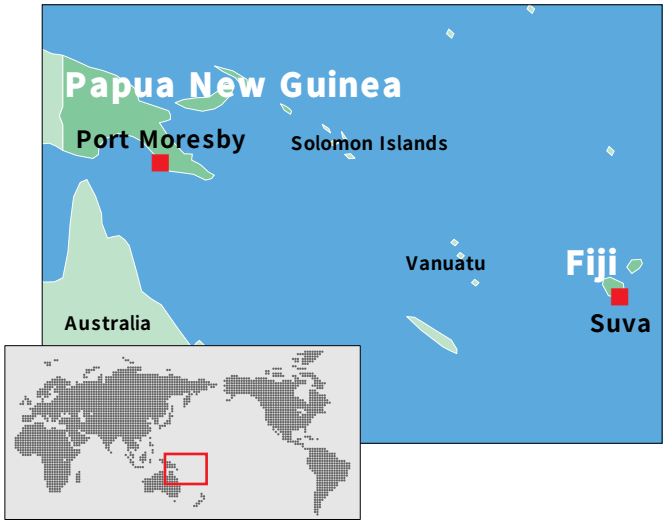
Fiji and Papua New Guinea

Training Program

Project Sites

Suva and Port Moresby



1. Background and Objectives of Evaluation Survey

In order to systematize the accumulation of its experience and know-how in human resource development in developing countries, JICA in recent years has conducted studies, such as "Basic Study on Human Resources Development" and "Comprehensive Case Study on Technical Cooperation in Human Resources Development," as well as various post-evaluations of human resources development cooperation. JICA's investigations into how JICA activities will be helpful in human resource cultivation in countries of the Pacific Islands by verifying the role its training programs have played in human development in the region and their contribution to corresponding sectors, and are extremely meaningful in considering the training needs of the region and the course of cooperation to be taken.

Based on this understanding, an assessment of a third country training course in Fiji, the leading country in the South Pacific region, and that in Papua New Guinea, where human resource needs are high, was performed by Professor Dr. Isami TAKEDA of Dokkyo University, who specializes in international relations of Asia and the Oceania region.

In this evaluation, in addition to the five evaluation viewpoints, a survey was conducted concerning the degree of understanding of training courses in Fiji and Papua New Guinea, as well as Australia, which exerts a great deal of influence on the Oceania region.

2. Evaluated Projects

Fiji:

"Telecommunications Technology (I, II, III)" (FY1983-FY1997, Third country training program)

Papua New Guinea:

"Coastal Fisheries Development (I, II, III)" (FY1984-FY1998, Third country training program)

3. Members of Evaluation Team

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4. Period of Evaluation

26 October 1998-12 November 1998

5. Conditions in the Oceania Region

(1) General Conditions

The Pacific region is a wide region, centered on the equator and spanning the North and South halves of the Pacific Ocean. It is primarily composed of island nations created from small coral reefs and volcanic islands, except for Australia, New Zealand, and Papua New Guinea in the south. 98% of the total 9 million km^2 of land is concentrated in these three countries, and the remaining 180,000 km^2 is scattered throughout the Pacific Ocean. Most of the Pacific Island countries are small; except for Papua New Guinea, which occupies 465,000 km^2, land area ranges from the 18,000km^2 of Fiji to the 20km^2 of Nauru. There is a wide range in population, from the exceptionally large Papua New Guinea, at four million people, to Fiji, which is second at 780,000, to Tuvalu and Nauru, with barely 10,000 people, and finally Niue, which has only a few thousand.

Some countries are blessed with underground resources, such as gold and bronze in Papua New Guinea and nickel in New Caledonia, but most of the countries have subsistence economies that depend fundamentally on agriculture and fisheries. Although there are no conditions of starvation, the degree of dependence on primary industry and tourism is high, creating a fragile structure that is easily affected by changes in weather conditions as well as international economies and prices. Also, because land is divided into many islands, domestic markets are small in scale, international markets are far away, and furthermore, because the transportation and communications

infrastructure to compensate for these disadvantages are inadequate, many obstacles to economic independence remain. Although they are independent countries, because their labor markets are limited, many are supported by aid from former colonial powers and laborers working abroad to send money home.

