

Evaluation

Outline of the Program

History of project evaluation activities

To ensure that aid is provided effectively and transparently, projects in line with the needs of developing countries and regions need to be identified, formulated and implemented. At the end of a project and thereafter, evaluation of how effective the project is proving to be is essential. At the same time, the lessons learnt from the evaluation must be reflected in follow-up activities for the project and in the formulation and execution of future projects so that improvements can be made.

It was from this standpoint that JICA in July 1981 set up an Evaluation Study Committee to look at how JICA projects should be evaluated and to develop evaluation methods.

A section to deal specifically with evaluation was established in the Planning Department in April 1988, marking the start of various methods of evaluation of JICA projects. The Evaluation Office was restructured as the Evaluation and Post-Project Monitoring Section in April 1990, and became independent in October 1996 as the Office of Evaluation and Post-Project Monitoring.

The Office of Evaluation and Post-Project Monitoring, combined with the Planning and Evaluation Division in January 2000 in order to strengthen the feedback of evaluation results into projects, and evaluation is now being performed by this division.



An issue-specific evaluation study with external personnel employed as the team head and deputy head (support for the disabled in Thailand).

Aims of post-project evaluation

As an organization providing technical cooperation and promoting loan aid, JICA offers additional support as necessary after studying the degree to which individual cooperation projects have realized their aims, the results, and potential for self-reliant development. The lessons gained through evaluation are fed back into the project cycle and various types of evaluation are conducted with the aim of improving a projects. (See Fig. 3-17)

The results of evaluations are published in order to ensure the transparency of JICA projects. Another important task of evaluation is therefore to deepen the Japanese public's appreciation of ODA projects.

Types of project evaluation

JICA performs evaluation and monitoring at various stages of the project cycle so that projects are properly managed. In order to execute projects more effectively by responding appropriately and flexibly to the needs of recipient countries and changes in conditions, we are currently working on improving the content of preliminary and mid-term evaluations.

1. Preliminary evaluation

Preliminary evaluations are performed in the case of project-type technical cooperation and loan aid projects requested by recipient countries. They are carried out at the planning formulation stage before the start of cooperation to examine the project details, the appropriateness of cooperation, and the results to be expected. JICA has been carrying out studies of this

type for some time, but in the case of preliminary evaluations, the idea is to determine the likely results as far as possible by means of quantitative indices. Such preliminary evaluations were introduced in fiscal 2000 and are performed mainly by the department in charge of a particular project. The results of these evaluations will be used for selecting and formulating more effective projects in the future.

2. Mid-term evaluation

Mid-term evaluations are performed while a project-type technical cooperation project is under way. The aim of such evaluations is to look at how a project is progressing and at the needs of the recipient country in order to assess whether the original plan needs to be changed. Mid-term evaluations are performed by the department in charge of a particular project. The results are used when drawing up and revising plans so that the remaining duration of the project is effective and efficient.

3. Evaluation at completion

Evaluations at completion are carried out in collaboration with related organizations in the recipient country at the end of cooperation. They are concerned with five main issues: efficiency, target achievement, effectiveness (impact), appropriateness (rationale) and self-reliant development potential. Their principal aim is to assess whether further cooperation needs to be provided.

Evaluations at completion are performed either by the department in charge of a project or by the overseas office in the country where the project was executed.

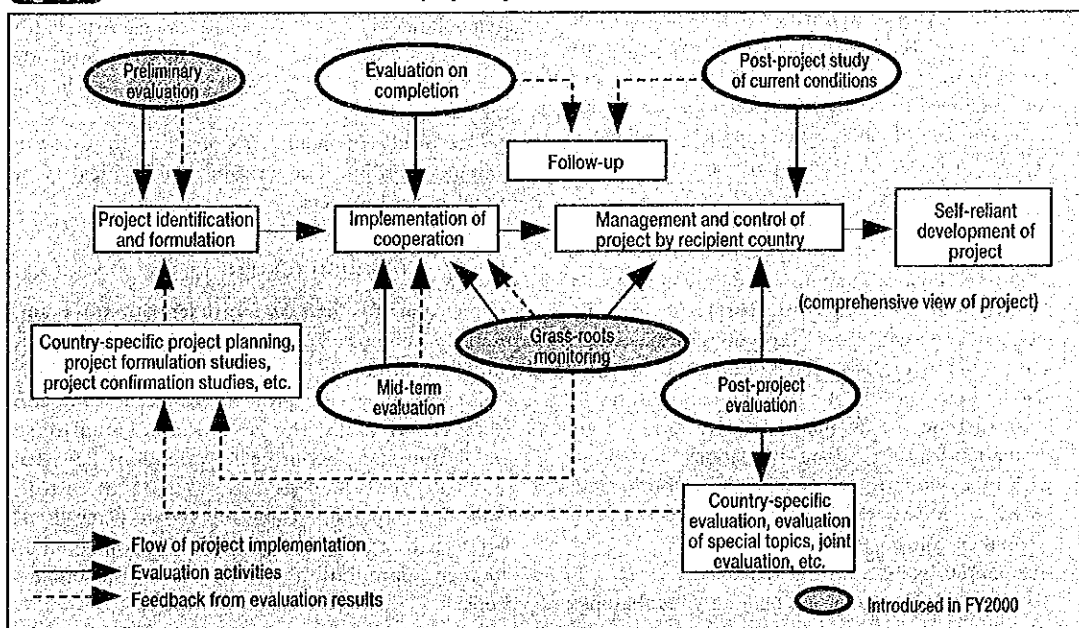
The timing of an evaluation will depend on the type of project. In the case of project-type technical cooperation it is performed around six months before the end of cooperation; in the case of training programs (third-country group training*, local in-country training*) it is performed around one year before the end of cooperation; and in the case of expert dispatch programs (individual expert team dispatch, research cooperation*, pivotal support for important policies*) evaluation is performed between four and six months before the end of cooperation. Evaluation for loan aid occurs within one year of completion of facilities in the case of projects with large sums expended, and between four and six months before the end of cooperation in the case of JOCV projects (team dispatch).

Evaluations at completion were performed on 92 projects in 33 countries in fiscal 1999.

4. Post-project evaluations

Post-project evaluations are performed in order to learn lessons that will contribute to the effective and efficient execution of projects in the future. They are carried out after a project has been completed once a certain period has elapsed. They cover the same five issues as evaluations on completion: efficiency, target achievement, effectiveness (impact), appropriateness (rationale) and self-reliant development potential.

Fig. 3-17 Position of evaluation within the project cycle



The results of post-project evaluations are reflected in the planning of JICA's country-specific program implementation, and are used in the identification and formulation of new projects. In the case of country-specific evaluations, on-site evaluation seminars are also held to feed back the results to those involved in the project in the recipient country.

In fiscal 1999, 28 post-project evaluations were held in 25 countries, while evaluation seminars were held in two countries.

The evaluation control sections of the Planning and Evaluation Department perform six types of post-project evaluation.

(1) Country-specific project evaluations

JICA's cooperation in the country in question is evaluated comprehensively. The effects and the problems involved in JICA's cooperation activities as a whole are collated and analyzed, and lessons are learnt as to how best to cooperate with that country in the future.

(2) Evaluation of specific topics

This type of evaluation is concerned with specific fields and important topics such as the environment, poverty, the impact on women and with specific project types. The effects and problems of JICA cooperation are comprehensively analyzed in connection with two or more projects in line with the topics involved. Lessons are then drawn from this evaluation as to how best to provide cooperation on these topics in the future. The most effective means of cooperation on specific topics are also examined.

