

Coordination between Technical Cooperation and Training Activities

Part 6 – Future Development (Last in the Series)

In this series, we have introduced various cooperation types, which can be summarized as follows. In actual training and technical cooperation activities, coordination is promoted making use of different types of features and exploring the potential for combining these different types. However, the most important point here is to keep in mind our perspective of farmers' lives and the places of production in developing countries. In other words, it is not enough to only provide training activities in order to enhance participants' technical capacity. Cooperation activities have to include an element which looks beyond the training activities to create a conducive environment for the participants to utilize the techniques they acquire through a training program. We would like to have a closer look at this point, using the example of the Training Course on Vegetable and Upland Crops Cultivation Technique for Southern African Countries that AAI organized in the past.

Coordination Type	Features
Follow-up Type	Increases the effectiveness of training and capacity building program, and contributes to formulation of a project that addresses the needs of the beneficiaries.
Coordination with Technical Cooperation Project	With the complementary functions of the technical cooperation project and training activities, it is possible to implement activities that are beneficial to both.
Third Country Training	As training is conducted in an environment similar to that of participants' home countries, it is easier for them to apply the knowledge and techniques acquired in a training program in their own countries.
Compound Program Type	By promoting various schemes in a comprehensive manner from the project formulation stage onwards, effectiveness of support can be enhanced.

The ultimate objectives of the Training Course mentioned above were the improvement in food self-sufficiency and poverty alleviation. These were to be achieved by supporting small-scale farmers in running a commercially viable farming business through improvement in their vegetable and upland crop cultivation techniques. In order for the participants to be able to adapt the techniques which they learnt in the training program, it was essential to improve techniques and ensure sustainable extension of the improved techniques. At this stage, implementation of improvement and extension activities were the responsibility of individual participants. Although their action plans showed their eagerness to put what they learnt into action, further support for the participants' activities in their countries was not part of the whole program. Even if a follow-up survey might emphasize the importance of technical extension on the ground by the participants, any support targeting farmers has to be developed as a new and different project.

On the other hand, if it is designed from the beginning in a way that a technical cooperation project or a grass-roots cooperation project forms part of the training program, it must make it easier to identify real training needs on the ground, and to implement technical improvement and extension activities responding directly to local situations, by participants in their home countries after a training program. In summary, considering the effectiveness of conducting training and technical cooperation in a comprehensive manner, it is clear that, ideally, training activities and technical cooperation activities on the ground should be implemented with an organic coordination between them as described in the following diagram.

