

# Support for International Cooperation of NGOs and Other Organizations

## —JICA Partnership Program—



Support for Healthcare and Income in the Payatas District, the Philippines

### JICA Partnership Program

#### What is the JICA Partnership Program?

##### 1) Background

The Japanese government offers various assistance programs to meet the diverse needs of developing countries through ODA. In international cooperation, the role of NGOs or local governments has become more important, both in Japan and in developing countries. Therefore, the JICA

Partnership Program (hereinafter referred to as “JPP”) was introduced in 2002 as a new scheme of JICA, the Japanese government agency that executes technical cooperation.

##### 2) Objectives

JPP is a technical cooperation program implemented by JICA to contribute to the social and economic development of developing countries at the grass-roots level in collaboration with partners in Japan, such as NGOs, universities, local governments, and public corporations (all hereinafter referred to as “Partners in Japan”).

The main objectives of JPP are as follows.

- Meeting the diverse needs of developing countries by utilizing the knowledge and experience of Partners in Japan for international cooperation activities
- Strengthening collaboration between communities in both developing countries and Japan by promoting the participation of Japanese citizens in international cooperation activities
- Encouraging local citizens in Japan to employ their knowledge, experience, and technologies for international cooperation activities, which in turn revitalize Japanese communities

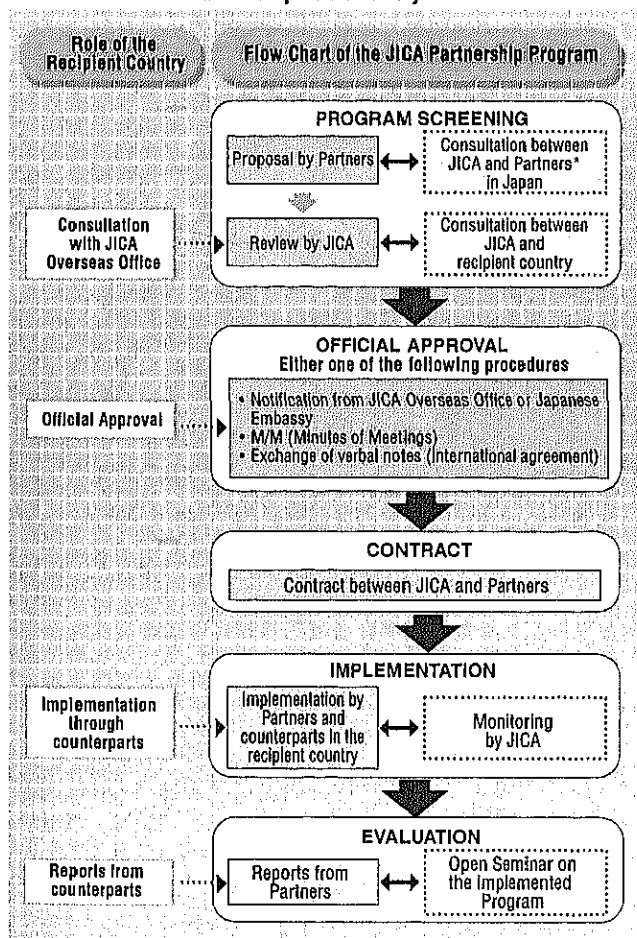
##### 3) Target Countries

The target countries are those that have approved the acceptance of JPP and where JICA overseas offices or JICA/JOCV offices are in place.

##### 4) Characteristics

- The program is implemented by JICA in collaboration with Partners in Japan based on proposals submitted by the Partners.
- The recipient government’s approval is necessary prior to implementation of the program or individual projects depending on the procedures agreed upon between the two governments. Because JPP is not based on official requests from the recipient government, there is no requirement for an international agreement between the governments of the recipient country and Japan.

Figure 3-4 Flow Chart of the JICA Partnership Program and Role of the Recipient Country



Note: Partners mean partner organization of JICA in Japan, such as NGOs, universities, local governments and public interest corporations.



Expansion of the Primary Health Care Program, Timor-Leste

accorded to any third country organizations or international organizations performing a similar mission in the recipient country.

## Program to Support Citizen Participation in International Cooperation

### ■ Providing Information and Educational Opportunities to Citizens

In order to promote participation of citizens in its cooperation, JICA makes efforts to expand international cooperation utilizing local communities' experiences and expertise by providing various information, conducting educational campaigns for the public, promoting understanding, and encouraging participation in international cooperation.

Specifically, for individuals and organizations without experience in international cooperation, JICA provides information and educational activities that motivate them to participate in cooperation and promotes the development of an environment that makes it easier for them to participate. JICA

- c. The recipient government is not required to grant any special privileges such as tax exemptions to Partners in Japan. However, the recipient government is expected to accord the same privileges, exemptions, and benefits as those

## Front Line

### ● Thailand SAORI Project in Thailand

#### Self-reliance of Persons with Disabilities

JICA Partnership Program

#### SAORI-HIROBA: an NPO with versatile experience

A non-profit organization called SAORI-HIROBA, or SAORI for short (headquarters in Osaka) conducts various activities that transcend national borders, including the development of leaders and participation in art festivals for persons with disabilities, through hand-woven crafts that allow them to freely express themselves.

In October 2002, SAORI started a project for creating employment opportunities for persons with disabilities and improving cash income of the hill-tribe people mainly in Chiang Mai, located in the north part of Thailand, as a JICA Partnership Program with NGOs, Local Governments and Institutes (forerunner of JICA Partnership Program).

#### Implementation of a wide range of activities through hand-weaving

Those who graduated from schools for children with disabilities and youths who go to rehabilitation centers gather at

the SAORI Creative Center (SCC) in Chiang Mai to engage in creative hand-weaving activities using thread that has been plant-dyed by the hill-tribes. The SCC not only provides rehabilitation using hand-weaving, but also makes efforts in developing products and sales routes to help them achieve economic self-reliance.

In Bangkok, SAORI conducts community-based rehabilitation (CBR) together with a counterpart, the Foundation for Children with Disabilities (FCD) in an effort to promote family and community understanding of persons with disabilities. Recently, the number of lectures and workshops SAORI provide in the course of special education at the National Education University of Thailand has increased, and efforts are being made to develop quality young education personnel and volunteers who will work to address the issues surrounding persons with disabilities.

On December 3, 2003, International Day of Disabled Persons, an opportunity was given to SAORI to exhibit a large hand-woven work at the United Nations Economic and Social Commission for Asia and the Pacific (UN-ESCAP) and in



SAORI Creative Center in Chiang Mai

March 2004 SAORI's small exhibition sales corner was placed in the sales department of UN-ESCAP.

We plan to enhance collaboration with many other NGOs, educational institutions and local governments through creative activities to expand opportunities for persons with disabilities so that they may take part in society. At the same time, we will focus on developing human resources who can manage the parents' group, which assumes the central role in the activity of SCC.

(JICA Thailand Office)

holds seminars and workshops with the help of those who already have experience in international cooperation. For those who have experience in cooperation but do not have a solid organizational and technical foundation, JICA promotes capacity development through the provision of training opportunities.

### JICA Coordinators for International Cooperation Assume Significant Role

These types of educational campaigns and the development of an environment through the Program to Support Citizen Participation in International Cooperation are important for properly reflecting citizens' ideas about international cooperation. This will eventually promote understanding and participation of the motivated citizens in international cooperation, respond to the will of the citizens to participate in international cooperation, and expand and upgrade international cooperation by new actors. Therefore, we believe it is necessary to continue to implement the program as a priority.

The role of JICA coordinators for international cooperation, who are dispatched to prefectural international exchange



Community Development Project through Fair-trade Practice in Latefoho sub-district of Ermera, Timor-Leste

associations throughout Japan, is significant in promoting such citizen participation. Coordinators give advice to individual citizens, NGOs, and local governments, who are interested in international cooperation. We have witnessed some citizens, local governments, and NGOs taking a step forward to international cooperation through their interaction with coordinators. In order to expand international cooperation from the local level, the role of the coordinators for international cooperation is expected to increase even more in the future.