The fact that human resource cultivation is more necessary than anything else, the fact that developments and advancements in the fields of agriculture and fisheries are urgent issues due to the economies dependent on primary industry, and the fact that infrastructure for basic living is called for are all examples of common points in the development needs of these countries.

(2) Conditions in the Evaluated Area

1) Telecommunications Field

The field of telecommunications, along with transportation infrastructure such as roads, is an important area that forms the backbone of economic development. Pacific Island nations can be divided into three groups, based on their degree of development in the field of telecommunications. In the most developed group are French Polynesia, (represented by Tahiti), Fiji and the Cook Islands. Conversely, the countries that are most behind are Tuvalu, Kiribati, Vanuatu, the Solomon Islands and Samoa. The other countries fall somewhere in between.

In the countries outside of the most developed group, because a communications network has not been achieved due to island dispersion and weather problems, and management is inefficient due to improper machinery and the lack of experienced technicians, domestic telephone service as well as international lines are extremely limited.

In some countries, there are great disparities between metropolitan areas and rural villages. For example, in Papua New Guinea, the national average telephone penetration rate is 1.2%, but only reaches 0.05% in rural villages. In Tonga, the gap is even greater-7% to 0.09%. The investment cost for normal telephone service on remote islands or the spread of mobile telephones is extremely high compared to people's income. The low diffusion rate of telephone lines is certainly due to the monopolistic structure in the telecommunications field and the low needs of the people. It also reflects the fact that the small domestic markets, which are static economies of scale, do not hold much appeal for new entrants into the market.

Ownership configurations in the telecommunications field in Pacific Island nations consist of either government institutions or joint ventures with private or overseas telecommunications companies, but in either case, there is strong government involvement. Of Pacific Island countries, only Australia and New Zealand have privatized, free-market telecommunications enterprises. In Fiji and Papua New Guinea, there had been a process of transition from private companies to the Government being the primary shareholder of joint-stock corporations, but after a several-year grace period was granted, the system is shifting towards international free-market competition.

2) Fisheries Field

The fisheries industry plays an important role in Pacific Island countries. In this region, it can be divided into two poles: large company fishing that primarily exports offshore tuna resources, and small-scale subsistence fishing of coastal reef areas.

Offshore tuna resources have greatly contributed to the acquisition of foreign currency through the levy of fishing fees on foreign fishing boats, but recently, the number of countries who are working to foster fishing industries through the transition to catching fish through joint ventures companies and domestic boats have increased.

Some of the small-scale fishermen have started to earn income by selling their surplus catch in city markets and aggressively fishing for premium exportable fish like grouper and sea bream, as well as specialty goods like sea cucumber and shellfish. Seafood consumption in the Pacific Island countries is estimated at 40kg annually per person, making it an important source of animal protein. However, marine resources in coral reef areas are fragile, and resource conditions have worsened due to the increase of amount caught through improved efficiency and the introduction of destructive fishing methods such as dynamite and poison. The issues in fishing have shifted from focusing on increasing the catch by improving fishing technology and expanding the size and horsepower of boats, to protecting coastal coral reefs with sustainable fishing practices, streamlining, and being able to add value to sales. The main issues in the management of fishing resources have also moved towards fishermen conserving resources themselves by nurturing marine resources and protecting the environment. Aquaculture technologies have benefited from the intensification of exhausted resources, and attempts towards artificial measures to recover resources have also begun. The development of untapped natural resources such as seaweed will also catch on in the future.

6. Results of Evaluation

(1) Fiji: Telecommunications Technology

1) Background and Outline of Cooperation

In Pacific Island countries, which are characterized as island nations dispersed throughout a wide expanse of ocean, the necessity of the establishment of a telecommunications network and the cultivation of human resources in that field is a common issue. Fiji is important in the South Pacific, and, as indicated by the implementation of training at the Telecommunication Training Center (TTC), established in 1981, possessed the appropriate facilities, experience, and management capability for a technical training host country in the Pacific region. On the other hand, because it was difficult for the TTC training implementation system to keep up with the circumstances of the telecommunications field, in which technological progress was becoming extremely complicated, this third country training course was initiated to keep in step with the constant advancements in technology.

