

SECTION 3 Strengths and Issues in GOJ/JICA Aid in the Pacific

Strengths of JICA/GOJ aid issues were raised and discussed with the Study Team as follows:

3.1 Strengths

- Japan is one of the few Pacific donors still willing to fund a wide variety of infrastructure and equipment projects. This is a welcome practical alternative to other donors engaged in current trends to implement change/build capacity at sector level rather than through sector related projects. There is a sense that Japan has successfully managed to avoid the vagaries of ODA fashions.
- Japanese funded capital works are generally of a high technical standard and Japan is considered to have a comparative advantage in this niche area. In particular GGP activities are welcomed as quickly filling much-needed gaps in infrastructure that are priorities for local communities.
- Because Japan does not have a set program for each country, it is possible for Japan to fund projects that have “come out of left field.” This flexibility means that recipient governments have the possibility of sourcing funding for projects that do not fit the set mould of other donors.
- Government personnel and donors consider Japanese personnel (JOCVs, SVs and experts) to be an effective way of stop gapping manpower requirements in both rural and urban areas. The accessibility of qualified, experienced, resourceful and reliable technical expertise at the grass roots level is particularly valued.
- Community interaction by volunteers, JOCVs in particular, is seen to promote cooperation between Japan and the host country. The practical resources that volunteers leave behind, their recommendations for traineeships to Japan and their access to equipment and follow-up activities, all contribute to sustainability. Recipient governments particularly appreciate the provision of follow-up cooperation activities and resources as required.
- GOJ/JICA appears to be open to a consideration of changes in the international development practice. Assessments of relevance of global policy shifts are conducted by GOJ/JICA. Documentation reveals that JICA/GOJ policies and systems are evolving as appropriate, over a period of time.

3.2 Issues

3.2.1 Strategic Planning in GOJ/JICA Activities

The absence of a publicly available strategic plan for GOJ/JICA activities agreed with bilateral partners which includes sectoral priorities and plans with clear goals and objectives articulated by country or region was noted in PNG, Vanuatu and Fiji. “Specific budgets for each country are not predetermined and projects in each country

are judged on their individual merit.”¹³ This has resulted in a perception that JICA activities are sometimes ad hoc.

In all three countries GOJ/JICA has conducted activities in a wide variety of sectors. Activities appear to be in response to broad based self-help initiatives and are selected against generic criteria. Technical cooperation for example in the bilateral Fiji program is provided in the health, fisheries, law enforcement, education, forestry, maritime, meteorology, local government, social welfare, labour and transport and communications sectors. While this means that JICA activities are ‘responsive’ and ‘flexible’ this approach reduces the opportunity for impact. JICA acknowledges the shortfalls of this approach and indicates that “Region and country-specific approaches must be further strengthened to ...increase the effectiveness of aid”¹⁴. As well it is understood that JICA, in principle, adopted a “country program” approach in 1999.

Other donors have actively engaged in strategic reviews of their organisations and practices and are making significant adjustments to increase impact and effectiveness of their ODA programs. There is some evidence of a move towards a more integrated approach to some GOJ/JICA activities: the Media Centre in PNG funded through Grant Aid to which a JICA expert and JOCV inputs have been allocated is a case in point. The Study Team supports such endeavours to design an integrated and targeted program.

Various stakeholders indicated to the Team that the absence of a ‘program’ approach impacts on the planning capacity of the recipient government. As well, the current approach makes donor performance and activity impact difficult to measure.

A process wherein the GOJ/JICA identifies sectors of priority which, together with a strategy/forward program for implementation are agreed with the partner government, might compromise flexibility, however it could result in greater efficiencies for all stakeholders including JICA and increase the effectiveness and impact of the program.

The Study Team is of the view that JICA in principle support for a country program strategy approach should be implemented in practice; that consistent with this approach that, in consultation with the partner government, that activity sectors are prioritised and that an integrated program of assistance is developed.

3.2.2 GOJ/JICA Priority Sectors/Delivery Strategies

Major donors in the Oceania region, including AusAID and EU in PNG and Vanuatu have identified/committed the bulk of their funding to the education and health sectors in country strategy documents. AusAID and some regional (SPC and Forum Secretariat) and multilateral agencies including UNESCO, WHO and WB have committed resources to support policy reform and institutional strengthening for these two sectors. Grant aid projects in Oceania implemented by JICA in 2001 largely comprised transport related construction projects; infrastructure/provision of hardware

¹³ Embassy of Japan; *Paper on Economic Cooperation Between Japan and the Republic of the Fiji Islands*, 21 May 2001; p. 1

¹⁴ JICA Annual Report 2001; p. 145

is also a predominant feature of GOJ funded GGP projects. Technical cooperation in a range of sectors is a predominant mechanism for delivery of Japan ODA.

JICA has indicated some interest in exploring some of the “soft” areas of aid such as policy, planning and management. It is important however to take into account the current level of donor activity in these soft areas; and the relative capacity/requirements (including language) and experience of donors prior to commitment of activities in these areas. Other donors are seen to hold the advantage when compared to JICA in areas related to policy and program development in the health and education sectors. JICA already has a comparative advantage in ODA for infrastructure and materials. These “hard” areas rely less on English proficiency than do the “soft” areas yet can be more directly linked with poverty alleviation. These issues will need careful consideration in the process of making decisions regarding the level and nature of future GOJ/ JICA commitment within these sectors.

Further comments/recommendations relating to sectoral priorities for consideration by GOJ/JICA in the region are made in Section 4 of this Report.

3.2.3 Management and Administrative Structures and Processes

While JICA is involved in the identification of GOJ/MFA-funded grant aid projects, policy direction and approvals related to grant aid projects and technical assistance including levels of aid and assistance are made at MFA headquarters in Japan. For grant aid projects, preparatory study teams who conduct initial field visits to collect data and prepare scope of work documents for feasibility study teams are appointed by MFA. JICA then appoints consultants to draw up a master plan and conduct a feasibility study. The results of this study are analysed by sectoral expertise in Japan. Further follow-up studies may be conducted as required. As well some operational decisions relating to technical assistance are made at JICA headquarters in Tokyo. There appears to be limited delegation for decision making at the country MFA/JICA level. These structures cause delays in implementation of projects and technical cooperation and in decision making related to project adjustments/amendments, which may be required in the implementation process.

