

# Support Local Human Development

## —Technical Cooperation Experts—



An expert in the Bach Mai Hospital Project in Viet Nam

### Dispatch of Technical Cooperation Experts

#### ■ Core of Cooperation in Human Development

For the benefit of social and economic development in developing countries, it is important to build an institution, strengthen organizations such as civil service organizations, and foster human resources who will support the institution and organizations. In particular, in order for developing countries themselves to realize future development, it is crucial to develop the human resources in the recipient country in various fields of administration.

Technical cooperation experts dispatched to developing countries transfer their skills to and advise administrators and engineers who play a central role in the development of these countries, depending on the situations, to contribute to institutional building, strengthening organizations, human resources development. Together with the acceptance of technical training participants, this program is positioned as the core of cooperation in the field of human resources development in developing countries.

#### ■ Features of Cooperation through Dispatch of Experts

Recently, JICA has made efforts to boost the effectiveness of overall cooperation by enhancing a country- and issue-specific approach that takes into full account development issues in developing countries. In terms of dispatch of experts as well, requests from recipient countries should not only be individually examined, but also should be confirmed as to their position in the countries' development issues. When formulating expert dispatch plans, we examine the most appropriate forms of cooperation from a more comprehensive viewpoint.

A major characteristic of cooperation through dispatch of experts is that Japanese experiences, including those in estab-

lishing various institutions, in methods of providing civil services, and in developing specific techniques, can be shared with the partner government. By sharing the know-how, past experiences, and lessons that Japan has obtained instead of starting to build various institutions and administrative systems from scratch, more efficient and promising development assistance is possible.

Also, by developing and improving these Japanese experiences and adapting them to the social system, culture, and endemic features of the partner country rather than transferring the Japanese technologies and experiences as they are, they can be utilized effectively to suit the actual on-site conditions of the partner country, and thus can be diffused.

Another major characteristic of cooperation through dispatch of experts is that it enables a mobile and prompt response to meet new aid needs such as transition to a market economy and recovery from natural disasters that emerge as consequences of changes in international circumstances to developing countries where the administrative body might not be fully established in the aftermath of conflicts.

#### ■ Dispatch of Experts in Details

In order to devise the most effective and efficient means possible for tackling priority development issues in developing countries, JICA engages in various forms of expert dispatch. It can be classified into two main types.

- 1) Dispatch of experts in technical cooperation projects for the purpose of achieving results
- 2) Dispatch of experts as advisors who provide suggestions and advice in policy making

The first type of experts provide advice and work to extend technologies in order to achieve certain objectives by strengthening the system and human resources of the partner country in a particular field or area during a limited cooperation period.

The second type experts are dispatched for the purpose of providing suggestions and advise in policy making in the core part of the partner government to promote the assistance and cooperation for the development of the country from a broader viewpoint.

In addition to the above classification, personnel from developing countries are dispatched as experts to other developing countries with the aims of transferring skills that meet the needs of individual developing countries and of promoting South-South cooperation\*. This is called dispatch of third-country experts\*, and is utilized in supplementing Japan's

cooperation projects and disseminating the skills that the recipient country acquired through Japanese cooperation to other developing countries.

## Trends in Dispatch of Experts

### Promotion of Public Participation and Strengthening of Ties with the General Public

Aid requests from developing countries have become more diverse in recent years. When dispatching experts to developing countries, it is increasingly important to obtain

## Front Line

### ● Malaysia South-South Cooperation by the Malaysian Government

#### Training Programs of Civil Servants in East Timor

Dispatch of Technical Cooperation Experts

#### A deeper partnership

The JICA Malaysia Office promotes South-South cooperation for developing countries under partnership with the Malaysian government.

The Malaysian government offers approximately 80 original training courses called the Malaysian Technical Cooperation Programme (MTCP) every year for 130 developing countries. In addition to normal third-country training\*, the JICA Malaysia Office started to send experts in South-South cooperation to the Economic Planning Unit (EPU), which has served as the reception desk for aid since the end of fiscal 2002, building a closer connection with the Malaysian government.

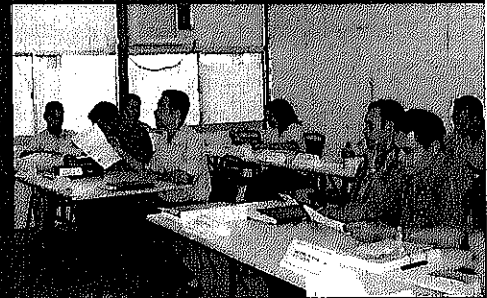
Meanwhile, JICA started training civil servants at the National Institute of Public Administration (INAP) in order to nurture human resources for the civil service in East Timor in cooperation with the National Institute of Public Administration Malaysia (INTAN) in April 2003. In this training program, two INTAN instructors are sent to carry out two training courses in local areas, each course lasting for two weeks for a total of 4 weeks of training (Training Needs Analysis and Training Methodology) to

a total of 50 participants, including INAP instructors and officers in charge of development of human resources at each ministry.

#### Expected results from adopting local language

Each donor\* currently provides numerous training courses in the field of development of human resources of civil servants in East Timor. However, since most training courses are provided in English or Portuguese, much of the training content remains uncovered. Since JICA provides this training in Malay, a language similar to Indonesian and which is used widely in East Timor, more effective results are expected.

Based on monitoring and evaluation of the training course, implementation of follow-up programs are under consideration so that the results can be spread nationwide after the completion of the training course. The follow-up programs include (1) mobile training, which involves dispatch of training participants, (2) practical training such as on-the-job training at INTAN in Malaysia for participants who achieved high results in the training course, and (3) remote training



Civil servants training through South-South cooperation

using the connection between the JICA-Net installed at INTAN and the DDLC of World Bank in Deli.

In addition to East Timor, JICA provides active cooperation to ASEAN countries, Islamic countries in Central Asia, and Afghanistan where Japan takes the initiative in providing aid for post-conflict reconstruction. In fiscal 2003, South-South cooperation is being promoted by strengthening the cooperative relationship with Malaysia, a less developed country, and further promoting four new projects, including support in the field of health and medical care for Cambodia, Laos, Myanmar, and Viet Nam (CLMV), all new members of ASEAN, and a training program on the construction of highways in Afghanistan.

(JICA Malaysia Office)

cooperation from a wide range of sources, including the general public and local government in addition to central ministries and agencies. A broad range of public participation in international cooperation allows for the utilization of Japan's know-how in international cooperation, and helps to energize Japanese society itself.

With this background, various cooperation modalities involving citizens were merged and united as the JICA Partnership Program to promote further participation of the general public. JICA Partnership Program is divided into the three types of projects described below. Through these projects, we promote dispatch of experts with the participation of citizens.

- 1) Projects in the field of social development that need detailed responses are entrusted to NGOs and other organizations.
- 2) Small-scale projects are implemented in collaboration with relatively small NGOs.
- 3) When a proposal for the dispatch of experts and the acceptance of technical training participants is presented by a local municipality, JICA dispatches experts and accepts training participants as a JICA based project. This allows for the utilization of know-how and experiences of a Japan's local municipality in developing countries.

In order to expand collaboration with NGOs and local governments from a grass-roots level to the core part of administration in developing countries, in fiscal 2002, JICA started to work on proposal-type technical cooperation projects as a program to promote public participation in international cooperation. This is a new modality that specifies country and field of cooperation based on development issues in developing countries, and utilizes the experiences and know-how of the private sector in forming and carrying out technical cooperation projects together with JICA.

In response to the diversifying needs of developing countries, starting in fiscal 2001 JICA increased the allowance for technical fees in relation to dispatched experts to actively pursue the use of private sector human resources so that advanced technology accumulated in the private sector can be actively utilized.

In this way, JICA expands the ongoing registry system for expert applicants and facilitates the employment of human resources from the private sector through publicizing available posts of experts. In this way, we hope to direct the experiences and the knowledge of more and more people to social and economic development in the developing world.

## ■ Responses to New Needs

### 1. Strengthening Support for Economic Policy and Good Governance

There has been an increase in the demand for Japanese cooperation involving intellectual support for financial and monetary policy and legal systems. Cooperation in these fields is provided in some countries. From the viewpoint of support for good governance\*, JICA sends policy advisors to a central government organization responsible for policy formulation in order to provide vigorous support for institution-building and policy-making in various areas.

Specifically, in the field of financial and monetary assistance, economic analysis techniques are transferred to and Japanese experiences in tax systems are shared with developing countries. JICA assists Indonesia with analysis of economy models and development of capital market, Laos with economic policy for its transition to a market economy, and Viet Nam, Cambodia, China and Uzbekistan with tax systems.