This training course was conducted at the TTC over 15 years between 1983 and 1997, in three phases of five years

each. At the end of each phase, a terminal evaluation was conducted, oriented towards approaches for the next phase. The major emphasis in the first phase was in the four fields of conversion, lines, wireless, and satellites; and in the second phase was in the two fields of digital technology and satellite communications. In the third phase, in addition to training in digital communications and satellite communications, introduction of ISDN (Integrated Services Digital Network), a new technology, was included in the course. Because one special characteristic of the field of telecommunications is that the newest technologies are the most cost-effective, it was determined that acquiring knowledge about this technology was necessary for the future even though the trainees were not able to immediately apply this technology to their home countries.

2) Efficiency

In the past 15 years, 43 short-term experts from Japan were dispatched as instructors. Each instructor lectured for approximately one week on the newest technologies in the field of telecommunications, for a total of more than 43 weeks of instruction. Staff members from telecommunications companies such as the TTC and Fiji International Communication Ltd. (Fintel) worked as instructors in other fields. In addition to the total of 36 million yen worth of equipment provided during the first phase, such as microwave telecommunications equipment, the experts brought with them a small amount of educational materials and testing equipment. The TTC facilities and equipment, including lecture halls and living quarters, were used as the training facility. Regarding training expenses, the Japanese side provided air transportation expenses for trainees from neighboring countries, daily allowances and lodging expenses, visiting lecturers' fees, transportation expenses, supplies, and preparation expenses for textbooks, whereas the Fiji side covered personnel expenses, entertainment expenses, classroom rental fees, transportation expenses, communication expenses, and lodging expenses for Fijian trainees staying at the TTC.

The evaluation of the trainees' superiors towards this training course was high, and when the trainees themselves were asked, more than 90% of the 63 respondents said that the contents of the course had met their expectations. Respondents also indicated that they had been using the texts used in the training since returning to their home country, and that they were largely satisfied with the quality of the instructors. Although there were also responses stating that the necessary equipment for training was not always adequate, on the whole, considering that neither grant aid nor project-type technical cooperation was conducted, the training course was implemented very efficiently through sincere efforts in the midst of limited financial resources. The fact that staff members who had received training in Japan became instructors in this training program after returning to their home countries increased the efficiency of JICA's training projects on the whole.

3) Effectiveness

As shown in Table 1, 298 trainees completed this training course over 15 years. The program was positively assessed by both the trainees and their superiors as having accomplished its goals. When the trainees were asked whether they had put the skills obtained through training to good use after they returned to their country, 88% responded that they had. However, it appeared as though the training content did not always agree with the trainees' job descriptions. There seems to have been room for refinements in the training content, the training period and the selection of trainees. Financial aspects and the lack of necessary materials in their native countries were raised as reasons for the fact that trainees had been unable to hold seminars and workshops to spread the knowledge and skills obtained through the training to their colleagues after returning home. It will be necessary to provide assistance to trainees following the conclusion of training.

4) Impact

The increase in the capabilities of telecommunications personnel and technicians through this training contributed to improvements in telecommunications services in each

Table 1: Country-specific Results of Trainees

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	Total
Maldives	-	-	-	1	1	1	0	1	1	1	1	1	1	1	1	11
Cook Islands	0	0	0	0	2	1	0	1	1	1	1	1	1	0	2	11
Nauru	1	1	0	0	0	0	0	1	1	0	0	0	1	0	1	6
Niue	1	0	1	0	2	1	2	2	1	1	0	1	0	0	1	13
Papua New Guinea	1	0	1	2	1	2	0	1	2	2	2	2	0	1	1	18
Tonga	2	2	1	1	1	1	2	2	1	2	2	1	2	2	2	24
Samoa	2	2	2	0	0	2	1	0	2	1	2	1	2	3	1	21
Kiribati	1	2	1	2	2	1	1	2	2	1	1	1	1	2	1	21
Tuvalu	0	0	0	0	2	0	0	0	1	1	1	1	0	1	0	7
Solomon Islands	2	1	2	2	1	1	0	1	1	1	2	2	2	0	1	19
Micronesia	1	0	2	2	1	1	2	0	1	0	1	1	0	1	2	15
Vanuatu	0	2	2	2	1	2	0	1	0	0	0	0	0	0	0	10
Marshall islands	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	7
Palau	1	1	1	0	0	0	0	0	0	0	0	1	2	0	1	7
Fiji	8	6	6	7	5	6	11	8	6	9	6	7	8	9	6	108
Total	21	18	20	19	19	20	20	20	20	21	20	20	20	20	20	298

country. During 15 years of training, many competent trainees have been received. As some of the ex-trainees have become managers or instructors, the program has been having a large social and economic impact. Even for Japan there have been many positive aspects in the contribution to the career paths of high-level staff over many years.

