



Part I

ODA and JICA Programs

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Chapter 1

Topics in JICA Programs

Approach for Information Disclosure

Preparation for Information Disclosure

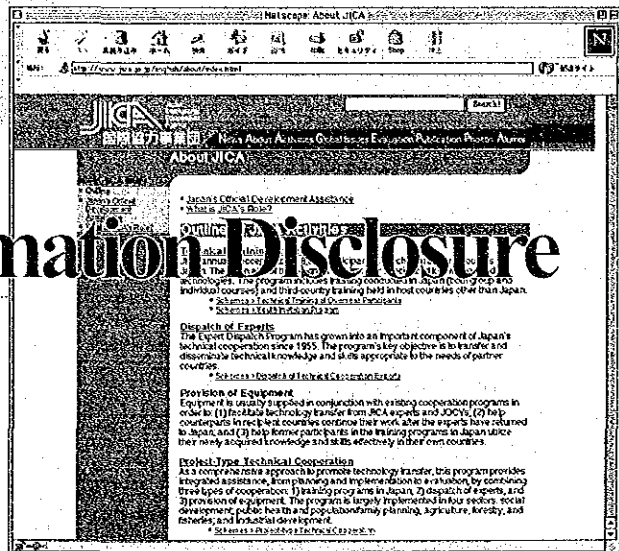
■ Preparing for Information Disclosure

In March 2000, in preparation for information disclosure, JICA set up an information disclosure working group consisting of the representatives of the General Affairs Division of the General Affairs Department in charge of the secretariat, as well as other departments, and has since broadly discussed the procedures and issues that need to be addressed to work towards information disclosure.

In order to address preparatory work for document compilation, between July and September 2000 we selected a model section in which specific document compilation was implemented. In November, based on the results of the pilot work, an Information Disclosure and Document Compilation Guide was distributed to all divisions (offices), domestic offices, and overseas offices, and full-scale work commenced.

In August 2000, the Information Disclosure Management Division was established in the General Affairs Department to promote progress management in document compilation work and favorable information services through case studies in local governments and administrative bodies; data collection from document management consultants; and discussions with other special public corporations. The examinations have been promoted with regard to the following work:

- 1) Determination of document retention period and document classification criteria
- 2) Development and management of the file management list creation system, registration of the document file management list of all JICA agencies
- 3) Preparation of the Information Disclosure and Document Compilation Guide



Information is available at the homepage in English.

- 4) Issue of e-mail entitled "Information Disclosure News"
- 5) Preparation of screening standards for information disclosure
- 6) Preparation of the Information Disclosure Procedure Manual
- 7) Revision of Management Regulation of Corporate Documents and constitutions of regulations related to information disclosure
- 8) Selection and training of personnel in charge of information disclosure
- 9) Establishment of JICA Plaza in JICA headquarters and domestic offices, which will act as contact points for document disclosure requests from the public
- 10) Updating the top page of the headquarters homepage (including the launch of an information disclosure page) and establishing domestic agencies' homepages.

■ Basic Policy Concerning Information Disclosure

The Law Concerning Access to Information Held by Independent Administrative Institutions, that is, the Freedom of Information Act for Independent Administrative Institutions, came into force on October 1, 2002.

In response, JICA formulated the following basic policies for the Law Concerning Access to Information Held by Independent Administrative Institutions.

1. JICA Open to the Public

As the majority of JICA's activities are not implemented within Japan, but rather in developing countries and therefore are not directly witnessed by Japanese citizens, it is difficult to attract their interest. In order to engage the public in the course of establishing an independent administrative agency, JICA needs to obtain their understanding and support with regard to ODA/JICA activities. It is therefore, essential to promote active disclosure and offer both organization and program information.

The information disclosure system is constructed in this way to offer all information related to programs in a timely manner to the public in a system that is easy to access.

2. Fulfillment of Public Accountability

Since JICA's programs are financed by taxes collected from the public, giving the utmost consideration to its public nature and public benefit, JICA must be accountable for explaining the programs.

3. Enhancing the Information Disclosure System

The information disclosure system has been developed based on information disclosure ordinances enacted and maintained by local governments, and on judicial precedents passed down by courts of law. Although local governments differ from JICA in terms of their significance and the programs they each implement, both organizations are equally obliged to explain their operations to the public and maintain transparency.

JICA believes that it is necessary to actively review and enhance the system in order to create an ideal information disclosure system by drawing upon information disclosure

systems promoted not only by administrative bodies and other independent administrative institutions, but also by local governments.

4. Providing Information for Evaluations

An active information service responds to the demands of a rapidly changing society. Active information disclosure means offering adequate materials for judgement when citizens evaluate JICA programs. As a result, citizens' opinions are fed back into the programs so that the programs can be reviewed, improved, and made more efficient.

5. Response Policy to Disclosure Requests

Information disclosure services (receipt of information requests and information provision) are handled at the information disclosure counter. The information disclosure counter under the headquarters is established at the general information center called JICA Plaza and began receiving requests for agency-wide information on October 1, 2002, when the law went into effect.

At domestic offices (branches, international centres, and Japan Overseas Cooperation Volunteers Training Centres), the public relations counter of JICA Plaza was set up as an information disclosure counter, and began receiving requests for JICA information on October 1, 2002, when the law went into effect.

6. Specific Responses to General Information Service

1) Addressing information service obligations

The information service obligations that have been institutionalized up to now are limited to the Law Concerning the Furtherance of the Preparation and Disclosure of Financial

Table 1-1 Outline of Information Service System

Basic information of the organization and system	Laws and regulations, organization overview, organization chart, functions, management officers list, locations, telephone numbers, fax numbers, program descriptions, etc.
Information on the current state of JICA activities	Project plans, project information, implementation policy, achievements, progress of the project, annual reports, audit reports, various program reports, statistical data, etc.
Information on budget and settlement of accounts	Budget, disclosure of final accounts, administrative cost statements, etc.
Contractual information on equipment and construction work	Announcement of projects based on open tender and results of tender, eligibility for participation, date of tender, bidding companies, bidding prices, successful bidders, contract prices, and various tenders and contract application forms
Information on evaluations	Annual evaluation reports, ex-post evaluation reports and ex-ante project evaluation charts by academics and external organizations
Information collected and accumulated by JICA that is requested by citizens and companies	Country-specific living information, research reports, cooperation with NGOs and local governments, support for development education, etc.

Statements for Special Public Corporations (1997 Law No. 103), and the scope remains in the disclosure of summarized financial statements. The information service system provided in the Law Concerning Access to Information Held by Independent Administrative Institutions is nothing more than mandating the provision of basic information in regard to organization, activities, financial affairs, evaluation, and auditing.

Regarding information specified by law as the bottom line of the information service, JICA will offer information on developing countries collected in the course of JICA's activities and share results of the programs and other relevant information with citizens in order to contribute to the promotion of Japanese citizens' understanding of the international community, including developing countries.

In regard to the information service systems from the institution, which is one of two major obligations in the Law Concerning Access to Information Held by Independent Administrative Institutions that comes with the information request system, the outline in Table 1-1 and its methods of provision are being examined.

2) Groundwork for Information Service

In order to provide citizen-oriented information services and easy access to information that the citizens demand, in 2002 JICA established JICA Plaza as a service counter that offers both program and organizational information in the domestic office network, and is currently upgrading the information service environment using the Internet.

When the Law Concerning Access to Information Held by Independent Administrative Institutions went into effect, JICA Plaza began operations as an information request counter. Accordingly, JICA Plaza is equipped with a document file management list related to JICA information disclosure. Various regulations on information disclosure and a document file management list with a search function is available for inspection at the information disclosure page at the JICA homepage.

Information in the Knowledge Management System

■ Sector and Issue Network System (Knowledge Management System)

As part of the above-mentioned information service, a Sector and Issue Network System is presently being built.

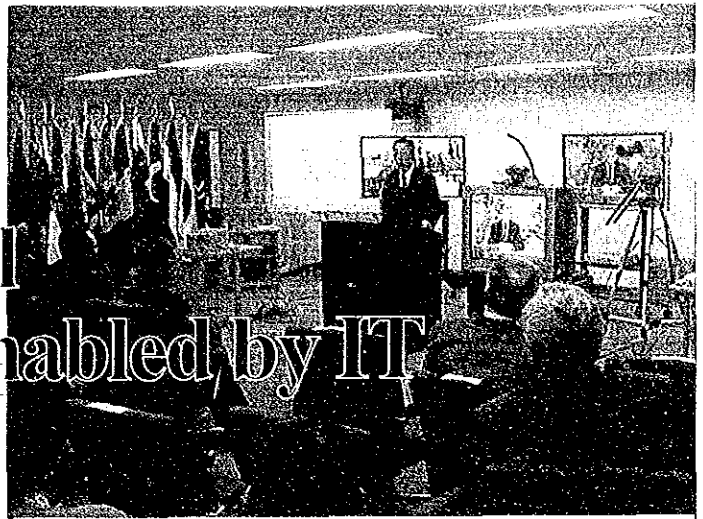
This system stores knowledge on development issues and fields that has been acquired and identified in the Sector and Issue Network that JICA is constructing.

The knowledge accumulated in the process of implementing JICA programs will be shared with people involved in development issues both in and out of Japan as public resources that can be widely utilized in Japanese society through the Internet.

Specifically, all JICA programs are categorized into more than 20 sectoral issues (peacebuilding, anti-poverty measures, mainstreaming genders*, social security, education, population, medical and health care, information and communication technology, water resources, introduction of market economy, private sector development, agricultural and rural development, fishery development, natural environment conservation, etc.) through which knowledge is categorized and stored. The following information is to be made public.

