

## **Part III**

# **Outline of JICA Activities**

# Identification, Formulation of Projects

## Outline of JICA Activities

JICA's activities take place within a project cycle. It is an integrated process that passes through the stages of planning, implementation, evaluation, and feedback on into the planning stage at the start of the next project cycle. To improve the content of these activities and to enhance the effects of technical cooperation, each stage in the project cycle requires integrated monitoring and management. Particularly important at each stage of a project are the following:

(1) Planning:

Studying and analyzing the needs and requests of developing countries, defining target groups, and specifying the purpose, targets and resources to be used (required fields of specialization, number of experts to be dispatched, costs required for the project as a whole, etc.), and details of activities.

(2) Implementation:

Executing projects according to plan, reorienting the plan on the basis of implementation monitoring, and inducing results.

(3) Evaluation:

Assessing whether the results of a project accord with the original targets, measuring the effects of the project, investigating how results have been achieved, and feeding back the findings into future project planning.

In Part 3 of this report we shall be looking at JICA activities in accordance with the four following items (i.e. the three stages of the project cycle and efforts to strengthen the foundations of project implementation):

- (1) Identification, formulation and planning (Chapter 1);
- (2) Project implementation (Chapter 2);



A project formulation workshop on transferring Iwate Prefecture's metal-casting skills to Peru. (Linkage between JICA and local government)

- (3) Evaluation and follow-up (Chapter 3);
- (4) Strengthening foundations of project implementation (Chapter 4).

## Outline of Identification, Formulation and Planning Activities

### Importance of a starting point for cooperation

To make JICA cooperation projects more effective, we need to gain an accurate idea of the needs of developing countries and to plan and implement projects in line with individual countries' specific features. This requires knowledge of the social and economic conditions of developing countries as well as of their organizational and institutional structures. This is what we mean by the country-specific approach.

JICA projects are presupposed upon the government of the recipient country submitting a request for aid through diplomatic channels. However, there are some developing countries where pinpointing the type of project most likely to contribute to development presents considerable difficulties.

Furthermore, although a particular country may be aware of its needs and be able to formulate projects on its own, it may still be inadequately equipped to administer aid from other countries. JICA adopts the country-specific approach in its relations with such countries. We first analyze the conditions and issues facing a country and take a close look at its course of development. We then put together a practical

cooperation project. This is the process of project identification and formulation.

Identification and formulation of projects is the point of departure for cooperation and determines its future direction. We place considerable importance on such activities as a starting point in the belief that they, together with the assessments made at the final stage, are indispensable for the success of a project.

JICA budgets for the costs involved in making aid more efficient with a view to strengthening both the initial and the final stages of cooperation. Of these budgeted activities, we shall be looking at those related to the identification, formulation and planning of cooperation, specifically in connection with collecting and collating country-specific information, identifying and formulating projects, and studies and research for making aid more efficient and effective.

## Collecting and collating country-specific information

### 1. Creating a country-specific information database

Acquisition and analysis of basic information on developing countries plays an indispensable role in

strengthening the country-specific approach. JICA gathers and analyzes basic socioeconomic information on developing countries as well as information on technology and aid trends at other aid agencies. We also arrange and integrate experience and information acquired during past Japanese aid activities.

Since fiscal 1998 we have been working on a centralized database to integrate and develop our resources of country-specific information. A country-specific information system was launched to make it easier to computerize, share, and access data.

The following two types of data are handled by this system. They were placed in the public domain on the JICA website in 1999.

- (1) Basic country-specific information  
Basic socioeconomic information; sectoral information on social development, agriculture, forestry, fisheries, etc.; information on specific issues such as the environment and WID\*.
- (2) Information on project implementation  
Detailed information on project results.

### 2. Placement of local technical advisors

Local technical advisors are allocated to overseas offices to collect and analyze both basic and peripheral

## Front Line

### Dispatch of a joint study team by Iwate Prefecture and JICA for transfer of metal-casting skills to Peru

Iwate

#### "Strike while the iron is hot!"

In March 1999, as spring was in full bloom, Peru's President Fujimori visited Japan to attend ceremonies to mark the centenary of Japanese emigration to Peru. During his visit to Iwate Prefecture, he remarked to the prefectural governor and the president of JICA that he was particularly interested in the Nanbu metalware for which Iwate is renowned. He thought that the methods employed could be applied for use with the iron ore produced in Peru.

JICA discussed with the Iwate prefectural authorities the possibilities for technical cooperation, and a joint study team was dispatched to Peru by the Iwate prefectural government and JICA in October 1999. The team looked at local casting skills, cooperation needs, and the ease with which a technical cooperation project such as this could be adopted. After discussions with the Peruvian authorities, it was agreed that the best solution would be for technical transfer\* to be applied not only to the casting skills used in Nanbu metalware but to metal-casting skills as a whole.

In line with the results of the study, representatives of SENATI (the Peruvian National Industrial Technology Organization), the organization charged with implementing technical cooperation, were invited to Iwate Prefecture in February 2000 to attend a workshop along with representatives of the prefecture's metal-casting industry. The aim of this workshop was to create a system of cooperation with Peru. The discussions between the Japanese and the Peruvian contingents at this workshop enhanced awareness of the importance of international cooperation among the Iwate prefectural authorities and resulted in the creation of a system of cooperation with the prefecture.



Peruvians visiting a metal-casting workshop.

Cooperation in the future will take the form of acceptance of training participants and dispatch of short-term experts.

JICA is thus working together with the Iwate prefectural authorities to provide technical cooperation that will contribute to human resources development in Peru, specifically through the transfer of metal-casting skills - including methods involved in the production of Nanbu metalware - to contribute to the development of the metal-casting industry in Peru.

(JICA Tohoku Branch)



An on-site study in Senegal aimed at ensuring safe water supply for West Africa.

information on project proposals submitted by recipient countries. The main task of these advisors is to gather technical and related information on how many technicians the recipient agency has at its disposal, the agency's technical and financial capacity, and the state of related local infrastructure\*. In fiscal 1999, local technical advisors performed 53 studies in 43 countries.

## Identification and formulation of projects

### 1. Project formulation studies

At times, despite the urgency of a particular issue, a developing country may be unable to submit a request because it does not adequately understand Japan's aid structure.

In such cases, on-site studies of priority areas are required. These involve studying and analyzing the content of cooperation to ensure its appropriateness, the institutional capacity of the partner country to implement the project, and the likely impact and repercussions of cooperation on the recipient country. Discussions on specific details are needed with the government of the recipient country and related agencies (including NGOs). These activities serve as the basis for formulating the optimum plan of cooperation.

JICA's project formulation studies\* assist with the drawing up of such plans. These studies are performed by teams sent from Japan or by local consultants engaged by JICA overseas offices. In fiscal 1999, 71 studies were carried out in 58 developing countries. The numbers of projects per region were as follows:

- (1) Asia: 28 (39%)
- (2) Middle East: 5 (7%)
- (3) Africa: 14 (20%)
- (4) Latin America: 13 (18%)
- (5) Oceania: 5 (7%)
- (6) Europe: 6 (9%)

### 2. Intraregional cooperation workshops on specific fields

JICA has set up a system of special intraregional cooperation workshops on specific fields to identify and formulate projects likely to be relevant not only to single countries but also to their neighbors in the

same region. These workshops enable related countries to discuss how cooperation might best be provided.

Workshops were held in Thailand and Senegal in fiscal 1999.

The three-day workshop in Thailand was concerned with how the countries of eastern Asia should cope with acid rain, a problem exacerbated by rapid industrialization in the region. It was attended by government officials and researchers from ten East Asian countries. A lively exchange of opinions occurred on subjects including the damage wrought by acid rain and how this problem was being tackled in various countries. Strategies required for dealing effectively and efficiently with the problem by the whole East Asian region were considered, as was also the potential for future practical cooperation.

In Senegal, a three-day workshop was held on the topic of obtaining safe water in West Africa, a development issue requiring a collective response throughout the region. Attended by representatives of 14 West African countries, the workshop followed up on the discussions held on this topic at the 2nd Tokyo International Conference on African Development (TICAD II). It provided the opportunity for participants to exchange opinions and share their own experiences in the field of safe water supply. Future possibilities for cooperation were explored and the main points requiring attention were noted.

### 3. Project formulation workshops in linkage with local government

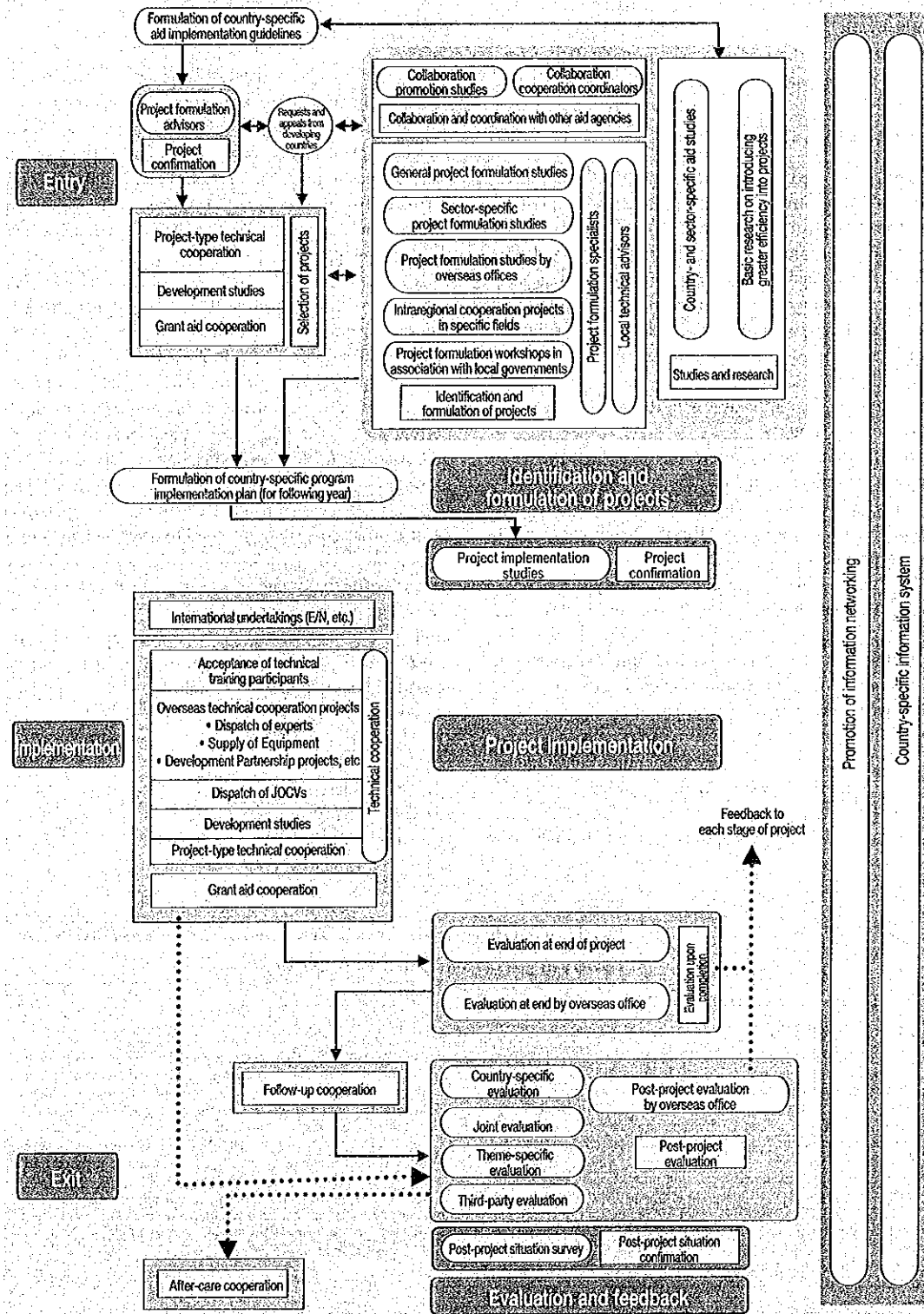
In recent years developing countries have been facing increasingly serious environmental problems brought about by urbanization and industrialization. Social and economic disparities between urban and rural areas have increased. The skills and experience of local administration gained by Japanese local government authorities are likely to be effective in dealing with the dilemmas faced by regional development.

Local government authorities in Japan are also gradually stepping up international cooperation as part of their regional promotion activities.

In fiscal 1998, JICA co-established a system of project formulation workshops with local government authorities with the aim of using Japanese local government resources to assist with the needs of developing countries.

In fiscal 1999, a group of Peruvians was invited to attend a workshop held in Iwate Prefecture aimed at transferring to Peru the sophisticated metal-casting skills of the prefecture's craftsmen in the art of Nanbu metalware.

Fig. 3-1 Flow of individual technical projects



The current state of the metal-casting industry in Peru as well as cooperation needs were discussed in order to see how cooperation could best be provided jointly by JICA and the Iwate prefectural government. The subject of the type of cooperative structures required was then debated.

#### 4. Project formulation advisors

The project formulation specialist system was established in order to send experts in priority development fields to developing countries, to understand recipient countries' long-term needs, to formulate high-quality projects, and to process requested projects. Project formulation advisors are sent to overseas offices where they look into the relative priority of requested projects and cooperation plans. They remain in close contact for purposes of consultation and coordination with related organizations in the recipient country.

As indicated below, there has been a significant increase in recent years in new recipient countries, issues and methods. This has meant that project formulation advisors are playing an increasingly important role in identifying and formulating high-quality projects likely to prove particularly effective in the development process. This increase has involved the following:

- (1) Countries where Japan has had little experience in aid provision and new aid-recipient countries.
- (2) New aid issues such as support for recovery after conflict and disaster.
- (3) New aid methods such as cooperation and linkage with other aid agencies in fields including sectoral program aid.

In fiscal 1999, 58 new project formulation advisors

were sent to 45 countries to formulate projects from their specialized standpoints.

#### 5. Project confirmation studies

Promotion of effective aid is dependent not only on consultation on specific cooperation projects but also on dialogue at the policy level. This revolves around project implementation plans drawn up by JICA on the basis of project formulation studies and country-specific information-gathering activities, the Japanese government's aid plans, and the recipient country's own development plans.

More specifically, we get hold of information required for proceeding with projects conforming to JICA's aid principles and discuss it with the recipient country. We then take a look at how to arrange the requested projects in terms of their order of priority and specific details; examine the progress of projects currently under way and the problems that they present and discuss how these problems can be solved; offer an explanation of our aid scheme; and discuss other topics bearing on the implementation of aid. Project confirmation studies are intended to determine the future direction of cooperation and to help us implement projects effectively and efficiently. In fiscal 1999, 22 study teams were sent to 29 developing countries to confirm and discuss the direction of cooperation for requested projects. The numbers of study teams dispatched per region were as follows:

- (1) Asia: 8 (36%)
- (2) Middle East: 6 (27%)
- (3) Africa: 3 (14%)
- (4) Latin America: 2 (9%)
- (5) Oceania: 2 (9%)
- (6) Europe: 1 (5%)

### Close Up

#### Project formulation study on support for earthquake recovery in northwestern Turkey

##### Assisting with recovery from earthquake damage

An earthquake with a magnitude of 7.4 struck northwestern Turkey, including the Istanbul area, in August 1999. This was followed in November by another earthquake of the same magnitude centered on Izmit and Istanbul. 15,585 people lost their lives, 24,885 were wounded, and 86,558 homes were totally destroyed. The cost in human lives and the toll taken on the economy and the social infrastructure were incalculable.

Many countries including Japan and international organizations immediately provided emergency aid and helped with the process of recovery. In JICA's case, this involved sending an international emergency aid team and supplies. Turkey, as part of an effort to proceed with reconstruction following the disasters, was also faced with the need to implement medium- and long-term policies for reducing the risk of damage from future earthquakes.

To assist with this, JICA sent a project formulation study team to look at the possibilities for cooperation in such fields as urban planning, housing construction and development, urban building administration, and disaster prevention planning. Having completed their studies, the team came up with proposals for minimizing the risk of disasters occurring in Istanbul and its environs, where urbanization is proceeding rapidly. The team identified and formulated projects in its report entitled "Basic Survey on Disaster Prevention Planning in Istanbul," which envisaged the implementation of an integrated program for the whole urban zone involving the erection of buildings with strong resistance to earthquakes and other disasters.

# Technical Training of Overseas Participants

## Outline of the Program

### Aims and significance

The technical training of overseas participants program is targeted at key administrators, technicians and researchers in developing countries and regions. It involves the transfer of knowledge and technology required by specific countries through the medium of training conducted by JICA in Japan and in developing countries with their collaboration. This is the most fundamental "human development" program implemented by JICA.

The program has grown steadily in scale, diversity and sophistication since its launch in 1954. In fiscal 1999, 7,722 people from 145 countries and regions took part in this program in Japan, while a further 8,454 people participated in developing countries.

Those who have received such technical training are now contributing variously to nation-building. Many have gone on to become national leaders, top-ranking researchers and administrators, while others are now passing on their acquired skills to farming communities far removed from national capitals. The alumni associations of former training participants formed in 75 countries are cementing the bonds of friendship between their countries and Japan.

### Features of the program

Flexibility and mobility are built into the technical training of overseas participants program so that essential aid can be provided as necessary. The program allows for an immediate, hands-on approach to urgent issues such as financial crisis and transition to democracy.



Training participants studying vaccine quality control techniques.

A flexible response guarantees maximum effectiveness as linkage is made with other programs and participants' needs are catered for. A good example is provided by courses linked to yen loans on the administration of two-step loans\* and environmental concerns. Such courses are likely to enhance the effectiveness of a project.

In contrast to other types of cooperation, a considerable portion of the technical training program is provided in Japan. The program depends on the cooperation and participation of the institutions and instructors who teach the participants, regional groups active in international relations, and local communities. Its effects are not limited to technical cooperation: one of the program's secondary benefits is to foster friendly attitudes toward and knowledge of Japan throughout the world. Conversely, the opportunity the program provides for participants to engage in international exchange and friendship activities in Japan contributes significantly to fostering international awareness on the part of Japanese people.

From the standpoint of technical cooperation, there are several advantages in implementing this program in Japan. These include the following: (1) participants are motivated by seeing how new technology and ideas not yet available in their own countries are used; (2) Japan's experience is transmitted to the world at large; and (3) participants have the chance to exchange ideas and experience with colleagues from other countries facing similar issues as themselves. In addition, the opportunity the program provides for participants and their instructors to think about the global environment or the transition to a market economy deepens the knowledge of all those involved in the training program.