The network between ex-trainees has been maintained, not only domestically in the Pacific Islands, but also between those who have relocated abroad. It has become clear that, through the exchange of information on the most recent technologies, leaving ones job to go abroad has many positive aspects.

Also, as the TTC implemented this training, the steady improvement in the management capability of the training and the skills and teaching abilities of the instructors can be counted among the positive impacts.

5) Relevance

It is apparent that the telecommunications field, along with the innovations in information technology, forms the backbone of development in countries. However, with advancements in technology and the surge in privatization, the training necessary for Government staff is shifting from technological to administrative matters. Technical training is now being conducted by equipment manufacturers as part of their after-care service, and international telecommunications companies, which are the partners of joint ventures, are providing technical training as well.

The role of the TTC has also changed. Until 1997, the TTC offered a Basic Course Certificate (diploma), which was indispensable for the staff members of Telecom Fiji, TTC's superstructure. However, as recently, Telecom Fiji has begun to employ graduates of the Fiji Institute of Technology and the University of the South Pacific, it has become rich in human resources with higher education and the need for staff training has decreased. As a result, the scale of the facilities have shrunk to 1/6 their former scale.

6) Sustainability

As many as 60-87% of ex-trainees continue working for the same organization after returning to their home country, and their status in the workplace has increased, it is thought that the results of this training course have secured a certain level of organizational sustainability. However, today, when technological innovations in the telecommunications industry evolve so quickly, the lifespan of skills and knowledge provided by the training course is short, and so unceasing efforts are required to absorb progressing technologies.

In Fiji and Papua New Guinea, which will be able to compete internationally through the future privatization of public corporations, the possibility for sustainability is high, and it is thought that countries and regions under the protection of New Zealand, such as Niue, Nauru and the Cook Islands, will also have few problems. On the other hand, in other countries, due to geographical conditions and the level of development in leading sectors like tourism, there are more and more delays in the establishment of facilities.

Training in fiber optics at the Fiji Telecommunication Training Center

In many Pacific Islands countries, the population and economy are too small to continually introduce new technologies and equipment, but when technological innovations further advance economic efficiency, it can be expected that even these countries will be able to establish effective infrastructure.

In terms of continuing this training course at the TTC, due to the reduced scale of TTC's facilities and the fact that, training in the newest technologies has always depended on Japanese experts, it seems to be difficult for the TTC to keep on accepting trainees from the region without assistance from Japan.

7) Recognition

The Japanese Embassy and the JICA Office in Fiji have attended the opening and closing ceremonies for the third country training program, and have worked to introduce and publicize the program to the mass media, such as television, radio, and newspapers. However, because the coverage by the media has been small compared to these efforts, the recognition of the third country training program is not very high. Both the Fijian side and the Japanese side must make further efforts to publicize the program. Along with actively holding meetings and parties to provide information, they must strengthen contacts with human resources that can influence the mass media.

(2) Papua New Guinea: Coastal Fisheries Development

1) Background and Outline of Cooperation

Island nations in the South Pacific had a plan for incorporating coastal fishing within a subsistence economy into the monetary economy and cultivating it as an industry. Under this plan, they had made efforts, to ensure a stable supply of dietary protein to the people and to reduce the amount of imported fisheries through the development and effective use of coastal marine resources surrounding the country. In the process of these efforts, the needs for technical instruction and training for fishermen escalated, following which a third country training program focusing on practical skills and knowledge helpful in the fishing industry and targeting extension workers engaged in fisheries activities was begun at Papua New Guinea University of Technology, which

had the only fisheries department in the Pacific Islands countries.