## Front Line

### Hyogo Build-up Sustainable Ecosystem through Reforestation and Agroforestry

#### Protection of a Stairway to Heaven

JICA Partnership Program

#### First case of JICA Partnership Program

Since March 2003, the IKGS Reforestation Campaign, Inc., an NPO located in Sannan-cho, Higami-gun, Hyogo prefecture, has implemented a project to protect rice terraces in Ifugao, the Philippines, which is listed as a World Heritage Site. It is the first project of the JICA Partnership Program.

Rice Terraces in Ifugao Province are so beautiful that they are called "stairways to heaven", and they have been added to the UNESCO World Heritage List. However, in recent years, the forest stretching above the rice terraces, which have long been the water source in the area, has been degraded and is losing water-retaining capacity due to the slash-and-burn agriculture and excess logging carried out over a long period of time. The IKGS Reforestation Campaign, Inc. does not directly repair the rice terraces; instead, they undertake projects focusing on agroforestry as a new income source for the local people in substitution

for the slash-and-burn agriculture and reforestation in order to sustain livelihoods in the area deprived of trees, and these activities are carried out by developing model farms and model forests, respectively.

#### Learning together through personal interaction

In September 2003, the governor of Ifugao Province and three other officials were invited to a rice terrace international exchange event held in Hyogo. Through personal interaction with those who live in rice terrace agriculture communities in Hyogo, both sides re-acknowledged the importance of learning together rather than through the one-way provision of assistance. This event enhanced interaction between the people from both Ifugao and Hyogo in this project.

Since the commencement of the project, one year has passed and both model farms and model forests have been developed. Looking closely at the model sites, local citizens have become more interest-



Conservation activity while promoting voluntary participation of local citizens

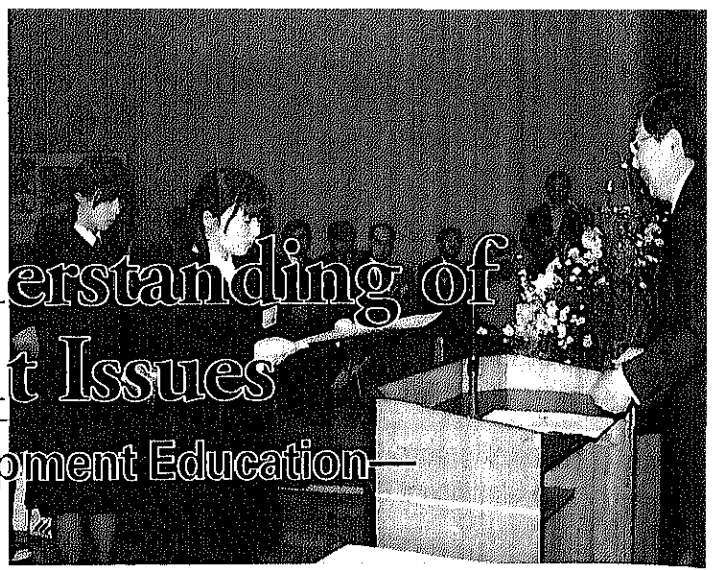
ed, and many have voluntarily participated in the project. In fiscal 2004, an environmental education program targeting local people started under the initiative of college students from Hyogo who have participated in the local activities as volunteers.

The local people's awareness of environment has been raised, and we are now approaching step by step the establishment of an ideal system where local citizens participate voluntarily in conservation activities.

(Hyogo International Center)

# Expand Understanding of Development Issues

—Support for Development Education—



Commendation ceremony for 2003 international cooperation essay contest for junior high and high school students

## A Bridge Connecting the People of Developing Countries and the People of Japan

Development education is provided to make people aware of situations in the international community and societies, such as poverty, hunger, environmental destruction, etc., and thus deepen their understanding of various issues such as development, the environment, human rights, and peace, as well as their recognition of the importance of international cooperation and development assistance. Development education also aims to foster attitudes and abilities for participating in activities to solve pressing issues in the international community, including the relationship between the developed and the developing world.

## Programs to Support Development Education

Development education is provided by different actors, including in-service teachers, NGOs, and civil organizations engaged in development education, and their activities are varied. Among these various development education actors, JICA, which doesn't own continuing educational institutions such as schools, places its emphasis on a program to support development education from the sidelines.

### ■ Activities Carried out under Two Pillars

One of JICA's pillars of the program to support development education is sharing knowledge on situations in developing countries and the relationship between the developing countries and Japan with the public so as to build a bridge between the people of developing countries and Japan.

JICA possesses knowledge accumulated through its long-term commitment to technical cooperation and volunteer programs in developing countries, as well as research aiming for the systematization and analysis of information and experience. Sharing knowledge means promoting understanding

among Japanese citizens on the situations in developing countries and their relationships with Japan by sharing JICA's knowledge with Japanese citizens.

Another important pillar is the provision of opportunities to help citizens realize what they can do voluntarily. Centering on its activities within the framework of integrated study that was introduced to the school curriculum in fiscal 2002, JICA is creating opportunities for citizens to consider what they can do voluntarily, while strengthening coordination with school education.

### ■ Sharing Knowledge

#### 1. Delivering International Cooperation Lectures

JICA staff, experts, former volunteers, and training participants from abroad are dispatched to schools and other places as lecturers to promote understanding of the situations in developing countries and the relationship between developing countries and Japan. In fiscal 2003, 2,178 lectures were offered at schools throughout Japan, and were attended by approximately 248,000 people.

#### 2. Teaching Materials for Development Education

##### 1) Monthly magazine *Kokusai Kyoryoku*

A monthly magazine, *Kokusai Kyoryoku* (International Cooperation), which contains information on developing countries and international cooperation, is distributed to junior high and high schools, as well as libraries throughout the country. In fiscal 2003, JICA contributed articles to *Sankei Color Hyakka* (wall newspaper targeting school children) for the first time, and information on developing countries was posted five times on the bulletin boards of 16,000 elementary and junior high schools in Japan.

##### 2) Pamphlet entitled *Gakko ni Ikitai*

A pamphlet entitled *Gakko ni Ikitai* (I Want to Go to School), which gives an overview of issues on education in developing countries targeting students from elementary to junior high schools, has also been well received.

3) Webpage *Bokura Chikyu Chosatai*

JICA's homepage has a page called *Bokura Chikyu Chosatai* (We are the Earth Explorers) that explains global issues\* such as water issues, desertification, population growth, and environment issues in an easy-to-understand manner using animation.

4) Material for development education: JICA Photo Language Kit

In cooperation with teachers and NGOs, JICA has prepared photo materials that vividly explain the climates and ways of life in developing countries. They are used in classrooms to deepen understanding of situations and issues in developing countries by giving students opportunities to think and exchange opinions. They can be borrowed free of charge from JICA Plazas around the country.

■ Provision of Opportunities to Consider

1. Essay Contest for Junior High, High School, and University Students

JICA runs essay contests for junior high, high school, and university students. These contests aim to provide them with

an opportunity to deepen their understanding of the situations in developing countries and the necessity of international cooperation, and to consider what Japan should do in the international community and how each individual should act. In fiscal 2003, 27,220 essays were entered in the contest. Junior high and high school students who won awards and placed high were invited on a study tour to ASEAN countries as a supplementary prize.

2. Global Citizenship Program for Students

This program provides junior high, high school, and university students who are interested in international cooperation with an opportunity to consider the perspective of Japan's relations with the world and the type of international cooperation that is needed. Views are exchanged with training participants from abroad, and lectures and workshops are offered by experts and former volunteers. Fiscal 2003 resulted in 27 programs with the participation of 1,239 students.