(3) Evaluation by experts

Academic experts, journalists, representatives of NGOs and other experts with knowledge of development aid and JICA projects are commissioned to conduct high-quality evaluations from a variety of angles to ensure the transparency of JICA projects and the neutrality of evaluations.

(4) Joint evaluations

These evaluations are performed jointly with related agencies or other donors* in recipient countries. Joint evaluations together with recipient countries make it possible for JICA and the recipient country to share perceptions of the effects and problems of JICA cooperation, and they are also effective in enabling a recipient country to learn methods of evaluation and to improve its evaluation capacity. Joint evaluations carried out with other donors are effective in enabling both sides to study evaluation methods and to strengthen collaboration.

(5) Evaluations by external organizations

To raise quality and ensure neutrality, evaluations

are entrusted to external development aid research organizations and consultants who have the capacity to formulate plans and to gather and analyze information and who understand the structures of development aid and technical cooperation.

(6) Evaluations by overseas offices

Evaluations are performed by overseas offices with a thorough knowledge of local development needs and of the social, economic and cultural features of the countries where they are located. Overseas offices are able to grasp and analyze the results and the problems involved in a completed project. This has the effect of raising the capacity of overseas offices to identify, formulate and implement projects - a point that is key to JICA's country-specific approach.

5. Post-project status evaluations

Post-project status evaluations are carried out through overseas offices in connection with project-type technical cooperation, loan aid, and supply of technical cooperation equipment (supply of individual items). Their aim is to assess the status of a particular project, and they are performed on all projects after a certain period has elapsed following completion.

The results of post-project status evaluations are used as base materials when preparing plans for the dispatch of experts, purchase and provision of repair parts, and other forms of additional aid.

Evaluations of this type were performed in 88 countries in fiscal 1999.

6. Grass-roots monitoring by local NGOs, etc.

The effects of JICA projects and their contribution are monitored by local NGOs and resident experts from the standpoint of the local community and other beneficiaries. This system will be introduced in fiscal 2000.

The results of monitoring are used to review the content of project cooperation and to identify and formulate new projects.

Use of evaluation results

JICA makes use of evaluation results when preparing country-specific project implementation plans, formulating new projects, and considering additional support for projects subject to evaluation. Since fiscal 1995, the results of evaluations at completion and post-project evaluations have been annually published under the title of "Project Evaluation Reports." These reports are being used to increase the transparency of JICA projects and to enhance appreciation of projects by the Japanese people.

Understanding of JICA projects is being further enhanced by evaluation seminars held locally for the benefit of those directly involved in the recipient country and for other donors. The results of evaluations are thus being used to plan and execute ever more effective and efficient projects.

Evaluation Topics and Future Plans

A lively national debate is under way at present on the significance of ODA and the type of aid that Japan should aspire to provide in the future considering Japan's current economic difficulties. Proposals are focusing on quality rather than quantity in ODA. There is a growing awareness of the importance of the role that evaluations have to play in raising the quality of ODA and ensuring its transparency. In March 2000, the Aid Evaluation Study Subcommittee came up with proposals for improvements in the ODA evaluation system.

JICA is engaged in expanding and strengthening its evaluation system in line with these debates and proposals.

Establishment of an integrated evaluation system

In order to measure, analyze and evaluate the appropriateness and effectiveness of a project, we need to have an objective and integrated evaluation system in place from the preliminary planning stage through to completion. To make this possible, we must gather

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Close Up

Specific Issue Evaluation: Support for the Disabled in Thailand

The first evaluation study in the field of support for the disabled

JICA is actively employing non-JICA personnel to perform evaluation studies in order to improve the quality of evaluation and to ensure neutrality. In fiscal 1999, the first JICA evaluation study of support for the disabled was carried out to cover the whole range of cooperation offered by JICA in this field in Thailand. To ensure that this study incorporated the standpoint of disabled people themselves and encouraged collaboration between JICA and NGOs, the study team was headed by a person with an international reputation for his work on behalf of the disabled. He also heads a disabled people's organization and is himself disabled. The deputy head of the study team was a university professor engaged in research on international NGOs active in the field of support for the disabled.

This study showed that JICA's cooperation was playing a pioneering role in fostering leaders in the field of support for the disabled by means of training in Japan. In connection with the Labor Accident Rehabilitation Center, a project in which JICA was engaged between 1983 and 1991, it was found that the establishment by JICA of a full-fledged facility for the occupational rehabilitation of disabled people had been an event of major significance at a time when there was still little awareness of the problems faced by the disabled and when almost no services were provided by the government for the benefit of the disabled.

A system of support for the disabled is gradually being created and enlarged in the Bangkok area. Together with the Thai government, organizations for the disabled and NGOs are engaged in



A member of a study team listening to disabled people.

activities answering the needs of the disabled and are playing an important role in support activities.

JICA is concentrating especially on expanding support for the disabled in areas outside Bangkok where support systems are still inadequate. At the same time, we are cooperating with related organizations and NGOs in expanding medical care, education, and occupational measures.

basic data, ascertain the needs of aid beneficiaries in recipient countries, and fix the criteria for evaluations while taking account of subsequent monitoring and evaluation at the preliminary planning stage.

As well as conducting preliminary evaluations from fiscal 2000, JICA is preparing guidelines for preliminary evaluations and publicizing their results.

Research and development on evaluation methods

JICA is researching and developing evaluation methods in order to perform more appropriate evaluations.

In fiscal 2000, we studied "participatory evaluation methods" emphasizing the impact on beneficiaries, "preliminary evaluation methods," and "strengthening feedback from evaluation results." The results of studies will be made available on the JICA website, and we hope that presentation of this information will encourage new people to take part in evaluations. We are improving evaluation methods on the national and sectoral levels through the performance of country-specific project evaluations and evaluations of specific issues. We are also evaluating the acceptance of training participants program, the expert dispatch program, and the JOCV program.

Encouraging participation in evaluations by third parties

JICA ensures that evaluations are neutral, reliable and of the highest quality by using academic specialists, journalists, and other third parties with a detailed knowledge of development cooperation and JICA programs to undertake all kinds of evaluations, including those of a specialized or country-specific nature.

In fiscal 2000, a new system of "Project Monitoring by Local People" was introduced at overseas offices. Under this system, NGOs and specialists in developing countries monitor the results of projects from the standpoint of local communities. The aim is to ensure that grass-roots opinion in recipient countries contribute to improvements in JICA programs. Such monitoring makes it possible to ascertain local needs accurately and helps strengthen the evaluation methods employed by overseas offices.

Enhancing feedback from evaluation results

Evaluations are vital to improve JICA programs and to increase their transparency.

To strengthen their effectiveness, JICA merged the

Office of Post-Project Monitoring and the Planning Department in January 2000 to create the Planning and Evaluation Department. The Office of Post-Project Monitoring is engaged in the execution and supervision of all types of evaluation study within this new department. This has had the effect of strengthening the system under which the results of evaluations are fed back into country-specific project implementation plans. In fiscal 2000, JICA will engage in studies and research on system-building to improve programs by further consolidating the feedback process.

A workshop of the DAC (Development Assistance Committee*) Development and Evaluation Subcommittee will be held in Tokyo in September 2000 on the subject of "Evaluation Feedback for Effective Learning and Accountability." We hope that this chance to debate and exchange opinions with other donors and representatives from recipient countries will allow JICA to make further improvements to its feedback system.

Publication of the results of evaluations

As already mentioned, JICA has been compiling and publishing "Project Evaluation Reports" indicating the results of evaluations at completion and post-project evaluations every year since 1995. Since 2000 we have published the whole text of these reports on our website in order to make information more readily available. Also in 2000, we began to produce English versions of these reports. These texts are available for inspection on our website, and are intended to introduce JICA projects and evaluation activities to the international community.