This training course was conducted over the 15 years between 1984 and 1998, in three phases of five years each. The implementing organization at the start of the course in 1984 was the Department of Fisheries at the Papua New Guinea University of Technology. As the Department of Fisheries was relocated to the University of Papua New Guinea, the course was implemented at the Fisheries Department of the University of Papua New Guinea between 1985 and 1990. From 1991, the Biology Department, which absorbed the Fisheries Department and the Motupore Island Research Department, assumed authority. On the Japanese side, the JICA Kanagawa International Fisheries Training Center provided support from planning to the implementation of the training course, and the course also received assistance from a Japanese instructor at the University of Papua New Guinea, Tatsuro MATSUOKA (later a JICA Expert).

When each phase had ended, a terminal evaluation was conducted, oriented towards approaches for the next phase. The first phase focused on fishing equipment and methods, manufacturing of fishing equipment, and resource management and conservation; outboard motor maintenance/ repair was added in the second phase; and hull maintenance/ repair, fish catch processing, and management of small-scale fishery companies were introduced in the third phase.

2) Efficiency

In the 15 years that this training course was implemented, approximately 30 short-term experts were dispatched from Japan as instructors, and they conducted a total of over 50 weeks of lectures and practical training. The short-term experts were selected from JICA Kanagawa International Fisheries Training Center staff and experts who assisted with training courses implemented at the Center. They were very experienced in training and the most appropriate selection of personnel was made. Because the experts were generally all dispatched together at the same time, they conducted mutually complementary training. From the Papua New Guinean side, staff members not only from the University of Papua New Guinea but also from the central Government's Department of Fisheries and Marine Resources (currently the National Fisheries Authority) the Provincial Government Fisheries Division, and the National Fisheries College worked as instructors. In terms of equipment, in addition to the 19 million yen worth of equipment such as small boats provided during the first phase, the University of Papua New Guinea's materials as well as equipment the experts brought with them every year was used. The University of Papua New Guinea's facilities were used for the training facility. Because dormitories on the university campus were not available for use after 1995, private hotels in the city of Port Moresby were used for lodging. Training expenses were dealt with in the same manner as the Fiji Telecommunication Technology course: the Japanese side provided air transportation expenses for trainees from neighboring countries, daily allowances and lodging expenses, visiting lecturers' fees, transportation expenses, supplies, and preparation expenses for textbooks, whereas the Papua New Guinean side covered personnel expenses, entertainment expenses, classroom rental fees, transportation expenses, telecommunication expenses, daily allowances and lodging expenses for trainees from Papua New Guinea.

The training curriculum, tailored to the needs of the trainees, had been improved by focusing on practical training. Consequently, lectures and practice were effectively united. Also, the dispatch of experienced veteran experts made it possible to provide suitable instruction corresponding to the trainees needs. This training course utilized both textbooks used in training at the JICA Kanagawa International Fisheries Training Center and those developed independently by the instructors themselves, and effective lectures that employed audiovisual materials were conducted.

3) Effectiveness

As can be seen in Table 2, 235 trainees have completed this training over 15 years. When the trainees and their superiors assessed the entire program, 93% responded that it was "good" or "excellent." 90% of the trainees responded that the knowledge and technological skills they acquired had been utilized in their job.

4) Impact

According to a questionnaire survey of the trainees, there have been improvements in their catch as a result of dissemination of knowledge and technological skills they acquired. It seems that there were some conditions for this success, such as the fact that fishing methods using the hand reel[1)] developed by the United Nations Food and Agriculture Organization were taken up in this training course. Since no statistics involving coastal fishing were maintained, evaluation methods were limited. However, the course may be evaluated highly because most of the trainees responded that their job efficiency had increased after returning to their home country and the textbooks used in the training had been very helpful. Of the most recently enrolled trainees, some responded that they had not yet disseminated their training results, the primary reason for which was that they lacked the financial resources to conduct these activities or make use of technologies acquired through the training. If additional support were given in this direction, it is conceivable that the effects of training could be further enhanced.

The capabilities of the University of Papua New Guinea, the training implementing organization, were also improved. At the start of the training course, the majority of the instructors were foreigners, but as the training course continued, the transfer of technology to the Papua New Guinean staff progressed to the extent that they were able to take over most of the training subjects. However, at the University of Papua New Guinea, after the Fisheries Department was abolished in 1991 during the second phase, stagnation or even a downward trend of its activities has been observed, such as in the reductions in staff.