MFA and JICA offices in Papua New Guinea and Fiji engage local and expatriate staff with responsibilities for implementation of discrete categories of ODA. MFA is responsible for management of the delivery of GGP; JICA is responsible for the management of the delivery of grant aid projects and technical cooperation activities. This structure is confusing to in-country stakeholders and donors; creates an environment for duplication of administrative functions and reduces the opportunity for an integrated program approach (see Section 3.2.1 above). While it is understood that there are to be some revisions in roles and responsibilities of JICA/JOCV offices in Oceania region, details of these were not available to the Study Team.

It is understood that no examination has been conducted relating to the cost effectiveness and efficiency of current structures including staffing levels, roles and responsibilities of expatriate and locally recruited staff. An examination/formulation of recommendations relating to the cost effectiveness and efficiency of the current structure would serve to inform management of current efficiency levels and to provide advice related to alternative strategies to address issues raised.

3.2.4 Communication Issues

Limited access to information about JICA processes and activities was an issue of concern to a wide range of stakeholders including government departments, other donors and representatives of regional and non-government agencies. While there are some mechanisms for dialogue such as JICA/GOJ participation on sectoral planning committees, glossy brochures (by country) providing information on JICA procedures and JICA websites which provide detailed information on Japan ODA, there is limited local understanding of Japan ODA systems and activities. One donor in Vanuatu was unaware that there was a JICA/JOCV office located in Vanuatu. This creates the risk of duplication of donor activity. This risk is increased where the capacity and current mechanisms within the government eg. in Fiji, to effectively coordinate aid is not comprehensive.

Consultation with the local community at the preparatory and feasibility study stages of grant aid projects appears to be limited. The engagement of local (professional) counterparts in these studies is not established practice. There have been instances where this has resulted in inappropriate and unsustainable project outcomes.

As well, it is understood that GOJ/JICA level of participation at donor/sectoral meetings (national and regional) is limited. This may be partly due to Japan based policy formulation structures and limited delegation at Post/to JICA.

Stakeholders are keen to establish regular communication with JICA; donors are of the view that mutual benefit can derive from greater understanding of JICA processes and are interested in exploring ways to include JICA in donor consultations; government agencies are concerned that duplication could result from lack of information.

3.2.5 Collaboration with other Donors

There is widespread recognition by donors in the Pacific that too many individual projects competing for the time and attention of a small group of recipient government personnel, is to the detriment of all. Donors are actively pursuing results oriented cooperation. There is acknowledgment that increased donor interaction and collaboration would relieve some of the pressures from both donors and recipient countries and would reduce waste and inconsistency. There is evidence of attempts to better integrate donor activities with recipient country priorities and systems, and to better delineate donor comparative advantage.

Most donors in the South Pacific have increased their level of information sharing and collaboration, particularly ADB, EU, Australia and New Zealand. Many donors meet informally every month. Many undertake discrete components of other donor's projects. There is donor co-financing and parallel financing, and pooling of funds in a common basket. JICA is perceived to largely work in a *singular* way, outside of this network.

Nevertheless JICA in principle supports results-oriented cooperation and believes that “coordination with other donors will become more necessary than ever”¹⁵ Since 1992, staff exchanges have been carried out with donor agencies including AusAID. There are, as well, good examples of collaboration at the project level in the Pacific, including the Fiji Trilateral Health Promotion Project

3.2.6 Donor Harmonisation

Australia and New Zealand have had a close aid dialogue in the past and are now actively working towards a higher order of collaboration, namely donor harmonisation, where each country’s policies, programs, practices and procedures are brought into alignment. A joint Australia-New Zealand Report ¹⁶ offers 19 options for harmonisation. The options include:

- Sharing of analysis and diagnostic work in preparing regional/country and sector strategies
- Regular consultations at program management level
- Joint programming missions
- Allow other donors to have observer status on missions
- Report in accordance with partner government’s budget cycle
- Standard format for project requests
- Standardise TORs for contractors
- Share performance indicators

Australia and New Zealand are both keen to involve other donors in the implementation of donor harmonisation strategies.

While there was no opportunity for the Study Team to discuss specific strategies for donor cooperation with GOJ/JICA representatives, the Team is aware that GOJ has reservations about an approach that calls for placement of funds into a ‘common basket’ of support. JICA is of the view that this “does not support the kind of project type cooperation in which Japan has excelled to date...Furthermore the funds themselves lack flexibility”¹⁷

The Team supports JICA recognition of the value of donor coordination and is of the view that efficiencies can be derived from the process without compromising GOJ identity on projects. Opportunities to extend cooperation on Pacific projects with JICA have been suggested by AusAID and include presentations by Japanese health experts in PNG on their roles and experiences to incoming Australian health staff at orientations on commencement of work at the AusAID PNG MOH project. Similarly, Australia could share its inventory of health equipment, facilitating Japanese supply or repair.

Information exchange between donors could also serve to benchmark Japanese ODA systems and practices. For example, Japan’s volunteer program could benefit from

¹⁵ JICA Annual Report 2001; p. 122

¹⁶ Australia-New Zealand Research Project; *“Harmonising donor Policies and Practices in the Pacific”* January 2001 p.v

¹⁷ JICA Annual Report 2001; p.122

dialogue and comparison with other volunteer-sending organisations such as Australian Volunteers International and New Zealand's Volunteer Service Abroad.

3.2.7 Regional Cooperation

GOJ inputs to regional organisations are substantial and have, to date, been channelled through bilateral programs or multilateral agencies. Other donors contribute directly to regional organisations such as SPC and the Forum and find it a cost effective mechanism for contribution to substantial regional projects. These donors are able to finance separate component outputs and financial management systems within some regional organisations maintain separate ledgers for each donor. Given the current level of GOJ (indirect) contributions, and the need perceived by JICA for increased donor coordination, it may be timely to explore the feasibility/efficiency of direct contributions to regional organisations.

As well, inputs by JICA have comprised technical cooperation dispersed across sectors. While long term impact of JICA technical cooperation within regional organisations has not been explored, impact may be enhanced by targeting sectors for assistance.

