminar on growth.



ASHA Schools' Enhancement

4 ASHA Schools opened for new-year registration, and total 500 children studying.



Uniform Making for Children

5 rural ladies completed 800 pieces of uniform parts, rewarded stitching machines.



Mushroom Culture Facilities

Mushroom training facilities have been developed with a lot of innovative ideas.



Teachers Training

ASHA School teachers participated in the seminar on teaching methods. They made picture stories and presented with actions!



SCSA Village Stay & Study Tours

SCSA students stayed in remote village under rural survey class. They directly studied village agriculture, education and health realities, and reported the result in MSCNE.



Food Fair & Cooking Contest

Participating in Food Fair organized by Allahabad Organic Agricultural Cooperative, SCSA practiced how to promote mushroom.

Health Survey by VHVs

Supported by many people and JICA (Japan International Cooperative Agency), MSCNE will continue to put efforts in improving the rural mother-and-child health care for next 5 years from January, 2013.

The new project targets to nurture Village Health Volunteers (VHVs) in Shankargarh Block, Allahabad, which is the new project area from 2013 January, in addition to Jasra Block, and to enhance the collaboration between VHVs from grassroots and the health activists from

the government.

In order to grasp the present health status of the target villages, Health team conducted survey at the villages in 2 blocks, with 430 village mothers from September.

Till now, we learned that many women in Jasra Block where we have been working since 2008 improved the initiation of breastfeeding, exclusive breastfeeding and complementary feeding, while women in new project area, Shankargarh Block much less practiced those good health behaviors. The VHVs working in Jasra Block show their passion to extend their efforts to new Block Shankargarh because they have witnessed their own activities

helpful for village women in their block.

Further results of the survey will be reported in the next HARVEST!



SCSA students 2012

MSCNE has welcomed new SCSA students 2012! It has already been 5 months since all new students met together at MSCNE for the first time...Having shared many experiences together, all SCSA students seem to have created their own unique family. Following is our very international SCSA students this year.
(The photo at the right was taken at the time of rice harvesting in November at MSCNE farm field with MSCNE staffs)



Getting to know our SCSA students!
Interviewing with SCSA students, we asked them following questions...

1. Name
2. Home town, country
3. Sending body
4. Position in the sending body
5. Purposes of studying at MSCNE

1. Marip Ma Bawk
2. Shan State, Myanmar
3. Metta Development Foundation
4. Development worker
5. I would like to learn about organic farming and organization and project management in rural development.



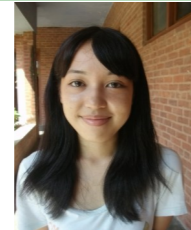
1. Savitri Patel
2. Allahabad U.P., India
3. MSCNE
4. Village Health Volunteer (VHV) Assistant
5. I will gain practical knowledge of organic farming and health and nutrition. I also want to improve my English and computer skills.



1. Lumthuilung Ruangmei
2. Assam, India
3. PESCH
4. Community Development Worker
5. I will focus on plant biology and organic farming, and learn about leadership which is essential engaging in rural development.



1. Sayaka Tasaki
2. Ibaraki, Japan
3. Individual
4. Student/Tokyo University of Agriculture
5. I am interested in rural development in developing countries, and organic farming, I would like to learn rural management and sustainable agriculture.



1. Saw Nay Blute Htoo
2. Ayeyarwaddy Division, Myanmar
3. Metta Development Foundation
4. Development worker
5. I would like to learn about organic farming and Non-formal education.



1. Todaplin Lygdoh
2. Meghalaya, India
3. Bethany Society
4. Development worker
5. I will try to learn basic knowledge of agriculture and organic farming, and I will contribute the knowledge I gain here to my working organisation after completing SCSA.



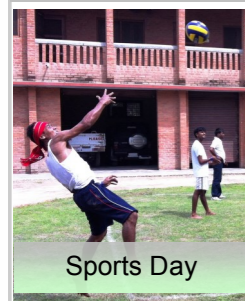
1. Pooja Kushwaha
2. Allahabad, U.P., India
3. MSCNE
4. Village Health Volunteer (VHV) Assistant
5. I am interested in agriculture and mother-and-child health care in rural area, and I mainly want to study these issues.



