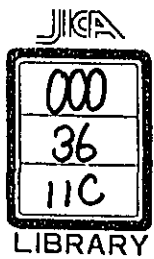


# **Eighth International Briefing Centres Workshop Report**

November 1990 Tokyo



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# EIGHTH INTERNATIONAL BRIEFING CENTRES WORKSHOP

27 - 30 NOVEMBER 1990



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## INTRODUCTION

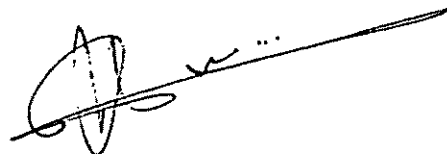
It was a great pleasure and honor for JICA (Japan International Cooperation Agency) to host the 8th International Briefing Centres Workshop held here in Tokyo, Japan in November, 1990. This report summarizes the presentations and discussions during the Workshop.

The role of training and briefing for experts and their families is crucial for the success of technical cooperation. To facilitate this training, it is extremely beneficial for briefing Centres throughout the world to exchange experiences, information and materials in the field of "briefing".

I would like to take this opportunity to thank all the organizations which sent representatives to attend the Workshop in Japan. In addition, I would like to thank Dr. Günther Oldenbruch (DSE), Chairman of the Informal Association of International Briefing Centres, and Mr. Gabriel Dicaire (CIDA), host of the 1988 Workshop, for their invaluable advice and support.

I hope that this report will be useful for all briefing Centres in helping them to efficiently carry out their activities.

Finally, I express my appreciation to all the participants and I look forward to meeting you at the next workshop in the near future.



**Akira Kasai**  
Managing Director,  
Institute for International Cooperation, JICA

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# **WORKSHOP SUMMARY**





## WORKSHOP SUMMARY

The 8th International Briefing Centres Workshop in Tokyo attempted to follow up some of the issues raised at the Ottawa Workshop in 1988, as well as consider new issues that arose in the two-year interval between the Workshops. Emphasis was particularly placed at the Tokyo Workshop on further investigation of professional skills training. Also considered were the changing "clientele" — integrated experts, private-sector advisors, business people — at the training centres and new programs evolving as a result of changes in the direction of overall aid policy. In addition, Workshop participants were able to obtain current information on both the contracting out of briefing activities and in-country briefings. The Tokyo venue also allowed Workshop participants to get a glimpse of Japan whose development assistance has grown remarkably in recent years.

### ISSUES EMERGING FROM THE TOKYO WORKSHOP

#### 1. Geopolitical changes

- How will world-wide geopolitical shifts of power affect development policy and thus the activities of briefing Centres?
- Are attitudes of developed countries towards developing countries changing? What effect do these attitudes have on training?

#### 2. "Marketplace" demands

- What new demands are being placed on Briefing Centres?
- How can Briefing Centres cope with increasing competition?
- Will traditional concerns with cross-cultural awareness be overlooked in the face of demands for shorter, modular courses?

#### 3. Professional skills training

- How necessary is such training?
- Where should such training be done? By whom?
- What is the effect of emphasizing skills training? Does it encourage the imposing of a Western methodological framework on developing countries?

#### 4. Contracting out briefings/In-country briefings

## WORKSHOP SUMMARY

- How can quality and control be maintained?
- Are they cost beneficial?

### **5. Changing types of participants**

- How can Briefing Centres attract participants from the private sector?
- How can Briefing Centres best utilize and help second- and third- timers?

### **6. Role of language training**

- To what extent can language training be merged with orientation briefing and skills training?

### **7. Networking**

- What steps can be taken to set up networks for language training and the sharing of country-specific information?

### **8. High-tech training**

- What new technology is available now for training?

# **WORKSHOP REPORT**



WORKSHOP REPORT

**REPORT ON THE 8TH INTERNATIONAL  
BRIEFING CENTRES WORKSHOP IN TOKYO**

**TUESDAY, 27 NOVEMBER**

**Welcome Address by Akira Kasai, Managing Director, Institute for  
International Cooperation (JICA)**

Mr. Kasai opened the Workshop by welcoming the participants to Japan. In his address he stressed that old perceptions of Japan as a closed country are wrong. Mr. Kasai noted that JICA is attracting better advisors who are more interested in working abroad and participating in development projects.

**Opening Address by Dr. Günther Oldenbruch, Chairman of the Informal  
Association of International Briefing Centres**

Dr. Oldenbruch thanked CIDA for hosting the last Workshop and for their report. He also mentioned the significance of having the present Workshop in Japan, now the world's largest aid donor.

Noting the cessation of rivalry between the U.S. and the U.S.S.R., Dr. Oldenbruch warned that developed countries may become overly self-confident in their attitude towards developing countries and that policy makers may increasingly insist that "local conditions should fit into the rules and policies of developed countries." Consequently, the training of advisors to understand and adapt to local conditions might lose importance within such a perspective.

He also suggested that EC integration in 1992 could have a significant impact on aid policy and that European countries should coordinate better their training programs.

**SESSION 1**

**(Participants introduced themselves and any "burning" issues at their  
Centers.)**

**Gabriel Dicaire (Canada)**

**Director, Briefing Centre,**

**Canadian International Development Agency (CIDA)**

## WORKSHOP REPORT

- The main activity at the CIDA Briefing Centre is still pre-departure briefings, occupying 60% of its budget, but in-country briefings are increasing.
- Mr. Dicaire expressed satisfaction with CIDA's use of small private-sector consulting firms for briefings.

### **Finn Jolander (Denmark)**

Director, Training Centre,

**Danish International Development Agency (DANIDA)**

- Despite economic problems, Denmark has earmarked nearly one percent of its GNP for development assistance, so DANIDA itself will be able to continue to carry out its programs.
- DANIDA offers a variety of training courses, including a new, special course for advisors from the private sector, as well as some in-country courses.

### **Tove Reite (Norway)**

Acting Head, Training Division,

**Norwegian Agency for International Development (NORAD)**

- The Training Division is in charge of training for NORAD staff, advisors, volunteers, and consultants. Though it had been anticipated that most of the training would be contracted out, this has not happened, as a more "integrated" approach has been adopted.

### **Allan Thompson (Australia)**

Coordinator, Asian Business Research Program,

**Asian Business Centre, University of Melbourne**

- Within the past year, several companies offering briefing programs in Australia have appeared, creating severe competition for available resources for briefings.
- At present, Australia offers no pre-departure training for aid personnel.

