

**The 4<sup>th</sup> International Symposium of  
Education Program for Field-Oriented Leaders in  
Environmental Sectors in Asia and Africa**

**Field-Oriented mind and skill sets required  
for Global Environmental Human Resource**

**-Experience from FOLENS program-**

東京農工大学現場立脚型環境リーダー育成拠点形成 第4回国際シンポジウム

グローバル環境人材に求められる現場力

～現場立脚型環境リーダー育成プログラムの経験から～

Date: Thursday, 29 November, 2012

Time: 13:00-17:00

Venue: Room 24, Lecture Building No.1, Fuchu Campus,  
Tokyo University of Agriculture and Technology (TUAT)





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**Program**  
(MC Siaw Onwona Agyeman, FOLENS, TUAT)

**Opening Remark / Introduction (13:00-13:30)**

- 13:00 Opening Remark: Tadashi Matsunaga (President of TUAT)
- 13:10 Progress of FOLENS program: Hideshige Takada (Director of FOLENS, TUAT)
- 13:20 Introduction: Ai Imai (Chief Coordinator of FOLENS, TUAT)

**Part1: Development of field oriented mind and skill sets required for Global Environmental Human Resource –towards the development of FOLENS–**

13:30-13:50 Presentation from FOLENS students

- Yeo Bee Geok (Graduate School of Agriculture, Department of Environmental Science on Biosphere)
- Keisuke Yamada (Graduate School of Engineering, Department of Applied Chemistry)

13:50-14:10 Perspectives from overseas Education and Research base: how to develop “field oriented mind and skill sets”

- Tiwa Pakoktom (Kasetsart University, Thailand)
- Le Viet Dung (Can Tho University, Vietnam)

14:10-15:00 Perspectives from “Field” leaders: expectation towards Global Environmental Human Resource

- Takatoshi SHIBUTA (Technical Advisor to General Trading Company/ Former Head of Chemical Plant Engineering & Construction Center, Mitsubishi Heavy Industries LTD.)
- Kenichi BAMBBA (Representative, Bridge for Fukushima / Consultant for developing countries)
- Rumi SATO (Executive Director, NPO Birth/ alumni of Tokyo University of Agriculture and Technology)

(15:00-15:20 Coffee Break)

**Part2: Panel Discussion Development of “field oriented mind and skill sets” at university education**

15:20-16:50 (Facilitator: Associate Professor Gomi, Vice Director of FOLENS)

Panelists:

- Takatoshi Shibuta (Technical Advisor to General Trading Company/ Former Head of Chemical Plant Engineering & Construction Center)
- Kenichi Bamba (Representative, Bridge for Fukushima / Consultant for developing countries)
- Rumi Sato (Executive Director, NPO Birth/ alumni of TUAT)
- John Ofosu-Anim (University of Ghana, Ghana)
- Mohamad Pauzi Zakaria (University Putra Malaysia)

Facilitator:

Takashi Gomi (Vice Director of FOLENS, TUAT)

**Closing Remark 16:50-17:00**

Akihiko Terada (Associate Professor, TUAT)

## Profile of FOLENS Education & Research Base

### Kasetsart University, Thailand:

#### Tiwa Pakoktom

I am a lecturer at Department of Agronomy, Faculty of Agriculture, Kasetsart University, Kamphaeng Saen Campus, Kamphaeng Saen City, Nakhon Pathom Province 73140, Thailand. I got a Ph.D. in the field of Environmental Science from Tokyo University of Agriculture and Technology, 2009. I am teaching about plant production and physiology of plant production. The main subjects are plant climate, plant physiology and water management for field crops. For my research, I focus on the effects of climate changes to economic crops. One of the projects now we are researching is the screening rice germplasm and genes expression in global warming. For another research, I am setting up the new tower in irrigated paddy rice field for measuring pollutions gases e.g. NO<sub>x</sub>, O<sub>3</sub> and H<sub>2</sub>O<sub>2</sub> .



### Can Tho University, Vietnam:

#### Le Viet Dung

Dr. Le Viet Dung is Associate Professor and Vice Rector for International Relations & Scientific Affairs of Can Tho University, Vietnam. He holds Bachelor degree with the thesis on “Investigating the insect species on Soybean growing in the Mekong Delta of Vietnam”. Faculty of Agronomy, Can Tho University, Master degree with the thesis on: “Genetic analysis on blast resistance in tropical rice varieties”, and Doctor degree with the thesis on “Genetic complexity in agronomic important traits in rice” Faculty of Agriculture, Hokkaido University, Japan. After his Doctor degree, he has been in Genetics Department, College of Agriculture & Applied Biology and International Relations Department at Can Tho University. In his research activities, he has more than 20 years’ experience with plant genetics and breeding (Rice, Soybean, Mungbean, Fruit trees) and applying Vetiver grass (*Vetiveria zizanioides* L.) for soil erosion control and waste water treatment



## **University Putra Malaysia, Malaysia:**

### **Mohamad Pauzi ZAKARIA**



Professor Mohamad Pauzi Zakaria was born in September 25, 1957 in Besut, Terengganu, Malaysia. He was offered a MARA Scholarship to do Bachelor's Degree in Monmouth College, Illinois, USA.

