



# TRAINING AND DIALOGUE PROGRAMS

## GENERAL INFORMATION

**Group Training Program  
“Eco-Tourism for Sustainable Use  
of Natural and Cultural Resources”**

**集団研修「自然・文化資源の持続可能な利用(エコツーリズム)」**

***JFY 2010***

**<Type: Trainers Training / 類型:人材育成普及型>**

**NO. J10-00624 /ID. 1080756**

**From August 29 to October 14, 2010**

This information pertains to one of the Training and Dialogue Programs of the Japan International Cooperation Agency (JICA), which shall be implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both the Governments or recipient country and Japan.

# **I. Concept**

## **Background**

The United Nations designated the year 2002 as “the International Year of Ecotourism” to encourage more people to see tourism from the viewpoint of sustainable development. Ecotourism aims to help people experience and understand local natural environments and traditional culture, contributing to better conservation of these assets as well as community development.

The World Tourism Organization (WTO) defines sustainable tourism as tourism that conserves not only natural resources but also historical heritage and tangible/intangible resources including tradition and culture, as well as tourism in which visitors cherish precious sightseeing resources and contribute to their passage to the next generation. In many developing countries, tourism is an important industry that brings foreign currency, and is valued in terms of regional development advantages such as the creation of job opportunities in the relevant areas and regional economic revitalization. Equal emphasis on the development and conservation of tourism resources is a vital issue. At the same time, environmental conservation is a highly important and urgent issue in economic and social development.

## **Motivation**

This program aims to realize the introduction and promotion of eco-tourism, which goes a long way toward environmental conservation, wise use of natural resources and contribution to community, based on the above-mentioned international environmental laws.

## **Methodology**

Participants shall have opportunity in Japan to:

- 1) visit national parks, ramasar sites and historical places,
- 2) practice some field activities such as hiking, canoeing and horseback riding, and
- 3) have discussions with the program leader or lectures to achieve program objective.

## **II. Description**

**1. Title (J-No.): Group Training Program on “Eco-tourism for Sustainable Use of Natural and Cultural Resources” (J-No 10-00624)**

**2. Period of Program:**

**Duration of whole program:** August, 2010 to April, 2011

**Preliminary Phase:** August, 2010

(in a participant’s home country)

**Core Phase in Japan:** August 29 to October 14, 2010

**Finalization Phase:** October, 2010 to April, 2011

(in a participant’s home country)

**3. Target Countries:**

Thailand (1 person), Argentina (1 person), Kenya (2 persons), Vietnam (1 person), Sli Lanka (2 persons), Vanuatu (1 person)

**4. Eligible / Target Organizations:**

Central/local government organizations and NGOs involved in tourism promotion or efforts to conserve the natural environment and cultural resources

**5. Total Number of Participants:** 7 participants

**6. Working Language:** English

**7. Program Objective:**

Draft plans to introduce and disseminate ecotourism as a tool for sustainable regional development involving local residents for areas, where the introduction of ecotourism is expected, are formulated by the target organizations.

**8. Overall Goal:**

The plan to establish an organization and a network that include local residents will be drafted for the introduction and operation of ecotourism, and the plan to disseminate ecotourism for both tour providers and users will be implemented.

**9. Expected Module Output and Contents:**

This program consists of the following components:

<b>(1) Preliminary Phase in a participant's home country</b> (August, 2010) <i>Participating organizations make required preparation for the Program in the respective country.</i>		
Expected Module Output	Activities	
Inception Report is Formulated.	Formulation and submission of Inception Report to the respective country's JICA Offices together (Please refer to Annex, Attachment-1) .	
<b>(2) Core Phase in Japan</b> (August 29 to October 14, 2010) <i>Participants dispatched by the organizations attend the Program implemented in Japan.</i>		
<b>Expected Module Output 1:</b> Participants will be able to understand and explain philosophy and measures related to ecotourism in the context of sustainable use of natural and cultural resources.		
Topics	Methodology	Details
Overview of ecotourism	Lecture	Learn about the ideals and basics of ecotourism through examples from around the world