### **Muawiya Derhalli (United Kingdom)**

Deputy Director, Centre for International Briefing,

**Farnham Castle**

- Farnham Castle is an independent, non-profit organization, entirely dependent on fees from its clients. Only 20% of those who come for training are from aid agencies.
- Demands within the "marketplace" have made Farnham Castle extend the range of

## WORKSHOP REPORT

its cultural briefings. E.g., intensive, culturally-based instruction in a number of languages and new briefing courses for Eastern European countries are now being offered.

- Some "burning" questions:
  - 1) How can briefing centers develop within the participant a positive attitude toward the country he/she is going to when clients are increasingly demanding shorter briefing courses? How can the participant have enough time to reflect, interact, and fully understand his own attitudes within very short courses?
  - 2) Because of increased globalization of business and aid activities, there is a greater demand for experts/advisors. However, where does this expertise come from? The shrinking pool of expertise due to cuts in spending, retirement, etc. plus the reluctance of working wives to go abroad are affecting "mobility."
- To maximize the time available, Farnham Castle is increasing emphasis on skills (e.g., negotiation skills) development.

### **Günther Oldenbruch (Germany)**

**Director, Area Orientation Centre,**

**German Foundation for International Development (DSE)**

- DSE is fully financed by the government but remains autonomous. Though there was an increase of participants, DSE did not receive its expected budget increase in 1989; however, the financial situation has since improved. It is continuing its usual range of courses.
- There is criticism among participants at DSE of the three-month training course. The trainees have expressed dissatisfaction with role-plays, games, etc.; they would rather receive straight lectures.
- The three-month course is a residential course, and there are difficulties for the resident kindergarten teachers because the children stay for only two or three months.
- From January, 1991 the structure of the three-month course will change: the first four weeks will be given to cross-cultural communication training and country briefings and the remaining period – one or two months – will be for language training. The dispatching organizations will be able to "book" any component(s) of the course they wish. These modular training courses will continue throughout the year.

## WORKSHOP REPORT

- The reunification of Germany should cause no budgetary problems for DSE; indeed, there could be an increase of NGOs, as there was a great degree of solidarity between the GDR and the Third World.

### **SESSION 2: Introduction of the Institute for International Cooperation (IFIC) - New Programs after the 7th Workshop (Akira Kasai, JICA)**

JICA is the implementing agency of Japan's foreign assistance programs; IFIC is one organization within JICA. Among other activities, JICA:

- 1) invites technical trainees from abroad,
- 2) despatches Japanese technical advisors to developing countries,
- 3) supplies equipment to overseas projects,
- 4) carries out research on development plans.

Originally planned as a research center, IFIC's present activities include:

- a) briefing of Japanese advisors and their spouses,
- b) making of sectoral and country studies to advise the government on policy planning for development assistance, as well as other studies on topics like education, poverty, women, etc.
- c) providing of information services about developing countries.

**New developments** in briefing at IFIC include more extensive training in:

- computers
- audiovisual aids
- presentation skills

In addition, JICA is now offering a new **joint training course** on polio eradication composed of both foreign trainees and Japanese advisors on polio eradication. (Up to now, JICA has been providing separate training courses for trainees from abroad and Japanese advisors.) With this new idea, foreign participants are able to get valuable information on polio eradication, while the Japanese participants are able to learn about specific conditions in developing countries. Because the results have been promising, more joint training courses will be offered in the future.

IFIC also hopes it will be able to carry out in-country briefing in the future.



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### **SESSION 3:**

#### **Review of the 7th Workshop in Ottawa (Gabriel Dicaire, CIDA)**

Mr. Dicaire reviewed the main issues discussed in Ottawa:

**1) Increased demand for training in professional skills**

Some suggested at the Ottawa Workshop that such skill training could be better carried out on site rather than in classrooms.

**2) Increase of second-timers**

Second-timers desire more skill training, which is forcing briefing centers to do more extensive needs analyses.

**3) Recruitment of "new blood"**

One of Dan Kealy's findings is that there is no direct link between previous experience overseas and success in a project. Instead, in recruiting, more emphasis should perhaps be placed on finding people with adaptive qualities rather than just experience.

**4) Pre-departure briefings**

Less structured courses and a wider range of alternatives were recommended.

**5) Pre-departure briefings for short-term advisors**

Very short-term consultants sometimes lack incentive to receive briefings; however, fast adaptation is crucial since their terms are so short. No real solutions have appeared yet. (CIDA is experimenting with "interactive" videos.)

**6) Training for technology transfer**

Many advisors do not realize that one of their responsibilities is skill/knowledge transfer. Valuable transfer of knowledge often occurs in informal settings; thus technology transfer is involved in all projects.

**7) In-country orientation**

8) Other items discussed were *Dan Kealy's study*, the *Nordic study*, formation of the *Association*, etc

## WORKSHOP REPORT

### DISCUSSION

The bulk of the discussion concerned second-timers.

- At **Farnham Castle**, participation by second-timers is optional; however most do come back for training. It has been observed that second-timers have a clear idea of what they want, so they are able to maximize their time in the course. Most want more country-specific, rather than regional, information.
- At **DSE**, about two-thirds of the participants have been dispatched abroad at least once. However, second-timers do not seem to like to share their first-country experiences – even with those who may have had similar experiences – because they fear disclosing past problems or failures will lower their standing among their colleagues. They also do not like to be with first-time participants because questions raised in discussions may cause them to have to reflect on their past performance abroad, thus creating uncertainty. In addition to a cultural bias against admitting possible or real failures, concern that disclosures may have an impact on their future workplace, etc. is an inhibiting factor. Thus on a cognitive level they are very willing to accept new information but reluctant to relate their own experiences. Consequently, the trainer is very important in consolidating the group.
- At **DANIDA**, separate briefing courses for experienced and non-experienced advisors are offered. However, since issues and areas of emphasis in development aid are constantly changing, those without recent experience are encouraged to attend the longer course for non-experienced advisors. Second-timers have proved to be very good resource persons for non-experienced participants. **DANIDA** emphasizes that “briefing” is an on-going process and that participants should be willing to share their experiences in order to reflect on or revise their thinking. Participants should develop analytical skills and a strong sense of awareness rather than memorize a checklist of right attitudes. Participation in courses is always voluntary.
- At **Farnham Castle**, experienced people seem very willing to relate their experiences, even to the extent of agreeing to record them – name included – on audio tape for reference by future participants. To individualize its courses, Farnham Castle tries to arrange for a resource person/visitor who has a similar speciality to that of the participant. However, only matching professions is not enough; the attitude of the visiting resource person towards the country and the participant must also be considered. But even if the visitor does have a negative

## WORKSHOP REPORT

attitude towards the country, the participant is reminded that recognizing that a multiplicity of attitudes – from positive to negative – towards a country is possible is the most realistic approach to briefing.

