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## Chapter 3 Evaluation and Follow-up

### Evaluation



Evaluation at the end of a third-country training program in Thailand entitled "The Role of Women in Raising Living Standards in Farming Villages". Here we see an interview with Cambodian training participants following their return home.

#### Outline of the Program

##### ODA developments during the 1990s

The overseas development assistance (ODA) picture in Japan and other countries has changed dramatically since the breakdown of the East-West Cold War structure at the end of the 1980s. ODA's concerns have diversified greatly. They now include not only providing for basic everyday living needs and the upgrade of economic and social infrastructure\*; they have expanded to embrace the increasingly important fields of support for the introduction of market economies in the former communist countries and tackling of global issues\* such as the environment, population, AIDS, gender\*, poverty, and drugs.

Since the beginning of the 1990s, the United Nations Development Programme (UNDP) and the Development Assistance Committee\* (DAC) of the Organization for Economic Cooperation and Development (OECD) have established economic development not as the final goal of economic development but as a means for achieving human development. The criterion for judging the degree to which development has been achieved thus no longer involves macro-economic factors but is more often concerned with measurement of the extent to which health, medical and educational services are available to the population as a whole. A new people-centered approach with emphasis on making the effects of macro-economic growth felt by the whole population of a country means that more importance is being placed on the qualitative improvement of aid activities.

With this background, in 1992 the Japanese government promulgated its ODA Guidelines, which clarified the basic principles of Japanese overseas development assistance centering on humanitarian concerns, attitudes to mutual dependence, environmental conservation, and support with self-help efforts.

The importance of moving from a quantitative to a qualitative approach to ODA has increased under the influence of Japan's financial position since 1997. The report prepared in January 1998 by the Consultative Committee on ODA for the 21st Century confirmed the need for qualitative improvements, the aim being to realize Japan's concept of aid on the basis of the current conditions facing ODA in a period of transition. The report also proposed expanding evaluation activities in order to raise the objectivity and transparency of ODA.

##### JICA's project evaluation activities

To ensure that aid is implemented effectively, efficiently and openly, there is a need for appropriate and timely cooperation in line with the circumstances of developing countries and regions. Once cooperation has been completed, the effects of aid must be evaluated and the lessons and proposals gathered from evaluations must be reflected in new projects.

In line with this approach, JICA set up an Evaluation Study Committee in July 1981 to examine how JICA projects are assessed. In 1988, an evaluation bureau was formed in the Planning Department to conduct assessments of JICA projects. Following reorganization into the Evaluation Control Department in 1990, it became the current Office of Evaluation and Post Project Monitoring in October 1996.

## Aims of project evaluation

ODA evaluations are concerned with the systematic and objective evaluation of development policy, development strategy, programs and projects, and with measurement of the results and effects brought about thereby. In 1991, the Development Assistance Committee established five evaluation criteria (implementation efficiency, achievement of objectives, effects, appropriateness, potential for self-reliant development) which were adopted after being approved by member nations.

On the basis of these principles, JICA carries out evaluations to assess a) whether the objectives of a cooperation project have been achieved, b) the effects of the project, and c) the projects potential for self-reliant development. If found to be necessary as a result of the evaluation, supplementary support is provided or the lessons and proposals gained through evaluation are fed back into the project cycle(\*) to be reflected in improvements in projects (see Fig. 3-16).

More specifically, as regards projects on which cooperation is currently under way, studies are performed to find out whether the original objectives have in fact been achieved. An evaluation may result in the plan and method of cooperation being changed or the project duration being reexamined. As regards projects on which cooperation has ended, additional support may be provided as necessary in forms such as recruitment of experts, repair of

equipment, or supply of spare parts. The lessons learned from the evaluation are then coordinated and fed back into the formulation of new projects and implementation methods.

## Five evaluation criteria

### (1) Efficiency

Analysis of the relationship between the introduction and the results of a project makes it possible to evaluate the appropriateness of cooperation methods, timing, duration and costs.

### (2) Achievement of objectives

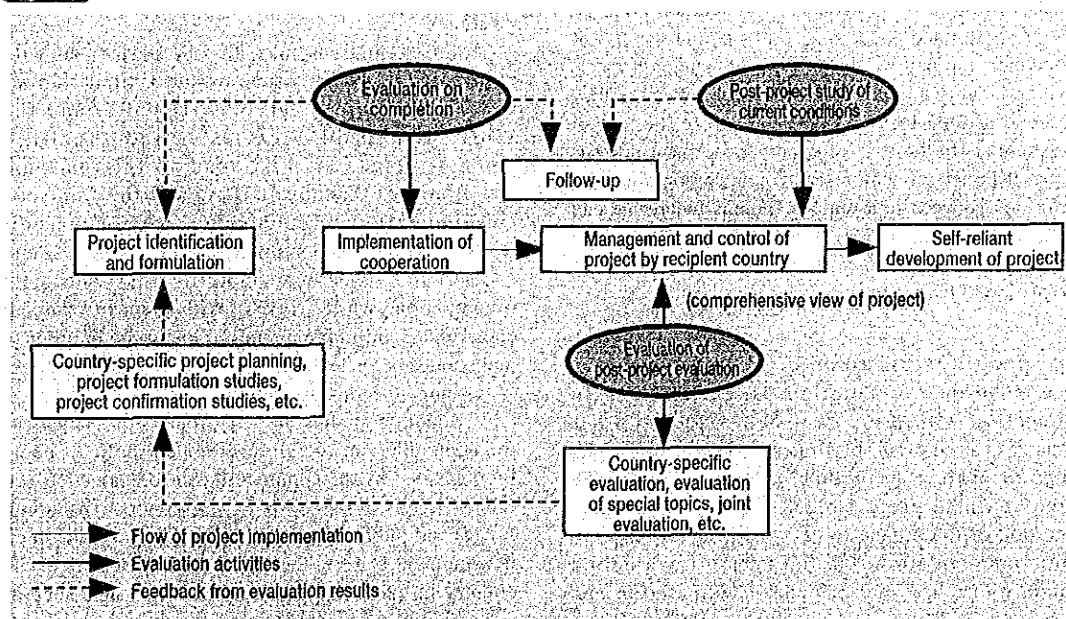
Evaluations are performed on the extent to which the original or the subsequently revised objectives of a project have been achieved, and on how the achievement of these objectives has contributed to realization of the goals of the project.

### (3) Effects (impact)

The direct and indirect benefits and negative aspects arising from the implementation of a project are examined. Effects not originally foreseen at the planning stage are also included.

(\*) Project cycle: The cyclical process beginning with project formulation (including project identification and formulation) and proceeding through project examination, implementation, monitoring, evaluation, and feedback.

Fig. 3-16 Position of evaluation within the project cycle



#### (4) Rationale for the plan

Evaluation is conducted on whether the targets of the project are effective at the time of evaluation.

#### (5) Self-reliant development

Possibilities for continuing an aid project at the end of cooperation are examined from the angles of management and administration, finance, technology, etc.

## Types of Project Evaluation

### Evaluation at completion and post-project evaluation

In accordance with their positions in the project cycle, project evaluations conducted by JICA can be classified into evaluations at completion and post-project evaluations.

#### Evaluation at completion

Evaluation at completion is concerned with individual projects. It is carried out to confirm the extent to which the original objectives of a cooperation project have been achieved at the time of its completion, the effectiveness of its implementation, and the prospects for its self-reliant development thereafter. This evaluation is carried out by the department responsible for implementation or the resident office in the country where the project is located.

Evaluations at completion may be performed at various times depending on the nature of the project. In the case of project-type technical cooperation projects, they are performed about six months before the end of the cooperation period. In the case of training projects (local in-country training\*, third-country training\*), they are generally performed one year before the end of cooperation. In the case of expert recruitment projects (expert team recruitment, research cooperation), they are performed between four and six months before the end of the term of cooperation. Finally, in the case of loan aid projects, they take place within one year of completion of the facility.

#### Post-project evaluation

Post-project evaluation is carried out in connection with projects once a fixed term has elapsed after the completion of cooperation. The range of evaluation includes everything from the stage at which project plans are compiled up to operation of the project by the recipient organization after its completion. On the basis of evaluation standards such as the effects of cooperation and

potential for self-reliant development, this evaluation is concerned with the extent to which the targets of a project have been achieved and involves comparisons with the details confirmed at the time of the evaluation at completion.

The lessons and proposals gained from the post-project evaluation contribute to improvements in project management and are also incorporated into the formulation of new projects. Once the evaluation results have been assembled, a seminar aimed at people involved in the project in the recipient country may be held to feed back the results of the evaluation.

