

JICA

VOLUNTEER PROGRAMME

Namibia



Leading the world with trust

About the Volunteer Programme

JICA's volunteer programme is one of Japan's technical cooperation schemes operated as part of its Official Development Assistance (ODA).

The programme dispatches eager Japanese citizens who wish to participate in assisting developing countries and also have the calls for assistance from their governments.

The programme has three objectives:

- (1) To cooperate in the economic and social development, as well as the reconstruction of developing countries
- (2) To deepen mutual understanding and coexistence in cross-cultural societies
- (3) To give back the volunteer experience to society



First batch of volunteers departing for their assignments (1965)

Since its first dispatch to Laos in 1965, more than 54,000 JICA volunteers have worked alongside local communities in 98 countries and regions. As summarized by the phrase "together with the local community", JICA volunteers live and work at the grassroots level, speaking the same language as the local communities and carrying out activities with an emphasis on fostering self-reliance for sustainable change.

Volunteers are generally dispatched for two years, in various fields from education, nursing to auto mechanics, IT and sports.

Types of Volunteer Programmes

Japan Overseas Cooperation Volunteers (JOCVs)

One of the oldest volunteer programmes in the world. This is the category for those with a strong commitment to utilizing their own skills and knowledge for people in developing countries, by selecting the job type.

Senior Volunteers

This is the category for those with a strong commitment to utilize their specialized skills and knowledge for people in developing countries, by selecting a project that requires expertise.

Japan Overseas Cooperation Volunteers for Nikkei Communities / Senior Volunteers for Nikkei Communities

This programme sends volunteers to assist in the development of Nikkei (Japanese Descendant) communities in Latin America. Many volunteers cooperate in Japanese Language Education and Social Welfare Services, while also fostering further understanding of Japanese culture.

Volunteer Dispatch to Namibia

Tasked with both skills transfer and cultural exchange, JICA volunteers dispatched under the Japan Overseas Cooperation Volunteers (JOCV) Programme are passionate about development activities and fostering lasting friendships in their assigned workplaces and communities. When returning to Japan after dispatch periods ranging from a few months to two years, volunteers share their experiences with their own communities back home. This makes it one of the most unique programmes globally.

JICA volunteers in Namibia are dispatched according to areas of priority as determined by discussions held between the Namibian Government and the Japanese Government. The JOCV program is aimed at developing the human resources capacity of the youth in the following key sectors such as education, agriculture, infrastructure, and human resource development.

This is done by training the students that are at primary and secondary school, VTC, and universities. Additionally, the program empowers young children with life skills and youth development.

Over the years JICA Namibia has dispatched JOCVs to different institutions that include the Ministry of Education several Primary and Secondary Schools, Vocational Training Centers, Youth Centers, local authorities. JICA enjoys cordial working relations with Government line ministries, Parastatals, NGOs and Urban and Rural Councils.

The year 2026 marks 20 years of the JOCV program in Namibia, with over 170 JOCVs being dispatched following the signing of the Exchange of Notes in 2004 by the Governments of Namibia and Japan.

Do you wish to benefit from having a volunteer in your organisation? Is your organisation a governmental, non-governmental or non-profit organisation? If your answer is “Yes”, you may apply for a volunteer by following the guidelines in this publication.

Volunteers contribute to the Sustainable



Administration / Business / Tourism

Volunteers help facilitate community development using various approaches such as establishing small income-generation projects with local groups to create additional income. Additionally, volunteers with knowledge and experience public administration work in municipal governments or other organizations to provide better services to its citizens and customers.

Categories

Community Development, Public Administration, Disaster Prevention and Disaster Relief, Statistics, Computer Technology, Marketing, Tourism, and others.



Education

The activities of volunteers in Education may expand from assisting the learners to improve their scholastic proficiency in various subjects or working with regional educational departments to organize teacher training programmes to introduce alternative or new teaching methods.

Categories

Youth Activities, Environmental Education, Science Education, Physical Education, Primary School Education, and others.



Medical Care / Health Care / Social Welfare

Volunteers work to provide better health care and increased access to information through assisting in skills development of local health care professionals as well as promoting awareness of various health-related issues.

Categories

Nursing, Public Health Nursing, Midwifery, Physical Therapy, Infection and HIV/AIDS Control, and others.