- At **NORAD**, taping of past experiences of advisors did not prove useful, as the contents were often insignificant and too revealing of the speakers' attitudes, which may have been negative. A suggestion was made that a variety of source material which offered a range of views to provide balance would work better.
- At **JICA**, second-timers, the number of which is rapidly increasing, are obliged to attend the briefing course, since procedures, problems, etc. are always changing. Most experienced advisors want to attend only the language course.
- General agreement was reached that awareness by the participant of his own cultural values, biases, etc. was essential before he could begin to understand the host country's.

### **SESSION 4:**

#### **Skills Training as Part of the Briefing - Training Advisors to be Trainers, Negotiating Skills (Muawiya Derhalli, Farnham Castle)**

Mr. Derhalli described the training which participants at Farnham Castle receive in professional skills. Though the participants have their own professional expertise, many cannot transfer their skills in cross-cultural situations. Thus at Farnham Castle cross-cultural communication, negotiation, and technology transfer skills are being integrated into the country briefings. Role plays, simulations, closed-circuit TV, etc. are used to help the participants "transfer the cognitive knowledge they have gained in the previous part of the course into skills."

#### ***Intercultural communication and negotiation skills course***

This course is divided into three parts:

- 1) sessions to promote awareness of how culture influences behavior;
- 2) specific country briefing;
- 3) realistic exercises within the cultural context of the country. The final role play negotiation is done opposite a national of the country the participant will be going to.

## WORKSHOP REPORT

At the end of the course the participant and the trainer are able to draw up a list of guidelines enabling the participant to:

- a) establish trust with the local people;
- b) develop an effective communication style;
- c) find solutions which have the mutual agreement of both sides.

### **Transfer of skills training**

In this course Farnham Castle seeks to develop the participant's ability to transfer his skills effectively **within a different culture**. Main assumptions of the program are that participants:

- 1) have had little or no training in training techniques;
- 2) have had overseas experience;
- 3) come from and will return to a variety of cultures;
- 4) can use the results of their training overseas without additional training.

Specific aims of the program are to show the participant:

- a) a wide range of training skills;
- b) different presentational styles;
- c) how to communicate in a foreign language and some of the problems in doing so;
- d) how to prepare training materials;
- e) how to evaluate the training they give;
- f) how to ensure, through procedures and documentation, that the host country will be able to continue using the participant's expertise after he leaves.

During the program, the participants can also learn specifics about their destination country by utilizing Farnham Castle's resource materials, receive training sessions in individual awareness of cultural values, and get hands-on experience with a variety of audio-visual aids. Training is carried out in formal sessions, discussions, group work, and individual presentations.

**Rationale for the program:** according to various studies, though most participants should, as an explicit or implicit part of their work overseas, attempt to transfer their knowledge/skills to their counterparts, few have any special training skills.

Concerning government policy towards training, Farnham Castle has learned that the government considers development of human resources to be central to aid programs.

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Effective transfer of skills takes place *not only in formal settings but also in individualized contact and during on-the-job training.* Advisors must be made aware of this.

Some factors affecting the transfer of know-how besides the training of the trainer:

- No formal training plans exist.
- On-the-job training is unstructured.
- Training depends on the ability of the counterpart.
- Lack of equipment, manuals, etc.
- Lack of motivation.
- Change of advisor with no successor appointed.
- Not giving counterpart enough responsibility; expert does the job himself.
- Wrong expectations.
- Trainee does not find the skill/knowledge useful or attractive to him.
- Age differences.
- Absenteeism; sudden transfer of counterpart.
- Discrepancy between what the advisor thought he would do and what he was actually asked to do.
- Sophisticated equipment may not be usable for local staff.

Among the above, the human factor is the most important.

## DISCUSSION

In the discussion more details of Farnham Castle's training programs were given:

- Training is as much as possible country-specific. Farnham Castle has not been able to offer its intercultural communication course for all regions because of its desire for country-specific briefings. FC also has a national from the destination country participate in its sessions, enabling the participant to get immediate feedback.
- After the initial session concerning awareness of the participant's own cultural values and perceptions, there is a two-and-a-half day country briefing on the destination country's values. The last day and a half are for skills training.
- The first half-day of the negotiation skills segment of the course is role-playing which allows the participants to realize the way they normally communicate in

## WORKSHOP REPORT

various situations and how they should change their behavior in cross-cultural situations.

- In the final part of the program, each participant identifies what he wants to learn and the context in which he will use the information. Through a subsequent role play, he can then learn strategies for accomplishing what he wants to do. For example, a businessman may want to know how to conclude a contract; he makes a scenario of a possible situation and role plays the situation opposite the trainer or a national of the particular country. Mr. Derhalli confirmed that the role plays are interlinked with the country briefings, as the cultural values the participant learns about in the earlier briefing reappear in the realistic role plays at the end of the course.
- A suggestion was made that, since many Centers recognize the need for negotiation skills and skills transfer training and in fact have already begun such programs, the Centers should share their information and experiences to avoid unnecessary duplicative preparation. Suggestions were also made to (a) arrange for a coordinator who would facilitate the flow of information among the Centers and to (b) send trainers to other Centers. (Farnham Castle has not yet run its transfer of skills program.)

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**WEDNESDAY, 28 NOVEMBER**

**SESSION 5:**

**Special Training Prerequisites for Integrated Experts  
(Günther Oldenbruch, DSE)**

**The independent expert:** At DSE there are two types of experts: GTZ experts and "integrated" experts. An integrated expert works entirely within the contractual agreement he has with the local entity (either governmental or private) he is sent to. Officially, his salary is paid by the local entity; however, he receives a financial "topping up" from the German government. (An integrated expert's total salary is generally 80% of that of a GTZ expert; and 80% of the integrated expert's total salary is the topping up by the German government.) Contracts are yearly, but they may be renewed up to six years.