- 1) Project name, outline, objective, etc. (project outline list)
- 2) Training course name, outline, objective, etc. (training course outline list)
- 3) Project goal, achievement, input, etc. (project design matrix* [PDM])
- 4) Agreement with the partner country concerning project implementation (record of discussion, scope of work, etc.)
- 5) Compiling documents on the project (project document)
- 6) Compiling documents on evaluation results prior to the project (ex-ante project evaluation sheet [presently accessible at the JICA homepage])
- 7) Compiling documents on the evaluation results upon the project's completion (terminal evaluation results summary charts)
- 8) Compiling documents on the evaluation results several years after completion of the project (ex-post evaluation results summary charts)
- 9) Compiling documents on the implementation policy of JICA projects by issue (guideline by issue)
- 10) Basic knowledge of international cooperation by sector and issue (cooperation history, international declarations, bibliography, glossary, basic statistics, and international aid trends)
- 11) Project case for future lessons (good practice of aid)
- 12) Introduction of JICA program topics (news [topics])
- 13) FAQ (frequently asked questions and their answers) (hints & tips)

Distance Technical Cooperation Enabled by IT



Opening ceremony for a group training course using J-Net at the Tokyo International Centre

Changes Accompanying IT Development

Distance Learning Slowly Becoming Widespread

As the needs of developing countries become more varied and advanced and the international focus of technical cooperation shifts towards non-material aspects such as support for policies and systems, JICA is required to review its operational methods and address the needs of developing countries more properly and flexibly.

Rapidly evolving information technology (IT) is expected to play an exceedingly important role as the driving force behind global economic growth in the 21st century. IT applications have spread especially in the field of education and training. As opposed to the conventional face-to-face learning method, the so-called "distance learning method" is becoming more widespread. The World Bank and other donors* have begun applying IT to technical cooperation on a full-scale basis, which involves human resources in developing countries located far away.

In this context, Japan announced its commitment to bridge the digital divide* and improve the efficiency of its ODA with IT such as the distance learning method. In the Comprehensive Cooperation Package to Address the International Digital Divide at the Kyushu-Okinawa Summit in Japan, Japan also committed to establishing 30 IT centers.

Distance Technical Cooperation

Definition of Distance Technical Cooperation

Technical cooperation that employs distance learning methods is defined as distance technical cooperation, which is expected to improve the effectiveness and efficiency of conventional technical cooperation based on the face-to-face method.

Purpose of Introducing Distance Technical Cooperation

Based on the purport of the Comprehensive Cooperation Package to Address the International Digital Divide, JICA promotes applying distance technical cooperation to JICA's overall technical cooperation with the following objectives.

- 1) Address the digital divide issue in developing countries
IT utilization in aid implementation creates more opportunities for people in developing countries to use IT and encourages network development.
- 2) Improve the effectiveness and efficiency of conventional technical cooperation
Conventional face-to-face technical cooperation, such as dispatch of experts and training in Japan, will be supplemented in effectiveness and efficiency.
- 3) Fulfill needs that conventional technical cooperation cannot accommodate
Even in cases where experts cannot be dispatched, IT enables distance cooperation that leads to increased opportunities for people in developing countries to learn. Thus, needs that cannot be addressed by conventional technical cooperation are satisfied.
- 4) Sharing cooperation materials

Digitization and systematization of materials consolidates JICA's know-how and expertise and promotes knowledge sharing beyond the framework of individual programs. This will result in qualitative improvements in the entire technical cooperation.

Implementation Types and Methods of Distance Technical Cooperation

Distance technical cooperation is implemented as a combination of four types, as shown in Table 1-2, or individually.

Table 1-2 Four Types of Distance Technical Cooperation Implementation

Type name	Features	Applicable existing programs	Introduction plan		
			Short term	Medium term	Long term
Discussion type	<ul style="list-style-type: none"> Provides advice and guidance by effectively mobilized human resources. Possible to appoint human resources that better match the partner's needs. 	Training in Japan or developing countries, follow-up for graduates of training, development study/grant aid, Japan Overseas Cooperation Volunteers, development education support, promotion of participatory cooperation, promotion of aid efficiency, etc.	○	○	○
Training and lecture type	<ul style="list-style-type: none"> Offers training opportunities for government officials and other personnel who are unable to travel to Japan for training. Improves quality and increases quantity of trainees. 	Training in Japan or developing countries, follow-up for graduates of training, Japan Overseas Cooperation Volunteers, development education support	○	○	○
Forum type	<ul style="list-style-type: none"> Can be established on the WEB at any time. Videoconference can be employed as well. New policies, systems, and technologies are created by a wide range of participants. Promotes south-south cooperation. 	Training in Japan or developing countries, follow-up for graduates of training, development study/grant aid, Japan Overseas Cooperation Volunteers, promotion of participatory cooperation, promotion of aid efficiency, etc.	△	○	○
WBT type	<ul style="list-style-type: none"> Personal computers (or computers installed at affiliated organizations, etc.) are used for study over the Internet. The J-Net intranet can be used as well. Is intended for a wide range of pre-registered individuals related to the programs or unspecified learners (number of users can be limited by the use of a password). Opportunities for study and training can be maximized. 	Training in Japan or developing countries, follow-up for graduates of training, Japan Overseas Cooperation Volunteers, development education support	△	○	○

Notes: 1. ○ indicates "ready to implement" status.
 2. △ indicates "scheduled to implement" status.

The distance technical cooperation shown in Table 1-2 mainly utilizes a designated distance learning facility as a center. Forum and WBT types (web-based training), which are still in the planning stage, will be implemented over the Internet. The distance learning network connected by a communication line is called J-Net (tentative name).

Structure and Function of J-Net

J-Net consists of core centers established in JICA's domestic offices and the satellite centers established in JICA's major cooperation recipient countries in Asia (Figure 1-3).

The core centers and the satellite centers are equipped to offer live and interactive distance learning and self-study for more than 30 people at each center. J-Net is technically compatible with the World Bank's GDLN (Global Development Learning Network), which enables interconnection of the network. In other words, J-Net connected with GDLN can deliver distance technical cooperation programs even for countries not equipped with a satellite center.

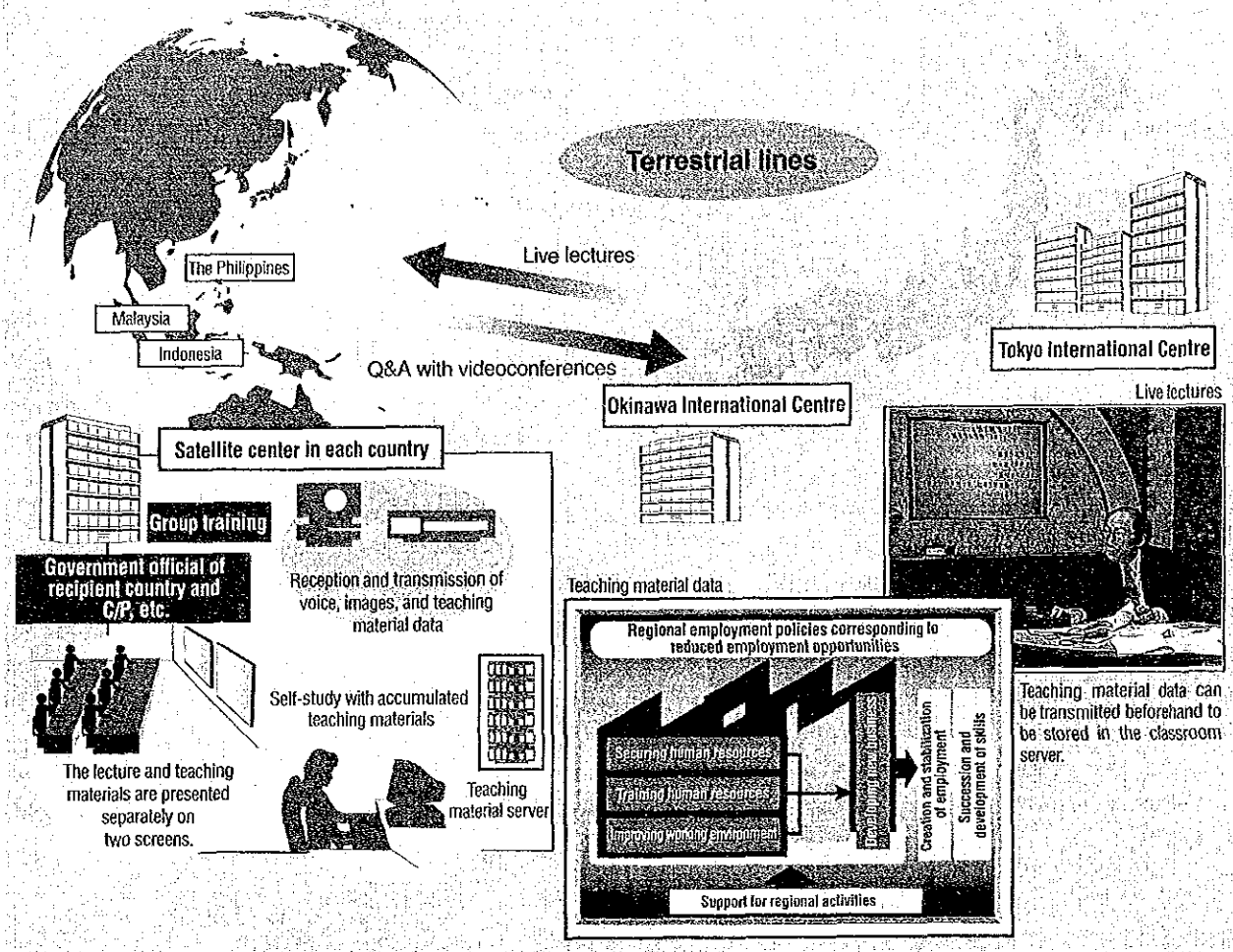
Introduction Policy of Distance Technical Cooperation

J-Net will focus on the Asian region for now and extend satellite centers in Asia. In fiscal 2001, core centers were established in Tokyo and Okinawa domestically, and three satellite centers were established in Indonesia, Malaysia, and the Philippines. Distance technical cooperation using the Internet has been upgraded to supplement the physical constraints of J-Net in parallel with J-Net. Since the center approach, which can incorporate face-to-face training, will become a key function in distance technical cooperation in the future, continuous expansion to countries where satellite centers will be established is under consideration.

Introduction Policy

JICA introduces distance technical cooperation for the following programs.