3.2.8 JOCVs and Senior Volunteers

Japan has invested heavily in its volunteers in the Pacific over many years. These volunteers by and large are regarded as resourceful and skilled personnel able to fill manpower gaps. However there are a number of significant issues related to the volunteer program as follows:

- Generally JOCVs fill line positions, many of which have been filled year after year, by a succession of JOCVs who have been unable to transfer skills to counterparts, for a variety of reasons. While some good training material is often left behind in the workplace, no qualified local person is available to fill the position and the agency applies for another volunteer placement which, following some assessment by the JICA office, is approved. This practice is not *sustainable* particularly given the shortage in Japan of some categories of volunteer. The placement of JOCVs in line positions on a long-term basis challenges the principles of technical cooperation and need to be assessed.
- *Evaluation* of JOCV placements appears to be limited to regular progress reports and a completion report. There has been no evaluation of the long-term impact of JOCVs on local host organisations or on the particular sector as a whole. As well the Study Team is not aware of any tracer studies of returned JOCVs.
- The level of *administrative support* for a small number of volunteers is high compared with other volunteer programs. A significant part of the administrative support is provided by Japanese nationals, out of a JICA/JOCV office located in country. The volunteers are in weekly contact with the office and are expected to write five reports during their two-year term. They come into the office for eight face-to-face meetings, including medical check-ups provided by a dedicated Japanese staff member, and, if locally-based, to collect their allowances. This is a

high level of Japanese management compared to other volunteer-sending organisations.

AVI rarely has an in-country office but where it does, attempts to have indigenous staff members. VSA, wary of volunteer dependency, has closed field offices in the Pacific and located volunteer support staff in Wellington. There are only two Pacific Program Officers and two Pacific Field Representatives for the entire VSA Pacific Program. The Field Representatives generally visit volunteers once, or at most twice, during each two-year assignment. Significant sections of VSA's briefings, as well as interviews, are undertaken by volunteers, not by paid staff.

- It is unfortunate that consistent information on the real unit *cost* per JOCV or SV was not available to the Study Team. What is known is that the current level of (Japanese) management and administration in country clearly increases the volunteer unit cost. The real cost of sending VSAs is about NZD 40,000, while for AVIs it is roughly between AUD 30,000-80,000 depending on the number of dependants, location and negotiated conditions.
- There is no *long-term goal or country-specific strategy for volunteer placements*. JICA does not appear to have a clear picture about what it is trying to achieve in each country or how volunteers might contribute to the goal. By comparison, other volunteer-sending agencies have country plans and target sectors – VSA for example focuses on Special Education in Samoa and Health Education in PNG/Bougainville.
- JOCV placements respond to individual requests and often cover a *diverse range of sectors*. Placements are not targeted to priority sectors and they are rarely integrated with other GOJ/JICA development inputs. Ad hoc placements reduce the opportunity for impact and should be discouraged. It is understood that efforts are being made to integrate volunteer placements with other forms of development assistance. This practice should be encouraged.
- *Language levels* of volunteers were identified as an issue by host organisations. In host countries where English communication is critical in schools and in the health sector, volunteers struggle to fully contribute to their workplace and frustration levels on both sides can be high. In placements where English is not the principal medium of communication, for example in the provincial areas of PNG and Vanuatu where Pidgin is the lingua franca, English is not the appropriate language to learn. Other volunteer-sending agencies such as AVI and VSA have a flexible approach to language training for their volunteers, and they provide training of varying length depending on the language needed and the local context. These other volunteer-sending organisations favour training in country rather than at home.

There is some value in JICA/JOVC looking at its language training options. It may be appropriate for some JOCVs *not* to learn English at all, but to specialise in Pidgin from the beginning. It may also be more appropriate for some JOCVs to learn English in country, where they are hearing it daily and in context.

These issues need to be addressed. The Study Team understands that the volunteer program in the Pacific may expand. While it is understood that management and procedures relating to the administration of JOCVs have evolved over the years, there appears to have been no overall assessment of the administration and management of the JOCVs to date. The Team is of the view that an overall review/study into the effectiveness and efficiency of current management structures, staffing levels in country and impact of the JOCV placement on the workplace is required.

3.2.9 Technical Training

JICA's technical cooperation includes customised and off-the-shelf technical training to in-service personnel in a variety of fields. This training is conducted for groups or individuals. JICA funded technical training was first introduced in 1954 and in fiscal year 2000 7,683 people from 146 countries and regions took part in technical training programs in Japan. Technical training has been a significant element in JICA's training activities for the Pacific. While some training is conducted in third countries, much of the training is conducted in Japan. Some on-the-job training is conducted in country but it is understood that structured technical training delivered in country is very limited.

While selection processes are in place to ensure trainees are in a position to utilise training on return to the workplace, there is some concern relating to the sustainability of the training given the level of mobility of returned participants to new positions following training, the limited access to resources including technical equipment in the workplace on return and the lack of support by employers of JICA scholars to implement change /action plans experienced during the training experience.

It is understood that no long-term impact of short term technical training or the has been conducted. Some alumni groups of returned trainees have however been established in the Pacific.

3.2.10 Sustainability of Facilities/Equipment in Grant Aid Assistance

Procurement of equipment through grant aid assistance has been a feature of JICA activities in the Pacific. However the level of maintenance of these facilities is seen to have compromised the sustainability of the assistance. There are several reasons for this: while maintenance training may have been available in the first instance, knowledge is lost when training participants leave (eg. with Reisograph equipment in the LAMP project in PNG). Where facilities/equipment have been provided through GGP, the responsibility for maintenance rests with the community/local governments who are unable to stretch very limited funding to provide maintenance. This is particularly the case when GOJ/JICA inputs are in rural areas where resources for maintenance are very limited. These problems are compounded by the fact that equipment is often 'state of the art' from Japan, provision in procurement contracts with providers for service and maintenance is limited and spare parts /technical maintenance skills are not locally available.

While this sequence of events is largely beyond the control of the donor, this is not an effective use of funding. It is important that sustainability of the assistance be taken into consideration, that provisions are made to cover these risks in the feasibility study

stage and that an ongoing maintenance strategy or regime be included in the planning process.

3.2.11 Poverty Alleviation in GOJ/JICA Activities

The focus on poverty alleviation in donor policies is a recognition by agencies that economic growth does not always translate into poverty reduction and that economic reform can shift loss onto the poor. Following a joint meeting of the World Bank and the IMF in 1999, developing countries were requested to formulate national Poverty Reduction Strategy Papers (PRSP). Some donors assess aid requests taking into account opportunities for maximising sustainable poverty alleviation.

It is clear that poverty alleviation can be achieved through targeted interventions, which directly engage the poor in health and education activities. The link between infrastructure activities and poverty alleviation is less direct – building hospitals and schools, particularly in rural areas indirectly gives the poor greater access to education and health. The link between national policy formulation/reform and poverty reduction is more ‘remote’. As well there is a clear link between sustainability and poverty alleviation - where activities cannot be sustained then the opportunity for poverty alleviation is reduced.