3. Development Education Study Tour for Teachers

In this program, teachers from elementary to high schools

Front Line

● Tsukuba Community-based International Exchange and Understanding

New Community Participation Event

Support for Development Education

World Mix Global Cooking

An international exchange event utilizing food called World Mix Global Meal was held jointly by Tsukuba International Center and Kasumi Group, a local enterprise, on August 24, 2003.

The event was held during the summer holidays with the aim of promoting international exchange through food. Ten elementary school students and their parents paired up with training participants from overseas to cook meals from different countries and thus become familiar with the cultures of those countries in terms of language, climate, and history while learning about choosing ingredients and recipes.

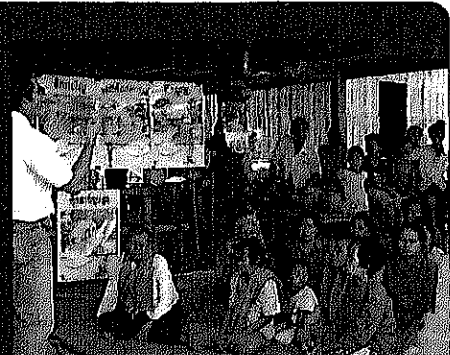
The training participants and children developed good relationships individually through various activities: for example, a pair-matching game to introduce the participants to each other, a meeting for menu planning, homestays, shopping for ingredients, summer parties, and sports activities. Both the children and the training participants cooked meals seriously.

The hall was a mixture of everything, filled with the smells of various spices and uncommon fruits. All the participants in the event were quite satisfied with what they had cooked. It was an international understanding and exchange event that came with good food.

Cambodia study tour

A Cambodia study tour was planned and carried out by Tsukuba International Center and the Ibaraki International Association for eight days from March 28 to April 4, 2004. It was the first time for a JICA domestic office to run such a study tour. The tour group comprised 14 members, including two accompanying staff and 12 participants recruited from the public. The participants ranged from high school students to seniors.

The tour started by visiting Japan Overseas Cooperation Volunteers (JOCVs) in Cambodia (a nursery school teacher, a computer engineer, and a Japanese language teacher) and senior volunteers (in soil fertilizers and ceramic



Visiting and participating in the Japanese class offered by a JOCV at Phnom Penh University on the tour

production). It was then followed by a visit to JICA project sites, such as an irrigation technology project and a project for improvement of science and mathematics education. Furthermore, it included a visit to the activity sites of NGOs from Japan and other countries in Cambodia. The tour participants had a chance to see local sites involved in various international cooperation and spent eight valuable days.

(Tsukuba International Center)



who are interested in education for international understanding and development education visit developing countries to get material for their class for about 10 days. After coming home, participants teach classes on development education at their own education sites based on their own experiences, and submit reports on the practical lessons. Some of the practical lessons are chosen and compiled in a booklet that is distributed to schools across the country. In fiscal 2003, 126 teachers were dispatched to Fiji, Viet Nam, Tanzania, Ghana, Laos, the Philippines, Bangladesh, Kenya, and Thailand.



Students researching the world at JICA Plaza

#### 4. Practical Development Education Seminar

Practical training is offered to teachers in development education on techniques of development and applying educational materials and methods of participatory study. In fiscal 2003, 46 training sessions were offered throughout the coun-

try and attended by 2,118 teachers. In order to match the needs of the educational setting, the program is managed and implemented jointly with educational boards, local international associations, NGOs and teachers engaged in development education.

## Front Line

### ● Aichi Needs Survey on International Understanding and Development Education

#### Education Addressing Issues Common to All Human Beings

##### Support for Development Education

#### Knowing the needs at education sites

"Now that integrated study is incorporated into the curriculum of elementary, junior high and high school education, I wonder how the education sites have changed." This was the question raised during discussions of the study group for an international cooperation lecture-delivery program at Chubu International Center. The study group was working on improving the quality and delivery of lectures. However they had little access to information about the education sites and it was therefore quite difficult to assess what was actually needed.

This called for the establishment of a committee consisting of teachers in education on international understanding and development from elementary schools to universities, international associations which supports the lecture-delivery program, NGOs, and JICA. It was then followed by a needs survey on international understanding and development education targeting 1,675 schools in Aichi prefecture, including elementary, junior high and high schools, and schools for children with disabilities.

Based on the results of the survey, a

proposition for shifting to education addressing issues common to all human beings and a declaration of committee members' commitment to the development of a systematic curriculum, taking this as an opportunity, were compiled into an action plan. A report was then distributed to all the schools that had taken part in the survey.

#### The report becomes a required text for lecturers

The content of education on development and international understanding tends to be biased toward JICA's perspectives as the provider of education. However, we tried to incorporate the opinions and desires of the teachers at educational sites into this report. The report contains a resource database on international understanding and international development in the region to help teachers find out where to access the information whenever they are interested.

We hope this report will be used widely by teachers and educators involved in development education, and at the same time, we strongly recommend that lecturers in the international cooperation lecture-delivery program



Repeated discussions to improve the lecture-delivery program

read it before their lectures. In this way, we believe we can help the lecture-delivery program meet the needs of the education sites.

Some changes have appeared in the request for the lecture-delivery program since the distribution of reports to schools. Through further enhancement of the cooperative relationship that was established on the occasion of the survey, with the boards of education, principals' association, teachers, and the High School Association for International Education, we believe we can achieve the implementation of high quality development education in the future.

(Chubu International Center)

# Take Advantage of Young People in Building Futures for Developing Countries

## —Dispatch of Japan Overseas Cooperation Volunteers—



A JOCV giving instruction in the IT project in Jamaica

### Objectives of the Program and its History

#### ■ Dispatches to 80 Developing Countries

The Dispatch of Japan Overseas Cooperation Volunteers (JOCV) Program assists and promotes in response to requests from developing countries the overseas activities of young people who wish to cooperate in the economic and social development of developing countries.

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

Cooperation is provided in seven fields: agriculture, forestry and fisheries, processing, maintenance, civil engineering, health and hygiene, education and culture, and sport. Around 140 occupations are involved in all.

The Dispatch of JOCV Program began in 1965 with the dispatch of the first batch of 26 volunteers to four countries: four to Cambodia, five to Laos, five to Malaysia, and 12 to the Philippines. In fiscal 2003, the dispatch of volunteers to Dominica, Saint Vincent and the Grenadines, Mozambique, and Venezuela began, and Benin and Gabon concluded a JOCV dispatch agreement with Japan. These additions mean that, as of the end of March 2004, 80 countries had exchanged notes concerning the dispatch of JOCVs with Japan.

In fiscal 2003, 1,310 volunteers were newly dispatched to various destinations. As of the end of March 2004, 2,331 volunteers were deployed in 69 countries, making a total of 25,184 since the program's inception.

The number of female volunteers has increased in recent years: at the end of March 2004, 53% of active JOCVs were women. The portion of JOCVs that is made up of women has risen to 38% since the program began.

Volunteers are generally sent abroad for two years, but a one-year dispatch system of volunteers called general short-

term volunteers was instituted in fiscal 1997.

### From Recruitment to Dispatch

#### 1. Recruitment and Selection of Volunteers

Volunteers are recruited twice a year, in spring and fall, with the cooperation of local governments and private organizations throughout Japan. In the 2003 spring recruitment campaign, explanatory sessions at 215 venues nationwide were attended by 10,440 people, of whom 4,611 applied. In the fall campaign, sessions at 196 venues were attended by 9,430 people, of whom 5,230 applied.

The selection process includes primary and secondary screenings: the former including written examinations in English, technical skills, and aptitude as well as an examination of the candidate's medical history, and the latter comprising technical and group interviews and a medical checkup.

There were 718 successful candidates in the spring and 621 in the fall of fiscal 2003.