Evaluation studies are generally performed independently by the Office of Evaluation and Post-Project Monitoring, but some evaluation studies may be carried out by the JICA office in the country where a project is under way.

Post-project evaluations are of the following four main types, classified according to who performs the evaluation, the projects and sectors concerned in a project, and who receives the feedback from the evaluation results.

#### (1) Third-party evaluation

Evaluation is performed with the cooperation of outside academic specialists, members of the press, and experts from the private sector in order to ensure the objectivity, transparency and wide-ranging scope of evaluation.

#### (2) Joint evaluation

Joint evaluations are sometimes carried out with recipient countries in connection with the effects and problems of a particular project. The results of an evaluation are reflected in the formulation and implementation of a project on the basis of joint awareness.

Joint evaluations may also be performed with international agencies such as the United Nations Office for Project Services (UNOPS) and the World Bank, aid agencies in industrialized countries (such as the Canadian International Development Agency (CIDA) and the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Japanese aid implementation agencies, and NGOs. JICA is strengthening its links with these organizations while working with them to compare each other's aid implementation methods, in order to make aid more effective.

#### (3) Country-specific evaluation

Evaluation studies are performed by analysis of the economic and social development policies being implemented by the country subject to evaluation and related trends in the aid policy of donors\* (including Japan) and international agencies. The ways in which development is being tackled in priority sectors of the country in question and the manner in which support

is being provided for these sectors are also analyzed. The studies then examine whether or not the approach to cooperation being provided by JICA in these priority sectors has been appropriate. They are also concerned with the results achieved by JICA through cooperation on the program project level, and with any structural problems that may have arisen as the cooperation was being implemented. Lessons are drawn and proposals are made on the basis of the evaluation results, which are reflected in the formulation of project planning and improvements in project implementation in connection with countries subject to evaluation in the future.

Seminars are held in the countries subject to evaluation, and the evaluation results are fed back to government and project officials in the recipient country.

(4) Evaluation of specific topics

Topics are generally selected from among priority fields in specific countries, from fields and sectors (e.g., environment, education, poverty) common to specific regions, or from specific types of aid (e.g., third-country training). These topics are then evaluated from a wide-ranging standpoint and the results are reflected in future project formulation and improvements in project implementation.

### Post-project monitoring studies

Since 1989, JICA has been carrying out post-project monitoring studies that involve regular monitoring of projects after a fixed period of time has elapsed since the end of cooperation. These studies are performed through overseas resident offices in connection with three project types: project-type technical cooperation, grant aid, and supply of technical cooperation equipment.

Post-project monitoring studies examine the current state of a project once cooperation is over in connection with organization, facilities, equipment, and effects of implementation. The study results are used as basic data for ascertaining the state of a project after completion and for studying additional support in such forms as essential follow-up and aftercare through dispatch of experts, sending spare parts, etc.

### Publication of assessment results

In the context of efforts being made to raise the transparency of projects, JICA compiles the results of assessments into "Project Evaluation Reports". These reports have been placed in the public domain since FY1995. Since FY1998, abridged versions of the reports have been available in Japanese and English on the JICA website.

## Project Results

### Results of evaluation projects in FY1998

The results of evaluation projects implemented in FY1998 are shown below.

**Evaluations at completion:** 91 studies performed (92 projects targeted for study).

(1) 64 evaluations at completion involving dispatch from Japan (65 projects):

Training program (7), dispatch of experts (7), social development (11), health and medical care (10), agricultural development (8), forestry and fisheries development (7), mining and manufacturing industry development (7), grant aid (7).

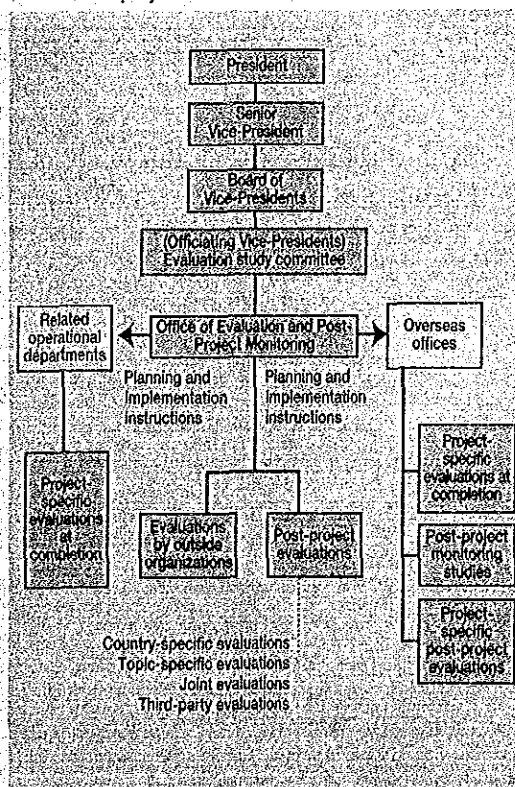
(2) 27 evaluations at completion undertaken by overseas offices (27 projects).

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Fig. 3-17 JICA's system for implementation of project evaluation



**Post-project evaluation studies:** 33 studies performed.

(1) 15 post-project evaluations involving dispatch from Japan:

2 country-specific evaluations (Bangladesh: preliminary, secondary), 3 joint evaluations (OECD: preliminary, secondary, NGO), 4 topic-specific evaluations (Southwest Asia: WID and gender, preliminary and secondary; Zambia: grant aid for self-reliant development; Kenya: protection of wild animals), 6 third-party evaluations (Malaysia-Singapore: industrial sector; Papua New Guinea-Fiji: third-country training; Paraguay: vocational training; Egypt: seamen's training; Senegal: vocational training; Kenya-Tanzania: rice production).

(2) 18 post-project evaluations undertaken by overseas offices (26 projects).

**Seminars:** 3

(1) Thailand: Joint evaluation seminar "Urban Traffic and Urban Planning".

(2) Cote d'Ivoire: Seminar on planning improvements in local medical care.

(3) Vietnam: Seminar on the Youth Invitation Program.

**Post-project monitoring studies:** Studies performed by 51 overseas offices and 9 resident offices in connection with project-type technical cooperation, grant aid, and technical cooperation equipment.

## Close Up

### Third-party Evaluation of the Paraguay Vocational Training Center

#### Members of the press see human resources development in action from a third-party perspective

The number of evaluations of JICA projects conducted by members of the press increased in FY1998 to five. As well as striving to implement objective evaluations that represent the views of the general public, we have been publishing the full texts of completed third-party evaluation reports. One such third-party evaluation was carried out by Mr. Takaaki Nagazawa, deputy head of the Market Division of Jiji Press, on the Paraguay Vocational Training Center (CBV) project - a typical example of JICA's human resources development cooperation in Latin America.

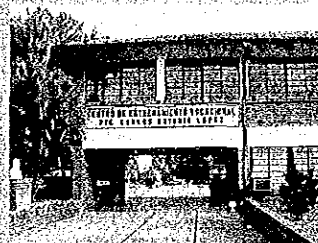
In Paraguay, 70% of the population is aged below thirty. Agriculture remains the principal industry and local industries are not yet able to absorb all the young new entrants into the job market. Furthermore, Paraguay is facing a major challenge with the development of the Mercado Común del Sur (Mercosur).

Cooperation with CBV ended 20 years ago and the institution is having to

cope with difficult budgetary conditions. However, training participants who have returned to Paraguay following training in Japan have had a 100% success rate in obtaining secure employment. Of the equipment and tools supplied by Japan, 95% are still in use, reflecting the enthusiasm for equipment management that has taken root in the Center (under the guidance of Japanese experts) and the adaptability of the Paraguayans themselves.

However, it has proved impossible to keep pace with technical developments and so the renewal of equipment and instruction methods have fallen behind. This has resulted in criticism of the Center for its inadequate awareness of the problems presented by the high average age of the instructors and its low technical level.

Mr. Nagazawa stated in his conclusions that the project could be considered a success in that the Paraguayans had adapted well to Japanese



Facade of the Carlos Antonio Lopez Center for Vocational Training in Paraguay.

methods of operation and the original targets had been adequately realized. But, at the same time, he indicated how important it was for the Paraguayan government not to rely on aid alone but to ensure, through self-help efforts, that the vocational center was fully responsive to changes in economic conditions.