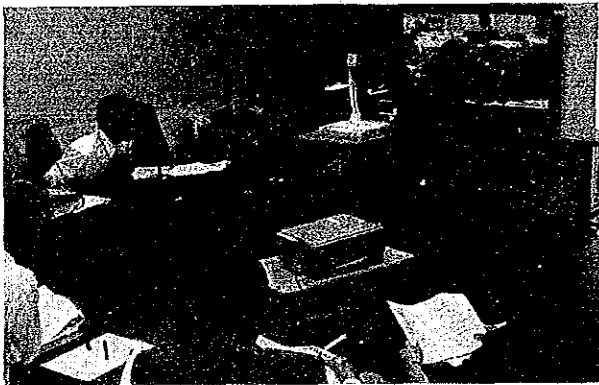
Figure 1-3 Core Centers and Satellite Centers



1. Overseas Technical Cooperation

1) Cordial accommodation of needs

Distance technical cooperation is actively utilized to address the diversifying needs of developing countries promptly. By specifically utilizing academics and others working at the cutting edge of their fields, people who cannot



Meeting between the division in charge of an Indonesian project and the partner at the J-Net studio at JICA headquarters

easily be dispatched overseas, and managing forums through the Internet, cooperation that makes the most of distance technical cooperation will be provided.

2) Cooperation project

Distance training is actively employed for cooperation projects that require the training of a large number of human resources in a short period. It is also utilized for technology exchange among projects and south-south cooperation*.

3) Training with common themes

Not limited to the countries where satellite centers are established, training is also offered to project counterparts* through the Internet with regard to common themes such as evaluation methods.

4) Project coordination and consultations

Distance technical cooperation is employed in project planning and monitoring, coordination at each stage of the evaluation, and consultations carried out prior to dispatch of study teams and experts.

2. Technical Training

1) Pre- and post-course training

In order to improve the effects of training, pre- and post-course training are conducted in combination with face-to-face training. It is also possible to select participants eligible for training in Japan in the pre-course training.

2) Group training

In group training, some lectures can be offered long-distance at the same time. Follow-up training is also possible through the Internet.

3. Development Studies and Grant Aid

In addition to training for counterparts and joint research, it is used in project planning, advisory activities, and coordination with counterparts when working domestically to improve program efficiency.

4. Dispatch of Japan Overseas Cooperation Volunteers

1) Technical backup

For projects that require technical backup such as group dispatch in the Japan Overseas Cooperation Volunteers Program, it is utilized for advising by technical experts.

2) Enhancement of the preparatory phase

Joint briefings and consultations prior to dispatch in the

Senior Volunteers Program will employ videoconferencing to prepare the volunteers for the program.

5. Promotion of Participatory Cooperation

1) Development education support

Development education support activities use the programs delivered by developing countries at the domestic core centers.

2) Offer access to citizen groups

A place where information is exchanged with local NGOs will be offered to citizen groups willing to participate in international cooperation.

Linkage with Other Organizations

JICA actively responds to requests for IT use from other aid agencies, educational research organizations, and public organizations in Japan.

Also, JICA aggressively promotes linkages with other donors (donor countries and agencies) who are engaged in the introduction of distance technical cooperation with respect to network interconnection, shared facilities, joint development of content, joint study, and research in relation to distance technical cooperation methods.



A remote lecture is offered to group training participants at the Tokyo International Centre.

Pursuing Social Participation and Equality

—Support for Persons with Disabilities—



National Rehabilitation Center for the Disabled in Indonesia

Activities in the Asia Pacific Region

It is reported that there are 300 million persons with disabilities (PWDs), one out of every ten persons in the Asia Pacific region, and it is speculated that most of them have limited opportunities to participate in society in the form of receiving education, employment, and necessary services. In order to improve this situation, the United Nations adopted the Decade of Disabled Persons (1983-1992), and then, the Asian and Pacific Decade of Disabled Persons (1993-2002) in 1992. The Economic and Social Commission for Asia and the Pacific (ESCAP) has enacted 12 Agenda for Action, as well. As a co-sponsoring country of this resolution, Japan is required to play the leading role in international cooperation in supporting PWDs, and in fiscal 1998, JICA conducted the Thailand-Indonesian Disabled Persons Welfare Control Project Formulation Study.

Under these circumstances, in October 2000, the Thailand government made a request to the Japanese government for project-type technical cooperation to encourage the social participation and equality for PWDs living in the Asia Pacific region through their empowerment*.

With the help of three studies that began in 2001, JICA held workshops focusing on PWDs and at the same time promoted consultations with Thai government institutions and neighboring nations, NGOs, and international agencies. As a result, the goal of the project became "promoting empowerment of PWDs and a barrier-free society in developing countries in the Asia Pacific Region," and specific activities began in August 2002 based on three main ideas.

1) Human resources development

Independent lives of PWDs, management and enhancement of organizations of PWDs, Community Based Rehabilitation (CBR), non-handicapping/barrier-free environment, etc.

2) Information support

Information accumulation in the field of disabilities, home paging, transmission program using mailing lists, etc.

3) Networking and coordination among related agencies

Moreover, construction of a center through grant aid is being planned. The following three points are the features of this project.

- a. This is the first project in which PWDs take the initiative in project identification, planning, management, and evaluation. It is a PWDs project by PWDs for PWDs.
- b. NGOs, which are organizations set up by PWDs in each country, are utilized as the domestic support committee in Japan and as affiliates in Thailand.
- c. This project is a region-wide project intended for PWDs living in the Asia Pacific region.

Activities in the Medical Care Field

■ Support for Organization and Systems:

Physically Disabled Rehabilitation Project in Chile

In Chile, it is a prime task to make improvements in the welfare system for persons with physical disabilities, and primary focus is placed on social welfare to support vulnerable people. JICA provides technical cooperation at the Instituto Nacional de Rehabilitación Pedro Aguirre Cerda (INRPAC), the only rehabilitation hospital for children with physical disabilities in Chile, for the purpose of improving its functions as a national center and its management in terms of medical care and administration. Through this cooperation, a medical information system will be established, the rehabilitation program will be expanded, and medical research will be advanced. It is also expected that rehabilitation treatment technologies will be improved, and the technical standards of rehabilitation professionals will be improved.

■ Educational Support:

Rehabilitation Professionals Training Project in China

In China, due to the increase in industrial facilities and vehicles in parallel with the country's recent rapid economic development, industrial and traffic accidents have increased greatly. As a result, the number of persons with physical disabilities has reached about 60 million, causing a serious shortage in people engaged in rehabilitation. JICA is cooperating with the China Rehabilitation Research Center to upgrade the education of medical rehabilitation professionals from the level of technical school to the level of four-year university based on international standards. Through support in curriculum development, teacher training, educational skills, educational management, and teaching material development, highly qualified teaching medical rehabilitation professionals will be trained. Also China's first university with a degree program in occupational therapy and physiotherapy based on international standards will be established in the center.

■ Human Development:

Leprosy Control and Basic Health Service Improvement Project in Myanmar

Myanmar is among top five countries in the world in terms of the number of leprosy patients. JICA implements cooperation with the aim of eliminating leprosy, improving rehabilitation, and strengthening infectious disease control and basic health services with a focus on leprosy. Ongoing activities include the development of human resources such as physicians, nurses, physiotherapists, and prostheses engineers, as well as improvement in prevention of disabilities (POD) and



Physiotherapy guidance in the Rehabilitation Professionals Training Program in China



Reconstructive surgery guidance in the Leprosy Control Project in Myanmar

prevention of worsening disabilities (POWD). Also improvement in rehabilitation technology and environment are being promoted.

Activities of Japan Overseas Cooperation Volunteers

Dispatch of Japan Overseas Cooperation Volunteers (JOCV) to support PWDs began in 1975 and presently about 130 volunteers are conducting activities.

■ Region-involved Activity in Mexico

Although the population of Mexico is about 98 million and statistically about 7% are PWDs, the mentally disabled are not included in these numbers. It is therefore assumed that the real number of PWDs is much larger.

The education of PWDs in Mexico has a short history. There is a shortage of teachers in schools for the disabled, and there are no training schools for professionals who can carry out their education.

Comprehensive education for children with mild disabilities and physical disabilities are implemented by regular schools designated for children with physical disabilities called USAER (Unidad de Servicios de Apoyo a la Educacion Regular). Children who find it difficult to participate in USAER classes go to support schools designated for children with overlapping disabilities called CAM (Centro de Atencion Multiple), which offers education for the purpose of helping the child get accepted into USAER. At CAM, two teachers teach one class, which consists of children with hearing disabilities, speech disabilities, and physical disabilities, with no distinction in degree of disability.

The Society Integrated Education Center in Huichapan

City in the western region of Hidalgo State is an NGO managed by a husband-and-wife team who run the facility for the visually impaired, and it is scheduled to become a CAM soon. In this facility, 30 children are enrolled from ages 1 to 18, and the disabilities cover mental disability, cerebral palsy, auditory problems, visual impairment, and speech disorder.

A JOCV in the field of school nursing works at this center. At the time the volunteer was posted, the building was located in the middle of a large wide plain, and the facility was dark with no electricity. Subsequently, Japan's grant assistance and grassroots projects brought electricity to the classrooms.

The volunteer attempted to improve the curriculum. By making the best use of his experience in Japan, he employed guitar music and language guidance with music to make the classes more enjoyable.

In addition, the volunteer began making small handicrafts with the children with disabilities. He used his free time because the school was open only two days a week due to a shortage of personnel. A sewing class was opened in the middle of the town, and with the help of parents, sales of handicraft goods began. Moreover, he started visiting children who have nowhere else to go and who spent entire days at home. His efforts are increasing.

Supporting Children with Disabilities in Costa Rica

Costa Rica, which is enthusiastic about education, is a small country in Central America that abolished the military after its 1946 civil war and allotted all military expenditures towards education.

The first school for children with mental and physical disabilities in this country was established in 1973, and presently 23 schools are in place. In addition, regular schools adopt integration studies, making efforts in educating children with disabilities.

Ever since the first dispatch of a JOCV in the field of physiotherapy to Costa Rica 23 years ago, JICA has continued dispatching volunteers to support PWDs. In recent years, volunteers have been dispatched to schools for the disabled to support children with disabilities. In 2000, the placement of two physiotherapists at each school for children with disabilities was carried out, and so therapy education for children with disabilities has been established. On the other hand, however, little is being done to address improvements in the treatment of children with disabilities.