In the field of modernization of legal systems, cooperation is provided in Viet Nam and Cambodia for the purpose of establishing a judicial system. Especially in Viet Nam, since cooperation provided since 1996 received favorable acceptance from the recipient government, the second phase of cooperation, which includes drafting a bill, commenced in 1999.

### 2. Support for Post-conflict Reconstruction

East Timor achieved independence in May 2002 after governance by the United Nations Transitional Administration in East Timor (UNTAET) following a period of extreme turmoil. From the perspective of creating a foundation for national management, Japan has provided cooperation to East Timor since January 2000 with emphasis on supporting human development and institution-building required for nation-building, agriculture and rural development for a stable food supply, and building and maintenance of infrastructure\* facilities that form the basis of social life. JICA plans to continue its support mainly for these areas to contribute to the development of East Timor.

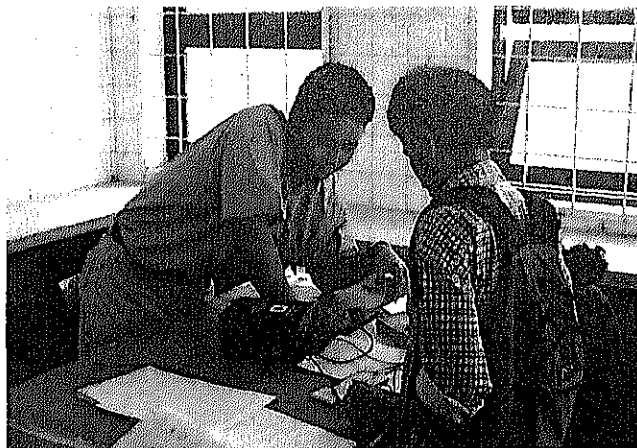
In addition, since March 2002 full-scale support has been conducted in Afghanistan, which inaugurated an interim regime in December 2001. Experts have been already dispatched in the fields of education, health and medical care, and gender\* issue.

### 3. Support for South-South Cooperation

Support for South-South cooperation (whereby less developing countries assist other developing countries) is provided

through the dispatch of highly qualified persons as third-country experts. South-South cooperation has taken root in recent years, and not only the countries accepting third-country experts, but also those sending experts have been showing great interest in this form of cooperation modality.

This scheme's advantage is that skills and knowledge appropriate to the recipient countries are transferred smoothly by experts from countries with similarities in natural environments, languages, technical levels, and cultures. Furthermore, dispatching an expert from a neighboring country to address common issues on a regional level across borders may lead to information sharing by way of the dispatched expert and net-



An expert in electronics in East Timor

work building of human resources on the regional level. The modality has been favorably rated by all the countries concerned. In fiscal 2002, which saw a great number of requests for receiving and sending experts, we sent 106 third-country experts to Asia, Latin America, and Africa.

## Front Line

### ● Thailand Assistance Project for Improving Basic Municipal Development Planning Capacity

#### Support Rural Development through a Project with Resident Participation

Dispatch of Technical Cooperation Experts

#### Koura Town in Shiga Prefecture as a model

In Thailand, driven by democratization, the decentralization of power has become a major goal and local municipalities need to formulate their own development plans. In cooperation with the Ministry of Interior, Department of Local Administrations Promotion, JICA has assisted development planning with the participation of residents in the local government of Prachinburi province in the Prachantakham region of eastern Thailand, and has also been attempting to set this process as a model case.

The project refers to Koura Town in Shiga Prefecture, Japan, where residents participate in town development. By introducing the actions being carried out in Koura Town, a development plan that meets the true needs of a village in Thailand has been made.

#### Resident-centered municipality development planning

In the project, the staff of the Thai

municipality were invited to Koura Town. Together with local residents and NPOs, not to mention Koura Town hall staff, they walked around the town to draw up a community check map that display resources and problems and exchange opinions about the future image of the town. Training for development planning with resident participation is implemented in this way.

Subsequently, the administrative planning staff of Koura Town was sent to Thailand as experts. Together with the staff of the Thai municipality who received training in Koura Town, they implemented the same fieldwork that was carried out in Koura Town, but this time involving the village residents. Such activities have been repeatedly carried out in order to incorporate the future image of Thai villages into the development plan of the municipality.

Through these activities, the Thai staff learned the basic policy of the staff of the Koura Town government; in other words, residents must contribute to their own villages, and the municipality should



Village development through residents' participation

be willing to resolve problems in cooperation with residents. They have fully recognized the importance of residents' initiative in developing towns.

The experiences and know-how in town development of the local government staff and citizens of Koura Town led to the interaction between Japan and Thailand at the grass-roots level, and greatly contributed to municipality development planning in Thailand.

As for the Japanese local government, such interaction provides a good opportunity for residents to be proud of their own town and helps energize the whole town.

(JICA Thailand Office)

# 3 Fundamental Program for Human Development

—Acceptance of Technical Training Participants—



Water technicians from Middle East under training in Hiroshima

## Transfer Know-how and Technology

### ■ Training Participants to Contribute to Nation-building

The Acceptance of Technical Training Participants Program involves the transfer of knowledge and technology required by specific countries through the training of key administrators, technicians and researchers in developing countries and regions. This is the most fundamental human development program implemented by JICA.

The program has grown steadily, not only in scale, but also in terms of content since its launch in 1954. In fiscal 2002, 7,846 people from 150 countries and regions took part in this program in Japan, while a further 9,957 people participated in the program in developing countries.

Of those who have received this technical training, many are now contributing to nation-building in various ways, including national leaders, top-ranking researchers, administrators, and the leaders of farming communities. The alumni associations of former training participants formed in 77 countries are cementing the bonds of friendship between their countries and Japan. Since its launch, JICA have accepted 259,176 participants in this training program.

### ■ Methods and Features of the Training Program

In contrast to other programs, the Acceptance of Technical Training Participants Program enables more mobile and direct assistance. As such, the program allows for the initiation of a smooth approach to urgent issues such as transition to democracy and national reconstruction. There are several features and advantages in implementing this program in Japan. These include the following.

- 1) Participants are able to see how new techniques and ideas not yet available in their own countries are applied.
- 2) Japan's experience is transmitted to the world at large.

- 3) Participants have the chance to exchange ideas and experiences with colleagues from other countries that are facing similar issues.

In addition, the opportunity that the program provides to discuss global issues\* with participants deepens the knowledge of these issues for instructors and other Japanese people who are involved in the training program.

In addition to its established training programs, in fiscal 1999 JICA began a new system that allows foreign students to study in Japan. The aim of this system is to allow young administrators, researchers, and business people in developing countries who will be responsible for the future development of their countries to study at Japanese universities to obtain advanced degrees (M.A., Ph.D., etc.).

In addition to training activities in Japan, there is also an overseas training program that allows organizations in developing countries that were fostered through Japanese technical cooperation to provide training for people from their own or neighboring countries. The merits of this type of training are: (1) participants can acquire know-how from people whose countries have similar technical levels and social conditions; and (2) overseas training can be implemented at lower expense than training in Japan.

## Program Trends and Future Tasks

### ■ Enhancing of Links and Citizen Participation in Japan

As issues and needs in developing countries become more varied, it is necessary to acquire more appropriate cooperation resources for the training programs, not only in urban areas such as Tokyo but also from local government authorities throughout Japan. In fiscal 2002, two new training courses on environmental issues were held—Zero-emission type Agriculture and Environmental System for Rural Areas

(Obihiro City) and Environmental Education Focused on Fresh Water Environment (Otsu City)—to promote links with local government authorities.

Meanwhile, since technical training program sites are located in regions around the country, the program allows various exchange activities between training participants and local citizens, participation by Japanese people in the training courses, and visits to schools by training participants (known as “cooperation with a clearly visible profile”).

Also, about 250 foreign students were accepted and stayed in Japan as long-term training participants to obtain degrees at graduate school in fiscal 2002. JICA international centers offer seminars for these JICA scholarship students once a year. These seminars include symposiums attended by local residents and university students, as well as homestay programs with Japanese families. These activities stimulate international exchange and international cooperation in the local community.

## Front Line

### ● Tsukuba Training Course to Improve the Capacities of Women in Rural Areas

#### Bright Women Make Bright Villages

#### Acceptance of Technical Training Participants

#### A course exclusively for women

The course to improve the ability of women in rural areas aims at stimulating farming villages, placing particular stress on the role of women. Why does it target women? Imagine life in a farming village. Women play various roles. They not only cook and raise children, but also undertake physical labor such as farming and water fetching. They earn income from off-farm sources such as handicrafts or weaving, too. Although there are some national and regional differences, women are the main workers in many countries.