The following year he joined Western Michigan University and graduated with a degree in Biology in 1980. He obtained 2 master degrees from Florida Institute of Technology and the University of Massachusetts, USA. Professor Dr. Mohamad Pauzi Zakaria obtained his doctorate degree in Organic Geochemistry from Tokyo University of Agriculture and Technology, Japan in 2002. Professor Pauzi is well known figure in research especially in the field of Environmental Forensics to determine the source of environmental pollution. His research has won numerous prestigious awards from UPM (PRPI), national (ITEX) and international (Geneva Palexpo, 2006). He was the Head of UPM Research Delegation Exhibition to Geneva, Switzerland in 2006. He has received scholarship from RONPAKU Japanese Society for the Promotion of Science (JSPS) for PhD studies. Professor Pauzi also won 'Anugerah Akademik Negara' for 2011, the most prestigious award for academic staff in Malaysia. Results from recent research was published a paper in high impact international journal of Journal of Chromatography A entitled "Multi-residue Analytical Method for Human Pharmaceutical and Synthetic Hormones in River Water and Sewage Effluents by Soil-Phase Extraction and Liquid Chromatography-Tandem Mass Spectrometry". Profesor Pauzi is now a Deputy Dean, Faculty of Environmental Studies, Universiti Putra Malaysia.

## **University of Ghana, Ghana:**

### **John Ofosu-Anim**



Associate Professor John Ofosu-Anim is an Agronomist/Crop Physiologist with considerable international experience. He holds BSc degree in Agriculture (Crop Science), University of Ghana, an MSc degree in Crop Science, Kagawa University and a PhD degree in Agronomy from Nagoya University. He joined the University of Ghana in 1996 after his PhD degree and has in the last 14 years risen to the rank of Associate Professor. His research activities over the past twelve years have been dedicated to studying the effect of growth regulators on fruit development, use of herbicides in crop production, organic production of crops, postharvest handling of fruits. He has served in a number of positions where the broad objective was to improve production and quality of crops to ensure food security in Ghana. He is a fellow of the Commonwealth and the Japan Society for the Promotion of Science.

## Profile of Guest Speakers

### **Takatoshi Shibuta**

**Former Head of Plant Engineering and  
Construction Center (MCEC) in Mitsubishi Heavy  
Industries, Ltd:**



Mr. Shibuta graduated from Osaka University in 1971 with BSc degree in chemical engineering and was with Mitsubishi Heavy Industries, Ltd for thirty-three years. In the first half of his business life, he was dedicated to the Process Engineering and Engineering Management mainly in petrochemical plants and gas processing plants overseas and he was promoted to General Manager of Project Department and then General Manager of MCEC. He joined Ryowa Engineering, Ltd as CEO from 2004 to 2009. He is currently with General Trading Company where his position is Technical Advisor for engineering business related to oil and gas since 2009. His experience and know-how gained through various projects in domestic and overseas will serve in having global perspective and collaboration.

### **Kenichi Bamba**

**Bridge for Fukushima /  
Consultant for developing countries :**



Mr. Bamba established “Bridge for Fukushima” right after the Great East Japan Earthquake in 2011 by utilizing his experience of emergency relief, social entrepreneurship and development assistance in developing countries. He works mainly in Fukushima city, Soma city and Minamisoma city in Fukushima. He started his career at Banking Cooperation and worked for 6 years after graduating from university. He changed his career once and since then he has been consistently engaging with field management of overseas development and aid. He served as a program manager for medical NGO in several countries such as Cambodia and Zambia, mainly in charge of microfinance and primary health care programs for about 5 years. After he worked for FAO Cambodia Office as a consultant, he studied at LSE in UK for his Master degree in NGO management. After the Master program, he has been engaging with projects of

agriculture mainly in Africa as a JICA Expert. Currently, he operates consultant firm for developing countries and is involved with BoP business and social entrepreneurship.

He is from Fukushima City, Fukushima.

For reference:

<http://michinokushigoto.jp/archives/3511>

## **Rumi Sato**

### **Executive Director, NPO Birth**

Since when she was a student at the Faculty of Agriculture, Tokyo University of Agriculture and Technology, she has explored how the nature and people can coexist in harmony especially focusing on “the value of accessible green”.



After working in the field of environmental education, research and planning, she established a non-profit organization “NPO birth” in 1997 with an aim to promote “green community development”. From the early developing stage of this organization, she has studied experiences of Western countries to create new professions for green community development, such as park rangers, coordinators, and community producers. NPO birth is currently entrusted to operate fifteen parks of Tokyo metropolitan government. In 2009, it received Minister of Land, Infrastructure and Transportation Prize in the Urban Park Contest. She has co-authored “みどりの市民参加－森と社会の未来をひらく (Green Citizen Participation – Opening a Future of Forests and Societies)”, edited by Yukichi Konohira, published by J-FIC (日本林業調査会).