Cultural/historical sites and eco-tour programs	Lecture/ observation	Learn about eco-tours related to the conservation of cultural resources through examples from Kyoto and other places
Regional efforts for ecotourism (in relation to the Ramsar Convention)	Lecture	Learn about optimal ecotourism based on the ideals/guidelines of the Ramsar Convention through an eco-tour in the Kushiro area as an example of wise usage in wetlands under the convention
Management/operation of national parks in Japan	Lecture	Learn about policies required for the conservation and use of the natural environment from examples highlighting the operation of national parks in Japan
Japan's policies on ecotourism	Lecture	Learn about the Japanese Government's ecotourism promotion policies from related laws and promotional projects in Japan
Wetland conservation and eco-tours	Practice	Learn about the significance and methods of monitoring in natural parks/reserves from examples of wetland monitoring in the Kushiro Wetland natural monument area
Installation and use of walking trails (in the Kushiro Wetland)	Practice	Learn about consideration for vegetation when installing walking trails, their layout for highlighting the diversified natural environment and their use for ecotourism and environmental education from the example of a walking trail installed in a hilly area facing the wetland
Use of facilities in national parks	Practice	Learn about exhibition techniques and promotional activities including educational programs for environmental conservation from examples of nature information facilities in national parks
<b>Expected Module Output 2:</b> Participants will be able to discuss plans to promote ecotourism in consideration of environmental conservation		
Natural park eco-tour programs (kayaking/trekking)	Practice	Learn about eco-tour programs using regional nature in an eco-friendly manner from examples of kayaking on a lake and hiking
Natural park eco-tour programs (Dutch-oven cooking)	Practice	Learn about how local products can be adopted for tourism through a program to use locally produced crops for outdoor cooking, etc.
Natural park eco-tour programs (river watching/crafting)	Practice	Learn about how regional natural characteristics can be leveraged for environmental education tour programs that anyone can experience, including river watching using glass-bottomed viewing devices and making craft products featuring wildlife
Natural park eco-tour programs (Air Trip)	Practice	Learn about how to set up tourism facilities that minimize environmental impacts by using space in three dimensions and the Air Trip environmental education program

Eco-tours in Ramsar wetlands (canoeing in river)	Practice	Learn about the necessity of consideration and guidelines for eco-tours in habitats for rare wild animals from the example of a canoe program in the Bekanbeushi Wetland, which is inhabited by Japanese cranes (designated a special natural monument)
Eco-tours in satoyama (natural woodland coexisting with nearby populated areas)	Observation	Learn about tour programs using nature near human settlements and their promotion to local residents from the example of an eco-tour introducing satoyama in Chiba Prefecture
Regional traditional culture and eco-tour programs (in Tokyo)	Lecture/ Observation	Learn about the preservation of traditional culture and its use for tourism and regional development from a program to promote experience of rickshaws in the Asakusa area of Tokyo
Environmental conservation/traditional culture and eco-tour programs	Practice	Learn about the facilitation of traditional culture in eco-tours through cultural activities involving contact with regional nature such as Japanese flower arrangement and the tea ceremony
Regional efforts for ecotourism (canoeing and spring-watching activities run by fishermen at Lake)	Practice	Learn about regional voluntary efforts including canoe-related business as a side job by fishermen in a national park/Ramsar wetland and the conservation/management of the water environment (a field for regional industries) to enhance understanding of the relationship between regional industry-based eco-tours operated by residents and environmental conservation
Field-based eco-tour programs (in the Kushiro Wetland)	Practice	Learn about finding regional resources, materials for tours and environmental education, and the specific use of such resources through an eco-tour program that introduces prehistoric remains and springs in the Kushiro Wetland
Use of regional facilities (in the eco museum)	Practice	Learn about the development of programs that ordinary tourists can easily participate in and the expected benefits of environmental education through the example of making wooden letters from lumber remnants
Regionally based eco-tour programs (horse trekking)	Practice	Learn about how regional industries can be used in tourism/environmental education and related regional development from an environmentally friendly eco-tour program using native Hokkaido horses
Regional efforts for eco tours (deserted island tour)	Practice	Learn about eco-tour programs that leverage regional characteristics and industries and consider the natural environment from the example of a deserted island (Kenbokki Island) tour operated by fishermen

