

# **Integrated Approach to Local Rural Development**

Report of an Interdisciplinary Seminar  
Makati, Philippines  
31 March - 3 April 1975

Editor: Marilyn Campbell

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*Editor:* Marilyn Campbell

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*The views expressed in this publication are those of the individual author(s) and do not necessarily represent the views of IDRC.*

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## The Community Development Service in Yogyakarta, Indonesia

Sartono Kartodirdjo

*Director, Institute of Rural and Regional Studies, Gadjah Mada University, Indonesia*

The Indonesian experience in village community development goes back to the early 1950's when development programs in a modest form were initiated, such as the Lembaga Sosial Desa (LSD — Village Social Committee) in 1952. Its establishment was based on the recognition that development in material welfare should be balanced with intellectual or spiritual progress and that development work should create harmony and stability in the villages. This organization had considerable success and at present there are about 38,000 branches throughout Indonesia. One of the main aims of LSD is to strengthen the *gotong-royong* system as a basis of village life; as well, it encourages active participation by villagers in rural development.

During the time of its existence the LSD has developed into a more comprehensive program particularly when it was transformed into the main instrument for development at the village level by the Community Development Committee (PMD). Since 1957 one of the government's main institutional means of organizing modernization and development among the peasantry is the PMD. It is an institutional framework to support and sustain rural development with an integral approach in the sense that it is a general exercise in which all components in the system of development can be understood as important and appreciated for the part that they play individually and collectively in pursuing this approach. Committees have been set up in rural development at various administrative levels consisting of expertise in various fields to provide for periodic consultations and to consider plans and suggest methods for implementing suitable projects that lend themselves readily to concerted action in matters relating to rural

development. In this way coordination and integration of agencies and organizations represented at the operating level can be carried out. The PMD has built up an administrative system that at all levels up to the subdistrict becomes a means of implementing the government's rural development policy.

In its inception the Social Education branch of the Ministry of Education had as its main task to organize the nonformal education of the people. With a view to supporting national development it took considerable interest in adult education as a means of making women and young people functional in their society. This should be achieved by such activities as training and courses in various special skills, discussions, extension work, etc. These activities are expected to develop more social consciousness and a change in mental attitude.

### Integrated Rural Development

The idea of an integrated approach to rural development is at present in vogue. This is obviously an improvement on the sectoral approach. There is a tendency that development efforts starting with the latter approach will grow out into more comprehensive activities, including various aspects of development.

Obviously, rural development essentially requires an integrated and interdisciplinary approach. The very nature of the process of rural development and the size of the problem of promoting socioeconomic progress require that action be taken in sectors simultaneously and not independently of each other.

In pursuing the integrated approach coordination was practiced at the provincial level and at the regency level. Concerted action should as far

as possible be achieved at the operational level.

The comprehensive and integrated approach is evidenced particularly by the establishment and operation of the LPMD (Village Community Development Committee) at the provincial and regency levels.

Practical problems, e.g. introducing new varieties of crops, improving storage systems or housing conditions, may require expertise in various services. In the cooperative effort the experts are brought together to solve the problems. As specialists in their fields the different members of the committee have a contribution to make to an integrated solution.

### Rural Development Program in Yogyakarta

The main objective of the rural development program in Yogyakarta is to help entire communities to become self-supporting economically and socially. A fixed length of time during which community self-support should take place is applied to individual villages in the program. A feasible term is 48 months, during which enrollment can take place throughout the first 12 months and cancellations over the last 12 months. A 48-month schedule can be blocked out to accomplish economic goals in agriculture, animal husbandry, and fisheries, as well as social goals, which are mostly in the areas of public health and education.

This community development program is carried out by three bodies: the Village Community and the local government; the Foster Parents Plan in Yogyakarta; and the Institute of Rural and Regional Studies, Gadjah Mada University. The advantages of this joint project are:

- (1) to set up measurable development goals in the economic and social category within the resources and capabilities of the parties involved;
- (2) to evaluate the rate of development and keep the local government agencies advised on new requirements;
- (3) to measure effectiveness of actual development in terms of specific economic and social benefits; and
- (4) to monitor any system change resulting from rural development.

Here we encounter the problems of development in the Indonesian rural society in relation to change. The value system of rural society puts constraints on development. Values such as fatalism, familism, traditionalism, lack of entre-

preneurship, and achievement motivation are not conducive to a more modern economic and social development. However, the value system is not entirely static and change can be brought about to utilize the above development program. This change can be observed as occurring at a rate compatible with the system's ability to cope with alternations. To state it more concretely, in our goal of community development we do not want to undertake more economic and social development than the economic and social relationships in the village or group of villages can handle. Continuing observations and evaluation of the development program can help to keep the negative aspects from occurring.

Community workers are placed under the supervision of each District Office Head (Camat) who is also responsible for the work of a Community Development Evaluator. There are a total of eight community workers.

This Community Development Program takes the form of a Community Development Service (CDS) project assisted by local beneficiaries who will provide construction labour free of cost, help by youth farmers, Boy Scouts, and cadres of young adults organized by their communities to implement CDS projects.

In addition, CDS has the cost-free resources of government department expertise in agriculture and fisheries and Gadjah Mada University in health, agriculture, and animal husbandry. In carrying out CDS programs, consultations with local, territorial, and national officials are made to avoid duplication of regional CDS programs and the 5-year program.

### The Education Program in Karangmojo

Among many efforts in developing education made by the government are the following: (1) building elementary schools; (2) appointment of teachers; (3) revision and innovation of the curriculum; (4) founding development schools.

In the field of education CDS is embarking upon programs that are complementary to government programs; they include the following activities:

- (1) providing subsidies for the building of elementary schools, basic equipment for formal and practical education;
- (2) assistance in promoting scouting; practical education for dropouts; stimulating the establishment of village libraries; youth activities in art and sport.