## The 4<sup>th</sup> FOLENS International symposium 第4回FOLENS国際シンポジウム

Field oriented mind and skill sets required for Global  
Environmental Human Resource  
-Experience of FOLENS Program-  
グローバル環境人材に求められる現場力  
～現場立脚型環境リーダー育成プログラムの経験から～

### Objective of this Symposium シンポジウムのイントロダクション

Ai IMAI  
Chief Coordinator, FOLENS / TUAT

## FOLENS Field Oriented Leaders in Environmental Sectors in Asia and Africa

Curriculum カリキュラム  
Lecture 講義  
Domestic Training 国内実習  
Overseas Field Training 海外実習  
Internship インターンシップ  
FOLENS Seminar FOLENSセミナー

FOLENS has practiced  
in the field and in the field  
FOLENSは現場に「行く」、現場で  
「する」ことを実践

And more...  
さらに

FOLENS aims to nurture leaders  
For the field (contribution, solving problems, improvement...)  
FOLENSは現場に貢献し、課題を解決し、  
現場を改善できるリーダー育成を目指す

## Organization of Today's symposium 本日のシンポジウムの構成

## Main issue of Today's symposium 本日のシンポジウムのポイント

Part 1: Development of field oriented mind and skill sets required for Global  
Environmental Human Resource- For Enhancement of FOLENS-

### 第一部: グローバル環境人材の現場力育成

- FOLENSの発展に向けて-
- FOLENS experiences by FOLENS students and faculties  
学生発表及び海外パートナー大学教員発表
- Perspectives from field players from variety of sectors  
現場からのグローバル環境人材への期待

### Part 2: Panel Discussion パネルディスカッション

Development of "field oriented mind and skill sets"  
at university education  
大学における「現場力」育成のこれから

★Key word/キーワード★  
Field oriented mind and Skill sets / 現場力

### ★Key questions/問題設定★

- What does FOLENS experience tell to develop field oriented mind and skill sets?  
FOLENSプログラムによる現場力育成の教訓は何か？
- For global environmental leaders, what sort of capacity is required at the field?  
グローバル環境リーダーにとって、「現場」で求められる力とは何か？
- How should the university education develop the capacity?  
大学教育はどのように現場力を育てるべきか？

### ★Key questions/問題設定★

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大学教育はどのように現場力を育てるべきか？

# FOLENS 4<sup>TH</sup> INTERNATIONAL SYMPOSIUM

Internship Experience  
Working in Australia on Marine Debris  
Awareness and Education  
With Tangaroa Blue Foundation

Yeo Bee Geok  
Graduate School of Agriculture,  
Department of Environmental Science on  
Biosphere, TUAT

1

## Introduction (Internship background)

- Queensland, Australia – 3 weeks with Tangaroa Blue
- Mainly situated in Port Douglas
- Collaborated on IPW – sent pellets
- Deals with marine debris
- Platform to explore risk communication



- Tangaroa Blue is a non-profit organization founded by Heidi Taylor – AMDI (Australian Marine Debris Initiative) – data collection, tracking back to source, finding solution to curb debris entering oceans

2

## Internship Activities

- Teaching and working with groups
  - Aboriginal Rangers (Girringun & Djunbunji)
  - School Children (Mossman High & Reef Schools)
- Clean up events
  - Rocky Point (local community and schools)
  - Farnborough Beach, Yeppoon (Great Barrier Reef Marine Parks, Queensland Park and Wildlife rangers and Surfrider Foundation)
- Sampling
  - Mission Beach, Farnborough Beach, Cape Kimberly (survey).
- Media
  - Post clean up media release write up, presentation and news coverage/ interview

3

## Goals

- To experience working in the field with a variety of people from different backgrounds
- To experience and learn practical environmental risk communication
- To explore the realms of environmental education and awareness

4

## Working with Local Communities



- Step out of one's comfort zone
- Open mind to all possibilities

5

## Working with schools



- Make it as interactive as possible
- Maintain excitement
- Short attention span

6

## Working with Rangers



- Always stay neutral while standing your ground
- Choose your moments!
- Be adventurous and just go for it!

7



- Master of the field, nature and their surroundings
- A privilege to go country and learn from them

8

## Working with Government and Non- Government Organization



9



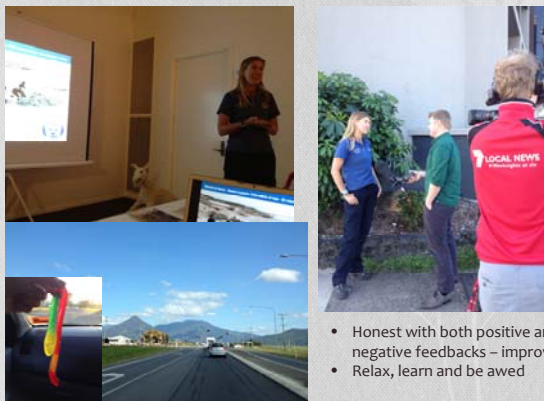
- Flexible towards their approach (adaptability)
- Aid and support

- Always good to have a network and work together towards a common goal
- Willing to meet in the middle – approach different views non-aggressively



10

## Working with Heidi



- Honest with both positive and negative feedbacks – improvement
- Relax, learn and be awed

11



There are times, where you just have to wear your heart on your sleeve!!

12

## Conclusion

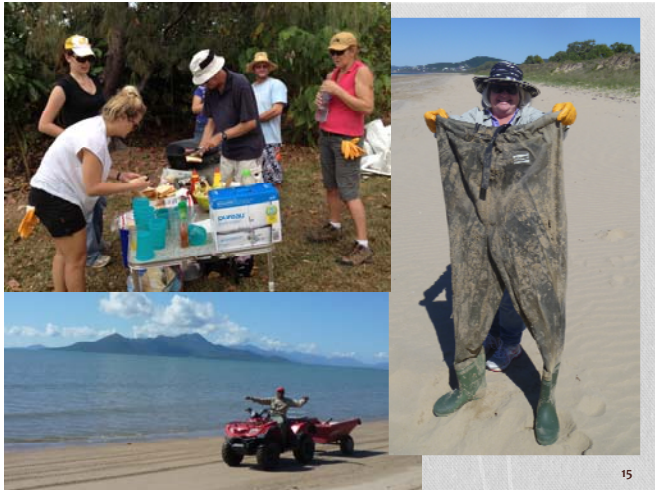
- Face new experiences with a clean slate of mind
- The importance of networks and cooperation – never be an expert of everything
- Angles – value of the environment through the eyes of the beholder
- Sharing the same passion and working towards a common goal – you'll find friends for life!
- Collaboration continues! Next year Chillli Beach Clean Up!