In June 2002, the JICA/JOCV Costa Rica Office and the National Council of Rehabilitation and Special Education co-sponsored the Seminar on Team Work as a Strategy in

Front Line Support for Children with Disabilities

Costa Rica **Addressing Needs through Individual Consultations** Japan Overseas Cooperation Volunteers

◆ Social worker in a bind

The only public school for the disabled in Cartago Province, the Carlos Luis Bage Mathis School for the disabled, was established in 1975 and currently about 360 children with mental and physical disabilities are enrolled. There are few social workers in schools for the disabled in Costa Rica. Therefore, a volunteer "social worker" who was dispatched there did not know what to do.

The volunteer was introduced to a fatherless family who did not receive any support, despite their serious economic situation. As the child was mentally impaired, the volunteer recognized the necessity of assisting them to receive public assistance, such as pen-

sions for persons with disabilities and welfare benefits, and explained it to the mother. However, the mother was also slightly mentally impaired, so she could not even apply for benefits on her own. The volunteer went to the clinic with the mother and the child to receive the medical certificate that is necessary for an application.

◆ Applying for pensions for persons with disabilities

When the child did not respond to any of the doctor's questions, the doctor asked the mother, "Is this child always like this?" The mother replied simply, "At home, the child always speaks a lot." After hearing this and saying, "I see. This child is just shy," he was about to

write "shy" on the medical certificate. The volunteer then tried to explain the child's behavior at school. Finally, the child was diagnosed as being mentally impaired and the mother was able to make an application.

With this case as a start, the volunteer began individual consultations and as the activities of the social worker gained understanding, the number of consultations increased, leading to a total of 412 cases in the end. Since the support system for persons with disabilities was not well known, he prepared pamphlets and offered orientation sessions to promote these social security systems.

(JOCV Secretariat)

Rehabilitation. This seminar was planned and implemented under the leadership of the volunteers, and various issues surrounding the rehabilitation of PWDs were discussed. A number of social workers expressed the common opinion that in order to make a prompt and appropriate response to children with disabilities, physicians must perform appropriate diagnoses and record children's behaviors at school and home so that treatment can be improved.

Support for children with disabilities requires assistance in the fields of education by nursery school teachers, physician's diagnoses, therapy education by physiotherapists and occupational therapists, and treatment improvement by social workers, as well as linkage between all the supporters. This seminar resulted in deeper understanding of the professionals who are engaged on a national level. Support for the children with disabilities of Costa Rica has entered a new phase.



Demonstration of acupuncture for lower back pain by a JOCV in Costa Rica

Chapter 2

Japan's ODA and an Overview of JICA Programs

ODA and JICA

Types of ODA

What is ODA?

A variety of organizations and groups, including governments as well as international organizations, non-governmental organizations (NGOs) and private companies, conduct economic cooperation to support socioeconomic development in developing countries (refer to Figure 1-4). The funds and technology that governments provide to developing countries is called Official Development Assistance (ODA).

ODA is classified into three types: (1) bilateral grants, (2) bilateral loans, and (3) financial subscriptions and contributions to international organizations (multilateral aid*).

Bilateral Grants

Bilateral grants include technical cooperation that transfers technology to developing countries and grant aid that provides funds with no obligation for repayment.

1. Technical Cooperation

Technical cooperation transfers Japanese technology, skills, and knowledge to developing countries in order to train the human resources that will play a leading role in their socioeconomic development. It also supports the development and improvement of technology appropriate to the circumstances of a particular country while raising its level of technology and establishing new organizations and institutions.

More specifically, technical cooperation includes: (1) the implementation of technical training that provides training opportunities for technicians and administrators from developing countries, (2) the dispatch of experts with specialized



An expert provides instruction to a counterpart in Chile.

skills and knowledge and volunteers, (3) development study to assist with the formulation of a variety of urban, rural, and transport development plans and resource development, and (4) relief for disaster victims and assistance with disaster reconstruction.

2. Grant Aid

Grant aid involves the provision of funds for the construction of buildings such as schools and hospitals; for the supply of materials and equipment for education, training, and medical care; and for reconstruction after the occurrence of disasters. It can be divided into six categories according to its content. These are: (1) general grant aid, (2) grant aid for fisheries, (3) grant aid for cultural activities, (4) emergency grant aid, (5) food aid*, and (6) aid for increase of food production*.

Of these forms of grant aid, JICA supervises basic design studies* that conduct the basic planning needed for building facilities and procuring equipment and materials in five categories. These are: (1) general grant aid, (2) grant aid for fisheries, (3) grant aid for cultural activities, (4) food aid, and (5) aid for increase of food production. JICA is also charged with implementing work that includes surveys and intermediary and liaison work.

Bilateral Loans

Bilateral loans are loans that provide the funds needed for development under long-term, low interest conditions. They

can be classified into: (1) ODA loans under which funds needed for development are provided directly to the government or a government agency in a developing country, and (2) private-sector financing and investment under which funds are provided to Japanese companies or local companies operating in developing countries.

ODA loans are generally known as "yen loans." Yen loans previously focused on project loans for economic infrastructure* and social infrastructure such as roads, dams, communication facilities, and agricultural development, but in recent years the proportion of commodity loans aimed at improving the international balance of payments and loans for intellectual support, such as in education, has increased.

Financial Subscriptions and Contributions to International Organizations (Multilateral Aid)

Contributions for multilateral aid are an indirect method of extending aid by channeling funds through international organizations.

The international organizations to which contributions are made include various United Nations-related bodies such as

the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), and the United Nations Children's Fund (UNICEF). In addition, subscriptions are made to financial organizations involved in international development such as the World Bank, the International Development Association* (IDA, also known as the Second World Bank), and the Asia Development Bank (ADB).

The Budget and the System of Implementation

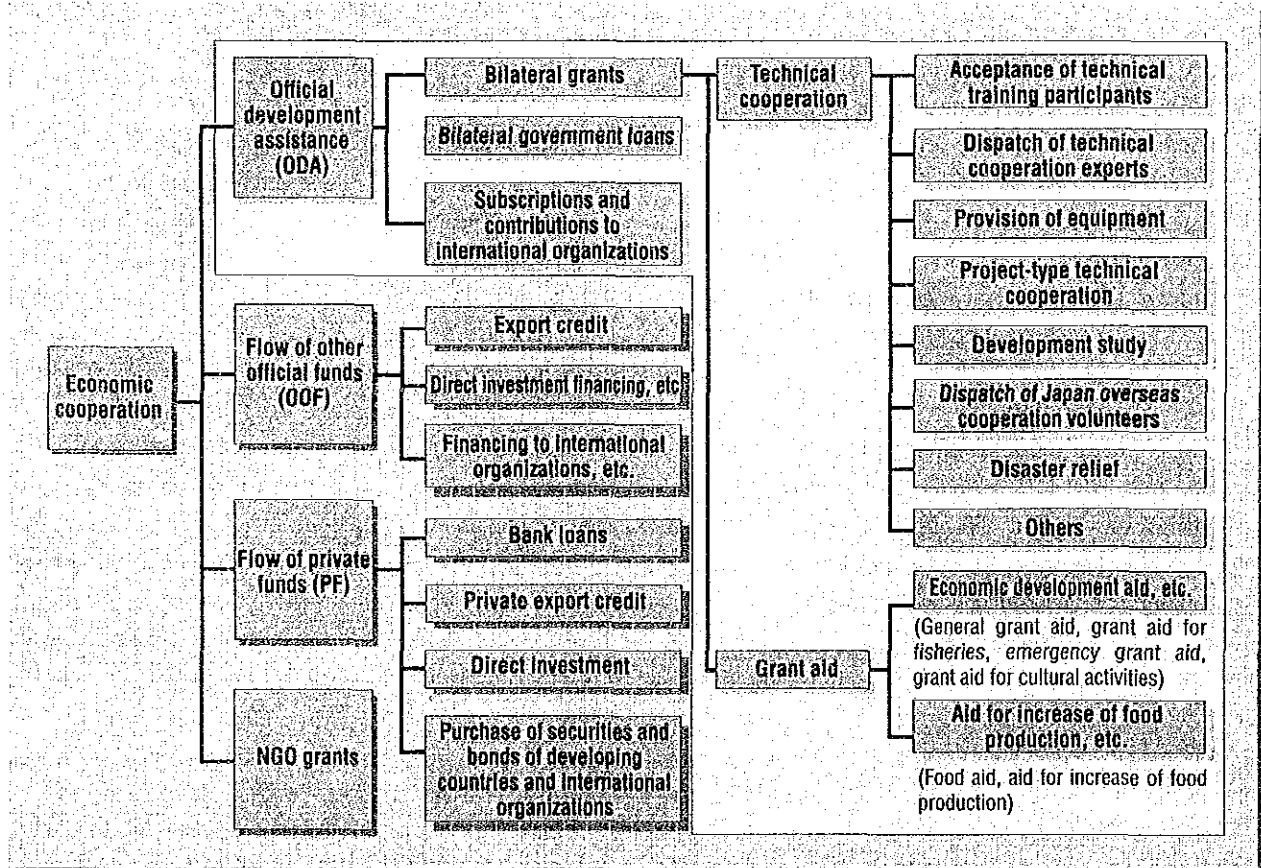
Breakdown of the Budget

The breakdown of the Japanese ODA budget (general account) calculated on the basis of the classifications described previously is shown in Table 1-5.

The budget is allocated to 13 government ministries and agencies as shown in Table 1-6.

The Ministry of Foreign Affairs, which is Japan's largest ODA implementation institution, takes the largest allocation of the ODA budget. In addition to the technical cooperation budget supervised by JICA, the budget for grant aid and contributions to United Nations-related organizations such as the

Figure 1-4 Economic Cooperation and Official Development Assistance



UNDP are included in this portion.

The expenses for the acceptance of technical training participants and for various studies conducted overseas (carried out through related organizations) are included in the allocation of the Ministry of Economy, Trade and Industry (METI). JICA receives and implements part of the study costs contained in the METI budget allocation.

The Ministry of Finance allocates the budget for the financing of bilateral government loans overseen by the Japan Bank for International Cooperation* (JBIC) and subscriptions to international development financial institutions such as the World Bank.

Agencies Other than JICA Providing ODA (Technical Cooperation)

Apart from JICA, the organizations implementing projects in relation to the Japanese government's technical cooperation budget include the Japan Foundation, the Japan External Trade Organization (JETRO), the Association for Overseas Technical Scholarship (AOTS), and the Japan Overseas Development Corporation (JODC).