A wide variety of training courses that take advantage of the local environment is available at JICA's Okinawa International Center. Efforts are made to encourage cultural exchange between participants and local people.

In fiscal 1999 JICA began a new system of long-term training that allows participants to undergo training for two years. The point of the system is to allow young administrators, researchers and businesspeople to study at Japanese universities for further degrees (MA, PhD, etc.). We hope that the human networks created between participants and Japanese researchers in the university environment will strengthen relations between Japan and the countries of the developing world. (See Part I, Chapter 2, "Response to New Needs," p. 23.)

In addition to training activities in Japan, there is also an "overseas training" program that involves organizations in developing countries fostered through Japanese technical cooperation providing training for people from their own or neighboring countries. Depending on the type of skill to be taught, overseas training is the most effective training method because it is conducted in a developing country with similar technical levels and social conditions. Training provided to participants in their own countries is referred to as "local in-country training (second-country training)," while training aimed at participants in neighboring countries is known as "third-country training\*." Use of these training methods in accordance with specific situations is likely to enhance the effects of Japanese technical cooperation.

## Program Trends and Topics

### Expansion of civic participation

Training projects in the past have involved strengthening links with local governments and NGOs. Since fiscal 1998, we have instituted locally devised training courses and have dispatched experts in cases where local government authorities possess their own distinctive skills and feel that they would like to contribute to international cooperation. In fiscal 1999, 54 participants (22 in fiscal 1998) received training in Japan through 30 courses. These courses included those involving the transfer of uniquely Japanese skills to developing countries, as, for instance, in the case of the Peruvian coal engineers who studied briquette production technology at Ube City in Yamaguchi Prefecture.

### Strengthening the country-specific approach

JICA carried out organizational restructuring in fiscal 1999 and instituted several regional departments (Asian Region I; Asian Region II; Latin American and the Caribbean Regions; African, Middle Eastern and European Regions). This was done to assist in providing aid in line with conditions in individual developing countries. Country- and region-specific training courses have increased in number to 153 to enable a finely tailored response to country-specific issues faced by developing countries. These training courses include the following:



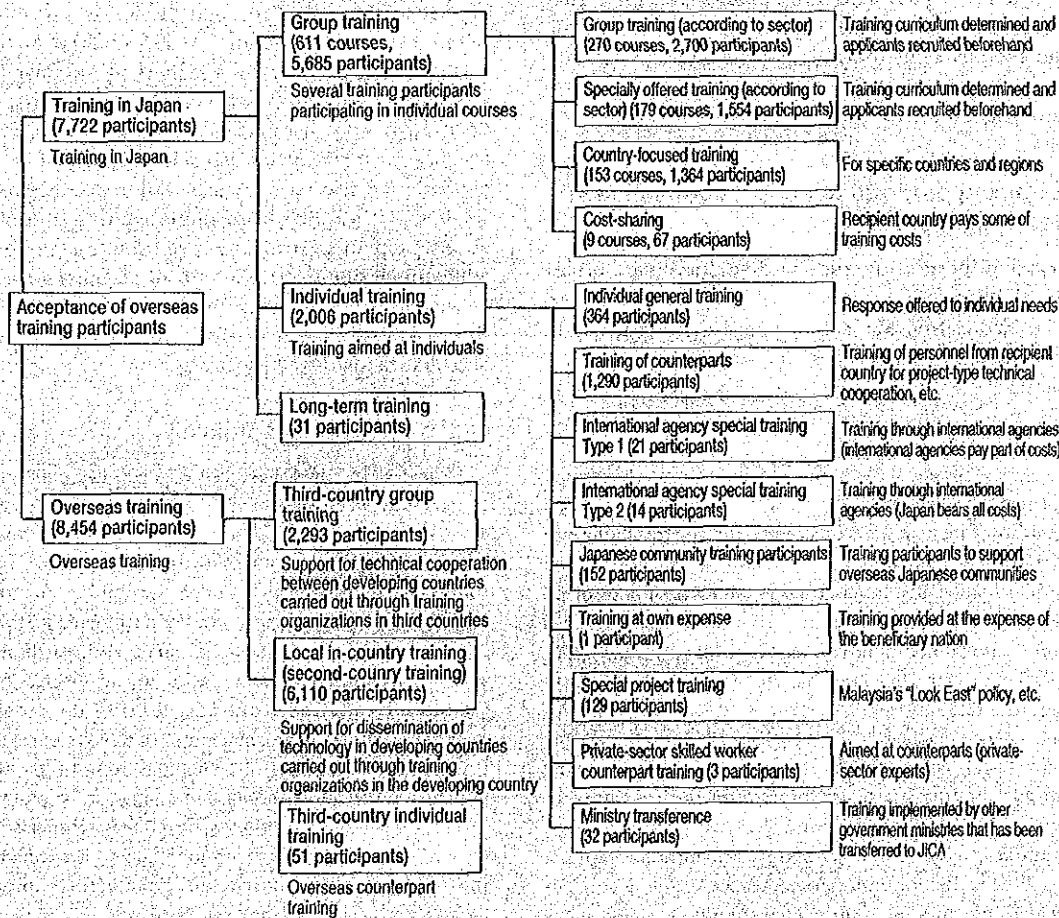
## Technical cooperation to assist democratization

### "Democratization seminars" in Tajikistan

Tajikistan is the poorest of the nations that gained their independence after the breakup of the Soviet Union. As much as 80% of the population lives in a state of poverty caused by the civil war that followed independence. The civil war was brought to a provisional end after final agreement was reached between the two sides. Peace negotiations between government and anti-government factions centering on Islamic groups concluded in June 1997. But the nation remains unstable, as evidenced by incidents such as the murder in July 1998 of the members of a United Nations inspection team that included Japanese government official Yutaka Akino.

State Secretary for Foreign Affairs Keizo Takemi visited Tajikistan in 1998 and announced that the Japanese government was willing to accept 500 training participants over a period of five years at the rate of 100 a year from 1999. He also announced the start in fiscal 1999 of "democratization seminars," the second of which was held between March 5 and 18, 2000 with the participation of nine people from Tajikistan directly involved in the peace-making process. The purpose of this training program is to assist with social and economic reconstruction in Tajikistan by introducing the experience of modernization and democratization undergone by Japan and other countries as well as other peace processes. At the same time, representatives of both the government and opposition are given the opportunity to discuss together how their country should move toward recovery once peace is achieved. The

Fig. 3-2 Types of training and the number of new training participants registered in FY1999



government of Tajikistan has warmly welcomed these efforts by Japan. (See Page 65)

## Support for dealing with environmental issues

### Waste disposal in CARICOM

The 14 countries and regions that make up the Caribbean Community, or CARICOM, have witnessed an increase in recent years in the volume of urban and industrial waste they have to cope with. This has resulted in sea pollution, which is a serious problem for the Caribbean countries as tourism and fishing are important industries. At the annual Japan-CARICOM conference, Japan was asked to cooperate with waste disposal measures.

With the cooperation of the Iwate prefectural government, in January 2000 lectures on waste disposal administration were given to administrators in the field of waste disposal in this region. Training incorporating inspections of waste disposal technology in action was also provided. The aim was to provide "special region-specific training" that would help solve problems affecting the whole region and thereby contribute to improvements in public health, hygiene and environmental conservation throughout the Caribbean.

## A training program to support education in developing countries

### Training for mathematics and science teachers in South Africa

Since Nelson Mandela assumed the presidency in 1994, South Africa has been making efforts to improve the education of black people, who were deliberately deprived of the opportunity for education under apartheid.

Japan supports medium- and long-term educational reform, since access to education is essential for enabling black people to take part fully in economic activities in their country. Focusing especially on the former homelands, home to large numbers of poor black people, we are providing all-round educational cooperation combining various forms of assistance. Our key venture in this area has been a special country-specific training program intended to train mathematics and science teachers. This program has been under way since fiscal 1998 with assistance from the Center for the Study of International Cooperation in Education of Hiroshima University and Naruto University of Education. Under this program, members of the teaching staffs of South African teacher training colleges visit Japan to study our teacher training system. They



Meeting training participants provides primary school pupils with a great chance to come into contact with other cultures.

also work on formulating a teacher retraining program as they attempt to create a training system targeting currently active secondary school teachers of mathematics and science subjects in South Africa. In connection with these activities, a team of Japanese experts has been sent to South Africa as part of the "Plan for the Retraining of Secondary School Mathematics and Science Teachers in Mpumalanga Province." With the assistance of these experts, the South African teacher trainers are themselves providing training for mathematics and science teachers in this region in order to raise their abilities. Since fiscal 1999, we have also been implementing a special country-specific training program on regional educational administration aimed at enhancing the managerial and supervisory abilities of administrators in line with the needs of South Africa, where decentralization is well under way.

### Outline of overseas training

Since 1975, JICA has been engaged in South-South cooperation\* to encourage developing countries to take up the mantle as donors\* in their own right. The key type of cooperation in this connection is third-country group training, which is carried out in developing countries having a relatively advanced level of development. Use is made of people from these countries trained through Japanese technical cooperation who now themselves train technicians invited from neighboring developing countries. Among the main features of this system are: 1) it facilitates the transfer of technology fully in line with participating countries' needs; 2) training can be provided in areas with similar cultures, languages, climates and customs; 3) training costs are low; and 4) it encourages the implementing countries to make efforts to help themselves.

Local in-country training (previously known as "bilateral training") encourages the diffusion of the results of Japanese technical cooperation within developing countries and supports self-help efforts on the part of developing countries aiming to ensure that the technology transferred to them sets down firm roots. This training is aimed at projects that bring direct benefits to the local community in fields such as the environment, population, health and medical care, and WID\*.

In fiscal 1999, 128 examples of third-country training were conducted in 30 countries with 2,293 participants, while local in-country training involved 6,110 participants who attended 58 courses in 15 countries.

The following region-specific issues were given priority in fiscal 1999:

- (1) ASEAN region:
  - Response to the Asian economic crisis
  - Cooperation with development of the Mekong River basin
  - Debt management seminar (for Africa)
- (2) East Asia:
  - Seminar organized jointly by Japan and South Korea

- (3) Southwest Asia:
  - Support for economic development (infrastructure\*)
- (4) Oceania:
  - Promotion of region-wide cooperation
- (5) Latin America:
  - Disaster prevention planning and environmental conservation
  - Health and medical care
- (6) Africa
  - Follow-up on TICAD II
  - Support for democratization
- (7) Middle East and Europe
  - Support for transition to the market economy

#### Partnership program (Bilateral)

Under the partnership program, JICA provides support for developing countries attempting to implement and expand South-South cooperation. It takes place at the final stage of support for countries wishing to become donors in their own right. Japan is involved in partnership programs with various countries. The details are shown in Table 3-3.

### Front Line

#### Seminar on Environmentally Sustainable Agro-Forestry through a Symbiotic System of Human and Natural Resources

Kagoshima

#### Twelve participants from five East African countries

A training course entitled "Seminar on Environmentally Sustainable Agro-Forestry through a Symbiotic System of Human and Natural Resources" was entrusted to the Karamojia Foundation in Kanoya City in Kagoshima Prefecture. The first seminar was held between September 13 and November 1, 1999 and was attended by 12 participants from the five East African countries of Kenya, Tanzania, Uganda, Malawi and Zambia. Government technicians and university researchers involved in the field of agriculture and forestry also took part in the seminar.

Agricultural development is an important issue as far as Africa is concerned because most of the poor on the continent are farmers and peasants. However, to enable sustainable development, a cyclical and sustainable system of agriculture and forestry that takes account both of the need to increase production and of environmental conservation must be introduced. This training course is being realized with wide-ranging cooperation from Karamojia, the Kagoshima prefectural government, and Kagoshima University. It is intended to instill understanding of systems and to impart knowledge of practical methods.

The participants attended lectures in the Department of Agricultural Administration at the Kagoshima prefectural government and the Faculty of Agriculture at Kagoshima University. They also studied how the authorities and the local community are conserving the natural environment of Yakushima, an island which UNESCO has designated a World Natural Heritage site. Other activities included visits to a women's group involved in



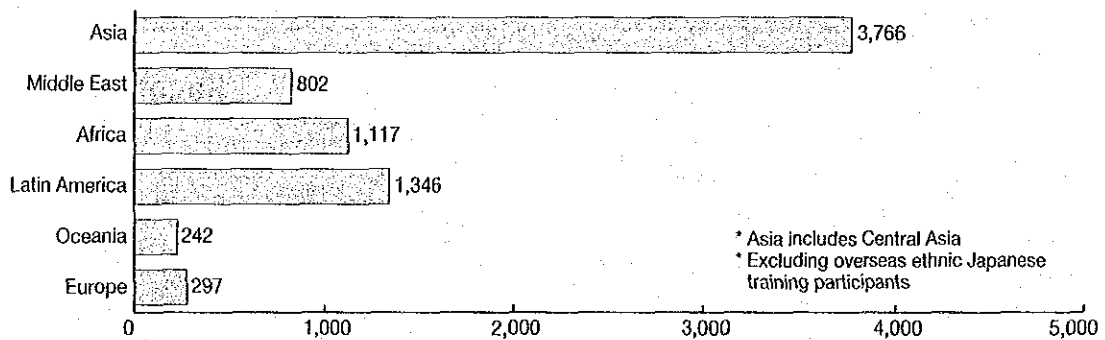
Making ugali at an international festival.

the processing of agricultural produce at Mizobe-cho in Kagoshima Prefecture. The participants also took part in the 1999 Kagoshima International Exchange Festival where they showed local people how to make *ugali*, the staple of the East African region, using maize powder. At the end of the training period, they discussed their experiences with Japanese participants at a panel discussion in Kagoshima City held as part of the Asia-Africa Coexistence Forum.

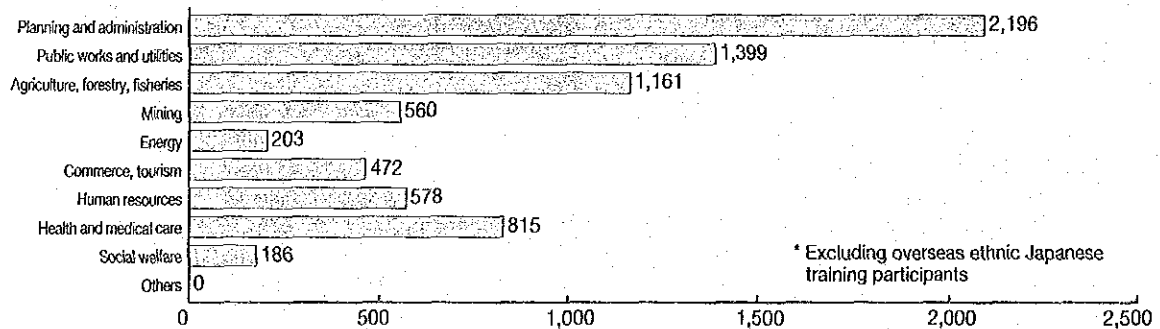
**Table 3-3** Years of agreement for partnership programs and program content

Country	Year of agreement	Content
Singapore	1993 1997	Productivity enhancement, management consultancy, software technology, port administration, airports, etc. (agreement reached on JSPP21 for implementation in equal partnership).
Thailand	1997	Waterworks technology, dermatology, telecommunications, training of teachers at Laos National University, dissemination of afforestation technology for administrators in Laos.
Egypt	1998	Welding, construction machinery, nursing education, etc.
Tunisia	1999	Population and family planning, debt management seminar, etc.
Chile	1999	Optical fiber transmission systems, shellfish breeding techniques, etc.
Brazil	2000	Tropical diseases, advanced production systems, waste-water processing technology, public health and hygiene, technology for diagnosis of parasites in cattle.

**Table 3-4** Training participants per region (Training in Japan in FY1999)



**Table 3-5** Training participants per sector (Training in Japan, FY1999)



# Youth Invitation Program



Young people from Nepal taking part in the International Cooperation Festival held at Kornagane City in Nagano Prefecture get to know the local people.

## Outline of the Program

The Youth Invitation Program forms a part of JICA's support for personnel training. Young people from developing countries who will eventually hold important positions are invited to Japan for study in their fields of specialization and to meet Japanese people.

During their stay in Japan, the young people live together with young Japanese people who work in the same fields, or in ordinary Japanese homes. They also have the chance to take part in a wide variety of social events. The Youth Invitation Program is intended to foster abilities in developing countries, to deepen mutual understanding and trust, and to build friendships.

Since the program was started in 1984, it has gradually spread to include Asia, Oceania, Africa, Latin America and Saudi Arabia. At present around 1,650 young people from 100 countries are taking part in the program. More than 20,000 people have visited Japan through this program (as of May 2000).

This is a program of the public-participation type implemented with the support of international exchange organizations throughout Japan, youth education groups, government ministries and departments, and local government as well as large numbers of Japanese volunteers.

## Method of Invitation

Young people generally come to Japan for a period of 28 days. They are invited on the basis of prior classification in line with their specializations, such as education, economics, agriculture, and social welfare. They are divided into either national or multinational groups. The standard content of the program is structured as shown in Fig. 3-6. Participants are aged between 18 and 35 and should not have visited Japan before.

## Close Up

### 13th ASEAN-Japan Friendship Association for the 21st Century

#### A setting for building multinational cooperative relationships

The 13th meeting of the ASEAN-Japan Friendship Association for the 21st Century (AJAFA-21) was held in Bandung, Indonesia between March 25 and 27, 2000.

Meetings are held in turn in each of the original nations of ASEAN, and they are intended to provide the opportunity for national alumni associations to get together to exchange opinions with a view to building stronger cooperative relations with Japan.

The meeting on this occasion was attended by groups of representatives from the five countries of Indonesia, Singapore, Thailand, Brunei and Malaysia. A group from Vietnam also attended as observers. Japanese representation included people from JICA and the council for cooperation with activities under the "Friendship Plan for the 21st Century."

The general meeting provided the opportunity for an exchange of opinions on topics such as management of the youth camp devised independently by AJAFA-21. At a workshop, representatives of participants who had returned from

Japan described how they had found business opportunities by making use of the network of connections they had established while in Japan. The importance of personal exchange was clearly seen.

Conditions facing the countries of ASEAN have been changing greatly in recent years. These countries have overcome the worst of the economic crisis; in fiscal 1999 Singapore and Brunei became ODA graduates\*, while Vietnam, Laos and Cambodia became new members of ASEAN.

The number of problems affecting ASEAN countries that can only be resolved by means of cooperation between them is also increasing. These include problems of an economic nature, environmental conservation, and health and medical care.