In addition, the fact that cooperative and collaborative relationships were facilitated with four fisheries organizations in Papua New Guinea, the University of Papua New Guinea, the central government's Department of Fisheries and Marine

Table 2: Country-specific Results of Trainees

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total
American Samoa	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	3
Cook Islands	-	0	0	1	1	1	0	0	0	1	1	1	0	1	1	8
Fiji	1	0	0	0	0	2	2	2	1	1	1	1	1	1	0	13
Micronesia	-	2	1	2	4	0	2	1	2	0	1	1	0	1	1	18
Kiribati	2	1	1	1	0	1	1	2	1	1	2	2	1	1	1	18
Marshall Islands	-	0	0	0	0	2	0	0	1	1	1	1	1	1	0	8
Nauru	0	0	0	0	0	1	2	0	0	1	0	0	1	1	1	7
Palau	0	3	0	1	1	0	0	0	0	1	0	0	1	0	1	8
Papua New Guinea	7	6	8	8	8	6	6	7	9	6	6	6	6	6	6	101
Solomon Islands	2	1	1	1	1	1	2	2	1	1	2	1	1	1	2	20
Tonga	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	12
Tuvalu	0	0	0	0	0	1	1	0	1	1	0	1	1	0	0	6
Vanuatu	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	3
Samoa	0	0	1	1	0	0	0	0	1	1	1	1	0	2	2	10
Niue	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	14	14	14	18	16	15	16	15	18	16	16	16	15	16	16	235

Resources (currently the National Fisheries Authority), the Provincial Government Fisheries Division and the National Fisheries College, is a great effect of this training course.

5) Relevance

Although a development plan for coastal fishing did not exist, each country had had issues such as resource conservation and improvements of the livelihood of fishermen. The needs for training in this area had always suited changing from the spread of coastal fishing to the management and effective use of coastal resources. The fact that the training content was also adjusted to meet the changing needs and Governmental policies was a major factor in the longevity of this training course.

At the beginning of the training course, the need to cultivate workers to promote coastal fishing in Papua New Guinea was great, and there were similar needs in other countries in the region. Also, as the training course in this field at the University of the South Pacific was abolished, it was inevitable that the training would be held at the University of Papua New Guinea, which had the only fisheries department in the Pacific Islands. However, as the University of Papua New Guinea was reorganized midway through the second phase, it was thought that management capabilities of the University were affected. Further investigations into whether or not the implementation of the third phase was rational will be necessary.

6) Sustainability

Based on the results of a questionnaire survey of the trainees, it appears as though most trainees have continued working for the same organization after returning to their home country. However, in each country, as the promotional activities involving coastal fishing is declining and ex-trainees were often reshuffled, the opportunities for the trainees to use the skills they acquired in this training are decreasing.

Systematically, with the progress in privatization and decentralization, cost-ineffective activities at central ministries and agencies have been curtailed, and so it has become difficult to increase the number of personnel. The fact that a budget for promotional activities is not allocated to local governments is also a problem. In South Pacific island nations, activities to promote coastal fishing face limits in both budget and the placement of staff. There is currently a trend towards concentrating on human resources in the development of fisheries with commercial value.

The sustainability of the fisheries-related departments at the University of Papua New Guinea depends greatly on the Government of Papua New Guinea's allocation of budget and staff members. For the cultivation of staff members to promote coastal fishing development, more practical training and greater results could be expected if the training were conducted at the National Fisheries College rather than the University of Papua New Guinea, the nation's center of higher academics. It is hoped that the University will continue to develop itself as the primary academic institution by conducting research into resource management, cultivation, and processing of fisheries.

7) Recognition

In a country like Papua New Guinea, where public order is not good and living conditions are severe, expanding public relations activities will not be easy. In order to promote international cooperation that prioritizes security despite the dangers, these distinctive characteristics must be taken into consideration.

Due to public relations efforts by the JICA overseas office, at a few key points, such as the beginning and end of the training course, notices were seen in the newspapers and in other media. However, the level of awareness regarding this training course is relatively low. It is likely that this reflects the content and characteristics of the training course. For Papua New Guinea, issues in the fisheries field are of comparatively lesser importance than other problems (mining and industrial development, regional conflicts, the problem of wages, and other political problems), so there is probably nothing that can be done about the fact that reporters have little enthusiasm for a subject that has only a local effect,

such as staff members to promote coastal fishing. Also, it has been pointed out that while trainees coming from other Pacific Island nations in the region to Papua New Guinea for training is a newsworthy issue, few people are interested because it does not include any special issues.