The Japan Foundation is a special governmental corporation founded in 1972 to enhance understanding between nations and to promote international friendship. It receives part of its project budget from the Ministry of Foreign Affairs' budget. The foundation implements projects for both developed and developing countries. Of these, the ODA budget is primarily used for projects involving personal exchanges with developing countries, dissemination of Japanese language education, and presentation of Japanese culture.

JETRO is a special governmental corporation founded in 1958 to implement Japan's trade promotion projects. Since the late 1960s it has worked mainly toward encouraging imports from developing countries. It has brought officials responsible for trade policy and executives of private companies (that export to Japan) in developing countries to Japan, has given its support to the promotion of economic reform, has encouraged developing countries to export to Japan, and has sent its own experts to developing countries to help in the dissemination of technology appropriate to these countries. JETRO merged with the Institute of Developing Economics (IDE) in July 1998 and is now engaged also in basic and comprehensive studies and research on economic and other conditions in developing countries.

AOTS is a corporation under the jurisdiction of METI that was established in 1959 specifically to accept trainees from

Table 1-5 Total Government ODA Budget (General Account)

(Units: 100 million yen, %)

Type	FY 2001	FY 2002	
	Budget	Budget	Rate of Increase
I. Grants	7,307	6,915	-5.4
1. Bilateral grants	5,985	5,736	-4.2
1) Economic development aid, etc.	2,054	2,086	1.6
2) Food aid, etc.	416	305	-26.6
3) Technical cooperation (JICA allocation)	3,516	3,345	-4.8
2. Subscriptions and contributions to international agencies	1,322	1,180	-10.8
1) Organizations of the United Nations, etc.	807	765	-5.2
2) International development financial institutions	515	415	-19.5
II. Loans	2,845	2,191	-23.0
1) Japan Bank for International Cooperation (JBIC)	2,845	2,191	-23.0
Total	10,152	9,106	-10.3

Note: The overall total and the totals for each category do not match exactly since fractions have been rounded to the nearest whole number.

Table 1-6 Changes in the ODA Budget in Government Ministries and Agencies (General Account)

(Units: 1 million yen, %)

Type	FY 2001	FY 2002	
	Budget	Budget	Rate of Increase
Cabinet Office	1,295	1,167	-9.9
National Police Agency	111	92	-17.0
Financial Services Agency	177	133	-24.8
Ministry of Public Management, Home Affairs, Posts and Telecommunications	1,070	988	-7.6
Ministry of Justice	510	439	-14.0
Ministry of Foreign Affairs	556,503	538,498	-3.2
(JICA Allocation)	(179,040)	(170,055)	-5.0
Ministry of Finance	337,611	262,279	-22.3
Ministry of Education, Culture, Sports, Science and Technology	49,324	47,836	-3.0
Ministry of Health, Labour and Welfare	12,431	11,799	-5.1
Ministry of Agriculture, Forestry and Fisheries	6,963	6,217	-10.7
Ministry of Economy, Trade and Industry	47,305	39,212	-17.1
Ministry of Land, Infrastructure and Transport	1,433	1,272	-11.3
Ministry of the Environment	488	264	-45.9
Total	1,015,221	910,646	-10.3

Note: The overall total and the totals for each category do not match exactly since fractions have been rounded to the nearest whole number.



A training participant visits the Teranishi Elementary School in Hiroshima.

foreign private companies. JODC, which is also a corporation under the wing of METI, was established in 1970 to encourage industrial development in developing countries and regions and to promote trade between Japan and these countries and regions. It conducts projects that include dispatching Japanese engineers, managerial experts, and other specialists.

■ The Roles of JICA in ODA

JICA plays a key role in technical cooperation implemented by the Japanese government.

The budget for technical cooperation in fiscal 2002 amounted to 334.5 billion yen, a figure which accounts for 36.7% of the total ODA budget. Of this, JICA is responsible for 170.1 billion yen, or 50.9% of the technical cooperation

budget (refer to Table 1-7).

One of the features of JICA's operations is that aid with 'a clearly visible profile' is positioned through the activities of JICA experts and Japan Overseas Cooperation Volunteers (JOCV), at the center of its programs. JICA programs thus focus on the kind of human resource contributions that the world expects Japan to make for the international community. As of the end of March 2002, JICA had sent as many as 260,000 technical cooperation experts, study team members, JOCVs, and Senior Volunteers to developing countries. In addition, JICA has assisted with the development of human resources by receiving as many as 240,000 administrators and technicians from those countries in Japan for training or in developing countries for third-country training*.

JICA projects are also closely connected with the yen loans implemented by the JBIC. JICA carries out studies to support the range of public development planning which provides the foundations for nation building in developing countries, and it submits the results to the recipient country in the form of a development study report. The construction of public infrastructure, such as roads and hospitals, and some of the other suggestions proposed in the reports are realized by means of yen loans.

In addition, while technical cooperation has previously been primarily composed of "human resources development" cooperation, in recent years it has also been focusing its efforts on "policy-making and institution-building" to strengthen the foundations of developing countries.

Table 1-7 Japan's ODA Budget and JICA's Technical Cooperation (DAC Base)

	Project Budget for FY 2002 (General Account)	Expenses	2001 Calendar Year			
			Technical training participants	Experts and study teams	Cooperation volunteers	Overseas students
Japan's ODA as a whole	910.6 billion yen	9,704 million dollars (1,179.0 billion yen)				
Japan's technical cooperation	334.5 billion yen	2,811 million dollars (341.5 billion yen)	34,584 people	18,310 people	4,355 people	77,209 people
JICA's technical cooperation	170.1 billion yen	1,370 million dollars (166.5 billion yen)	16,929 people	15,317 people	3,998 people	0 people
Proportion of technical cooperation as a whole implemented by JICA	50.9%	48.7%	49.0%	83.7%	91.8%	0.0%

Notes: 1. Includes figures for Central and Eastern Europe.

2. JICA's technical cooperation includes results based on trust funds from METI.

3. Provisional values for results in 2001

Projects in these areas place emphasis on each developing country's development program and on compliance with Japan's country-specific policies. Therefore, while promoting country-studies to determine the kinds of aid needed by recipient countries, JICA is deepening dialog with government officials in these countries through various opportunities in an effort to ensure that cooperation is provided in line with the actual on-site conditions.

The ODA Charter and JICA

The cabinet approved Japan's ODA Charter on 30 June 1992. The aims of this charter are to clarify the ideals and principles of ODA in order to create the conditions under which ODA can be implemented more efficiently and effectively with the understanding and support of people in Japan

and abroad. The basic ideals underlying the provision of aid specified in the Charter are as follows.

- 1) Humanitarian considerations: As a member of the developed world, Japan can ill afford to disregard the famine and poverty which occur in developing countries.
- 2) Recognition of interdependence: Political stability and economic development in developing countries are indispensable for maintaining peace and prosperity in Japan and throughout the world.
- 3) Conservation of the environment: A topic facing mankind as a whole which must be tackled jointly by both developed and developing countries.

On the basis of this approach, Japan provides aid that helps developing countries to become self-reliant.

The Charter proposed the following basic principles in

Table 1-8 Japan's ODA in 2001 (According to Aid Type)

Type of Aid	Value of Aid	In US millions of dollars		In 100 millions of yen		Constituent Ratios (%)	
		Amount	Change from Previous Year (%)	Amount	Change from Previous Year (%)	ODA Total	Bilateral
Grant aid (Excluding Central and Eastern Europe and graduate nations)		1,840.87	-12.7	2,236.66	-1.6	19.0	25.4
		1,838.68	-12.4	2,234.00	-1.3	19.0	25.3
Technical cooperation (Excluding Central and Eastern Europe and graduate nations)		2,810.98	-24.1	3,415.34	-14.5	29.0	38.7
		2,708.05	-24.3	3,290.28	-14.7	28.0	37.3
Total (Excluding Central and Eastern Europe and graduate nations)		4,651.85	20.0	5,651.99	-9.8	47.9	64.1
		4,546.73	-19.9	5,524.28	-9.8	47.0	62.6
Government loans, etc. (Implemented loans) (Loan recovery) (Excluding Central and Eastern Europe and graduate nations)		2,602.64	-32.0	3,162.21	-23.3	26.8	35.9
		(5,536.29)	(-19.7)	(6,726.60)	(-9.5)	(57.1)	(76.3)
		(2,933.65)	(-4.3)	(3,564.39)	(7.8)	(30.2)	(40.4)
		2,716.08	-33.6	3,300.04	-25.2	28.1	37.4
Total (Excluding Central and Eastern Europe and graduate nations)		7,254.49	-24.7	8,814.20	-15.2	74.8	100.0
		7,262.82	-25.6	8,824.32	-16.2	75.0	100.0
Subscriptions and contributions to international organizations (Excluding contributions to EBRD)		2,449.06	-35.2	2,975.61	-27.0	25.2	
		2,415.02	-35.4	2,934.25	-27.2	25.0	
Total (Including Central and Eastern Europe, graduate nations and the EBRD) (Excluding Central and Eastern Europe, graduate nations and the EBRD)		9,703.55	-27.7	11,789.81	-18.5	100.0	
		9,677.83	28.4	11,758.56	-19.3	100.0	
GNP (provisional)	(US1 billion dollars, 1 billion yen)	4,213.13	-12.4	511,895.30	-1.2		
% of GNP		0.23		0.23			
(Including Central and Eastern Europe, graduate nations and the EBRD)		0.23		0.23			
(Excluding Central and Eastern Europe, graduate nations and the EBRD)							

Notes: 1. DAC rate for 2001: \$1.00 = 121.50 yen (Depreciation in the value of the yen by 13.70 yen compared with 2000).

2. The subtotals for each aid type do not match exactly the overall total since fractions are rounded to the nearest whole number.

3. EBRD: European Bank for Reconstruction and Development. The EBRD provides assistance for transition to a market economy in countries of the former Soviet Union and Central and Eastern Europe.

4. Countries and regions that are graduate nations*: Brunei, the Republic of Korea, Singapore, Hong Kong, Macao, Israel, Kuwait, Libya, Qatar, United Arab Emirates, and Cyprus.

connection with the implementation of aid.

