

# 3 Fundamental Program for Human Development

—Acceptance of Technical Training Participants—



Water technicians from Middle East under training in Hiroshima

## Transfer Know-how and Technology

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

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

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

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

### ■ Methods and Features of the Training Program

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

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

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

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

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

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

## Program Trends and Future Tasks

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

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

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

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

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

## Front Line

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

#### Bright Women Make Bright Villages

##### Acceptance of Technical Training Participants

#### A course exclusively for women

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

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

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

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

#### Learn by seeing

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

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



A farm woman shows practical processing skills

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

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

(Tsukuba International Centre)

## Strengthening the Country-specific Approach

### Country- and Region-focused Training

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

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

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

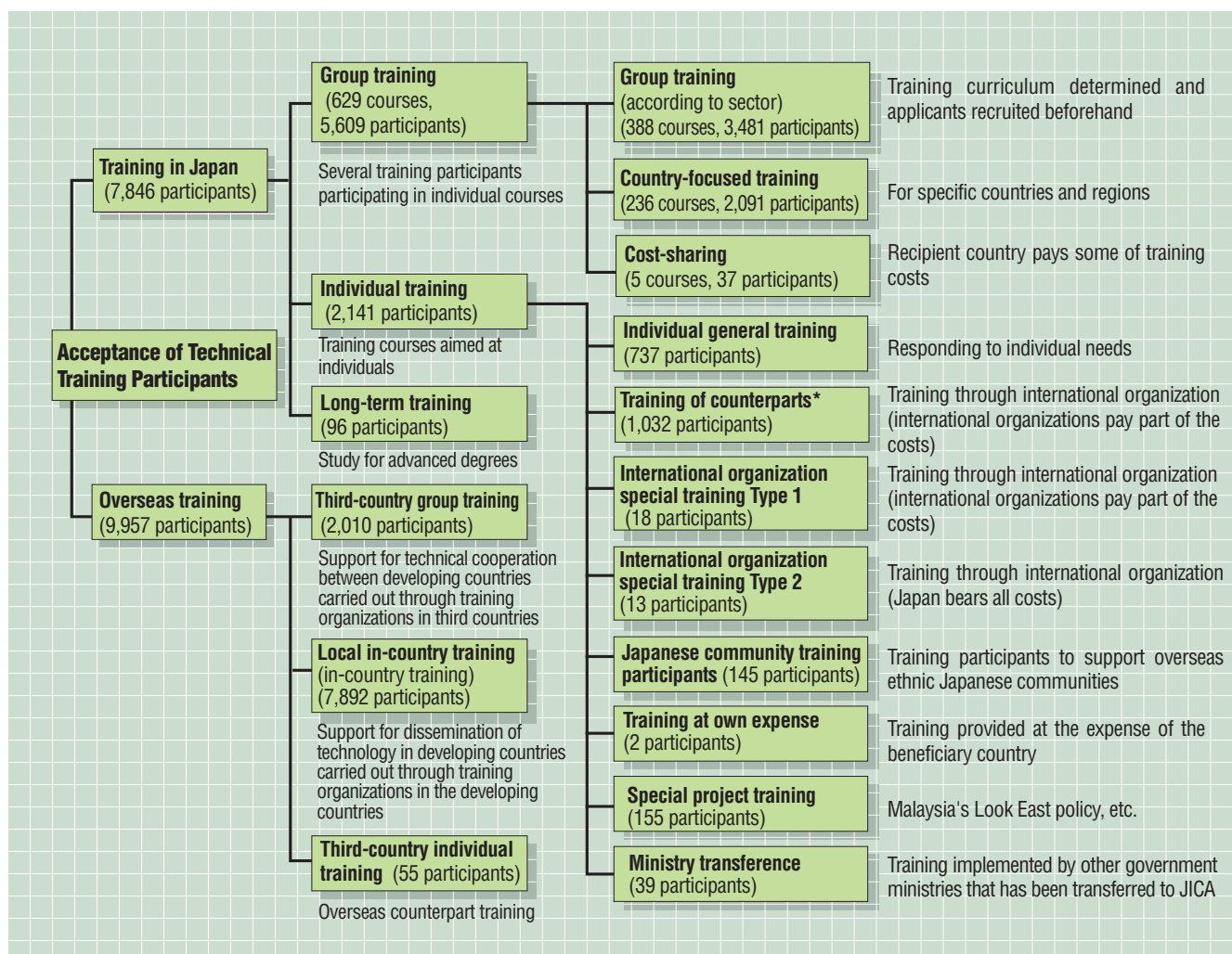
### Central American Countries: Disaster Prevention Measures