Sports

Many volunteers help coach and train national sports teams of developing countries, but sports can also be utilized to promote better health and social skills for children as well. Volunteers provide technical advice and training know-how to teams and players at all levels.

Categories

Baseball, Judo, Table Tennis, Gymnastics, Water Polo, and others.



Development Goals



Agriculture / Forestry / Fisheries

Volunteers contribute to improve productivity, food security, and increase profitability by introducing best practices, management systems and new techniques in each field.

Categories

Food Crops & Rice Culture, Vegetable Growing, Animal Husbandry, Forestry and Afforestation, Aquaculture, and others.

Public Works / Utilities

State-of-the-art technologies of Japan are in great demand all over the world. Supervision and advice from volunteers with advanced skills and practical experience help partner institutions to improve the quality and efficiency of their projects.

Categories

Civil Engineering, Landscape Architecture, Architecture, Surveying, Telecommunications, and others.

Manufacturing / Energy

Volunteers with upgraded technical skills provide direct supervision and advice to their local counterparts/ students in municipal governments of vocational training facilities to help train technicians in each field.

Categories

Machine Tools, Electric and Electronic Apparatus, Electric and Electronic Equipment, Automobile Maintenance, Chinaware, and others.

Japanese Language Education

Volunteers assist to improve Japanese language skills of those who aspire to become Japanese language teachers or seek employment opportunities in areas such as tourism. Volunteers are also dispatched to Nikkei communities in Latin America to teach Japanese language as well as culture to those of Japanese descent.

Categories

Japanese Language Education, Nikkei School Teacher (Japanese Language)

Together with the local community

Toward the Future, Side by Side Japan Overseas Cooperation Volunteers (JOCVs)



Masae Okura, Speciality: Primary School Education Country: Zambia

Mission

Teaching reading, writing and arithmetic lessons as well as practical subjects such as physical education, music, fine arts, and homemaking to students in an elementary school

I was assigned to an elementary school in a settlement of refugees from the Democratic Republic of the Congo, Angola, Burundi and Rwanda. I teach practical subjects such as physical education, music, fine arts, and homemaking for 5th to 7th grade students, and work on extracurricular club activities together with local teachers.

The school has the longest history in the area and a large number of enrollment. And the school faces several problems. There are not enough teachers compared to the number of the students. Due to shortage of teaching materials, the teachers need to craft teaching materials by creatively making use of familiar materials in our environment. A lot of students drop out from the school because they cannot afford the school expenses. Another concern is that there is a large disparity of academic ability among students.

Issue

A large disparity of academic ability among students. Some not capable to do multiplication

Although I was a teacher in charge of the reading and writing classes for 5th to 7th grade students, several teachers misunderstood that I was an assistant teacher who took over their lessons. And main teachers began to be frequently absent from school.

As a result, I could not choose but conducted lessons that were not included in the initial request to me. I was stunned by the situation. Since arithmetic was the only subject I could teach right away, I started to teach it sparing some time of the classes I was originally assigned. It turned out that many students had troubles with arithmetic, especially multiplication. And I decided to tackle this issue.

Solution

Using songs in lessons or handmade congratulation card for those who passed tests. Succeeded to raise the interest and motivation of students in the lessons

It was difficult to attract the interest of students just by teaching methods like calculating numbers using a table. Therefore, I tried a method of memorizing the multiplication table along with an English song, which I found via the internet. First, I put a stamp on a student's card when the student sang the song alone. Then, I pinned up the name of the students who were able to memorize by rows, such as the row of 2 or row of 3, and gave another stamp to those who passed the test. Stickers were also given every week. Finally, to those who memorized the entire table, I gave my handmade congratulation card. The students liked this method and reward. And they came to practice the multiplication song by themselves, led by a class leader standing in front, even when I was absent.

Other teachers were also surprised with the positive effects of my method. And they asked me how to do it since they also wanted to try it in their classes.



Yuri Ito, Speciality: Rugby Country: Sri Lanka

Mission

Diffusion of rugby and development of ability to think and judge through playing rugby

My mission is diffusion and development of rugby in the Central Province of Sri Lanka. Diffusion means raising the basic competition level and increasing the level of safety in the game. Meanwhile, development means fostering players' and coaches' ability to think and judge by themselves through playing rugby.

Initially, I was planning to train young players and their coaches from grass-root to the national team level. My actual activities target children and their coaches only at the school level. The players are aged from twelve to nineteen years old. Currently, I instruct ten schools in total, including the integrated school from elementary to high school level in Sri Lanka.