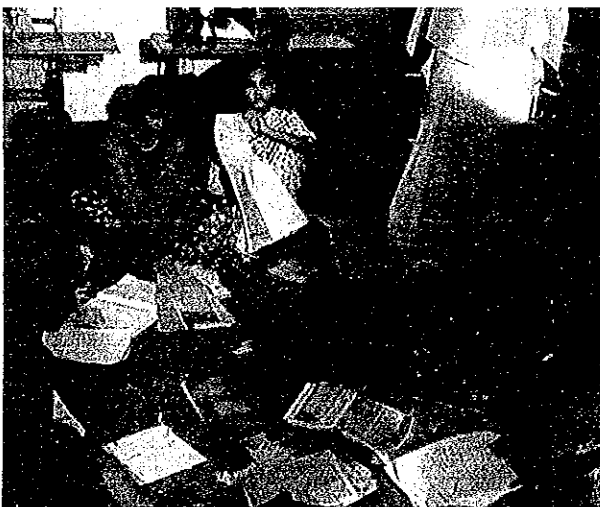
- 1) Pursuit of environmental conservation and development in tandem
- 2) Avoidance of the use of ODA for military purposes or for the aggravation of international conflicts
- 3) Due consideration to trends in military expenditure by recipient countries, their development and manufacture of weapons of mass destruction and missiles, and their import and export of arms
- 4) Full attention to progress being made with the introduction of democratic institutions and a market-oriented economy, and to the securing of basic human rights and freedoms in the recipient country.

Other priorities relating to aid include approaches to global issues*, assistance focused on basic human needs* (BHN) and emergency aid, human resources development as well as research and other cooperation* for the improvement and dissemination of technologies, improvement of infrastructure, economic structural adjustment*, and resolution of accumulated debt problems.

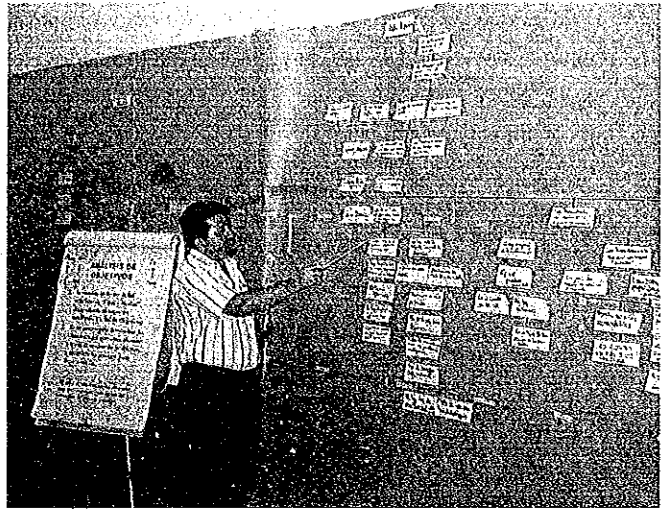
Shift from Quantity to Quality

ODA Achievements

The total value of Japanese ODA in 2001 was US\$9.67783 billion (excluding aid to Central and Eastern Europe), making Japan the world's second largest donor* nation (refer to Table 1-9). This represents 18.8% of the total value of ODA provided by the 22 Development Assistance Committee* (DAC) member states, which amounted to US\$51.35400 billion. Meanwhile, Japan's ODA accounted



Technical training for women in Bangladesh



PCM workshop in Nicaragua triangle cooperation

for 0.23% of its gross national product (GNP), placing it in eighteenth position among the DAC countries.

The grant element* and the grant ratio are considered to be two of the main indices of the quality of aid. The figures for Japan remain low among the DAC nations as a whole and must be improved. JICA deems that an expansion of bilateral grants mainly involving technical cooperation is an essential requirement for increasing the grant ratio of Japan's ODA.

Future Tasks

Within Japan, a restructuring of government ministries and agencies was implemented in January 2001, and a review of special governmental corporations, including JICA, has been advanced. In addition, conditions surrounding ODA have become more severe than ever as a result of administrative and fiscal reforms, including reductions in government expenditures. Under these circumstances, even the basic principles of ODA and its system of implementation are under review.

The government compiled its Medium-Term ODA Policy in August 1998 to determine the essential direction of Japanese ODA for the coming five years. This policy document was formulated to substitute the Medium-Term ODA Objectives produced five times since 1978. Its main feature is that it does not stipulate targets for overall ODA performance as in the case of medium-term objectives. It is concerned with tackling global issues with emphasis on intellectual support including human resources development, policy-making, and institution-building.

The policy also stresses the importance of striving to gain the understanding and support of the Japanese people by mak-

ing aid operations more efficient and by disclosing more information. Amidst hectic changes occurring in the economy, public finances and the aid environment, there is a growing need for a review of Japanese ODA policy, which has hitherto centered on the quantitative aspect in the form of gradual increases in aid expenditure. However, we must move away from quantity to emphasize quality in ODA.

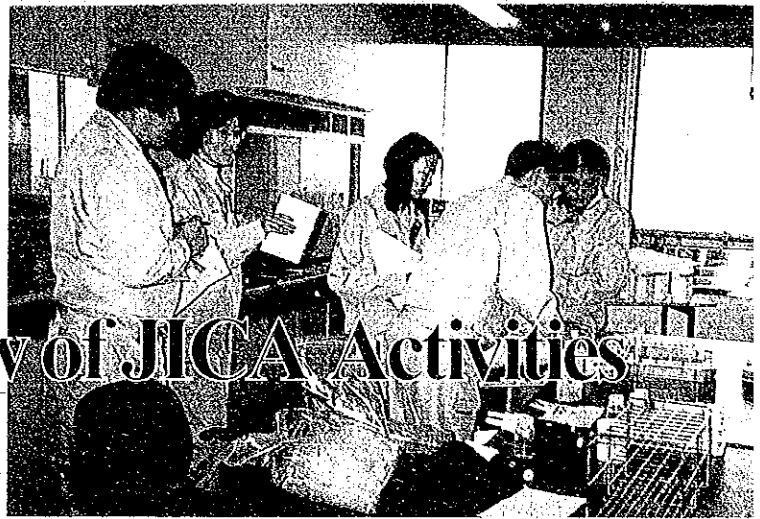
Based on the recommendations in the final report of the second ODA Council held in March 2002, JICA is more aware than ever of its responsibility as an aid agency to respond to the expectations of the Japanese people and to provide effective aid. In light of its transformation into an independent agency, JICA is working to implement projects much more effectively and efficiently.

Table 1-9 ODA of DAC Countries in 2000 and 2001

2000							2001						
Position	Country	Total (\$m)	Share (%)	Growth Rate from Previous Year (%)	% of GNP		Position	Country	Total (\$m)	Share (%)	Growth Rate from Previous Year (%)	% of GNP	
					%	Ranking						%	Ranking
1	Japan	13,508	25.1	-11.84	0.31	8	1	USA	10,884	21.2	9.33	0.11	22
2	USA	9,955	18.5	8.86	0.10	22	2	Japan	9,678	18.8	-28.35	0.23	18
3	Germany	5,030	9.4	-8.79	0.24	15	3	Germany	4,879	9.5	-3.00	0.27	13
4	UK	4,501	8.4	30.46	0.31	8	4	UK	4,659	9.1	3.51	0.32	11
5	France	4,105	7.6	-27.18	0.29	10	5	France	4,293	8.4	4.58	0.34	7
6	Netherlands	3,135	5.8	-0.03	0.78	3	6	Netherlands	3,155	6.1	0.64	0.82	3
7	Sweden	1,799	3.3	10.37	0.76	4	7	Spain	1,748	3.4	46.28	0.30	12
8	Canada	1,744	3.2	2.65	0.27	12	8	Denmark	1,599	3.1	-3.91	1.01	1
9	Denmark	1,664	3.1	-3.98	0.97	1	9	Sweden	1,576	3.1	-12.40	0.76	5
10	Italy	1,376	2.6	-23.81	0.12	21	10	Canada	1,572	3.1	-9.86	0.23	18
11	Spain	1,195	2.2	-12.33	0.20	19	11	Italy	1,493	2.9	8.50	0.14	21
12	Norway	1,264	2.4	-7.74	0.84	2	12	Norway	1,346	2.6	6.49	0.83	2
13	Australia	987	1.8	0.51	0.25	14	13	Switzerland	908	1.8	2.02	0.34	7
14	Switzerland	890	1.7	-9.55	0.33	6	14	Belgium	866	1.7	5.61	0.37	6
15	Belgium	820	1.7	7.89	0.32	7	15	Australia	852	1.7	-13.68	0.25	14
16	Austria	423	0.8	-19.73	0.21	18	16	Austria	457	0.9	8.04	0.25	14
17	Finland	371	0.7	-10.82	0.29	10	17	Finland	389	0.8	4.85	0.33	9
18	Portugal	271	0.5	-1.81	0.24	15	18	Ireland	285	0.6	21.28	0.33	9
19	Ireland	235	0.4	-4.08	0.27	12	19	Portugal	267	0.5	-1.48	0.25	14
20	Greece	226	0.4	16.49	0.18	20	20	Greece	194	0.4	-14.16	0.19	20
21	Luxembourg	127	0.2	6.72	0.65	5	21	Luxembourg	142	0.3	11.81	0.80	4
22	New Zealand	113	0.2	-15.67	0.23	17	22	New Zealand	111	0.2	-1.77	0.25	14
DAC Total		53,737	100.0	-4.79	0.22		DAC Total		51,354	100.0	-4.43	0.22	

- Notes: 1. This table excludes aid to Central and Eastern Europe and to graduate nations.
2. The DAC total may not tally with the total of individual countries owing to the rounding off of figures.
3. Provisional values for results in 2001

Statistical Overview of JICA Activities



Chinese training participants studying water pollution analysis at the Toyama Prefectural Environmental Science Research Center

Total Budget and Breakdown

ODA Results for 2001

As previously mentioned, Japan's ODA in calendar year 2001 totaled US\$9.70355 billion including figures for Central and Eastern Europe, graduate nations*, and financing of the European Bank for Reconstruction and Development (EBRD) (refer to Table 1-10), of which technical cooperation accounted for US\$2.81098 billion, or 29.0% of Japan's total ODA. Of this technical cooperation, JICA's activities amounted to US\$1.37015 billion, or 48.7% of technical cooperation as a whole. Compared with the previous year, these figures represent a 24.1% decrease in technical cooperation as a whole and a decrease of 6.2% for JICA activities. A breakdown of technical cooperation expenditure is shown in Table 1-10.