1. Chitie Makuri
2. Sagaing Division, Myanmar
3. Myanmar Baptist Association
4. Youth Director
5. I will focus on basic knowledge of agriculture and organic farming, so that I can spread the knowledge in my working organisation.



SCSA Activities and Events July—Nov 2012



Sports Day

At the end of July, soon after the opening ceremony, these newly-met SCSA students were trying their best to organize Sports Day, one of MSCNE's events together. While they had had just a few weeks to get known each other, all of SCSA students fulfilled each of their own responsibilities.

On September, there was an opportunity for the students to visit some of the villages where MSCNE has been implementing several rural development activities. The SCSA students visited one of each tailoring classes for village women and ASHA schools.

On October, SCSA students participated in mushroom training program which was also open to Allahabad farmers.

At the end of October and in the first week of November, all students went to Varanasi and Lucknow to gain alternative knowledge and new perspectives as a special activity of SCSA curriculum. Varanasi had lots of temples which was very interesting for all to visit, and they also visited 4 NGOs in total in both Varanasi and Lucknow.



Project observation



Mushroom Training



Lucknow Study Trip

Fostering sense of self-independence and self-esteem

Tailoring Class Opened at ASHA Gramin College, Bargohna Village

August 2012, the new tailoring class was opened as one of rural women's empowerment projects in Bargohna village. The class is a part of rural education schemes under ASHA Gramin College (AGC) run by MSCNE. Subsequently to Maida, Haldi and Kanjasa tailoring classes, Bargohna tailoring class became the fourth tailoring class. On 6 September, approximately one month after the class opened, the opening ceremony was held by teachers and students. Having learned sewing techniques what kind of thoughts and aims do tailoring class teachers and students have?



Dr. Miura at the opening ceremony

Bargohna Village is located in Kaundhiyara Block, which is about 25km south from Allahabad city, and going further inner area from the national highway by a shared taxi for approximately 30 minutes, you will arrive at densely-inhabited area of Bargohna village. The building used for the tailoring class is just nearby. As with the other three tailoring classes, lessons are divided into morning and afternoon sessions and 10-15 students learn the sewing techniques from one teacher in each. A total of 21 people have attended the class. All students are women aged 17-30 living in the village.



Mrs. Gulabkali (at the 1st right in the first row) and Ms. Arti (at the 2nd right in the first row) with Ms. Akansha, a tailor teacher and other students together

One of the students in the new Bargohna tailoring class, Mrs. Gulabkali came to know about the class from her husband Mr. Shiv Murat, our MSCNE village animator. Mrs. Gulabkali decided to attend this class, hoping that she could mend and make garments for her family without resorting to a tailor shop in the future. She also explained that having lived in a large family of twelve and her one years old son, she has been given much work at home. However, she can come to learn tailoring techniques since her mother in law now takes care of her son when she attends the class.

Having experienced learning the basic sewing techniques from a tailor at Bazaar in the past, Ms. Arti says she would like to become a tailor in the future. This is the

reason she decided to enroll the tailoring class immediately when she heard that Bargohna tailoring class would be offered at AGC. This 18 years old girl has also been going to college, and is still in charge of some housework. However, Ms. Arti emphasizes that she can attend the tailoring class without any trouble and hassle as there is understanding and support from her family.

It has already been 3 months since the two ladies started learning the tailoring techniques at Bargohna AGC. "I have now found how coarse professional tailors are." "If we keep refining our skills and techniques, we could mend cloths or make new cloths quickly without resorting to tailors whose work is very slow." It seems that they feel confident with their learning.

Ms. Akansha, a teacher at the new tailoring class in Bargohna is from Bajahia village which is located 6 km away from Bargohna. She had been a tailor herself at the tailor shop in Bazaar over the years which she had started in order to pay her own college fees. She was offered the job as a teacher at the tailoring class by MSCNE village animators. Ms. Akansha explained that she sympathizes with the basic principles of social activities on which AGC is based. "Now I feel like I have been recognized as a tailoring teacher by village women since I started teaching tailoring techniques in Bargohna", says Ms. Akansha. She also added that being respected and trusted as a tailoring teacher, she has become more confident in herself. The tailoring class in Bargohna has a great impact not only for the students, but also for a teacher, Ms. Akansha.