# Follow-up

## Outline of the Program

When a Japanese cooperation project is over, it is the responsibility of the developing country itself to maintain and manage it. But problems sometimes arise to interfere with the subsequent management of a project. For instance, faults may develop in the supplied equipment or the agency responsible for implementing the project in the recipient country may run short of funds.

Once a project is over it is therefore important to remain aware of how matters are proceeding. When necessary, efforts must be made to maintain, sustain and develop the results of implementation by offering support to the recipient country or agency and assisting it in its efforts toward self-reliance.

Furthermore, additional cooperation is provided in order to maintain links with people who have received training in Japan and to increase the sustainability and effects of technology transfer\* years after a cooperation project has been completed.

## Project Types and Results

### Aftercare for the training program

Alumni associations consisting of former training participants who have returned home have been formed in 71 countries and are serving as bridges between Japan and these countries. Several associations have recently expanded their activities beyond the exchange level. Those in Sri Lanka and Pakistan, for instance, are playing positive roles in social development in their countries through activities such as traveling to villages lacking medical facilities to provide health check-ups and treatment. JICA is



A technical cooperation expert repairing equipment of the Indonesian national broadcasting company in the context of follow-up cooperation

providing grants to support such activities as part of the aftercare for training projects.

The alumni association in Mexico celebrated the 20th anniversary of its foundation in March 1999. This occasion provided the opportunity for the Mexican association to invite representatives of other associations of former training participants (from Central America and the Caribbean) to Mexico City, where a regional liaison committee meeting of associations in Central America and the Caribbean was held.

This was an important meeting in that the opportunity to introduce the activities of alumni associations in each country and to engage in a lively debate on future joint activities and prospects for regional cooperation (South-South cooperation\*) revealed possibilities for making use of alumni association members in JICA projects.

### Aftercare for the Youth Invitation Program

In the Youth Invitation Program, aftercare teams are sent to various countries to deepen the bonds of friendship and trust formed while young people from these countries were in Japan. These teams consist of Japanese youths who socialized with the overseas visitors, members of their host families in Japan, and personnel from related agencies.

Aftercare teams were sent in FY1998 to the Philippines, Thailand and Malaysia, where they renewed their friendships with former participants in this program. The members of the teams visited the places where the young people now work and stayed in private homes. Wherever they went they were assured of a warm welcome and heartwarming reunions.

The activities of alumni associations throughout the ASEAN region are growing increasingly lively, and JICA is providing grants to stimulate these activities





A meeting of the exchange liaison committee of ASEAN youth invitation program alumni associations.



yet further. As well as holding annual mutual exchange liaison committee meetings, individual alumni associations are themselves promoting exchange projects with Japan and organizing Japan festivals and exhibitions of photographs and paintings. The associations are thus acting as bridges between their own countries and Japan while at the same time playing new roles in social welfare projects and youth training in their countries.

The bonds of friendship formed between Japan and various countries through the Youth Invitation Program are expanding rapidly thanks to the aftercare program.

### **Follow-up of the equipment supply and grant aid programs**

Deterioration in a recipient country's financial position may make it difficult for the country to maintain and manage equipment and facilities provided through equipment supply and grant aid programs. Equipment and facilities may also be damaged as a result of natural disaster. It may happen therefore that technology transferred at considerable effort cannot be used effectively or that the functions of facilities and machines are not fully demonstrated. In such cases JICA provides additional support and repairs machines and equipment within the framework of the follow-up program. Support is given so that the project and the transferred technology recover their functions and so that sustainable development can be maintained.

One example occurred in Indonesia, where in 1988 the Japanese government provided grant aid of ¥520

million to enable the Indonesian National Television Broadcasting Corporation (TVRI) to acquire equipment for editing news items and images obtained by the company itself or distributed from overseas in order to create news programs.

TVRI thereafter produced many news programs using the editing equipment provided through this project while benefiting from guidance and advice offered by JICA technical cooperation experts. The equipment was also appropriately maintained and managed.

However, a considerable time has elapsed since the equipment was originally supplied, and at the time it was in need of repair, Indonesia was hit by the economic crisis. This crisis made it impossible for TVRI to carry out the work by itself. The Indonesian government therefore asked the Japanese government to provide follow-up cooperation for repair of the equipment.

In response to this request, JICA sent an engineer to take a close look at the state of the equipment. On the basis of a report submitted by the engineer, the parts needed to carry out the repairs were provided, and a repair technician was dispatched for one month to give instruction on repairs and maintenance. The cost of this follow-up project was around ¥18.5 million, but the repairs enabled TVRI once again to produce stable, high-quality visual images and to present its 80 million viewers with the most up-to-date news and information from home and abroad with clear images and sound.

In the case of Fiji, there was a rapid increase in demand for air-conditioning equipment which resulted in instructors from the Fiji Institute of Technology (who had taken part in JICA's group-training course on



air-conditioning technology) giving technical instruction to pupils gathered both from Fiji and neighboring islands. However, air-conditioning equipment for teaching purposes possessed by the Institute was in short supply and out of date, making it inappropriate for practical teaching purposes. The Fijian government therefore requested the Japanese government to supply equipment for teaching air-conditioning technology. A study team was sent from Japan to examine the state of technical education at the Institute, the employment situation for students after graduation, and the activities of the former training participants. The team confirmed the need for practical teaching materials which would make it possible for former training participants to use the skills they had acquired through their training to allow air-conditioning technology to take become established in Fiji. JICA supplied the equipment needed for this purpose based on the findings of this team.

### ● Follow-up and aftercare for project-type technical cooperation

When a case of project-type technical cooperation comes to the end of its term, it may sometimes be necessary to provide follow-up by extending by one or two years the period of cooperation beyond the term originally provided for. This is done in order to compensate for the failure to achieve targets set in specific areas or to ensure that effects are fully forthcoming and that self-reliant development is maintained. Additional equipment supply and dispatch of experts may also be required two or three years after completion of a project as part of aftercare activities aimed at injecting new life into a project.

A case in point is the construction of the Tonga Fisheries Research Centre from grant aid with the aim of enabling the people of Tonga to gain stable supplies of protein by maintaining and increasing coral reef resources. Making use of the Centre's facilities, project-type technical cooperation was provided over a period of five years between 1991 and 1996 to give technical assistance with fish breeding, the production and release of shellfish seedlings, and control of resources inside coral reefs. When the period of cooperation came to an end, it was decided to provide follow-up in connection with shellfish culture and the control of resources. Following two years of activities, a system for the production of turban shells was established, and resources control with community participation was realized using the marine breeding grounds in the village. In addition, a route for sending giant clams to overseas markets selling fish for decorative

purposes was established. This has become an important source of cash income for ensuring self-reliant development once the project is over.

In Malaysia, a casting division was set up in the Standards and Industrial Research Institute of Malaysia (SIRIM) inside the Ministry of Science, Technology and Environment. Project-type technical cooperation was provided for a period of five years from October 1988 in order to set up a system for implementation of technical support in forms such as technical consultation and instruction tours by SIRIM's casting division for local casting companies.

By the time that cooperation had finished, the division was continuing to provide technical support for local casting companies. Between the end of cooperation and the end of 1997, the division had been involved in 78 instruction tours, 738 cases of tests and inspection services, and 40 cases of product development. In addition, a start was made in 1997 with order-made technical training in line with corporate needs.

However, once four and a half years had passed since the end of cooperation, progress in industrialization in Malaysia meant that local casting companies came to expect ever higher technical levels from SIRIM. Aftercare cooperation was therefore provided in FY1998 with the aims of improving SIRIM's technical levels and repairing and renovating supplied equipment. A five-year country-specific special training course in the field of casting intended specifically for SIRIM staff was also begun in FY1998, and it is hoped that this course will prove effective in conjunction with aftercare cooperation.

### ● Follow-up on the development study program

In order to enable development study projects to be implemented with greater efficiency, follow-up studies are conducted specifically to ascertain the state of progress on projects for which studies have already been completed and to reflect the results in the implementation of future development studies.

The southern district of Kenya centering on Mombasa has been specified as a priority district under Kenya's five-year national development plan. For the purpose of enabling development to be implemented more effectively, a basic map of the national territory to serve as the basis for development planning was drawn up by March 1991 and presented to the Kenyan government. To see how this map was actually being used, a follow-up study team was dispatched to the area in FY1998. As a result, it was found that almost 15,000 copies of the

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map had been sold and were being used by government ministries such as the Ministry of Public Works, the Ministry of Water Resources, the Ministry of Agriculture, the Ministry of Energy, the Ministry of Tourism, the Ministry of Transport and Communications, government-related organizations such as electric power and water corporations, and by other donors and private companies.