JICA's initial budget for fiscal 2001 was 187.1 billion

yen, a 4.5% decrease from the previous year, of which grants accounted for 176.8 billion yen, investments for 2.2 billion yen, and funds in trust for 8.1 billion yen. Activities executed by JICA accounted for 151.7 billion yen (64.0%) of the grant aid budget of 237.0 billion yen entrusted to the Ministry of Foreign Affairs. JICA budgets since 1974 are shown in Figure 1-11.

Composition of Activities by Region

A look at costs per region in connection with technical cooperation implemented by JICA in fiscal 2001 shows the following distribution: Asia 46.4%, Middle East 7.6%, Africa 15.0%, Latin America 19.9%, Oceania 2.9%, and Europe 2.0%. Figure 1-12 shows composition by region including a year-on-year comparison.

Table 1-10 Japan's ODA and JICA Activities (Unit: \$1 million)

Type	Calendar Year	2000	2001
Official Development Assistance		13,419	9,704
Technical cooperation expenses (proportion of ODA)		3,705 (27.6%)	2,811 (29.0%)
JICA proportion (proportion of technical cooperation expenses)		1,460 (39.4%)	1,370 (48.7%)
Technical training participants (JICA figures)		395 (248)	328 (236)
Experts and study teams (JICA figures)		890 (808)	768 (768)
Cooperation volunteers (JICA figures)		183 (160)	147 (145)
Overseas students		469	431
Provision of equipment, research cooperation, etc. (JICA figures)		1,767 (245)	1,136 (221)

Notes: 1. Includes Central and Eastern Europe, graduate nations.
2. Provisional values for results in 2001

Activities by Sector

Looking at costs by sector in connection with technical cooperation implemented by JICA in fiscal 2001, distribution was as follows: planning and administration 12.7%; public works and utilities 18.6%; agriculture, forestry and fisheries 19.0%; mining and industry 8.4%; energy 2.6%; business and tourism 2.4%; human resources 13.9%; health and medical

care 12.0%; and welfare 1.4%.

As for JICA's portion of grant aid, the figures were as follows: environment 2.4%; transport and communications 23.3%; health and medical care 15.0%; agriculture, forestry and fisheries 30.7%; education and human resource development 12.4%. Proportions by sector and comparisons with the previous year can be seen in Figure 1-13.

Figure 1-11 Changes in JICA's Budget

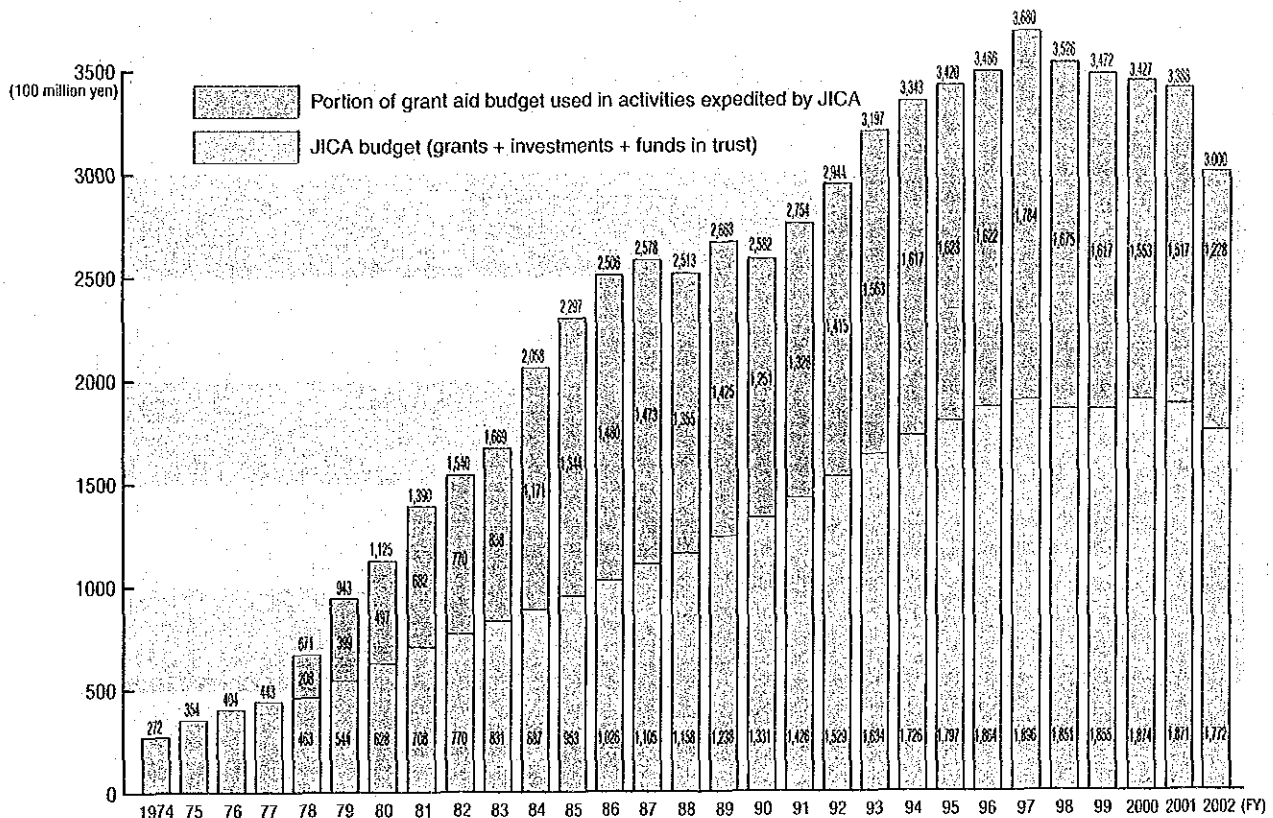


Figure 1-12 Expenditure by Region

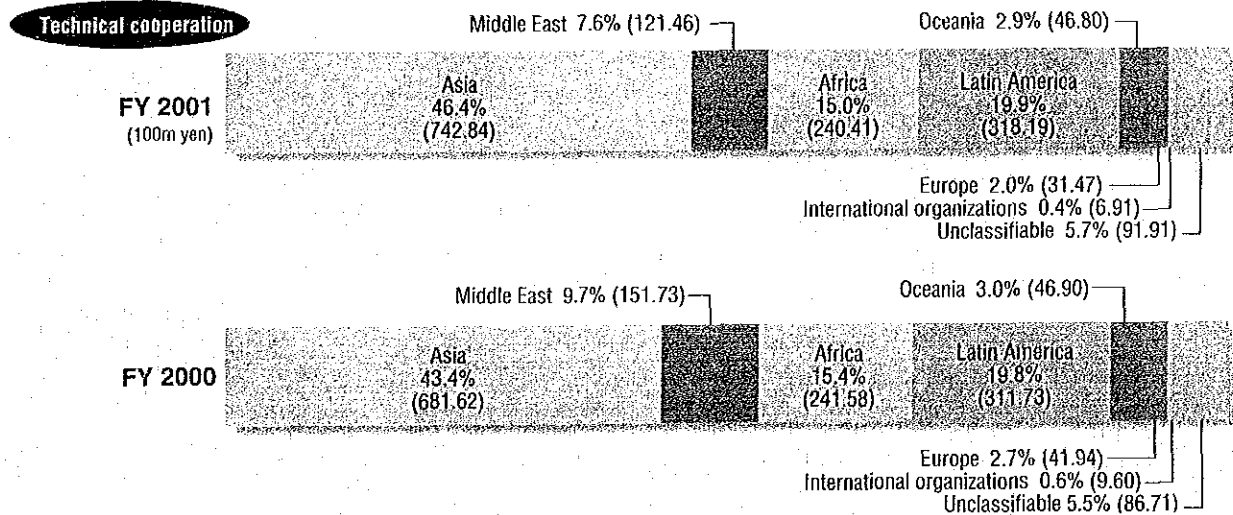
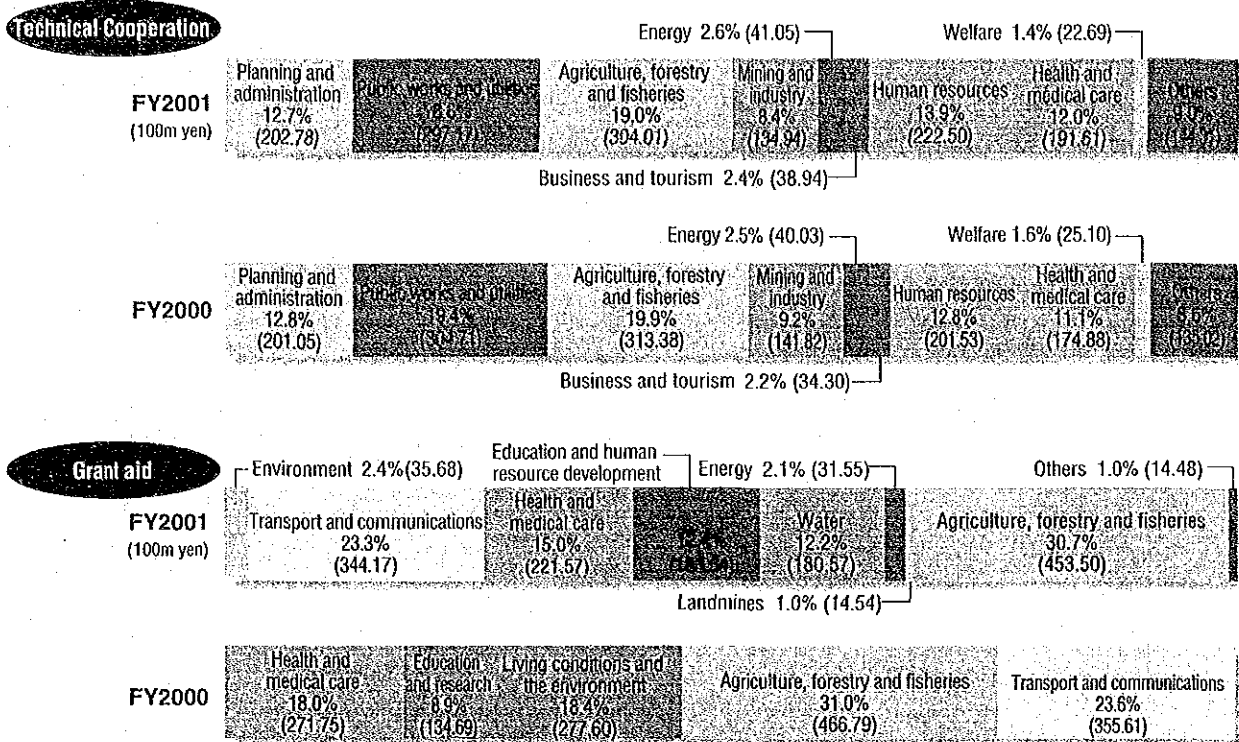
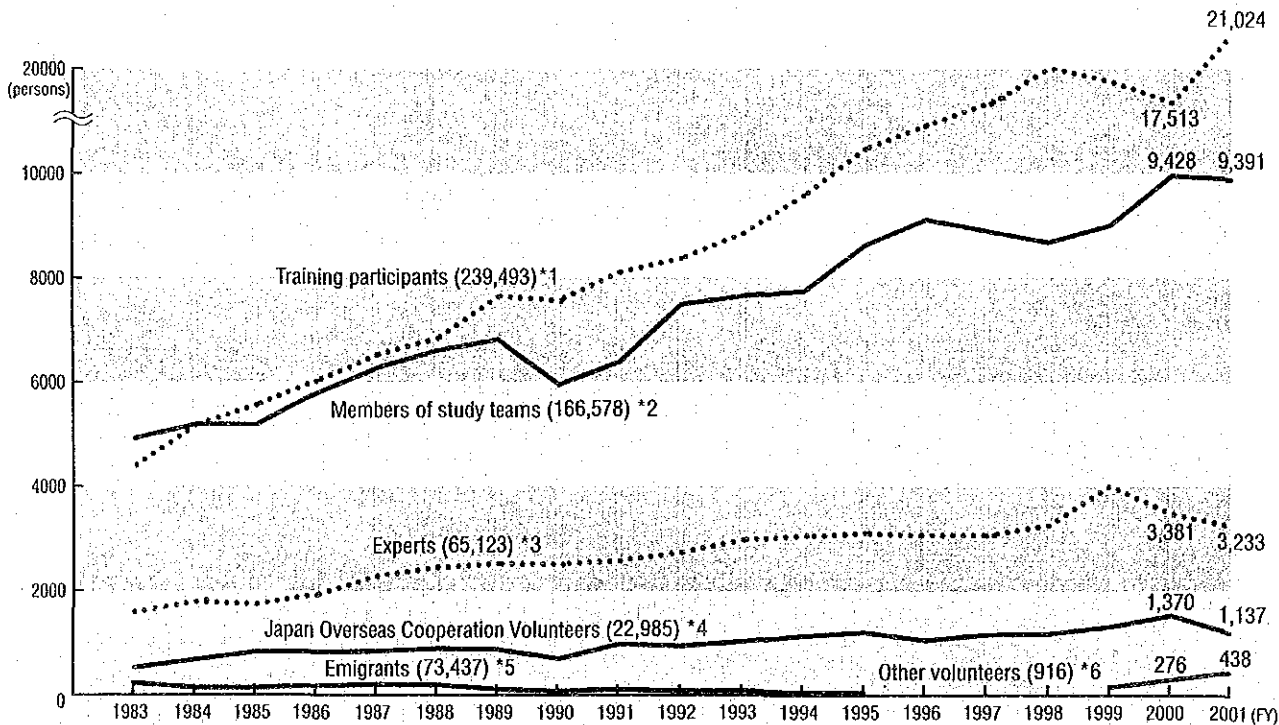