In rural areas of Allahabad, there still exists a strong tendency of male chauvinism compared to the whole of India. Dowry system, a traditional practice which bride's family pays cash or luxury items to groom's family according to his background, education and occupation at the time of marriage, firmly remains.

In the opening ceremony of Bargohna tailoring class, a tragic skit of Dowry was presented by students. It seemed that the skit delivered a very important message; by learning tailoring techniques, even rural women seen as being in a low status in India could value their own life and make decisions based on their own will purpose, not being measured by others' ruler, so that they could live on, become independent and become confident in the way how they live their own life.



Tragic skit of Dowry at the opening ceremony

Purpose of the project

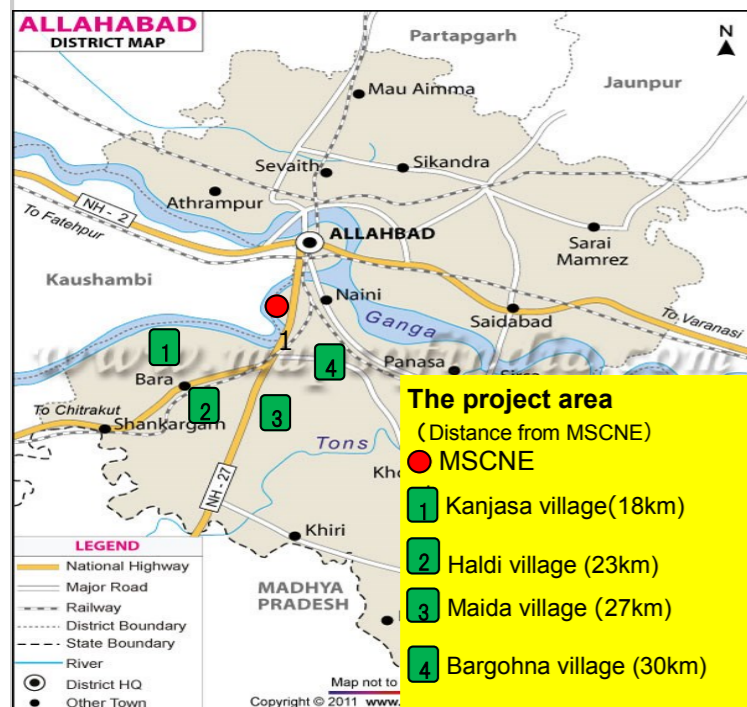
In terms of the situation of rural poverty and amelioration of the poverty, North India has lagged behind compared to other parts of the country. Behind this lies that in many rural areas in North India, many young men and women have less opportunity to obtain skills and knowledge, which could allow them to improve and develop their own abilities. In other words, there is not much learning opportunity for them to improve the current situation. In such places, it is essential to create the learning opportunity and increase voluntary educational, vocational training activities which would be to improve standard of living of rural residents. Furthermore, nurturing rural leaders (e.g. teachers of various fields, animators) is an urgent task in order to make those educational, vocational training activities sustainable. Thus, we implemented the following projects.

Project goals

There are two goals which the project aimed to achieve. The first goal is to ensure learning opportunity which would be to improve living standard of rural residents, and to nurture rural leaders who practically promote education activities in the rural area. The second goal of the project is that targeted population could utilize skills and knowledge on; management of village community groups; villagers' empowerment; leadership; marketing; microcredit; and income generation activities.