Eco-tours in cooperation with regions	Lecture/ Observation	Learn about the operation of tours using regional natural environments, industries and human resources and their relationship with regional development from eco-tour programs operated at the Kiritappu Wetland Center
<b>Expected Module Output 3:</b> Participants will be able to explain methods of establishing a network of locals and related parties		
Regional environment conservation and eco-tour programs (Kyoto)	Lecture/ Practice/ Observation	Discuss cooperation between experts and local residents based on the activities of a network organized for the environmental restoration and use of a temple garden in Kyoto
Regional efforts for wetland conservation	Lecture	Learn about wetland conservation activities initiated by local residents from the example of trust efforts to conserve the Kiritappu Wetland, which has been registered under the Ramsar Convention
Regional environment education	Lecture Observation	Learn about how articles can be exhibited at nature-related facilities, development of environmental education programs, construction of databases on nature information and other facility-based regional promotional activities from examples at the Kiritappu Wetland Center
Environmental education in schools	Practice	Learn about cooperation between nature-related promotional facilities and schools from examples of environmental education programs for extra-curricular study at the Kiritappu Wetland Center
Regional efforts for environmental education	Lecture Observation	Learn about the roles of nature-related regional facilities from examples of wildlife/wetland conservation promotional efforts for local residents based at the Akkeshi Waterfowl Observation Center
<b>Expected Module Output 4:</b> Participants will be able to formulate the Interim Report.		
Program orientation	Lecture	Learn outline of the training program and what is expected of participants
Inception Report presentation	Practice	Understand individual trainee work details, issues and expectations for training
Workshop: Management of eco-tourism	Workshop	Consider through workshop interaction how knowledge gained from training in ecotourism operation can be used in trainees' home countries
Facilitation meeting	Practice	Freely discuss knowledge gained from training and ideas for action plans

Guidance of Interim Report making	Lecture	Receive advice from the course leader on the summarization of issues in participants' home countries and the feasibility of action plans
Making Interim Report	Practice	Make action plans for implementation after participants return home based on experience gained in training and advice from the course leader
Interim Report presentation	Practice	Determine the depth of understanding through action plans made during the training
<b>(3) Finalization Phase in a participant's home country</b> (October, 2010 to April, 2011) Participating organizations produce outputs by sharing and making use of results brought back by participants. Submitting the Final Report to the JICA Overseas Office by April 14, 2011.		
Expected Module Output	Activities	
To formulate Final Report	Application and implementation of the action plan (Interim Report) in the participant's country. Format of Activities Report will be distributed during the program.	

The schedule is subject to change due to the coordination of curriculum.

### ***III. Conditions and Procedures for Application***

#### **1. Expectations for the Participating Organizations:**

- (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to utilize the program for those specific purposes.
- (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the program to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.
- (3) As this program is designed to facilitate organizations to come up with concrete solutions for their issues, participating organizations are expected to make due preparation before dispatching their participants to Japan by carrying out the activities of the Preliminary Phase described in section II -9.
- (4) Participating organizations are also expected to make the best use of the results achieved by their participants in Japan by carrying out the activities of the Finalization Phase described in section II -9.

#### **2. Nominee Qualifications:**

Applying organizations are expected to select nominees who meet the following

qualifications:

- (1) Current duties: Middle-ranking administrative officers or those in charge of planning and promoting ecotourism,
- (2) Experience in the relevant fields: More than two (2) years,
- (3) Be nominated by their governments,
- (4) Language: competent command of spoken and written English, which is equal to TOEFL iBT\* 72 (CBT\*\* 200/PBT\*\*\* 533) or more (The program is commanded by English, therefore participants are requested to have sufficient English ability),  
\*iBT: Internet-Based Testing/ \*\*CBT: Computer-Based Testing/  
\*\*\*PBT: Paper-Based Testing,  
(\*iBT: Internet-Based Testing/ \*\*CBT: Computer-Based Testing/  
\*\*\*PBT: Paper-Based Testing)
- (5) Health: be in good health, both physically and mentally, to undergo the field training,  
\*Pregnancy :  
Pregnant participants are strictly requested to complete the required procedures before departure in order to minimize the risk for their health. The procedures include 1) the letter of the participant's consent to bear economic and physical risks 2) a letter of consent from the participant's supervisor 3) a letter of consent from your Embassy in Japan, 4) the medical certificate. Please ask National Staff of JICA office for the details.
- (6) Must not be serving any form of military service.

### 3. Required Documents for Application:

- (1) **Application Form**: The Application Form is attached to this General Information.
- (2) **Nominee's English Score Sheet**: to be submitted with the Application Form. If you have any official documentation of English ability (e.g., TOEFL, TOEIC, IELTS), please attach it (or a copy) to the application form.
- (3) **Inception Report and Questionnaire**: to be submitted with the Application Form. Fill in Attachment-1 and 2 of this General Information, and submit it along with the Application Form.