#### 2. Pre-dispatch Training

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

- 1) The conceptual basis of JOCV activities, cross-cultural understanding, etc.;
- 2) Politics, economy, history, etc., of recipient countries;
- 3) Language training; (Courses are provided in around 22 languages including English, French, Spanish, Nepali, and Swahili.)
- 4) Health, hygiene and immunizations;
- 5) Safety management; and
- 6) Physical and outdoor training.

#### 3. Supplementary Technical Training

Supplementary technical training is provided to improve

the practical skills needed for cooperative activities and to ensure that volunteers can answer the needs of developing countries. Altogether 747 people took part in fiscal 2003, receiving training lasting between several days and eight months as necessary.

#### 1) Training in request-specific skills

Training is provided for volunteers who possess adequate technical skills but require supplementary technical training in line with specific requests.

#### 2) Training in practical skills

Training is provided for volunteers who possess adequate basic technical knowledge but lack practical skills.

Additional training is provided for the type of work that requires knowledge of the current situation and basic data in the field of activities in the recipient country for the purpose of carrying out cooperation activities.

## Backup Support for Volunteer Activities

### 1. Technical Instructor (Advisor) System

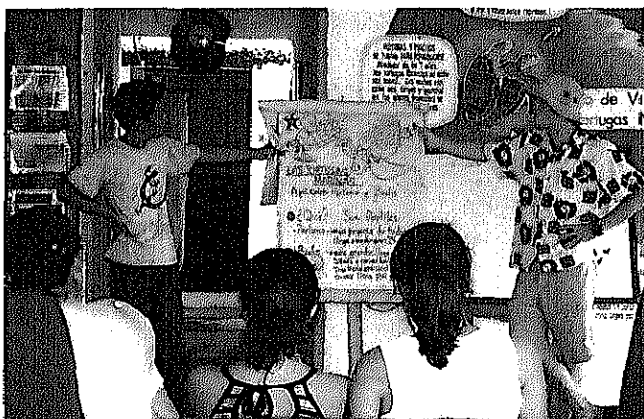
To make JOCV cooperation more effective, a technical advisor system employing experts in various disciplines gives technical assistance and consultation to volunteers. It also ensures that the specialized technical abilities of applicants are accurately assessed during the recruitment and selection processes.

### 2. Dispatch of Backup Program

This system involves the dispatch of volunteers for about one month to provide temporary support for JOCV on active service. For example, an in-service teacher is dispatched to support a volunteer teacher when special seminars or classes are being conducted.

### 3. Managing Volunteers' Health

The following unified health care is provided at the JICA Medical Support Center, with the help of over 20 advisory doctors.



A JOCV explaining the habitat of turtles to children in Guatemala

1) Physical examinations and evaluations, as well as immunizations, are carried out from pre-dispatch training to repatriation.

2) Advice and guidance are provided to dispatched volunteers who suffer accidents or illness.

3) Advice and guidance are provided to the office in the event that a dispatched volunteer becomes seriously ill.

In addition, health care consultations, medical institution referrals, and emergency response for volunteers are carried out by entrusting them to local advisory medical doctors and posting health administrators when necessary.

### 4. Injury Compensation

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

### 5. Career Guidance for Returning Volunteers

Many volunteers give up their previous jobs or join immediately after finishing school. To assist them with their careers once they are back in Japan, counselors at the JOCV Secretariat and JICA domestic offices in Japan are on hand to give advice, provide employment information, and explore future career possibilities.

Of the 1,209 volunteers who returned in fiscal 2002, 1,126 had decided on careers, including returning to their previous jobs, taking up employment, or returning to school, by the end of fiscal 2003.

## Related Promotional Activities

In addition to the above activities involving dispatch of volunteers, the JOCV Secretariat is engaged in various other activities to promote the program.

### 1. Increasing Understanding of the Program

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

- 1) Preparation of informative literature on the program, etc.
- 2) Issue of the monthly magazine *Crossroads*
- 3) Twice monthly issue of *JOCV NEWS*
- 4) Channeling of information to the mass media and cooperation with media coverage

### 2. Job Retention Scheme

Many people abandon the idea of joining the JOCV or join only after resigning from their previous employment



because their employers cannot guarantee them reemployment once their period of service is over. JICA has therefore been actively approaching local governments, economic and labor organizations, and private companies to persuade them to allow employees serving as volunteers while retaining their employment status.

JICA has made provision for paying some of the personnel expenses and miscellaneous costs incurred in this connection to reduce the burden placed on employers who allow their employees to serve as volunteers.

In addition, a participation system for in-service teachers that was established in fiscal 2001 is designed to attract in-service teachers to respond to increasing demand for competent human resources in the educational field. In fiscal 2003, 56 serving teachers were dispatched in this scheme. In fiscal 2004, 63 volunteers are slated for dispatch.

### 3. Cooperation with Related Organizations

#### 1) The Supporting Organization of JOCV

The organization that was formed by private benefactors in

1976 to support the Dispatch of JOCV program carries out public relations, career support for volunteers after their return to Japan, and promotion of development education. The organization also aims to expand the regional network of support organizations: 34 local support organizations have so far been formed in 32 prefectures and two cities.

#### 2) Japan Overseas Cooperative Association (JOCA)

This association was established in 1983 to support and encourage the activities of returning volunteers. Returning volunteers use their experiences to support the Dispatch of JOCV Program, through personnel support and participation in various events for volunteer recruitment and selection.

#### 3) Linkage with groups of returning volunteers

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

## Front Line

### ● Chile

## Cultural Property Protection in Atacama Desert

### Protecting the Pre-Christian Civilization of Atacama

#### Japan Overseas Cooperation Volunteers

#### Ancient civilization discovered by Father Le Paige

A JOCV is working at an archaeological museum in the village of San Pedro de Atacama, the second province in Chile. San Pedro de Atacama is located on the border with Bolivia and Argentina in the northern part of the Atacama Desert, where an ethnic group called Atacamenos live. The village is located at an altitude of 2,436m, surrounded by desert, and the Salt Lake of Atacama is located south of the village. Owing to the implementation of a Chilean tourism policy in the latter half of the 1980s, many tourists come to visit the village.

The archaeological museum that belongs to Catolica del Norte University in the port city of Antofagasta in the northern part of Chile was founded by a Jesuit missionary, Gustavo Le Paige (1903 - 1980). He was not an archaeologist, but after he came to the village in 1954 as a clergyman and found archaeological relics by chance, he started

research into the origins of Atacamenos.

Through his archaeological research, Father Le Paige asserted that Atacamenos once had a civilization and culture equal to those in Mesopotamia and Egypt and tried to revitalize the village through archeology. He built the foundation of the museum in 1957, followed by renovations in 1963, and worked to hold international conferences on archaeology.

#### Full-scale arrangements of relics

Though Father Le Paige carried out a great deal of archaeological research, he died before he finished arranging all the discovered relics. Management of the museum and arrangement and research of the collected relics were taken over by succeeding researchers. The exhibitions in the museum were renewed in 1981 and have not changed since. However, the arrangement of relics, which forms the basis of archaeological research, did not start fully until 2002, when an expert in



Archaeological museum where a JOCV works

preserving cultural properties was invited from Santiago, the capital of Chile. The dispatch of the JOCV in the field of cultural property protection was also a reflection of the background of the museum. The activities of the JOCV involve assisting the expert in cultural property protection with relics arrangement.

Recently an expert in museum exhibition and an anthropologist have been invited from Santiago and the UK, respectively. They aim to make a better museum.

(JICA Chile Office)

#### 4) Cooperation with local governments

Assistance from local governments is very important when carrying out the Dispatch of JOCV Program. Regular meetings are held with representatives of local government departments responsible for volunteer activities. Officials are also given the chance to observe JOCV activities in the field. Such measures enhance understanding of the Dispatch of JOCV Program and strengthen cooperation with local governments.

### Other Volunteer Activities

The JOCV Secretariat also dispatches Japan Overseas Development Youth Volunteers and Senior Volunteers for Overseas Japanese Communities.