Figure 1-13 Expenditure by Sector



Notes: 1. Results based on cabinet decisions concerning JICA allocations (grant aid for general projects, grant aid for fisheries, food aid*, and aid for increase of food production) for fiscal 2000 and 2001.
 2. JICA was charged with basic design studies and implementing of grant aid within these results.

Figure 1-14 Changes in the Number of Personnel by Type of Cooperation



Notes: *1. Cumulative total 1954-2001 *2. Cumulative total 1957-2001 *3. Cumulative total 1955-2001 *4. Cumulative total 1965-2001 *5. Cumulative total 1952-1995 *6. Cumulative total 1999-2001 (includes Senior Volunteers, Senior Cooperation Experts for Overseas Japanese Communities, UN Volunteers, and Japan Overseas Development Youth Volunteers. Until fiscal 1998, these numbers had been included in other totals.)

Personnel Numbers by Type of Cooperation

Examining JICA's activities in fiscal 2001 in terms of the numbers of people involved, there were 21,024 new participants in training programs, while 3,233 experts, 9,391 members of study teams, 1,137 Japan Overseas Cooperative Volunteers, and 438 other volunteers were sent overseas for the first time. Figure 1-14 shows the number of people involved by type of cooperation since 1983.

Program Expenses and Ratios

Figures for the expenses of JICA programs according to type in fiscal 2001 show that project-type technical cooperation accounted for the major portion (37.4 billion yen). This was followed by the Acceptance of Technical Training Participants scheme and the Development Study Program, as can be seen in Figure 1-15. Cumulative total expenses from 1954 through 2001 are shown in Figure 1-16.

Figure 1-15 Program Expenses and Ratios (FY 2001) (Unit: 1,000 yen)

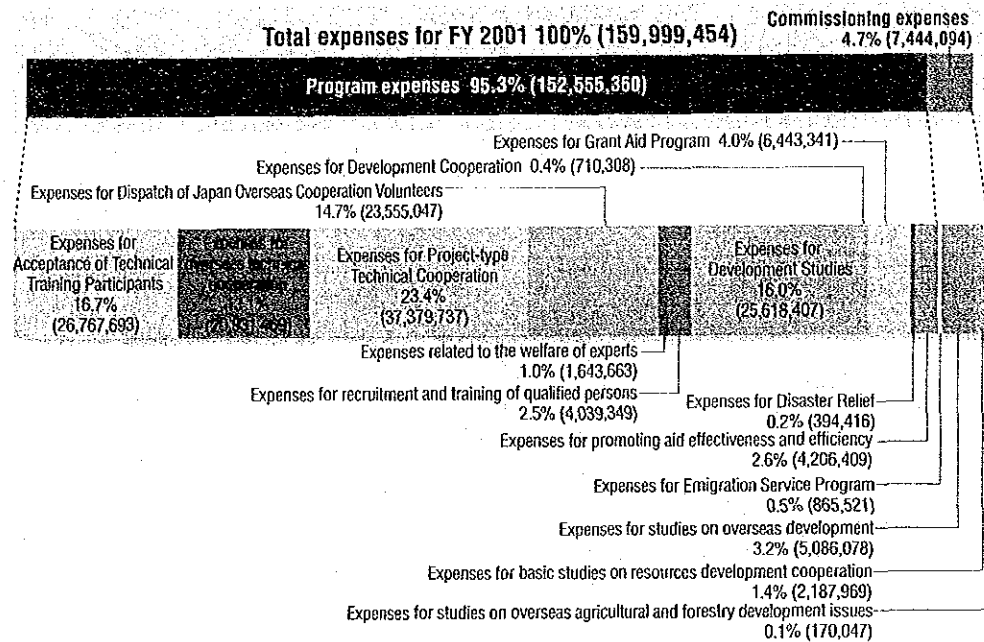
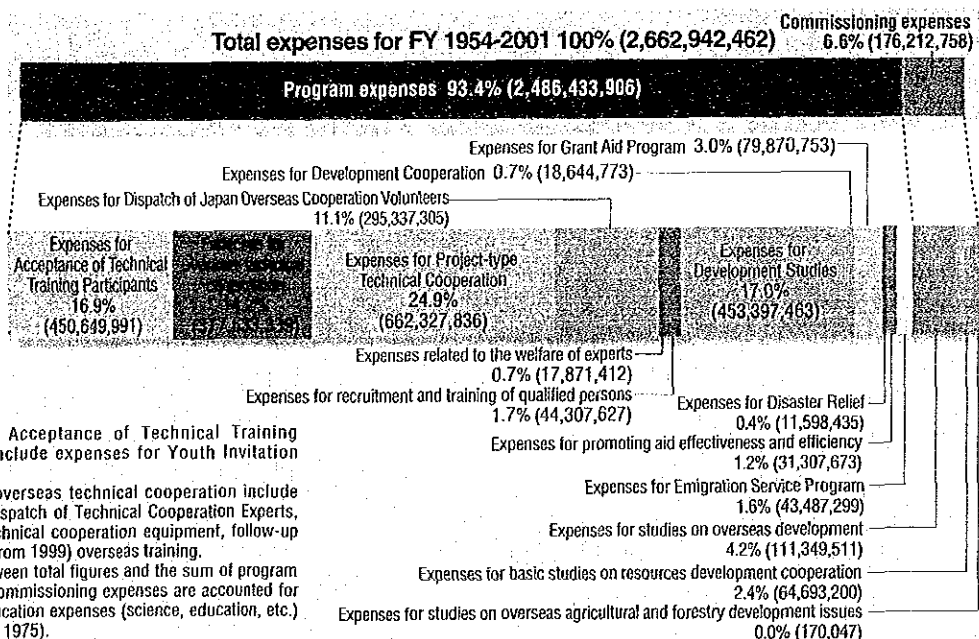


Figure 1-16 Total Program Expenses and Ratios (Unit: 1,000 yen)



- Notes: 1. Expenses for Acceptance of Technical Training Participants include expenses for Youth Invitation Program.
 2. Expenses for overseas technical cooperation include expenses for Dispatch of Technical Cooperation Experts, provision of technical cooperation equipment, follow-up activities, and (from 1999) overseas training.
 3. Differences between total figures and the sum of program expenses and commissioning expenses are accounted for by overseas education expenses (science, education, etc.) (abolished in FY 1975).