The study team also looked into how the maps were being used after sale. It was found that they were being used, for instance, in the road repair project between Nairobi and Mombasa financed by the World Bank and the oil pipeline installation project between Mombasa and Kisumu. The map was also due to be used in the census planned for August 1999. It thus became clear that the basic map created in the course of the original development study project was being used extremely effectively.

### Follow-up on the Japan Overseas Cooperation Volunteers program

There are cases when subsequent changes in social and economic conditions have led to the need for continued supplementary cooperation with team-dispatch projects even though the prescribed period of cooperation has expired.

The JOCV program aims to increase the ongoing effects of cooperation by dispatching volunteers on an individual basis in accordance with requests received from the recipient country.

For instance, in the case of the project to promote development of the Burasugarai settlement in Paraguay, JOCVs were sent for a period of seven years between November 1987 and October 1994 to work on cultivation methods for vegetables (tomatoes, cucumbers, etc.) and fruit (oranges, mangoes, etc.). They also contributed to raising the living standards of farmers living in Paraguayan settlements. Once the project was over, JOCVs specializing in vegetables, fruit, blight and insect damage continued to be sent to the area. At present, experts in vegetable cultivation are attempting to disseminate methods of organic cultivation and cultivation in plastic greenhouses. This is a good example of follow-up being provided with the activities of JOCVs.

JICA is involved in various activities that aim to ensure that the experience gained by JOCVs contributes to Japanese society as a whole - this being one of the goals of JOCV projects. Support is being provided for JOCV alumni associations (organized by prefecture and field of expertise) and also for the work of full-time career advisors who assist returning JOCVs in re-entering the job market.

# Research



A financial study group engages in a lively debate.

## Outline of the Program

Aid topics are increasingly diversifying away from conventional fields contributing directly to the strengthening of productivity to include health and medical care, education, the environment and other fields of social development. In recent years, questions requiring examination from new standpoints such as poverty, democratization, and women in development (WID) have been increasing in importance as the subjects of aid.

The purposes of research activities are to propose future directions for JICA programs in the context of the increasing complexity and diversity of aid topics and to contribute to the effective and efficient implementation of projects. Research is thus going on into program directions and aid strategy as well as into the upgrading

and development of knowledge and expertise for improving programs.

## Types and Results of Activities

The features of developing countries differ depending upon their natural conditions and state of development, etc. It is the responsibility of the aid donor to ascertain the features of each country and provide aid using the most appropriate method to where it is most needed.

In 1986 JICA set up country-specific aid study groups to deal with three or four countries or regions every year. These groups study aid issues in these countries from medium- and long-term perspectives and then make proposals on the basis of their studies.

## Close Up

### Basic Research on Support for Upgrading of Legal Systems

#### Creating legal systems becomes increasingly important

Upgrading legal systems may well be an unfamiliar field of international cooperation, but national development is dependent upon there being a thorough system of laws which are implemented justly and equitably. There can be no prospect of democratic nation-building if injustice is rampant, rules for transactions are not observed, and personal safety cannot be guaranteed.

There has been an increasing awareness in recent years of the importance of establishing legal systems for encouraging the transition to democracy and assisting former communist countries in moving toward market economies. Upgrading of legal systems stands at the foundation of nation-building; it encourages the general public to participate in

politics, makes the business of government more effective, and stimulates investment. Many overseas aid organizations are therefore involved in providing support for the upgrading of legal institutions. JICA has also begun to provide cooperation in this field through the dispatch of experts.

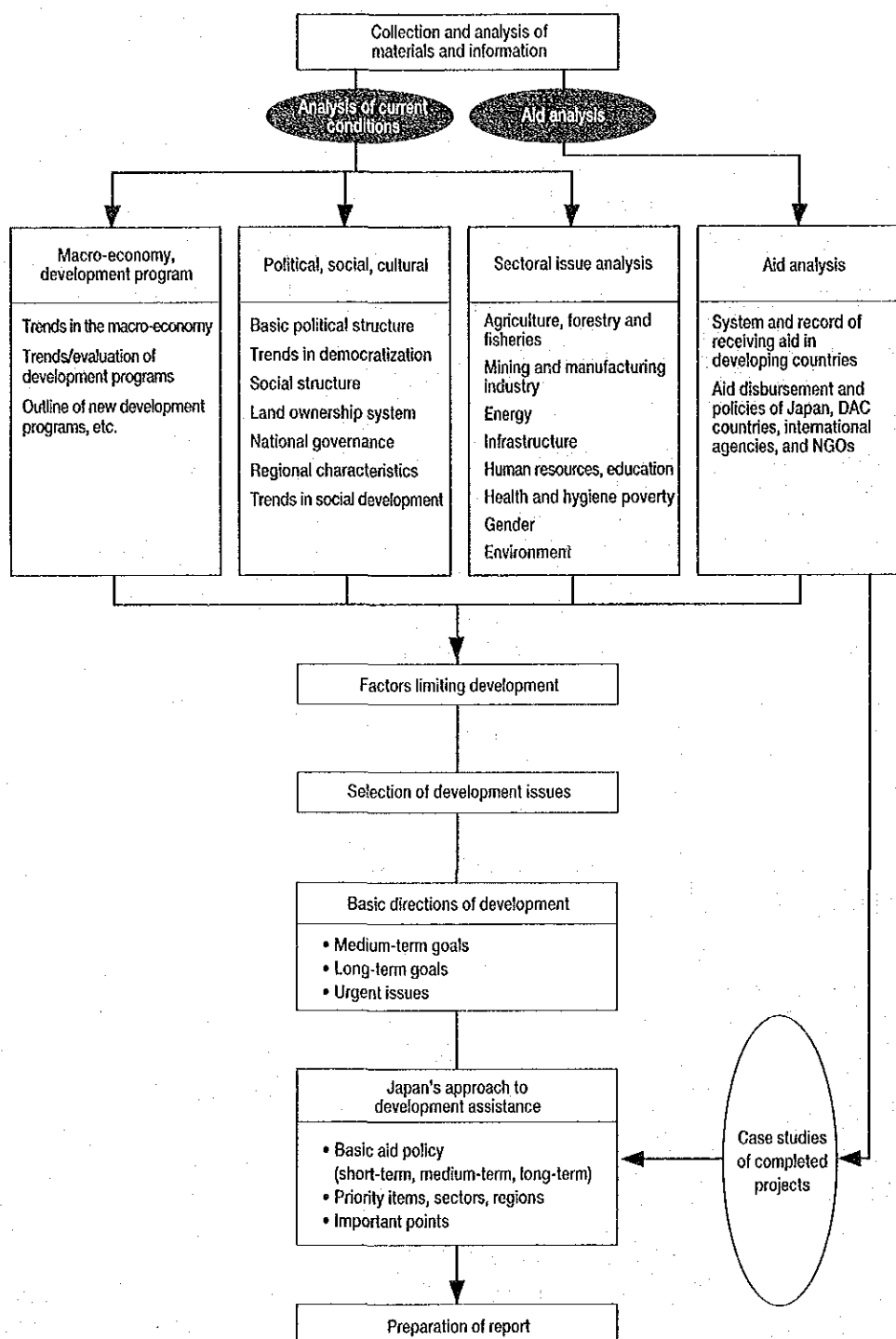
A team centering on Mr. Yasunobu Sato, who was formerly attached to the Department of Legal Affairs at the European Bank of Reconstruction and Development and has abundant practical and research experience at the international level in this field, is currently involved in studying and analyzing trends and methods in connection with support for improving international legal institutions. The results of a study of future modes of

Japanese cooperation were eventually compiled into the "Basic Research Report on Support for Improvements in Legal Systems".

In line with the results of this report, a seminar entitled "Support for Upgrading of Legal Systems in Developing Countries" was held on September 22, 1998 with lecturers invited from the ranks of academic specialists and employees of international agencies. Lectures and discussions took place in connection with worldwide trends in support for the upgrading of legal institutions. The records of this seminar were assembled in the form of a document entitled "International General Research Seminar Series (98-1): Support for Upgrading of Legal Systems in Developing Countries".



**Fig. 3-18** Flow of country-specific aid studies



Other activities include 1) studying Japan's past experience and knowledge and the aid methods employed by other industrialized countries for application to aid for developing countries; 2) studying how to learn lessons from aid activities by systematizing past experience of technical cooperation; 3) studying practical methods for the promotion of public-participatory international cooperation; and 4) studying how to make improvements in cooperation methods and implementation structures in connection with the skills and institutional frameworks required by developing countries when they implement economic and financial policies.