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## Getting Everyone Enthusiastic

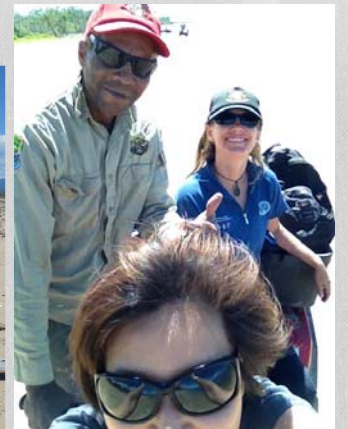


14



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## Thank you!



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## Oversea Field Training in Thailand

The 1<sup>st</sup> year of Master's Course of Engineering,  
Tokyo University of Agriculture and Technology  
Keisuke Yamada



The Purposes of the Oversea Field Training with supervisor

- To get the field oriented mind and skills sets by working on my research topics in the field
- To clarify the causes of Arsenic(As) contamination in the landfills of Thailand
- To check my level of communication skills, I think the most important ability to become a leader, overseas

2

## Hua-Hin landfill

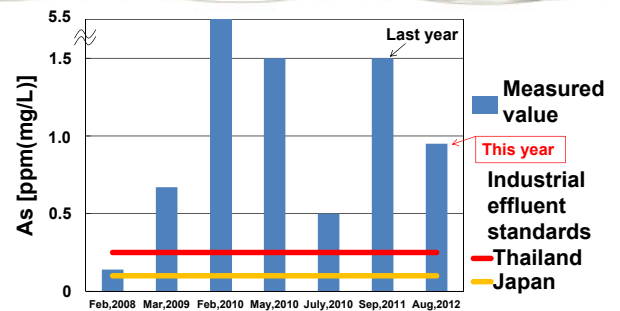


In Thailand 65% of municipal waste is disposed of in Open Dumping site and the remaining 35% in sanitary landfills.  
Hua-Hin landfill is a sanitary landfill.

Most of the waste is not covered with soil, so the rain water flows around the landfill as leachate.

3

As concentration of the leachate in the observation well



The leachate contains a high concentration of As  
→ It is necessary to clarify the cause of arsenic contamination

4

## Cooperate with the local people Sampling the leachates and soils



In order to search where As is coming from, I have sampled the leachates and soils in cooperation with local people.



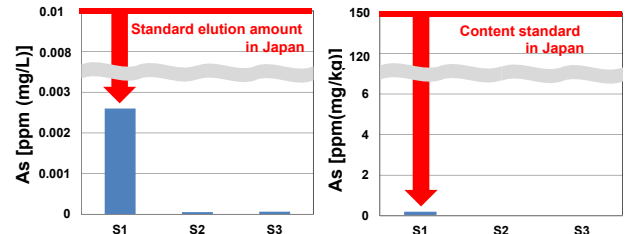
I analyzed the amount of As in the leachates, the elution amount and the content of As in the soils.

5

## Analysis of the soils



S1: Near the observation well  
S2: Near the landfill  
S3: Higher place than the landfill



Results of the analysis were significantly lower than both the standard elution amount and content standard in Japan  
→ I consider that As leaching from soil is less

6

## Communicate with the local people



REO8 (Regional Environment Office) Staffs



Dinner with people who works in Thailand



Visiting the REO8 Staff house



Communicate with Kasetsart Univ. students

7

## Cooperate with the local people



Kasetsart Univ. student Gig san helped us



Dinner with Thai people



With Industrial dep. staff at Ayutthaya



With Kasetsart Univ. Prof. of Engineering

8

## Conclusion

- Research problems still remain, but I will get field oriented mind and skill sets by overcoming them next year
- By analyzing the elution amount and the content of As in the soils, I consider that As leaching from soil is less
- I got the confidence of communication skills required for leaders

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## Actions for the future

- In order to consider the causes and countermeasures of As contamination, I would like to participate in the overseas training for next year even if at my own expense
- To make the best use of this experience, I would like to work abroad in the future

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**The 4<sup>th</sup> International Symposium  
of Education Program for Field-Oriented  
Leaders in Environmental Sectors in Asia  
and Africa**

**How to develop  
“field oriented mind and skill sets”**

**Dr. Tiwa Pakoktom**  
Lecturer, Department of Agronomy,  
Faculty of Agriculture at Kamphaeng Saen,  
Kasetsart University, Thailand

- What sorts of skill sets FOLENS students should learn from “Practical Training at the field”?

- What are the challenges of the FOLENS program?

- What are the recommendations in order to improve the program?

**TRAINING**

- Training is a typical part of the Human Resource Development.
- The role of Human Resource Development is to improve the organization’s effectiveness by providing employees with the knowledge, skills and attitudes that will improve their current or future job performance.