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

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

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

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



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

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

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

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

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

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

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

**Overseas Training**

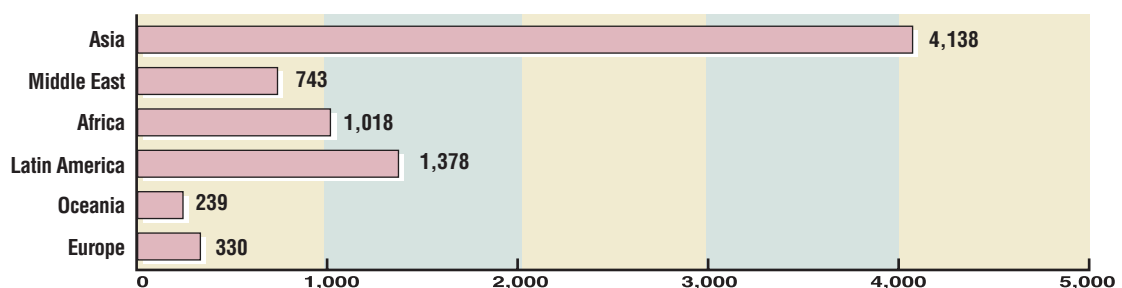
**South-South Cooperation Support Promoted by Third-Country Training**

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

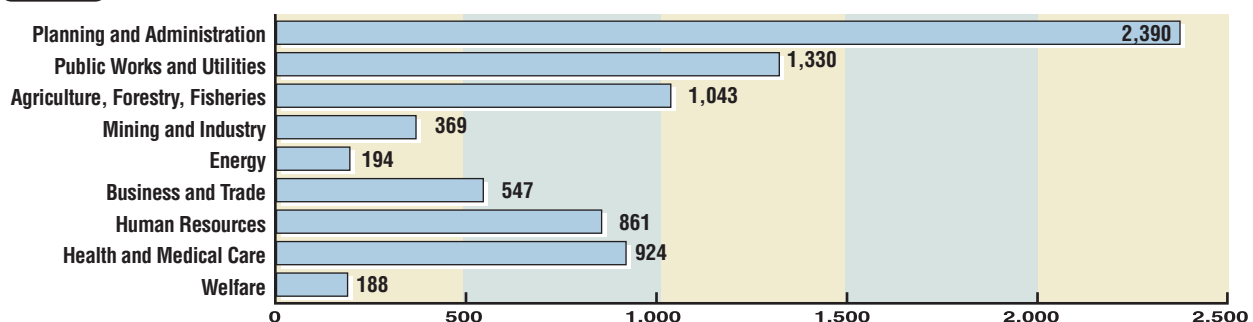
This scheme offers the following features.

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

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



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





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

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

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

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

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

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

## **Acceptance of Foreign Students**

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

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

- 1) Long-term Training Program
 

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

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

This scholarship is offered when persons of Japanese ancestry from 12 countries in Latin America wish to study for degrees at the graduate level for two years. Those who have been admitted to the accepting universities should send applications to the overseas offices.
- 4) JICA's Recommendation Program for Government-financed Foreign Students
 

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

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

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

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

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

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

## Front Line

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

#### Acceptance of Technical Training Participants

#### Difficulties in medical care on remote islands

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

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

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

islands.

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

#### Knowledge, technique, and passion

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

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



A training course on Remote Island Medical Care in Kyushu

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

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

(Kyushu International Centre)