Issue

Playing with no confidence, team that cannot win the game, children unable to enjoy rugby

What I first noticed was that players did not really attend trainings. Even if they did show up, they wasted time chatting and did not train. I realized that this was a manifestation of the players' negative attitude caused by a vicious cycle--passively instructed by the coach, not capable to do as they are instructed, losing confidence, losing enthusiasm, and remaining uncompetitive. Thus, I started to try breaking this vicious cycle by telling the players to change their mindset. I have encouraged them to use their own initiatives whilst at training and at the games.

Technically, I prioritized practicing tackles. The players preferred to make high tackles from the ground. Such high tackles are not only dangerous but also can cost a penalty, which results in losing the game. Although their coaches repeatedly taught them to avoid high tackles, they did not fully comprehend why they should avoid high tackles. Naturally, they did not modify their style.

Solution

Teaching safe tackles by involving local coaches. Also, inviting top-class players from Japan for an event where children can watch and learn

After having learned how to do low tackles, the players compete in a position lower than the contender's balance, which means even a small player can knock down a larger player. They now play with confidence. In order to ensure that the same instruction is kept even after I return to Japan, I work with local coaches to improve training methods in addition to teaching the players.

Moreover, I planned an event where children learned by watching top-class players with their eyes. With support from the Japan Rugby Football Union, we held a rugby clinic session by the players of the Japan national women team, Rugby sevens. Participated players seemed particularly impressed with the captain, Chiharu Nakamura. They observed her attitude of leading the training by talking to other players, and trying to raise the quality of training even more by discussing the points to be improved.

Bringing Lifelong Experience

Senior Volunteers



Risa Shimono, Speciality:Midwifery Country: Papua New Guinea

Mission

To further increase the knowledge and skills of key persons to ensure safe delivery that saves lives of mothers and babies

In Papua New Guinea, where there are only a limited number of medical practitioners including midwives and obstetricians, CHWs are in charge of prenatal, labor, postnatal care for expectant women at the village level as well as district hospitals and health centers. In most cases, CHWs are not adequately trained as medical obstetricians and birthing assistants, hence they face many challenges in terms of being equipped with the relevant skills on childbirth. My mission is to contribute to build the capacity of CHWs in terms of having relevant and updated knowledge and skills required to perform their duties in ensuring safe childbirth for both mothers and babies in local communities.

Issue

The limited amount of basic knowledge on prenatal, labor and postnatal care is common for expectant parents as well as CHWs

Working at a hospital, I noticed that it was not only the CHWs but also expectant mothers with their partners who lack the necessary knowledge on childbirth. It is not enough just to instruct and train CHWs in order to promote safe delivery for both mothers and babies.

Expectant mothers also require knowledge on pregnancy and labor and need to avoid mistakes as such as visiting a doctor too late into their pregnancy.

Furthermore, opportunities for fathers to learn how to participate in childrearing are quite limited in Papua New Guinea compared to Japan. There are challenges also with fathers. Not like in Japan, fathers do not come together to medical examinations with expectant mothers, nor are they present at childbirth. There is also no culture of lessons for parents, where expectant mothers and fathers receive guidance together.

Solution

Providing a handmade model of fetus and placenta for expectant women. Using a handmade jacket to virtually experience being heavy in pregnancy.

In order to convey accurate knowledge in an easy-to-understand manner, handmade models were created from coconut husks and leaves displaying a fetus and placenta. The models were used during prenatal classes. For fathers, I also made a jacket to virtually experience what it is like to be an expectant mothers, which is a familiar device used in Japan. I affixed a large pocket to an apron, and put many rocks inside. Fathers began to realize the toughness an expectant mothers' experiences. And some started to actively support their pregnant wives.

As a result of implementing participatory activities using these materials, positive changes also started to appear among CHWs, such as those encouraging participation of fathers by saying, "bring your husband to prenatal checkup," or those who revised their style of one-sided instructions to expectant women and tried to introduce a discussion style.



Akira Fujitaka, Speciality:Refrigeration&air Conditioning Country: Paraguay

Mission

Providing an opportunity to learn about industry to those who cannot go to university

My mission is to support the classes and teaching of air-conditioning and refrigerating courses at a vocational training school in Paraguay, which is a traditional agricultural country.