**TRAINING**

- Training is an “opportunity” for learning
- Described as “providing the conditions in which people can learn effectively”. To learn is “to gain knowledge, skill and ability”
- Training cause learning, as a result of learning development occurs.

- What sorts of skill sets FOLENS students should learn from “Practical Training at the field”?

**Recommendation skills for FOLENS program**  
**Mr. Prathomrak Na-ngern**  
My field of study and work is Agriculture field.

**Skill recommendation**

**-Agricultural extension and social participation skills**

These are very important skills in order to transfer our knowledge and opinions to local agriculturists in the field work. I think, I have only basic knowledge of these skills.

Therefore if FOLENS can provide some activities to build these skills to FOLENS student, it would be giving many benefits and good knowledge for field leader’s work as much as possible.

**- What are the challenges of the FOLENS program?**

- Various of the field of study : in Japan and overseas
- A lot of Professors and specialists
- Unlimited instruments and techniques

**- What are the recommendations in order to improve the program?**

**Learning by doing**

- Join more conference
- Visit farmers as much as possible
- Make more network



**FIELD ORIENTED MIND AND SKILL SETS:  
EXPERIENCES FROM CAN THO UNIVERSITY  
AND FOLENS FIELD TRAINING  
IN THE MEKONG RIVER DELTA – VIETNAM  
SEPTEMBER , 2012**

*L. V. Dung\**; *C.T. Kinh\*\**; *N.D.G. Nam\*\**  
(\* CTU, \*\* TUAT)

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**“FIELD ORIENTED” mind and skills require:**

1. Observation mind
2. Communication skills with local people
3. Broad view with open viewpoint (multidiscipline manner)
4. Able to learn and use integrated laboratory skills and knowledge practically
5. Management skills and experiences

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**PRACTICAL EXPERIENCES FROM CTU**

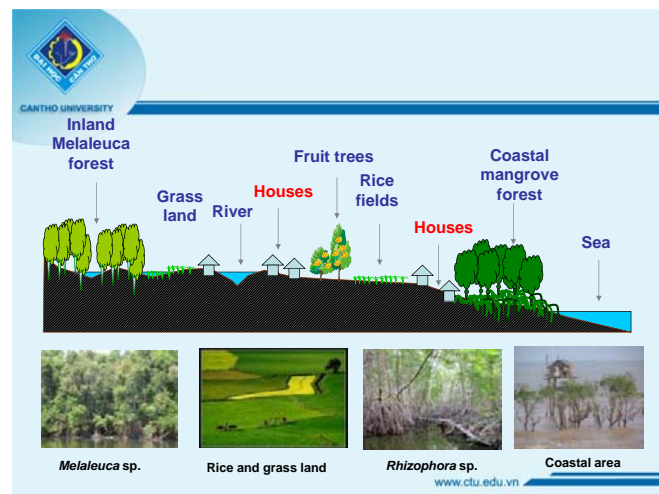
1. Based on student focus teaching methodology (demonstration, collaborative learning, learning by teaching, field labs, teaching with case methods, problem based Learning, On Field Training...)
2. Laboratory and field studies are focused in curriculum to meet the needs of learners and the labor market
3. Exchange students with regional and international education and research institution
4. Students carry out internship in organization, companies, local farms, ... before graduation.
5. Quality assurance and testing activities

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**EXPERIENCE FROM FOLENS FIELD TRAINING IN THE MEKONG DELTA OF VIETNAM 2012**

- ✓ Including different learning topics (water pollution, industrial waste treatment and management, solid waste management, farming systems, Vietnamese livelihood and culture, FOLENS monitoring data review, ...)
- ✓ Different learning approaches: seminars, discussions, field excursion, interview, sampling, field and indoor laboratory works,
- ✓ Field training logistic arrangements
- ✓ CTU students participation

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### General topics of the field training

- ✓ Water quality
- ✓ Industrial waste treatment and management
- ✓ Natural condition and farming systems
- ✓ Vietnamese livelihood and culture
- ✓ Flood in the Mekong Delta: condition and current management
- ✓ Human impact on environment
- ✓ Difference between the Southern area and middle area of Vietnam

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### Exchange with CTU students

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### FIELD EXCURSION


www.ctu.edu.vn



Visit water purification company



Study in fish processing companies




## RECOMENDATIONS

- Important role of CTU-TUAT's students
- Language capability of CTU's students
- Orientation should be done before;
- September is good for flood excursing but with new semester of CTU??? → We have started from August?
- Local people needs to be involved → We have involved many stakeholders in field study, in limitation of study time, can not involve all.

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IN DRY SEASON

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## How to become a global player

FOLENS 4<sup>th</sup> International Symposium  
Takatoshi Shibuta  
(OB, Mitsubishi Heavy Industries LTD.)  
29 November, 2012



1

## Contents of Presentation

1. Feature of Overseas Field Work
2. Why are Fields important?
3. Unforgettable experiences of Work at Overseas Fields
4. How to become a global player

2

## 1. Features of Overseas Field Work

### ◆ Stimulating, Interesting, Emotions and a sense of achievement

- Deep emotion of "First Drop"
- Understanding of culture and history of partner countries



### ◆ Not easy (Risks to manage)

- Differences of working environment of home and abroad  
(Miniature garden vs Wilderness / Supporting system like vendors and subcontractors)
- Adjustment of mindset and method



3

## 2. Why are Fields important?

### ◆ Field tells a variety of things

You would imagine without going to the field...