Given that many of GOJ/JICA’s activities in the Pacific (technical cooperation, GGP) are delivered at community level, they can be said to contribute to poverty alleviation.

Poverty reduction is regarded as a priority issue in Japan’s Medium Term policy on ODA. However it is understood that an analysis of the opportunity for poverty reduction is not required in the process of identification and design on grant aid projects funded by Japan. Given Japan’s support for the DAC development strategy to 50% poverty reduction by 2015 worldwide, policy now needs to be put into practice on the ground. An analysis of the opportunity for poverty reduction is required at the project identification stage. As well, Japan’s ODA priorities in country need to be consistent with national PRSPs.

SECTION 4 Conclusions/Solutions

The Study Team concludes that JICA has an extensive network of volunteers in the Pacific whose contribution is respected. As well, JICA has many years' experience in infrastructure and capital works in the Pacific that is of a high technical standard. These activities have produced positive results at community and at national and regional levels. Government, non-government and donor agencies value JICA/GOJ development assistance and look forward to a continuing engagement with Japan.

4.1 Generic Conclusions/Solutions

However the Team finds that there are several issues relating to GOJ/ Japan aid including the following:

- Absence of clearly articulated and publicised goal, objectives, strategies and/or performance indicators for the region as a whole or for individual countries; no forward budget allocation per country.
- Focus on discrete projects, often of a technical or infrastructure nature, which are largely untargeted with limited level of integration of personnel or projects into a comprehensive program
- Limited interaction with other donors and with local communities in the preparation of projects.
- *Limited strategies to sustain JOCV inputs.*
- Effectiveness of GOJ/JICA management and staffing structures in country.
- Limited strategies to sustain facilities/equipment made available through grant aid assistance.
- Volunteers managed by a relatively large number of staff in country.
- Limited procurement of local goods and services including in-country training and goods/services related to infrastructure. These practices are unsustainable.
- No comprehensive reviews of ODA performance including technical cooperation and grant aid activities.

Solutions proposed are based on best development practice and involve:

- A more strategic approach to planning and delivery of GOJ/JICA ODA activities.
- Improved targeting of aid and integration of aid 'packages' to enhance impact.
- Increased levels of communication with other donors about JICA activities and with local communities in the preparation of activities.
- Increased attention to the local context and incorporation of a wider range of local expert knowledge in project design.
- Increased efficiency in the management of volunteers.

The Study Team proposes actions that need to be taken to implement these solutions that are developed as recommendations in Section 5 of this Report.

4.2 Basic Education Conclusions/Solutions

The Study Team finds that while several donors have identified Basic Education as a priority sector, their inputs have largely been directed to the formal sector. The Team concludes that GOJ activities in rural areas in primary education, particularly through JOCV inputs, investment in distance education and materials production and through infrastructure- related grassroots projects are valuable and should continue.

In Papua New Guinea, the Study Team concludes that it would be useful to explore the use of Japanese audio visual expertise to progress adult literacy in rural areas.

In Vanuatu the Study Team is of the view that the requirement for rural schools infrastructure will continue and; that, taking into account the level of JOCV inputs over the long term, the impact of these inputs needs to be assessed.

In Fiji, given the current level of JOCV inputs into special education and the in-principle commitment by NDOE to equitable access in education including access to disabled children, investment by GOJ into special education policy and teacher training could be explored.

4.3 Health Promotion Conclusions/Solutions

The Study Team concludes that Japanese involvement in health promotion activities in PNG and Fiji has been useful. For a number of years, Japan has supplied audio-visual equipment to, and skilled Japanese personnel to operate and maintain the equipment in, MOH, MOE and regional facilities. This multi-sectoral involvement has helped ensure that health promotion is not seen just as task for the health sector, but as something that education and generalist organisations can and should undertake. It has also been useful in increasing the capacity of the various facilities, to produce high quality health promotion audio-visual resources for use throughout the country and in some cases, the South Pacific Region. Japan has done this work well and can continue to build on it over the next few years, as part of a comprehensive country and regional strategy.

Japan has a comparative advantage in equipment and audio-visual technicians and is best placed to specialise in this area rather than explore health promotion “software” areas where Japanese language is a disadvantage. However, there are other Pacific HP personnel needs Japan could explore. In all South Pacific countries there are insufficient national HP personnel to utilise the newly produced health promotion resources, and Japan could place JOCVs to assist national HP personnel, particularly in provincial areas. The JOCVs could be placed alongside HP personnel in MOH, health curriculum advisers in MOE, community workers in NGOs or in other appropriate sectors such as rural development. A network of these health promotion JOCVs in PNG, Fiji and possibly other countries, could be linked together and to the Japan-supported HP facilities, to maximise impact.

SECTION 5 Recommendations

The Study Team was asked in the TOR to make recommendations to improve the efficiency and effectiveness of Japanese assistance including possible regional approaches, taking into account the enhancement of collaboration and coordination with other donors and regional organisations.

Taking into account the performance of JICA aid activities, structures, procedures and related issues described in Section 3 of this Report, the Study Team recommends that:

Strategic Planning

Recommendation 1

- a) *That JICA 'in principle' support for a country program strategy approach be implemented in practice in the Pacific and*
- b) *That consistent with this approach and, in consultation with the partner government, that country programs are developed comprising an integrated and targeted program of assistance in agreed priority sectors.*
- c) *That JICA and national commitments to poverty alleviation be taken into consideration in the selection of the forward program.*

Management and Administrative Structures

Recommendation 2

That an assessment is made of the cost effectiveness and efficiency of current GOJ/JICA field office structures in ODA management in the Pacific including staffing levels in country, roles, responsibilities and delegations of expatriate and local officers and administrative procedures related to grant aid projects.

Communication and Information Sharing

Recommendation 3

That the principle of sharing information about JICA aid policies activities, structures and procedures is put into practice through a process of increased, regular dialogue (both formal and informal) between GOJ/JICA personnel and donors, government and non-government personnel in country.

Collaboration with Donors

Recommendation 4

That GOJ/JICA offices in country be encouraged to actively seek appropriate opportunities for collaboration between donors at country level.

Regional Collaboration

Taking into consideration GOJ/JICA policy support for enhanced donor cooperation

Recommendation 5

That an assessment is made by JICA of the efficiency and cost benefit of greater regional cooperation, including direct funding to regional bodies and co-financing arrangements.

