

Ministry of Foreign Affairs

Capacity Building Program for NGO in Tokyo
Report of “Post-Disaster Reconstruction
with Community Participation”

March 2006

Japan NGO Network for Education (JNNE)

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I Outline of Workshop

1. Sponsor & Execution

Sponsor: The Ministry of Foreign Affairs, Japan

Execution and Management:

Japan NGO Network for Education (JNNE) & Shanti Volunteer Association (SVA)

Support Corp.: Japan International Cooperation Agency (JICA)

2. Purposes

This training aims at improving the NGOs in Japan in their ability for post-disaster reconstruction support through the usage of community participation that is based on the lessons obtained from the disaster support that has been given within the Asian Region.

The participants are expected to acquire the following skills through this training:

- 1) **Situation Analysis:** To analyze various stake-holders (administrative body, resident organization, and help organization) who influence the reconstruction process. And, to understand the disaster situation, reality of people from the side of the society, economy, politics, and culture.
- 2) **Project Planning:** To analyze the needs and possible problems to be treated for a medium and long-term reconstruction support, and to form an appropriate project plan.
- 3) **Promotion of Community Participation:** To understand the method and acquire the skill to promote the community participation from the stage of planning to execution of the reconstruction project.
- 4) **Acquisition of Activity Method:** To widen the views and approaches for the post-disaster project planning project (category-Education), such as consideration towards the subjected people such as women, children and physically handicapped person.

3. Lecturer

1) Mr. Jerald Joseph,
Malaysian.

Executive Committee Member of the Asian South Pacific Bureau of Adult Education (ASPBAE).

Director of the Pusat Komunikasi Masyarakat (People's Communication Centre), Malaysia.
M.A. in Human Rights, Mahidol University (Thailand).

Have a lot of experiences for developing trainers through TOT and the usage of participatory methodologies/techniques of human rights education (HRE) trainings. Also works directly with grass-roots community especially the indigenous people, the urban poor, refugee

community, and street children. Also has experience in understanding the UN human rights system. Has conducted many trainings in different parts of the world, Thailand, India, and Australia, etc. in addition to Malaysia.

2) Ms. Nani Zulminarni,
Indonesian.

Executive Committee Member of the Asian South Pacific Bureau of Adult Education (ASPBAE).

National coordinator of the Program Pemberdayaan Perempuan Kepala Keluarga (PEKKA, the Program for Empowering Women as Head of the Family).

Administrator of the Centre for Women's Resource Development, Indonesia.

M.A. in Sociology from North Carolina State University (US).

Specialty in development of limited numbers of women's empowerment, reproductive health, and the political education.

Has an experience of 17 years as a Facilitator that uses a gender focus at the grassroots level, popular communications, and an educational technique for advocacy of government policy.

Her experience extends to Cambodia, Malaysia, and Vietnam in addition to Indonesia.

4. Content of training and place:

1) Training in Tokyo

- Date: : 2005-Oct-28 (Fri)~30(Sun)
- Place: Japan international cooperation agency (JICA)
Tokyo International Center (TIC)
- Content of theme: Lecture, maneuver, group work, and presentation
- Number of participants: 19

2) Training in Overseas (North Maluku, Indonesia)

- Date : 2006-Jan-31 (Tue) – Feb-7 (Wed)
- Participants: 8 from those who completed training in Tokyo.

* The following report is written by the participants and edited by the JNNE secretariat

II Program

Day 1 2005.10.28	
9:45-10:30	Introduction
10:00-11:30	Session1: Disasters: Hot spots in Asia
11:45-13:00	Session2: Why things happen: “social analysis of Southeast Asia”
14:00-15:45	Session3: Framework in response to Asia
16:00-17:30	Session4: Emergency response – Key factors to focus on
Day 2 2005.10.29	
10:00-11:15	Session5: Rehabilitation and Reconstruction Process
11:30-13:00	Session6: Transformation
14:00-15:45	Session7: Conflict Situation: Understanding conflict –stages, factors and actors
16:00-17:30	Session8: Human Rights Elements in Disaster Management
Day 3 2005.10.30	
10:00-11:30	Session9: Community Organizing Process
11:45-13:00	Session10: Critical Awareness
14:00-15:45	Session11: Local leadership development
16:00-17:15	Session12: Popular communication as educational tool
17:14-17:30	Conclusion

III Tokyo Workshop

Introduction

Introduction Draw a picture that describes your name, write down own name and give a presentation.



Session 1 : Disasters: Hot spots in Asia

Purpose: Mapping- draw a map that indicates disasters and Hot spot in Asia

Content: 1) Mapping

- Write down each on tag “What happened” and “How did it influence people in the disasters and dispute”.
- Paste each tag with the corresponding region in the Asian map.
- Look at the completed map and exchange opinions.



2) Exchange opinions

“What do you think of this?”