However, the status of farming women is not necessarily high. Thus, the objective of this course is to raise the status of farming women and to achieve equal opportunities for women and men by using case studies to learn how to improve incomes and organize activities.

Women's perspective is important in learning what is effective and what is applicable in light of the conditions of women in their own countries more accurately. It also disseminates what they learn when they return to their home countries. That is the reason why the course is provided exclusively for

women. Most participants are engaged in activities to improve the lives of farming women and are working actively in the fields as promoters or advisors.

#### Learn by seeing

The training period is about two months. Lectures, practical training, and tours are provided in fairly equal proportion. One of the characteristics of this course is to include as many tours as possible to enable them to acquire first-hand knowledge about the Japanese cases rather than just sitting in the classroom and listening to lectures.

Tours provide good opportunities for training participants to discover Japanese cases for themselves, and they are always very serious. They often engage in endless discussions at the tour sites, and the time seems always too short. The experiential tour of agricultural processed products is one of the most popular ones. In their home countries, women in farming villages make agricultural processed products and produce traditional handicrafts to increase their income from off-farm sources. By



A farm woman shows practical processing skills

closely observing successful cases in Japan, they contemplate seriously what the key to success is and what needs to be improved in their countries. Quality control and marketing strategies, in particular, are important, and many participants bring back ideas gained from the tours in the form of action plans.

Women who participate in this course are always energetic. They always actively join in discussions and show overwhelming passion at the time of the presentation of the action plans. These women's enthusiasm ensures the success of this training course in their home countries.

(Tsukuba International Centre)



## Strengthening the Country-specific Approach

### Country- and Region-focused Training

Specific developing countries and regional groups of developing countries that embrace common challenges need aid appropriate to their current situations. JICA is responding in detail to the development issues of each country by expanding its country- and region-focused training courses in the Acceptance of Technical Training Participants Program.

Looking country- and region-focused training courses by region in fiscal 2002, Asia accounts for 53%, the Middle East 9%, Africa 13%, Latin America 18%, Oceania 3% and Europe 4%. The following are examples of country- and region-focused training courses.

Please note that from fiscal 2003, country- and region-focused training courses in combination with individual training courses are provided as country-focused training.

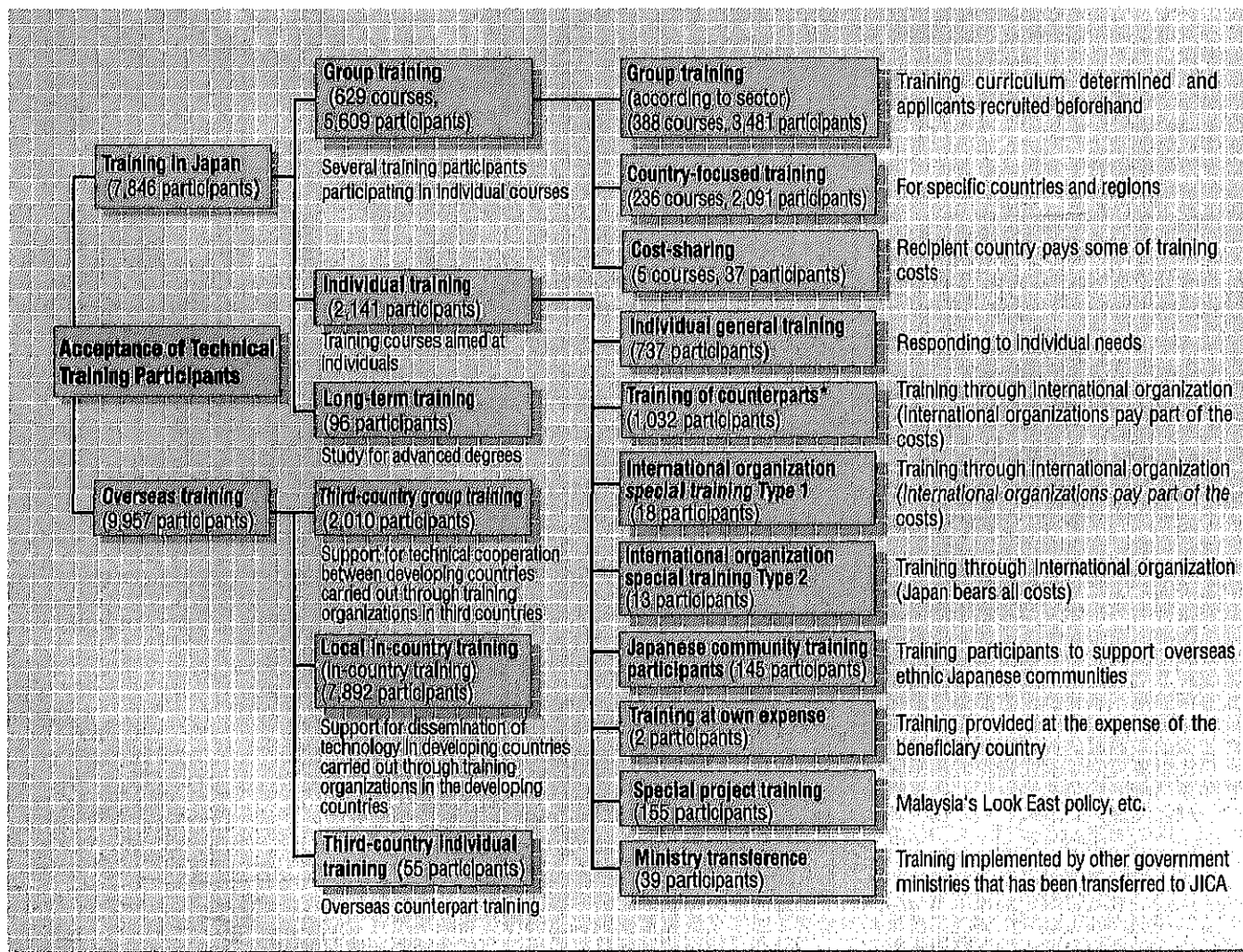
### Central American Countries: Disaster Prevention Measures

#### —Bringing the lessons from Japan to the Central America

Various natural disasters struck Central America in the past. Hurricane Mitch left devastating damage to this region in October 1998, and earthquakes in El Salvador in January and February 2001 caused many casualties.

Japan, being a country that has experienced many natural disasters, has made strenuous efforts in the area of disaster prevention in Central America. A course for Disaster Prevention Measures, which started in fiscal 2000 as a region-focused training course, is intended for administrators of the central or local governments in five countries in the region. The aim of this training course is to deepen their understanding of Japanese disaster prevention measures at the central and local government level; disaster information distribution systems, including medical and river information; the roles of

Figure 3-3 Types of Training and the Number of New Training Participants Registered in FY 2002



relevant ministries and agencies, including the fire department, the police, Japan Self-Defence Forces, and the Japan Coast Guard; and make them aware of the problems associated with disaster prevention in specific countries.

The training is carried out in cooperation with Hyogo Prefecture, which experienced catastrophic destruction in the Great Hanshin/Awaji Earthquake, and thus lessons that Japan learned from the earthquakes can contribute fully to the improvement and reinforcement of disaster prevention systems in Central America.

### Kenya: Agriculture with Small-Scale Irrigation —Agricultural Training Appropriate for the Local Environment

Small-scale farmers account for 80% of the agricultural industry in Kenya, producing over 75% of all agricultural products, and they are the main players in Kenyan agriculture. However, agriculture in Kenya depends on rainwater, and therefore the production is inevitably unstable. The major issue here is how to stabilize agricultural production and improve agricultural revenues.

A country-focused training course called Agriculture with Small-scale Irrigation targets people who are engaged in the promotion of small-scale irrigation, not only from the governments, but also from private groups such as NGOs. The aim of the training is to promote greater understanding of the methods of rural development with the participation of farm-

ers and organizing farmers. It is also aimed at making proposals for the development and improvement of systems through workshops.

Since the experience of other Asian countries can be beneficial in this training, supplementary training in the Philippines, which has an experience similar to that of Kenya, is implemented following training in Japan.

## Overseas Training

### South-South Cooperation Support Promoted by Third-Country Training

Since 1975, JICA has supported South-South cooperation\* to help developing countries “become donors\*” and, in turn, provide aid. The core scheme of this training is called third-country training\*. Under this scheme, personnel in developing countries who were trained through Japanese technical cooperation programs accept technicians and administrators from neighboring developing countries, or Asian or Latin American countries accept training participants from African countries.