General issues regarding public relations result in the systems of JICA. The system, organization, budget and staff members for the continual public relations activities are either insufficient or unsubstantial. The public relations issue is touched on in the example of Fiji, and similar problems can be witnessed in this case.

7. Lessons Learned and Recommendations

(1) Training Implementation Countries and Selection of Institutions

Fiji is the most advanced country in the field of telecommunications among Pacific Island nations. They are blessed with good conditions such as ideal training facilities, excellent public order, and good access to air travel. It is obvious that Fiji was a rational choice for a host country of the training.

The training course over many years at the University of Papua New Guinea has achieved the goal expected of a third country training program, and has also greatly contributed to the formation of a multilateral network amongst Pacific Island nations. However, the question of whether or not the continual implementation of the training course over a period of 15 years has relevance necessitates further investigation. Until the second phase, the Government of Papua New Guinea was actively working towards the promotion of small-scale fishing, which was relevant to the training course conducted at the University. This training course must be regarded very highly, considering the drastic improvement in the training implementation capabilities of the Papua New Guinean side through the enthusiastic instruction of JICA experts and the continual implementation of the course. However, considering the abolition of the Fisheries Department at the University of Papua New Guinea and the subsequent reductions in staff members during the second phase, as well as the shift in the focus of the Government of Papua New Guinea's fisheries policies from traditional coastal fishing to commercial fishing, the relocation of the training implementing organization outside of Papua New Guinea (to the training facility in Fiji, for example), must be considered for the third phase. In that case, issues such as the security conditions at the training location, access to air routes, and air transportation expenses would have to be thoroughly examined.

In order to conduct more effective cooperation, it will be important to study the content of cooperation, including the possibility of continuing cooperation, by diversifying information-gathering through dialogue not only with people in the government of the partner country, but also with people involved in industrial organizations or the media, and by comprehensively analyzing that information.

(2) Coordination Between the Private Sector and the Third Country Training Program in the Field of Promoting Privatization

The third country training course in Fiji appears to be regarded very highly for introducing leading-edge technology from Japan and imparting the importance of telecommunications work to trainees from Pacific Island nations, which have entered the Internet age. However, careful investigation will be necessary to determine whether or not similar long-term training course should be conducted in the future. The primary reason is that globally developed private companies like Ericsson (headquartered in Sweden) and Nokia (headquartered in Finland) have begun to provide similar types of training as the third country training course in conjunction with sales of telecommunications equipment.

For example, Ericsson possesses training facilities in Denmark, Australia, and Malaysia. When Telecom Fiji imported switchboards from Ericsson, Ericsson accepted Telecom Fiji personnel for training in Malaysia, where they conducted not only instruction in the operation of the actual switchboards but also basic lectures on subjects related to telecommunications. At that time, the Fiji side bore the air fare for the trainees and Ericsson covered lodging and training costs (local cost).

The time has come in which private companies in the telecommunications field are developing training similar to third country training programs, and it is likely that this trend will intensify in the future. Development assistance should facilitate even more effective cooperation responding to trends and changes in socioeconomic conditions in developing countries. To do so, it will be important to make sustained efforts towards information-gathering and dialogue from various sources, including the private sector.

In areas like telecommunications in which the speed of technical innovation is quick and the private sector is actively working such as the entry of foreign currency into telecommunications enterprises in developing countries, the relevance of technical cooperation through ODA is decreasing. It is desirable that private sector activities and ODA function complementarily. For example, the private sector should facilitate training in the leading-edge technologies, whereas cooperation for construction of telecommunication infrastructure, policy making and management should be conducted with ODA. However, in Pacific Island nations, where the small size of the economies and population makes private sector entry difficult, ODA support is essential.

(3) Public Relations Activities

In order for Japanese aid to be correctly perceived and justly evaluated by the citizens of developing countries and other donors, public relations activities are extremely important. It is largely held that most Japanese aid comes in the form of large-scale infrastructure construction, but these two third country training courses evaluated have also had the effect of substantially fostering experts in the Pacific Islands' fishing industry and communications field. The existence of these types of JICA third country training programs should be widely acknowledged by relevant parties in other donor countries and international organizations. In order for the just evaluation not

only of the projects' results but also of Japanese aid as a whole, it will be necessary to strengthen public relations activities aimed at developing countries and other donors. It is hoped that these PR activities will give rise to new ideas and constructive criticism.