The buds of exchange that began to blossom through the Youth Invitation Program are now no longer restricted merely to relations between individual countries and Japan; they are gradually developing in the direction of multinational cooperative relations.



## Features of the Program

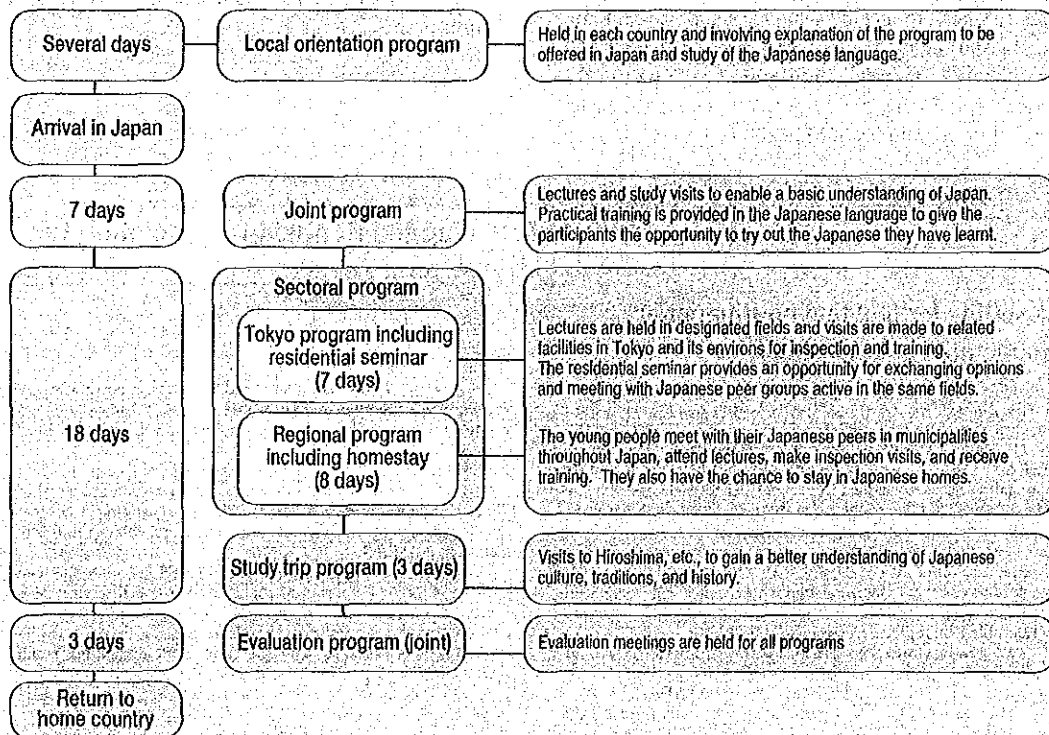
The Youth Invitation Program aims not only to enable participants to increase knowledge of their fields of specialization but also to foster a better understanding of Japan and the Japanese people, including such aspects as culture and history. One of the main features of the program is a schedule in which training and exchange go hand in hand. Among the ingredients of the program are a course of practical Japanese-language study in which Japanese volunteers introduce participants to the areas where they are staying and residential seminars incorporating discussions and parties at which the participants live together with young Japanese people. The participants also have the chance to exchange opinions with employees at the various places that they visit. These features of the program are thought of highly by the young people involved. Another valuable aspect of the program is the chance it gives participants to stay in private homes and experience life in ordinary Japanese households.

## Nationwide linkage

The Youth Invitation Program was implemented in every Japanese prefecture in fiscal 1999. Study in various parts of the country gives participants the opportunity to see Japan as a whole through their studies and, at the same time, to come into contact with the distinctive culture and history of the area where they are staying. Through these activities, not only the participants in the program but also the Japanese public are able to experience international cooperation and exchange. This experience contributes to encouraging development education and heightening international awareness in the regions.

Today, when links throughout the country have an important place in international cooperation, the Youth Invitation Program is playing a pioneering role.

Fig. 3-6 Structure of Youth Invitation Program



## Human Resources Development for the 21st Century

The invitation program is revised every few years following discussions with the governments of the countries concerned so as to ensure it is always in line with each country's development needs. For instance, in fiscal 1999 a welfare group for the disabled was invited from ASEAN countries, where improvements in the social safety net\* are needed (see below).

In line with the proposals made by Minister of Education Nobutaka Machimura during his visit to China in May 1999, 120 teachers were invited from China in November 1999 to encourage exchange between Japanese and Chinese teachers.

The experience gained during their stay influences the young people who come to Japan on this program in various ways. The Youth Invitation Program is contributing significantly to human resources development by training teachers who apply the teaching methods they have seen being used in Japanese schools in their own countries and administrators who are able to come up with ideas for administrative reform based on their experience of the Japanese administrative system.

### Expanding renewed exchange

Alumni associations consisting of young people who have participated in this program have been formed in all the original ASEAN countries. These associations

arrange exchange meetings between one another (see p. 117) and are implementing their own projects with Japan as well as projects that contribute to their own societies. There are also plans at present to create alumni associations in several other countries.

Young Japanese people, host families and members of related organizations who established personal relationships with the visitors during their stay in Japan are sent by JICA to the participants' countries as members of aftercare teams to renew their friendships.

JICA is actively supporting these activities so that the results of the Youth Invitation Program form direct links with the future and encourage the formation of yet closer relationships between Japan and the countries involved.

There has also been a conspicuous increase in cases of organizations and municipalities taking advantage of the opportunities presented by this program to further their own exchange activities with the participants' countries. In 1998, a cooperative organization that invites young people to Japan set up a council to promote a "friendship plan for the 21st century." As well as providing support for JICA, the organization began to serve as a focal point for renewing exchanges with participants in the Youth Invitation Program after their return to their home countries.

The Youth Invitation Program is thus establishing links between Japan and the rest of the world as well as contributing significantly to the formation of personal networks for the new age. The program also has the potential to open up new forms of international cooperation and exchange in which ordinary citizens play the central role.

## III

### Chapter 2

### Project Implementation / Youth Invitation Programs

## Frontline

### ASEAN Mixed Disabilities Welfare Group

### Hokkaido

#### An integrated regional program on the subject of welfare of the disabled

Sapporo International Plaza has been taking part in the Youth Invitation Program since 1995. A mixed group from ASEAN visited Sapporo in 1999. A sectoral program of the integrated regional type was presented over 15 days with all the events taking place in areas outside Tokyo on the subject of welfare of the disabled.

Singapore and Brunei are now included among the ODA graduate nations, so these countries were replaced by representatives from Vietnam and Laos. The young invitees included those with varied disabilities. Training was provided in groups.

The young people arrived in Sapporo after completing a joint program in Osaka. They attended a lecture on policy for the welfare of the disabled at the Sapporo City Hall, after which they toured the city's social welfare facilities. In the keynote speech given at the residential seminar, the lecturer,

who was himself disabled, offered a simple explanation of how welfare policy is put into practice with illustrations from his own personal experience. The young invitees and the young Japanese people who attended his speech were profoundly moved by what he had to say. The seminar proved to be a great success; a young person from Laos remarked that it had given the participants the chance to learn not only about welfare for the disabled but also about Japanese culture and the young people of today. The participants greatly enjoyed their stays in private homes, and both they and their hosts had tears in their eyes as the party left Sapporo. We hope to maintain our close relations with the young people who visited Sapporo on this occasion.

(Hokkaido International Center, Sapporo)

# Dispatch of Technical Cooperation Experts

## Outline of the Program

### Aims and significance

Under this program experts are sent to developing countries where they transfer their skills and make proposals in line with the conditions applying in individual countries. They work mainly with administrators and engineers who play a central role in economic and social development in these countries. The program contributes to human resources development and at the same time to organizational and institutional development. Together with the technical training of overseas participants, this program constitutes the core of cooperation in the field of human resources development in developing countries.

### Features of the program

The main feature of cooperation involving the dispatch of technical cooperation experts is that it actually takes place in developing countries. This means the program can be finely tailored to the needs of the country in question.

The second feature is that experts in a very wide range of fields are on hand to do everything from providing normal technical guidance to offering advice likely to benefit the recipient country's institutions and policies. These experts are sent to virtually every country in the developing world. In particular, "aid with a clearly visible profile" can be provided efficiently by Japanese experts working as advisors at the heart of government in the recipient country.

Another important feature of cooperation involving the dispatch of experts is that it enables a highly mobile and prompt response to new aid needs and countries newly in need of aid that have emerged as a consequence of changes in international circumstances, especially in connection with matters such as transfer to a market economy, recovery from disaster, and post-conflict recovery.

JICA's organizational restructuring in January 2000 resulted in the establishment of four main regions. A



An expert providing instruction in afforestation (Madagascar).  
© Sanae Numada

structure was created to enable mobile and flexible forms of cooperation through integrated planning supervision from the planning through to the implementation stages. By its nature, this cooperation is rooted in an issue-specific approach that takes full account of development issues in each country. This means that expert dispatch involves more than merely studying individual requests from recipient countries. More than ever before, we are now able to gain an accurate grasp of the partner country's development needs, and we can formulate expert dispatch plans from an overall standpoint taking account of linkage with other forms of cooperation.

### Project details

JICA engages in various forms of expert dispatch aimed at responding sensitively to the needs of developing countries and ensuring effective project implementation. Projects can be classified into the four main types:

(1) Recruitment of experts in accordance with individual requests from developing countries.

(2) Research cooperation\* and pivotal support for important policies\* combining group dispatch of experts, acceptance of training participants, and equipment supply.

(3) Dispatch of personnel from developing countries as experts to other developing countries with the aims of transferring technology that meets the needs of individual developing regions and of promoting South-South cooperation\* (third-country expert dispatch).

(4) Offer-type projects involving suggestions made by Japan to other countries about essential forms of cooperation (JICA Partnership Program, "Private Sector Proposal-type Intellectual Assistance Seminars"\*, public participation experts etc.).

In fiscal 1999, technical cooperation experts were sent for the first time by Japan to an ODA graduate\* country at the expense of the recipient country. On this first occasion experts on export management were sent to Hong Kong.



## Project Trends

### Increase in opportunities for public participation in international cooperation

Accompanying the diversification of cooperation needs in recent years, it is becoming increasingly important to obtain cooperation from a wide range of sources including the general public and local government in connection with the dispatch of experts.

In light of this situation, since fiscal 1999 JICA has been working on a "JICA Partnership Program" in which social development and intellectual support projects requiring a small-scale, finely tailored response are entrusted to Japanese NGOs and other organizations. The aim is to execute ODA projects with the cooperation and participation of the general public. Many organizations are showing interest in the program, indicating the considerable potential for its expansion in this form. A small-scale "JICA Partnership Program" is being newly planned for fiscal 2000 to enable cooperation in collaboration with relatively small NGOs.

A "Private Sector Proposal-type Intellectual Assistance Seminar" program was newly established in fiscal 1998 to make use of expertise in the private sector. Ideas for seminars aimed at countries changing to a market economy are gathered from private think-tanks and other sources and then proposed to these countries. Such seminars have been held successfully in Vietnam and Myanmar.

The "public participation expert" program is a form of international cooperation involving proposals presented from Japan's regions. If a municipal authority wishes to take part in international cooperation, experts from the municipality in question are sent by JICA to the country where they are needed. In fiscal 1999, an expert on paper-making from the Japanese paper (washi) cooperative in Shimane Prefecture was sent to Bhutan. Projects such as this are also playing a role in stimulating the involvement of municipalities themselves in international cooperation.

The open recruitment of experts began in fiscal 1997 and is gradually becoming well established. Every year, outstanding specialists recruited from the general public are sent to work in developing countries. The range of projects available to public recruitment is increasing yearly. JICA is encouraging the public to participate in international cooperation projects in a variety of forms, and we hope to direct the knowledge and experience of more and more people to social and economic development in the developing world.

### Support for institution-building and policy planning

One recent trend has been the increase in demand for cooperation involving financial and monetary policy and support for legal upgrading. In response to these needs in developing countries, JICA has been sending policy advisers to key government agencies responsible for policy formulation in order to provide support for institution-building and policy planning.

Examples include the pivotal support for important policies provided in Vietnam, Cambodia, Laos, Central Asia, and Eastern Europe, where institutional and policy planning is an urgent priority as these countries move toward a market economy. Cooperation in the fields of industrial policy and human resources development is being provided to Poland, Uzbekistan, and Bulgaria. In Vietnam and Cambodia, cooperation involves modernization of these countries' legal systems. The cooperation provided to Vietnam since fiscal 1996 has been very well received by the Vietnamese government, and Phase 2 of cooperation with legal modernization has been under way since fiscal 1999.

In Laos, we are engaged on a program of cooperation involving support for economic policies connected with transition to the market economy, while in Myanmar support is under way with structural economic reform.

### Response to new needs

#### 1. Support for the financial and monetary sectors in ASEAN

In the field of support for economic regeneration in Asia, we continued during fiscal 1999 to provide



An expert providing instruction on the maintenance of buses and trucks (Madagascar). © Sanae Numada

cooperation with financial matters in ASEAN. A study team was sent to Thailand, Malaysia and Indonesia in June to look into specific needs. In order to respond promptly to the needs that came to light through the team's survey, we openly recruited around 160 candidates specializing in public finance, banking, capital markets, and corporate management. We also dispatched experts in banking policy and structuring of capital markets to Indonesia; experts in financial screening and credit management to small-scale public finance institutions in Thailand; and experts in trade finance to Malaysia. These measures resulted in the strengthening of support for public finances in ASEAN.

We also sent a high-level advisor to Indonesia to assist with the promotion of small and medium enterprises in line with a request received by Prime Minister Obuchi from President Wahid.

#### 2. Support with post-disaster reconstruction

Immediately after the earthquake that struck Turkey in August 1998, employees of the Hyogo prefectural government and the Kobe city government, who had gained experience in reconstruction and recovering following the Great Hanshin-Awaji Earthquake of 1995, were sent as experts to the disaster area.

Experts in essential fields were also promptly sent to other disaster areas in developing countries such as the sites of earthquake damage in Taiwan and serious flooding in Venezuela. As support for recovery follows on from the provision of emergency aid, cooperation is thus being provided in a timely and flexible manner.

#### 3. Support for South-South cooperation

Support for South-South cooperation\* (whereby developing countries possessing a relatively well developed fund of technology and trained personnel assist other developing countries on the path to development) is provided in the form of dispatch of third-country experts. These are individuals with outstanding technical abilities from third countries. In recent years not only the countries accepting the third-country experts, but also those sending the experts have been showing great interest in South-South cooperation through this scheme.

The program involves sending experts from countries with similar natural environments, languages, technical levels and cultures to recipient countries to enable the smooth transfer of technology in line with those countries' needs. The opportunity to provide instruction also raises the incentive for self-improvement on the part of the recruited experts to the benefit of all. The program is highly rated by all countries concerned. There has been a

steady increase in both the number of requests received and the number of countries expressing interest in either sending or receiving experts. In fiscal 1999, we sent 115 new experts to Asia, Latin America, the Middle East, and Africa.

#### 4. Expanding recruitment of experts

The expert recruitment system was expanded with the establishment of a new Human Resources Assignment Department as part of the organizational restructuring implemented at JICA in January 2000.

Recruitment of both individually dispatched experts and experts sent on the basis of project-type technical cooperation is now controlled by the Human Resources Assignment Department, which functions as a personnel bank for recruitment of experts by JICA. As well as strengthening the expert registration system and expanding open recruitment of experts, we intend to further strengthen these recruitment functions to ensure that the most appropriate experts can be enlisted.



An expert working in Malawi.

# Project-type Technical Cooperation

## Outline of the Program

### What is project-type technical cooperation?

Project-type technical cooperation involves providing support for the training of personnel required to achieve social and economic progress in developing countries and for the development and diffusion of technology and skills. It is also intended to upgrade the systems and institutions needed for development and to strengthen the abilities of implementing organizations. A period of cooperation lasting between three and five years is set to achieve these aims. Elements such as dispatch of experts, acceptance of training participants, and provision of equipment and materials are organically linked so as to realize a form of technical cooperation in which every aspect (from the formulation of plans to their execution and evaluation) falls within a fully integrated whole.

Project-type technical cooperation is classified into five main areas, namely social development, health and medical care, agricultural development, forest and nature conservation, and development of mining and manufacturing industry. Five project divisions are involved with each area.

### Making a success of projects

Independent, sustainable development is the most important requisite of project-type technical cooperation as the success of a project depends on whether results can be built on once Japanese cooperation has come to an end. It is particularly important when deciding to cooperate on a project to check before cooperation has started whether the country in question is able to develop the project on its own. Then, while cooperation is under way, ways must be found of improving the country's capacity to work on its own initiative.

Most projects involve the dispatch of a team consisting of a chief advisor and several experts. The team of experts work on the project together with



Instruction in planting seedlings (plan to develop forest conservation methods in Panama).

their counterparts\*, meaning the administrators, researchers and engineers from the recipient country who are also taking part in the project. To ensure the effectiveness of technical cooperation, both sides need to understand one another's cultures and societies, while the Japanese experts must develop skills appropriate to local conditions rather than merely transplant Japanese skills and experience without adaptation.