This scheme offers the following features.

- 1) Transfer of appropriate technology can be facilitated according to the respective needs of training participants’ countries.
- 2) Training can be provided in a region that offers similar cultures, languages and climates.

Figure 3-4 Training Participants by Region (Training in Japan, FY 2002)

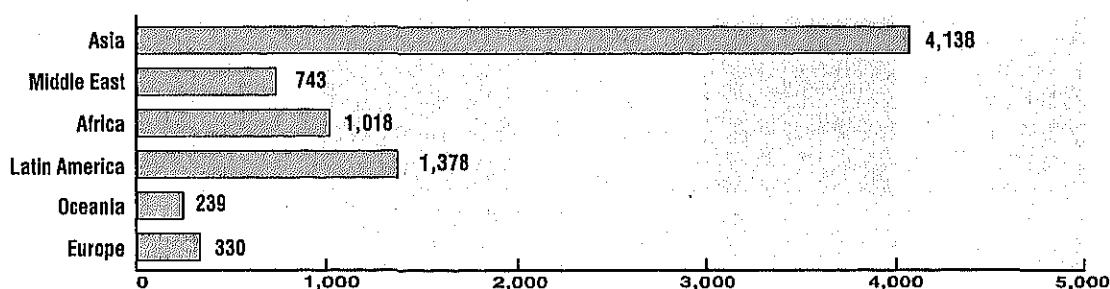
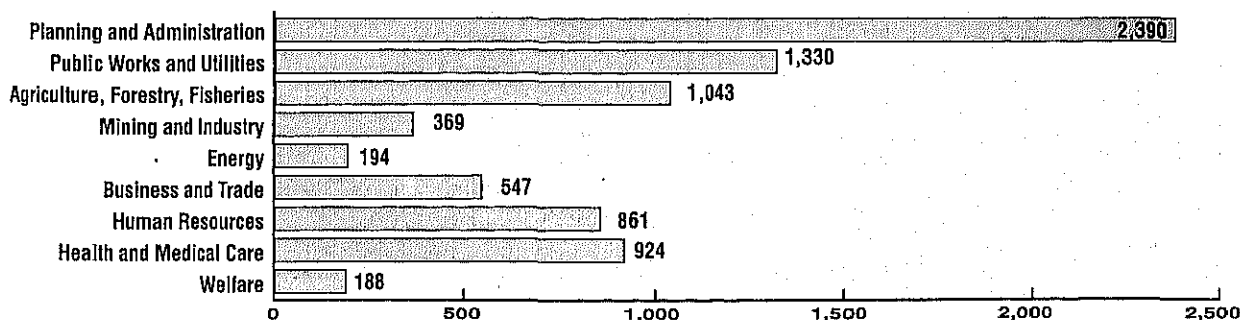


Figure 3-5 Training Participants by Sector (Training in Japan, FY 2002)





- 3) Training costs are low.
- 4) It encourages implementing countries to make efforts toward self-efficiency.

### **Promotion of Self-help Efforts through Local In-country Training**

There is also a scheme called local in-country training\* that aims at promoting dissemination of the results of Japan's technical cooperation in developing countries, as well as supporting the self-help efforts of developing countries toward the firm foundation of the technology transfer\*. This training utilizes the personnel of developing countries as instructors to provide training to local people. In areas such as the environment, population, health and medical care, WID\*, and gender\*, training courses that directly serve the local residents are implemented.

Fiscal 2002 resulted in 153 third-country training courses in 133 countries, which were attended by 2,065 people, and 64 local in-country training courses in 18 countries, which were attended by 7,892 people. The following themes were selected as priority issues by region and active efforts were made in fiscal 2002.

- 1) ASEAN
  - Response to the Asian Economic Crisis
  - Development Cooperation in the Mekong River Basin
- 2) East Asia
  - Japan-Korea Initiative for the Promotion of Regional Cooperation
  - Japan-China Environmental Cooperation
- 3) Southwest Asia
  - Health Care for Poverty Alleviation
- 4) Middle East
  - Development of Agriculture/Water Resources
  - Human Resources Development for Diversified Economic Structure
- 5) Africa
  - Follow-up to Tokyo International Conference on African Development II (TICAD II)
  - Poverty Eradication, Support for Social Development, Good Governance\*
- 6) Latin America
  - Response to Japan-Brazil Partnership Program
  - Response to Natural Disasters (earthquake, hurricane, landslide caused by torrential rainstorm)
  - Improvement of Agricultural and Livestock Technology
- 7) Oceania
  - Promotion of Region-wide Regional Cooperation

- 8) Europe
  - Support for the Transition to a Market Economy

## **Acceptance of Foreign Students**

### **Foreign Students Study at Graduate School through JICA Scholarship**

JICA accepts foreign students who wish to acquire degrees at graduate schools with the aim of assisting in the development of human resources that take up the central role in the socioeconomic development of developing countries. Specifically, there are four programs, as follows.

#### 1) Long-term Training Program

Technical training is provided in English for a period of two to three years with the objective of acquiring a degree such as Master and Ph.d. Based on the annual acceptance plan, JICA's overseas offices screen applicants who are recommended by the partner countries before submitting applications to universities.

#### 2) Acceptance of Foreign Students through Grant Aid

A recipient country of grant aid sends the students to Japan. JICA assumes the role of the implementation, including setting up the academic fields and accepting universities. This scheme is conducted for ten countries; they are mainly in transition to a market economy. The students are expected to complete master courses in English in two years. In principle, JICA recruits applicants through the media, including newspapers and television.

#### 3) Scholarship for Ethnic Japanese Students

This scholarship is offered when persons of Japanese ancestry from 12 countries in Latin America wish to study for degrees at the graduate level for two years. Those who have been admitted to the accepting universities should send applications to the overseas offices.

#### 4) JICA's Recommendation Program for Government-financed Foreign Students

This is a scholarship for the counterpart\* personnel of JICA's technical cooperation projects. They are eligible for the Japanese government scholarship of the Ministry of Education, Culture, Sport, Science and Technology.

JICA generally calls these four programs the JICA Scholarship. The number of newly accepted students through these programs in fiscal 2002 are as follows: 96 for long-term training, 165 for grant aid for foreign students, 14 for scholarship for ethnic Japanese students, and 29 for JICA recommendation program for Government-financed foreign stu-

dents. The number of students scheduled to start study in Japan in fiscal 2003 are: 100 for long-term training, 231 for grant aid for foreign students, 14 for scholarship for ethnic Japanese students, and 26 JICA recommendation program for Government-financed foreign students. A total of 371 students will participate, with a year-to-year increase of 67.

Besides regular classes at universities that are required for the degree, JICA offers Scholarship Seminars to help promote their understanding of Japan's economy, society, development experiences, ODA, etc, as well as establish human networks and increase the students' awareness as members of

JICA Scholarship. Utilizing local resources owned by JICA's domestic offices, such as international centers, JICA provides opportunities for students to learn the functions and roles of community (local governments, residents' groups, etc), which bring the government and local residents together, and cases of community-oriented development (regional promotion, environmental conservation, rural development, etc) based on the Japanese experience in the regional development.

To promote mutual understanding, JICA also gives opportunities for homestays and participate in cultural exchange with local residents, which serves as an introduction to local cultures.

## Front Line

### • Kyushu Community Proposal-type Training: Medical Care on Remote Islands Utilizing the Experience of Kagoshima Prefecture

#### Acceptance of Technical Training Participants

#### Difficulties in medical care on remote islands

Medical training on remote islands was implemented from September 9 to December 22, 2002, in response to a proposal made by Kagoshima University School of Medicine and the Public Health and Welfare Department of Kagoshima Prefecture.

There are 27 remote islands extending over 600 km along the coast of Kagoshima Prefecture from north to south. Yakushima, a World Heritage site, and Tanegashima, home of the Space Center, are famous remote islands in Kagoshima. Other islands, however, also have rich natural environments and have nurtured specific cultures different from the mainland.

However, on remote islands access to central hospitals is not easy due to the scarcity of transportation. The prompt response to seriously injured or ill emergency patients is hindered. Due to limited interaction among the islands, some genetically specific diseases have been found in the region. Therefore, data acquired in the cities cannot be directly applied to preventive medical care and infectious disease control on these

islands.

