

## How to compose study tour for training <Part 5>

### Case study: Study tour of counterpart training in Japan

This issue introduces examples of training for counterparts (C/Ps) in technical cooperation projects. Previous issues such as AAI News No. 46 and No. 57 have already described the C/P training, and its strengths and weaknesses are considered as follows; First of all, one strength is that it is rather easy to formulate custom-made training plans which meet C/Ps' abilities and training needs, since they closely work with Japanese experts in conducting day-to-day project activities. Furthermore, follow-up after the training is also effectively performed through carrying out project activities together even after the training.

On the other hand, one of the weak points that has become apparent is that the training period tends to be relatively short, generally several weeks. Major contents of training are lectures and study visits, and practical training might be not enough in some cases given the limited time constraints. It is necessary to pay close attention to these weak points in order to optimize the usefulness of the training for project activities. The basic concept of training plan formulation is almost the same as other training. The following two examples are given as case studies.

In the training of “Water saving in irrigation and agriculture extension” for Syrian C/Ps, contents of the project activities varied widely including irrigation research, agriculture extension and training, and their coordination was very important. Contents of the training were carefully examined



**Table 1. “Saving water in irrigation and agriculture extension”**

Subject of Training	Lectures and Study Visits
Current status of agricultural research and extension and their collaboration	Lecture on Japanese agriculture extension system, and Visiting Ibaraki Agricultural Center
Activities of agricultural cooperatives, and marketing of agricultural products	Lectures on agricultural cooperatives in Japan, visiting JA Iwai and farmer's market
Field visits to irrigation projects and irrigation beneficiary areas	Kasumigaura irrigation project, pump station and beneficiary farmers
Capacity building and training of extension workers	Tsukuba Training Center-MAFF, Ibaraki Agricultural Collage

considering the relevancy of each training element. Table 1 shows arrangements of lectures and study visits for the C/P training. These lectures and visits were connected with each other, for example, by visiting an extension center after a lecture on the Japanese agriculture extension system. Furthermore, in the wrap-up to this training, the C/Ps and Japanese project members discussed about how to utilize training contents in future project activities, by looking back on the entire training.

In the training of “Mangrove ecosystem management” for Omani C/Ps, major contents of the training were conservation and management of mangrove forests and their



ecosystem, and environmental education for public awareness. For the part related to mangrove forest, lectures and field training in Okinawa and Iriomote Island were arranged so as to make it more practical. Regarding the environmental education, various related organizations in Japan were visited including the natural observation center, to collect information and experience exhibition methods and environmental education programs.

**Table 2. “Mangrove ecosystem management”**

Subject of Training	Lectures and Study Visits
Conservation and management of mangrove forests	Lecture on conservation, management, restoration techniques, Observation of mangrove forests
Monitoring techniques of mangrove ecosystem	Lectures and practices on monitoring techniques, method of fauna survey, water quality analysis
Environment education and public awareness	Natural observation center, Aqua marine Fukushima, Whole earth nature school, Ground work Mishima

It is also important for Japanese project members to accompany the C/P training and share the contents of training so as to make use of the contents and experiences in succeeding project activities. Finally, it should be noted that if those participating C/Ps are able to understand Japanese people and culture even to some extent through training in Japan as well as acquiring technical knowledge and skills, it would be very meaningful. Such understanding could be useful for effective implementation of project activities.