**Purpose:** The purpose of an integrated expert is to fill a post for which there is no local manpower available; thus he actually works **in line** and is not intended to be an advisor or trainer of a counterpart who will eventually take over the position.

**High demand:** The demand for integrated experts is rising, possibly indicating that recipient countries are "fed up" with the usual type of advisor expert. Germany cannot meet the demand because of financial difficulties in paying the topping up. At present there are about 650 integrated experts, as opposed to 1400 GTZ experts and 800 volunteers, abroad.

**Actual work:** Although integrated experts are supposed to work in line within the hierarchal structure of the organization, few have actually been doing so and most have been working in other capacities as consultants, businessmen, teachers, public relations officers, etc. Many are permitted by their employers to have considerable freedom in deciding areas of work and working hours. Integrated experts are answerable entirely to the local employer, making only a short annual report to the German government. Whether the results of his work are accepted or not is entirely the matter of the hiring organization.

**Responsibilities:** All problems the integrated expert may face must be dealt with entirely by him, without assistance from the German government. In addition, as opposed to the support given to GTZ experts, personal matters (housing, work permits, etc.) must be taken care of by the integrated expert himself. Thus a strong sense of **organization, responsibility and discipline** is required of the integrated expert.

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**Pre-departure training:** Although the future integrated expert may have some idea of his future working environment, his pre-departure training must:

- (1) give him an authentic picture of future living and working conditions;
- (2) strengthen his capability to accept those conditions;
- (3) enable the expert to fulfill the expectations the local employer will have of him.

The pre-departure training of integrated experts differs greatly from that given to GTZ experts, since integrated experts have no links with any German agency, while GTZ experts do. In addition, since the decision as to contract renewal is entirely the local employer's, the criteria the local employer uses for job evaluation must be determined, as those criteria may often be different from those used by a German employer.

**Identity-building:** A main focus of training is on developing a "corporate identity with the concept of the integrated expert." Unlike GTZ experts who receive briefings about their working conditions before they are sent to DSE for training, independent experts receive no briefing – to avoid any semblance of an employer-employee relationship – before they receive training at DSE. Thus independent experts first hear about their actual future working conditions at DSE's training program. Many are disappointed when they realize they will not receive the same kind of benefits or support that GTZ experts receive, with the result that many tend to feel like second-class experts. Hence a main task of the training program is to convince them that becoming an integrated expert is a worthwhile endeavor. DSE does this by arranging for former experts to give them information which emphasizes the advantages and opportunities of the unique situation the integrated expert will be in and which convinces them that they will be able to carry out their jobs, despite the lack of official support from the German government, and receive a great deal of job satisfaction.

## DISCUSSION

The discussion centered on problems encountered in training integrated experts.

- Reasons for sending independent experts:

- Initially, the German government wanted cheaper experts.
- However, there is a growing realization of the effectiveness of independent experts for development.
- Disillusionment with traditional experts because they are so tied to their organizations in Germany. Independent experts may be more effective



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because they are fully integrated into the local organization and answerable only to it.

- It was pointed out that there are often problems between the traditional expert and the volunteer. Introducing a third type of expert, the integrated expert, can further complicate lines of communication. Moreover, problems can arise if the integrated expert is told that he is very valuable and more effective than the traditional expert but is aware that he is being paid less.
- The main training issue is **integration** with the local organization. To promote such integration, DANIDA emphasizes "institution building" and tries to make the advisor develop a strong sense of responsibility and loyalty to the local organization which sharpens his feeling that he is actively participating in institution building in the host country.
- Other Centers have, or were considering, a similar category of expert. In Japan there was a surplus of workers in certain industries, and a plan to dispatch such workers to developing countries as on-line workers under the aegis of JICA was considered, but, to date, few have actually been sent. **Great Britain** has two categories of experts, one category being similar to that of the German independent expert, and problems of decreased motivation and friction arise during training when the participant realizes he will be receiving less salary abroad than the other type of expert.
- DSE believes that the key factor in easing dissatisfaction about lower income is to emphasize the greater **job satisfaction** the integrated expert is likely to achieve, since he is much more independent of bureaucratic constraints and involved in helping the programs and goals of the local employer. DSE is now working on a separate training module for the independent expert.
- To prevent possible dissatisfaction among independent experts from increasing during training, it was suggested that they be told clearly the details and implication of their future situation **before** they come to the training center.

### **SESSION 6: Training of Personnel as Part of the New Development Strategies of NORAD and SIDA (Tove Reite, NORAD)**

Ms. Reite outlined recent changes and trends occurring in NORAD and SIDA. The different training divisions in NORAD have been consolidated, with top priority being

## WORKSHOP REPORT

given to the training of NORAD staff, reflecting a stricter reappraisal of overall development assistance. (Similar reorganization has occurred at SIDA.) At NORAD, development goals have been refocussed and more clearly defined; and programs will be implemented more strictly and efficiently.

In this new strategy, the word "assistance" will be used in its most correct sense; that is, with an awareness of the limitations of aid and an understanding that the main responsibility for development rests with the local country. As a result, all responsibility for the planning and implementing of NORAD-backed development projects will rest with the recipient country and all present activities of NORAD will be phased out.

**Priority issues for NORAD will be:**

- Sustainable Development
- Human Resources
- the Environment
- Women
- Productive Enterprises
- Poverty Alleviation

In particular, emphasis will be on promoting **sustainable** development, which means that training of advisors will emphasize transference of professional skills. Past training, though good, was not focussed enough and reflective of overall policy. To create more uniformity, administrative staff of NORAD, as well as personnel despatched overseas, will receive the same training.

### **Training programs**

NORAD has three types of training courses:

#### **A. General Course (1 week)**

This introductory course for all NORAD personnel and technical advisors has two purposes: (1) to give participants the conceptual framework of NORAD's policies and goals, and (2) to make them aware of cultural differences and biases.

#### **B. Workshops**

Areas covered in these workshops are:

- environmental issues (2 days)
- gender planning (3 days)  
(This workshop covers women's role in development.)
- LFA (Logical Framework Analysis)

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These workshops have proven to be very useful for second-timers, as they offer new approaches to development. A major approach in the workshops is the redesigning of actual NORAD project documents within the conceptual and analytical framework of the workshop. Case studies, role plays, "visualization" techniques, etc. are also used.