The Kagoshima University School of Medicine has worked to eradicate these endemic diseases, conduct medical check tours, and dispatch doctors to these islands in cooperation with Kagoshima Prefecture. Based on their experiences, a course for Remote Island Medicine was held in fiscal 2001 to train medical personnel who carry out medical services on remote islands and establish a systematic academic discipline.

#### Knowledge, technique, and passion

Targeting doctors engaged in remote island medicine in Indonesia and the Philippines, which have similar problems, this program started with an objective to establish measures applicable to different conditions on remote islands based on new ideas from experiences and efforts of Kagoshima Prefecture.

Accompanying medical check tours and attending lectures, which were pro-



A training course on Remote Island Medical Care in Kyushu

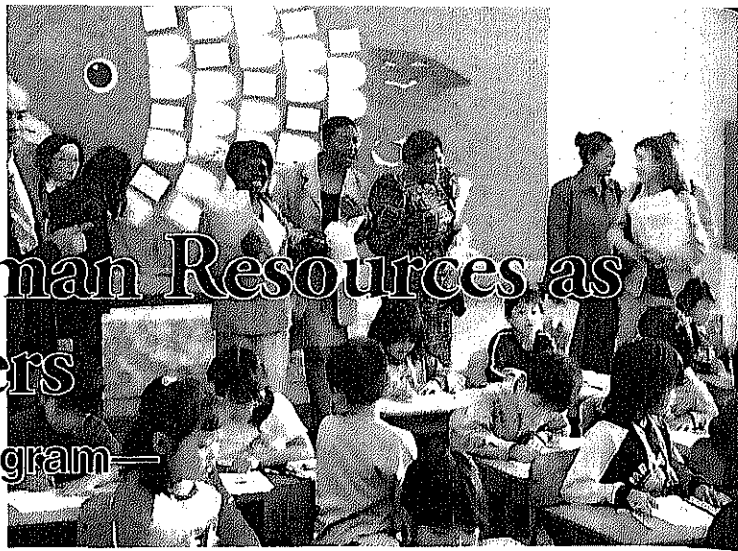
vided by doctors with more than twenty years of experience in remote island medical care, training participants learned how to improve the level of medical care in spite of insufficient medical equipment by devising methods based on experiences.

"You gain more than you give in working on remote islands. What I learned from patients will make me a wiser and more versatile doctor." These are the words of a training participant at the end of the training. From this expression, it is obvious that not only knowledge and technique, but also passion can be transferred from person to person.

(Kyushu International Centre)

# 4 Develop Human Resources as Future Leaders

## —Youth Invitation Program—



African multinational group of female teachers observes classes at elementary school.

### Expanding Invitation Program

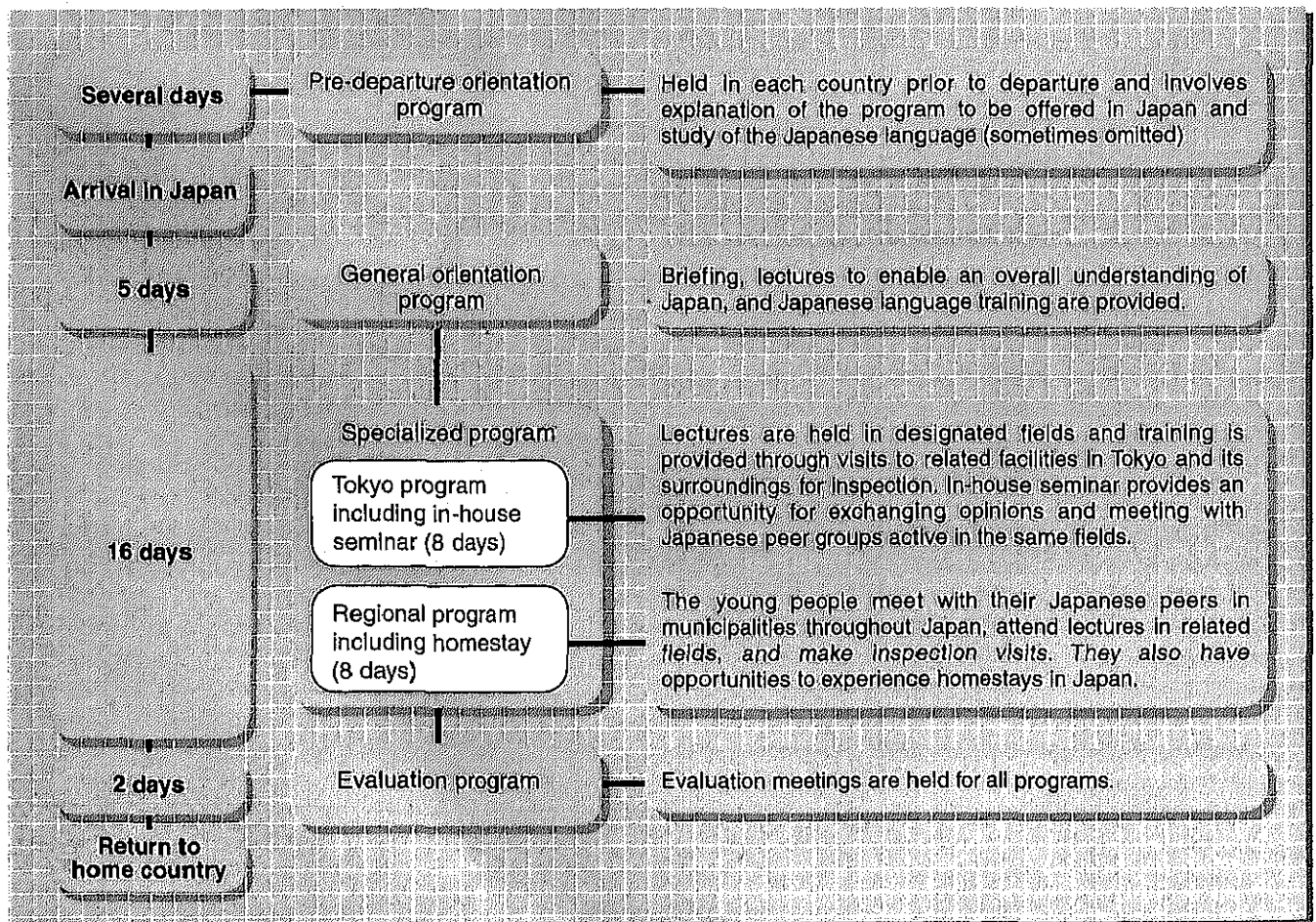
#### ■ Build Trusting Relationships with Japanese Youths

The Youth Invitation Program is part of JICA's support for personnel training. Young people from developing countries who will lead nation-building in the future are invited to Japan for training in their fields of specialization and to interact with Japanese people. This program is unique in that JICA's coop-

eration features technical cooperation.

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

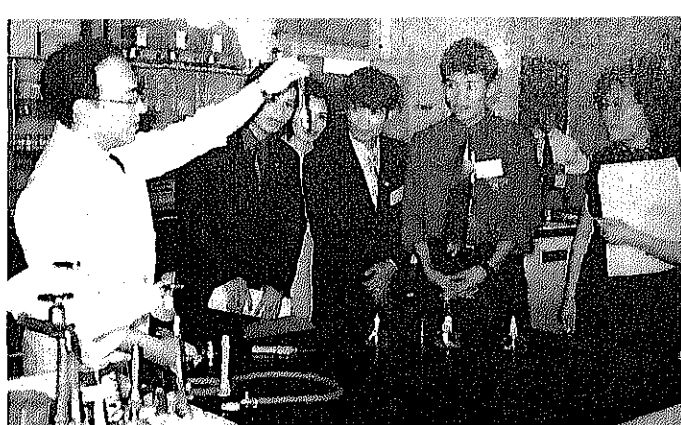
Figure 3-6 Structure of the Youth Invitation Program



Since the program was started in 1984, it has gradually spread to include Asia, Oceania, Africa, Latin America, Central Asia, Saudi Arabia, and the Caucasus. At present around 1,700 young people from approximately 120 countries are taking part in the program, and more than 25,000 have visited Japan since its inception.

### Program Runs for 3 Weeks

All the programs take about three weeks, from arrival in



Viet Nam education group of high school teachers observes chemistry lab work.

Japan to departure for home country, excluding locally held pre-departure programs. Young people are invited in groups on the basis of prior classification in line with their special-

## Front Line

### ● Shikoku Youth Invitation Program in Collaboration with Host Organizations

## Bright Future Glimpsed through Interaction with Youths from Developing Countries

Youth Invitation Program

### Happy Letters from a host organization

In the jurisdiction of the Shikoku Branch Office, seven organizations accepted young people from various countries. We have received numerous happy and touching letters from each organization describing their impressions upon completing the program as a host organization in the Youth Invitation Program. One was from the Ehime Prefectural International Center which accepted 23 young people from Thailand in July and August. Below is the letter we received from the officer in charge.