- There are so many disasters and disputes.
- Too many problems and difficult to make the inter-connections with everything. It is necessary to set a priority on the problems.
- There could still be many conflicts that may have left out in this exercise

(Comment by Lecturer)- There are more than 10 disaster areas by just looking at Indonesia

“Who gets more affected?”

- Weak people
- Even in a same place, there are survivors and those that are dead.
- Disasters can be prevented although it happens anywhere and damages can be any amount.
- There are more troubled hot spots in developing countries.
- Can it be said that these are “human disasters?”

(Comment by lecturer)

-There has not been borderline trouble between North and South Korea or between Japan and Russia. It seems like presently thought there are competing claims on these issues, there is nothing that is threatening this peace between the nations. Despite this, the border issue has the potential to escalate if it is not handled properly and it might cause a huge conflict.

Comments by Lecturer: We are going to closely look at natural disaster and conflicts to analyze what happened and the reasons for it, even though some of the fundamental phenomenon of disasters and disputes may be very similar.

Ms. Ai Nishi

Session 2: Why things happen: “social analysis of Southeast Asia”

Purpose: Social analysis: Background of natural disasters and disputes.

Contents: Half the time, group was divided into two groups and discussed about
A) Background of why this things happen.

B) Background of why natural disasters are spread widely.

This was followed by a brain-storming on problems of natural disasters and disputes that are easy/difficult to make an analysis about.

[Participant who interact with natural disasters or conflicts. Contributing factors/situation and background analysis]

-topic was give by the facilitator and participants were divided into 2 groups and had discussion.

A) dispute : why it happens?

B) Natural disasters : why damages are spared?

A) - (participant)

- (factors)

- (situation/analysis) (worth-better)

Those 3 were the key to the discussion and we specified how these key elements are related to the topic.

After having a discussion, both groups had presentations and exchanged opinions.



(Participant)

The ethnic group and governmental, antigovernment (arms) power, government troops, police, and region/religion/enterprise, and the neighboring country and larger countries; supporting organizations (emergency/development/policy proposal and mediation types) and international organization and the media, etc.

(Factors)

- Need to know “what they are fighting for?”
- Power, policy, land, poverty, resource, identity (history background/ethnicity/Religion), education and business, etc.

(Situation/Analysis)

Difference within the governing ability of government (strength/or less), people power (strength/or less), development, separatism, independence movement, discrimination, media management, international politics and ignorance

Example:

Although the Muslims and the Christians lived together prior in history, the role of government in managing the abundant natural resources and the new demands on resources made by multinational company has changed the peace landscape in the nation. Looking at Mindanao in Philippines and Aceh, Indonesia, it is clear that natural resources are the main motivating factors in these disputed territories.

B) Understanding the damage inflicted by a natural disaster

(Participant)

A disaster victim (direct /indirect / people who are local or foreigner), government, foreign government, a company, the United Nations (headquarters), NGOs, volunteers, media, Community Organizers

(Factors)

The problem are on issues of access to water / food / basic necessities /entering school after medical treatment / transportation means / communication equipment / health facilities / suffering a calamity etc.), shelter (non-earthquake-proof/ water resistance), a policy, unemployment, weather conditions, the lack of educational on disaster prevention, a financial deficit, the lack of ability to adjust, racial diversity.

(Situation/Analysis)

Instability, dependence, depression (alcohol dependence / domestic violence), human trafficking, inaccurate and partial reports by media, indefinite, policies (unfair measures against immigration etc.)

The example of the 2004 earthquake of Sumatra and tsunami disaster was used to show that the disaster was more complicated as this was a poor area,

stuck in a struggle for self determination ; there was lack of coordination amongst relief NGOs working there, inconsistent or unclear government guidelines. (example: buffer zone policy which forbids the building construction within 100 or 200m from the seashore), etc., and reasons for the massive damage caused was discussed and decided.

At the time of disasters and conflicts, it is important to analyze exactly the correlation of the three above-mentioned participant, factors and situation. So we shared and discussed about it.

Brainstorming about the problems which is easily visible (overt) and also that which is not easily visible(covert) at the time of dispute and natural disaster

Open discussion was done about the spectacle that is often seen by media at the time of dispute and disaster. Following topics were discussed.

- aspect of sensationalism (fire-fight, people screaming, destruction)
- Signs that other nations supports each other and details out support for the afflicted area.
- U.N. organization which mobilizes celebrity and appeals for support.

The next discussion was about the causes which makes the damage of a disaster increase or contained.

- A political intention
- Resource management
- Identity

The matter about politics, economy, society, and cultural background was raised. These correspond mostly with the factors that were raised in the earlier discussion.

Comments by Lecturer: The main subjects at the time of dispute and disaster are survival, basic needs, education, peace, etc., and most assistance organization will lend their support in these fields. It was important for the assistance organization to tackle their interventions based on the above, bearing in mind the fundamental problem and causes which normally don't surface easily. There is an expectation that if its especially an NGO that is involved, there should be a change in the participation mode of all parties concerned in the intervention project. This would entail a change in the power relationship between the recipient of the aid and the person giving the assistance. It should be a shared process that involved all in the planning, implementation and monitoring.