Volunteers

Recommendation 6

- a) *That an overall review/study into the effectiveness and efficiency of current management structures relating to Japanese volunteers, including staffing levels in country and impact of the placements on the workplace is overdue and should be conducted as soon as possible;*
- b) *That an assessment be made of incidence, circumstance and consequence of practices relating to the successive placement of JOCVs in line positions over the long term by country and that*
- c) *As part of this assessment policy recommendations relating to volunteers be formulated which are consistent with principles of sustainable development cooperation, and*
- d) *That, given the importance of good local language skills, other options be explored for volunteer language training, including the use of native speakers as trainers, the balance between English and local language training, and the merits of in-country versus third-country and in-Japan courses.*

Technical Training

Recommendation 7

That an external review is conducted to assess the appropriateness, impact and efficiency of JICA funded technical (particularly in Japan and third country) training as soon as possible.

Facilities/Equipment in Grant Aid Assistance

Recommendation 8

That where grant aid applications include requests for facilities/equipment that

- *equipment is appropriate and compatible*
- *risks relating to sustainability of facilities and equipment are identified in the feasibility study stage and that*
- *a specific strategy to sustain the assistance including a maintenance regime is agreed with the recipient agency*

Specific Recommendations are made with respect to sub-sectors focus of the Study as follows:

Health Promotion

Recommendation 9

- a) *That Japan continues to strengthen HP activities in the Pacific, through supply of equipment to, and placement of Japanese personnel in key technical positions in, existing HP centres (such as Fiji NCHP, PNG National Education Media Centre, SPC Media Centre) and other centres identified by national governments as appropriate for a HP role.*
- b) *That Japan explores the sending of JOCVs (with small-scale equipment and travel budget as necessary) to work as HP personnel alongside designated national HP staff, in provincial areas of PNG, Vanuatu, Fiji and other countries as appropriate.*

- c) *That the HP JOCVs and HP Centre technical staff be informally linked as part of a network of Pacific wide HP personnel, supporting each other and maximising impact.*
- d) *That Japan views Japan-funded country-specific HP activities as part of a wider Regional Program, where all equipment is compatible, where training is standardised and Japanese and national personnel have opportunities for information-sharing, mutual learning and where appropriate, collaboration.*
- e) *That coordination of the regional HP link be undertaken by JICA Fiji.*

Basic Education

Recommendation 10

- a) *That Japan implements a program of targeted activities in Basic Education in the Pacific through the JICA technical cooperation schemes and through GGP projects.*
- b) *That Japan activities in Basic Education including schools infrastructure and placement of Japanese volunteers and experts be integrated to maximise impact, use local material and human resources and incorporate specific strategies for sustainability.*
- c) *That Japan takes an active role at regional meetings on education with appropriate representation at policy level*

and that in PNG:

- d) *Taking into account lessons learned from the LAMP project that the feasibility be assessed of extending multi media distance education services and resources currently funded through Japan ODA for literacy and numeracy classes in PNG*

in Vanuatu

- e) *That measures be explored to integrate some JOCV inputs with other donor inputs at the Vanuatu Teachers College particularly in courses on physical education and music.*
- f) *That given the low rates of adult literacy, that JICA explore new ways to support NGO literacy activities.*

and in Fiji

- g) *That given the level of JOCV inputs in Special Education and the policy commitment of the GOF to increased access to disabled persons that further activity including expertise/ inputs to special education policy/mainstreaming could be explored.*

Annex 1 TERMS OF REFERENCE

Study in Education and Health Sector of Pacific Region for Alleviating Poverty

In today's development aid, poverty alleviation is one of most important development issues that the governments, aid organizations and NGO are tackling as a common global issue. JICA, a Japanese Official Development Assistance (ODA) agency in technical assistance, has also been implementing assistance for alleviating poverty through various schemes such as the Japan Overseas Cooperation Volunteers (JOCV) and Senior Volunteers programs, dispatch of experts, acceptance of trainees, Development Studies, and a combination of these schemes. However, assistance for alleviating poverty covers various areas and specific development issues need to be *targeted in order to provide focused assistance*.

In the Pacific region, all major donors have acknowledged education and health as key sectors for poverty alleviation. JICA shares this view and have been implementing a major volume of assistance in these two sectors. However, JICA has had some difficulties in delivering integrated assistance due to application procedures (eg. requests are submitted by scheme) and requests being matched to resources available in Japan. To provide more focused assistance, JICA has recently begun formulating country programs based on development issues. The following have emerged as common sub-sectors in JICA's existing country programs in the Pacific region:

- Basic Education
- Tertiary Education
- Primary Health Care
- Health Promotion
- Health Referral Systems
- Combating Non-Communicable Disease/Communicable Disease

At the same time, DAC countries are more actively seeking coordination of assistance, as shown by the establishment of trust funds for the rehabilitation of East

Timor and Afghanistan, in order to pool each donor's funds and to collectively manage assistance. In the Pacific region, there have been examples of collaboration between the World Bank and ADB, harmonisation between AusAID and NZODA, and collaboration between AusAID and JICA at field level. Despite these efforts, collaboration has been difficult because of differences between each organization's policy and procedures. The current aid climate however, has increased the importance of this endeavour.

In Japan, the environment surrounding ODA is becoming increasingly severe under aid reviews, budget cuts and demands from the Japanese public for more effective and efficient aid implementation. In response, JICA is seeking to increase collaboration with NGOs, other donors and regional organizations along with other efforts, to increase cohesion, efficiency and effectiveness of assistance.

Under these circumstances, this study aims 1) to summarise characteristics of JICA/Japan's assistance for alleviating poverty in selected sub-sectors of Education and Health and 2) to make recommendations on improving implementation and collaboration with other donors and regional organizations.

Objective

The study aims:

- 1) to analyse and examine characteristics of JICA/Japan's assistance in selected sub-sectors of Education and Health for alleviating poverty, which include its advantages and effectiveness, and issues of assistance; and
- 2) to make recommendations on improving effectiveness and efficiency of implementation, and possible regional approaches, as well as for enhancing collaboration/coordination with other donors and regional organizations.

Target Countries

Tonga, Vanuatu, Fiji and PNG among the World Bank's target countries in the Pacific for poverty alleviation

Target sub-sectors

Basic Education in the Education sector and Health Promotion in the Health sector are selected as target sub-sectors from sub-sectors commonly found in JICA country programs.