A record of study and research activities in FY1998 is shown in Fig. 3-19.

The results of these research activities are used extensively in order to improve the way in which guidelines are created for JICA programs and methods of cooperation, as basic data for compiling teaching materials for use in expert training courses, and in international conferences held in connection with technology transfer\*.

An international conference on technical transfer entitled "Health Initiatives during the Asian Economic Crisis: People-Centered Approach" was held in April 1998 under the sponsorship of the Ministry of Foreign Affairs, the Ministry of Health and Welfare, the

Overseas Economic Cooperation Fund (OECF), and the Foundation for Advanced Studies on International Development (FASID). Specialists in this field from both the public and private domains were invited to attend. Discussions were held with the general public on the effects that the financial crisis in Southeast Asia was having on the health and nutrition of people in the area and on how this problem should be confronted.

**Table 3-19** Results of research conducted in FY1998

Country-specific aid research	Peru (continued) China (2nd phase) (continued) Indonesia (3rd phase) (continued) Philippines (3rd stage)
Technology transfer research	Basic research on disaster prevention and development (continued) Cooperation approaches of industrialized countries with the countries of sub-Saharan Africa (UK) (ongoing) Studies aimed at consolidating concepts of human development cooperation
Research on technical cooperation methods	Basic research on support for upgrading of legal systems (continued)
Basic studies on promotion of public-participatory cooperation	Participation of local government in international cooperation (Phase I) (continued) Participation of local government in international cooperation (Phase II) Development education
Research on systematization of project experience	Vocational training and education (continued) Maternal and child health (continued) Sub-Saharan Africa (continued) Higher education
Basic research on cooperation of the policy support type	Finance
Strengthening research on specific topics	Experience of development in the local health and medical care field in Okinawa and its
International conference on technology transfer	Meeting on support for South-South cooperation "Health Initiatives during the Asian Economic Crisis: People-Centered Approach" Asia-Africa International Development Research Network Conference

# Recruitment and Training of Technical Cooperation Experts

## Outline of the Program

Technical cooperation is intended to contribute to the promotion of human resources development in developing countries by means of transfer of technology achieved through human contact. The success of technical cooperation is thus dependent on the quality of the experts responsible for technology transfer.

The content of technical cooperation in recent years has been growing more complex, diverse and advanced in response to the need to address new issues including support for former communist countries making the transition to Western-style democracy and improving financial and legal institutions. An important condition of technical cooperation is thus the recruitment and training of high-caliber experts with extensive experience.

JICA's Institute for International Cooperation is responsible for recruitment and training. Since its foundation in 1983 the Institute has worked in three main areas: (1) recruitment and training of experts; (2) studies and research aimed at consolidating the foundations of technical cooperation; (3) gathering and supplying technical information.

## Content of the Program

### Educating experts

Training is provided with a view to turning out individuals possessing comprehensive, specialized skills in line with the needs of recipient countries.



The NGO-JICA joint workshop.

### Training for experts

The following training courses are generally provided for experts whose term of overseas service is more than one year:

#### 1. Pre-dispatch group training

This training is for experts whose overseas postings have been decided. It consists of two weeks of general training involving instruction on local conditions and health control, and a three-week language course. It was held seven times in FY1998.

Emphasis is placed especially on raising communication skills in developing regions through presentational methods and appreciation of different cultures. Language courses are provided in English and a variety of languages including Chinese, Spanish, French, Indonesian, Thai, and Russian.

In FY1998, these courses were attended by a total of 897 people, including 702 experts and 195 spouses.

#### 2. Individual language training

Individual language training is provided to experts who need to improve their linguistic abilities.

#### 3. Local language training

Acquisition of local languages other than English, French and Spanish may well enable better communication depending on the country to which an expert is to be dispatched and the type of work he or she is going to be called upon to do. A local language training system was thus inaugurated in FY1997 to enable experts to receive training in the local language in the country to which they have been sent. A total of 117 experts received such training in FY1998 in 21 countries.

#### 4. Individual technical training

Technical training is provided at related institutions in Japan to complement and improve specialized skills. In FY1998, 92 people received such training.

### Training of technical cooperation experts

Training aimed at personnel due to be sent overseas as experts in the near future is provided to give them the knowledge and skills they need to transfer specialized skills and technology. In FY1998, training was held three times, each course lasting nine weeks; a total of 155 people attended.

Details of the courses are shown in Fig. 3-20.

### Comprehensive training in technical cooperation

This training is aimed at leaders and coordinators of project-type technical cooperation projects, and in particular at project leaders and coordinators. Training centering on project administration is currently taking place within the framework of the pre-dispatch training programs.

In FY1998, training was held twice and was attended by a total of 32 people. The period of training lasted for two weeks and was aimed exclusively at coordinators and centered on project management, accountancy, and PCM methods\*.

### Links with local government authorities and human resources development

1. Training in international cooperation administration for local government officials, etc.

This training is intended to support international cooperation provided by local government. In FY1998, a one-week practical training course and an optional three-week language training course were held on three occasions at the Institute for International Cooperation in Tokyo. The training was also held once at the Osaka International Center. These courses were attended by a total of 80 people.

2. Joint NGO-JICA training

This training was received by 33 people at the Institute for International Cooperation in November 1998 in order to enable NGOs and JICA to study one another's project management methods and to strengthen mutual links.

3. NGO-JICA joint workshop

With the aim of furthering mutual understanding of NGO activities and ODA, five NGOs from four Asian countries and thirteen from Japan gathered in Okinawa in March 1999 for a workshop. A symposium open to the general public was held and was attended by around 200 people.

4. International cooperation human resources training

This training was held over a period of two weeks in March 1999 in Okinawa and Malaysia with the aims of furthering understanding of international cooperation and training personnel capable of taking part in related activities in the future. It was attended by 27 people including staff of the Okinawa prefectural government, employees of international exchange organizations, and graduate students.

### Associate specialists

This training is aimed specifically at young people with international experience (JOCVs, JPOs\*, etc.) and is intended to enable them to play a part in international cooperation as experts or in other roles. In FY1998 24 people were newly recruited, and 78 people, including those continuing their training, received instruction both in Japan and overseas.

### Long-term overseas training

This training is aimed at personnel from the private sector and government departments, former JOCVs, and JICA staff; it is intended to train people to take part in international cooperation. Trainees acquire the skills they will need to function as experts with practical abilities and qualities of leadership.

In FY1998, 34 people were sent to educational and research institutions in industrialized countries and developing countries for a maximum of two years. They included nine from the private sector (including former JOCVs), 13 government employees, and 12 JICA staff members. The subjects studied included agricultural and rural village development in developing countries, regional development,

Table 3-20 Training courses held in FY1998

1st course (June 8 - August 7)	2nd course (September 7 - November 6)	3rd course (January 11 - March 12)
General agriculture	Marine environment maintenance	Infrastructure of rural villages
Forestry	Infrastructure	Social forestry
Heavy industry and energy development	Global environment and environmental assessment	Infrastructure
Technical education and vocational training	Population and reproductive health	Technical education and vocational training
Education	Poverty measures taking account of gender	Urban environment and pollution measures
Environmental hygiene	Social and gender study methods	Primary healthcare

environmental conservation, public health and hygiene, and participatory development\*. The studies were conducted in graduate schools and research institutions in the United Kingdom and the United States and in the offices of international agencies in Bangladesh and the Philippines.

Having completed their courses of training, the participants will return to Japan and then take part in JICA projects as technical cooperation experts or members of survey missions dispatched to developing countries.

#### **Implementation of an intern system**

An intern system under which JICA provides the opportunity for participants to receive training in its overseas offices is being implemented with the aim of deepening understanding of international cooperation. This system is aimed specifically at graduate students conducting research on development aid who are likely to be promising candidates for participation in aid projects in the future. One of the aims of this training is to foster well-balanced abilities in aid personnel. Training of this type was provided in FY1998 for 37 people, 15 of whom studied in six countries, including Thailand and India, and 22 of whom were trained in Japan.

### **Recruitment of experts**

The systems described below have been set up to enable the continuous recruitment of experts. Such systems are needed to ensure that high-caliber experts can be sent overseas in response to requests from developing countries without delay.

#### **Development specialists**

Experts with much experience in technical cooperation and having high technical levels are recruited to play central roles in both overseas operations (project-type technical cooperation leaders, etc.) and domestic operations (in-house consultants working as program supervisors for development studies, training course leaders, as well as research and development directors).