Ms. Sachiko Suzuki

Session 3: Framework in response to Asia Crisis

Purpose: When looking at the impact of a conflict and a natural disaster:

- what kind of a approach is required
- analyze the method which should be taken in the approach
- understanding the problem and advantages of the timing of the intervention

Contents: A warm up exercise :

It is divided into two groups and play paper, stone and scissors which I a common children's game. This time the symbols were changed to "people, government, police". A common action was decided for each symbol and then the competition began. The 2 groups formed a line each and faced the opposite direction. At the count, they turned and showed their pre-decided action. Then the winner would be determined.

1) A documentary about Indonesian women called Aisha was shown and discussed

- AISHA lost her husband in conflict in Aceh in 1998.
- She started a store (to raise some income for herself) after she had lost her husband in the conflict.
- The Tsunami that occurred in 2005 dealt another blow to her as all her property of a store was lost.

2) Consider what can be considered as support after conflict and a natural disaster and give a presentation and categorize into theme.

- Welfare approach
- Development aid approach
- Community based approach /Rights based approach



3) Importance of rights based approach

- Acquisition of human rights is the purpose of development.
- Explanation of 'PANEL' analysis that must be used as a framework in any intervention work for conflict or natural disaster management

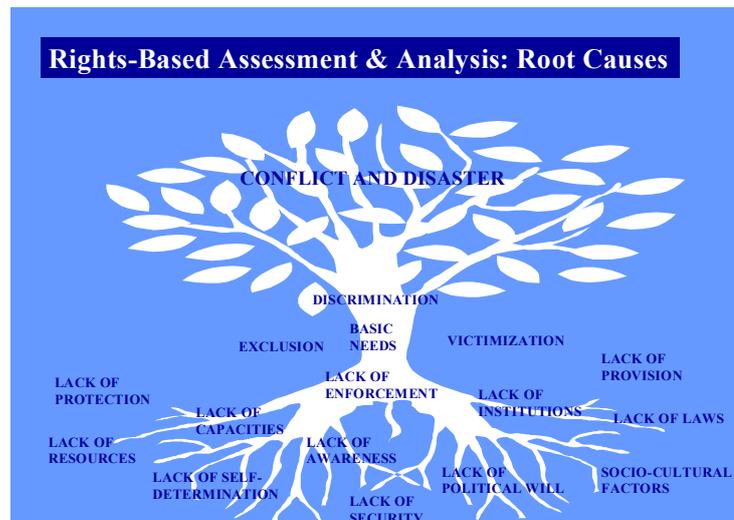
P: Participation

A: Accountability

N: Non-discrimination

E: Empowerment

L: Linkage to human rights standards



4) Group was divided into different theme based on the approaches used in the work. Then there would be debates on it. This was to get the strong and weak points.

- Welfare approach

weak: With no durability(long term sustainability) which causes dependence

strong: Quick response, an urgent effect

-Development aid approach

weak: no cooperation between the government and NGO

Strong: Suitable support can be taken into consideration.

-Community based approach

Weak: This support model is generally not accepted as it takes more time and effort

Strong: Durability

-Rights based approach

Weak: Governmental pressure as its approaches look at government duties and responsibility

Strong: Fairness and empowers community. More holistic approach that links all human rights

This exercise helped us understand the weaknesses and strengths of the different approaches. Moreover, it studied that it is important for any approach to take in the view of human rights (or to actually tackle). Furthermore, the ownership of the problem in the support activities should lie with the recipients of the intervention. They may be limitations on the approaches, but as a critical NGO involved in good post-disaster management, it is important to seek ways to minimize these limitations.

Ms. Yuki Tutumi

Session 4: Emergency response – Key factors to focus on

Purpose: In an emergency situation what suitable kinds of intervention should be performed. A case study and group work method is used for this.

Contents: 1) Lecturer introduces the following fictitious news flash to a participant. The news piece is referred to below.

Breaking News:

Major Disaster as Meteor Hits The Earth

Bangkok, Friday, The inevitable took the world by storm, only this time one that is caused by an inter-galactic storm. A meteor the size of a football field hit the capital city during the prime time morning rush hour in this Mekong kingdom of Thailand.

At 8.35 am the crowds wading through the busy traffic of Sukhumvit, was shocked and totally unprepared for this natural phenomenon that has never ever happened before, in recent history.

The meteor measuring the size of a football field hit the business centre of Bangkok business district, in a ball of fire and destroyed rows on building and school and killing thousands of people.

The devastation has destroyed major power lines and infrastructure and claimed thousands on lives. The meteor hit the heart of the city where 3 sky-scrapers are located. By estimation alone the collapsed building would house about 8000 workers as office hours start about 8.30am to 9am in this business area. There is no official figures just yet but estimates claim that it could go up to 50,000 lives lost and half a million injured.