### The summer when we accepted youths from Thailand

Tourism is a major industry promoted nationwide in Thailand. On the other hand, Japan is about to start to work on policy-making in tourism by inviting foreign tourists, recognizing that tourism will be a growing industry in the 21st century. Prior to accepting youths from Thailand, we tried to understand the fundamental differences in the perception of tourism between the two countries, and tried to determine an effective way of exchanging ideas for mutual lasting benefit.

While the young people from Thailand stayed with us, we repeatedly held observations and question and answer discussions comparing the Japanese preference of tourism, programs, characteristics, and relations to other industries and operation methods of the programs in various prefectures, cities, towns and villages to those of Thailand. Through such activities, we have introduced ways to determine the attractions

of an area, effective ways to best utilize the characteristics of the area, and how best to promote them using enjoyable stories. However, young people from Thailand seem to feel that Japanese policies toward tourism are not effective enough, probably because of the differences in perception of tourist attractions.

However, some participants commented that they discovered new viewpoints by observing our nature-friendly tourist facilities, including the glass atelier that turns discarded glass bottles into art and the aquarium of freshwater fish that introduces the ecosystem of the area, and industrial tours that facilitate understanding of regional products and companies.

Japanese residents who participated in the in-house seminar were impressed by the high-level of con-



Youths from Thailand at the in-house seminar in Shikoku

sciousness of the Thai participants and learned much from them. Both parties learned from and respected each other on equal ground, which was the main achievement of this program and which will surely lead to a bright future.

I do not expect that each party understood everything of the other in the very limited period of only a few days, however, I sincerely hope that this short summer period provided some opportunities for expanding their potential.

These kinds of letters remind us that the success of this program depends on the enthusiasm and the efforts of the person in charge in the host organization. At the same time, they freshly remind us that we need to continue promoting such activities more aggressively.

(Shikoku Branch Office)

izations, such as education, economics, regional development, administration, agriculture and forestry, and social welfare. In recent years more groups in the field of education, which mostly consist of teachers, have been invited and they compare their situations to Japanese education and exchange opinions with Japanese people on common issues. They are divided into either national or multinational groups such as Africa, Latin America, and Oceania. The standard content of the program is structured as shown in Figure 3-6. Participants are between the ages of 18 and 35, and should not have visited Japan before.

## Balance between Training and Exchange

### Developing Human Resources through International Exchange

The Youth Invitation Program aims not only to enable participants to increase their knowledge in their fields of specialization but also to foster a better understanding of Japan and the Japanese people, including such aspects as culture and history. One of the main features of the program is a balance between training and exchange. Among the ingredients of the program is a course of Japanese language study in which Japanese volunteers show participants around the areas they are staying while teaching them practical Japanese, and in-house seminars at which participants and young Japanese spend a number of days and nights together to engage in discussions and exchange activities. The participants also have the chance to exchange opinions with employees at the various places that they visit. These features of the program are appreciated by the young people involved.

Another valuable aspect of the program is the chance it gives participants to stay in private homes and experience life in ordinary Japanese households.



Japanese participants visit a radio station where a former Youth Invitation Program participant works (renewed exchange group).

### Contribute to Regional Internationalization

The Youth Invitation Program was undertaken by organizations in 46 Japanese prefectures in fiscal 2002. The number of Japanese citizens who have been involved with the invited participants is around 300,000. Study and exchange activities in various parts of the country give participants the opportunity to see Japan as a whole and, at the same time, to come into contact with the distinctive culture and history of the area where they are staying. These activities allow not only the invited participants but also the Japanese participants to experience international cooperation and exchange, contributing to heightened international awareness in the regions. Opportunities to visit schools also help promote education for global understanding.

Today, the Youth Invitation Program plays a leading role in the linkage between Japan's international cooperation activities and its communities with the participation of citizens.

## Current State of the Program and Future Directions

### Japan-China Relations Deepened by the Start of Acceptance of Young People from China

In fiscal 2002, 1,671 young people were invited to Japan from 115 countries. As a new attempt, in the youth invitation from China, applicants were recruited through public media such as newspapers instead of the conventional recommendations from the Chinese Government. As a result, young people from a wide variety of groups could participate in the invitation program. This year marked the 30th anniversary of the normalization of Japan-China relations, and 11 related persons on the Japan side, including staff of the host organizations of this program and host families, visited China and held a symposium with 30 Chinese youth participants of the program. At the symposium, various opinions were exchanged regarding the results and future directions of this program, and continuous interaction in the future was agreed upon.

The invitation period was shortened to 23 days starting in fiscal 2002 and a trip to Kyoto and Hiroshima was cancelled. Therefore, expanding specialized programs in Tokyo and local areas is expected.

### Alumni Activities and Expanding Renewed Exchange

In each member country of the Association of ASEAN, young people who have participated in the program have



formed alumni associations to carry out vital activities such as exchange projects with Japan and interactions among participants. The Malaysian alumni, in particular, send children of former participants to Japan every year for a homestay program with families of Japanese host groups. The Indonesian alumni program that was incorporated as an NPO is involved in various exchange and cooperation programs under contract with the Japanese Embassy in Indonesia and JICA Indonesia Office.

In fiscal 2002, a study group was sent to three countries, China, Cambodia and Laos, for the purpose of promoting post exchange in which Japanese host groups and their local community and participants and their home countries are able to interact even after the completion of the program. In Cambodia and Laos, possibilities for future cooperation were

discussed in detail, including the building of schools and improving libraries.

There are cases in which the participants of the Youth Invitation Program became members of the National Diet, local assembly members, university professors, high-ranking government official, or executives of private companies. In fiscal 2002, six former Youth Invitation Program participants who work in the media came to Japan from Indonesia and were reunited with their host families.

One of the successful results of this program, which has been carried out for nearly 20 years, is the development of continuous exchange activities and international cooperation. We will further promote public participation in this program in the future.

## Front Line

### ● Osaka Acceptance of Youths at Osaka International Centre

#### Program Based on Training and Exchange

Youth Invitation Program

#### Keystone before and after the program

In fiscal 2002, the Osaka International Centre provided general orientation programs and evaluation programs to approximately 40 groups, or about half of all the groups annually invited for the Youth Invitation Program, which totals approximately 1,200 participants. After the general orientation program, including a course for understanding Japan, participants are transferred to each local area to participate in specialized programs. At the end of the program, they come back to Osaka to participate in the evaluation program and a closing ceremony. Ten out of 40 groups participated in the specialized programs that were held in Kansai area excluding Hyogo Prefecture.

#### From Oceania to Nara

From June 19 to July 11, 2002, young people involved with administration in the social and welfare fields were invited to Japan from 12 countries: Fiji,

Kiribati, Marshall Islands, Micronesia, Nauru, Niue, Palau, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

Specialized programs in Nara Prefecture were held from two aspects—training and exchange—with the cooperation of the Nara International Exchange Center (Kashihara City, Nara Prefecture). At the training programs, participants took lectures at a special nursing home and joined the recreation activities for the residents of the home and learned the current situations surrounding Japanese welfare for the aged. They also heard a lecture regarding the safety management of the security force system at a police station and learned about one of the Japanese social systems. As for exchange, they observed Japanese elementary school life by spending lunchtime and clean-up time with children at an elementary school and experienced home stays with local families.

Exchange with local citizens is one of the popular programs among the participants. At a party after the homestay pro-



Oceanian young people visiting an elementary school in Osaka

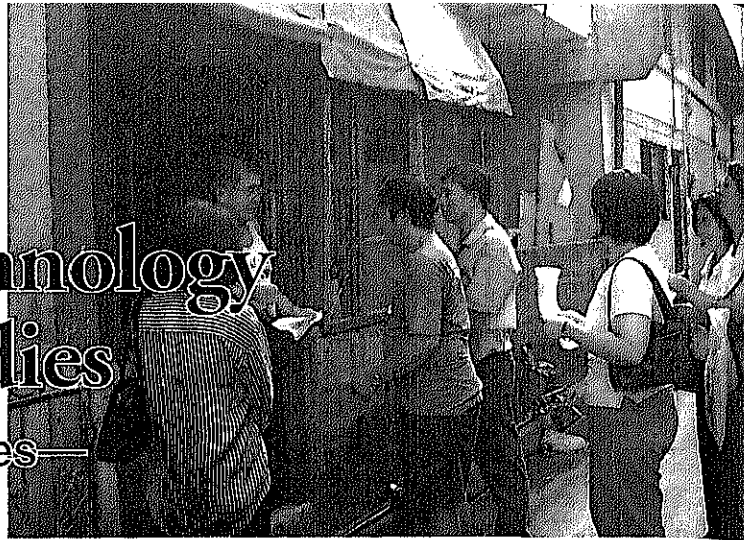
gram, a participant performed folk dancing with his host family. Some made interesting remarks comparing Japanese and Oceania, stating "I am too tall for Japanese houses, and I almost broke the furniture."