Follow-up

Outline of the Program

Once a JICA cooperation project has reached the end of its term, it is the responsibility of the developing country to continue to maintain and manage it. But problems sometimes arise that interfere with this process. For instance, the supplied equipment may develop faults or the agency responsible for the project in the recipient country may run short of funds.

When a project is over, we need to keep a close watch on how it is proceeding and to encourage self-reliance on the part of the recipient country. When necessary, we must provide additional support in the form of follow-up and aftercare in order to sustain and develop each project.

Project Types and Results

Aftercare for the training program

JICA's aftercare for the acceptance of training participants program includes support for alumni associations consisting of former participants who have returned home and will serve as links between their countries and Japan.

As of March 2000, 82 alumni associations had been formed in 76 countries. These associations are now engaged in exchange activities such as introducing Japanese culture. There has been an increase recently in the number of alumni associations attempting to grapple with social development in their countries. One example is a program of the Sri Lanka alumni association aimed at financing the education of girls from poor families.

To introduce such activities and to permit the sharing of information between JICA and alumni associations, a regional conference of Southeast Asian alumni associations was held in November 1999 in Malaysia. Attended not only by the representatives of individual alumni associations but also by staff from JICA offices throughout Southeast Asia, it provided the



Guidance in the installation of seismometers at the Tunisian National Meteorology Research Institute (follow-up on equipment).

opportunity for an exchange of opinions on future activities.

JICA places considerable importance on alumni associations as an invaluable network to support JICA projects, and we are therefore providing grants for them. In addition to support for alumni associations, we also send materials on their respective disciplines to former training participants for two years after their return home.

Aftercare for the Youth Invitation Program

In the Youth Invitation Program, aftercare teams are sent to various countries to solidify the bonds of friendship formed while young people from these countries were in Japan. Teams consist of Japanese youths who made friends with the overseas visitors, the families who offered them the hospitality of their homes, and personnel from related agencies.

Three aftercare teams were sent in fiscal 1999 to China and Mongolia, Vietnam, and Nepal, where they renewed their friendships with former participants in this program. The team members visited their workplaces and homes, and wherever they went were assured of a warm welcome and a heartwarming reunion.

Alumni associations of former participants in the Youth Invitation Program are becoming increasingly active throughout ASEAN, and, as in the case of alumni associations of former training participants, JICA is providing grants to stimulate their activities yet further. As well as holding annual mutual exchange liaison committee meetings, individual alumni associations are themselves promoting exchange projects with Japan and organizing youth camps and exhibitions of photographs and paintings. The associations are acting as bridges between their own countries and Japan while at the same time making their own unique contribution to social development and youth training in their countries.

The aftercare program is thus contributing significantly to expansion of the bonds of friendship

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formed between Japan and various countries through the Youth Invitation Program.

Follow-up on equipment and facilities

Deterioration in a recipient country's financial standing may make it difficult for the country to maintain and manage equipment and facilities supplied through technical and grant aid cooperation, while natural disasters may result in damage to equipment. Sometimes, technology transferred at considerable effort cannot be used effectively or all of the features of the facilities and the machines supplied cannot be fully employed. In such cases JICA provides follow-up in the form of supply of spare parts and repairs, while at the same time encouraging self-reliance on the part of the recipient country. Such support is intended to ensure that sustainable development can be maintained.

An example of support of this kind was provided at the Shanghai People's Hospital No. 6 in China. In fiscal 1988, grant aid was used to provide medical equipment more advanced than that being used at the time anywhere else in China, thereby contributing significantly to modernization and improvements in the standards of medical services at a key regional hospital. Since this is one of China's major hospitals, an adequate budget was allocated to deal with the annual costs involved in maintenance and management of the equipment; maintenance of equipment and procurement of consumables was entrusted to the Chinese side. However, ten years after the equipment had been introduced, it began to show signs of wear due to heavy use. Moreover, owing to the high cost of much of the medical equipment involved, it became impossible for the Chinese to procure the parts needed to maintain and repair it and to carry out repairs on their own. A request for follow-up cooperation was therefore presented to the Japanese government. In response, JICA dispatched a follow-up study team to look into how the equipment was being used and any faults that might have arisen. The team was able to pinpoint the parts needed, and the defective equipment will now be repaired through the supply of these parts and the dispatch of repair engineers.

In Peru, JICA carried out a project-type technical cooperation project over five years beginning in 1986 at the Earthquake Accident Prevention Center in the National University of Engineering. This involved research, development and diffusion of technology in such fields as seismic and soil engineering. Equipment including universal testing devices, compression testers, and controllers were supplied and used effectively during this period, but partial defects began to appear

after ten years, and this had begun to impede the functioning of the center.

The Peruvians lacked the advanced skills required for almost all the repairs on the defective equipment. A preliminary repair study team was therefore sent to Peru to pinpoint the parts in need of repair and to consider how repairs should be executed. Maintenance parts were purchased and supplied and engineers were sent from Japan to Peru. After the team had carried out repairs and given instruction on maintenance, the equipment was restored to full working order.

Follow-up and aftercare for project-type technical cooperation

When project-type technical cooperation ends, it may sometimes be necessary to provide follow-up by extending the original term of cooperation by one or two years. This is done when targets set in specific areas have not been met and when there is a need for ongoing cooperation to assist self-reliant development. To reinvigorate a project, we may also need to provide aftercare in the form of supply of additional equipment and dispatch of experts two or three years after a project has ended.

1. Example of follow-up cooperation

Thailand faced an acute shortage of engineers with the advanced electronics skills needed for rapid industrialization. To help combat this, a project-type technical cooperation project involving development of a mechatronics engineering course at Pathumwan Technical College, Thailand's principal institution specializing in tertiary technical education, was carried out between 1993 and 1998.

Just as the period of cooperation was coming to an end, the college was upgraded to four-year university status. To improve the results of cooperation, it became necessary to raise the research abilities of the college's teaching staff to a level appropriate for a four-year university and to emphasize the new status of the institution as a university. Two years of follow-up cooperation were thus provided with the emphasis on support aimed at improving the research abilities of the teaching staff and creating a university characterized by close links with the world of industry.

2. Example of aftercare cooperation

One of Indonesia's priority goals is to reduce the rate of infant mortality. Between 1989 and 1996, a project for the production of vaccines was executed with the aim of transferring production methods to Indonesia's pharmaceuticals corporation in order to enable domestic production of polio and measles vaccines without the need to rely on imports. This



Follow-up with machinery and equipment at an automobile maintenance plant (Tanzania).



project has enabled Indonesia to produce its own vaccines and even to export vaccines to other countries.

In 1999, aftercare cooperation was provided owing to the need to maintain and renew equipment supplied during the original period of cooperation. This will enable Indonesia to incorporate worldwide advances in vaccine production methods since the project ended three years ago.

Follow-up on the development study program

To enhance the efficacy of development study projects, follow-up studies are conducted specifically to discover how projects on which development studies have already been completed are proceeding and to reflect the results in future development studies.

In fiscal 1999, follow-up studies were carried out on 1,636 development studies begun after August 1974 and completed before the end of fiscal 1998. Studies were categorized according to country and region, year of completion, type, and sector. The status of individual projects and how their studies were being used were monitored and analyzed, and proposals for improvements were compiled into a report. Details of how the outcome of the studies are being applied in practice were reported in the case of development

studies completed within the past decade.

In fiscal 1999, post-project evaluations on development studies were conducted on a trial basis for the first time on 22 projects in Thailand, Indonesia, Paraguay, and Bolivia in an effort linked with follow-up studies.