Based on surveys and interviews conducted with relevant organizations concerning the media coverage (covered frequently in newspapers, magazines, and radio) of the training courses in Fiji and Papua New Guinea, the need for enhanced public relations activities was generally recognized. Even in Australia, which has a good deal of vested interest in Fiji and Papua New Guinea, the existence of JICA third country training courses was not adequately acknowledged in the surveyed area.

Worthy of special mention is a feature article on the Fiji third country training course "Telecommunications Technology" that was covered by the local media. It is very important for the JICA overseas office to continue these types of efforts in the future.

However, in a country like Papua New Guinea, where public order is not good and living conditions are severe, expanding public relations activities will not be easy, and it will be necessary to respect the fact that almost impossible conditions may occur. Generally, JICA public relations activities must be strengthened, but the greatest problem involves JICA's organizational system. The system, organization, budget and staff necessary to conduct routine public relations activities abroad are either insufficient or practically non-existent. Because the travel budget within the host country of the training course and neighboring countries is limited, public relations activities cannot be fully promoted. Compared to aid budgets of other donor countries, Japan's budget for public relations is extremely small relative to the scale of the project, and therefore, aid performance cannot be effectively publicized.

(4) Activities at the JICA Australia Office-The Holding of a Japan-Australia Aid Seminar and Media Policies

The JICA Australia office regularly exchanges information with AusAID, but efforts to conduct further information-sharing and dialogue concerning aid to Pacific Island nations, implement Japanese aid more effectively, and further enhance the results of public relations activities will be crucial. Australia has a long history of assistance to Pacific Island nations, and has accumulated various information and experience in its capacity as a donor. In order for JICA to plan and implement aid programs targeted to Pacific Island nations, it must learn from Australia's experiences. JICA must proactively utilize the Australia office in order to conduct seminars and information-sharing which draw upon Australia's wealth of experienced information. JICA must also make greater use of the Australian media to actively publicize its cooperation.

(5) Third Country Training Programs in Australia

Australia must be employed as a host country for future third country training programs targeted towards the Pacific Islands. Because air routes to the island nations have largely been established, Australia would be an efficient location for training. Although all training courses do not have to be conducted in Australia, it would be possible to implement trilateral cooperation with Australia, depending on the theme of the training.

(6) Follow-up for Ex-Trainees

Trainees who participated in the third country training programs are human resources who are extremely valuable to Japan. Although the JICA Fiji office and the JICA Papua New Guinea office are fully aware of this fact, because of restrictions in the system, staffing and budget, JICA is facing the problem of not being able to effectively grasp the trends of the ex-trainees. This is evident from the results of questionnaire surveys. In order for Japan to create a human resource network and to implement international cooperation effectively and efficiently, the relationship between JICA and the ex-trainees must be strengthened.

In the field of coastal fishing development, there were cases in which the transfer of relevant skills through the training to extension workers engaged in fisheries activities had no effect on the local level. As one reason for this was lack of funding for their activities, it would be desirable to consider after training, including lending schemes.

As the training was envisioned to serve as lifetime education, the dispatch of regular advisory teams to ex-trainees and the proactive utilization and support of alumni associations, in the form of follow-up to the training in Fiji and Papua New Guinea, would strengthen both the impact and the sustainability of the training program. While it is not necessary to cover all of the countries of ex-trainees every year, one possible solution could be to dispatch an advisory team a year to conduct mobile training to five countries for approximately two months, using Fiji as a base. Although the theme would be focused on the most recent technologies, if questions were received from the ex-trainees beforehand, the instructors would generally be able to work to answer those questions at the time of visiting. In order for the realization of self-help efforts, such as the formation of union organizations for fishermen in the coastal fishing and for the joint use of telecommunications in remote areas, the development of small-scale assistance such as Grant Assistance for Grassroots Projects must be studied.

[1)] The United Nation Food and Agriculture Hand Reel was developed for the catch of deepwater sea bream of which there had been a surplus, and has contributed greatly to the development of commercial activities involving coastal fishing.