The general policy of the country aims to securely promote industry from now on. The students of this vocational training school are not so wealthy in general. And many of them cannot afford to attend university. I believe that the vocational training school is a great system to provide economically disadvantaged students with an opportunity to study various vocational courses while working, with reasonable tuition fees.

Issue

Practical classes are disrupted due to scarce resources and materials required for lessons. Basic tools handling care is also lacking.

Although the top priority of my mission was to support the practical classes, it was impossible because the basic materials and equipment needed for the classes were unavailable.

For example, although there was a practical session on air conditioners, there were only a few, incomplete and separated parts. The school also did not have equipment to measure pressure or temperature, or ones to understand the mechanisms of cooling and heating. The tools were also not neatly stored and nor cleaned up after practices. There was no 5S (meaning keeping things neatly and orderly, cleaning up, hygiene, and discipline), which is a common practice in the Japanese industry. And even basic handling methods for tools were non-existent.

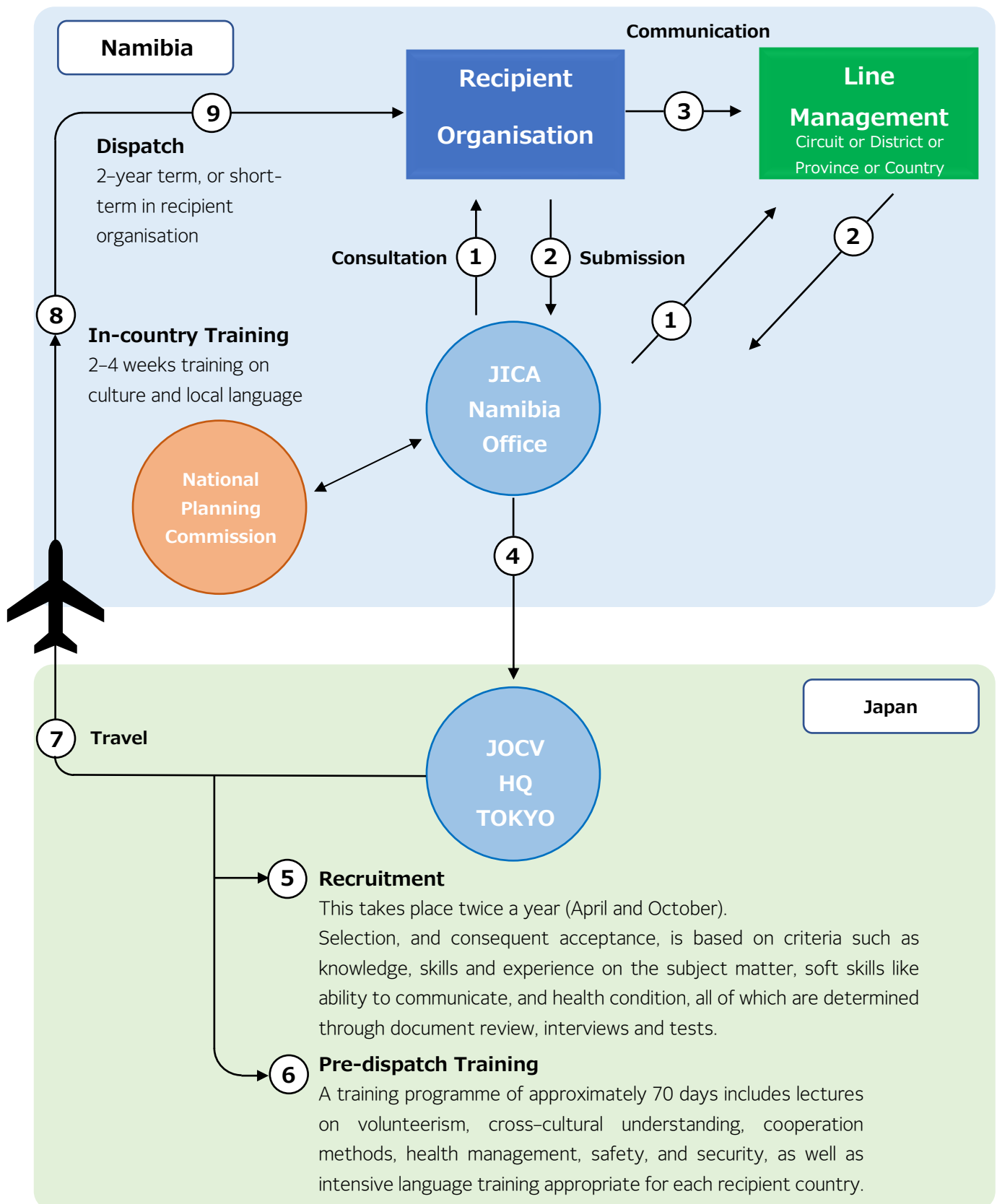
Solution

Handmade air-conditioning simulator and education on "5S activities"