One example is the "Evaluation Study on the National Transport Master Plan" and Traffic Sector in Paraguay.

A development study focusing on transportation and traffic - "The Urban Transportation Planning in Asuncion Metropolitan Area in the Republic of Paraguay" - was conducted in Paraguay over a two-year period from August 1984 with the aim of solving the serious problem of traffic congestion in Asuncion. This resulted in the preparation of a master plan to deal with this problem. Of the various items proposed in this plan, the arterial road network and the construction of a bus terminal were the subjects of the "Plan for Development of Urban Traffic Facilities in the Metropolitan Asuncion Area" executed between September 1987 and October 1988, the aim of which was to study possibilities for their construction.

A "National Transport Master Plan" study was carried out between March 1990 and January 1992. A master plan to cover the whole country was prepared, and proposals were presented for the most suitable traffic plan. This master plan has continued to be used

to the present day as the key source for traffic planning on the national level.

In the follow-up study, evaluations were performed on the sustainability and feasibility of such studies, and lessons obtained from evaluations will be used in the planning of future studies.

Follow-up on the Japan Overseas Cooperation Volunteers program

There are times when subsequent social and economic changes may entail the need for supplementary cooperation with team dispatch projects even though the prescribed period of cooperation has ended. In such cases, individual JOCVs are sent on the basis of a request from the recipient country to enhance the effects of cooperation.

An example is the "Implementation Support for Integrated Area Development Project in Barru District" in Indonesia. Teams were sent during the five years of this project (January 1995 to December 1999). Efforts were made to improve living standards through community participation by means of activities such as providing water for everyday uses, improving irrigation facilities, and diffusing methods of vegetable cultivation and livestock breeding. The government and the people of Indonesia expressed their satisfaction with this project once it was over, but at the same time it became clear that there was a need for cooperation to ensure that awareness of participation and skills on the Indonesian side will take firm root. JOCVs therefore continued to be sent to diffuse the principles of rural development and methods of vegetable cultivation, and these activities are continuing today. This is a good example of follow-up on cooperation by JOCVs.

Research

Outline of the Program

Only after a donor has gained a firm grasp of the natural conditions, the stage of development, and other conditions applying in developing countries can aid needs in the most essential areas be met appropriately.

Aid topics are becoming increasingly diverse and complex, embracing democratization, peacebuilding,



Session of NGOs involved in the "Development and Peacebuilding" international conference on technology transfer.

and information technology. Various new methods are also being introduced, including the sectoral approach and participatory development*.

As conditions surrounding aid change, research activities play an important role in enabling JICA to ascertain the needs of each country and to formulate guidelines for effective and efficient projects with a view to strengthening country- and region-specific approaches.

Close Up

Contributing to the development of southern Africa, a region with extensive needs

Since the collapse of the apartheid system, southern Africa has seen the emergence of new buds of real development, powered by keen private investment. The focal point of development is the newly constituted Republic of South Africa, the largest country in the region.

However, this region has been seriously affected by the negative legacy of apartheid and by a decline in its international standing as a consequence of the breakdown of the cold war structure. More than 40% of the black population of South Africa is unemployed, and public order is worse than almost anywhere else in the world. Mozambique, which had been experiencing miraculous economic development since the end of its civil war, was devastated economically by the horrendous floods that overwhelmed the country in March 2000. Other countries have fallen into long-term economic depression; Angola and Namibia have become exhausted as a consequence of chronic civil war; and Zimbabwe has been witnessing conflict over land ownership. Future development of the southern African region is thus still fraught with problems.

The Southern Africa Aid Research Group was formed in fiscal 1999 as a JICA research body. With the participation of leading researchers on Africa and experts with experience of working there, the group has been engaged on a lively debate on how Japan should cooperate with southern Africa, with the focus on South Africa, Zambia, and Mozambique.

Two main proposals were presented in a report on the results of this debate:

- (1) Thought should be given to contributing to regional peace and stability, emphasis on the complementary relationship with private economic activities, and cooperation with this region

Aid study group on southern Africa



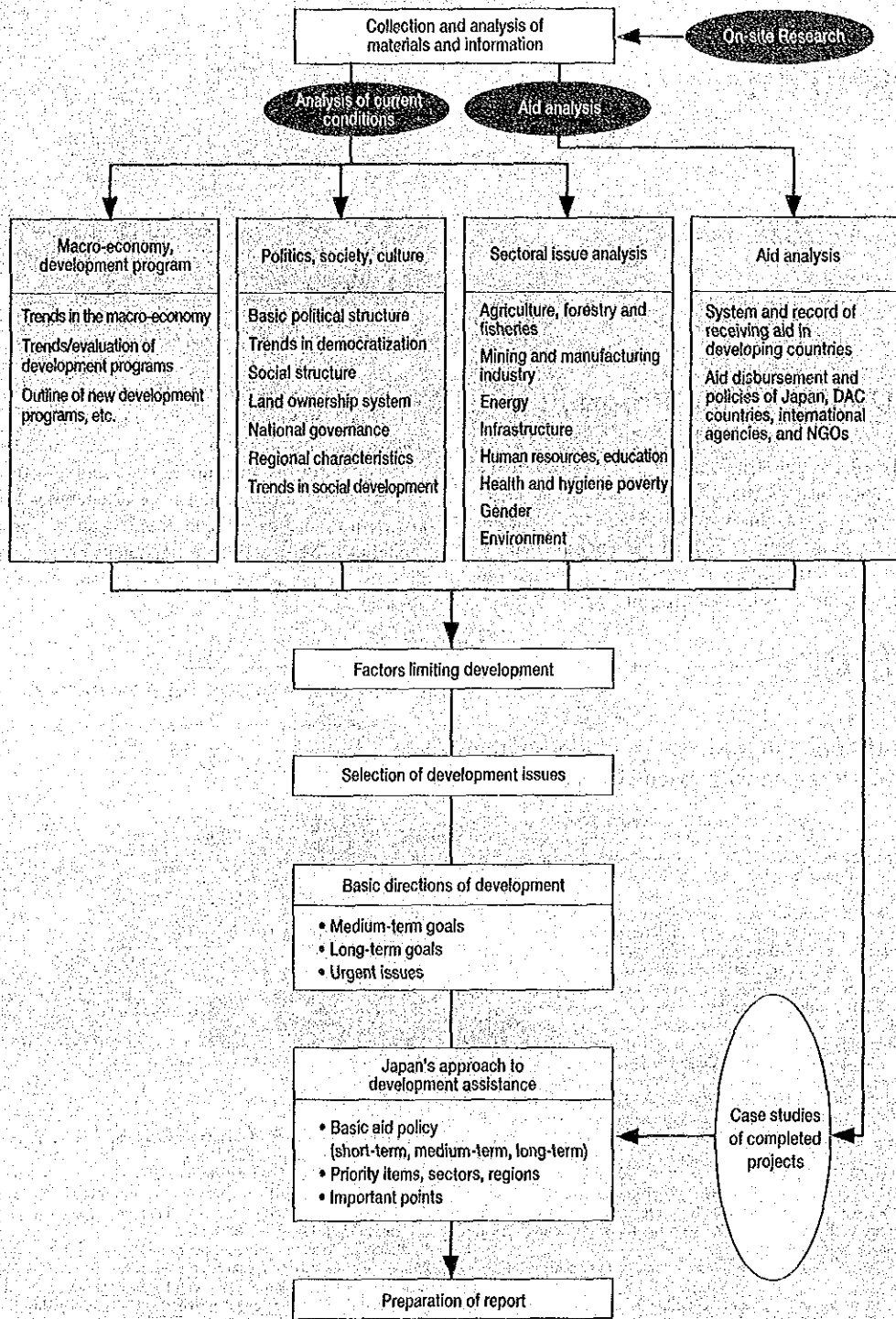
A new aid strategy is needed for southern Africa.

from a wide variety of standpoints including the deepening of relations between Asia and Africa.