- The way to shine in order to make it clean quickly
- Knowledge of products of shoeshine cream
- Development and Improvement of new shoeshine tool

< Ex, from the field of shoeshine >



But, you cannot imagine without going to the field...

- Environmental Toughness: Work in pollutions all day
- Care for Weather Condition: Take measure to cold and heat
- Marketing: Tips for identifying good customers and obtaining regular customers
- Sales Talk: How to get "an extra"
- Complaint Handling: How to deal with customers' complaints

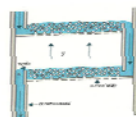
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## 3. Unforgettable Experiences of Work at Overseas Field (1/3)

### ◆ Solving a problem by an unexpected hint

--- Shanghai Ethylene (30 years old)

- The only pending issue: "Distillation Column"
- Came back to Japan in order to investigate the cause. Discussed day and night among License technology department, Engineering department and tray vender. But the cause remained to be not identified.
- Hint for solving a problem by seeing overflow of dammed river



5

## 3. Unforgettable Experiences of Work at Overseas Field (2/3)

### ◆ Fear of Explosion:

gained ability to act in emergent situations

--- Iraq crude oil associated gas recovery(36 years old)

- When starting up at midnight, oxygen concentration in flare system gradually rose to the lower limit of explosion and became a serious situation.

- Took every possible action that I could take.  
(Investigation of errors inside the plant, credibility checking of analysis reading, looking for the person in charge in neighbor Italian company etc...)



6

### 3. Unforgettable Experiences of Work at Overseas Field (3/3)

#### ◆ New Challenge after gaining some experiences

--- Malaysia MTBE (42 years old)

#### - Multinational Office:

##### Engineering Operation for 24 hours schedule

Tokyo(Coordination, Procurement) / Houston (Basic Design)

Mexico City(Detailed Design) / Kuala Lumpur(Construction detailed design)

#### - Valuable experience through this project was useful for other international cooperation project afterwards.

- Team Building

- Mindset , Strong and Weak Points of international partners and us



### 4 How to become a Global Player (1/3)

#### ◆ Ideal Global Player

- Communicate with a common language
- Understand culture and customs each other
- Acquire capability to solve problems

#### ◆ Ability required for Overseas Work

- Attitude toward work is the same home/abroad
- Communication and Risk management skills for abroad



### 4. How to become a Global Player (2/3)

#### ◆ Capacity developed by Overseas Experience

- Japanese way of thinking can be a cause of misunderstanding: "Telegraphic Communication", "Silence is Golden" etc.
- Self-Initiative to withstand adversity under less supporting circumstance
- Experiences of Hardship and Success leading to confidence in your own ability
- Overseas Aptitude creating various opportunities in your future



### 4 How to become a Global Player (3/3)

#### ◆ So, What should you do from now?

- Don't hesitate to take every chance  
( study abroad / language trainings / friends overseas )
- Take it for granted that things never work out as you expect --- Improve yourself in every aspect  
( volunteer work/ farm work/ physical work/ Zen meditation )
- Develop diversified network individually  
( classmate / other faculties / collaboration partners overseas )



Thank you very much!

◆ Basic stance is the same home/abroad

◆ A picture is worth a thousands of words





FOLENS 4<sup>th</sup> International Symposium

Bridge for Fukushima  
 Representative Kenichi Bamba  
 November 29, 2012

Agenda



- Africa and Asia
- Fukushima
- Bridge for Fukushima
- Common skills required at the field, Africa and Fukushima

About myself...



- Born in Fukushima city
- After working for a bank, started working at the field of development in developing country (NPO, UN JICA etc.)
- Master degree at LSE, major in social policy and NGO management
- 3 days after the “March 11”, happened to be back in Japan
- Established “Bridge for Fukushima” through the network of similar careers



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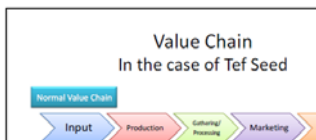
Anne

### Result of Value Chain Analysis

28 Aug, 2012

Kenichi BAM  
Expert of Circulation :  
Agricultural Econo  
Quality Seed Promotion Proj

● Figure 1 shows the difference between Normal Value Chain and Seed Value Chain. The characteristic of Seed Value Chain is a green part. From Production to Marketing, there



## Agenda

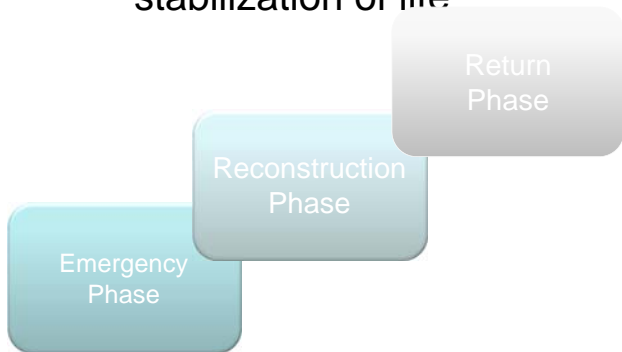
Africa and Asia

Fukushima

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## Post-disaster phases for stabilization of life



## Visitor Survey (water)



Survey found most households started buying water after the earthquake and it has become economical.

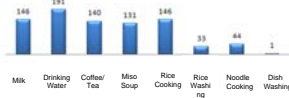
Did you buy mineral water even before the earthquake ?



Do you feel economic burden on child-raising due to the effects of radiation?



How do you use mineral water at home?