Just coming a year after the Tsunami, this disaster has shocked the nation and has invited an outpouring of sympathy and assistance from the whole world.

At this moment people are rushing against time to save anyone trapped in the rubble and the danger that more building may collapse soon as the fires from the meteor is still burning wildly.

There is also fear of radioactive rays that may be emitted by the remnants of this inter-galactic material that is now sitting in the heart of Bangkok.
Reuters.

2) Group divided into 3 groups International NGOs i.e. CARE International and local NGO and Japanese Development Aid (JICA). They discuss and decides what kind of approach is suitable to take as urgent support for this

disaster, and each group give a presentation.

Result:

A. JICA

- to allocate funds
- collection of further information
- Setting up of an urgent correspondence team
- Construction of a shelter
- ensure basic necessities put in place
- reconstruction of public facility

B. NGO (Care International)

- information dissemination to raise funds
- contact with a local office
- dispatch of relief staff
- Investigation at the local sites
- get a grasp of a damage situation
- Provision of basic goods indispensable for lives, such as water and food
- Announcement of Press Releases in headquarters.
- financing activities, such as contribution and fund-raising, in headquarters.

C. Local NGO

- to check on safety of staff
- collect information
- cooperation with other people
- Grasp of a damage situation
- Sharing of local situation with the outside
- Information disseminated to local residents
- Provision of goods indispensable for lives, such as water and food
- planning of an urgent response mechanism

**Comments
by Lecturer:**

- People who are sent from the outside should have knowledge of some of local culture, society, and systems of the land
- For smooth urgent correspondence, clear role divisions between the various persons concerned
- Disaster victims are regarded as an important participant in the emergency relief work (in the system of local response and on how to ensure that the local people are participants in the on going ground work). This aspect is likely to be forgotten at the time of emergency. Therefore, it is important to actually visit a stricken area in an emergency, to hear disaster victims' talk, and to urge their positive participation. It is set also to a kind of healing

process for recovering from a disaster that they themselves improve their skills.

In addition to it, a point that is important as approach of urgent support is below.

- Communication
- Collect information
- Coordination (local NGOs and other national or foreign organizations)
- Understanding of the situation
- Prompt correspondence
- Bringing in of human and material resource
- Advocating with other groups, donors, Governments
- Effective practical use of a resource (talented people, a volunteer, donations)

Ms. Ai Tanaka

Session 5: Rehabilitation and Reconstruction Process

Purpose: The approach studied earlier examines the process of what kind of rehabilitation can be adapted, and applied in the reconstruction areas.

Contents:

- 1) Warm up exercise for about 5 minutes is taken to relax.
The game invites 2 people to sit on the floor and roll 2 balls in any direction they want with the objective of hitting the legs of the other participants. All other participants are running around the hall trying to avoid being hit by the ball. If anyone is hit by the rolling ball, they sit and join the team on the floor to roll the balls to others until as many are on the floor.
- 2) Review the work of the day before for about 10 minutes as a recap.
- 3) The point of how participant can be promoted at community level in reconstruction stage is done through a discussion. This is based on a video story of Aceh single-headed household women who organize themselves to physically build the new houses within the patriarchal system there.
The example to which nine women build a 6x7m standing residence four months after tsunami. The women are not NGO staff but organize and chose a carpenter and the construction goods. This model has now served as away of rebuilding houses in another 100 villages.
- 4) All divided into 4 groups. Each group to analyze using this case by taking one of the approaches introduced in earlier session.
- 5) Open discussion and debate in plenary
The main focus should be on what principles are used in the rehabilitation process.
One effective way to working with the locals is having spent considerable amount time in the local areas with the local community. That would build the trust and its much easier to ensure participation of all especially the women groups are also invited to participate in all processes. This is possible if long-term community organizing work had already been happening there prior to the disaster.
This will ensure when the disaster strikes and when the flood of UN and foreign NGOs come in, the local people would be able to demand this process form any group wanting to help them. This is the best way to ensure on going local participation of community ion the disaster management.



Comments by Lecturer: There is a high possibility that new NGOs and development agencies that go into a disaster area may actually change the face of the social systems there by their presence and their methods of working, This would have long term implications on the locals and their communities years after these organizations have left for home. This can now be witnessed in the post Tsunami situation in Aceh and Phuket.

IT is imperative therefore that nay organization intending to work in a post disaster area must adhere to some the principles discussed above. There cannot be short cuts and excuses for not doing it, as part of the NGOs core principle believes. This would include flexibility in approaches that would ensure maximum participation of local groups and community.

Ms. Kyoko Arase

Session 6: Transformation

Purpose: This session aims to discuss the long-term impact the port-disaster management of any work has on the local community. It looks at why community participation is crucial for long-term transformation to happen.

Contents: 1) A list was derived on impact of what is left behind when an aid or development NGO leaves the local scene after their project is complete?