- (2) In line with the recent debate on aid cooperation, flexible use needs to be made of personnel through the effective application of Japan's limited aid resources in line with a dynamic approach unencumbered by preconceptions.

Southern Africa is a region far from Japan and one relatively unfamiliar to the Japanese people. However, we hope that the results achieved by this research group can be used in the future in the formulation of aid policy and the execution of projects in this region, and that they will enable Japan to engage in projects with a high level of intellectual added value.

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



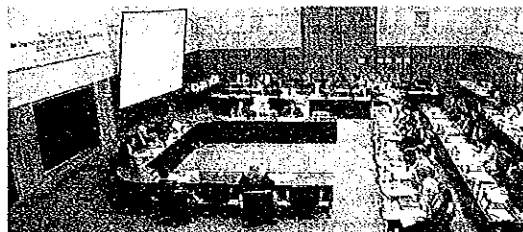
Research activities are carried out by research groups including external specialists, mainly with university or research institute affiliations, international cooperation experts, and JICA staff. These activities contribute significantly to the formation of networks between JICA and related organizations as well as fulfilling their primary objective of assisting in the preparation of guidelines.

Types and Results of Activities

Since fiscal 1999, research activities have been divided into three categories: research on project strategy aimed at priority regions and issues for cooperation and institutional frameworks; research aid methods relating to aid skills and methods; and research on important individual issues in the provision of aid.

Research activities conducted in fiscal 1999 are shown in Fig. 3-19.

A guest researcher system was begun in fiscal 1999 aimed at expanding research capabilities in specific areas and at building a network with universities and research agencies.



The Indonesia - Tokyo Seminar, an international conference on technology transfer.

The research department at the Institute for International Cooperation has been divided into two sections in order to create a more effective research system. The country-specific and issue-specific approaches are also being strengthened.

The results of these studies have a wide variety of applications: they provide basic materials for formulating the guidelines for JICA projects, for improving cooperation methods, and for preparing teaching materials used in the training of experts.

Fig. 3-19 Results of research conducted in FY1999

Research category	Area of research
Project strategy research	<ul style="list-style-type: none"> Participation in International Cooperation Projects of Municipal Governments (Phase II) Southern Africa (South Africa, Zambia, Mozambique) (country-specific aid research) Central Asia (Uzbekistan, Kazakhstan, Kyrgyzstan) (country-specific aid research) Environment (sectoral aid research) Finance Peacebuilding
Research on aid methods	<ul style="list-style-type: none"> System for Certification of Engineering Educational Programs Research on Systemization of Experience with Human Resources Development Projects (Maternal and Child Health) Research on Systemization of Experience with Human Resources Development Projects (Sub-Saharan Africa) Research on Systemization of Experience with Human Resources Development Projects (Higher Education) Development Experience in Regional Health and Medical Care in Okinawa and Application to Developing Countries Application of Advanced Telecommunications Systems to ODA Projects Methods of Program Support in African Development Case Studies of Project Cycle Management Methods of Information Access
Studies on individual topics	<ul style="list-style-type: none"> Basic Studies on Participatory Evaluation Japan's ODA for Southern Africa Possibilities for Cooperation between Japan and China in Connection with Reform of Chinese Companies, Monetary Reform, etc. Anthropological Re-examination of Participatory Development International Cooperation in Connection with Analysis of Factors Contributing to Corruption and Countermeasures
International conferences on technology transfer	<ul style="list-style-type: none"> Development and Peace Building Indonesia-Tokyo Seminar

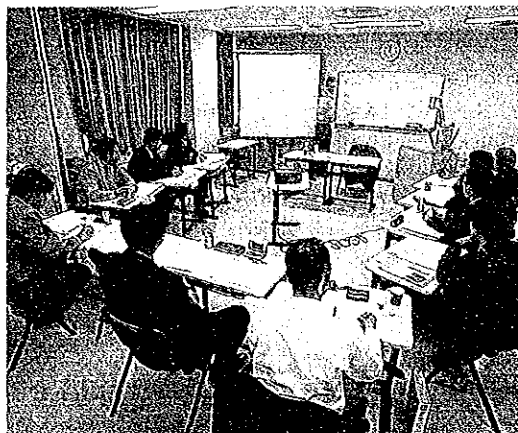
Recruitment and Training of Technical Cooperation Experts

Outline of the Program

Cooperation with developing countries has tended in recent years to focus on ways of supporting development in a comprehensive manner with a diverse range of policies. Important factors include self-reliance (ownership*) on the part of recipient countries and collaboration (partnership) with other aid organizations in connection with issues such as poverty alleviation, democratization, and improvements in legal systems. Introduction of information technology has brought about changes in aid methods themselves.

However, although the content and methods of aid may be diversifying, the basis of aid is ultimately human resources development. Indeed, personal links are growing ever more important. People involved in cooperation need experience backed up by skills and expertise. As well as fully understanding the methods and mechanisms of aid, these people need to have a thorough grasp of conditions in the recipient country and be able to plan and coordinate in collaboration with counterparts* and related organizations.

How to recruit and, when necessary, train experts and other personnel to engage in aid activities is thus an important condition for enabling the provision of effective, high-quality technical cooperation. At JICA, these roles are played by the Human Resources Assignment Department and the Institute for International Cooperation both of which are engaged actively in the recruitment and training of personnel.



Training of technical cooperation experts.

Content of the program

Cultivating experts

Training as described below is provided with the aim of cultivating experts possessing comprehensive and specialized skills in line with the needs of recipient countries.

1. Training for experts

The following training courses are provided principally for experts serving overseas for one year or more:

(1) Pre-dispatch group training

Intended for experts whose overseas postings have been decided, this training consists of two weeks of general training including instruction on local conditions and health regulation, and a three-week language course. It was held seven times in fiscal 1999.

Emphasis is placed especially on raising communication skills in developing regions through presentational methods and appreciation of different cultures. In fiscal 1999, these courses were attended by a total of 973 people, including 782 experts and 191 spouses.

(2) Supplementary language and technical training

Personalized language training is provided to experts who need to improve their linguistic proficiency. This training was received by 36 people in fiscal 1999. To further improve communication skills, there is also a system of training in local languages in the countries of posting. A total of 110 people received this training in 20 countries in fiscal 1999. Personalized technical training is also provided at institutions in Japan in order to supplement and improve specialized skills. It was received by 60 people in fiscal 1999.

2. Training of technical cooperation experts

This type of training is intended to enable people

who will shortly be sent overseas as experts to acquire the wide range of knowledge and skills demanded of them. In fiscal 1999, training attended by 154 people was held three times, each course lasting nine weeks. The content of the courses is shown in Fig. 3-20.

3. Comprehensive training in technical cooperation

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

Training attended by 42 people was held twice in fiscal 1999. Lasting approximately two weeks, it was aimed exclusively at coordinators and featured project management.

4. Links with local government and human resources development

(1) Training in international cooperation administration for local government officials

This training is intended to support international cooperation provided by local government and comprises a one-week practical training course and an optional three-week language training course. In fiscal 1999, it was held on three occasions at the Institute for International Cooperation in Tokyo and once at the Osaka International Center and was attended by a total of 83 people.