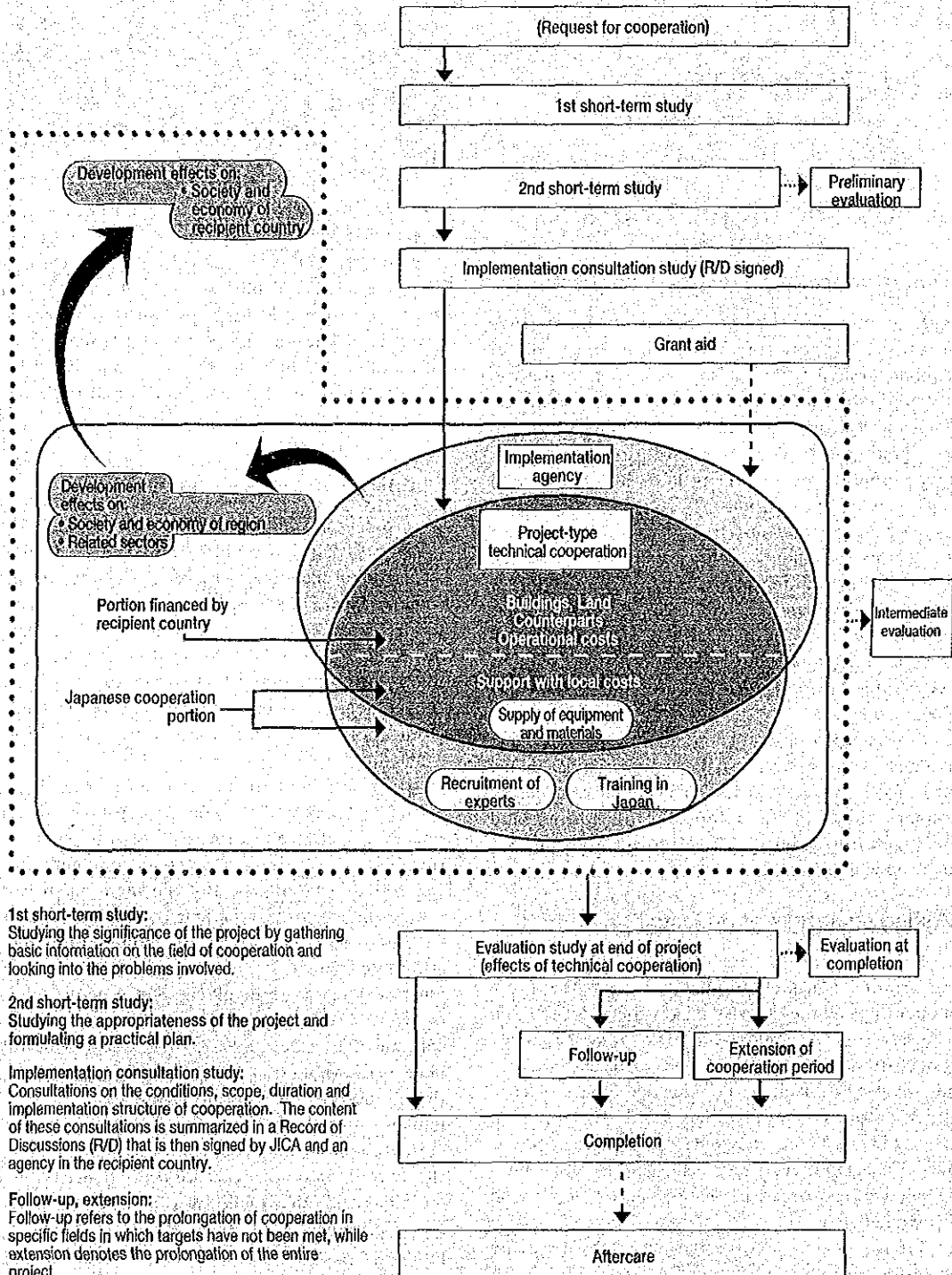
### Cooperation emphasizing ownership

Projects are implemented jointly by personnel from the recipient country and Japan, although ownership of the project lies strictly with the recipient country; Japan's status is that of a cooperating partner. Efforts are needed to heighten the awareness of ownership\* among those engaged in the project from the recipient country. Project-type technical cooperation thus incorporates participatory methods in connection with planning, administration and evaluation.

If the recipient country is unable to get hold of sufficient funds to implement a project of this type, Japan may foot the bill for works and research costs (local costs\*), for instance in connection with testing and research facilities. But the main agent in the project must be the recipient country, whose self-help efforts Japanese cooperation is intended to stimulate. For this reason, the recipient country must bear the costs involved. Once cooperation is over, it will be up to the recipient country to continue the project alone. A local costs defrayal plan is drawn up by the Japanese side that forecasts the capacity of the organization responsible for implementing the project in the recipient country to defray the costs after cooperation has concluded. If the recipient country is unable to provide the buildings and other facilities needed for the project, Japan provides grant aid to enable the country to procure buildings and other essential facilities and equipment that are then used as the bases for technical cooperation.



Fig. 3-7 Flowchart of project-type technical cooperation



## Project Evaluation

Project evaluation at completion usually occurs six months before the end of the term of cooperation. Evaluation is concerned with the extent to which the original targets have been achieved; the project's effectiveness, the appropriateness of the plan, and prospects for autonomous development. The term of cooperation may be extended by a further year or two if the results of the evaluation suggest this is necessary. Aftercare cooperation may sometimes be provided three years or more after the conclusion of a project in order to reinvigorate the project and to assist the recipient country in managing it on its own.

## Results and Content of Projects

### Social development cooperation

Social development cooperation covers a wide range of technical activity in the following fields: construction, operation and maintenance of social infrastructure\* (e.g. urban planning, road transport, ports, marine transportation, water supply and drainage; occupational training; school and university education; research; disaster prevention (earthquakes and floods); labor safety and health (education in prevention of accidents at work); and global issues\* (e.g. the environment, poverty alleviation measures, and welfare of the disabled).

Looking at trends in different project areas, education especially at the elementary and intermediate levels is being emphasized. Projects in this area are steadily increasing. As developing countries rapidly industrialize and move toward the market economy, they are experiencing a shortage of personnel in essential industrial areas. Engineers well versed in advanced technological fields such as electrical engineering and telecommunications are in particularly short supply. JICA is thus cooperating with the establishment and expansion of training and research institutes. Human resources development, including educational projects and occupational training, account for half of all our activities in the field of social development cooperation.

In the environmental field, environmental center projects were under way in five countries in fiscal 1999. Training is aimed at establishing environmental analysis methods and applying the analyses to recipient countries. These activities are sure to be of use to recipient countries in dealing with environmental issues. Information exchange



Groundwater development and water supply training plan (Ethiopia).

and meetings between engineers are being encouraged so that projects can be administered more effectively.

Projects are increasing in another priority area, that of poverty alleviation. Cooperation aimed at raising the capacity of governmental organizations involved in regional development to formulate and administer plans is taking place concurrently with rural development activities based on community participation (participatory development\* methods). Efforts are being made to establish effective methods of rural development from both the planning and implementation sides.

Fifty-four projects in the field of social development were implemented in 28 countries in fiscal 1999.

### Cooperation in the field of health and medical care

Good health is a universal aspiration. It is also indispensable for the formation of a sound society at regional, national and global levels.

But many people in developing countries find their health, and indeed their lives, under threat from endemic diseases, poor conditions of hygiene, and malnutrition.

HIV/AIDS and other new infectious diseases, recurring infections such as tuberculosis and malaria, and parasitic diseases have increased in recent years.

The high frequency of infant birth and death as shown by high infant mortality rates puts pressure on individuals and family life while inhibiting social and economic development.

In response to these issues, JICA cooperates in the field of health and medical care with education in clinical medicine in hospitals, studies on infectious diseases, training of medical staff, quality control of pharmaceutical products, public health, and population and family planning. Fifty-one projects were implemented in fiscal 1999.

One trend to emerge in recent years is the need for integrated regional activities to ensure effective cooperation. This entails an approach to health and medical care based on public health education and prevention of disease, along with regional health and primary health care\* including maternal and child health and family planning. Projects of this type are on the increase.

Other projects involve lifelong health measures and social participation for women based on the ideals of WID\* that stress the roles of women in development and the concept of reproductive health\*.

Outside project-type technical cooperation, measures to combat infection include supply of vaccines and equipment needed for inoculations in conjunction with the World Health Organization (WHO) and the United Nations Children's Fund (Unicef). Measures to fight HIV/AIDS include provision of inspection instruments and machines needed for safe blood supply. Standards of reproductive health are being improved through the provision of essential items such as contraceptive devices, simple medical equipment, basic pharmaceutical products, and audiovisual equipment.

Altogether 59 equipment supply projects were implemented in fiscal 1999.

#### Agricultural development cooperation

Agricultural cooperation aims to contribute to increased food production, rectification of regional disparities by raising the incomes and living standards of farmers, effective use of resources, and environmental conservation. These aims are achieved through development of agricultural and livestock methods appropriate to developing regions, training of agricultural extension workers, research at universities and laboratories, conservation, and appropriate use of agricultural resources.

The content of cooperation has diversified to include: 1) projects incorporating poverty alleviation, community participation, and WID (integrated rural development, farming and village development, improvements in living standards in rural villages); 2) projects involving agricultural statistics, residual agricultural chemicals, and management and supervision of agricultural distribution; 3) applications to problems of resources and the



Nurse education and training project (El Salvador).

environment (sustainable agricultural development, conservation of genetic resources); and 4) assistance for countries moving toward democracy and the market economy (Vietnam, Cambodia, Laos, Mongolia, Eastern Europe).

Fifty-eight projects were implemented in 31 countries in fiscal 1999.

#### Cooperation involving forestry and the natural environment

Although living standards during the 20th century have improved drastically, this century was also one of major change in our natural environment, particularly in the case of the world's forests and oceans. Depletion of forest and ocean resources has reached a critical stage and will inevitably have serious consequences for the future.

Cooperation on forestry and the natural environment has previously included development and dissemination of sustainable forestry and fishing methods in developing regions as well as university and laboratory research. Through conservation and appropriate use of the natural environment, we have been trying particularly hard recently to develop the social fabric of rural and fishing villages, to make the most effective use of resources, and to contribute to environmental conservation.

The content of cooperation is growing increasingly varied. It currently includes projects combining poverty alleviation, community participation, and gender\* elements (social forestry, village development); applications involving natural resources and environmental issues (maintenance of biodiversity\*, research on tropical forests, prevention of forest fires, management of fishery resources, studies on effects on coastal environments); and human resources development in countries within

specific regions with similar natural environments and technical levels (projects to promote wide-area technical cooperation).

To respond appropriately to these diversifying development issues, JICA first gains an accurate idea of the details of the recipient country's request and the state of its technical development using participatory methods. We then formulate and implement projects that truly coincide with the needs of the recipient country and can be continued once cooperation has been concluded.

Preservation of bio-diversity is a global issue of ever-increasing importance, and more and more is being expected of JICA in this regard. In particular, we are intensifying cooperation with regard to wildlife conservation, supervision of conservation areas, and the conservation of ecosystems in wetlands, marshes, rivers, and coastal regions.

Thirty-seven such projects were executed in 28 countries in fiscal 1999.



Project to increase the productivity of dairy farming (Panama).

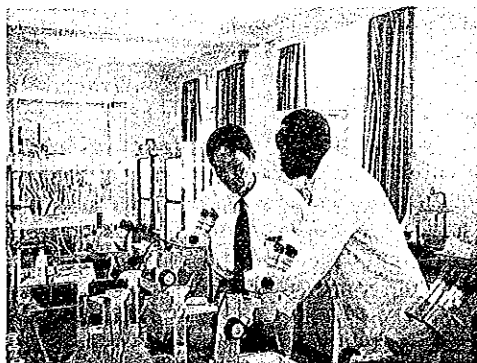
Close Up

African Institute for Capacity Development (AICAD)

Targeting poverty alleviation and human resources development

The "Tokyo Action Plan" was adopted at the 2nd Tokyo International Conference on African Development (TICAD II) in October 1998. The idea behind this plan is that, on the basis of equal partnership, the international community should assist African countries struggling under the effects of conflict and poverty to gain momentum in their development as we move into the 21st century. Education, health, population, and poverty are the priority issues that must be tackled, and actual numerical targets have been set. JICA is contributing in various ways to realization of this action plan.

One ingredient in the action plan is the African Institute for Capacity Development (AICAD). Research of various kinds has been conducted in the past at African universities, but this research has not always been sufficiently linked to the solution of problems facing the general community or to social development. This particular project is centered on the Jomo Kenyatta University of Agriculture and Technology, to which Japan has been providing support for the past two decades. We are also making use of the research facilities possessed by universities and government agencies in neighboring countries. The project has already enjoyed considerable success. By strengthening the research functions available from a practical standpoint and by ensuring that the results of the project are fed back into society, we are successfully solving many of the problems that beset Africa. This is proving to be of considerable benefit to African society, for example through the elimination of poverty. The project activities and results involve the establishment of bases to engage in joint research and development, dissemination of the results of joint training, and the coordination and transmission of information. The principal aim is to train people with the capacity to engage in development activities in order to reduce poverty in African countries.



An expert giving instruction at the Jomo Kenyatta University of Agriculture and Technology.

A preparatory workshop held in March 2000 was attended by university staff and government officials from Kenya, Tanzania and Uganda. A lively debate took place on a variety of subjects including the needs of individual countries, essential areas of research, and how the results of research could be reflected directly in the lives of ordinary people.

A Record of Discussions (R/D) was concluded in June 2000, and project-type technical cooperation was begun in August for a two-year term.

## Cooperation in the mining and manufacturing industries

Wide-ranging cooperation is occurring in the mining and manufacturing industries. It includes promotion of small and medium enterprises in developing countries and support for the growth and consolidation of the basic industries that will underpin future economic development.

There has been an increase recently in cooperation in areas such as improving industrial infrastructure to keep pace with rapid industrial development and response to environmental and energy problems. Requests from developing countries are becoming more varied and sophisticated with cooperation in recent years tending to focus on three topics.

The first involves attempts to improve institutions and standards and to strengthen the organizational structure for implementation.

JICA is working on projects in developing countries aimed at strengthening the technical and administrative capacity of organizations engaged in industrial standardization, quality control, increasing productivity, as well as safeguarding and strengthening industrial ownership rights. These are essential matters for any developing country intent on achieving industrial development.

For instance, the system of industrial ownership rights has become increasingly important since the founding of the World Trade Organization (WTO) and within the recent trend toward globalization. In fiscal 1999, JICA engaged in a project involving cooperation with the patent offices of Thailand and the Philippines. We also performed a study with a view to beginning a project in Vietnam.

The second topic involves environmental conservation measures. In their headlong rush toward economic development, developing countries often fail to address measures to prevent pollution and other environmental concerns. Understandably, they have to inject their limited human and financial resources into development and do not have the leeway to direct further resources into environmental concerns. To enable rapid cooperation with such problems, JICA is engaged in offer-type projects (*active environmental conservation cooperation*) that propose appropriate environmental conservation methods in line with actual conditions in the recipient country. These proposals make use of the pollution prevention technology developed by Japanese industry. In fiscal 1999, cooperation of this type was provided in the form of six projects implemented in five countries: China, Thailand, Malaysia, the Philippines, and Brazil.



Project to improve methods of searching for mineral resources (Morocco).

The third topic is cooperation involving linkage between projects and aimed at supporting the stimulation and liberalization of trade and investment primarily in the countries of ASEAN.

Making use of the projects being implemented at present or already completed, information processing was added to the previous topics of industrial standardization and industrial ownership rights in fiscal 1999, with four seminars on these topics being held in Singapore and the Philippines.

In fiscal 1999, 37 projects of this type were implemented in 18 countries



# Development Studies

## Outline of Projects

Development studies support the formulation of plans for public projects (see Table 3-8) that contribute to social and economic advancement in developing countries. While the studies are under way, they also serve as mediums for the transfer of analytical skills and methods of planning formulation and survey to counterparts\* in the recipient country.

Studies are performed by consultants selected by JICA in line with a "scope of work" (SW) agreed upon by JICA and the government concerned. Reports are produced under JICA's guidance and supervision in cooperation with the governments of developing countries. Technology transfer\* occurs while the studies are under way.

Reports prepared on the basis of study results provide recipient governments with data for assessing social and economic development policies. They also offer international organizations and donor countries materials for studying financial aid and technical cooperation. In most cases, the plans proposed by the reports are realized with funds obtained from Japanese yen loans and grant aid.

Skills transferred through the studies are also useful when working on projects financed by the recipient country and when carrying out other studies.

## Types of Study

### 1. Master plan studies (M/P)

These are conducted to formulate comprehensive and long-term sectoral development plans for a whole country or for specific regions. Master plans ensure efficient execution of a plan by making projects mutually compatible and by clarifying their priority.

Projects ranked in order of priority in the master plan may then become the object of feasibility studies as described below.



A group of women planning a multi-purpose commercial facility (The Master Plan on Integrated Rural Development Project in Baringo Semi-Arid Land Area, Kenya)

### 2. Feasibility studies (F/S)

These studies examine objectively whether individual projects accorded a priority ranking in development plans and policies allow for practical implementation. Feasibility is examined from various angles including technical concerns, the national economy, government finances, social concerns, administrative organization, institutions, and the environment.

Reports on feasibility studies are used for studying financial cooperation from international agencies and aid donor countries.

### 3. Overseas development studies

These are small-scale studies involving formulation of simple and basic development plans, analysis of related basic data, and compensation for inadequacies in official statistics. In cases where such work requires knowledge and experience of everyday customs, they are performed by overseas offices using local consultants.

### 4. Preparation of basic data

The following studies are performed to prepare, gather and submit information needed to formulate development plans:

#### (1) Preparation of topographical charts:

Topographical charts such as basic maps of national territory and urban areas are prepared for use as primary data when formulating development plans.

#### (2) Development of groundwater:

This study ascertains the current quantity and development potential of groundwater reserves.

#### (3) Development of forestry and fishery resources:

Basic data to ascertain current forestry and fishery resources are obtained through this study.

#### (4) Development of mineral resources:

This study ascertains the current quantity and development potential of mineral resources through geological surveys, physical investigation, geophysical surveys, and boring; environmental conservation is also studied to accompany the development of mineral resources.

### 5. Detailed design studies

These are concerned with creating the design drawings, work specifications and tender documentation needed before construction work can begin. More detailed than feasibility studies, they involve preparation of the design drawings required in the construction process and for precise calculation of construction costs. Since fiscal 1998, detailed design studies have been carried out in collaboration with the Japanese Bank for International Cooperation (JBIC) in connection specifically with projects scheduled for implementation with yen loans.

### 6. Policy support studies

These aim at formulating basic strategy and comprehensive plans for promoting policies to ease the process of transition to a market economy and to open up markets through monetary and financial reform, adjustment of legal systems, and privatization of state and public enterprises. Workshops and seminars are held to improve the administrative capacity of the authorities in recipient countries and to provide training. Potential for privatization plans is also studied. Practical plans are drawn up and manuals and texts on the implementation process are compiled.

### 7. Regional integrated planning development studies

These indicate basic strategy for development, emphasizing distinctive regional features. They

involve integrated development plans for specific regions, taking account of how best to form links with development in each sector. Seminars and workshops are held during the study process to improve the planning abilities of administrators in the recipient country.

### 8. Follow-up studies

These studies look into how plans and projects based on past development studies are progressing in order to ensure that development studies are as effective and efficient as possible. The results are reflected in future development studies.

### 9. Study-related work

Seminars on study results are held and local-language texts are prepared to encourage technology transfer through development studies. To enhance the effectiveness of these studies, we gather and analyze documentation in the hands of other organizations, assess trends in related fields, and improve study methods.