I created a simulator to understand the mechanisms of air conditioners and refrigerators. Using commercially available air conditioners and refrigerators, I handmade other necessary parts by purchasing spare parts to measure temperature and pressure, cutting boards, and painting colors.

An air conditioner radiates heat by raising the pressure of a refrigerant, and cools the space by absorbing heat from the air by lowering the pressure. I made visual-aid to help students understand such mechanism by seeing it. I did it because I believed that students understood better by actually observing the process and objects than obtaining knowledge only from textbooks. I also posted the 5S slogan used in Japan on the wall of classrooms and encouraged students to clean up together after practical classes. Now the students put the tools back neatly and clean up the place after the practical classes.

Request Procedure



① Consultation between recipient organisation and JICA

The recipient organisation should contact (call, text or email) JICA to express interest in receiving a volunteer. The Volunteer Team (Coordinator and/or Programme Officer) will visit the recipient organisation to further discuss their interest and to observe their facility. JICA will furnish the recipient organisation with a request form, which the recipient organisation should complete, sign, date, and stamp by the head of the recipient organisation.

② Submission by recipient organisation

The recipient organisation should prepare a cover letter, attach the completed request form, and send the package to the relevant line ministry.

③ Endorsement by line ministry

The line ministry should prepare an endorsement letter to be attached to the request form.

④ Submission by JICA

JICA will submit the package, with comments and/or recommendations, to the JOCV Team at JICA Headquarters in Tokyo, Japan.

⑤ Recruitment

⑥ Pre-dispatch training of volunteer

The process for selection and pre-dispatch training in Japan, takes about a year.

⑦ Travel

JICA will cover travel expenses between Japan and recipient countries.

⑧ In-country training in Namibia

Volunteers will spend time in Windhoek for in-country training and to prepare for dispatch. During this period, the volunteer will visit your organisation three or four days to familiarise themselves with it.

⑨ Dispatch

Finally, the volunteer will be dispatched to the recipient organisation.

Shared Responsibility

The Government of Japan and governments of recipient countries agreed on their contributions to the JOCV Programme, with subsequent responsibilities.

JICA's Responsibilities

JICA:

1. covers volunteers' travel expenses between Japan and recipient countries;
2. covers volunteers' living allowances and medical expenses during their dispatch period to recipient countries; and
3. obtains volunteers' work visas.

Recipient Organisations' Responsibilities

Recipient organisations:

1. provide infrastructure to enable volunteers to work, such as office space and furniture, basic equipment, and materials such as stationery;
2. facilitate accommodation in close proximity to volunteers' recipient organisations, with standard security measures and essential furniture;
3. provide operational cost for volunteer activities; and
4. provide volunteers' transport from Windhoek to recipient organisations at the beginning and end of their dispatch period.

Volunteers and Recipient Organisations

Volunteers implement a variety of activities. In some cases, they share their knowledge, skills and experience with employees in recipient organisations, called “counterparts”, and in other cases, they perform the same duties as their counterparts. Volunteers are expected to establish and maintain good rapport with others in their working environment. These include their seniors, colleagues, students, community leaders and residents. With JICA pursuing citizen participation programmes offering equal opportunities for as many people as possible, JICA Headquarters prefers a two-year dispatch period. If recipient organisations require continued support after the initial period, JICA will consider dispatching another volunteer. In principle, depending on the type of dispatch and activities, recipient organisations manage volunteers. For example, the number of annual leave days for volunteers are the same as their counterparts.

Activity Report

Volunteers are expected to generate activity reports:

1. to manage their activities and to keep a record thereof;
2. to share information of their activities with others, for utilisation where applicable; and
3. to introduce their activities to Japanese citizens.

These reports are eventually availed to the Japanese public.