(2) Joint NGO-JICA training

In July 1999, 17 people from Japanese NGOs and 15 JICA staff members received this training. The training was designed to enable NGOs and JICA to study each other's project management methods and to strengthen mutual links.

(3) NGO-JICA joint workshop

With the aim of furthering mutual understanding of Japanese NGO activities and ODA, 11 NGOs from Okinawa and Kyushu took part in a workshop held in Okinawa in January 2000.

(4) Training of international cooperation personnel

This training was held over a period of two weeks in November 1999 in Okinawa and the Philippines with the aims of furthering understanding of international cooperation and equipping participants with the capacity to take part in related activities. It was attended by 28 people including staff of the Okinawa prefectural government, employees of international exchange organizations, and graduate students.

5. Associate specialists

Aimed specifically at young people with international experience such as JOCVs and JPOs*, this training is intended to enable them to play a part in international cooperation as experts or in other roles. In fiscal 1999, 15 young people were newly recruited and 80 people, including those continuing their training, received instruction both in Japan and overseas.

6. Long-term overseas training

This training is aimed at personnel from the private sector and government departments, former JOCVs, and JICA staff, and is intended to foster their abilities to take part in international cooperation. Participants acquire the skills they will require to become experts in leadership roles, balancing practical and theoretical expertise.

In fiscal 1999, 33 people were sent to educational and research institutions in industrialized and developing countries for a maximum of two years.

Twelve of these people were from the private sector (including former JOCVs), 12 were government employees, and 9 were JICA staff members. The subjects studied included agricultural and rural village development in developing countries, regional development, environmental conservation, public health and hygiene, and educational development. The studies were conducted at graduate schools and research institutes in Europe and the United States and at the offices of international agencies in Bangladesh and the Philippines.

Table 3-20 Training courses for technical cooperation experts held in FY1999

1st course (June 7 to August 6)	2nd course (October 4 to December 3)	3rd course (January 11 to March 10)
General agriculture	Forest environments	Infrastructure of rural villages
Industry and energy development	Conservation of marine environments	Forestry
Technical education and occupational training	Infrastructure*	Infrastructure
Global environment and environmental assessment	Environmental health	Technical education and occupational training
Primary health care*	Population and reproductive health*	Education
Poverty measures taking account of gender*	Practice of social and gender study methods	Urban environments and pollution measures
	Measures to prevent infectious diseases (August 2 to 27)	Support for development of legal systems

Upon completion of their courses, the participants return to Japan and take part in JICA projects as technical cooperation experts or members of survey missions to developing countries.

7. Intern system

Under the intern system, graduate students engaged in research on development aid and likely to play a part in aid projects in the future are given the opportunity for practical studies to increase their understanding of international cooperation. Training of this type was provided in fiscal 1999 for a total of 27 interns, - 10 students at offices in eight countries including Thailand and India and 17 students in Tokyo, Osaka and elsewhere in Japan.

Recruitment of experts

The following systems are intended to enable a rapid and appropriate response to requests for the dispatch of experts received from developing countries:

1. Development specialists

Highly skilled experts with extensive experience in technical cooperation are recruited to play key roles in overseas operations as project-type technical cooperation leaders and in Japan as supervisors for development studies, training course leaders, and leaders of study and research activities.

Ninety-four development specialists were recruited in fiscal 1999.

2. Special advisors

Special advisors are recruited primarily from among experts who have returned to Japan and are scheduled for dispatch. Thirty-nine were recruited in fiscal 1999.

3. Specialized technical advisors

Experts with advanced specialized skills, plentiful experience in international cooperation, and the ability to give advice on a wide range of technical matters are recruited. Three are currently active in this capacity, one in each of the fields of social development, mining and manufacturing development, and agricultural development.

4. Registration of experts

People interested in taking part as experts register beforehand to allow for prompt dispatch if and when their services are required. At the end of fiscal 2000, 3,028 individuals were registered under this system.

5. Open recruitment of experts

(1) General recruitment

The needs of developing countries have been growing increasingly diverse and complex in

recent years. Urgent topics facing these countries include support for women in farming and fishing villages and management guidance for small-scale companies. Experts must be recruited from the private sector to ensure that effective cooperation can be provided under these conditions. Two open recruitment campaigns were held in fiscal 1999, and 42 experts were recruited.

(2) Recruitment of experts to provide urgent financial support for ASEAN

The Japanese government proposed the "New Miyazawa Plan" in response to the Asian financial crisis that began with the fall in the value of the Thai baht in 1997. To support this plan in terms of personal involvement, experts have been recruited to provide urgent support for ASEAN's public and private financial sectors. Eleven experts were recruited in fiscal 1999.

6. Regional International Cooperation Liaison Associations

Regional International Cooperation Liaison Associations are being set up by JICA's domestic branches and centers. The aims are to forge closer links between experts who have returned to Japan after overseas service, to enhance international awareness in Japan's regions, and to promote public understanding of international cooperation.

As of March 2000, liaison associations with around 2,800 members were active at 40 locations throughout Japan. A meeting of the Central Liaison Committee attended by representatives from throughout Japan was held in July 1999.



Training of technical cooperation experts includes two weeks of overseas study.

Support for Activities of Experts

Outline of the Program

For experts sent to developing regions noted for their difficult living conditions, a healthy and safe working environment - achieved by health management and accident compensation - are as important as any financial rewards. These considerations are essential for recruitment and maintaining the morale of experts, and they are the foundations for future high-quality technical cooperation.

The Human Resources Assignment Department set up by JICA in fiscal 1999 is the base for providing integrated support for experts, including every stage from pre-dispatch training through to their eventual return to Japan.

Main Provisions

1. Pay and allowances, etc.
Experts are issued with the following dispatch allowances and domestic payments:
 - (1) Dispatch allowances
During their period of duty, long-term experts on dispatch for a year or more are issued with basic employment, living, family, schooling, language, remote area, and special skills allowances. Short-term experts on dispatch for less than a year are issued with traveling expenses, a language allowance, and a special skills allowance.
 - (2) Allowances within Japan
Depending on the expert's affiliation expert within Japan, domestic pay or pay to supplement personnel costs in the organization to which the expert belongs may be issued. Revisions were made in fiscal 1999 to domestic pay owing to changes in the pay structure of public service personnel.
2. System of publicly funded temporary return visits to Japan
Long-term experts on postings of two years or



An expert lecturing to regional health extension workers (Bolivia).

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

3. Health maintenance travel system

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

4. Dispatch of spouses and children

The following temporary dispatch facilities are provided for the physical and mental well-being of experts in long-term postings who have to live apart from their spouses and children:

- (1) Temporary dispatch of children
Children remaining in Japan to attend school are reunited during the school holidays with a parent serving as a long-term expert.
- (2) Temporary dispatch of spouses to malarial regions
Experts sent alone to malarial areas with exceptionally poor living conditions may temporarily have their spouses resident in Japan to visit.

5. Health maintenance

Doctors and nurses are on hand in the health clinic at JICA's headquarters to provide advice on health matters to experts and their families. Medical examinations are carried out on each individual before and during dispatch and after their return to Japan. To maintain health during overseas service, health guidance teams made up principally of doctors and nurses are sent to each country.

To strengthen the health maintenance system available to experts and their families overseas, nurses ("expert health administrators") are currently assigned to eight overseas offices. This system will be expanded in the future.

An emergency system is available for experts or their family members sent to countries with particularly poor medical conditions (102 countries in 2000) that provides for their transportation to medical institutions with a full range of facilities when injury or illness requires their hospitalization.

6. Security measures

Liaison consultative meetings are held mainly at JICA's overseas offices in connection with the security of locally active experts. Security information is made available and exchanged, and an emergency liaison network between overseas offices is in operation.