### C. Country Specific Courses (1 week)

These courses are taken prior to dispatch overseas.

## **SESSION 7: Simulations (Finn Jolander, DANIDA)**

Mr. Jolander outlined his center's experiences using simulations in its language training program. At first he described the different characteristics of role plays, case studies and simulations.

### **Role plays**

Since only the bare framework of the situation and a limited amount of information are given, participants often have to make up facts, with the result that imagination and improvisational ability are often overly-rewarded. The "winner" is often the best actor.

Role plays are often confrontational; the focus is on defeating the opponent, an attitude which could badly affect long-term relationships.

### **Case Studies**

Participants may misunderstand the central issues of the case, so they may be forced to invent distorting facts or interpretations, resulting in discussion which may progress or conclude in a way that was never originally intended.

Participants are less involved in the situation, as, in many cases, they are looking at the situation from the outside, rather than from within.

In case studies, the focus is on deciding a solution to the given problem. Emphasis is on argumentation.

### **Simulations**

In simulations, the emphasis is on the process through which a particular decision is made. The participants are always inside the situation and forced to become more involved in the developing of courses of action (e.g., plans or proposals) than, as is the

## WORKSHOP REPORT

tendency in case studies, in cerebrally evaluating a set of given solutions.

### **Advantages of simulations**

Simulations encourage a more **cooperative, non-divisive** attitude among the participants, making the participants focus more on processing information well than on attacking the logic of another person's argument. ("Go for the problem, not the man.") Like genuine negotiations, simulations promote joint problem-solving for the mutual benefit of all parties.

In simulations, participants have:

- functional roles: participants are always inside the situation, playing a particular role;
- sufficient information, so the danger of inventing distorting facts is minimized;
- sufficient time for feedback.

The entire session is videoed – sessions may last two hours or more – and reviewed in the feedback period. The emphasis is on self-appraisal, with the participants, not the teachers, evaluating their own performances through certain criteria given to them before the actual simulation begins. The teacher acts as more of a moderator, pushing the discussion forward with questions based on the criteria. The permanent record of the discussion that video provides is crucial, as participants can never escape the evaluation process by claiming a misrepresentation of their remarks. Absolute judgements as to good or bad behavior are never made; instead suggestions are given as to how they could improve their performance in the future.

## **DISCUSSION**

- It was pointed out that giving the participants criteria is enforcing a mode of normative behavior, which could conflict with the desire in the feedback session of avoiding making judgements on behavior.
- Theoretically, it appears there is little difference between simulations and role plays – indeed there is a strong linkage between them. However, it was argued that simulations are a refinement of role plays, since they are more specific and thus freer from the potential randomness of traditional role plays.
- Since simulations are specific in situation, the question was raised if, in a

## WORKSHOP REPORT

heterogeneous group of participants, some participants might feel the situation was not relevant to their future jobs. At DANIDA this is not such a great problem, as their training groups are relatively homogeneous. Moreover, simulations are considered more of an “exercise in handling matters in a foreign culture” than as practice in having meetings on a particular topic.

- Simulations were developed by DANIDA’s language training department. At DANIDA and other Centers, language training is much more involved than in the past with cultural values. Simulations, which are run by the language department, encompass both language training and elements of the orientation program. Language teachers at DANIDA have been sent to various developing countries to research – including the filming of actual meetings – situations Danish advisors may find themselves in. Videos taken during such research have proven to be excellent reinforcement of points raised in the feedback sessions.
- It was also pointed out that trying to ape the behavior of people in the host country may seem quite artificial and, in some cases, condescending. Simulations, however, at least train the participants to become more aware that cultural differences do exist and that a balance between home/host country behavior must be achieved.

### **SESSION 8 (A): Training for Presentation Skills Development (Riccardo Amadei, JICA)**

**Rationale for the course:** Mr. Amadei explained how the Japanese system of education affects JICA advisors’ perception of how to transfer their knowledge, especially when giving presentations or lectures. In Japanese schools, students are expected to acquire, on their own, information not given to them in lessons. Japanese advisors would, naturally, have a tendency to expect the same of their “students” overseas. Moreover, educational policy in Japan seems to have no firm, analytical foundation. Educational “guidelines” issued by authorities are more prescriptions of and proscriptions on the contents of what should be taught, rather than suggestions on facilitating the process of education. As a result, the typical product of such an educational system possesses a great deal of data but is less able to assemble that data to create something new.

Thus JICA advisors, who normally have a great deal of knowledge about their

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specialities, have considerable difficulty transferring their knowledge clearly and efficiently. The purpose of the **Presentation Skills** course at JICA, then, is to show the participant ways to organize knowledge in such a way that his future “students” will be able to assimilate the knowledge the JICA advisor is trying to transfer, without going through the same difficulties the Japanese advisor had when he was acquiring that knowledge.

Some specifics of the course:

### Teaching principles

- Training should always be “**learner-oriented**,” with the teacher always “standing on the side of the student.” Preparation of text materials should always involve consideration of the learner’s perceptions and problems. Knowledge should always be easily received.
- The participants are shown a simple four-step plan for developing teaching methods: (1) aims of the lesson or course must be clarified; (2) plans made; (3) the plans implemented; (4) the results evaluated. Though this plan may seem self-evident, it, Mr. Amadei insists, is new, or at least easily forgotten, in the field of teaching in Japan.
- Participants are also shown how factors such as time, the entry behavior of the learner, the actual learning environment, etc. influence the planning of lectures. Instruction is also given in the preparation and presentation of visual aids (OHP transparencies, etc.).
- Participants are cautioned on the dangers of trying to give excessive amounts of information to their learners. Japanese advisors are aware of these pitfalls, as they are of many of the problems of the Japanese educational system, but they lack strategies for developing new approaches. A key principle: **learners should learn through their own analytical skills rather than simply by being told.**

### Teaching techniques

- Following demonstrations of various presentation-delivery techniques (voice, use of V/As etc.), participants themselves give presentations. Comments and suggestions by the other participants are then made, according to the criteria given previously, on the presentations. Though the techniques taught in the session would be quite familiar to their Western counterparts, deep-seated cultural factors prevent the easy acquisition of these skills by Japanese advisors.