These programs are aimed at ethnic Japanese communities in Latin America. Ethnic Japanese are contributing significantly to nation-building in their respective countries and Japanese volunteers are being sent to assist in the development of ethnic Japanese communities.

At the end of March 2004, 100 Japan Overseas Development Youth Volunteers were at work in eight countries, making a total of 814 volunteers dispatched since the inception of the program, and 45 Senior Volunteers for

Overseas Japanese Communities were active in seven countries, making a total of 256 volunteers likewise.

JICA also has a program to dispatch former volunteers as UN volunteers. As of the end of March 2004, 24 UN volunteers are in service, and 225 people had been dispatched in total.

### Future Activities

JICA's volunteer programs are highly regarded by recipient countries as beneficial programs that directly help at the grass-roots level. While a severe environment for ODA budgets continues due to prolonged economic stagnation, public expectation for and evaluation of the volunteer programs are rising as a core scheme of public participatory international cooperation and the budget for the JOCV Program in fiscal 2003 increased to 23.4 billion yen, 2.6% up from the previous fiscal year.

To guarantee positive evaluations for volunteer programs in the future, program operation that responds more appropriately to needs from inside and outside is necessary. Also the volunteer programs must be utilized for the strategies of whole JICA operations.

## Front Line

### ● Hiroo Pre-dispatch Training

#### Attempt at Community-making by Probationary Volunteers

#### Japan Overseas Cooperation Volunteers

#### A high sense of purpose

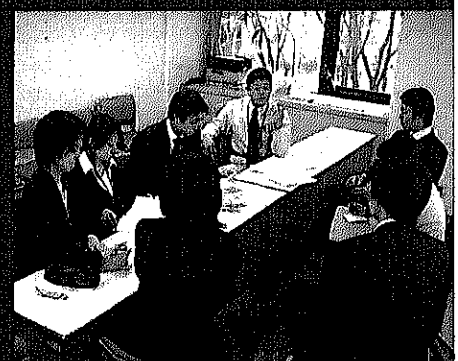
Applicants who successfully pass JOCV screening tests undergo about 80 days of pre-dispatch training as probationary volunteers. This camp-in training aims to transfer the conceptual basis of international cooperation, cross-cultural understanding, an ability to adapt to different cultures, language proficiency, and other knowledge required for JOCV activities. The tight schedule is programmed from jogging at 6:30 in the morning to lights out at 23:00 for every day except for Sunday. The participants tend to do the best they can to follow the training menus, resulting in a passive attitude. At the same time group living may contribute to regression.

To minimize these negative impacts and promote high motivation and initiative in the training course, probationary volunteers work on community creation

throughout the course at the Hiroo Training Center. Immediately after checking into the center, probationary volunteers take roles necessary to go through the training course and organize groups. Each group selects a leader and determines rules and their implementing methods to manage their lives at the center on their own.

#### Developing human relationships

Since people who have never met before entering the center must live together, things may not go smoothly at the beginning. They start by discovering differences among themselves and then try to understand those differences instead of ignoring them. It may take many discussions and repeated trial-and-error until they find things in common. They learn to respect one another's opinions, and con-



Managing training center life in groups by themselves

sequently a training community with a high sense of purpose starts to form. Probationary volunteers are expected to experience and confirm the process of developing human relationships while living together in groups.

(Hiroo Training Center)

# Making Use of Experience, Skills and Know-how

—Senior Volunteers—



A senior volunteer teaching judo in Chile

## Start and Development of the Program

### ■ Inception and Transformation

The Senior Volunteer Program was preceded by the *Senior Cooperation Expert Dispatch Program*, which commenced in 1990 as a scheme aimed specifically at middle-aged people who have a strong interest in technical cooperation activities in developing countries making use of their skills and experience. Under this program, volunteers with extensive skills and plentiful professional experience between the ages of 40 and 69 are recruited. The recruits are then dispatched to developing countries in accordance with requests received from the governments of those countries. The program might be described as a senior version of the Japan Overseas Cooperation Volunteers (JOCV) Program. In fiscal 1991 when the program got underway, 11 volunteers were sent to Malaysia, Paraguay, and Samoa.

There was subsequently a significant increase in the degree of interest shown in volunteer activities within Japan. Therefore, to clarify the status of this program as a support program involving volunteers, the name was changed to the Senior Volunteer Program in 1996.

In addition, since 1991, Japan's ODA budget has been the largest in the world. As interest in assisting developing countries has increased, the public has come to realize the importance of providing participatory cooperation\* with a clearly visible profile. Such was the context in which the Senior Volunteer Program came into being and developed.

A situation also arose in which the skills and knowledge needed by developing countries matched those that had supported Japan during its period of high economic growth. In the sense that this is a program capable of responding precisely to the needs of developing countries, the importance of the senior volunteers is constantly growing.

### ■ International Cooperation with Public Participation

Applicants for senior volunteers totaled 1,914 in fiscal

2003. This figure indicates how many citizens are interested in overseas volunteer activities and participating in them. Internationalization of regional communities, active exchange at a citizen's level, and global awareness through information supplied by the media lie behind this rise of interest in international cooperation.

In view of this change, JICA has been attempting to expand the Senior Volunteer Program. Whereas 87 people were dispatched overseas under the program in fiscal 1999, the figure for fiscal 2000 quadrupled to 323, and increased to 463 in fiscal 2003. Senior volunteers are active in as many as 55 countries, a number that is likely to increase substantially in the future.

The activities of senior volunteers are closely connected to daily life in local communities of partner countries. Volunteers are assigned to hospitals, schools, companies, and NGOs rather than to the central government. These activities might be described as cooperation with public participation.

## From Recruitment to Dispatch

### 1. Dispatch Record

As of the end of March 2004, 792 senior volunteers are active in 51 countries, which means that a total of 1,737 participants have been involved in the program since its inception.

### 2. Recruitment and Selection

To correspond to the rapid growth in the Senior Volunteer Program, revisions have been made in terms of the way the program is implemented. The method of recruitment was changed from preliminary registration to open recruitment. Recruitment explanatory sessions are held twice a year, in the spring and fall, in various parts of the country. During the 2003 spring recruitment campaign, explanatory sessions were held at 95 venues nationwide and were attended by 4,245 people, of whom 944 subsequently applied for volunteers. During the 2003 fall recruitment campaign, explanatory sessions were held at 96 venues nationwide and were attended by 4,416 people, of whom 970 applied to become volunteers.

The selection process involves primary and secondary screenings. In the primary screening, examination of written submissions and medical documents are carried out. In the secondary screening, a detailed medical checkup is performed in addition to a personal interview and a language test. In fiscal 2003, 408 applicants were recruited.

### 3. Pre-dispatch Training

Successful applicants undergo approximately 30 days of training prior to dispatch. The first 10 days are devoted to orientation in connection with basic knowledge of Japan's ODA and JICA programs, in addition to the systems connected to the Senior Volunteer Program, health management, safety measures and travel preparations. The remaining 20 days are devoted to language training. The languages that are taught include English, Spanish, Indonesian, Thai, and other regional languages. Participation by accompanying family members is permitted, and many people take part in training with family members.

### 4. Health Control

As volunteers will be working in environments that are

completely different from Japan's, advisory doctors are on hand at the JICA Medical Support Center. In addition to lectures on health topics including tropical diseases provided as a part of the orientation prior to dispatch, medical checkups are administered and health and medical advice are given during the period of assignment.

## Addressing New Needs

### Effective Use of Human Resources

From the late 1980s to the early 1990s, with the end of the Cold War between the East and West, political and economic reforms started mainly in former socialist countries. They specifically resulted in the abolishment of national controls, the construction of democratic political systems, and the progress of market economies through the introduction of competition principles such as privatization of public corporations, which ODA has been supporting.