Scope of Work

- 1) To collect information on the current status of target countries, assistance to the selected sub-sectors and approaches by other donor organizations, regional organisations and JICA through correspondence and meeting with relevant personnel from Pacific Island countries' governments, other donor organizations and JICA. It may also involve contacting other stakeholders such as churches and NGOs if necessary.
- 2) To summarise collected information in a format based on the Development Object Matrix (Appendix) being developed by the Institute of International Cooperation (IIC) in JICA.
- 3) Based on the Development Object Matrix for the 2 selected sub-sectors, to analyse JICA/Japan's assistance in comparison to other donors, and to examine characteristics of JICA/Japan's assistance in terms of its advantages, effectiveness and issues of assistance; and
- 4) To make recommendations on:
 - how JICA can improve effectiveness and efficiency of implementation;
 - what development issues JICA should take a regional approach on;
 - how JICA can enhance collaboration/coordination with other donors and

regional organizations

Output

The final report will consist of 2 sections: a summary report and detailed report. Summary report will include 1) Executive summary and 2) Development objective matrix in selected sub-sectors. Report will be submitted in print as well as in an electronic format (e.g. Word file).

Work Schedule

Commencement of study:	January
Field Study:	February
Submission of draft final report:	End of February or early March
Submission of final report:	Early April

Consultant(s) will be required to meet resident representatives at JICA Australia Office for a briefing session before commencement, debriefing session after field study and discussion over draft final report after submission of draft final report.

Appendix: Development Object Matrix (*not included*)

Annex 2 SCHEDULE OF MEETINGS

Monday 18 February

JICA Australia

Katsuji Onoda, Resident Representative; Michiko Narahara

Thursday 21 February

Sydney – Canberra - Sydney

AusAID, Canberra

Erik Olbrei, CPM, Pacific Regional Section (Education)
Allison Sudradjat, Director and Chris Wheeler, Program Manager, Papua New Guinea (Health)
Deborah Fulton, CPM Fiji; Aileen Crogan
Geoff Adlide and Harry Bowman (Samoa)
Ray Marsden, CPM (Vanuatu)
Heather Macdonald (Adviser, Health)
John Scheduling and Helen Ware (Advisers, Education)
Sinna Sinnapurajar, Pacific Regional Section (Health)
Ray Barge, Papua New Guinea (Education)

Monday 25 February

Sydney – Port Moresby

JICA, Papua New Guinea

Katsuro Saito, Resident Representative; Tony Ombo, Senior Programme Officer

Tuesday 26 February

Department of Education

Pala Wari, Assistant Secretary, Planning, Facilitating and Monitoring; Simon Cholai, Program Coordinator, EU and others; Konrad Esoke, National Coordinator, Planning

Department of Health

Kaii Dagam, Deputy Secretary, Technical Services
Lindsay Piliwas, Director, Health Education

UNDP

Harumi Sakaguchi, Resident Representative

AusAID, Port Moresby

Andrew McNee, First Secretary, Health; Frank Willemsen, First Secretary, Education

Chieko Sakamoto, Team Leader AusAID WCH Project

JICA Papua New Guinea

Ms. Sanae Sogawa; Naoki Shimizu; Nobuaki Matsui; Coordinators, JOCV

Wednesday 27 February

Department of National Planning and Monitoring

Paul Enny, Noel Geti

AusAID HSSP Program

Dr John Christie, Team Leader

UNICEF

Joe Anang, HIV Program

NZODA

Geoffrey Nikiri, Manager, ODA Students

ADB

Dr. Maryse Dugue, Health Specialist

EU

Neil Nicholls, Programme Specialist, Human Resources

JOCVs

Naiooki Negisi; Akira Hodozuka; Kohei Hatta; Shohei Sugimoto; Ando Satoru

Thursday 28 February**National Educational Media Centre**

Akinori Ito, Expert; Ken Oikawa, Adviser, DOE

WHO

John Pott, Expanded Programme of Immunisation

JICA Papua New Guinea

Akihiko Hoshino, Assistant Resident Representative

Embassy of Japan

Tatsuo Tanaka, Ambassador

Friday 1 March**JICA**

Katsuro Saito, Resident Representative; Tony Ombo, Senior Programme Officer

Port Moresby - Sydney**Monday 4 March 2002****Sydney-Vanuatu****JICA Vanuatu**

Albert Karlosaruru and Helen Calo, Program Officers, JICA

Department of Economic and Social Development

Atsuo Susami and Geza Strammer, Aid Management Advisers

Tuesday 5 March**JOCVs**

Sachika Takata, JOCV Pango Primary School;

Yoshie Kodama, JOCV Port Vila Hospital

Hiroko Yuzawa, JOCV Lycee, Port Vila

Nozomi Hakata, Coordinator, JOCV Vanuatu

Wednesday 6 March**Ministry of Education**

Madeline Lesines, Primary Education Unit; John Gideon, Project Monitoring and Implementation Unit

Ministry of Health

Maturine Tary, Director, Health Planning and Administration

George Taleo, Acting Director, Public Health

Jean Jacques Rory, Director, Health Promotion Unit

AusAID

Margaret MacFarlane, Senior Program Officer, Health, Education and Training

NZ High Commission

Elizabeth Wilson, Deputy High Commissioner

WHO

Dr Yves Renault, Attache de Liaison OMS

Save the Children Fund Australia

Hilson Toaliu, Country Program Manager

Thursday 7 March

European Union (Delegation of the European Commission)

Costas Tsilogiannis, Charge d'Affaires

JICA Vanuatu

Masahiro Nada, Senior Volunteer

Noriaki Akaboshi, Resident Representative

Port Vila – Nadi

Friday 8 March

Nadi – Suva

JICA Fiji

Hideki Tomobe, Resident Representative; Mosese Waqa, Research Officer

Hilton Special School

Vila xxxxx; Principal; Naoko Shinohara, JOCV

European Commission

Maria Ralha, Economic Adviser

Monday 11 March

Ministry of Health

Dr Viliame Rabukawaqa, Director of Hospital Services

Kieran Gleeson, Australian Team Leader, Fiji Health Management Reform Project

AusAID

Andrew Pope, First Secretary; Jone Vakaloloma (Education); Ravindra Deo (Health)

Ministry of Education

Emi Rabukawaqa, Permanent Secretary; A. Taganesia, Deputy Secretary; Josefa Natau, CEO, TVET;

Ram Chandar, CEO, Curriculum; Kitione Radvodro, CEO, (Secondary); Filipe Jitoko, CEO Primary