The project area and activities

As the map below shows, our project has been implemented in 4 areas. Each area has ASHA Gramin College (AGC) and our project areas have been set within 3 km radius from each AGC. The targeted populations are rural residents, especially young women and marginalized farmers who cultivate the field less than 2 hectare. The following is the main activities which were planned prior to the project implemen-



Project on Practical Farmer's Education for Improvement of Quality of Life among Marginal and Small-scale Farmers in North India

Dr. Teruo Miura (Dean & Project Manager)



Monthly meeting of SHGs. Members save the fixed amount and decide rules of loan lending.

tation;

1. Building and maintenance of centers for rural village improvement
2. Leadership training and human resource development
3. Applying microcredit system by our Cooperative (Allahabad Organic Agriculture Cooperative/ AOAC) and Self Help Groups (SHGs)
4. Test growing of agriculture products (e.g. rice, vegetables) which beneficiaries learnt from trainings and practical application of homemade concentrated feed into poultry
5. Activities and promotion of income generation by nurtured leaders
6. Marketing development and cooperative marketing activities

Achievements

1. Learning opportunity has been ensured since four AGCs were established in each project area
2. 48 SHGs have been created, and one third of the groups have been able to practice microfinance activities such as loan lending
3. MSCNE have been able to nurture rural, grassroots leaders including;
 - 6 SHG promoters
 - 144 SHG leaders
 - 6 AOAC leaders
 - 2 Marketing business leaders
 - 3 Poultry agriculture extension workers
 - 5 Tailoring teachers
 - 3 Beauty and cosmetic lecturers
 - 4 Literacy education teachers
 - 24 Voluntary teachers of rural education projects
 - 27 Village Health Volunteers

Training and achievement at ASHA Gramin Colleges for rural residents

- 75 people have tested growing Organic Japonica rice (All became members of Allahabad Organic Agriculture Cooperative: AOAC)
- 25 people have practiced growing vegetable by organic farming and attended trainings on direct sales
- 120 people attended Leadership trainings for SHGs and Youth Club
- 63 women in total have learnt tailoring skills at 6 months course of Tailoring schools in AGCs (All teachers are trained rural women)
- Beauty and Cosmetic class (Although there was one class, there was very few people demanding the class, and now it has been ceased to organize the class)
- 15 people (especially young men) attended Bookbinding class
- 12 people attended Indian Herb bath salt making class at Bargohna AGC

Future vision for Sustainable Development



Tailoring class at Haldi Gramin College. All teachers are trained women from villages.

- 1) Further use of ASHA Gramin College
 - To continue Tailoring Classes for women in rural area
 - To continue 6-months courses of tailoring class in a way that is self-supporting
 - To promote income generation activities by developing local specialty and technique at each AGC
- 2) Popularization of Organic Farming
 - To expand Organic farming of Japonica rice and to support self-reliance of Allahabad Organic Agriculture Cooperative (AOAC)
 - To expand organic products by utilizing Courier sales



Dr. Miura explains about Japonica rice seeding to farmers. Demand toward Japonica rice which is nutritious and cost effective has now increased in rural area

- 3) Technology dissemination of poultry and hatching
 - To examine dissemination of duck and guinea fowl breeding which are relatively disease-resilient, so that the farmers do not rely on purchased concentrated fertilizers
 - In order to do so, hatchery techniques should be propagated
 - Regarding ducks, to explore possibilities of integrated organic duck farming with rice cultivation
- 4) Continuation of training of rural leaders
 - To give village animators advices to allow further capacity building and technical guidance

Reflecting on the project.....

Although we had experienced many setbacks while implementing a wide range of activities, both staffs in charge and rural residents who have participated in those activities could gain plenty of meaningful lessons. The huge achievement is that even after the termination of the project, the young trained rural leaders now respectively perform their own skills and knowledge which they obtained from the training activities; some spread skills and techniques of organic rice farming as a member of AOAC, others expand Courier sales of Cooperative's organic products and yet again, having been trained at Tailoring Class of AGC, a young women now turns themselves into tailoring teachers at the class and teach other rural women tailoring skills. We believe that when each individual confidence and assertiveness get together in rural area, conglomeration of the power could change Indian rural villages. We also have a faith that human beings have unknown, hidden abilities and hope to enhance our sustainable rural development.

JICA Grassroots Partnership Rural Development Project, which has been implemented for 3 years since 1st of July 2009, terminated in June 2012. We have been keenly aware at this time that there was the support of many people for implementation of the project and we would like to express gratitude to everyone who was involved in this project.