In regions where security is a major concern, funds are available for the purchase of telecommunications equipment (Inmarsat, iridium, radios, mobile telephones) for emergency use, crime prevention equipment, and employment of security guards.

Security officers are assigned to local offices to instruct JICA personnel on security matters, and itinerant security guidance teams are also regularly dispatched.

7. Accident compensation

Special labor insurance under the state-sponsored Workers' Accident Compensation Insurance scheme covers experts who meet with an accident in the course of their work or while traveling to work during their period of overseas service.

8. The Mutual Aid Association of JICA

The Mutual Aid Association of JICA was set up to stabilize the lives and to improve the welfare of experts working overseas. It provides medical costs if an expert dispatched by JICA falls ill or is injured, and condolence payments in the event of death during overseas service. It is supported by installments paid by the experts themselves and by JICA grants. Welfare activities include the distribution of sympathy gifts when a disaster strikes and provision of portable medical supplies. Emergency transportation can also be provided when necessary.

Fig. 3-24 Expert compensation and welfare schemes

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

* May not apply to certain terms of dispatch.

Information Disclosure and Publicity



A Mexican training participant makes friends with primary school pupils over lunch.

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Outline of the Program

Addressing information disclosure

The way to gain understanding and support from the general public for ODA and JICA projects is to ensure that they are executed effectively and efficiently. JICA is therefore placing as much information as possible in the public domain to shed maximum light on the agency's programs.

JICA is disclosing the most recent information on projects and the activities of study teams through our regular publications, annual reports, and publicity materials.

Except in special circumstances, JICA reports and documents are generally accessible and can be viewed by the public in the JICA library. Specific items of non-restricted information can be requested through our

Public Relations Department.

Some information on relations with recipient countries was not previously disclosed. To increase project transparency, we are now venturing to release such information conditional upon the approval of those concerned. The following types of information are involved:

- (1) Information on procurement of materials
 - Announcement of projects based on open tender: Name of project, materials for supply, eligibility for participation, date of tender.
 - Results of tender: Name of project, date of tender, bidding companies, bidding prices, successful bidders, contract prices.
- (2) Information on grant aid bids (implementation agencies, tender participants, successful bidders, contract prices).
- (3) Project evaluation reports

• JICA Library

Address:

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

Tel:

03-3269-2301 (main switchboard)

Opening hours:

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

Closed:

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

Access:

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

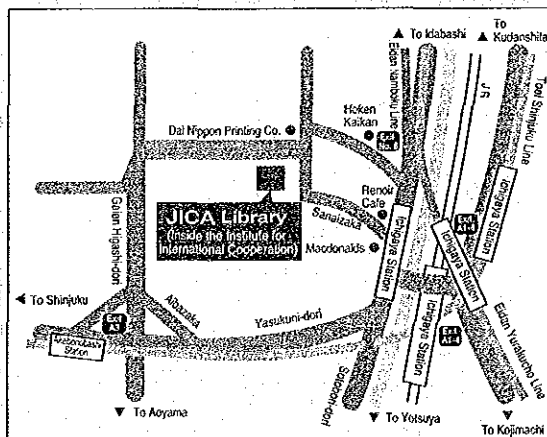
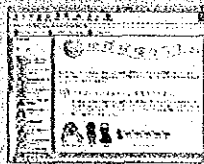


Fig. 3-22 Information available on the JICA website

- **Contents**
An overview of the content of JICA's website for first-time visitors.
- **What's New**
Presenting the most up-to-date information on JICA operations. The most important developments are summarized on the opening page.
 - This month's faces: Updated daily, the latest information on JICA staff, national agencies and overseas offices.
 - JDR activities: A regularly updated overview of JDR activities.
 - Others: *JICA Satellite*, etc.
- **For teachers, pupils, and students (development education)**
Information on how to submit entries to essay competitions for junior and senior high school pupils, dissertation competitions for university students, and international cooperation photography contests including information on prize-winning entries; information on overseas training for junior and senior high school teachers; page presenting information on recruitment of teachers to be sent overseas as part of the "Salmon Campaign" and materials to support development education (*Kokusai Kyoryoku* (International Cooperation) magazine), etc. The *Chikyu Tanken Kurabu* (Introducing JICA to Children) aims to explain conditions in the developing world to children.
- **Interested in JICA?**
This page presents information on the kind of work on which JICA is engaged. The JICA Internet Television broadcasts a program entitled *Chikyu Kazoku: JICA Report* (The JICA Report) that introduces JICA's activities.
- **Interested in the JOCVs?**
An overview of the whole range of JICA's volunteer operations including the JOCVs and the Senior Overseas Volunteers, together with regularly updated information on recruitment including all requested projects.
- **Interested in JICA's achievements?**
Information on the results of JICA projects (results in connection with specific global issues, JICA annual reports, project assessment reports, etc.) and real-time information on country-specific projects.
- **Seminar and library information**
Information on participation in seminars organized by sectors of JICA headquarters (Institute for International Cooperation, etc.), library search functions, etc.
- **For participants in international cooperation**
Country- and sector-specific aid research reports, *Kokusai Kyoryoku Kenkyu* (International Cooperation Studies) journal, *Gijutsu Iten Jojo Katarogu* (Technology Transfer Information Catalog) for experts, members of cooperation teams, and international cooperation specialists; supply information for consultants and contractors, etc., involved in projects; information on development partner projects for NGOs and local governments. Visitors to the website can now offer their opinions and requests in connection with international cooperation.
- **Recruitment information**
Information on recruitment of general staff, experts, Senior Overseas Volunteers, etc.
- **Information on developing countries**
Information on daily life in different countries (posts).
- **Searching through JICA's past activities**
Information available to anyone wishing to find out about specific matters (e.g. experts on environmental matters in Thailand, members of cooperation teams from Hokkaido active in the field of medical care, etc.)
- **Information on JICA agencies**
Links to the homepages of JICA's domestic and overseas offices
- **JICA links**
Links to the homepages of other international cooperation organizations.
- **Home address of the JICA website:**
<http://www.jica.go.jp/>



General opening of the JICA Library and information access

The JICA Library has been open to the general public since 1977. It holds around 136,000 items including JICA study reports and materials gathered by study groups, maps of developing countries, aid materials issued by international agencies, and many other items of information on developing countries. The library was used daily by an average of 59 people in 1999.

Information access and publicity activities through the Internet

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

In response to widespread demand, over the last few years we have substantially increased the quantity of information accessible on this website in both Japanese and English. Structural and other major changes were made in March 1999 to enhance the appeal of the Japanese version of the JICA website. Since then we have been attempting to disclose further information on projects and to improve recruitment information. Country-specific information can now be found on-line by typing in keywords, and information is available on all requested projects involving JOCVs, Senior Overseas Volunteers, and openly recruited experts. There is also a section where visitors to the website can offer their own opinions and requests concerning the execution of projects. Several other parts of the site have also been improved to enhance their visual attractiveness and accessibility. These include the "Introducing JICA to Children" which explains conditions in developing countries to children in simple terms, and the "JICA Internet Television," which broadcasts the satellite broadcasting TV program "The JICA Report," on the website. The main categories of information accessible on the Japanese-language website in May 2000 are shown in Fig. 3-22.

Japanese agencies and overseas offices are constantly setting up their own websites to strengthen the flow of information from the front line. As of August 2000, the JICA head office website provided links to the websites of 15 agencies in Japan and 25 overseas offices.

We intend to supplement the information currently available with a section offering an easily accessible introduction to JICA's technical cooperation activities together with more detailed

information on evaluations and grant aid. We also intend to revise and improve the English version of the website.