Pacific Islands Forum Secretariat

Stan Vandersyp, Director, Economic Policy Division; Margaret Leniston, Coordinator

UNICEF

Ronald Van Dijk, Program Officer

Asenaca Vakacegu, Monitoring and Evaluation Officer

Embassy of Japan

Miwako Takase, First Secretary

Tuesday 12 March

Secretariat of Pacific Community
Dr. Jimmie Rodgers

JOCVs

Nila Prasad; Yuko Shiraishi; Atsuko Yasuda; Coordinators, JOCV
Hiroko Ikeda; Keiko Eguchi; Hiroyuki Horikawa; Hiroko Utsumi; Yuka Anzai; JOCVs
Akiko Takamiya, Senior JOCV

UNDP

Linda Peterson; Margaret Eastgate

Wednesday 13 March

WHO

Lorraine Kerse, Regional Adviser in human Resources for Health
Dr Shichuo Li, WHO Representative in the South Pacific

NZODA

Dion Grace, Second Secretary; Faga Semesi, Program Officer

UNFPA

Jiko Luveni, Programme Management Officer

JICA Fiji

Hideki Tomobe, Resident Representative; Shumon Yoshiara, Deputy Resident Representative;
Yasumichi Araki; Takashi Toyama; Hiroaki Nagasawa; Mosese Waqa

Thursday 14 March

Fiji – Nadi – Wellington

Friday 15 March

Ministry Foreign Affairs and Trade, NZODA Division

Margie Lowe, Fiji Desk
Jackie Frizelle, Deputy Director Melanesia, Micronesia
Mandy Whyte, PNG Desk
Tom Wilson, Vanuatu Desk
Sue Le Mesurier, Bougainville, Fiji Desk
Jane Leitch, Manager, Scholarships Management Unit
Ruth Holland, Pacific Regional Education and Health

Volunteer Service Abroad

Susan Knight; Luciana Tizzoni; Program Officers, Pacific

NGOs

Rae Julian, Executive Director, Council for International Development
Dennis McKinlay, National Manager, UNICEF

Saturday 15 March

Wellington - Sydney

Annex 3 BASIC EDUCATION MATRIX*

GOAL	OBJECTIVES/INDICATORS	CURRENT STATUS	ACTIVITIES BY DONOR	ISSUES/GAPS	OPPORTUNITIES
PAPUA NEW GUINEA					
Expansion of Primary Ed'n	Increased enrolment	Primary ed'n not compulsory; Elementary schools (Yrs.1 and 2) introduced post 1995 81% of all 7-12 yr olds enrolled in grades 1 – 6 (2001); Allocation of govt. funding for subsidisation of fees			
	Qualitative improvements				
	Curriculum Development	Establishment of Upper Primary curr. (7&8) Involvement of Community in development of local curr.	CRIP 5 yrs.-2005;AUD30mill.		
	Teacher/ Pupil Ratio	35:1;	JOCV inputs to primary schools		
	Teaching Methods	multi-grade teaching as cost effective measure	PASTEP (AusAID); 5 yrs.-2004; AUD28 mill. tg. Primary and sec'y teachers ETESP(AusAID) elementary 5 yrs.-2002 AUD16.5mill		
	Teaching Materials; books; audio visual	CODE is key provider of ed'n by distance	AusAID; elementary school kits 2001 & texts for grades 7 and 8; EU –2007 EURO 35 mill. includes distance ed. GOJ/JICA National Ed'n Media Centre(2001) infrastructure and Tech. Coop'n	Availability and maintenance of equipment/facilities in rural areas.	JICA/EU donor cooperation to ensure complementarity of distance ed. inputs
	Monitoring teacher performance	Lack of resources to mobilise inspectors	EU – 2007 includes effective school inspection		
	Educational Facilities :schools, related buildings	Poor maintenance of buildings/resources for rural schools; inadequate teacher housing ; construction of classrooms for Grades 7 and 8 satisfactory	EU focus – 2007 – maintenance of school buildings/facilities GOJ inputs for infrastructure and equipment		NDOE has requested a building for accommodation of CDD

Annex 3 BASIC EDUCATION MATRIX*

GOAL	OBJECTIVES/INDICATORS	CURRENT STATUS	ACTIVITIES BY DONOR	ISSUES/GAPS	OPPORTUNITIES
	Retention Level	55% enrolled children complete lower primary	AusAID PASTEP and ETESP (see above) JICA Live broadcast (grades 7-11) trials at National Media Centre		NDOE has requested live broadcast project from JICA to strengthen continuity of learning and the establishment of a Provincial Ed'al Resources Centre
Correction of Edn'al Disparity	Gender Access	Female participation 45%			
	Regional/rural access	Regional variation in rural enrolment; teacher pupil ratio at 42:1 in some areas	GOJ/JICA provided 320 Solar Lighting kits in 1997/8	Kits not maintained by local communities	NDOE requested an extension of Solar Kit project in 1998
	Children with Special Needs	Special Ed. Plan released 1994			?Study on progress/required inputs for Special Ed.
Basic Education for Adults	Adult Literacy Levels	63.9% ; National Literacy Policy to increase adult literacy to 70% by 2010; Establishment of Literacy Secretariat	GOJ/JICA LAMP Centres established in 19 provinces in 1996; Adult Literacy projects largely implemented with NGO funding	LAMP Centres not maintained	NDOE requested reestablishment/extension of LAMP Centres ?Feasibility of extending distance ed'n for literacy and numeracy classes
Improvement in Educational Management	Political Commitment	Organic Law divests responsibility for ed'al services to provincial govts. DOE responsible for policies, curriculum, teacher tg. Commitment in Principle Quantity Gains but GOPNG resources set aside for subsidies school fee subsidies	Limited capacity in rural areas to manage delivery of ed'al services	Lack of financial and human resources at provincial level	

Annex 3 BASIC EDUCATION MATRIX*

GOAL	OBJECTIVES/INDICATORS	CURRENT STATUS	ACTIVITIES BY DONOR	ISSUES/GAPS	OPPORTUNITIES
<i>VANUATU</i>					
Expansion of Primary Ed'n	Increased enrolment	Near 'universal' access to primary ed'n; Doubled enrolment levels overall since 1989, tripled enrolment in urban areas due to high pop'n growth			
	Qualitative improvements				
	Curriculum Development				? whether JOCV primary school teachers could contribute to the development of curriculum in Phys. Ed. and music at VTC
	Teacher Pupil Ratio	23:1 overall			
	Teaching Methods	Focus on 'formal subjects'; music, Phys. Ed. regarded as extra curricular; local teachers reluctant to teach these subjects. 79% teachers qualified	JOCV primary school teachers work in phys. Ed. and music subjects VASTEP (AUD 8 mill 4 years – 2003) to upgrade teacher quals; train lecturers	'joyful learning' not perceived as useful by teachers	
	Teaching Materials		VASTEP includes preparation of teaching materials; JOCVs have produced resources for schools on Phys.Ed and Music		