Under these conditions, needs for cooperation in the fields of

## Front Line

### Uruguay Sakura Japanese Language Class

#### Exchanging Information on Japan in Japanese Language Classroom Senior Volunteers

#### People who have a passion for Japan

Uruguay is a small country with an area about half that of Japan. It is located south of Brazil and east of Argentina. In response to a request from the Japan-Uruguay Cultural Association, a senior volunteer was dispatched for Japanese language instruction in June 2003.

In Uruguay there are three educational institutes for Japanese language learning: a Japanese association operated by ethnic Japanese, Republic University, and Sakura Japanese language class. In March of every year, about 100 Uruguayans (13 to 75 years old), including 40 new students, start coming to Sakura Japanese language class, which the senior volunteer works for, in order to study Japanese twice a week after school or work. The classes are divided into three levels: beginner, intermediate, and advanced. In the advanced class there is a student who has studied in the class for 15 years and it seems that Japanese language is a part of his life work. Their knowledge of Japanese culture is deep and their interests vary widely, from animation and martial arts like karate and judo to tea

ceremony, flower arrangement, and Japanese cooking. Among the students there is a 26-year-old karate master who is enchanted by the mental discipline of karate and loves to read Musashi's "Five Rings."

#### Letter exchange started in amigo project

Based on his desire to introduce people interested in Japan and the Japanese language to Japan, the senior volunteer first conducted a questionnaire survey to find out the students' desired achievement level and study style. He also issued the "Sakura Newsletter" so that students would know about other students in different classes. Introducing essays in Japanese and illustrations by students in the newsletter stimulated their motivation for Japanese study so greatly that the amigo project began.

The amigo project involves exchanging letters with amigos (friends) in Japan. The volunteer chose their pen pals according to age and interest and gave the names and addresses of amigos to them. With cooperation from Japanese friends of the senior volunteer and the regional international exchange associa-



Students in Sakura Japanese Class

tion he used to belong to, many Japanese people participated in the project. In the classroom, the students show their letters full of Japanese mood to one another with big smiles, and exchange information on Japan while learning the Japanese language. As they have no chance to speak Japanese outside the classroom, the project gives them a great opportunity to use the language and make friends in Japan, thus further motivating their studies.

Recently, stimulated by the enthusiasm of their students, teachers have become motivated to reform lessons to make them attractive and easy to understand.

(Uruguay Coordinator Office)

modernization of factories and corporations, production controls, business management and quality control are increasing in addition to the existing assistance needs for health and medical care, agriculture and education. Many developing countries admire Japan's post-war reconstruction and are eager to learn about the related know-how. Accordingly, requests for the dispatch of senior volunteers in these fields have been increasing recently, and are expected to further increase in the future.

JICA has been implementing new strategies in order to effectively link the diversifying needs of developing countries with domestic human resources. For example, in fiscal 2000, it introduced new programs that include the Qualified Applicants Program, in which applicants who fulfill certain criteria are registered as being qualified and then offered for service to developing countries. There is also the Group Dispatch Program, in which a number of volunteers from the registering bodies in Japan are dispatched to the same destination, thus increasing the effectiveness of the cooperation.

In addition, for the purpose of promoting international cooperation by local governments and building friendship with overseas cities, the Sister City Senior Volunteer Program was introduced in fiscal 2001, further enhancing the use of domestic human resources.

## Significance of Senior Volunteers

### ■ Activities Supported by the Public

Senior volunteers make contributions directly to the development of human resources in developing countries in order to assist the process of national development, while experiencing international exchange through daily interactions.

Moreover, it is particularly significant that it is people from among the Japanese general public who are engaged in these activities. Since most of the participants are engaged in volunteer activities in foreign countries with which they have no prior experience, there is obviously no guarantee that their efforts will result in success. But the true significance of JICA volunteer programs, including the Senior Volunteer Program, lies not merely in the results but also in the opportunity these programs provide for voluntary participation from members of the community at large.

We have been hearing about the "borderless society" for many years. In the sense that this program supports international exchange and activities, especially at the citizen's level, the necessity and the very existence of the Senior Volunteer Program are sure to grow in importance.

## Front Line

### ● Fukui Volunteer Activities in Argentina

#### Backup through Proceeds Donation from Citizens of Fukui Prefecture

Senior Volunteers

#### Fukui Bridge in Argentina

A senior volunteer who had been dispatched to the Municipal Ecological Park of La Plata in Argentina and worked in the field of natural park management returned to Japan in April 2004. Regarding the backup support from the citizens in Fukui prefecture, she said at the report meeting, "I appreciate the logistics support for my activities for the year as an volunteer."

Puente Fukui (Fukui Bridge) in the Municipal Ecological Park of La Plata is where the volunteer was dispatched. The bridge was built with proceeds from a charity auction at the Fukui International Festival held in Fukui prefecture in Autumn 2003. The auction, which was held with the participation of many citizens, former JICA volunteers and the Hokuriku international Center, played a role in the construction of the Fukui Bridge.

#### Conveying the sentiments of people in the prefecture

The Fukui prefectural government has appointed overseas volunteers from Fukui as Fukui International Cooperation Ambassadors since 2001. This scheme allows ambassadors to request materials necessary for activities from the prefecture and receive materials provided by the citizens in the prefecture.

When the senior volunteer was encouraging children to participate in the UN International Competition on Paintings by Children on the Environment as part of environmental education activities during her time in Argentina, she had a hard time collecting works from children due to the shortage of painting materials. She asked Fukui prefecture for support with materials as an ambassador. Materials in six mandarin boxes weighing about 120 kg were



Fukui Bridge in the Municipal Ecological Park of La Plata

delivered to Argentina from the people in the prefecture. Thanks to the support, the number of art works submitted to the contest was 5.3 times more than those submitted in the previous year.

Through the activity of one senior volunteer, support with a visible profile of the people of Fukui was carried out, conveying the sentiments of the prefecture to Argentina.

(Hokuriku Branch Office)



# 10 Rescue and Aid in Affected Areas

## —Disaster Relief—



Hand-over of relief supplies for flood damage in Pakistan

### Enhancing Emergency Relief Systems

#### Operations in Response to Requests from Affected Areas

JICA's Disaster Relief Program dispatches Japan Disaster Relief (JDR) teams and provides emergency relief supplies when major disasters occur mainly in developing areas, in response to requests received from the governments of affected countries or international agencies.

Japan's disaster relief activities date back to the late 1970s, when medical teams were dispatched to assist Cambodian refugees. In September 1987, the Japan Disaster Relief Team Law (the JDR Law) was enacted to enhance dispatch systems for rescue and expert teams. A partial revision of Japan International Cooperation Agency Law, which involves the addition of emergency relief supplies, led to the establishment of Japan's comprehensive emergency disaster relief system.

The JDR Law was partially amended in June 1992, making it possible for the Minister for Foreign Affairs, after consultations with the director-general of the Defense Agency, to

send teams from the Japanese Self-Defense Forces when large-scale aid is required in the wake of a large-scale disaster and self-sufficient activities are required in the disaster area.

#### JDR Activities

JICA's Disaster Relief Program dispatches rescue teams, medical teams, expert teams, or Self-Defense Forces troops as personnel assistance and provides emergency supplies as material assistance.