Public relations activities

With the Japanese domestic economy in recession and public finances at a low level, the general public is becoming increasingly demanding in its attitude toward ODA. This is the context within which JICA is advocating ODA. Extensive publicity activities are aimed at spreading awareness of aid projects at home and abroad and at ensuring that projects are accurately understood and well supported.

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

1. Approaches to the mass media

Representatives of the mass media and other specialists are sent copies of the magazine *JICA Satellite*, which, in addition to general topics, presents a full range of the most recent information on JICA projects. Several times a year they are given the opportunity to visit project sites in developing countries to acquire a better understanding of international cooperation. As a consequence, in 1999 articles on topics relating to JICA appeared on average 1.5 times a day in the national press and 19 times a day in the local press. The frequency with which JICA is featured in the press is increasing year by year.

2. Preparation of publications and public relations materials

Public relations activities aimed at the Japanese public include issue of the monthly magazines *Kokusai Kyoryoku* (International Cooperation) and *Crossroads*. The monthly magazine *JICA Frontier* is issued for readers connected with JICA projects. These publications serve to widen the scope of support for JICA's operations. Videos, photographic panels and pamphlets introducing JICA operations are constantly being produced to provide easily accessible information.

3. Organization of events

The main event intended to enhance general awareness of international cooperation is International Cooperation Day, which takes place on October 6. Other events include international cooperation campaigns (lectures, seminars, video showings, panel displays, etc.) presented throughout Japan by JICA branches and centers in collaboration with local governments and related organizations. Civic lectures on international cooperation are held throughout the year for the benefit of the general public. Such events strengthen links with the regions and further



The International Cooperation Festival held annually in Hibiya Park, Tokyo.

international awareness.

The International Cooperation Festival has been held in Tokyo's Hibiya Park every year since 1990 under the joint sponsorship of the Ministry of Foreign Affairs, the Japan Bank for International Cooperation, and the Association for the Promotion of International Cooperation (APIC). In 1999, 187 organizations, including 102 NGOs, took part in the event, which attracted some 167,000 visitors over the two days it was held. It provided an ideal opportunity for people to come into contact with conditions in developing countries and with international cooperation activities.

4. Use of audiovisual media

In 1999 we began to broadcast a JICA public relations program entitled *Chikyu Kazoku: JICA Report* (The JICA Report) lasting 30 minutes and making use of satellite broadcasting facilities. The program is produced on each occasion by JICA staff, cooperation personnel, and experts. As well as showing how international cooperation is occurring on the grass-roots level, the program transmits the voices of people in each country.

5. Overseas public relations

JICA's overseas offices play the main role in promoting public relations activities overseas. In 1999, as many as 48 offices-including those in the more developed countries-were involved in presenting panel displays and symposiums, producing pamphlets and videos, and organizing local press tours. Such activities are increasing year by year. We are also trying to strengthen the transmission of information overseas through regular publication of *JICA Network* in English, Spanish and French.

Activities to support development education

As was mentioned in the final report of the Committee on ODA Reform for the 21st Century (January 1999) and in JICA's own study report on

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Strengthening the Foundations of Project Implementation / Recruitment and Training of Technical Cooperation Experts



A JICA employee discussing Japanese aid at a junior high school (Salmon Campaign).

support for development education (March 1999), development education is the foundation for an interest in global issues and an understanding of the importance of international cooperation.

On the school level, there is a growing need for support for education in international understanding, which is one of the key items in the "Period for Integrated Study" to be introduced into the curriculum in 2002. As well as possessing extensive information on personnel with experience of developing countries including technical experts and JOCVs, JICA is also involved in related projects within Japan itself, such as the technical training participants and Youth Invitation Programs. This is why much is expected of JICA as regards support for development education.

The organizational and structural reforms implemented by JICA in January 2000 resulted in projects involving support for development education being coordinated under the wing of the Domestic Projects Division. Centering on JICA bodies throughout Japan, we are aiming to provide more effective support for development education in close collaboration with Local International Exchange Associations and NGOs.

The following are several forms of support for development education aimed specifically at educational institutions:

1. Essay competitions for junior and senior high school pupils, dissertation competitions for university students

Essay and dissertation competitions on the topics of developing countries and international cooperation are being held to give schoolchildren and university students the opportunity to think about these subjects. More than 30,000 entries were received in 1999. The most outstanding contestants are invited on study trips to developing countries, where they visit experts and JOCVs

active on the front line of international cooperation and increase their insight into JICA operations.

2. Study program on developing countries for junior and senior high school teachers

A study program - aimed at junior and senior high schools teachers with an interest in international cooperation and who incorporate development education into lessons and club activities - is arranged to enable such teachers to see for themselves how international cooperation is being provided in developing countries. Sixty-seven teachers were sent overseas on this program in 1999.

3. Visits by lecturers (Salmon Campaign)

JICA employees, former experts and JOCVs, and training participants in Japan are sent primarily to educational institutions through JICA agencies throughout Japan to increase understanding of developing countries.

4. Practical experience in international cooperation program

JICA International Centers offer a training program to participants from developing countries designed to provide them with practical experience in international cooperation. Participants in this program are able to enhance their understanding of international cooperation by getting to know training participants and attending lectures and workshops directed by former experts and JOCVs. There were 401 participants in this program in 1999.

5. Trial enlistment in the JOCVs

The JOCV training centers at Nihonmatsu and Komagane are implementing a trial enlistment program intended to give local junior high school pupils the chance to gain a better understanding of JOCV activities. There were 163 participants in this program in 1999.

6. Dispatch of Junior JOCVs

This program allows senior high school students to visit the locations where JOCVs are active and to experience volunteer activities for themselves. Ten students took part in the program in 1999.

7. Issue of the monthly magazine *Kokusai Kyoryoku* (International Cooperation) and the poster newspaper *Kokusai Rikai Kyoiku Topikkusu* (Educational Topics on International Understanding)

JICA's monthly magazine *Kokusai Kyoryoku* has changed to make it more easily accessible to junior and senior high school pupils, and its content and format make it suitable for use as a teaching material in schools. The poster newspaper *Kokusai Rikai Kyoiku*

Topikkusu is issued once every three months to schools throughout Japan, each issue featuring a specific country in the developing world.

8. "Introducing JICA to Children": a new addition to the JICA website dealing with development education

"Introducing JICA to Children" is a new page on the JICA website intended to stimulate primary and junior high school students into thinking about global issues. The subject of desertification was tackled in 1999.

In addition to providing support on the educational front, JICA also holds seminars and lectures at the agency's various institutions in Japan in collaboration with the Local International Exchange Associations and NGOs in order to deepen understanding of developing countries and international cooperation on the part of the general public.

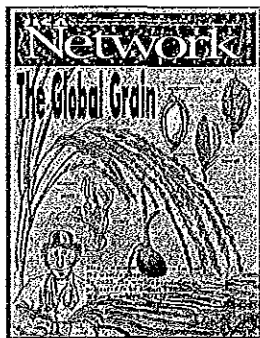
The ODA private monitor system begun in 1999 is also intended to deepen the general public's awareness by giving them the chance to see ODA in action in developing countries. During the first year of this system, 47 people—one from each prefecture in Japan—were sent to six countries. We intend to double this number in 2000: a total of 104 people, comprising one man and one woman from most prefectures and two men and two women from Tokyo, Osaka, Kanagawa, Aichi, and Saitama, will be sent to ten Asian countries.

JICA and JBIC will be holding a "Development Education" workshop in October 2000 to commemorate International Cooperation Day.

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JICA's publicity magazines and pamphlets.