How much is the rising cost per month?



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## What's Bridge for Fukushima?



**[Name of Organization]**  
Bridge for Fukushima (BFF)

**[Foundation]**  
May, 2011

**[Annual Budget]**  
7 million JPY (May 2011-April 2012) \*12 million JPY for this financial year  
Supported by Nippon Foundation, Red feather campaign, JPF etc.

**[Members]**  
3 trustees (1 full time, 2 part time), 3 staff (full time), volunteers (around 30 at Soma base)

**[Activity area]**  
Fukushima city, Soma city and Minamisoma city

**[Feature]**  
Founded by members with the experience of emergency assistance and development assistance in developing countries and marketing of global corporation in order to assist reconstruction of affected areas by utilizing each profession.

## Activity of Bridge for Fukushima



Soma base

- Provision of relief goods for household with infants and provision of useful information for networking of mothers
- From this August, started community development of mothers

Community Business Assistance Projects

- Assistance for groups working for reconstruction in Fukushima.
- List up, interview and PR of Community Business Groups in Fukushima and networking.

Matching Projects "Sukima Jikan"

- As a result of volunteers' dispatch project, about 600 volunteers worked in Soma city and Minamisoma city.
- Matching of corporates in Kanto district and local NPO and social corporates.

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## Example of Community Business



Hanten making by ladies' community at temporary housing in Fukushima

Activity got popular... exhibition at department store.  
Organized production lines.



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## Common skills required at the field, Africa and Fukushima



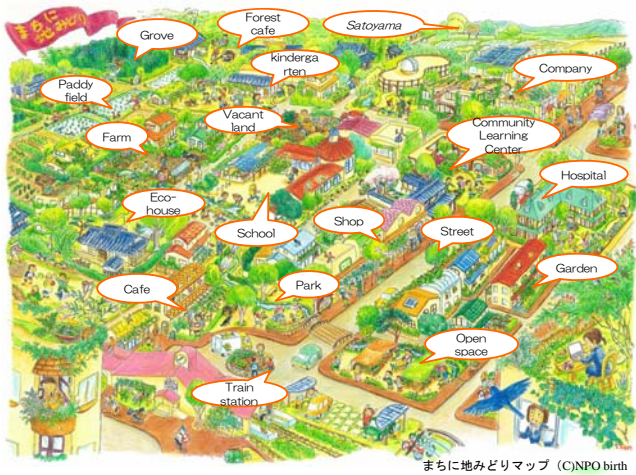
- ◆Ability to adapt : capacity to enjoy
- ◆Spatial ability : capacity to clarify issues to be tackled and own position.
- ◆Ability to learn from failures

Thank you very much!

bridgeforfukushima.com

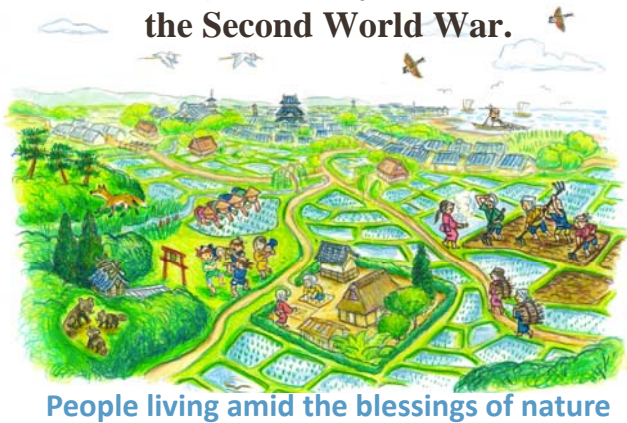


## What's Ji-Midori?

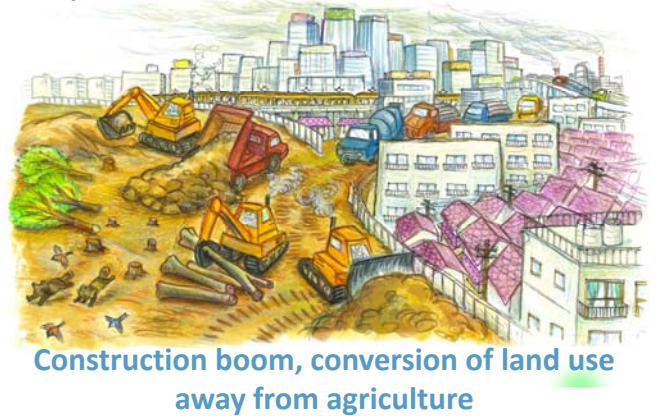


## WHY Did I Establish birth ?

### Views of Tokyo before the Second World War.



### Tokyo soon after the Second World War





**Why does nature disappear?**



**Managing an Environmental NPO**



2000~ Participate in International Conferences



2012 Presentation at International Conference



## Never give up

あきらめないこと

In my case, I did only what I wanted to do though...

→To meet peers 仲間ができる

People with the same vision will gather around you if you don't give up!

あきらめないでやっていると、同志が集まってくる!

→To become professional

仕事ができる

You can become a professional if you don't give up!

あきらめないでやっていると、その道のプロになる!

## Take the Fortune by the forelock!

チャンスは前髪をつかめ!

