

6 Expand the Basis of International Cooperation

—Support for Development Education—



Teachers and students visit JICA.

Increasing Importance of Development Education

Correspond to the Needs of School Education

JICA supports development education as it prompts individuals of any age to think about global issues*, such as development, environment, and peace, while promoting a deeper understanding of the importance of international cooperation.

At the school level, the new curriculum that started in April 2002 includes a period for integrated study, which emphasizes international understanding education as one of the main topics. Corresponding to the new focus on international understanding, JICA responds to requests from schools and teachers by introducing JICA's human resources, such as JOVCs and experts who have experience in developing countries. JICA also responds to requests by making use of the actual cooperation site of domestic programs such as the Acceptance of Technical Training Participants Program and the Youth Invitation Program.

For promoting support for development education, JICA's domestic branches and offices located throughout Japan, and coordinators for international cooperation (JICA Desk) placed in local authorities for international relations play the core role in coordinating closely with local organizations. JICA cooperates with local organizations such as boards of education, international cooperation associations, international exchange organizations, and NGOs to conduct effective assistance with the local community.

The following are the specific programs JICA conducts for supporting development education in educational institutions.

Essay Competitions for Junior High and High School Students, Thesis Competitions for University Students

Essay and thesis competitions are held under the topics

of developing countries and international cooperation. In fiscal 2002, JICA received 24,148 essay and 352 theses, thus creating an opportunity for students to engage in such topics. The winning contestants of the essay competition were to be awarded invitations to study tours to developing countries in March to deepen their understanding of international cooperation by visiting experts and JOVCs who work on the front lines of the international cooperation field. However, the tours had to be postponed until August due to the outbreak of SARS (Severe Acute Respiratory Syndrome).

Study Programs in Developing Countries for School Teachers

This program focuses on junior high and high school teachers who are interested in teaching development education during class or club activities, and elementary school teachers were included for the first time in fiscal 2002. The program enables participating teachers to observe the actual fields of international cooperation. In fiscal 2002, 89 teachers were sent to eight countries. The teachers, upon their return, are requested to submit reports about the lessons based on the experience gained from the training, and some of the implementation cases are compiled in a booklet and distributed to schools across the country.

Training for Development Education Teachers

In fiscal 2002, JICA launched 36 training courses for elementary, junior high, and high school teachers to examine implementation cases in development education and methods for teaching material development. The training program was developed with NGOs and teachers experienced in development education to correspond to the needs of teachers and schools.

■ Visits by Lecturers (Salmon Campaign)

Using domestic offices as contact points, JICA dispatches former JOCVs, experts, technical training participants from abroad, and JICA staff to educational institutions to promote understanding of developing countries. In fiscal 2002, 1,937 lectures about international cooperation and developing countries reached 220,000 people.

■ Students' ODA Experience Program at International Centers and Visits to JOCV Training Centers

JICA's international centers located all over Japan carry out an ODA experience program for school students. Through communication with training participants from developing countries and lectures by former JOCVs and experts who have worked in developing countries, the participating stu-

dents gain a deeper understanding of international cooperation. The JOCV training centers in Nihonmatsu (Fukushima Prefecture) and Komagane (Nagano Prefecture) and the JOCV Hiroo Training and Study Centre (Tokyo) accept local junior high school students to participate in the training program of JOCVs to promote understanding of the Dispatch of JOCV Program. In 2002, 700 students participated in these programs.

■ Provision of Useful Materials for Development Education

- 1) Issue of the monthly magazine *Kokusai Kyoryoku* and the poster newspaper *Bokura Chikyu Chosatai*
JICA's monthly magazine *Kokusai Kyoryoku* (International Cooperation), which features many articles and

Front Line

● Hokkaido International Cooperation Seminar for High School Students Challenge Project Planning Using PCM Method

Support for Development Education

Approach to the education front

In response to the allocation of a fund for promoting public participation in the national budget in fiscal 2002, domestic offices and international centers have approached the education front of schools in various ways directly and indirectly as a support program for development education.

The International Cooperation Seminar for high school and college students, which forms part of the program, provided participatory workshops using the Project Cycle Management Method* (PCM). The Project Cycle Management Method is a management system JICA comprehensively uses at stages from project planning and implementation management to terminal evaluation in providing technical cooperation.

Simulation of rural development planning

Fifteen students and four teachers from four schools participated in the

International Cooperation Seminar for High School Students held in January 2002. Students formed groups by school, and each group was dispatched to an imaginary village called P in an imaginary country A as Japan Overseas Cooperation Volunteers. They were assigned to plan what kind of cooperative activities would improve lives of the villagers in a given two-year period. In a workshop that started after lunch, various opinions were actively exchanged on village issues and their causes, as well as solutions based on the given information of village P. Some groups continued the discussions even after dinner and on the following morning.