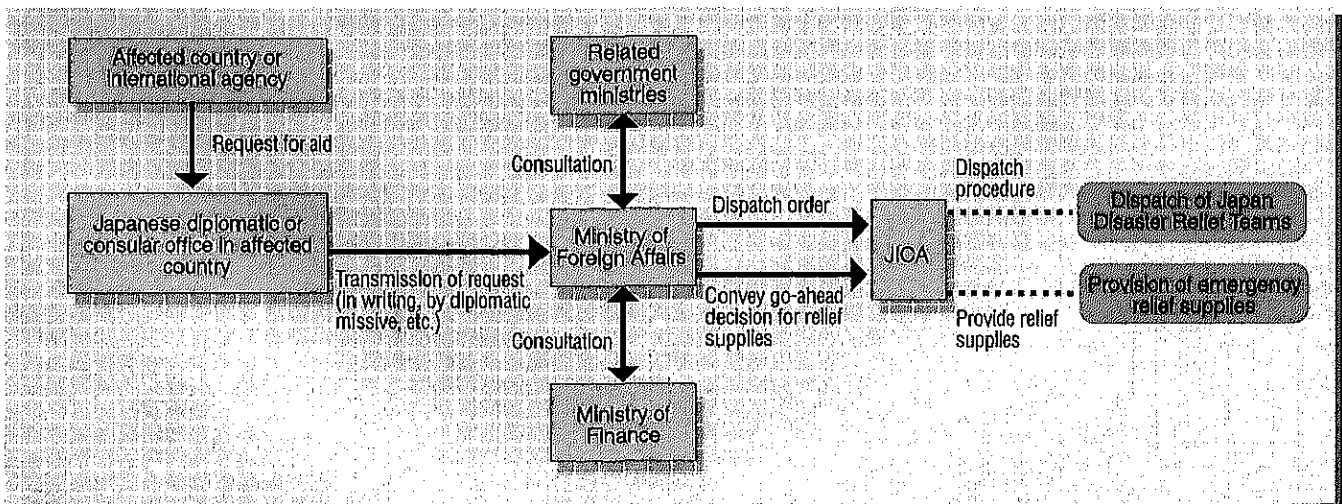
##### 1. Rescue Team

The main tasks of a rescue team are to search for missing people, rescue victims, provide first aid, and move victims to safety. The team is made up of rescue personnel of the National Police Agency, the Fire and Disaster Management Agency, and the Japan Coast Guard. They leave Japan within 24 hours of a decision of dispatch in order to conduct search and rescue activities in an affected country.

##### 2. Medical Team

The tasks of a medical team are to diagnose or to assist in the diagnosis of victims, and when necessary they work to prevent infection and the spread of diseases. Medical team

Figure 3-5 Mechanism for Implementation of Disaster Relief (Excluding Financial Assistance)



consists of doctors, nurses, pharmacists, and medical coordinators registered with the JDR Secretariat of JICA.

Medical teams have taken over as the main dispatch units from their predecessors, the Japan Medical Team for Disaster Relief (JMTDR), which engaged in medical activities prior to the passage of the JDR Law. At the end of March, 2004, 702 members (221 doctors, 308 nurses, 24 pharmacists, and 149 medical coordinators) were registered under this scheme.

### 3. Expert Team

An expert team takes stopgap measures in the wake of disasters and provide guidance and advice on how best to achieve recovery. Teams consist of technicians and researchers recommended by related government ministries and agencies according to the type of disaster.

### 4. Self-Defense Forces

When a large-scale disaster occurs and the dispatch is deemed necessary, Self-Defense Forces can be dispatched. Self-Defense Forces carry out emergency relief activities (rescue activities, medical activities, stopgap measures, recon-

struction), transport activities using ships, aircraft, and helicopters, medical and disease prevention activities, and water supply activities using water purifiers.

### 5. Provision of Materials

Emergency relief supplies such as blankets, tents, water purifiers, generators, and pharmaceutical products are provided to the affected country for relief purposes and to assist in the recovery process. To ensure that relief supplies are provided promptly and in large numbers, it is necessary for the supplies to be procured and stored securely. Warehouses are in place in three locations worldwide—Singapore, the UK, and the US—and the supplies are properly managed.

Large-scale disasters sometimes require additional relief supplies. In such cases, at the request of the affected country, JICA gathers supplies from local governments, private organizations, and individual citizens through mass media, etc. and delivers them to the disaster area. JICA itself bears all costs involved in the assembly of relief supplies in Japan and their delivery to the disaster area. These supplies are given to

## Front Line

### • Iran

## Dispatch of Japan Disaster Relief Medical Team for a Major Earthquake

### From Emergency Aid to Recovery and Reconstruction Assistance for the Bam Earthquake in Iran

Disaster Relief

#### Working with the local people

A major earthquake with a magnitude of 6.7 on the Richter Scale struck Bam City in Iran at 5:27 am, December 26, 2003 (local time). The death toll reached 20,000. The Japan Disaster Relief (JDR) medical team dispatched to the affected area examined and treated over 1,000 people during its six actual working days in spite of difficulties such as the delayed arrival of major medical equipment and supplies, and it being their first camp experience. The medical team was made of 23 members, including doctors, nurses, pharmacists, medical coordinators, and logistic coordinators, when they arrived at the affected area. However, the activities of the team received a wide range of participation from more than 60 people, including Japanese embassy staff in Iran, Iranian interpreters, drivers, Iran National military troops who protected the camp site, and residents.

Among these was a boy who lost a relative in the earthquake but offered to help the medical team and was given a job to lead patients into the hospital. In

addition, an Iranian doctor who was working as an interpreter offered medical assistance, and a driver helped as a receptionist for patients. All of the Japanese and Iranian people involved in the activities united under the goal of providing medical service for as many victims as possible.

These activities by the JDR medical team were highly regarded by the residents of the neighborhood and the number of patients who came to the Japanese team for help continued to increase. Iran's Ministry of Health also acknowledged Japan's successful achievement, and the hospital opened by Japan was taken over by a team of Iranian doctors as the Japan Medical Center to continue medical services for the residents of the neighborhood.

#### Helping with recovery

Recovery and reconstruction assistance following emergency aid is required at the affected site. In response, a study team was dispatched to survey local needs immediately after the withdrawal of the medical team. Emergency



Medical team doctor examining a small victim

reconstruction plans were formulated for water supply, agriculture-related facilities, and the community, all of which were desperately needed in the affected area, Bam City, according to a survey conducted in April 2004. JICA will continue its support based on these plans in cooperation with Iran and other aid agencies to solve individual detailed problems in the future. Japan is planning to provide cooperation incorporating partial recovery of water supply facilities and agricultural facilities that were seriously damaged by the earthquake.

(Secretariat of JDR)

the recipient government through the Japanese embassy in the country.

## Larger Aid Impact

### ■ Implementation of Seminar and Training

Overseas aid activities take place in countries that have customs and languages different from those in Japan. To ensure that relief activities in disaster areas are as efficient and effective as possible, JICA provides various seminar and training for rescue teams and medical teams. In fiscal 2003, joint training with training participants from overseas was introduced as a new activity for rescue teams.

### ■ Official Introduction of Evaluation

In line with the evaluation guidelines formulated in fiscal 2003, the rescue team and the medical team sent out to the Algerian Earthquake were evaluated. Based on the evalua-

tion results, the team dispatch system was upgraded and enhanced. Evaluation guidelines for expert teams were also formulated.

### ■ Enhanced Alliance with International Organizations and NGOs

Usually, major countries' aid agencies and international organizations provide relief support at the site of a large-scale disaster. The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) takes the initiative to build a system for coordinating these disaster relief activities. In response, JICA is actively developing alliances with related organizations in order to contribute to the swift implementation of relief services at the disaster site.

In cooperation with Japanese NGOs operating in the affected areas according to circumstances of the area, we strive to implement more effective operations.

## Front Line

### ● Tsukuba Training in Earthquake Disaster Prevention

#### Former Training Participants in Earthquakes Play an Active Role at the Disaster Area

#### Acceptance of Technical Training Participants

#### Earthquake in developing country causes catastrophe

Memories of catastrophic earthquakes in Algeria and Iran are still fresh in our minds. In developing countries that have inadequate disaster prevention measures, disasters such as the collapse of buildings occur frequently, generating serious damage in the wake of an earthquake. Japan has implemented cooperation in this field for many years to transfer knowledge and experience related to earthquakes, as well as seismic technology to technicians in developing countries. In fiscal 2003, acceptance of technical training participants in the earthquake field marked its 40th anniversary, and a symposium commemorating this anniversary was held for the purpose of reviewing the history and the achievements of the training program. Also discussed were measures to improve the training program in light of the issues and needs of developing countries.