Annex 3 BASIC EDUCATION MATRIX*

GOAL	OBJECTIVES/INDICATORS	CURRENT STATUS	ACTIVITIES BY DONOR	ISSUES/GAPS	OPPORTUNITIES
	Educational Facilities	Increase in education facilities over the last 10 years; no double shift system	EUVED project (EUR 8.3 mill.4 years – 2003) to rebuild and restore Junior Sec. Schools; GOJ grant assistance for grassroots projects in rural primary school construction/facility supply	Given pop'n growth and shift to urban areas, more classrooms needed particularly in urban areas. Energy supply for rural schools is not covered by EUVED Most schools lack library facilities and amenities (toilets, staff housing and classrooms) are poorly maintained	Donor coordination required between EU and GOJ re rural schools infrastructure. Information sharing by GOJ/JICA re lessons learned in energy supply to rural schools
	Retention Levels	Less than 20% of students proceed from grade 6-grade 7 due to limited no. of secondary schools			
Correction of Educ. Disparity	Gender Access	47% female enrolment in 2001			
	Regional/rural access	Very low teacher:pupil ratios in rural areas			
	Children with Special Needs	Not known			? study to establish status of children with special needs
Basic Education for Adults	Adult Literacy Levels	64%		Limited facilities for formal educ beyond primary school; adult literacy low; limited donor support for adult literacy activities	Further inputs to adult literacy programs could be explored.
Improvement in Educational Management	Political Commitment	CRP prioritises Basic Ed'n. Compulsory school fees	WB and MOE developed Master Plan (1999)		

Annex 3 BASIC EDUCATION MATRIX*

GOAL	OBJECTIVES/INDICATORS	CURRENT STATUS	ACTIVITIES BY DONOR	ISSUES/GAPS	OPPORTUNITIES
<i>FIJI</i>			Donor activities affected by political events in 2000		
Expansion of Primary Educ	Increased enrolment	Compulsory free primary ed'n from 1997			
	Qualitative improvements				
	Curriculum Development	Curr. Dev't in health science, Rotuman language, art and craft, music Urdu and Hindi and related texts developed in 2000	AusAID provisional support for curr. Dev't at Lautoka Teachers College		
	Teacher/Pupil ratio	28:1 though ratio higher in urban areas; 137 new primary teaching posts and 60 primary extensions approved in 2000; Total 112 in-service training awards granted in 2000			
	Teaching Methods		AusAID BEMTUP AUD 6 mill. completed in 2001		
	Teaching Materials				
	Educational Facilities		EU provisional support for 5 years FJD 40mill.to 2006 to include micro projects for refurbishment of schools Extensive GOJ commitments to rural schools upgrading/facilities provision through GGP		
Correction of Educ Disparity	Gender Access	Female access 48%			
	Regional/rural access	Affirmative Action policies developed post coup for indigenous Fijians extends regional access			
	Children with Special Needs	24% special ed'n teachers have inadequate qualifications; non-govt. orgs. run all special schools	2 AusAID and 1 JICA training award to Special ed. teachers 5 JOCVs currently working as special ed. teachers	Policy shifts required to increase special ed. teacher numbers	Special ed. policy inputs; Inputs by volunteers to special ed. courses at teachers college.

Annex 3 BASIC EDUCATION MATRIX*

GOAL	OBJECTIVES/INDICATORS	CURRENT STATUS	ACTIVITIES BY DONOR	ISSUES/GAPS	OPPORTUNITIES
Basic Education for Adults	Adult Literacy Levels	92.6%			
Improvement in Educational Management	<p>Political Commitment</p> <p>Efficient and effective educational management systems</p>	<p>Development of Action Plan for UNESCO Education for All initiative</p> <p>Performance management system introduced to MOE as part of public service reforms</p> <p>Regional access is GOF priority</p>		Education Ministry not represented on BACC	

Annex 4 MATRIX HEALTH PROMOTION

Strategic Goal	Interim Goal	Development Objective	Example of Project Activity	Country-specific Possibilities
Adoption of health enhancing behaviour and avoidance of health damaging behaviour	Development of healthy public policy	Increase the number of personnel able to provide input into government policies	Appropriate positioning of skilled HP experts	JICA supported HP expert at HP central level linked to HP JOCVs in provinces in Pacific Island Countries
		Increase the impact of healthy policies	Comprehensive HP Plan	JICA supported HP expert assisting HP Centres to develop a Plan
	Development of personal skills	Increase access to appropriate HP information and attitudes	Preparation and distribution of appropriate HP resources to communities	Existing HP Centres, with compatible audio-visual equipment, networked across the Pacific
		Increase awareness, knowledge and skills of HP personnel	Development of HP training courses that are practical and linked to the reality of existing workplace conditions	Japanese HP personnel facilitate on-going training courses and application of gained knowledge in the workplace
	Strengthening of community action	Increase number and range of community-based HP initiatives, especially in rural areas	Training of existing HP workers in skills to mobilise the community	Japanese HP personnel facilitate training courses on community mobilisation for HP JOCV financial support and Grassroots projects to fund community-based HP initiatives in rural areas of PICs

Annex 4 MATRIX HEALTH PROMOTION

Strategic Goal	Interim Goal	Development Objective	Example of Project Activity	Country-specific Possibilities
	Creating supportive environments	Increase in media coverage for HP	Preparation of media programs that address HP-related attitudes and values	Existing HP Centres produce and broadcast communication messages that reach remote parts of PICs
	Reorienting health services	<p>Increase in HP initiatives by non-health sector players</p> <p>Assess training needs of HP staff</p> <p>Effective distribution of existing HP resources</p>	<p>Provision of HP support to non-health sector players</p> <p>Development of training program for HP staff</p> <p>Development of distribution network</p>	<p>Personnel and equipment support for Ministries of Education and regional institutions</p> <p>JICA support for on-going training in PICs where there are Japanese HP personnel</p> <p>Distribution through networked HP Centres in PICs</p>

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