At the presentation session on the following morning, various plans were presented, including growing vegetables to solve malnutrition, ensuring safe drinking water, and providing literacy education. Some of the comments from the students were: "I have never proactively contemplated and focused on one problem so deeply before in my life." "There were times when discussions did not go well



High school students' presentations at Hokkaido International Centre, Obihiro

because of opposing views; however, we could make a satisfactory presentation in the end because we had exchanged our candid opinions thoroughly."

This workshop seemed to make participants more familiar with international cooperation and created a good opportunity for them to think about better ways of aid.

We will improve the training materials and flow in order to offer more effective workshops so that participants can participate more actively.

(Hokkaido International Centre, Obihiro)

information on developing countries and international cooperation, are distributed to junior high and high schools and libraries throughout the country. In order to introduce the reality and everyday situation in developing countries to children in a simple manner, JICA sends a poster newspaper called *Bokura Chikyū Chosatai* (We are the Earth Study Team) to elementary and junior high schools. In fiscal 2002, taking advantage of the fact that the World Water Forum was being held in Japan, water issues were featured in the poster newspaper.

2) JICA's development education homepage

As with the poster newspaper, the JICA homepage has a page called *Bokura Chikyū Chosatai* that explains water

issues, desertification, deforestation, food situations, and health and medical care issues to elementary and junior high school students in a way that makes it easy to understand the situation. In fiscal 2002, we increased the main menu and links to other international cooperation sites in order to encourage students to learn on their own and think for themselves.

3) Photo materials for development education: Photo Language

With the cooperation of teachers and NGOs involved in development education, JICA has published a set of educational photographs to be used as teaching materials. These photographs introduce climate and ways of life in developing countries. They are placed in JICA's domestic branches and

Front Line

● Hokuriku International Cooperation with Public Participation

Approach to Development Education in Toyama Prefecture

Support for Development Education

Role of coordinator for international cooperation

Coordinators for international cooperation are currently placed in the three prefectures of Toyama, Ishikawa, and Fukui under the jurisdiction of the Hokuriku Branch Office to promote deeper understanding of international cooperation activities as well as participatory cooperation* in the local communities.

Collaboration with municipal governments

It has been seven years since the coordinators for international cooperation were first sent to the Toyama International Center Foundation. Development education targeting different age groups to better achieve international cooperation with public participation started in fiscal 2002. Specifically, the Toyama International Juku School is intended for high school students and teachers, the International Cooperation Prefecture College is for local citizens, and the International Cooperation/Exchange and Practical Training Course

is for municipal employees.

At the Toyama International Juku School, high school students and teachers learned about situations in various countries through workshops involving technical training participants, foreign students, international exchange personnel, and assistant teachers of foreign languages. They also exchanged opinions about the future of the world on the given themes.

The International Cooperation Prefecture College intended for local citizens offered an activity report from an NGO, which is engaged in support for education in Viet Nam, and country and activity reports from former JOCVs and senior volunteers from Toyama to help participants become familiar with international cooperation. The talks on the firsthand experience of former JICA volunteers and experts are particularly popular.

A wide range of support

These efforts cannot be made by only one person or one organization. They are not possible without the con-



Sari dressing class at the Hokuriku Branch

certed cooperation from organizations devoted to the promotion of development education and NGOs supporting developing countries in various prefectures and areas, including Toyama. Under initiatives of coordinators for international cooperation, continuing efforts will be made to promote development education in cooperation with municipal governments and various organizations.

(Hokuriku Branch Office)

JICA Plaza and can be borrowed free of charge by teachers and NGOs.

4) Videos and pamphlets for elementary and junior high school students

JICA has made videos that easily explain JICA's programs and the Acceptance of Technical Training Participants Program to an elementary and junior high school audience. A pamphlet titled *Gakko ni Ikitai* (I Want to Go to School), which was produced and distributed to all the elementary schools in fiscal 2000, were well received so more copies have been distributed to schools and school teachers upon request. The pamphlets are distributed to elementary and junior high school students during their visits to JICA head-

quarters and domestic offices, or is used at the various events and lectures carried out by domestic offices.

■ Development Education for the Public

In addition to providing support on the educational front, JICA also holds seminars and lectures throughout Japan to promote a deeper understanding of developing countries and international cooperation.

The ODA citizen monitors program, which the Ministry of Foreign Affairs began in fiscal 1999, is aimed at deepening the general public's awareness by providing a chance to see the actual ODA field in a developing country. In fiscal 2002, a total of 103 people went to 10 countries.