In FY1998, 11 new development specialists were recruited to make a total of 91.

#### **Special advisors**

Special advisors are recruited primarily from experts who have returned to Japan after serving overseas and are employed for a fixed period lasting until their next scheduled term of dispatch. In FY1998, 30 new special advisors were recruited.

#### **Specialized technical advisors**

Experienced individuals with advanced and specialized skills are recruited to give advice on the whole range of technical cooperation. Three experts are currently active in this capacity, one in each of the fields of social development, mining and manufacturing development, and agricultural development.

#### **Registration of experts**

Under this system, people who wish to take part in activities as experts register themselves in advance to allow for prompt dispatch when their services are required. As of the end of FY1998, 2,563 people were registered. This number includes former participants in the expert-training program and 492 ordinarily registered personnel.

#### **Open recruitment of experts**

Pressing problems facing countries in Africa include support for women in farming and fishing villages and instruction in small-scale finance. Unfortunately, it is by no means easy to find experts in these fields. In FY1998, two open recruitment campaigns were held with the aim of getting appropriately qualified personnel from the private sector to engage in on-site international cooperation, and 37 experts were recruited.

#### **Regional International Cooperation Liaison Association**

Regional International Cooperation Liaison Associations are being set up in collaboration with JICA's domestic branches and centers. The aims of these associations are to forge closer links between experts once they have returned to Japan from overseas service, to contribute to internationalization in the regions, and to promote public understanding of international cooperation.

As of the end of March 1998, regional liaison associations had been set up in 38 locations throughout the country and had about 2,800 members. A meeting of the Central Liaison Committee was held in July 1998.



# Support for Activities of Experts

## Outline of the Program

JICA's support for health management and accident compensation has a large influence on expert recruitment. Not only does it enable experts to work with peace of mind in developing countries with difficult living conditions, but it is also the basis for future high-quality technical cooperation.

JICA provides supports the activities of experts as outlined below.

## Main Provisions

### Pay and allowances, etc.

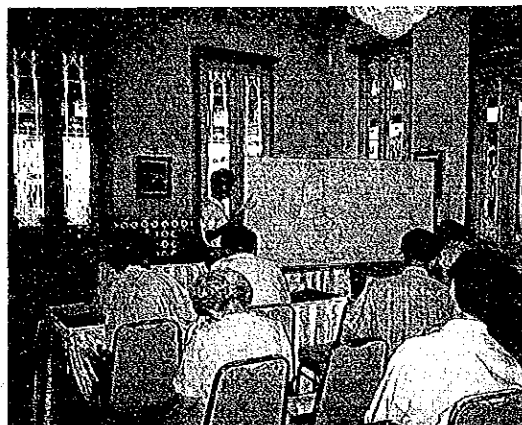
Experts are issued with the following overseas allowances and domestic payments:

#### (1) Overseas allowances

During their period of duty, long-term experts are issued with a basic employment allowance, a living allowance, a family allowance, a children's educational allowance, a language allowance, a remote area allowance, and a special skills allowance; short-term experts are issued with traveling expenses, a language allowance, and a special skills allowance. The basic employment allowance for experts aged 60 and over was reduced in FY1998 in consideration of wage levels in Japan and trends in consumption.

#### (2) Allowances within Japan

Depending on the affiliation of an expert within Japan, compensation in the context of the post and domestic pay may be issued. However, for the same reasons as those given in the preceding paragraph, domestic payments to long-term experts aged 60 and over were reduced in FY1998.



Dispatched experts and their families listening to a lecture by a member of a health technical guidance team in Indonesia.

### System of publicly funded temporary return visits to Japan

Long-term experts sent for two years or more to regions where living conditions are particularly severe are able to take temporary leave to return to Japan in order to recuperate and receive medical check-ups. Long-term experts who have spent at least one year of a posting lasting at least two years are eligible to return to Japan to attend a symposium or conference of an academic society to which they belong. If the spouse or a parent of a long-term expert should die during the period of the posting, the expert may return to Japan temporarily for the funeral.

### Health maintenance travel system

A travel system for health maintenance (health check-ups, regaining physical strength, etc.) is available for experts sent for long periods to regions with severe living conditions. Long-term experts working in areas at high altitudes are given the chance to travel regularly to low-lying areas.

### Dispatch of spouses and children

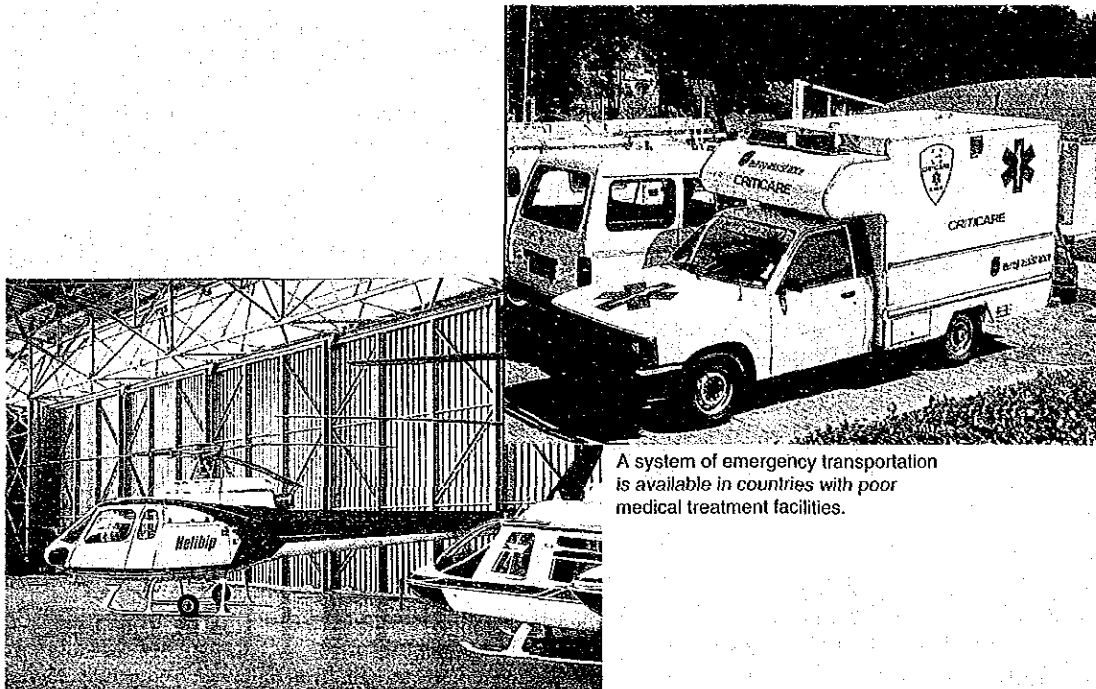
The following temporary dispatch systems are provided for the physical and mental health of experts in long-term postings who are having to live apart from their spouses and children:

#### (1) Temporary dispatch system for children

Under this system, experts are able to make use of Japanese school vacations to have their children fly out to visit them.

#### (2) Temporary dispatch system for spouses in malarial regions

Experts who have been sent alone to malarial regions with extremely poor living conditions are able to invite their spouses living in Japan to stay on a temporary basis.



A system of emergency transportation is available in countries with poor medical treatment facilities.

### Health maintenance

Doctors and nurses are on hand in the health clinic at JICA's headquarters to provide advice on health matters to experts and their families. Medical examinations are carried out to assess the health of each individual before and during dispatch, and following his or her return to Japan. The system of health maintenance during the period of overseas service involves the dispatch to each country of health technical guidance teams consisting of doctors and nurses.

In order to strengthen the health control system available to experts and their families overseas, nurses (known as "expert health administrators") are assigned to overseas offices. As of FY1999, these nurses are active in eight countries where their postings have been approved.

A system of emergency transportation is also provided so that experts and their families sent to countries where medical conditions are especially poor (102 countries as of FY1999) can be conveyed rapidly to medical institutions with a full range of facilities when they need to be hospitalised owing to injury or illness.

### Security measures

Liaison consultative meetings centering on JICA's overseas offices are held in connection with the security of experts active in the field. Information on security issues is submitted and exchanged and an emergency liaison network operating between overseas offices is in operation.

In regions where particular attention to security questions is needed, funds are provided for the purchase of telecommunications equipment (Inmarsat, iridium radios, mobile telephones) for use in cases of emergency, crime prevention equipment, and employment of security guards.