## Better be the head of a dog than the tail of a lion

鶏口となるも牛後となるなかれ

## Talking Points

John Ofosu-Anim (University of Ghana, Ghana)

The FOLENS activities in Ghana have been on-going for the past four years. There was an office with a skeleton staff that managed and planned all FOLENS activities until 2011 when FOLENS Ghana had to operate a 'virtual' office. Notwithstanding, FOLENS Ghana has successfully planned and implemented successfully two field training (2011 and 2012) programmes in the country.

### ***Previous Field Training in Ghana.***

In 2011, a team of FOLENS student led by Dr. Ozaki had successful field training in Ghana. In 2012, one FOLENS student, accompanied by Associate Professor Siaw Onwona-Agyeman, visited Ghana for field training which was also successful.

### ***Suggestions for improvement of training.***

However, for future field training to be more beneficial to all students ( Ghana and Japan), we can devote the first week/session to general training where all students will travel together as a group to different places in the country to learn about environmental issues. In the second week/session, we can organize students into sub- groups depending on their areas of interests and assigned specific tasks. This will further create an opportunity for FOLENS Japan students to interact more with Ghanaian students. Before leaving Japan, FOLENS Ghana should be informed about the kind of information and data students want. This will allow ample time to prepare adequately before the students arrive. Field training in Ghana has had its fair challenges. These include transportation and access to company information.

The experience gained by FOLENS students during field training will position them very well to take up jobs in the Ministry of Environment of Ghana and Japan. The students' ability to measure levels of environmental pollution and their understanding of their implications regarding environmental degradation will enable them influence government policies on pollution.

To enhance /strengthen the capacity of global environmental leader more efforts should be made at exposing trainees to identify sources of pollution; their effects on the environment and recommend remediation. Furthermore, universities should train students about appropriate and environmentally friendly ways of utilization organic materials in sustainable agriculture

The University of Ghana through its teaching and research activities can train students in environmental issues. Currently, students' research for their dissertations investigate into ways of using organic materials, e.g. carbonated rice husk, in crop production. Basic equipment and instruments used in measuring pollutants must be made available and students taught how to use them. The University will continue to collaborate with FOLENS Japan to identify area of research with mutual interest.

## Talking Points

Mohamad Pauzi Zakaria (University Putra Malaysia)

FOLENS program is focusing on to have field experiences through field training or internship.

- A. How field experiences for the FOLENS students will be utilized after graduation?
- Students can participate in environmental programs in their own country. Programs can be officially organized by local, state or federal governments.
  - Active participation in environmental volunteerism in order to acquire leadership skills and indirectly strengthen the FOLENS program and name to the general public
  - Get jobs in public and private sectors that are related to environmental fields, education and research related areas (i.e. E&R).
  - Develop good public relations (i.e. PR) with environmental leaders, business leaders, political leaders in order to secure budgets and funding for various purposes such as attend conferences, train more young people as field scientists, mini environmental projects for school children, etc
  - etc
- B. For global environmental leader, what is the necessary capacity at the field? How the University can develop the capacity?
- Be able to be resilient and updating current knowledge and emerging crisis
  - Strong believe and have a full commitment in conserving and protection of the environment
  - Having good skills in communication
  - Creative thinking and passionate
  - The university can develop a specific curricula to cater field scientists
  - The university hires more faculty with field-oriented interests
  - etc

## Call for participation in "Presentation Skill Training" (Nov.30th, PM)

The "presentation skill training" is an important part of the FOLENS's 4th international symposium. It is a good opportunity to practice international poster presentation in Japan. All the FOLENS and non-FOLENS students are encouraged to participate it.

### <<When ?>>

- (1) 14:00~17:00 on Nov. 30th (Fri.), 2012
- (2) Faculty from E&R bases (China, Ghana, Malaysia, Thailand and Vietnam) and TUAT will visit you and have discussion with you during the core time 14:00~15:30 for evaluation.
- (3) Attend a follow-up meeting at 16:00 to receive advice from the faculty.

### <<What kind of presentation will be welcomed?>>

All research field in environmental sectors such as / including your research data in your Master or Doctoral program and / or achievements of overseas field training through FOLENS program.

### <<Who can make a presentation?>>

All FOLENS students and all graduate school students in TUAT.

### <<Where?>>

Hall in 1st floor, Building 2N at Fuchu Campus

[http://www.tuat.ac.jp/en/basic\\_information/access/fuchu/campus\\_map/index.html](http://www.tuat.ac.jp/en/basic_information/access/fuchu/campus_map/index.html)

(A building numbered as 2 in the web page)

### <<Presentation style>>

- (1) Use A0 paper, Poster presentation
- (2) Language: English
- (3) Poster has to be displayed by 13:00, Nov. 30th 2012, and remove it at 17:00. See information at the venue where to put.

### <<How to prepare beforehand?>>

- (1) Submit an abstract (A4, 1 page only). Use the format attached and send it to <h\_ozaki@cc.tuat.ac.jp> and CC to <a professor in charge in your department> and <your supervisor> electrically. The dead line is AM9:00, Nov. 26th.
- (2) Consult with your supervisor in advance to make a good content and good poster presentation.
- (3) Large size printer is available in 4th floor, Building 2N (2N-402), Fuchu campus. (charge-free)

### <<Credit>>

- (1) FOLENS students will be given 0.5 credit if you have participate this training for the first time.
- (2) Non-FOLENS students can obtain 0.5 credit if your department has a corresponding course according to its rule.
- (3) The credit is counted either from FOLENS or your department.

**FOLENS Head Office**  
**(Extension) 5580, 5581, 5019 and 7760**