These were some of the responses:

- Garbage left behind, waste (consumption)
- Equipment and transportation left behind
- New culture and practices led by the foreign groups and religion which are carried in by those locals who have adopted it
- Economical and social

influence i.e. assistance economy that makes the locals dependant, price of local items and property increase, increase in corruption

- Social morals and healthy impact, the spread of sex industry, an increase AIDS (HIV) problem, etc.
- The lack of maintenance and supply support for equipments left behind.

2) Relation of "power" dimension. There is a need to pay attention to the change of status, and change of a power relationship in order to understand the dynamics of the local peoples participation in the relief efforts.

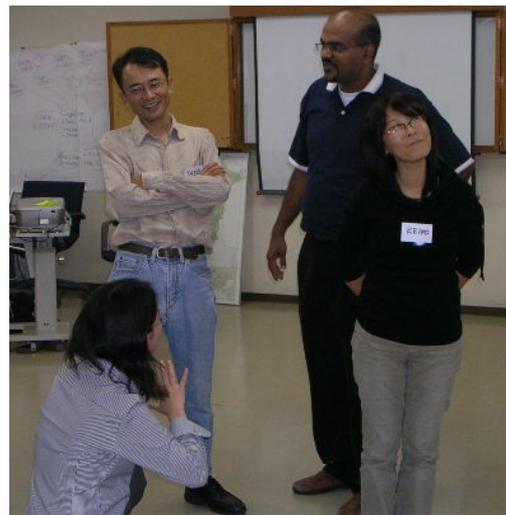
Divided into a group and each group was asked to depict power through theater using their bodies. This was followed by depicting the "process" that is linked when looking at power.

These were some of the responses which were summarized

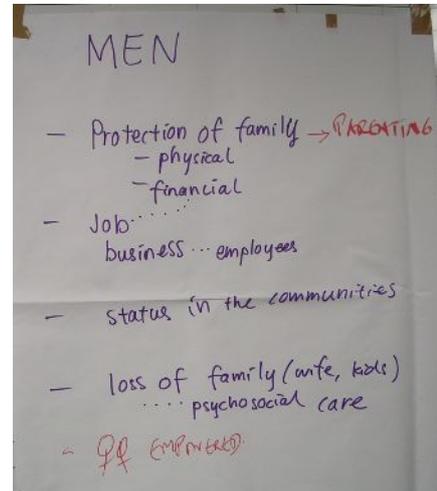
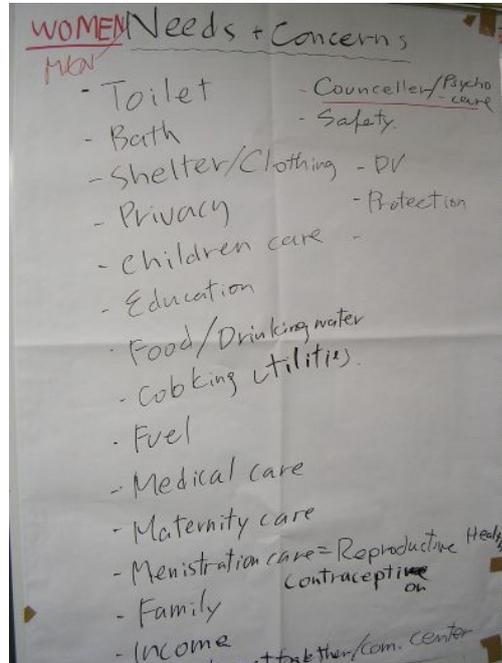
- Status and respect enhanced with the amount of money one has.
- Comes out of a confidential relation
- Military power

- "Power" which already exists as a position i.e. the United Nations and the President
- Knowledge
- Power of people and group

Various "Power" Relationships



3) There is also a need to look at the " process" involved in each scenario. This will help us understand the "needs" and a "pending issue" when disaster occurs and this can be further disaggregated to considered the difference in the thinking tendency between man and woman.



Comments by Lecturer: "Gender problem" ... Since there is a difference in the make up between man and woman, it is important to recognize this difference in order to advance the women better in a patriarchic society.

- Analyze the thinking tendency between man and woman and feeling tendency and etc.
- Although many a times a woman raises her concerns in more private circles as compared to the male who would do it in public and social request as an opinion, it only demands that we must ensure that their voices are also taken into account when making joint decisions.
- The man may not be able to share his feelings freely as conditioning stereotypes him. This is crucial for post-disaster trauma healing. This is where more focus must be given to their healing also.

Ms. Akiko Goto

Session 7: Conflict Situation: Understanding conflict –stages, factors and actors

Purpose: Understanding disputes

Contents: 1) How do disputes start?

----- Breaking balloon game-----

Rule: prepare balloon and push pins.

Each person given one balloon that is blown to full size and given a pin. The objective is to protect ones balloon at all cost. At the signal, all start to move around and some starts to burst the others balloon. See who can keep the balloon till the end.

Lecturer: "how did you feel in the game?"

Participant: "scary, fearful, surprised, tired but I didn't want to lose my balloon"

Lecturer: "why did you break others balloon?"