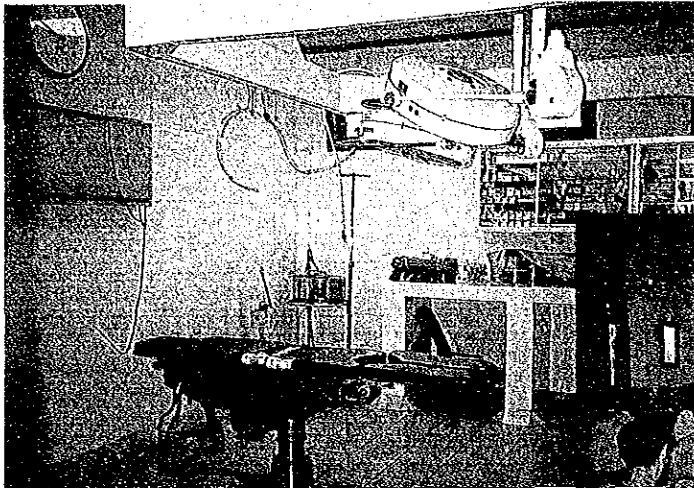
Security procedures have been supported by assigning security officers to instruct JICA staff and by sending security guidance teams to the countries where JICA staff are active.

### Accident compensation

Special measures such as subscription to special labor insurance are taken so that experts who meet with an accident in the course of work or while traveling to work during their period of overseas service are eligible for state-sponsored Workers' Accident Compensation Insurance.

### Issue of the magazine "Expert"

"Expert" magazine is published and distributed quarterly. Its purpose is to present the activities of dispatched experts along with stories of their own experiences in order to improve understanding of JICA programs. From FY1999, "Expert" magazine - with several other JICA magazines - will be combined in the form of a new magazine entitled "JICA Frontiers".



A thorough inspection to ascertain the state of local medical care.



### III

#### chapter 4

#### Strengthening the Foundations of Project Implementation / Support for Activities of Experts

Table 3-21 Expert compensation/welfare system

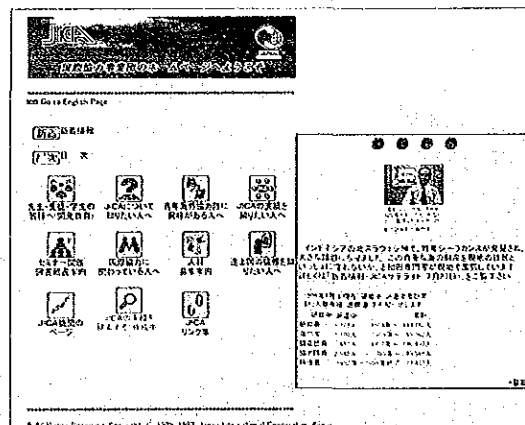
Pay and allowances, etc.	Allowances for overseas employment	Basic employment allowance
		Living allowance
		Family allowance
		Children's educational allowance
		Language allowance
		Isolated area allowance
		Special skills allowance
		Costs for employment of security guards
	Issued in Japan	Compensation in the context of the post
		Domestic pay
Welfare systems	Holidays, etc.	Temporary return to Japan for vacation
		Temporary return to Japan owing to bereavement
		Temporary return to Japan to attend conference
		Health maintenance trip
		High altitude health maintenance trip
		Temporary visit by children
		Visit of spouse in malarial regions
		Compensation in the event of accidents occurring while en route to country of dispatch, during work, or while traveling to work
	Welfare, etc.	Mutual aid payments
		Improvements in living environment
		Social security system

\* Some items may not be applicable depending on the term of dispatch.

#### Overseas Mutual Aid Society

The Overseas Mutual Aid Society was set up with the aim of introducing greater stability into the lives of experts working overseas and of improving their welfare provisions. It provides medical costs in the event of an expert dispatched by JICA falling ill or being injured while overseas, and offers condolence in the event of death while on overseas service. It is administered using instalments paid by the experts and by grants from JICA. The Society provides costs such as those occasioned by accidents and medical treatment unconnected with work while overseas as well as for condolence payments. It is also engaged in welfare projects such as the distribution of sympathy gifts when disasters occur and providing portable medical supplies and other welfare activities such as emergency transportation services when necessary. The Overseas Mutual Aid Society merged with the JOCV Mutual Aid Society in April 1999, marking the establishment of the new International Cooperation Mutual Aid Society.

# Information Disclosure and Publicity



Information is being made freely available on the JICA website.

## Outline of the program

### Addressing the question of open information

The understanding and support of the general public with regard to ODA and JICA projects are indispensable for the realization of participatory cooperation projects. To gain such support, JICA is placing as much information as possible in the public domain in an effort to shed maximum light on the agency's programs.

In addition, a task force has been set up within JICA to prepare for the Open Information Law, which is due to come into effect in one or two years time and is aimed at special status corporations.

Reports produced by JICA are in principle open to general access. Project reports and materials compiled by JICA are available to the general public in the JICA library. Specific items of unrestricted information can be requested through the JICA public relations division.

Certain items of information involving relations with aid recipient countries have not been made public in the past. In order to strengthen the transparency of JICA projects, we are, however, striving as far as possible to release such information after obtaining the approval of all those concerned. These items include the following:

#### (1) Information on procurement of materials



#### • JICA Library

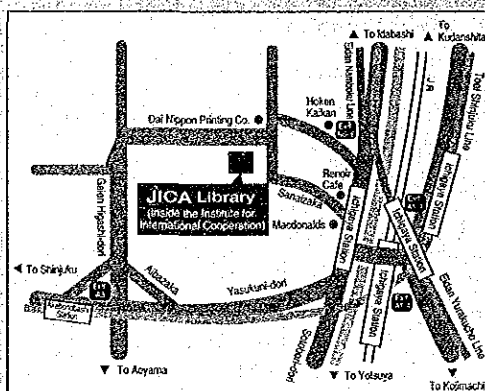
Address: The Institute for International Cooperation, 10-5, Ichigaya Honmura-cho, Tokyo

Tel: 03-3269-2301 (main switchboard)

Opening hours: 10:00 a.m. to 6:00 p.m.

Closed: Weekends, public holidays, New Year, JICA Foundation Day (August 1), library regulation day (last day of each month).

Access: 10 minutes on foot from Ichigaya Station on the JR Chuo Line; 10 minutes on foot from Ichigaya Station (Exit 6, A1-1 or 4) on the Eidan Subway Yurakucho Line or Namboku Line; 10 minutes on foot from Ichigaya Station (Exit A1-1 or 4) on the Toei Subway Shinjuku Line; 12 minutes on foot from Akebonobashi Station (Exit A3) on the Toei Subway Shinjuku Line.



1. Announcement of general competition projects  
Names of projects, main materials to be supplied, eligibility for participation, dates of tender.
2. Results of tender  
Names of projects, dates of tender, persons tendering, bidding prices, successful bidders, contract prices.

(2) Information on grant aid bids (implementation agencies, participants in tender, successful bidders, contract prices).

#### (3) Project evaluation report

Discretionary release and provision of information is occurring actively as before, and it is now easy to acquire information on projects and dispatch of study groups through the various publicity materials, annual reports, and magazines issued by JICA.

## General opening of the JICA Library and information access

The JICA Library has been open to the general public since 1977. It holds around 136,000 items including JICA study reports and materials gathered by study groups, maps of developing countries, aid materials issued by international agencies and many other items of information relating to developing countries. A computerized search system has been introduced and was used daily by an average of 73 people in FY1998.

## Information access through the Internet

JICA began making information available on an Internet website in 1995, when the Institute for International Cooperation set up a site primarily for the purpose of supplying information to dispatched experts. JICA went on to set up its own website in 1996.

In response to demands from a wide range of interested parties, there has been a big increase over the last few years in the quantity of information which can be accessed on this website in both Japanese and English. Major changes were made in March 1999 to make the Japanese version of the JICA website more attractive. The main categories of information which can be accessed on the Japanese version of the website are shown in Fig. 3-22.

We intend in the future to supplement the information currently available whenever appropriate with search functions which will make it possible to view the outlines of JICA projects and the results of cooperation on a country-specific and sector-specific basis.