### 4. Procedure for Application and Selection :

#### (1) Submitting the Application Documents:

Closing date for application to the JICA Center in Japan: **July 2, 2010**

**Note: Please confirm the closing date set by the respective country's JICA Office or Embassy of Japan of your country to meet the final date in Japan.**

#### (2) Selection:

After receiving the document(s) through due administrative procedures in the

respective government, the respective country's JICA Office (or Japanese Embassy) shall conduct screenings, and send the documents to the JICA Center in charge in Japan, which organizes this program. Selection shall be made by the JICA Center in consultation with the organizations concerned in Japan based on submitted documents according to qualifications.

**(3) Notice of Acceptance:**

Notification of results shall be made by the respective country's JICA Office (or Embassy of Japan) to the respective Governments by **not later than July 29, 2010.**

**5. Conditions for Attendance:**

- (1) to observe the schedule of the program,
- (2) not to change the program subjects or extend the period of stay in Japan,
- (3) not to bring any members of their family,
- (4) to return to their home countries at the end of the program in Japan according to the travel schedule designated by JICA,
- (5) to refrain from engaging in political activities, or any form of employment for profit or gain,
- (6) to observe the rules and regulations of their place of accommodation and not to change the accommodation designated by JICA, and
- (7) to participate the whole program including a preparatory phase prior to the program in Japan. Applying organizations, after receiving notice of acceptance for their nominees, are expected to carry out the actions described in section II -9 and section III-3.

## ***IV. Administrative Arrangements***

**1. Organizer:**

**Name:** JICA Obihiro International Center (JICA Obihiro)

**Contact:**

(Address) 1-2, Minami 6-chome, Nishi 20-jo, Obihiro, Hokkaido, 080-2470, Japan

(Tel) 81(\*)-155(\*\*)-35-1210 (Fax) 81(\*)-155(\*\*)-35-1250

Note: \*:country code for Japan, \*\*:area code for Obihiro

(Email) [jicaobic@jica.go.jp](mailto:jicaobic@jica.go.jp) (Website) [www.jica.go.jp/english](http://www.jica.go.jp/english)

**2. Implementing Partner:**

**Name:** Kushiro International Wetland Centre (KIWC)

### 3. Travel to Japan:

(1) **Air Ticket:** The cost of a round-trip ticket between an international airport designated by JICA and Japan will be borne by JICA.

(2) **Travel Insurance:** Term of Insurance: From arrival to departure in Japan. The traveling time outside Japan shall not be covered.

### 4. Accommodation in Japan:

JICA will arrange the following accommodations for the participants in Japan:

Obihiro International Center (OBIC)

Address: 1-2, Minami 6-chome, Nishi 20-jo, Obihiro, Hokkaido, 080-2470, Japan

TEL: 81-155-35-2001 FAX: 81-155-35-2213

(where "81" is the country code for Japan, and "155" is the local area code)

If there is no vacancy at OBIC, JICA will arrange alternative accommodations for the participants.

### 5. Expenses:

The following expenses will be provided for the participants by JICA:

(1) Allowances for accommodation, living expenses, outfit, and shipping.

(2) Expenses for study tours (basically in the form of train tickets).

(3) Free medical care for participants who become ill after arriving in Japan (costs related to pre-existing illness, pregnancy, or dental treatment are not included).

(4) Expenses for program implementation, including materials.

For more details, please see p. 8-16 of the brochure for participants titled "KENSU-IN GUIDE BOOK," which will be given to the selected participants before (or at the time of) the pre-departure orientation.

### 6. Pre-departure Orientation:

A pre-departure orientation will be held at the respective country's JICA Office (or Japanese Embassy), to provide participants with details on travel to Japan, conditions of the workshop, and other matters.

## V. Other Information

1. Participants who have successfully completed the training program will be awarded a certificate by JICA.

### 2. Medical history

In case you have or have had malaria, you are kindly requested to bring the medicine for malaria with you because it is quite difficult to obtain it in Japan.

### 3. Climate

The climate condition in Obihiro is given below. Participants are advised to prepare appropriate clothes.