## Project Issues and Responses

### Priority issues specific to regions and countries

Region- and country-specific approaches must be further strengthened to obtain an accurate picture of the cultural, social and economic features of the recipient

**Table 3-8** Fields covered by development studies

Field	Main contents
Regional development	Regional development plans, economic development plans
Urban planning	Water supply and sewerage, urban sanitation, waste disposal
Urban infrastructure	Urban planning, rivers, erosion control, water resources, housing, cartography
Communication and broadcasting	Mail, telecommunications, television and radio broadcasting
Health and medicine	Administration of health, medical treatment and hygiene, population and family planning
Agriculture	Development of agricultural methods and villages, irrigation and drainage, processing and distribution of agricultural produce, livestock raising
Forestry	Resource studies, social forestry, forest management planning, processing of forest products
Fishing	Resource studies, processing and distribution of marine products, development of fishing villages, aqua-farming, fishing ports
Light and industry	Resource studies, industrial promotion, factory modernization
Energy	Energy development, energy saving
Pollution	Measures against air and water pollution, processing of industrial waste
Others	Development of human resources, education, commerce and tourism, management, etc.

country as well as its aid requirements, and to increase the effectiveness of aid. Through involvement in country-specific plans drawn up principally by the regional divisions, those in charge of development study implementation gain a clear picture of the development issues faced by recipient countries, taking account of cultural, social and economic conditions.

Qualitative improvements based on past experience in separate sectors are made to the orientation and the methods of cooperation. These are reflected in country-specific project planning in order to make projects more efficient and effective.

### Priority global issues

The topics dealt with in development studies in environmental fields include management of rivers, lakes and wetlands, waste disposal and measures to combat air pollution, and plans to preserve marine life. Future studies will continue to concentrate on plans for environment-friendly, sustainable development\*.

As for important development topics referred to in the DAC New Development Strategy\*, we are engaged in one project in the field of health and medical care, four projects in the field of education, and two projects in the field of poverty relief. We intend to continue with studies aimed at realizing development studies in other fields corresponding to these topics.

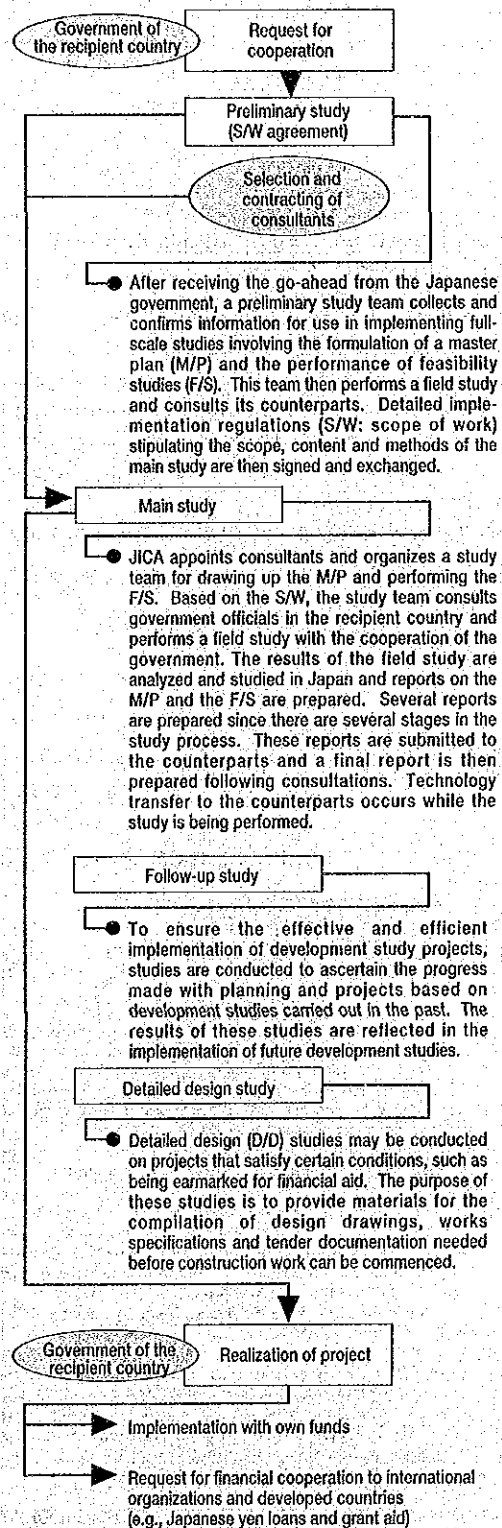
### Increase in policy-support projects

The issues faced by developing countries vary in accordance with differences in economic and financial conditions and technical standards. There has thus been an increase in policy-support projects centering on development needs and upgrading of infrastructure\* but also including human resources development, maintenance, and setting up of operational structures after completion. Three development studies providing support for post-conflict recovery were carried out in fiscal 1999. We shall be responding carefully in the future to recipient countries' humanitarian needs, for instance in the form of support for recovery and development following conflict and natural disaster.

### Links with other forms of aid

The development study program is closely connected with grant aid, loan aid, and financing by international financial organizations. JICA places particular importance on the exchange of information

Fig. 3-9 Flow of development studies



with sectors responsible for implementation of projects in these areas, and we intend to strengthen and encourage this exchange in the future. Since fiscal 1998 we have been working on nine detailed design studies in linkage with the loan aid program, and we are applying an integrated approach to the whole process -- from the study stage to implementation. To facilitate international initiatives, we are also strengthening our links with other aid agencies.

#### Qualitative improvement of development study projects

So that study projects can fulfill their original aims and be effectively applied, at the study stage we need to look closely at matters such as a project's technical suitability, funding possibilities, and administrative aspects. The studies themselves must be effective and efficient. Adequate preparatory work, including preliminary studies, and feedback from the results of previous studies are indispensable for raising quality.

JICA is therefore compiling supervision and inspection manuals and preparing planning and technical standards for roads and other projects. We are also compiling basic region-specific, country-specific, and sector-specific information to assist in the formulation of study plans corresponding precisely to diversifying development needs.

In the case of large-scale projects and projects requiring advanced skills, consultants assess and examine the studies from a technical standpoint. Links with local government are encouraged when the authorities possess plentiful experience and expertise.



## East Timor Emergency Recovery Support Project

### Support for building an independent nation

On October 20, 1999, East Timor gained independence from Indonesia. But public order broke down as factions opposing separation took violent action. More than three-quarters of the population became refugees, and four out of five houses and public buildings were destroyed or became unusable.

The majority of refugees returned to their former homes during the ensuing five months. However, most of the high-ranking bureaucrats and technocrats in the country before independence had been posted from other parts of Indonesia. As a result, East Timor lacked the personnel with experience of running an independent nation. The country was severely disadvantaged in terms of human resources, economic infrastructure, and living conditions.

In response to this situation, JICA has been engaged on the following three development studies and is cooperating with emergency recovery.

- (1) A 5000:1 geographical information database (GIS) is being created for 400 areas centering on the capital, Dili, to provide information to assist in emergency recovery. As a basic resource for future recovery activities, the GIS will be used by donor\* organizations including the World Bank, the Asian Development Bank (ADB), and the United Nations Temporary Administration in East Timor (UNTAET).
- (2) A planning study aimed at establishing social infrastructure for urgent recovery is concerned with drawing up plans for the rebuilding of infrastructure such as destroyed roads and bridges. Another aim is to transfer technology for use in recovery activities through the employment of East Timorese in the context of a pilot project involving roads and bridges.



Restoration of hospitals is an urgent priority.

- (3) An emergency plan to improve water supply systems involves a pilot project to be implemented in 15 cities (including Dili) and their environs. The aims of the project are to restore and improve urban water supply facilities especially at elementary schools; to improve sanitary conditions in neighboring districts; to carry out surveys on water resources including surface water, spring water, and groundwater; and to restore facilities as rapidly as possible.

# Grant Aid

## Outline of the Program

### Range of the program

Grant aid is a form of ODA involving the provision of funds to the governments of developing countries without the obligation of repayment. The aim is to cooperate with economic and social development by helping the government of the recipient country to introduce and upgrade its facilities and equipment. The main categories of grant aid are:

- (1) General grants:  
General project grants (including grants for child welfare, afforestation, rehabilitation\*, support for human resources development bases, anti-personnel mine clearance, Soft Component Support and clean energy), debt relief grants, non-project grants (including sector program grants for environment and social development), overseas students' grants, and grassroots projects\* grants;
- (2) Fisheries grants;
- (3) Cultural grants (including grants for cultural properties);
- (4) Emergency grants (support for disaster relief, democratization, and reconstruction and development);
- (5) Food aid\* (Kennedy Round [KR]);
- (6) Aid for increased food production\* (2nd Kennedy Round [2KR]).

Of these categories of grant aid, JICA deals with general project grants and overseas students' grants (1), fisheries grants (2), cultural grants (3), food aid (5), and aid for increased food production (6).

JICA's work includes: (1) prior studies to check on the content of requests for grant aid, the scale of the project, and the approximate costs; (2) supervision aimed at ensuring that a grant aid project begun after the signing and exchange of an intergovernmental agreement (Exchange of Notes (E/N)) is being executed according to the E/N and the supply



Drawing fresh water from a completed well (Tanzania).

guidelines; and (3) follow-up to maintain and enhance the effects of a project.

The Japanese Ministry of Foreign Affairs provides the funds for grant aid cooperation projects.

### Program targets

Countries eligible for grant aid are those that qualify for interest-free financing from the International Development Association\* (IDA) of the World Bank. The projects are concerned with nation-building and poverty alleviation in developing countries, and the countries receiving this aid should be unable to undertake the projects with their own funds and borrowing capacity. Projects entailing commercial profit, high-tech projects out of line with the technical levels of the recipient country, and those which run the risk of being channeled to military ends are ineligible.

Grant aid is made available mainly for social development in such fields as education, health and medical care, everyday water supply, and agricultural development; upgrading of public infrastructure such as roads, bridges, and airports; and environmental conservation projects.

The grant aid program thus gives priority in particular to BHN\* projects that answer the most basic needs of human life. It contributes to nation-building in recipient countries while ensuring wide-ranging linkage with technical cooperation provided by Japan and other donors\*.

### Procedure of JICA grant aid activities

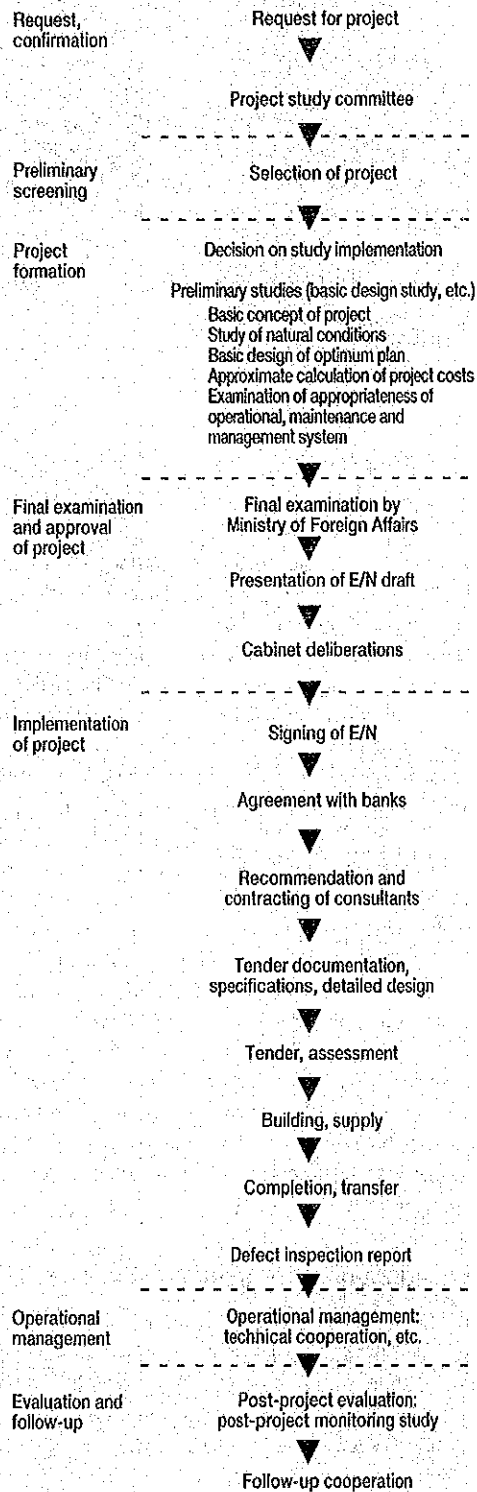
Under the current system, grant aid projects requested by developing countries are examined by a project study group within JICA. Necessity, urgency, and technical problems are the main concerns. The results are then passed on to the Ministry of Foreign Affairs (MOFA). Of the 653 proposals received in fiscal 1999, preference was given to those capable of being

III

Chapter 2

Project Implementation / Grant aid

**Fig. 3-10** Grant aid project cycle and its principal stages



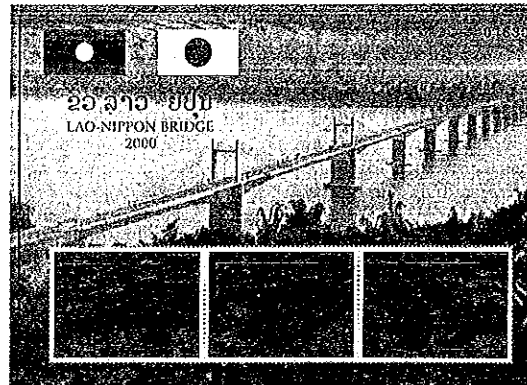
linked to other programs in light of the developing country's maintenance and management capacity - specifically the expert dispatch, JOCV, and project-type technical cooperation programs. These results are also passed on to MOFA.

MOFA then selects projects with reference to JICA's study results. Once the Ministry has given the go-ahead for outstanding projects, JICA embarks upon a basic design study\* involving basic design and approximate cost calculation.

Such studies are generally performed by consultants under contract; 131 were carried out in fiscal 1999. In cases where the content of a good project proposal seems to require further on-site examination, a preliminary study may occur before the basic design study.

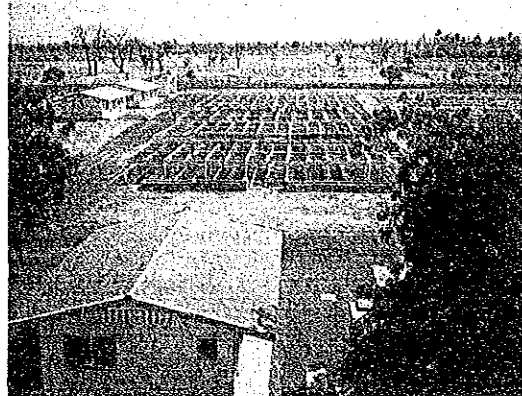
Once the studies are over, projects are presented to the cabinet after consultations on practicalities between the MOFA and the Ministry of Finance. A final decision is made once the Ministry of Finance has given its approval. Projects brought before the cabinet in fiscal 1999 included 114 general grants, two overseas student grants, 13 fisheries grants, 20 food aid projects, and 50 increased food production projects.

Definitively approved grant aid projects are initiated with the signing of an Exchange of Notes (E/N) by the governments of Japan and the recipient country. MOFA then instructs JICA to start the project. Grant aid projects begin with the conclusion of contracts between the recipient government and Japanese consultants and companies. JICA ensures that everything proceeds smoothly by recommending consultants and submitting "Supply Guidelines" outlining the basic approach to the project.



Postage stamps issued in Laos to commemorate the completion of a bridge with grant aid (Pakse Bridge Construction Project).

Once JICA has completed a grant aid project and has handed it over to the recipient country, we provide follow-up cooperation if the country's government is unable to maintain and manage the project on its own. Follow-up cooperation includes the dispatch of experts and study teams to carry out repair and construction work. Cooperation to restore essential functions is sometimes provided through supply of new equipment or spare parts. Follow-up is indispensable for sustainable development and training in recipient countries.



A seeding farm completed with grant aid (Senegal).

## Project Topics

### Strengthening the implementation system

Improving operational quality and strengthening our implementation system are constant concerns for JICA, since we must be certain of our capacity to respond appropriately to the increasingly diverse and complex needs of recipient countries.

In particular, we try to identify and formulate high-quality projects by adopting an approach that involves establishing closer links with technical

## Close Up

### Grant aid contributing to post-disaster recovery

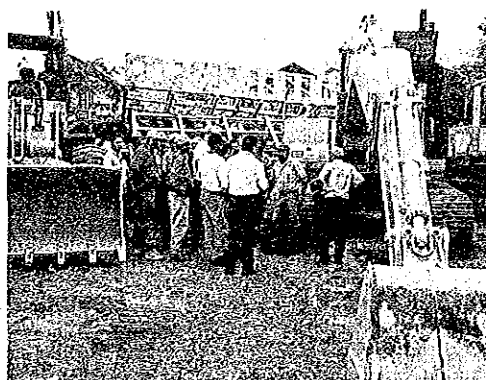
#### Immediate Aid after Hurricane Mitch

Hurricane Mitch struck Central America in October 1998, devastating Honduras, Nicaragua and other countries in the region and affecting two million people. Roads, bridges, water supply systems, schools, public buildings, and private houses were inundated and destroyed. Agriculture – the region's key industry – was also seriously hit. A critical shortage of medicines arose due to demand resulting from the unsanitary conditions and the large numbers of injured following the hurricane.

Immediately after the disaster, the Japanese government provided emergency support in the form of rescue supplies and the dispatch of emergency relief and medical teams. A decision was also taken to provide cooperation by sending study teams to assist with post-disaster recovery.

Grant aid is being used to purchase the materials needed for rebuilding public facilities, housing and schools as well as the construction machinery required for repairing roads, bridges and water supply facilities. Grant aid is also used to obtain fertilizer needed to boost agricultural production (aid for increased food production\*) and medicines (grant aid for child health). A major contribution is thus being made to recovery in the affected countries.

Further support through grant aid will be needed in the future to assist recovery from natural disasters in developing countries.



Instruction in how to operate supplied construction machinery.

cooperation. We make effective use of organizational structures and personnel both within JICA and from outside, specifically international agencies and other donors as well as JICA's overseas offices, international cooperation experts, and project formulation advisors.

### Improving project management

Grant aid projects are realized after JICA has performed basic design surveys to calculate the approximate costs involved. In order to make effective use of funds, stringent investigation of the most appropriate design standards and calculation details in line with requests from recipient nations is undertaken.