Participant: because I thought I have to, I just did what other people did, revenge when my balloon was burst.

(However the facilitator reminded them that at no time in the game was there any instruction that asked people to burst the other's balloon)

Lecturer: "who was the worst man in this game?"

Participant: facilitator who gave the participant the pin.

The conclusion was while it was mentioned overtly, the giving of the tool i.e. the pin, was already the starting point of creating an atmosphere where conflict could happen.



2) What should we do during the process of conflict

- Collect the arms
- Start the communication between the factions.
- What should we do during the conflict
- Collect the information
- Establishment of a hospital
- Media release
- Spread information without bias.
- Stop violence
- Safe and secure spaces for victims
- Support to a refugee
- Neutral attitude
- Bring in peace keepers and enforcement agencies to stop the violence
- Start the process on working for long term of peace

Comments Reconciliation= to forgive + to forget

by Lecturer: There is no form decided to be the process of reconciliation, and the reconciliation method that best works for each situation must be decided by the people locally

Ms. Kyoko Yoshikawa

Session 8: Human Rights Elements in Disaster Management

Purpose: Since quick support must be performed when being involved in emergency response, we tend to forget to build-in elements such as human rights into the programme. This session aim to help put the elements of human rights in disaster management.

Contents: Activity: make all participant stand in a single line in order with emphasis on height, the color of the skin, etc. They have to arrange themselves according to the order of highest to shortest, biggest to smallest etc. It would start with physical attributes and then move on to more sensitive political and identity markers such as race, skin colour, language, income capacity etc



Point of the discussion

- The element of human rights needs to be internalized when performing urgent support and when undertaking a project in a new place. This is a crucial point.

- The right to life is the basic right and a life of dignity and non-discrimination are corner stones in the human rights framework.
- Right to human security
- The rights of family security
- Equality of gender
- Environmental preservation and sustainability
- Respect for self determination
- Equality and non-discrimination,
- The correspondence and monitoring
- Monitoring and information sharing

Comments All the rights above must be incorporated into the project planning,
by Lecturer: implementation, monitoring and evaluation. This should be standard operating procedure for all projects. This would entail lots of information collation and sharing.

As it is usually a tendency to relegate rights to the back when doing urgent response work in the name of emergency, we must be more diligent to ensure that a rights-based framework is incorporated right from the very start in order that all projects start on a correct footing.

The inclusion of rights framework is imperative for a holistic response to a disaster situation. It would ensure a more viable and long term approach to the work we are doing.

Mr. Taisei Suzuki

Session 9: Community Organizing Process

Purpose: Understanding community organizing

Contents: 2 kinds of games were used

- ① Participants were divided into pairs and one person faced the back of the other. The one in front was asked to fall backwards and then person was to break the fall of the other person gently. Then the distance between the pair was increased by a step. This made it more difficult and cautious, as people were afraid. This is obvious as the fall is a longer one and the catch at a lower angle. The fear of falling down increases.



- ② Groups divided into groups of 7 people each. Each group given a full spreadsheet of newspaper. All must stand on the paper without their feet touching the floor outside the paper. It was easy in the beginning. After each round the paper is folded into half. This made it very difficult, as the paper got very small.



Result: first ① game tells us about “trust”. Because falling back can be performed only if trusts between the partners exist. When one feels if the partner is unreliable, then he/she would not dare to take that action. In Community Organizing (CO), this is an important building process in the community. Only when this is mutual between the Ngo and the community, can we really work effectively together.

In the game of ② cooperation among the groups becomes crucial for the team to survive. There must be understanding on how to solve the problem and support each other.

Game: “All being in all places”

- 1) Each person was given a slip of paper that was a secret for the individual only. All the papers in the group had one of the 3 types of instructions
 - i) All must sit by the projector screen
 - ii) All must sit by the dividing board
 - iii) All must sit by the back door

The participants picked a piece of paper that contained one of these instructions. Consequently, everybody were first divided into three places, a front screen, the central partition version, and back door according to the instruction on their paper. As the instruction said all, there was a lot of grabbing and pulling and showing to get people over to their side. After some time of violent tactics then some tried negotiations to get all in the middle. This took a long time as many didn't want too “lose their space” to the other groups.



Result: This was depicting a conflict negotiation process in a community process. It is difficult to find a common agreement and still not feel like the sacrifice was too much. This takes time and lots of education, information and mutual trust. It gets even more difficult if the conflict also had historical and ethnic or religious overtones. People would never want to lose their identity as peoples with dignity But the idea was to find a win-win situation as far as possible for all.

Comments by Lecturer: These games were summarized and some important principles in CO were shown.

Although there is no fixed definition of CO, it is still important to adhere to some basic principle, which should be firmly set in our mind.