		Winter		Spring			Summer			Autumn			Winter
		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
Temperature (°C)	Maximum	-2.0	-1.0	3.4	11.3	17.6	20.4	23.7	25.1	21.2	15.4	7.7	1.1
	Average	-7.7	-6.8	-1.6	5.4	11.0	14.5	18.4	20	16	9.6	2.8	-3.7
	Minimum	-13.9	-13.2	-6.9	0.2	5.4	10.0	14.5	16.2	11.6	4.3	-1.9	-8.9
Humidity (%)		70	69	67	66	69	79	83	82	79	73	68	69
Precipitation (mm)		42.3	30.7	49.6	60.5	80.1	85.9	94.4	139.2	139.8	91.7	68.2	40.3

(Average from 1971 to 2000)

### 4. Study Trip

As a supplemental program, there are study trips during your stay.

(1) Sites of visit

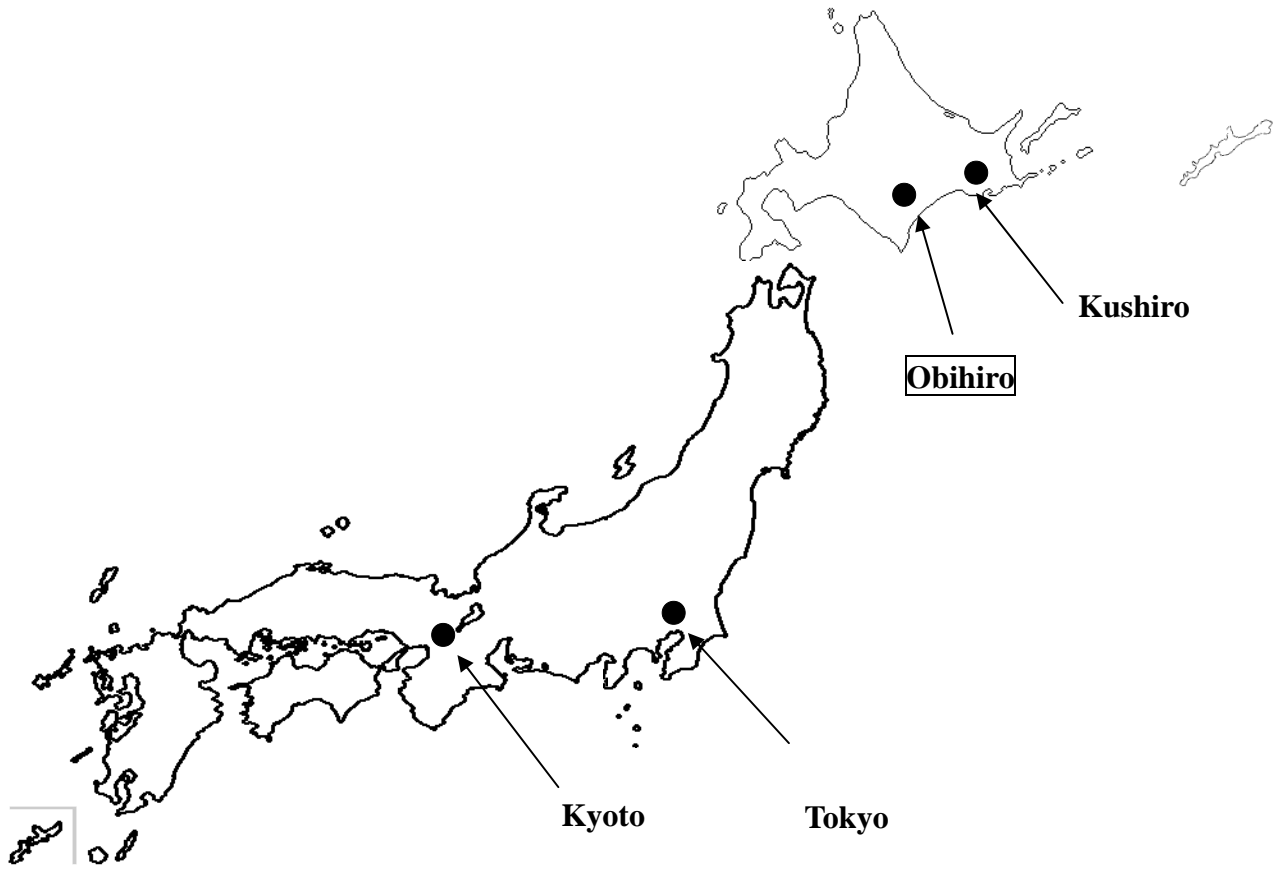
. Main land :Tokyo, Kyoto

Hokkaido island: Eastern part of Hokkaido: Kushiro and others

(2) Temperature of the sites

Name of city	Temperature (Degrees Celsius)			
	Maximum		Minimum	
	Sep.	Oct.	Sep.	Oct.
Tokyo	26.8	20.7	21.6	15.0
Kyoto	35.3	27.9	13.8	7.2
Kushiro (Eastern part of Hokkaido)	19.0	12.2	14.5	5.1