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- The importance of evaluation is also stressed. Since advisors are sent abroad to train counterparts to be able to carry out specific tasks, evaluation of training, as opposed to evaluation of education, must focus on whether the recipient is in fact able to fulfill the particular task.

## DISCUSSION

- In the discussion the special characteristics of Japanese on-the-job training were pointed out. In Japan, new employees are given very little formal training; instead they are almost immediately required to begin actually working, this being considered on-the-job training. Consequently, the new employee must constantly seek advice from others and this fosters his sense of dependence on the group. Moreover, job classification in Japan is very blurred, and the employee must do a wide variety of tasks. Furthermore, Japan has a "bottom up" system in which the employee must find ways by himself to carry out a task after receiving only general guidelines from his superior on what should be accomplished. Thus this lack of formal training and clarity in job description and implementation can cause great difficulty for the Japanese technical advisor when trying to train a local counterpart.
- A question was raised about whether or not the Japanese method of training did in fact need to be altered if applied abroad. Recent research has shown that Japanese on-the-job training methods have worked very successfully in, for example, Thailand. However, it was pointed out that Japanese advisors, especially those dispatched independently, do not work in an environment supported by Japanese structures, as would be the case for a Japanese technician working in his company's overseas subsidiary and giving on-the-job training to local staff. Hence the need for "Western" training methods arises.

### **SESSION 8 (B):**

#### **Language Training at JICA (John Tamura, JICA)**

At JICA, English language training (the bulk of language training at JICA) is becoming increasingly concerned with professional skills training. How to make presentations and give lectures, negotiate, chair and attend meetings, and write

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professional documents in English are skills which are practiced in language training courses.



## THURSDAY, 29 NOVEMBER

### SESSION 9:

#### **New Experiences in Contracting Out Briefing Activities (Gabriel Dicaire, CIDA)**

##### **Contracting out of briefing activities**

**Shortlisting of briefing companies:** At CIDA the process of contracting out briefing activities involves three steps: (i) calls for proposals, (ii) standing offers, and (iii) requests. For example, for "generalist" briefings, CIDA sent out proposal calls to 60 companies, out of which 30 companies replied and 10 were eventually chosen to receive standing offers. A standing offer, which has a duration of three years, means the company may receive an actual request from CIDA but it does not necessarily guarantee the company will. A contract is signed between CIDA and the company only when CIDA makes an actual request to the company for services.

**Price:** When making their initial proposals, companies are requested to quote prices for certain courses, taking into account the number of days needed for preparation and evaluation of the course, as well as the duration of the course itself. However, CIDA does not consider price when qualifying the companies; criteria CIDA actually uses are: the experience of the company itself in the desired area, the experience of its personnel, and its methodology. The final price is negotiated when CIDA makes its standing offer.

**Responsibilities of companies:** Contracted companies are responsible for:

- logistics (This includes contacting the participants and arranging their transportation to and from Ottawa, as well as their accommodations – all matters previously done by CIDA.)
- Content of the briefing program
- Implementation of the program
- Evaluation report of the program

**Results:** CIDA considers the overall quality of the programs to be good, without too much of a loss of quality as compared with the old system. To ensure that the quality of programs is maintained, CIDA hires consultants to act as monitors and usually sends one of these monitors to each briefing session. The monitor makes a report on the briefing session and, if there is a problem, the area manager discusses the report with the company. A monitor can participate in the session but he cannot interrupt or change the

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process of the program.

Since the companies are small and CIDA has had previous dealings with them – some personnel are former CIDA staff – coordination is relatively easy. The companies are developing more expertise and CIDA tries to promote them in the private sector.

**Payment:** A) Payment for services is according to number of working days per person (e.g., director, animator, coordinator, former advisors, etc.) involved in the program. For a five-day course, CIDA pays the equivalent of 20– 25 working days. All contracts with former advisors and nationals from the destination country are between them and the company, thus relieving CIDA of heavy administrative burdens. Costs for training facilities are also absorbed within the payment for services.

B) The companies must also pay for the participants' expenses, e.g., airfare, accommodations, meals, etc. To cover these expenses, CIDA gives the companies a trust fund (calculated per number of participants) in advance, with any remaining surplus or interest accrued returned to CIDA. This has created some administrative problems, as invoices submitted to CIDA for travel, etc. have to be checked.

The new system of contracting out briefing sessions is estimated to cost 40% more than the previous system, though exact figures are difficult to ascertain now.

### **In-country briefings**

CIDA is running in-country briefings in 30 countries. The objectives of the briefings are to complement the guidance given in the briefing sessions in Canada. In-country briefings cover ten activities, the coordination of which is done (in ideal situations) by a Canadian and a national from the country. The activities are:

- airport reception
- on-arrival orientation
- family support
- cultural adaptation
- social and professional workshop
- language training
- pre-departure training for students, trainees going to Canada
- debriefing for students, trainees returning to their country
- briefing for advisors returning to Canada
- newsletters for Canadians or nationals working in the country

All language training for Canadian experts is done in the host country. For example, in Latin America, advisors receive 7– 10 weeks of language training while living with local families. In Indonesia, advisors are obliged to attend a three-week course run by an

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Indonesian NGO. The courses are monitored twice a year by a representative from Canada.

### **Manual for CEA (Canadian Executing Agencies)**

CIDA produced a manual for companies, NGOs, etc. involved in CIDA-financed projects overseas on how to manage their dispatched personnel. The manual covers selection of suitable staff, orientation and briefings, administration of advisors, etc.

### **Short-term consultants**

Briefing of short-term experts is a great problem since the duration of briefing must be very short. CIDA has begun using "interactive videos" (video with computer) in which the viewer must react to various situations given in the program. Topics include hiring, managing, negotiating, etc.

### **Study of Counterparts**

Mr. Dicaire circulated a proposal from Louisiana State University for a study on "counterparting." The study, which has yet to be done, could provide useful information on methods for developing better relationships between the Host Country Counterpart and the Technical Assistance Counterpart.