Fig. 3-22 Information available on the JICA website

- **Contents**  
An overview of the content of JICA's website for first-time visitors.
- **What's New**  
Presenting the most up-to-date information on JICA operations. The most important developments are summarized on the opening page.
  - This month's faces: Updated daily, the latest information on JICA staff, national agencies and overseas offices.
  - JDR activities: A regularly updated overview of JDR activities.
  - Others: JICA Satellite, etc.
- **For teachers, pupils, and students (development education)**  
Information on how to present entries to essay competitions for junior and senior high school pupils, dissertation competitions for university students, and international cooperation photography contests including information on prize-winning entries; information on overseas training for junior and senior high school teachers; materials to support development education ("Kokusai Kyoryoku" (International Co-operation) magazine), etc.
- **Interested in JICA?**  
An introduction to the work of JICA.
- **Interested in the JOCVs?**  
Overview of the JOCV Program and regularly updated information on recruitment.
- **Interested in JICA's achievements?**  
Information on the results of JICA projects (results for specific global issues, JICA annual reports, project assessment reports, etc.) and, in the future, real-time information on country-specific projects.
- **Seminar and library information**  
Information on participation in seminars organized by sectors of JICA headquarters (Institute for International Cooperation, etc.), recruitment of "Salmon Campaign" lecturers, library search functions, etc.
- **For participants in international cooperation**  
Country- and sector-specific aid research reports, international cooperation research journals, technology transfer information catalogues for experts, members of cooperation teams, and international cooperation specialists; supply information for consultants and contractors, etc.; involved in projects.
- **Recruitment information**  
Information on recruitment of general staff, experts, and senior overseas volunteers, etc.
- **Information on developing countries**  
Information on daily life in different countries (postings).
- **Searching through JICA's past activities**  
Information accessible to anyone wishing to find out about specific matters (e.g., experts in environmental fields in Thailand, members of cooperation teams from Hokkaido active in the field of medical care).
- **Information on JICA agencies**  
Links to the home pages of Japanese agencies, etc.
- **JICA links**  
Links to the home pages of other international cooperation organizations.
- **Home address of the JICA website:**  
<http://www.jica.go.jp/>

As well as improving the English version of the website, we also intend in the future to set up individual websites for Japanese institutions and overseas offices in order to allow those involved in the practicalities of aid to have more input.

## Public relations activities

With the Japanese domestic economy in recession

and public finances at a low level, the general public's attitude to ODA is becoming increasingly demanding. JICA is involved in publicizing ODA in this context. Wide-ranging publicity activities are aimed at spreading knowledge of aid projects at home and abroad and at ensuring that projects are accurately understood and well supported.

Public relations activities are pursued along various channels: information is released to the mass media, publications are issued, and special events are held.

#### (1) Approaches to the mass media

Representatives of the mass media and other specialists are sent copies of the magazine "JICA Satellite", which is full of the most recent information. They are also sent several times a year to project sites in developing countries in order to give them a better understanding of international cooperation. As a consequence of these activities, in 1998 articles on topics relating to JICA appeared on average once a day in the national press and 14 times a day in the local press. The frequency with which JICA is featured in the press is increasing annually.

#### (2) Preparation of publications and public relations materials

Public relations activities aimed at the Japanese public include issues of the monthly magazines "Kokusai Kyoryoku" (International Cooperation) and "Crossroads". Regularly issued publications aimed at persons connected with JICA projects include "Expert" and "Kokusai Kinkyu Enjo" (International Emergency Aid). These publications serve to widen the support given to JICA's operations. From FY1999, "Expert" and "Kokusai Kinkyu Enjo" will be merged (with several other magazines issued by JICA) into a new magazine "JICA Frontier". This will feature a wider range of information than ever before. In addition, videos, photographic panels, and pamphlets introducing JICA operations are constantly being produced to provide easily accessible information.

"Kokusai Kyoryoku Kenkyu" (International Cooperation Studies) magazine is issued twice a year and an English-language magazine "Technology and Development" is issued annually to provide opportunities for researchers on international cooperation projects and Japanese experts active in the field to present their findings.

#### (3) Organization of events

Events intended to enhance general awareness of international cooperation center on International Cooperation Day on October 6 and include international cooperation campaigns (lectures, seminars, video showings, panel displays, etc.) presented throughout Japan by JICA's branches and centers in collaboration with local government and related organizations. Civic lectures on international

cooperation are held throughout the year for the benefit of the general public. Such events strengthen links with the regions and contribute to the progress of internationalization.

FY1998 saw the holding of an international cooperation festival in Hibiya Park (Chuo-ku, Tokyo), which was presented jointly by the Ministry of Foreign Affairs, the Overseas Economic Cooperation Fund (OECF), and the Association for the Promotion of International Cooperation (APIC). Links with NGOs were strengthened and more than 180 organizations, including 93 NGOs, took part in the event. Over the two days it was held, the event attracted more than 165,000 visitors, who were given an ideal opportunity to come into contact with conditions in developing countries and gain awareness of the state of international cooperation activities.

#### (4) Overseas public relations

Public relations activities overseas are implemented enthusiastically primarily by JICA's overseas offices. In FY1998, as many as 40 offices including offices in industrialized countries were involved in presenting panel displays and symposiums, producing pamphlets and videos, and organizing local press tours. These activities are increasing annually. Efforts are also being made to strengthen the transmission of information overseas through the regular publication of "JICA Network" in English, Spanish and French.

## Activities to support development education

As was referred to in the final report of the Committee on ODA Reform for the 21st Century, the foundations for stimulating interest in global issues and understanding of the importance of international cooperation lie in development education. JICA is involved in various projects that support development education in accordance with specific targets using information and audiovisual materials obtained through international cooperation work and personal networks of JOCVs and experts.

Essay competitions for junior and senior high school pupils throughout Japan on the subjects of developing countries and international cooperation and dissertation competitions for university students are held regularly every year. In FY1998, 25,000 pupils and students were given the opportunity to think about international cooperation through participation in these competitions. The most outstanding contestants were sent on study trips to Asia, Africa and South America, where they visited experts and team members working in the field on international cooperation and were able to deepen their appreciation of JICA projects.

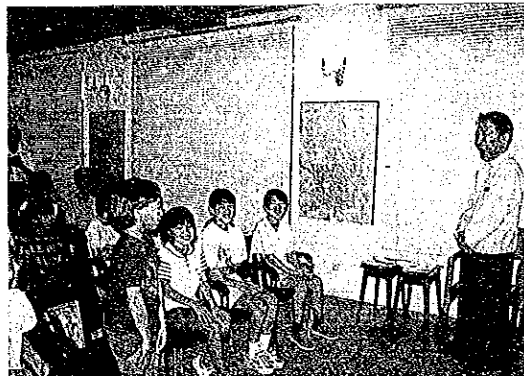
A study program enabling teachers at junior and senior high schools implementing practical and research work on development education through lessons and club activities to visit developing countries was also implemented. This provided 58 teachers with the opportunity to visit Asia, Africa and South America.

A program intended to give senior high school pupils and teachers the chance to experience international cooperation for themselves at JICA International Centers in Japan was also implemented. Around 250 participants, including 50 teachers, increased their understanding of international cooperation by socialising with training participants and attending lectures given by former experts and JOCVs. Seminars and lectures on development education were also held at the Hokkaido International Center in Obihiro and the Chugoku International Center in Hiroshima. A program of practical participation in the JOCVs was implemented at JOCV Training Centers in order to enable local pupils to gain a better understanding of the activities of the JOCVs.

Visiting lectures (the "Salmon Campaign") have been given since the latter half of FY1998. Through JICA branches and centers throughout Japan, JICA staff, former JOCVs and former experts have been sent to educational institutions to make a start with development education on a nationwide scale.

Studies and research have also been conducted on how JICA and other ODA institutions can best work together to support instructors and others involved in practical work in development education. These studies have involved the submission of questionnaires to around 5,000 educational institutions (primary schools, junior and senior high schools, universities). By means of such fact-finding surveys, various needs have been brought to light in connection with dissemination of development education, provision of information, human resources development, upgrading of teaching materials, funding, and construction of networks. Related institutions have formulated action plans intended to satisfy these needs over the coming three years.

We intend to make use of JICA's institutional structures within Japan in the future to establish regional bases for the dissemination of development education and to create teaching materials for development education.



Children from a local Japanese school are invited to attend a lesson on development education given by the Resident Representative of JICA's Myanmar office.



The June 1999 issue of "Kokusai Kyoryoku" (International Cooperation) contained a feature on development education.



A textbook on development education issued by JICA entitled "What we can do now" aimed at junior and senior high school pupils.

### III

#### Chapter 4

#### Strengthening the Foundations of Project Implementation / Information Disclosure and Publicity