We hope such interactive programs inspire both Japanese who accept participants and the invited young people to promote further international cooperation. We also expect that the friendship fostered in this program will last and develop into another interaction in the future.

(Osaka International Centre)

# 5 Transfer Technology through Studies

—Development Studies—



Resident hearing survey for the Metro Manila Disaster Prevention Plan

## What is a Development Study?

### ■ Program Flow and Objectives

Development studies support the formulation of plans for public projects (see Table 3-7) that are beneficial to social and economic development in developing countries. They also serve as media for the transfer of planning methods, and survey and analytical skills to counterparts\* in the recipient countries.

Studies are conducted in line with “scopes of work” (S/W) agreed upon by JICA and the governments of developing countries. Under JICA’s guidance and supervision, consultants selected by JICA prepare reports in cooperation with the government concerned, and transfer technology during the process of development studies.

These reports prepared on the basis of study results provide recipient governments with data for assessing their social and economic development policies. They also offer international organizations and donor\* countries resources for studying the need for financial aid and technical cooperation. In many cases, plans proposed in these reports have been realized with financial assistance such as Japanese yen loans and grant aid cooperation. Skills transferred through the studies are also utilized when recipient countries work on projects with their own funds and carry out other studies.

Recently, the number of projects that incorporate direct policy proposals has been increasing, a trend that should open up a new phase for development studies.

## Various Studies

### ■ Formulation of Development Plans

#### 1. Master Plan Studies (M/P)

These are conducted to formulate comprehensive and

long-term sectoral development plans for an entire country or for specific regions.

Master plans ensure efficient execution of multiple projects by making them mutually compatible and by clarifying their priority. Projects given priority in the master plan studies often become the object of feasibility studies as described later.

#### 2. Regional Integrated Development Planning Studies

These present a basic strategy for development that emphasizes distinctive regional features and include integrated development plans for specific regions, while taking into account how best to form efficient links between various sectors. Seminars and workshops are held during the study process to improve the planning abilities of administrators in the recipient country.

#### 3. Preparation of Basic Data

The following studies are carried out to gather and provide information needed to formulate development plans.

##### 1) Preparation of topographical charts

This study involves preparing topographical charts such as basic maps of national territory and urban areas for use as primary data for the formation of development plans.

##### 2) Development of groundwater

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

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

This study provides basic data to ascertain current forestry and fishery resources.

##### 4) Development of mineral resources

This study determines the current quantity and development potential of mineral resources through geological surveys, physical investigation, geophysical surveys and boring. The issue of environmental conservation in relation to the development of mineral resources is also studied.

Table 3-7 Fields Covered by Development Study

Field	Main Content
Planning and administration	Regional development plans; economic development plans
Public works	Water supply and sewerage; urban sanitation; waste disposal
Social infrastructure	Urban planning; rivers; erosion control; water resources; housing; cartography
Transportation and traffic	Transportation planning; roads; railroads; ports; airports; urban transportation
Communications and broadcasting	Mail; telecommunications; television and radio broadcasting
Health and medical care	Administration of health, medical care and hygiene; population and family planning
Agriculture	Agricultural and rural development; irrigation and drainage; processing and distribution of agricultural products; livestock
Forestry	Resource studies; social forestry; forest management planning; processing of forest products
Fisheries	Resource studies; processing and distribution of marine products; development of fishing villages; aqua-farming; fishing ports
Mining and industry	Resource studies; industrial promotion; trade and investment promotion
Energy	Energy development; energy saving
Environment	Measures against air and water pollution; processing of industrial waste
Others	Development of human resources; education; commerce and tourism; management; others

## Project Implementation Assessment

### 1. Feasibility Studies (F/S)

Feasibility studies (F/S) examine objectively whether or not individual projects accorded priority in development studies and policies can be implemented for the formation of the most feasible project plans.

Feasibility is examined from various angles, including technology, economics, finance, social concerns, administrative organizations, institutions, and the environment. F/S reports provide international organizations and donor countries with reference material for examining possible financial cooperation.

### 2. Detailed Design Studies

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

## Policy and Program Support Cooperation

### 1. Policy Support Studies

These aim at formulating basic strategy and comprehensive plans for promoting policies to ease the process of transi-

tion to a market economy and to open up markets through monetary and financial reform, adjustment of legal systems, and privatization of state and public enterprises. Workshops and seminars are held to improve the administrative capacity of officials in recipient countries and develop human resources.

The privatization plan and its feasibility are also studied. Practical plans are drawn up and manuals and texts on the implementation process are compiled. A few examples of such program support cooperation are the Program for Economic Policy Support for the Republic of Indonesia and the Japan-Myanmar Cooperation Program for Structural Adjustment of the Myanmar Economy.

### 2. Sector Program Development Studies

In fiscal 2001, JICA started the sector program\* development studies, which aim at formulating and implementing development plans to cover entire sectors through dialogue with governments of developing countries and other donors. The studies are comprised as follows.

- 1) Sector study and program formulation
- 2) Implementation monitoring
- 3) Evaluation

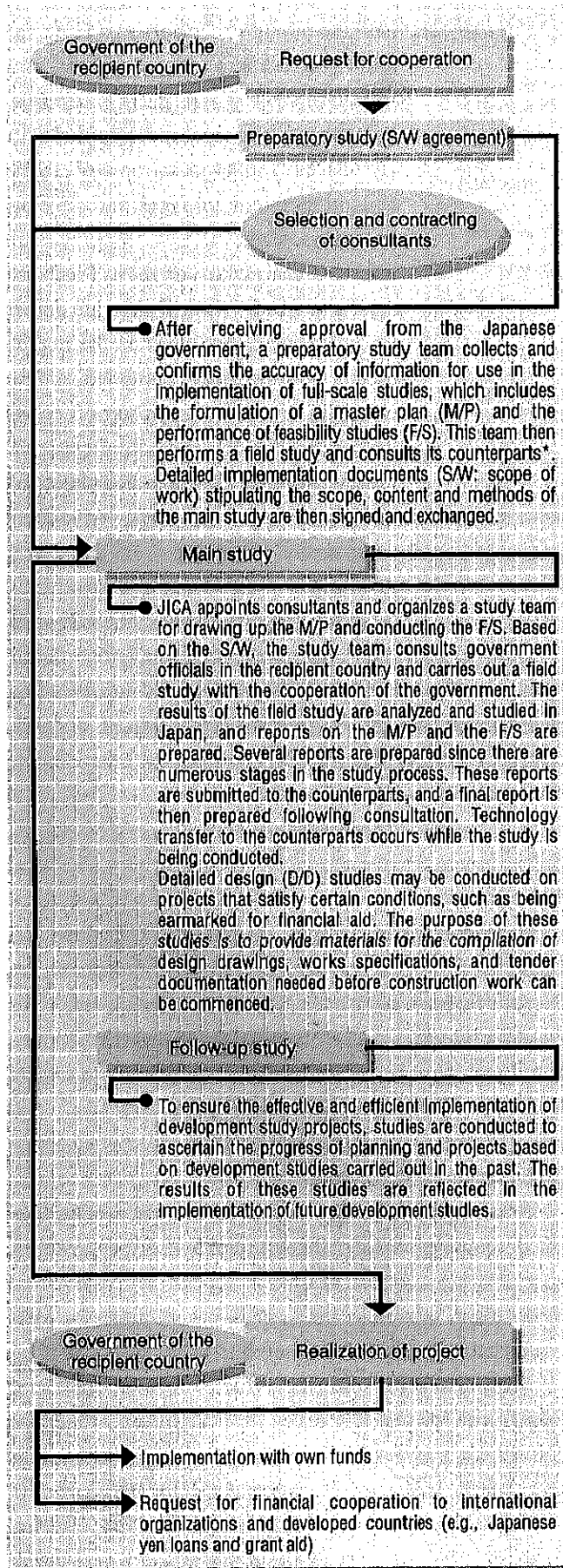
In fiscal 2002, the Support Program for Agriculture and Fisheries Development in the Republic of Indonesia, the Support Program of Primary Education Development in the Socialist Republic of Viet Nam, and the Support Program on Rural and Agriculture Sector Development in the United Republic of Tanzania.