#### In cooperation with Japan Disaster Relief team

Currently, Tsukuba International

Center runs two training courses on seismology and earthquake engineering in cooperation with the Building Research Institute: an earthquake and seismic engineering course and a global seismic observation course.

The earthquake and seismic engineering course is an 11-month training program. The first half of the course mainly provides lectures, practical training, and observations to transfer basic knowledge on seismology and earthquake engineering. In the latter half, individual training in the form of research according to country-specific issues is carried out. This training course is designed for young technicians and researchers in principle, with the aim of developing human resources with sufficient knowledge in the field of seismology and earthquake engineering. When the earthquake occurred in Algeria last year, former participants in this training course worked with the JDR expert team, leading to maximum achievement within a limited time.

The purpose of the global seismic observation course is to build a global network for nuclear test monitoring utilizing advanced seismic observation tech-



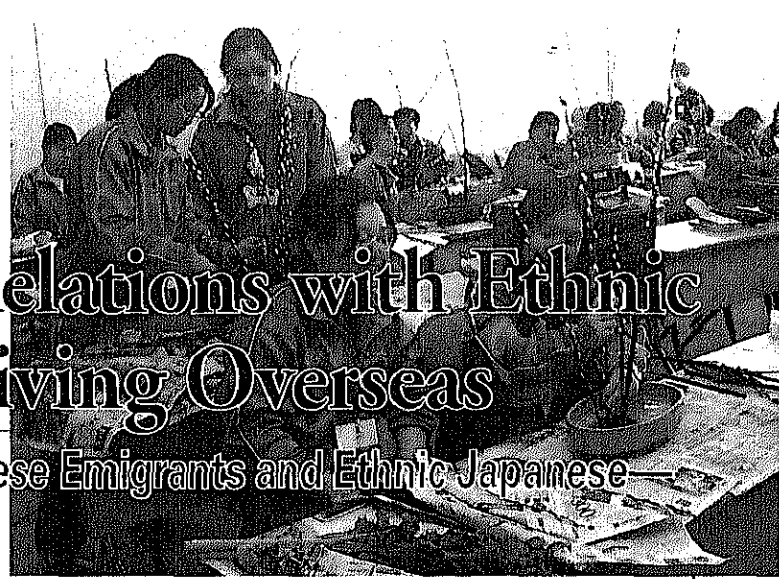
Visit to Mihara Bridge (suspension bridge)

niques in order to provide indirect support for realization of a comprehensive nuclear-test-ban treaty. This course contributes to the development of human resources who will play an important role in the global seismic observation network in collaboration with the Preparatory Committee for the Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO).

(Tsukuba International Center)

# Building Relations with Ethnic Japanese Living Overseas

—Support for Japanese Emigrants and Ethnic Japanese—



Pupils of a Japanese language school arranging flowers

## Postwar Japanese Emigrants and their Descendants

### Second to Fourth Generations Make Up Core Group of 2.5 Million

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

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

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

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

## Support Program for Japanese Emigrants

### Promote the Review of the Program

In response to these changes in the environment surrounding emigration, JICA has been reviewing the content of its Emigration Service Program as follows.

1) Training and departure services to new emigrants were

terminated in fiscal 1994.

2) Emphasis is placed on international cooperation to provide support and cooperation for Japanese overseas communities, while striving to ensure the stability of the lives of those who emigrated earlier with JICA support.

Acceptance of training participants in Japan who are Japanese descendants, and dispatch of Senior Volunteers for Overseas Japanese Communities and Japan Overseas Development Youth Volunteers, which are programs strongly oriented toward technical cooperation, were implemented as part of the Emigration Service Program for overseas Japanese communities. These programs have formed part of JICA's technical cooperation scheme since fiscal 1996.

### Various Activities

JICA performs the following activities in connection with emigration.

#### 1. Public Relations

To deepen the Japanese public's understanding of overseas emigrants and overseas Japanese communities, the activities of emigrants and ethnic Japanese (NIKKEI) are presented through:

- 1) Publication of the quarterly magazine *Kaigai Iju* (Overseas Emigration);
- 2) Invitation to Japan of prominent individuals of Japanese descent;
- 3) Subsidies to assist in the organization of the Convention of Nikkei & Japanese Abroad.

Japanese Overseas Migration Museum and a library with materials related to emigration opened at the JICA Yokohama International Centre in October 2002. These facilities were constructed for the purpose of educating the public, especially the young generations who will lead the future, and deepening their understanding about emigrants and their descendants, who are ethnic Japanese.

## 2. Training for Children of Emigrants

### 1) Training for students of Japanese language schools

Outstanding pupils of Japanese language schools operated by local ethnic Japanese groups are invited to Japan to attend junior high schools and experience homestays for the purpose of gaining firsthand experience of Japanese culture and society and improving their language proficiency. Forty-one pupils took part in fiscal 2003.

### 2) Technical training for ethnic Japanese working in Japan before returning to their home countries

This program provides training to ethnic Japanese working in Japan who are highly motivated to learn and satisfy prescribed academic standards. They are given technical training before returning home to help them contribute to the development of their countries. Quality and productivity enhancement, as well as system management courses were held in fiscal 2003 and attended by 14 people.

### 3) Japanese language courses for ethnic Japanese working in Japan

To give overseas ethnic Japanese who come to Japan to work the chance to become familiar with life in Japan as quickly as possible, courses on basic Japanese language and culture are provided. Twenty people participated in fiscal 2003.

### 4) Central training for overseas ethnic Japanese students

JICA assists in study courses held by the Association of Nikkei & Japanese Abroad aimed primarily at overseas ethnic Japanese studying in Japan with the help of prefectural government grants. One hundred and forty students participated in fiscal 2003.

### 5) Scholarship for Overseas Ethnic Japanese Students

For the purpose of developing human resources who will lead future overseas Japanese communities or will contribute to the development of the countries they live in to connect the country and Japan, JICA provides scholarships for living expenses and school expenses as a side assistance for the ethnic Japanese who have been formally admitted to Japanese graduate schools. Twenty-six students received scholarships in fiscal 2003.

## 3. Support Program for Emigrants Overseas

### 1) Extension of farming systems

With the aim of improving farm management employed by emigrants, JICA implements the dispatch of agricultural experts from Brazil, training in the agricultural methods of advanced region, practical training for the staff of agricultural cooperatives and fostering of agricultural study groups.

### 2) Medical care and hygiene

JICA assists in the operation of five clinics in Paraguay and Bolivia, and has channeled medical aid to emigrants in Paraguay and Bolivia on the basis of agreements with local physicians. Circuit medical treatment teams are dispatched as medical assistance in Brazil.

### 3) Education and culture

Third-country training\* is provided to support Japanese language education through the training of local Japanese language teachers in Latin America. In fiscal 2003, 30 Japanese language teachers took part in a third-training course held in Buenos Aires, Argentine. JICA also lends support in the form of reward payments to Japanese-language teachers and the purchase of teaching materials. JICA provides grants in a number of forms, including reward payments to teachers with a view to supporting education in local languages.

### 4) Support for improvements in social welfare and everyday infrastructure\*

In fiscal 2003, grants were provided for repair work on wooden bridges in Paraguay.

## 4. Division of Settlements into Agricultural Lots

JICA assists with the division of Japanese settlements into agricultural lots. In fiscal 2003, nine settlement zones (142.8ha) in Paraguay and 56 zones (1,246.7ha) in Argentina were divided up in this manner.

## 5. Business Loans

JICA offers loans to businesses run by emigrants as well as to groups that contribute to the permanence and stability of Japanese immigrant communities. In fiscal 2003, loans totaling 750.80 million yen were provided to emigrants and groups in Paraguay and Bolivia.



Exhibitions at the Japanese Overseas Migration Museum in Yokohama