(3) Map of the main program sites



## **VI. ANNEX:**

Attachment-1

### **Inception Report**

Participants are requested to prepare the Inception Report on the following issues and Questionnaire, and submit it to the respective country's JICA Offices or JICA Obihiro by **July 2, 2010**, preferably by e-mail to [jicaobic@jica.go.jp](mailto:jicaobic@jica.go.jp).

#### **a. Purposes**

- (1) To clarify issues and problems presently faced in their work in order to facilitate the acquisition of knowledge and ideas leading to solutions during the training program.
- (2) To provide advance information regarding issues and problems faced by participants to lecturers and organizations concerned with the program as a point of reference in finding solutions.

#### **b. Contents**

- (1) Name of organization
- (2) Organization chart
- (3) Name of organization
- (4) Brief introduction of work the participants have been in charge for the last year.

\*To take measures to cope with the matters mentioned in the Inception Report, the Interim Report including applicable knowledge and skills learnt during the program is requested to be presented by each participant at the end of the program.

#### **c. Layout**

Typewritten in English, less than 5 pages (12-point font, double spaced, A4 size paper)

#### **d. Presentation**

The Inception Report is to be presented by each participant using MS PowerPoint at the beginning of the program.

- (1) The time allocation for each presentation of the Inception Report will be about 10 minutes.
- (2) It is advisable to use audio visual aids such as Microsoft PowerPoint, overhead projectors, or pictures presenting the Inception Report.

## **Questionnaire**

Name of the Applicant

1. Organization chart

Responsible central government and annual budget for nature conservation, particularly management / administration and wise use of natural resources, and eco-tourism with its address, telephone number, e-mail address, and fax number.

2. Present general status of environmental conservation, management / administration and wise use of natural resources, and eco-tourism.

Specific issues on destruction of environmental conservation, management / administration and wise use of natural resources, and eco-tourism that participant is currently engaged in.

3. International cooperation for environmental conservation, management / administration and wise use of natural resources, and eco-tourism.

Describe outline of the ongoing and planned projects including period, name of counterpart(s) such as donor countries, agencies and international NGOs, the budget, etc.

4. Major constraints and future prospects of environmental conservation, management / administration and wise use of natural resources, and eco-tourism.

5. Special interests of the participant

Describe what the applicant would like to acquire from this particular program.

This questionnaire should be typewritten in English, less than 5 pages (12-point font, double-spaced, A4 size paper).

This program includes “Beginner’s Computer Class” for those who want to attend. If you want to attend it, please mark YES or NO and send it with the Application Form.

YES

NO

**Beginner’s Computer Class  
(complete in 5 times, 10 hours in total)**

The purpose of this class is to provide the basic knowledge and information about the computer. However, a level can be adjusted to the level of your group. The schedule is as follows:

First day	:	Windows XP, Basic operation of <b>MS Word</b>
Second day	:	Basic operation of <b>MS Word</b>
Third day	:	Basic operation of <b>Internet</b>
Forth day	:	Basic operation of <b>MS PowerPoint</b>
Fifth day	:	Basic operation of <b>MS PowerPoint</b>

- NOTE: 1. Those who answer “YES” should attend 5-day classes.  
2. Those who answer “NO” can not apply for the attendance after you come to Japan.

***Please submit this questionnaire with Application Form.  
Thank you for cooperation.***

## ***For Your Reference***

### **JICA and Capacity Development**

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training and Dialogue Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs and are being customized to address the specific needs of different target organizations, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

### **Japanese Development Experience**

Japan was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which started more than 140 years ago, was the “*adopt and adapt*” concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this “*adoption and adaptation*” process, which, of program, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries.

However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.



### ***CORRESPONDENCE***

**For enquiries and further information, please contact the JICA Office or the Embassy of Japan. Further, address correspondence to:**

#### **JICA Obihiro International Center (JICA Obihiro)**

Address: 1-2, Minami 6-chome, Nishi 20-jo, Obihiro-city, Hokkaido, 080-2470, Japan

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E-mail: [jicaobic@jica.go.jp](mailto:jicaobic@jica.go.jp)