## **SESSION 10:**

### **New Developments in Business Briefings (Allan Thompson, Asian Business Centre, University of Melbourne)**

#### **Objectives and issues:**

The objectives of briefings for business and aid people are very similar. Lack of knowledge by the business person of the country he is sent to can lead to serious problems for him as an employer, for his company, and ultimately for the country. Recent issues for business briefings are:

- 1) **An increased awareness of the need for cross-cultural understanding in the business community.** In Europe, the 1992 EC integration has made business people more conscious of the importance of cultural understanding, and, as a result, the business of business briefings is rapidly expanding. In addition, business people are more aware that foreign subsidiaries or offices cannot be run from the home office but must be managed directly by personnel sent to the country. Overseas

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operations, to be optimally successful, cannot be run only by agents hired in the local country.

2) **Severe competition in the business briefing field.** In Europe and Australia, many new briefing companies have entered the market. The trend for business briefings is to offer modular courses. The Royal Tropical Institute in Holland offers very discrete modules, with participants picking only those modules which they think necessary.

### **Problems:**

**Time constraints:** In most cases, the time allotted for business briefings has to be limited to only one or two days.

**Methodology:** Since time is very limited, only a very generalized theoretical framework can be introduced, and participants are required to infer their own conclusions, which can be dangerous if the conceptual framework itself, not to mention the conclusions, is flawed – a not very rare case. For example, in an abbreviated briefing course, a business person might learn that the “power distance” between superior and subordinate might be, as argued by the Dutch scholar Hofstede, very great in developing countries. The business person might infer that it is acceptable if he, as the superior, behaves very authoritarily in, for example, Indonesia, without learning, because the briefing course is extremely short, that the superior also has great responsibility for the welfare of his subordinates. This lack of complete understanding naturally could have dangerous consequences.

### **Relevance of aid agencies' experience**

Since business briefings are so compressed, there is a greater need for in-country briefings. Aid agencies have experience in in-country briefings, so business briefings would greatly benefit if they could utilize some of the contacts already established by these agencies.

The Asian Business Centre would like to offer a modular briefing program. Most of the components – the economic, social, cultural background modules – have already been completed. However, the crucial component, **negotiation skills**, has yet to be developed and any input or advice would be appreciated. The Asian Business Centre hopes to develop realistic negotiation simulations in which host country nationals would be involved in the actual simulation. The simulation would be an effective stimulus for making business people realize how a lack of cultural understanding could result directly in lost business.

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### **Comprehensive briefing package**

The briefing program should ideally include not only personnel to be despatched but also those involved in some way in the overseas operation, from accounting staff to top management, since decisions, especially by managing executives, not based on understanding of local conditions could greatly affect the framework within which dispatched personnel have to operate.

## **DISCUSSION**

The discussion focussed on the increasing trend towards using private sector firms to carry out development projects, a trend which could decrease the number of people coming to training centers in some countries.

- This trend is not a problem for **Canada** as private sector firms are required to send their personnel – 90% of CIDA's training participants come from private firms – to the training program according to the provisions of their contract with the government for particular development projects. In **Denmark**, briefings are given great weight and private firms are basically obliged to send their personnel to DANIDA for briefings, which are offered to them free of charge.
- However, **Australia** makes no stipulation for training, so personnel going abroad under Australian aid programs receive no pre-departure briefings. In **Germany**, free pre-departure briefing is offered to private firms contracted for development projects, yet, because of the business-oriented mentality of such firms, they do not come to the briefings. Moreover, the impending EC integration could mean that all development cooperation is funneled through the EC which would lessen the influence of bilateral organizations, since bidding for projects would be open to all EC countries. Another view, however, is that EC integration will mean that multi-lateral aid will be more evenly divided between the UN and the EC, with bi-lateral aid remaining more or less the same.
- In **Japan**, 60% of the advisors are recruited from the government. If private consultants are dispatched as JICA experts, pre-departure training is open to them. However, if consultants are dispatched as only consultants to JICA, they cannot attend the training programs. Instead there is an association of private consultants which provides training. Very large companies have their own in-house training programs; however, in recent years the number of small- and medium-scale companies investing abroad has greatly increased, but such companies do not have

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training facilities. Based on a request from these firms, the government established a training center for private firms. The center is financed by both ODA and private sector funds.

### **SESSION 11: Evaluation of the Workshop**

The participants expressed general satisfaction with the Workshop and appreciation to JICA (especially to Mr. Kurokawa) for its efforts.

There was also general agreement that there should be realistic expectations for the Workshops. Aside from receiving new information and hearing different approaches to common problems, the emotional or intangible value of exchanging views with colleagues should not be overlooked.

Most of the comments made during the session were suggestions for the next Workshop. The suggestions have been grouped under the following categories: preparation and scheduling, topics, participants, and networking.

#### **PREPARATION AND SCHEDULING**

- Preparation for the next Workshop should start **one year** in advance.
- Invitations should be sent as early as possible to make sure budgetary allowances can be made for the trip. Lack of budget could have been the reason the number of participating countries was rather small for the Tokyo Workshop.
- At the next Workshop, some time should be provided so that issues which have been "discovered" during previous discussions can be identified and discussed more fully.
- Three days is too short; the next Workshop should be four days. Any excursion activities should be placed in the middle of the Workshop to permit more informal discussions in small groups.

#### **TOPICS**

- The overall aim of the workshops and individual session topics should be defined more clearly.
- There should be fewer topics to allow more in-depth discussion.
- Up to now most of the discussions have focussed on what has been and is being done at the different Centers. This is good for obtaining new information;

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however, since many of the Centers have similar programs, it might be better to focus on the future more. Thus another purpose of the Workshops would be to try to anticipate future changes and develop ways to cope with them. Instead of being stuck in the past, the Workshops would try to be a few steps ahead of the present.

- In relation to the above, more discussion could be devoted to questions of future *policy and perspectives*, in addition to the usual topics dealing with the organization of training programs and training methods. Outside speakers on policy issues, such as EC integration, could be invited to provide new impetus to the discussions.

### **Specific topics:**

- An attempt could be made to create through working groups an **ideal training program** for the future (aims, requirements, etc.) to activate discussion and set the workshop in motion towards a definite goal.
- **Skills acquisition training** has become more prominent and needs to be investigated further.
- However, does emphasis on skills training mean that developed countries are trying to lay their own cultural framework on developing countries? Will more emphasis on skills training detract attention from the task of trying to develop within advisors empathy with peoples of developing countries?
- How **autonomous** should training centers be from their respective governments? Should training centers tell participants of instances when official government policy may conflict with realities in developing countries? Can training centers criticize government policy in their training programs?
- **Re-entry treatment** for returning advisors can be another issue for discussion as it touches on both policy and training matters.