JICA has always tried to ensure that such investigations are as rigorous as possible. In fiscal 1999, we set up an examination office to raise the levels of basic design work in cooperation with outside experts. Grant aid researchers have been sent to facilitate the exchange of opinions with everyone involved at the implementation stage.

We are also revising the content of the "Procurement Guidelines" which sets out basic approaches to project implementation.

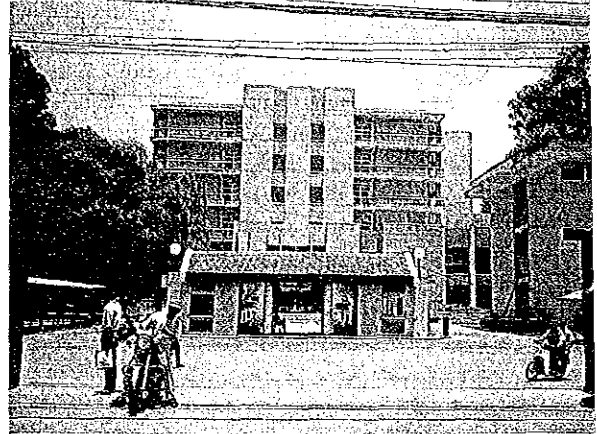
### Information disclosure and publicity

Enactment of the Public Disclosure of Information Law has made it all the more important to provide the Japanese general public with information on ODA projects.

To ensure total transparency, JICA releases information on the results of studies and tenders, and we are currently considering how best to disclose the results of projects to allow for maximum accessibility. We are creating a website explaining how grant aid works and presenting projects now under way in various countries, and are also preparing videos and pamphlets on our operations to keep the Japanese people fully abreast of JICA activities.

### Response to needs

The grant aid budget has been increased to deal with global issues such as poverty and the environment. Aimed at responding to diversifying needs in developing countries and at providing aid more effectively, grants are being provided in areas such as child welfare, afforestation, antipersonnel mine clearance, human resources development bases,



Project for improvement of Bach Mai Hospital (Vietnam).

and rehabilitation. As well as creating links with technical cooperation and loan aid, we are working effectively on projects in collaboration with Unicef (United Nations Children's Fund), the WHO (World Health Organization) and other international agencies, donors, and NGOs.



# Japan Overseas Cooperation Volunteers

## Outline of the Program

The Japan Overseas Cooperation Volunteers (JOCV) program assists and encourages overseas activities on the part of young people who wish to cooperate in the economic and social development of developing countries on the basis of requests from these countries.

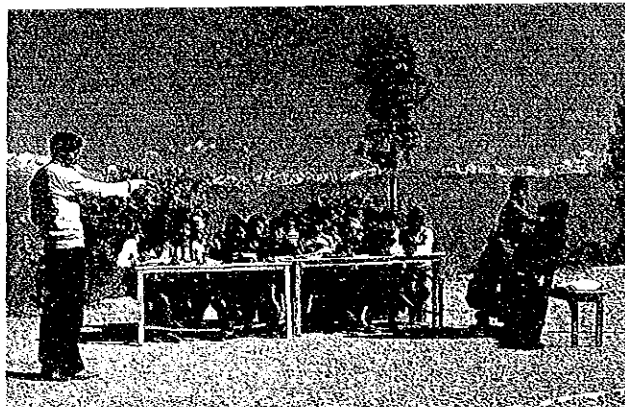
JOCVs generally spend two years in developing countries, living and working with the local people. The experience also benefits the volunteers themselves as they strive to overcome the various difficulties they face in their personal relations and work.

Cooperation is provided in seven fields: agriculture, forestry and fisheries, processing, maintenance, civil engineering, public health care, education and culture, and sport. Around 160 occupations are involved in all.

The JOCV program began in 1965 with the dispatch of the first batch of 26 volunteers to four countries, five to Laos, four to Cambodia, 12 to the Philippines, and five to Malaysia.

In fiscal 1999, JOCVs were dispatched for the first time to Uzbekistan, Djibouti and Burkina Faso. As of the end of March 2000, 72 countries, with the recent addition of Belize, had concluded JOCV dispatch agreements with Japan. We expect to conclude similar agreements in the near future with Madagascar, South Africa and Namibia in Africa, Venezuela in South America, and St. Vincent in the Caribbean.

In fiscal 1999, 1,283 volunteers were newly dispatched to various destinations. As of the end of March 2000, 2,495 volunteers (including both newly dispatched volunteers and those continuing from the previous year) were working in 169 different fields, making a total of 20,141 since the program's inception. These include regular, senior, and short-term emergency volunteers, and part-time coordinators. Female volunteers have increased in recent years: at the end of March 2000, 50% of active JOCVs were women. The proportion of women among all JOCVs since the program's start has risen to 34%.



A JOCV teaching science (Nepal).

Volunteers are generally sent for two years, but demand has grown for a one-year dispatch duration. This is because of the difficulties encountered by JOCVs in resuming their employment after returning to Japan and of restrictions placed by companies on the length of time that employees can take off to engage in voluntary work. A one-year dispatch system was therefore instituted in fiscal 1997. In fiscal 1999, 17 such "ordinary short-term volunteers" were sent to 13 countries

On the basis of requests from the United Nations, the JOCV Secretariat also sends experienced individuals as United Nations volunteers. At the end of March 2000, there were 40 active United Nations volunteers from Japan, making a total of 167 to date.

The JOCV Secretariat is engaged in the following activities aimed at promoting this program.

### From recruitment to dispatch

#### 1. Recruitment and selection of volunteers

Volunteers are recruited twice a year, in spring and fall, with the cooperation of local government bodies and private organizations throughout Japan. In the spring 1999 recruitment campaign, explanatory sessions at 268 venues nationwide were attended by 13,755 people, of whom 4,122 applied. In the fall campaign, sessions at 272 venues were attended by 12,511 people, of whom 4,246 applied.

The selection process includes primary and secondary screening, the former including examinations in written English and technical skills, an aptitude test and examination of medical records, and the latter comprising technical and personal interviews and a medical checkup.

There were 690 successful candidates in the spring and 636 in the fall of fiscal 1999.

#### 2. Supplementary technical training

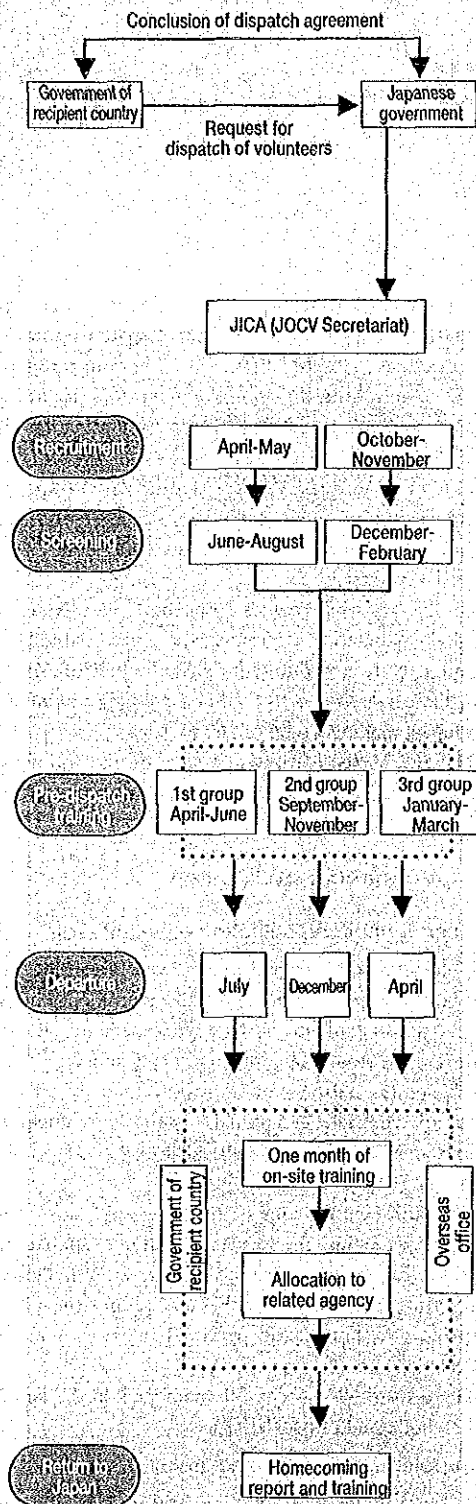
A "supplementary technical training" system as outlined below aims to improve the practical skills

## III

### Chapter 2

### Project Implementation / Japan Overseas Cooperation Volunteers

**Fig. 3-11** The JOCV Dispatch System



needed for cooperation activities and to ensure that volunteers can answer the needs of recipient countries. Altogether 674 people took part in fiscal 1999, receiving training lasting between several days and nine months as necessary.

**(1) Training in request-specific skills**

Training for volunteers with adequate technical skills who require further instruction in line with specific requests. Also given to JOCVs on temporary home leave after extension of their period of service in cases where additional training is deemed necessary.

**(2) Training in practical skills**

Training for volunteers who have attained pass levels in basic technical knowledge during secondary screening but who possess insufficient practical skills.

**3. Pre-dispatch training**

Successful applicants undergo around 80 days of residential pre-dispatch training as probationary volunteers. The aim of this training is to improve their ability to adapt to life and work at their postings. The main courses in the program are:

- (1) The conceptual basis of JOCV activities, understanding other cultures, etc.;
- (2) Political, economic, living conditions, etc., in host countries;
- (3) Security concerns;
- (4) Health, hygiene and vaccinations;
- (5) Physical and outdoor training;
- (6) Language training.

Courses are provided in around 20 languages including English, French, Spanish, Swahili, and Nepali.

Training occurs three times a year at the JOCV Hiroo Training Institute in Tokyo's Shibuya ward, the Nihonmatsu JOCV Training Institute in Fukushima, and the Komagane JOCV Training Institute in Nagano.

**Back-up support for volunteer activities**

**1. Technical instructor (advisor) system**

To make JOCV cooperation more effective, a technical advisor system employing experts in various disciplines gives volunteers technical assistance and ensures that the requests presented by developing countries are closely examined. It also ensures that the specialized technical abilities of applicants are accurately assessed during the recruitment and selection processes.

**2. Maintaining volunteers' health**

A group of advisory doctors is on hand in the

health center of the JOCV Secretariat. During pre-dispatch training, volunteers are vaccinated against diseases such as polio and tetanus, and they attend courses on health and hygiene. They receive medical checkups once every six months during their postings. If they suddenly fall ill, they can phone Japan and receive advice on health and instruction on treatment.

### 3. Injury compensation

Compensation and disbursement for medical treatment and travel are available if a volunteer dies, falls ill, or is injured at any time from the start of pre-dispatch training until return to Japan at the end of overseas service.

### 4. Careers guidance for returning volunteers

Many volunteers give up their previous jobs or join immediately after leaving school. To assist them with their careers once they are back in Japan, counselors at the JOCV Secretariat and JICA branches

and centers in Japan are on hand to give advice, provide employment information, and explore future career possibilities.

Of the 887 volunteers who returned in fiscal 1998, 762 had decided on their careers by the end of the following year: 174 returned to their previous jobs, 385 took up employment (including self-employment), and 203 decided to continue their studies.

### Related activities

In addition to the above activities involving dispatch of volunteers, the JOCV Secretariat is engaged in various other activities aimed at promoting projects.

#### 1. Advertising projects

The following activities aim to increase understanding of JOCV activities among the general public, to attract more volunteers, and to provide a forum for the exchange of information with others active in the same field:

## Front Line

### Project to Improve Reproductive Health in Health District No. 7

Honduras

#### From improvements in maternal and child health to regional social development

##### ◆ Improving health and hygiene

A project to improve reproductive health\* in Health District No. 7 is scheduled to begin in 2000 in Olancho, a typical rural district in Honduras. The aim is to improve levels of reproductive health in this district by encouraging collaboration between key local hospitals and maternity clinics, improving the education of medical practitioners, and spreading health education among the local community.

Before the project began, talks were held between JICA and those involved in Honduras. Both sides agreed on the importance of improving health and hygiene using an approach based not merely on medical improvements, but also on comprehensive poverty alleviation that includes increasing local income levels and adult education. It fell to JICA to cooperate through a project centering on the dispatch of JOCVs.

As well as tackling the field of medical care, this project is thus concerned with cooperation intended to alleviate poverty in the form of community participatory development\*. Specifically, we are trying to increase income by stimulating agriculture, forestry and livestock farming and tackling community empowerment\*, elementary education, adult education, and environment. This program approach is combining JOCVs, Senior Overseas Volunteers, and grant aid.

##### ◆ An example of participatory development

This will be the first time that JICA's Honduras office has undertaken cooperation of this kind. We started by gathering as much related information as possible from the Honduran government and other aid organizations and NGOs. We also embarked on various case studies. Of particular value to us was the comprehensive rural district development plan currently being executed by the Food and Agricultural Organization of the United Nations (FAO) in southern Lempira district. This is a fine example



Studying project details with the head of the Honduras regional secretariat.

of participatory development responsive to decentralisation and at the same time taking account of empowerment of local farmers and the use of Honduran personnel.

We are now at the final stage in preparing the initial plan for implementation of this program in the main areas of Olancho where cooperation is to occur. We are giving special consideration to the problem analyses conducted with community participation and the results of interviews with officials from local government and the Agriculture and Health Ministries. Everyone involved in this project is looking eagerly forward to its start.

(JICA Honduras Office)

- (1) Preparation of informative literature on projects, etc.
- (2) Planning and editing of materials for development education.
- (3) Issue of the monthly magazine Crossroads.
- (4) Twice monthly issue of JOCV News.
- (5) Channeling of information to the mass media and cooperation with media coverage.
- (6) Dispatch of junior JOCVs.

Contact with conditions in developing countries and understanding of the realities of international cooperation is likely to stimulate an interest in cooperation activities among young people. Started in 1998, this system takes advantage of the school holidays in the summer to send Junior JOCVs overseas. Senior high school students in particular are targeted. Forty students were sent in 1998 and 1999 from Okinawa and Ishikawa to Nepal, from Fukushima to the Philippines, and from Ibaraki to Malaysia.

- (7) Backup program dispatch

This system was started in fiscal 1998 and involves the dispatch of ordinary volunteers for one month to provide temporary support for JOCVs on active service.

In fiscal 1999, a team of five teachers was sent to the Philippines as part of the "Enhancement of Practical Work in Science and Mathematics Education at Regional Level." Backup was also provided for a team of university teachers and graduate students sent to Nepal as teachers of mathematics and science subjects, and for a team of senior high school music teachers and musical instrument repairers sent to Sri Lanka.

## 2. Job retention scheme

Many people abandon the idea of joining the JOCVs or join only after resigning from their previous employment because their employers cannot guarantee them reemployment once their period of service is over. JICA has therefore been approaching economic and labor organizations and private companies to persuade them to allow employees serving as volunteers to retain their employment status.

JICA has made provision for paying some of the personnel expenses and miscellaneous costs incurred by employers in this connection to reduce the burden placed on them.

These efforts by JICA have brought about an increase in the number of companies and organizations accepting the principle that employees will have jobs waiting for them once they return from voluntary service. A total of 213 volunteers participated on this understanding in fiscal 1999: four civil servants, 92 local



A JOCV teaching cookery and the whole range of housekeeping activities.

government employees, one government agency employee, and 116 private company employees.

### 3. Cooperation with related organizations

- (1) The Association to Foster Volunteers

Formed by private benefactors in 1976 to support the JOCV program through advertising, career support for volunteers after their return to Japan, and promotion of development education. The association also aims to expand the regional network of support organizations: 33 local support organizations have so far been formed, 31 in urban and rural prefectures and two in cities. As well as collaborating with the association, JICA provides materials and sends lecturers for events and study sessions held by youth groups and organizations such as the Japan Senior High School Association for International Educational Research.

- (2) Japan Overseas Cooperative Association (JOCA)

Established in 1983 to support and encourage the activities of former volunteers. It uses the experience of former volunteers who cooperate with various projects in forms such as personal support for volunteer groups and volunteer recruitment and selection.

- (3) Linkage with groups of former volunteers

Groups of former volunteers have been formed throughout Japan according to prefecture of origin, type of work, and country of dispatch. They are now cooperating with education to promote international understanding and with local government foreign exchange projects. Prefectural groups of former volunteers are assisting JICA with recruitment and enhancing awareness of JOCV projects.

- (4) Cooperation with local government

Assistance from local government is very important when working on JOCV projects. Regular meetings are held with representatives of local

government departments responsible for volunteer activities. Officials are also given the chance to observe the activities of the volunteers. Such measures enhance understanding of the volunteer program and strengthen cooperation with local government.

The JOCV Secretariat recommends counterparts\* of JOCV volunteers in connection with the technical training in Japan of overseas participants provided by local government. Such training is carried out through either subsidies for organizations engaged in overseas technical cooperation (local government subsidies) by the Ministry of Foreign Affairs or independent sources of funding. In fiscal 1999, 93 overseas participants from 33 countries completed technical training in various specialized fields for about ten months under the auspices of 31 local governments.

(5) Cooperation with other organizations

Opinions are exchanged at highly productive meetings with economic and labor organizations in connection with the job retention scheme and corporate and institutional involvement in volunteer work.

### Other volunteer activities

The JOCV Secretariat also dispatches Japan Overseas Development Youth Volunteers, Senior Cooperation Experts on Overseas Japanese Communities, and Senior Overseas Volunteers.

The Japan Overseas Development Youth Volunteers and Senior Cooperation Experts on Overseas Japanese Communities programs are aimed at Japanese communities in Latin America. Ethnic Japanese are contributing significantly to nation-building in their respective countries, and Japanese volunteers are being sent to assist them.

The Japan Overseas Development Youth Volunteer program, which started out as the Overseas Development Youth Program in fiscal 1985, gained its current name and content after being transferred to the JOCV Secretariat in fiscal 1996. As of the end of March 2000, 143 volunteers were at work in eight countries, primarily in the educational and cultural sector. A total of 596 volunteers have now been sent since the inception of the program.

Projects involving the Senior Overseas Volunteers and the Senior Cooperation Experts on Overseas Japanese Communities programs began in fiscal 1990 and were transferred to the JOCV Secretariat in fiscal 1996. At the end of March 2000, 146 Senior Overseas Volunteers and 36 Senior Cooperation Experts on Overseas Japanese Communities were active in fifteen and seven countries respectively. The total numbers of volunteers dispatched since these programs began have now reached 217 and 143 respectively.



Volunteer candidates receiving training before taking up their posts (Nihonmatsu JOCV Training Center).