### Overseas Basic Studies

Small-scale studies are carried out for formulating simple development basic plans that require social approaches, such as living habits and analysis of various basic data related to the plans, as well as for maintaining inventory by local consultants instead of consultants dispatched from Japan.

Starting in fiscal 2001, these studies could be conducted based on an agreement between JICA's overseas offices and counterpart organizations in recipient countries, which makes more locally initiated cooperation possible. The number of studies implemented has increased from 19 in fiscal 2001 to 23 in fiscal 2002.

**Figure 3-8** Flow of Development Study



### Follow-up and Evaluation Studies

These studies examine the progress of plans and projects based on past development studies in order to ensure that development studies are as effective and efficient as possible. The results are reflected in formulating and implementing future development studies.

### Study-related Work

In order to facilitate technology transfer\* through development studies, seminars on study results are held and texts in local languages are prepared. Furthermore, the documentation held by other organizations is collected and analyzed in order to find out recent innovation in research methods in related areas, and to enhance the effectiveness of these studies.

## Future Approaches

### Strengthen Approaches Specific to Regions and Countries

Region- and country-specific approaches must be further strengthened to obtain an accurate picture of the cultural, social and economic features of a recipient country, to examine its aid requirements, and to increase the effectiveness of aid. For this purpose, we need to identify development issues by country by getting actively involved with country-specific project planning initiated by the regional department, and understanding the culture, social, and economic conditions of the partner countries.

At the same time, we strive to ensure quality improvement in accumulated know-how, including directions and implementation methods of sectoral cooperation, in order to reflect the improvement on country-specific project planning for implementing more effective and efficient projects. We are also actively expanding our operations and developing projects for new regions and countries.

### Achieve Qualitative Improvement

In order to allow study projects to fulfill their original aims and be effectively applied, the project's technical reliability, funding possibilities and administrative capacity must be carefully examined. The studies themselves must be effective and efficient. This requires timely and sufficient preparatory work, including preliminary studies and feedback from the results of previous studies. JICA has been therefore continually compiling supervision and inspection manuals and preparing planning and technical standards for various projects such as road project.

JICA has also been compiling basic region-specific, country-specific and sector-specific information to implement studies effectively and efficiently corresponding precisely to diversifying development needs. In the case of large-scale projects and projects requiring advanced skills, consultants are employed to assess and examine the studies from a technical standpoint. Links with local governments in Japan are encouraged when these governments possess experience and expertise that can be applied.

**Priority Global Issues**

As for important development issues in the DAC New

Development Strategy\*, JICA has been engaged in four projects in the field of health and medical care, and 11 projects each in fields of education and poverty relief. The implementation of such development studies is also under consideration.

**Increase in Policy-support and Reconstruction Support Projects**

The issues faced by developing countries vary depending on their economic and financial conditions and technical standards. In response to such diversifying development needs, there has recently been an increasing number of "soft-type" development projects related to policy-support such as human

**Front Line**

**India Integrated Pollution Abatement and River Basin Management Project for the Ganges Basin**

**Purifying the Holy River**

Development Study

**Drainage is the cause of pollution**

India is called a country of rivers, which run in all directions across its vast land. The Ganges River is 2,525km in length, and approximately 380 million people, or 40% of the country's population, live in the basin of the river. The citizens have honored the Ganges as the Mother River or the Holy River for centuries, since the river supplies water for agriculture, living, and industrial activities, as well as for bathing. The river is very significant culturally and religiously.

However, recently, deterioration of the river's water quality has become a serious problem, due to an increase in urban population in the basin and industrial growth. In particular, human sewage is said to make up more than 70% of the water pollution. In response, the Indian government started the Ganga Action Plan (GAP), an action plan for water purification, in 1985. The government has implemented pollution abatement measures such as the construction of sewage plants and public toilets, and improving bathing areas (Ghat). Although these measures have shown some positive results, they are far from

achieving the set purification goal.

Since the 1990s, Japan has provided aid through Japanese yen loans by the Japan Bank for International Cooperation (JBIC) for Yamuna Action Plan (YAP), whose purpose is to purify the water of Yamuna River, a tributary of the Ganges River. The Indian government, appreciating the results of Japanese aid, requested a development study for the Ganges River purification project. Backed by the Japan-India Summit meeting in 2001, implementation of the study was approved.

**Water quality suitable for bathing**

Since the whole Ganges River makes the area of the study too large and the scope of the study wide ranging, the development study was targeted for basins of the surrounding four cities of Uttar Pradesh State, Varanasi, Aurangabad, Kanpur and Lucknow, in the midstream of the Ganges River where the pollution is most evident.

In order to purify the water of the Ganges to achieve water quality suitable for bathing, a two-year feasibility study that started in 2003 is being conducted



Development study for improving the water quality of the Ganges River

regarding the formulation of a water quality improvement master plan that will be accomplished by 2030, and the establishment of a sewage system in the four cities. Implementation of a pilot project on Ghat improvement and technology transfer of monitoring methods and sewage maintenance and management are also planned. We also plan to promote environmental education and other educational activities about river conservation and purification for residents, jointly with NGOs.

This project has drawn wide attention from Indian citizens as a symbol of bilateral friendship through the 50th anniversary of Japan-India Peace Treaty, and future progress of this project is anticipated.

(JICA India Office)



resources development, and the maintenance and management of infrastructure\* facilities. Currently, four development studies to provide support for post-conflict reconstruction are under way. JICA shall continue to respond carefully to recipient countries' humanitarian needs, for instance in the form of support for reconstruction and development following conflict and natural disaster.

#### ■ Links with Other Forms of Aid

JICA continues to emphasize the exchange of information in relation to grant aid, loan assistance\* (JBIC implementation), and financing by international financial organizations.

Since 1998, JICA has been conducting detailed design studies in accordance with loan aid programs, 16 of which have been implemented by the end of fiscal 2002. As a Japanese ODA organization, we strive to contribute to a consistent procedure, from studies to project formulation.

To take international initiatives, JICA has been also strengthening its links with other aid agencies. In particular, JICA was actively involved in the World Water Forum an international conference held in Kyoto in March 2003. At the conference, JICA appealed to the world about its knowledge and experience it has obtained through past development studies in the field of water.

## Front Line

### ● Bolivia

## The Study on Enhancement of the District Health System for Beni Prefecture in the Republic of Bolivia

### Direction of Health and Medical Care Services Defined through a Pilot Study

Development Study

#### Formulate a development plan based on the study

Beni Prefecture, located in northern Bolivia, belongs to a tropical climate zone of the Amazon, far from the cool climate of the Andes Mountains. It is a depopulated area with a population density of 1.7 persons/km<sup>2</sup>.

Infectious diseases such as malaria and tuberculosis are common in this prefecture because of the natural environment. However, roads are blocked in the rainy seasons and it is physically difficult to receive medical service at hospitals or health care centers. Furthermore, the regional health and medical care services were not effectively functioning as a system, because a cooperation system between medical facilities, such as hospitals and health care centers, and administrative organizations, such as the Ministry of Health and local governments, was not established. It is also a common problem for the entire field of health and medical care in Bolivia.

In order to improve this situation, a full-scale study started in Beni Prefecture

in June 2001. Based on field studies conducted in four major counties (Cercado, Moxos, Mamore and Vaca Diez) from June to December 2001, development plans for a regional health and medical care system were formulated. Out of these plans, a model cooperation plan representing the health and medical care system in Beni Prefecture was selected, and a pilot study was conducted to examine the sustainability of this cooperation plan.

#### Medical boat called the Health

In this pilot study, a mobile medical care service on a newly constructed medical boat, the Health, was provided to villages scattered throughout the basin of the Mamora River running in all directions across Beni. Health care centers were constructed to provide medical care service in surrounding cities and rural areas where the poor reside. These medical care services were greatly



The Health provides mobile medical care services.

appreciated by the residents in the region, and at the same time encouraged the residents to actively take the initiative in operating the medical boat and the health care centers.

This activity led related parties in Beni to form a coordinating committee initiated by the prefectural governor. Positive activities have continued even after the development study was completed, such as the conference for formulating an action plan in the field of prefectural health care with all the aid agencies active in Beni. It is one of the major achievements of this cooperation.

(JICA Bolivia Office)