### **PARTICIPANTS**

- Since briefing centers are dealing more with private sector firms, each Center could *invite one or two* outside representatives from the private sector. However, they should be invited only if they can contribute to discussion of future policy matters. Another approach for the inclusion of outside participants (private consultants, nationals from developing countries, etc.) would be to let the Host Agency be responsible for bringing outside resource people in. Doing so would prevent these resource people from having to attend all of the sessions and

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- possibly interfering in discussions not directly related to their fields.
- Should participants from developing countries participate in discussions on policy matters? There was disagreement on this point, with some Workshop participants arguing that outside participants should be included only in discussions on the content of training, while others maintained that they should also be included in discussion of policy. For example, concerning the issue of skill training vs. attitude "training," opinions from people from developing countries would be very important for training centers when trying to decide the right sort of attitude that should be encouraged among advisors. There did seem to be a general final consensus, however, that outside resource people might not find discussions on policy matters related to training centers of particular interest, nor would they be able to contribute that fruitfully to the discussions since they would not be completely aware of all the issues involved.
  - Since language training and orientation briefing are merging. **language training personnel** should also be invited to the Workshops.

## NETWORKING

- In order to facilitate more research and discussion of training methods, without taking too much of the Workshop's time, working groups on specialist areas could be formed and these groups would meet separately to discuss matters of methodology, techniques, etc. Language training would be one area a working group could be set up for, since most language programs share similar problems and seem to be moving in the same methodological direction.
- There is a lack of country-specific information, and a closer collaboration between briefing centers and academia could help fill this gap. Relying mainly on returned advisors may be dangerous, as such people may give only a limited view of the country.

## OTHERS

- A decision was made to write an unofficial letter to the Australian government recommending that a program for pre-departure training be instituted in Australia and that the expertise of Dr. Thompson could be effectively utilized for such an effort.

## NEXT HOST AGENCY

- Because it would be difficult for an agency which had not participated in the



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previous Workshop to be the next host agency and because 1992 will be a very significant year for Europe, it was decided that the conveniently-located Germany be the next host agency, with the next Workshop taking place sometime in May, 1992.



## **APPENDICES**



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**LIST OF OVERSEAS PARTICIPANTS**

- Australia**      **Allan Thompson**  
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- Canada**        **Gabriel Dicaire**  
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- Denmark**       **Finn Jolander**  
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- Germany**       **Günter Oldenbruch**  
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- Gudrun Martius-von Harder**  
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**John Tamura**

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**Jiro Hashiguchi**

Counsellor (IHCSA)

**Seibei Hattori**

Counsellor (IHCSA)

**Tadashi Sakuma**

Counsellor (IHCSA)

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**WORKSHOP SCHEDULE**

**TUESDAY, 27 NOVEMBER**

- 9:30 - 9:45** Registration at the Institute for International Cooperation (IFIC), Japan International Cooperation Agency (JICA)
- 9:45 - 9:50** Welcome address by Mr. Akira Kasai, Managing Director, Institute for International Cooperation, JICA
- 9:50 - 9:55** Opening address by Dr. Günther Oldenbruch (DSE), Chairman of the informal Association of International Briefing Centres
- 9:55 - 11:00** Introduction by each participant
- 11:00 - 11:15** Coffee Break
- 11:15 - 11:45** Introduction of the Institute for International Cooperation (IFIC) - New Programs after the 7th Workshop  
- Presentation and Coordination by Akira Kasai (JICA)
- 11:45 - 12:30** Tour of IFIC (visit to Computer Training Room, Medical Counselling Room, etc.) led by Tsuneo Kurokawa (JICA)
- 12:30 - 13:45** Meeting - Lunch with the Staff of the IFIC
- 13:45 - 14:45** "Review of the 7th Workshop in Ottawa" based on the Final Report published by the Canadian International Development Agency (CIDA)  
One purpose of this session is to confirm the points of discussion in Ottawa and to brief the new participants on the contents of the discussions in Ottawa.  
- Presentation and coordination by Gabriel Dicaire (CIDA)



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- 14:45 – 15:00** Coffee Break
- 15:00 – 16:20** Skills Training as Part of the Briefing (Training Advisors to be Trainers, Negotiating Skills) – Presentation and coordination by Muawiya Derhalli (Farnham Castle)

#### **WEDNESDAY, 28 NOVEMBER**

- 9:40 – 11:00** Special Training Prerequisites for Integrated Experts (Experts with local work contract)  
– Presentation and coordination by Günther Oldenbruch (DSE)
- 11:00 – 11:15** Coffee Break
- 11:15 – 12:35** Training of Personnel as Part of the New Development Strategies of NORAD and SIDA  
– Presentation and coordination by Tove Reite (NORAD)
- 12:35 – 13:50** Lunch
- 13:50 – 15:10** Simulations  
– Presentation and coordination by Finn Jolander (DANIDA)
- 15:10 – 15:25** Coffee Break
- 15:25 – 16:45** Training for Presentation Skill Development  
– Presentation and coordination by Amadei Riccardo (JICA)
- 16:45 – 17:15** Language training at JICA  
– Presentation and coordination by John Tamura (JICA)

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17:20 - Cocktail Party hosted by Mr. Junichi Nakamura (Vice-President of JICA)

**THURSDAY, 29 NOVEMBER**

9:40 - 11:00 New Experiences in Contracting Out Briefing Activities  
- Presentation and coordination by Gabriel Decaire (CIDA)

11:00 - 11:15 Coffee Break

11:15 - 12:35 New Developments in Business Briefings  
- Presentation and coordination by Allan Thompson (Asian Business Centre, University of Melbourne)

12:35 - 13:50 Lunch

13:50 - 15:00 Evaluation of the 8th Workshop (including discussion on the next host agency)

19:00 - Dinner at a Japanese restaurant "UEMURA" hosted by Mr. Akira Kasai (Managing Director, IFIC)

**FRIDAY, 30 NOVEMBER**

9:00 - 19:00 Tour of Kamakura

\*This report was prepared in cooperation with Mr. John Tamura, language training supervisor at IFIC.

\*Workshop Coordinator: Tsuneo Kurokawa (IFIC, JICA)