## Future Responses

The ODA budget has been seriously affected by the prolonged economic downturn, but we managed nevertheless to obtain a budget for JOCV programs of US\$21.5 billion, up by 10.1% over the previous year. This allowed for the recruitment of 1,380 ordinary JOCVs (30 more than the previous year) and the dispatch of 400 volunteers (300 more than the previous year). These figures give some idea of the high expectations of JOCV activities and the high regard in which they are held by recipient countries.

The JOCV Secretariat is using the following means to grasp the real needs of developing countries, to ensure that the most appropriate people are dispatched in each case, and to ensure that the volunteers can work in secure environments.

### 1. Opening up new fields for dispatch

Various new fields not requiring specialized scientific knowledge are now being developed. Several are now attracting large numbers of applicants, one example being collaboration between social workers and



Nurses active in illness prevention (Micronesia).

the WHO on combating polio and assisting the socially disadvantaged. The new field of "literacy education" was instituted in the spring 2000 recruitment campaign, and we intend to continue in the future opening up new fields for dispatch.

### 2. Enhanced career development support for returning volunteers

As well as stepping up career development support for returning volunteers, we are also considering how to

## Front Line

### Elementary School Science and Mathematics Teachers

### Micronesia

#### Arithmetic in daily life

##### ◆ Struggling with the Yap language

A JOCV was sent to an elementary school on the small South Pacific island of Yap to improve the level of teaching in arithmetic and science in the higher grades.

The JOCV was anxious at first, but once the lessons started, she soon adapted to the school atmosphere and encountered few problems.

During the first year she took a class of third and fourth grade pupils together with a local teacher, and in the second year she taught ten pupils in fourth grade. The pupils used the Yap language in their daily lives, but at school they would work hard in English (a language that they found difficult), and had to cope with the hesitant Yap of the JOCV.

Before arriving on Yap, the JOCV had practiced teaching fractions, decimals and scientific experiments in English. She found herself in the position of trying to explain multiplication and division but then having to go back to work on addition, all in the Yap language. It was incredibly hard work not just for the pupils, but also for the teacher herself, since she was dealing with children more interested in playing than studying and whose parents themselves had only a flimsy grasp of what she was teaching.

##### ◆ Fair shares?

One day, the JOCV brought along a cake she had specially baked for the occasion to illustrate the principle of fractions using an example from everyday life. She told the class that she wanted to divide the cake up equally between them all. She then left it up to the pupils to decide how they were going to do this. They managed to divide the cake up evenly amongst themselves apart



Individual attention during lessons

from one pupil who had been given a portion larger than all the others. She asked them why this pupil had a larger portion, to which they replied that he was fatter than the rest of them and needed more to eat!

A charming anecdote, but one which illustrates not only how much the islanders need to increase their knowledge of arithmetic, but also that basing decisions on arithmetic alone is not always the best way.

(JICA/JOCV Micronesia Resident Office)

enhance general assessment of JOCV activities as follows:

- (1) Intercession with the Ministry of Education and education committees to encourage employment of returning volunteers as teaching staff;
- (2) Strengthening PR activities to assist returning volunteers with their future careers.

After returning to Japan, JOCVs must decide on how to proceed with their careers. Making more career advisors available is one of the ways we are stepping up support in this area. Also, to ensure that JOCVs' experience is fed back smoothly into Japanese society, we are supporting the regional activities of organizations of former volunteers such as prefectural alumni associations.

### 3. Expansion of Senior Overseas Volunteer activities

With the gradual aging of the Japanese population, there is a growing awareness of the contribution that older people can make as volunteers. Senior Overseas Volunteer projects are thus becoming increasingly important. The JOCV Secretariat set up a Senior Volunteers Division in April 2000. We are now strengthening the system of project implementation with a view to increasing the scale of dispatch and the number of countries to which volunteers are sent.



Teaching women about primary health care (Philippines).

## III

### Chapter 2

#### Project Implementation / Japan Overseas Cooperation Volunteers

# Development Cooperation

## Outline of the Program

The development cooperation program contributes to autonomous economic development in developing countries by providing financial and technical support on a governmental basis for development projects implemented by Japanese private companies in these countries.

This program is concerned primarily with projects of this type that contribute to social development and the development of agriculture, forestry, mining and industry. Having assessed the public benefits, technical and economic risks, profitability, and experimental features of a project, the funds for implementation are made available under long-term, low-interest conditions. Technical guidance is provided and studies are performed to ensure smooth execution.

Development cooperation projects are classified as shown in Figure 3-12.

## Project Types

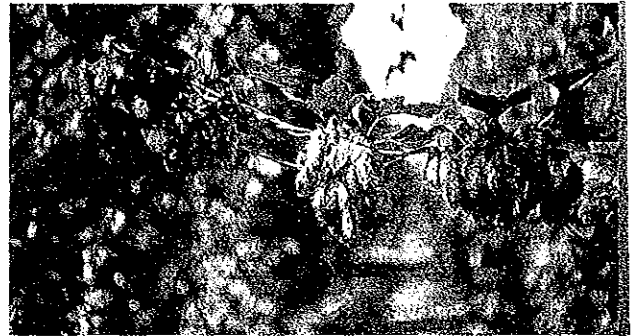
### Investment and financing

Long-term, low-interest financing is provided to Japanese corporations, including both those that themselves undertake development projects in developing countries and those that finance local corporations undertaking such projects.

As well as engaging in discussions with companies, JICA holds seminars in Japan and overseas to introduce projects subject to financing. Such projects come within the following categories:

#### 1. Development of related facilities

When development projects have already received loans, guarantees of obligation, or financing from the Japan Bank for International Cooperation (JBIC), the Japan National Oil Corporation, the Metal Mining Agency of Japan, the Central Bank for Agriculture and Forestry, the Shoko Chukin Bank or JICA, it may

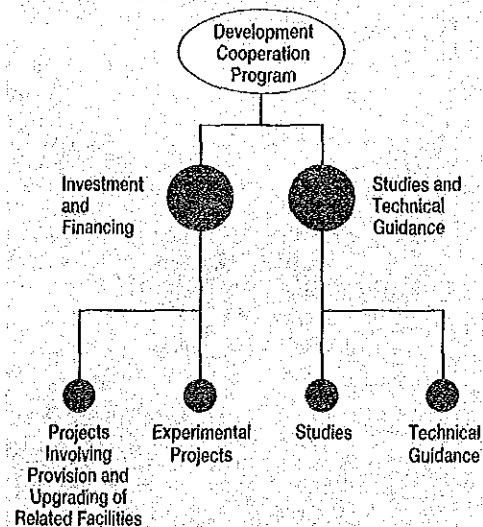


The Chinese hops cultivation project is contributing to regional economic development through production of high-quality aromatic hops (Xinjiang Uygur Autonomous Region).

sometimes be difficult to obtain loans from JBIC for the provision or upgrading of facilities. Projects involving development of related facilities are intended to deal with such situations. Loans are provided for projects considered to be useful for developing adjacent districts and for improving the living standards of local people. Funds are made available specifically for the following projects:

- (1) Public facilities that help to improve the lives and well-being of local people such as schools, hospitals, community halls, churches, temples, public administration offices, post offices, and fire stations.
- (2) Facilities needed for projects likely to benefit local communities such as roads, port facilities, water supply and sewerage, assembly halls, occupational training centers, and electrical installations.
- (3) Afforestation projects oriented toward environmental conservation and improving the local environment.

Fig. 3-12 Development cooperation program





## 2. Experimental projects

An experimental project is a type of development project unrealizable unless combined with technical improvement and development. Loans are provided for such projects when they lie outside the scope of financing from the Japan Bank for International Cooperation (JBIC).

Experimental projects include cultivation of crops, livestock breeding, afforestation, development of unused timber resources, excavation, screening and refining of non-ferrous minerals (such as limestone, rock phosphate and rock salt), effective use of waste materials, and construction of low-cost housing. Two such loans, worth a total of ¥200 million, were made in fiscal 1999.

## Studies and technical guidance

Under JICA's investment and financing system, various types of technical support are provided at the request of companies to ensure that development projects proceed smoothly and that they entail benefits for people in developing countries. Technical support is one of the main features of this system.

Technical support assumes three forms: 1) studies (especially field studies) and the collection of data prior to financing, 2) dispatch of experts after the loan has been provided, and 3) acceptance of overseas participants for technical training.

### 1. Studies

#### (1) Basic development studies

In place of implementing companies and at no charge to them, JICA examines local conditions, gathers data, examines project feasibility, and formulates basic concepts and project execution plans. The findings are then transmitted to the companies.

#### (2) Field studies

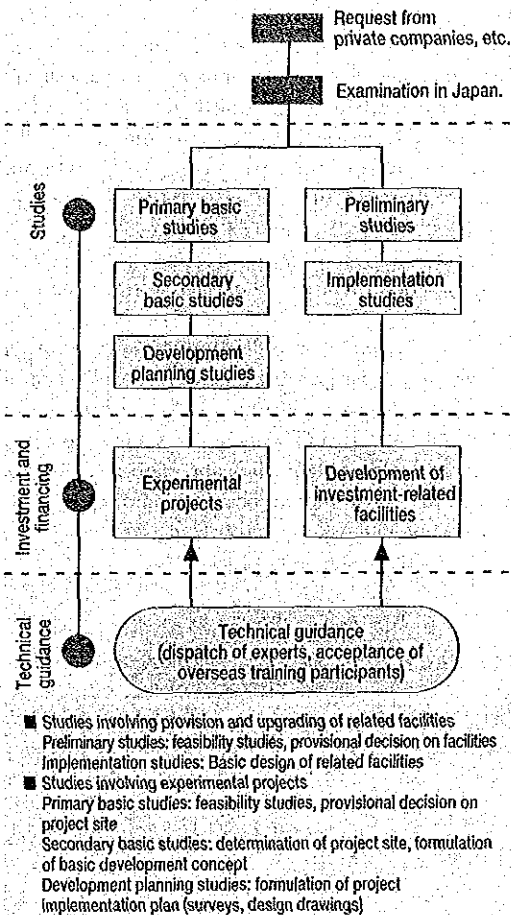
Study team members are sent for extended periods to look at the feasibility of agricultural and forestry projects involving regional development that cannot be embarked on for some time owing to insufficient data. The data gathered in these studies is then submitted for reference purposes to companies wishing to execute the projects.

The following three ongoing studies involve collection and analysis of tree growth data and the compilation of afforestation manuals and management models:

- Local implementation survey on stratified forest management methods in Malaysia

A study was performed between October 1991 and

Fig. 3-13 Flow of development cooperation projects



Cultivation of highly prized matsutake mushrooms for export to Japan (Paraguay).

October 1999 in the state of Perak in Malaysia aimed at establishing multi-level forest management methods through a combination of high-quality dipterocarpus trees and fast-growing species. The study showed that combining these trees, which initially grow very slowly, with species such as acacia, which grow rapidly and are easy to cultivate artificially, provides them with protection during the early stages of growth and generates income through early felling of the fast-growing trees.

- Local fact-finding survey on technology for cultivation of fast-growing native tree species in Malaysia

A survey intended to develop technology for the cultivation of fast-growing native trees was begun in November 1999. The aim of this survey was to build on the results of the survey mentioned above to select relatively fast-growing, high-quality native tropical tree species that have hitherto been seldom employed for afforestation purposes and at the same time to develop methods of afforestation.

- Local fact-finding survey on conservation and development of mangrove forest resources in Indonesia

Tests began in November 1992 on the regeneration of mangrove swamps in former prawn-breeding ponds and felled forest areas on the islands of Bali and Lombok in Indonesia. The aims of these tests are to establish management systems involving sustainable timber production and to develop methods for the regeneration of mangrove swamps under conditions characterized by forest depletion. In fiscal 1999, the final year of the project, we compiled handbooks and manuals on the basis of the results of past activities and proposed a model for the management of sustainable mangrove swamps.

(3) Other studies

Other studies include the following:

- Examination of investment and financing
- Studies look at how a project is progressing and how to deal with any problems that may arise before or after its implementation.

**Table 3-14** Loan conditions for financing and investment

Type of project	Size of project	Investment ratio	Maximum investment sum	Interest	Repayment term	Deferral term
Related facilities provision project (1) Ordinary	Up to ¥700 million	100%	¥700 million	0.25% 0.50%	max. 20 years	max. 5 years
	¥700 million to ¥3 billion	85%	¥2.655 billion	0.75%	max. 20 years	max. 5 years
	¥3 billion to ¥4.5 billion	85%	¥3.93 billion	JBIC loan interest for overseas investment business -1.5% (min. 0.25%, max. 3.5%)	max. 30 years	max. 5 years
(2) Special (*1)	Over ¥4.5 billion	100%	¥4.5 billion	0.25% 0.50% 0.75%	max. 30 years	max. 10 years

Notes:

- a) Financing conditions in cases of special need when the project costs more than ¥4.5 billion are determined through separate discussions.  
 b) The conditions of \*1 are applicable in cases of transfer by means of grant aid to the government of the recipient country following provision of the facilities, projects involving repairs to facilities owned by the government of the recipient country, afforestation projects of the environmental conservation type, and provision of facilities for relieving pressure on the environment (only in cases where the environmental standards of the recipient country are exceeded).

Type of project	Size of project	Investment ratio	Maximum investment sum	Interest	Repayment term	Deferral term
Experimental projects	Up to ¥500 million	100%	¥500 million	0.25% 0.50% 0.75%	max. 20 years (30 years)*2	max. 5 years (10 years)*2
	¥500 million to ¥2 billion	85% (100%)*3	¥1.775 billion (¥2 billion)*3	JBIC loan interest for overseas investment business -1.0% (min. 0.25%, max. 3.5%)	max. 20 years (30 years)*2	max. 5 years (10 years)*2

Notes:

- a) When necessary, separate discussions are held in connection with projects worth more than ¥2 billion and projects executed in developed countries.  
 b) The conditions of \*2 apply to infrastructural, afforestation, and environmental conservation and afforestation projects (projects contributing to forest recovery and protection of ecosystems in developing countries).  
 c) The conditions of \*3 apply to environmental conservation and afforestation projects.

\* With regard to the interest rates shown in the interest columns, if the JBIC loan interest rate for overseas investment business is fixed at a level below 0.25%, interest shall be the same as this rate.

\* Guarantees provided by a Japanese bank or other company, etc., or physical security (Japanese government bonds, etc.) are required for financing.

- Evaluation of impact on regional development  
Some time after the start of a project, the extent to which it is contributing to the development of the adjacent region is examined.

- Promotion of investment and financing in connection with environmental conservation

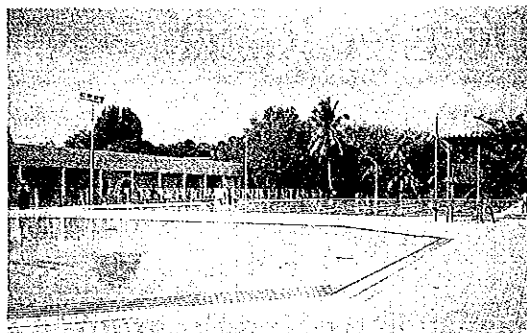
This type of study looks at how companies are dealing with problems related to environmental conservation arising during the course of development, the aim being to identify and formulate projects worthy of receiving environment-related investment and financing. Meetings are held overseas to explain investment and financing systems. Individual consultations on loans are also provided.

## 2. Dispatch of experts

When a company is unable to deal on its own with technical problems arising during project implementation, it asks JICA to send appropriately skilled experts to provide technical guidance.

## 3. Training

When requested by a company, JICA may provide technical training in Japan to the company's local employees.



A swimming pool used by the local community (construction of polyester development facilities in Malaysia).

## 4. Studies and technical guidance in fiscal 1999

26 study teams and 37 experts (new and ongoing) were dispatched overseas and 15 people came to Japan for training.

## Close Up

### Experimental cultivation of sugarcane in the Philippines

#### Sugarcane farms re-emerge from under volcanic ash

The state of Pampanga, in the center of Luzon Island, is one of the Philippines' three major sugarcane production areas. In 1991, the eruption of Mount Pinatubo destroyed farming land in the area by burying 600,000 hectares under more than 10 centimeters of volcanic ash.

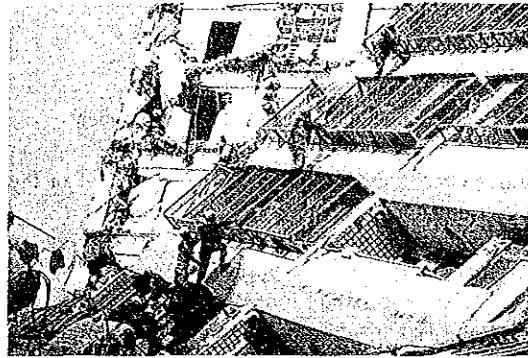
The Japanese company Ajinomoto set up business here in 1958 for the production of monosodium glutamate, a seasoning product made from molasses - a byproduct of processing sugar from cane. The volcanic ash from the eruption made it difficult to get hold of molasses as sugarcane could no longer be cultivated. Ajinomoto realized this crisis threatened the company's survival. In order to develop methods of cultivating new types of sugarcane that could be harvested even in volcanic regions, the company applied for financing from JICA in 1996, and a five-year experimental project was started in 1997. In 1998, cooperation was obtained from a sugarcane specialist, making use of the expert dispatch system that is one of the features of JICA's financing program. This expert discovered a new type of sugarcane growing naturally in a field covered by volcanic ash. Improvements were made by means of breeding tests and fertilizer tests, after which this new variety of sugarcane was planted on two experimental farms in Pampanga. By March 2000, every hectare on which the sugarcane had been planted was producing more than 100 tons. This was a record figure almost twice as high as the productivity of normal fields in the area not covered by volcanic ash.

The success of this experimental project has resulted in improved sugarcane productivity in the region, and we can expect production quantities to continue increasing. Both Ajinomoto and local people involved in the sugar industry have high hopes for this project in the expectation that it will increase employment opportunities and raise local income.



A flourishing field of sugarcane.

# Disaster Relief



A rescue team working among buildings destroyed by the September 1999 earthquake in Taiwan.

## Outline of the Program

### Content and results

Large-scale disasters such as earthquakes, floods and drought occur frequently all over the world at enormous cost to human life and property. Inadequacies in social infrastructure in developing countries mean that damage is liable to be serious whenever a disaster occurs, and the present situation is that the countries that suffer such damage are unable to provide sufficient aid or conduct relief activities on their own.

The disaster relief program involves the dispatch of Japan Disaster Relief (JDR) teams and provision of emergency relief when major disasters occur overseas, especially in developing countries, on the basis of requests received from the governments of affected countries or international agencies.