- ① The confidential and trustworthy relationship between a community and an external supporter (i.e. NGO)
- ② Cooperation of all community members
- ③ Compromise and finding solutions suitable for all in the community
- ④ Persuasion
- ⑤ Offering different idea in order to find a workable solution
- ⑥ Negotiation
- ⑦ The creative policy for problem solving
- ⑧ Sensitivity over the situation that others were placed
- ⑨ group ownership
- ⑩ Solution with both victories <win-win>

The basis is of all this is trust must be built over a period of time in order for all this to work. This would mean local NGOs must take time to work with the people and build mutual trust. Then only would it be possible to use a CO approach in the emergency, reconstruction and rehabilitation process.

Mr. Naoyuki Koyama

Session 10: Critical Awareness

Purpose: Importance of deepening critical awareness in peoples participation in post-disaster management

Process: A case story was used to discuss this issue.

Contents: *Tina was a young woman who lived in Desa Tambo, of Aceh. Her father was killed during the armed conflict in 1999, when she was only 9 years old. She has two younger siblings, a younger sister and brother, one and three years old. Her mother had to work in other people's paddy field to make a living. They were very poor, her mother could not send her to school and she had to take care of her two siblings.*

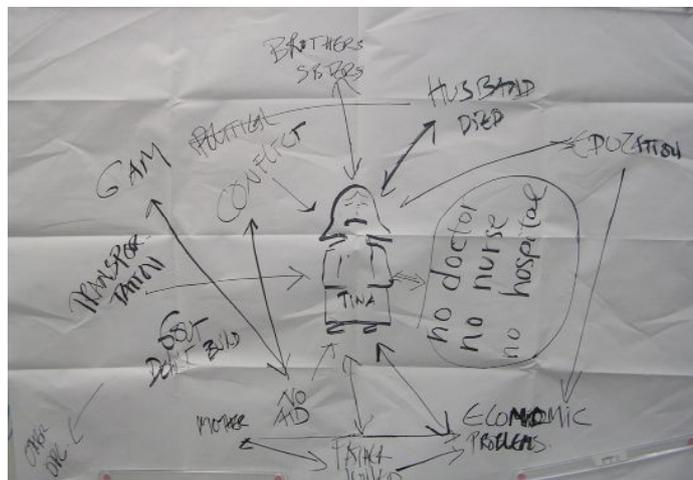
Just a few months before the Tsunami, her mother had asked her to marry a man named Musa. She didn't know him, but she wanted to decrease her mother's burden. Tina didn't know what was Musa's job. Musa only came to her home once in a month and brought some food and gave her money.

When Tsunami struck Aceh, Tina was 5 months pregnant. She, her mother and her two siblings managed to run to safety to the mountain areas, but their house was swept away. They stayed in the IDP's tent established by local villagers, in the mountain area together with many other people from different villages. It was a poor village, far away from the main roads and considered a rebel area of the Aceh Free Movement (GAM) area. No emergency aid was sent to that area because people were afraid to reach that area. There was shortage of food and medical supplies. This caused many people getting different kind of diseases from hunger and lack of nutrition.

One day, Tina heard that her husband was shot by the military when he was trying to locate her at the IDP tents in the district area. She was very sad. Tina was very weak because she does not have enough nutritious food for her baby and herself. Therefore, she faced difficulties to deliver her baby. The hospital and the clinic was 20 km away from their tent and no transportation available and there was doctor, nurses or midwife available in that area. During her delivery, she struggled and bled for few hours. Tina passed away together with her still born baby.

Discussion

- ① Tina's death has two or more reasons. An important thing is to understand how the people see the situation.
- ② The government is not interested in the area in where Tina lives. Therefore, the coordination work will rely heavily on NGO who is on the ground.
- ③ How can NGO contribute, respectively?
 - a) Make information available to the government or the rebel movement GAM.
 - b) Ideas cannot be forced on people. It is important that people go through an education process by themselves to understand their situation more comprehensively.
 - c) In the case of such an area that does not have a hospital nearby, the situation may be improved by training a mid wife.
 - d) The local community members are the key players in bringing about change to the village. The NGO only plays a supportive and facilitative role.
 - e) the role of a facilitator is to
 - 1: Make them think more critically
 - 2: Ask them what they want to change.



Comments Main point for critical awareness.

by Lecturer: ① Vision perspective building (critical analysis)

Working through their culture or custom, develop common understanding of their need as a community. All this through a participatory process.

② Build capacity of community (capacity building)

Practical things, such as money saving scheme.

③ Networking operational building

④ Advocacy

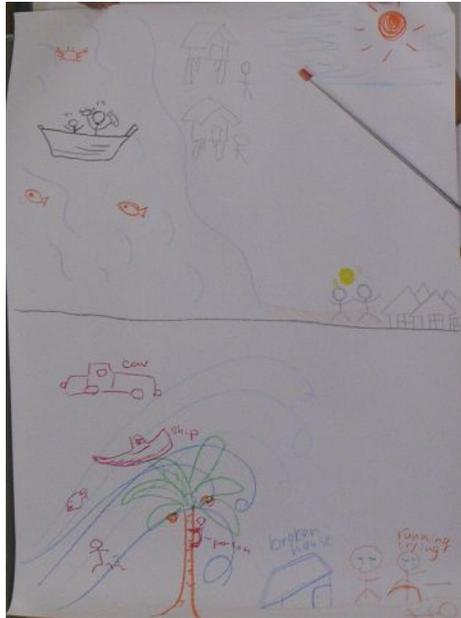
- to influence the system in order to change laws and a sense of values
- As an example, since Indonesia had a debt to the World Bank, it was mentioned that it is difficult to make a private hospital.