### History

Emergency aid activities date back to the late 1970s, when medical teams were dispatched to assist in the relief of Cambodian refugees. A team of experts in emergency recovery support was sent in response to a major earthquake that struck Mexico in 1985.

In September 1987, the Japanese Disaster Relief Law (the JDR Law) was enacted to provide for the dispatch of experts in the fields of medicine and emergency reconstruction and of rescue teams. This law resulted in the full systemization of Japan's emergency aid structure. The JDR Law was partially amended in June 1992, making it possible for the Minister for Foreign Affairs, after consultations with the Director General of the Defense Agency, to send teams from the Japanese Self-Defense Forces when large-scale aid is required and when aid based on self-reliance is needed in the disaster area. This has further strengthened the JDR dispatch system.

### Duties of JDR teams

JDR teams are categorized as rescue teams, medical teams, or expert teams. After receiving a request from the government of the afflicted country or from an international agency, either one team of a single type or several combined teams are dispatched. Each team is accompanied by a JICA coordinator. The work conducted by these teams is as follows:

#### 1. Rescue teams

The main tasks of a rescue team are to search for and rescue victims, provide first aid, and move victims to

Fig. 3-15 Mechanism for implementation of emergency disaster aid (excluding capital assistance)

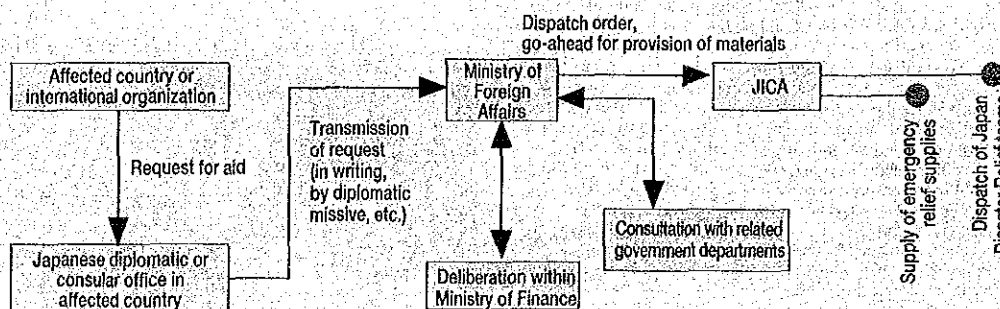
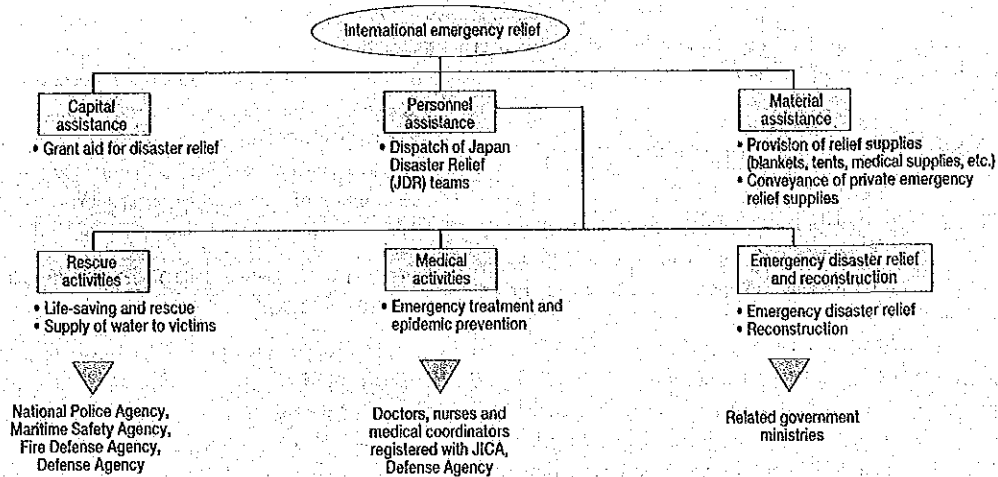


Fig. 3-16 Japan's International Emergency Relief System



safety. Teams are made up of rescue personnel from the National Police Agency, the Maritime Safety Agency, and the Fire Defense Agency; members of these teams should be able to leave Japan within 24 hours of the decision for dispatch.

### 2. Medical teams

Medical teams are expected to diagnose or to assist in diagnosis of victims, and when necessary they work at preventing the spread of diseases. A team consists of doctors, nurses, and medical coordinators registered with the JDR Secretariat.

Medical teams have taken over as the main dispatch units from the JMTDR (Japan Medical Team for Disaster Relief) teams that engaged in medical activities prior to the passage of the JDR Law.

At the end of March 2000, 585 people (205 doctors, 253 nurses, and 127 medical coordinators) were registered under this scheme.

### 3. Expert teams

Expert teams take stopgap measures in the wake of disasters and provide guidance and advice on how best to achieve recovery. Teams of experts recommended by related government ministries and agencies are sent according to the type of disaster.

## Program Results

Ten teams were dispatched in fiscal 1999: two rescue teams, five medical teams, and three teams of experts.

Rescue, medical (primary and secondary), and expert teams were sent concurrently to Turkey following the earthquake in August 1999. The rescue team left on the day of the disaster, and the medical team the following day. Temporary housing provided free of charge by the Hyogo prefectural government was sent in a vessel belonging to the Maritime Self-Defense Force in line with the JDR scheme, and a team of experts (predominantly engineers) was sent to help in building temporary housing. A medical team was sent to Turkey again in November following a second major earthquake that struck the country.

When an earthquake struck Taiwan in September 1999, the largest ever JDR rescue team, consisting of 110 people, was dispatched at the request of UNOCHA (United Nations Organization for the Coordination of Humanitarian Affairs) before teams from any other aid organization. A medical team was sent at the same time as the team of experts.

Teams sent to disaster-afflicted countries have been warmly welcomed because their activities are based on advanced technology and abundant experience.

## Related Activities

In addition to dispatch of these teams, the disaster relief program involves the following activities:

### Provision, procurement and storage of materials

Emergency relief supplies such as blankets, tents, water purifiers, generators, and pharmaceutical products are provided for relief purposes and to assist in the recovery process.

To ensure that such supplies can be provided promptly and in sufficient quantities, they need to be procured in advance and kept in constant readiness for use. Warehouses are located in five places worldwide: Narita in Japan, Singapore, Mexico, the UK, and the US. In emergencies, medical supplies not suited to permanent storage are obtained from Unicef's Supply Division in Copenhagen.

In fiscal 1999, relief supplies were supplied on 22 occasions.

Emergency relief teams and supplies were dispatched to Turkey and Taiwan in response to earthquakes.

### Study and training

Overseas aid activities take place in countries whose societies, customs, languages, and communications are different from those of Japan. To ensure that activities in disaster areas are as effective as possible, study and training aimed at aid teams and medical teams is provided with the emphasis on enhancing teamwork and assumption of various disaster scenarios.

### Emergency relief supplies provided by the private sector

The large scale of some disasters sometimes calls for further relief supplies in addition to the those already provided by the Japanese government at the request of the affected country.

In such cases, JICA gathers supplies from local government bodies, private organizations, and private individuals and delivers them to the disaster area. JICA itself bears all costs involving the assembly of relief supplies in Japan and their delivery to the disaster area. Generally, the supplies are then given to the recipient government through the Japanese embassy in that country.

## Close Up

### Rescue team succeeds in saving a survivor for the first time

Various natural disasters occurred throughout the world in 1999, including earthquakes, drought, and floods. One of the largest was an earthquake with a magnitude of 7.4 that occurred in Western Turkey on August 17. This was a catastrophic event in which 15,000 people died, 25,000 were injured, and a further 200,000 were affected.

Having received a request from the Turkish government, the Japanese government decided to send a Japan Disaster Relief (JDR) team to Turkey with emergency relief supplies.

JICA dispatched five teams (rescue, medical, experts) consisting of 92 people in all. Blankets, tents, food and other emergency aid supplies were provided.

Japan's emergency relief activities were highly assessed by Turkey and the international community.

The rescue team left Japan on the day of the disaster and set about round-the-clock relief activities immediately on arrival in Turkey. On August 19, they succeeded in rescuing a 74-year old woman who had been buried beneath the rubble for 56 hours. This was the first time in the 12-year history of JDR activities that this had happened and as such it was widely reported in the Japanese mass media. The rescued woman regained her health and spirits, and expressed her deepest thanks for her rescue to God and to the Japanese people.

### Emergency aid team for Turkey



Rescuers with experience gained from the Great Hanshin-Awaji Earthquake in Japan took part in the team.

# Support for Japanese Emigrants and Ethnic Japanese

## Background to the Program

Since the end of World War II, about 73,000 Japanese people have emigrated to other countries with help from JICA and other organizations, and there are now thought to be around 2.5 million ethnic Japanese living overseas.

Japanese emigrants and their descendants worldwide have overcome many difficulties to form mature communities in their adopted countries. During the immediate postwar years, many Japanese emigrated to Brazil and other parts of Latin America, where they are now playing key roles in industrial and economic development, particularly in the field of agriculture.

A new generation of ethnic Japanese is now emerging in these countries; the community itself is at present largely second to fourth generation. Members of these later generations play a leading role in politics, administration, the economy, academia, and culture, and are fueling national development. Their efforts are also contributing to international cooperation.

In countries with large Japanese immigrant communities, awareness of Japan is being enhanced by first and subsequent generation immigrants. The presence of these communities contributes significantly to the stimulation of friendship and cooperation between Japan and these countries.

## Trends and Content of the Program

### Reviewing projects

In response to these changes in emigration patterns, JICA has been reviewing the content of its emigration program since fiscal 1994 as follows:

- (1) Reorganization of training and departure services to new emigrants from fiscal 1994;
- (2) Emphasis on international cooperation to step up support and cooperation for Japanese overseas



Calligraphy practice at a Latin American training session for Japanese-language teachers held in Paraguay.

communities while striving to ensure the stability of the lives of those who had emigrated earlier with JICA support.

Of the earlier projects that were part of the emigration program for overseas Japanese communities, JICA is concerned particularly with those strongly oriented toward technical cooperation (e.g. provision of training in Japan and dispatch of Japanese experts and volunteers). This effort, which has formed part of JICA's technical development scheme since fiscal 1996, is as follows:

- (1) Training in Japan for members of overseas Japanese communities (formerly "acceptance of emigrant training participants");
- (2) Dispatch of experts to overseas Japanese communities (formerly "dispatch of emigration experts");
- (3) Dispatch of senior volunteers to overseas Japanese communities (formerly "senior emigration experts");
- (4) Dispatch of Japan Overseas Development Youth Volunteers (formerly known as "overseas development youth dispatch").

### Content of the emigration program

JICA performs the following activities in connection with emigration projects:

#### 1. Publicity

To deepen understanding among the Japanese public of overseas emigrants and Japanese overseas communities, the activities of emigrants and ethnic Japanese are presented through three main outlets, namely:

- 1) Publication of the bimonthly magazine *Kaigai Iju* (Overseas Emigration);
- 2) Invitation to Japan of prominent individuals of Japanese descent;
- 3) Subsidies to assist with organization of conferences for ethnic Japanese living outside Japan.

#### 2. Training for children of emigrants

- (1) Training for students at Japanese-language schools  
Outstanding pupils of Japanese-language schools are

## III

### Chapter 2

#### Project Implementation / Support for Japanese Emigrants and Ethnic Japanese

invited to Japan to gain first-hand experience of Japanese culture and society. During their stay they can improve their language proficiency by attending junior high schools and staying as home guests. This program, which began in fiscal 1987, takes place for one month every year. In fiscal 1999, 43 pupils took part.

(2) Technical training for ethnic Japanese working in Japan before returning home

Begun in fiscal 1993, training is provided to ethnic Japanese working in Japan who satisfy prescribed academic standards. They are given technical training before returning home to help them contribute to the development of their countries. Productivity enhancement and computer courses attended by 15 students were held in fiscal 1999.

(3) Courses for ethnic Japanese people

To give overseas ethnic Japanese residing in Japan the chance to gain a better understanding of Japanese culture, 30-day culture and language courses are provided with the cooperation of the International Women's Training Center.

(4) Central training for overseas Japanese students

Grants are provided for study courses organized twice a year by the Association of Nikkei and Japanese Abroad aimed primarily at overseas Japanese studying in Japan on local government authority grants.

### 3. Support for emigrants overseas

Various projects are under way to support emigrants and improve their living conditions.

(1) Management of experimental stations and diffusion of agronomy

JICA is involved in experimental and research activities at a comprehensive horticultural experiment station in Argentina and comprehensive agricultural experiment stations in Bolivia and Paraguay. We also provide technical advice on agronomic matters to ethnic Japanese farmers and other farmers nearby. Other activities aimed at improving agronomic methods employed by emigrants include the dispatch of agricultural experts from Brazil, training in the agricultural methods of industrialized countries, promotion of agricultural study groups, and practical training for the staff of agricultural cooperatives.

(2) Medical care and hygiene

JICA assists in the operation of five clinics in Paraguay and Bolivia, and has channeled medical aid to emigrants in Paraguay, Bolivia, and the Dominican Republic on the basis of agreements with local physicians. Scholarships are made available to students of medicine and nursing in these countries.

(3) Education and culture

JICA provides grants in a number of forms, including reward payments to teachers with a view

## Close Up

### The Japanese language among overseas Japanese communities

Japanese communities in Latin America have now been in existence for at least a half a century. New generations are emerging: intermarriage between ethnic Japanese and people from other ethnic backgrounds are increasing, and more and more ethnic Japanese are using the official language of their country rather than Japanese in their daily lives.

The teaching of Japanese in Japanese communities has previously been based on textbooks intended to improve the abilities of native speakers of the language. However, as more and more people come to lead their daily lives in languages other than Japanese, there is a growing need for Japanese-language education in which Japanese is taught as a foreign language.

In addition to the various support activities for Japanese-language education carried out in the past, in fiscal 1999, JICA performed a Basic Study on the Development of Japanese-Language Teaching Materials with the aim of creating model textbooks for use in Spanish-speaking countries. This study threw light on current conditions and general needs, specifically on how several of the main Japanese-language textbooks were being used at schools, on the gap between these textbooks and the language proficiency of the pupils, and on the type of textbook that was actually needed.

Overseas Japanese communities increasingly feel that Japanese-language education should be oriented toward assisting inter-generational communication, fostering a sense of identity among overseas Japanese, and transmitting Japanese culture. Fully aware of the importance of these needs, JICA intends to ensure they are fully answered.

### Basic study on the development of Japanese-language teaching materials



A Latin America joint training session for Japanese-language teachers from throughout the American hemisphere held in Paraguay.



to supporting education in local languages. Support for Japanese-language education is being provided through third-country training\* of local Japanese language teachers in Latin America. In fiscal 1999, 40 Japanese-language teachers took part in a course held at Santa Cruz in Bolivia.

We also provide support in the form of reward payments to Japanese-language teachers and purchase of teaching materials, etc.

(4) Support for improvements in social welfare and everyday infrastructure

In fiscal 1999, grants were provided for the construction of a residential home for elderly people with special needs in São Paulo in Brazil and repair work on wooden bridges in Paraguay.

4. Division of settlements into housing lots

JICA assists with the division of Japanese settlements into housing lots. In fiscal 1999, a settlement zone and an urban district zone in Paraguay and a settlement zone in Argentina were divided up in this manner.

5. Business loans

JICA offers loans to businesses run by emigrants as well as to business groups that contribute to the permanence and stability of Japanese immigrant communities. In fiscal 1999, loans totaling ¥453 million were provided to emigrants in Paraguay, Bolivia, and the Dominican Republic.

6. Studies on emigration

Every year studies are performed to gather basic data useful in supporting and giving guidance to Japanese emigrants and ethnic Japanese and in enhancing understanding of Japanese overseas communities. In fiscal 1999, economic studies on farms in five Latin American countries, studies on development of Japanese-language teaching materials, and studies on materials relating to emigration possessed by organizations in Japan were performed.

Since fiscal 1993, the Association of Nikkei and Japanese Abroad has been cooperating with consultations on matters of everyday concern as part of the assistance given to overseas Japanese working in Japan.

front line

International Cooperation Practical Experience Program

Kanagawa

Furthering exchange between local senior high school students and ethnic Japanese training participants

◆ The number of Japanese descendants working in Japan exceeds 200,000

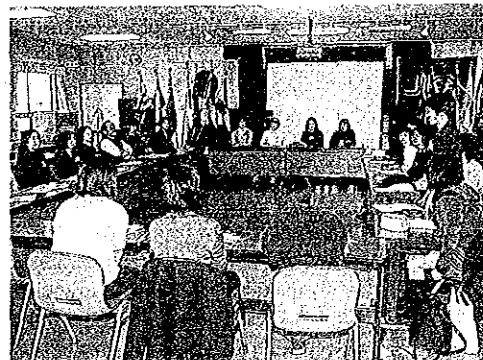
Japanese descendants from Latin America working in Japan currently number more than 200,000. This is equivalent to the number of Japanese who have emigrated to Latin America since the Meiji era, and indicates how times have changed.

The Overseas Emigration Center in Yokohama has been assisting ethnic Japanese training participants from Latin America. In fiscal 1999, a practical experience program was held for the first time on the topic of JICA's ethnic Japanese support program, with the aim of enhancing local senior high school pupils' understanding of international cooperation.

◆ A meaningful exchange of opinions with senior high school pupils

The participants on this occasion were 14 pupils from the senior high school attached to the Kanagawa Prefecture University of Foreign Languages and two of their teachers. The participants learnt about international cooperation projects by means of lectures and audiovisual teaching materials, but the most memorable event was undoubtedly the exchange of opinions with ethnic Japanese training participants.

The pupils asked whether the training participants had ever felt perplexed by Japanese perceptions of Latin America, to which a Brazilian participant made everyone laugh by saying that wherever they went they were sure to be offered coffee. More seriously, another participant revealed that he had begun to feel uncertain of his own identity when Japanese people looked at him strangely since, despite looking the same as them, he spoke Japanese with a foreign accent.



Meeting of ethnic Japanese training participants and senior high school students

The pupils uniformly remarked on how valuable they thought the program had been. This particular event was covered in the local Kanagawa newspaper, and the Asahi Shimbun newspaper subsequently carried an article submitted by one of the pupils who had taken part in the program, stating that the experience had made her realize how important it was for Japanese people to adopt a more cosmopolitan outlook.

(JICA Overseas Emigration Center)