Ms. Kaori Yamaoka

Session 11: Local leadership development

Purpose: To reassert leadership qualities

Contents: After dividing a participant into three groups, each group draw a image of the tsunami in Sumatra. After drawing the image, each group explains it to all.



Group A: describe the situation in before the tsunami and after tsunami



Group B: Various things that were understood by the people about a tsunami and the figure of people who escape on a mountain was drawn.

Group C: The seashore after tsunami is over and the situation of the devastated town were drawn.



Each group were assigned a leader (actually secretly planted leader who was assigned to behave and act as a certain type of leader)

Group A : The leader was hardly involved in group work. He just let others do whatever they wanted.

Group B : The leader was very strong and was leading and directing the drawing in a certain way and the others just followed.

Group C : The leader was more facilitative and asked ideas and got people involve din the whole process.

At the end of the activity the leader for each group was evaluated by the group members:

Leader of group A : (Indifferent type) Since the leader took neither an opinion nor action, the member did not recognize who the leader was.

Leader of group B : (Autocratic type) The leader acted first and the member accompanied. Although the dissatisfied voice from a member did not go up, the degree of satisfaction was not so high, either.

Leader of group C : (facilitator) The leader sought the opinion of all members and work progressed smoothly by having advised. The evaluation from a member was also high and the degree of satisfaction was high.

**Comments
by Lecturer:**

- It is evident that we need to promote the facilitative leadership model that is inclusive and brings higher levels of community satisfaction.
- Since there is easy tendency to use the autocratic type of leadership in an emergency, it is required to prepare the staff even more stringently in order that facilitative models are maintained.
- In order for community to participate more meaningfully in any big group process its best to prepare the community on to understand the issues and the discussion that is to happen, so that when the meeting takes place the people would feel more confident to engage and participate. It is not enough to have a facilitative leader, one needs to train and familiarize the community with participatory methodology of group processes.
- IN order to develop local leaders, some programme for 2nd line leadership must be part of the CO process so that more new leaders capable of being facilitators emerge.

Ms. Akiko Suzuki

Session 12: Popular communication as educational tool

Purpose: How to use popular education methods as an community organizing tool

Contents: 1) What are the different communication tool that can be used and its features?

-using games

- It is effective for the process of mutual study instead of one-way informational transfer.

-By using a tool, the participation of people in the group increases

-understanding of the subject matter is also simplified

2)case study : Watching the MTV of the song “Black or White” by Michael Jackson and discuss how this video can be a tool in education and give a presentation.

3) Contents of the subject discussed above from the song.

-example guide question “how do we discriminate in our community? how to we promote appreciation of diversity?”

Comments 1) Importance of using tools.

by Lecturer: -using tool is more creative than communication only with language.

- A variation is added to the state of communication.

- It is possible to let a broader range of age groups understand the message.

-By using Group Dynamic Activity, it cooperates and suits the needs within a group and promotes mutual study methods.

TOOLS are :

Creative

Have Variation

Related

Provoking

Challenging

Easy to use

Fun

2) Guide on facilitation

-Clarify the purpose of the activity and assure the participants that it is a mutual learning exercise.

- Activities are used to solicit responses from the people

- The collated response based on their experience is then organized and synthesized and linked to the current reality of the people present. This enhances the critical learning process and offers new ideas to emerge and find solutions to their own problems and difficulties.

FACILITATION

Objective

Instruction

Activity

Feedback (reaction to activity)

Processing (linking to reality)

Summary

Ms. Kaori Kaise

IV Photos from Training in Tokyo





At JICA Tokyo International Center (30 October 2005)

V. List of Participants

	Name	Affiliation and Position	Acronym
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4	Ms. Akiko Goto 後藤 明子	Frontline (特活)地球のステージ	Frontline
5	Mr. Naoyuki Koyama 小山 直行	Foundation for International Development/Relief (財)国際開発救援財団	FIDR
6	Ms. Akiko Suzuki 鈴木 晶子	Shanti Volunteer Association (社) シャンティ国際ボランティア会	SVA
7	Ms. Sachiko Suzuki 鈴木 幸子	CARE International Japan (財)ケア・インターナショナル ジャパン	CARE
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13	Ms. Miwako Matsuzaki 松崎 美和子	Children Support Heart & Hand 国際こども支援団体	H&H
14	Mr. Nobuhiko Katayama 片山 信彦	Japan NGO Network for Education, President 教育協力NGOネットワーク 代表	JNNE
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