A typical report consists of the main body (No 1 to 5) with attachments including the [Activity Plan](#), [Monitoring Sheet](#), and [Activity Result](#). Volunteers will share their reports with recipient organisations and JICA. The first three months of work serves as the preparation period for establishing a foundation for the two-year period. Report No 1 outlines the status of the recipient organisation and activities to be implemented by the volunteer.

In Report No 2, the volunteer will create an [Activity Plan](#) with specifics on activities based on discussions and agreements with the recipient organisation.

In Report No 3, inclusive of generating the [Monitoring Sheet](#), the volunteer will review activities already implemented and reaffirm the direction of future volunteer activities in consultation with the recipient organisation.

In Report No 4, inclusive of reviewing the [Monitoring Sheet](#), in addition to checking the progress of activities already implemented, the volunteer will map out the steps towards its completion.

In Report No 5 (Final Report), the volunteer will perform an overall evaluation of the completed activities in consultation with the recipient organisation and discuss with them the direction of how they should make use of the [Activity Result](#) gained from the JICA volunteer's activity.

These reports are in Japanese for sharing their volunteer activities to Japanese citizens. However, the volunteer will submit an activity report with recommendations, in English, on a monthly or quarterly basis.

Activity Plan

The volunteer will prepare the Activity Plan in English, for agreement amongst the volunteer, the recipient organisation and JICA. Preparation of the Activity Plan is the first step of the volunteer activities. It is an important process to determine the recipient organisation's expectation, the volunteer's desire to implement and what is viable in order to implement the volunteer activities effectively.

Activity Monitoring Sheet

The Monitoring Sheet should be prepared so that both the volunteer and the recipient organisation can check the progress of activities, identify challenges, and confirm the direction of future volunteer activities.

Activity Result

The volunteer and the recipient organisation can review the volunteer activities already implemented and confirm future prospects after the volunteer's return to Japan. The results of volunteer can be shared with the recipient organisation and be sure to confirm with JICA to ensure that the results and lessons of volunteer activity can be used for demand exploration on similar projects or activity support. Moreover, before returning to Japan, the final presentation is necessary to ensure that the volunteer, the recipient organisation and JICA can check the result of volunteer activity.

Presentation by Volunteer

The volunteer is expected to prepare and deliver two presentations at the recipient organisation: a mid-term presentation half-way through the dispatch period, and a final presentation at completion of the dispatch period. The midterm presentation is an opportunity for both the volunteer and the recipient organisation to check the progress of activities, identify challenges, and confirm the direction of future volunteer activities. The final presentation, attended by the volunteer, the recipient organisation and JICA, aims to collectively check the result of volunteer activities.

Frequently Asked Questions

Who pays for a volunteer's living allowance?

JICA does. Apart from a living allowance to cover necessities, JICA pays for medical aid and insurance. JICA also pays travel expenses between Japan and recipient countries, and fees for obtaining a visa issued by the foreign affairs ministry. The recipient organisation is responsible for providing transport for official duties, working space, basic equipment and material. The recipient organisation is not expected to pay salaries and medical expenses.

Does a volunteer have his own equipment to perform his work?

The recipient organisation is expected to cover the operational cost of the activities to be implemented by the volunteer, in the same way as for other employees of the same recipient organisation.

How long after application will a volunteer be dispatched?

Volunteers are recruited twice a year and dispatched three times a year. They must undergo pre-departure training in Japan before being dispatched to recipient countries. Therefore, it can take up to a year for a volunteer to be dispatched after application submission.

What kind of accommodation does the volunteer need?

A simple but comfortable dwelling, similar to the staff of the recipient organisation, is sufficient.

Does a volunteer have his own means of transport (vehicle or motorcycle)?

JICA has experienced many unfortunate cases where volunteers were seriously injured or even died due to traffic accidents. Therefore, volunteers are not allowed to own or drive their own vehicles or motorcycles.

How many volunteers can the recipient organisation request?

There is no limit on the number of volunteers requested by the recipient organisation. However, the request must meet JICA's criteria, and the recipient organisation should follow the cost-sharing approach.

Do volunteers pay taxes in recipient countries?

No, they do not, as per bilateral agreements between Japan and recipient countries.

Can recipient organisations employ volunteers permanently after their assignment?

Yes, but volunteers must return to Japan at least once at the end of their dispatch period. The recipient organisation should obtain the necessary visas.

Contact Details

JICA NAMIBIA OFFICE

17 Liliencron Street, Eros, Windhoek

Email jocv_namibia@jica.go.jp

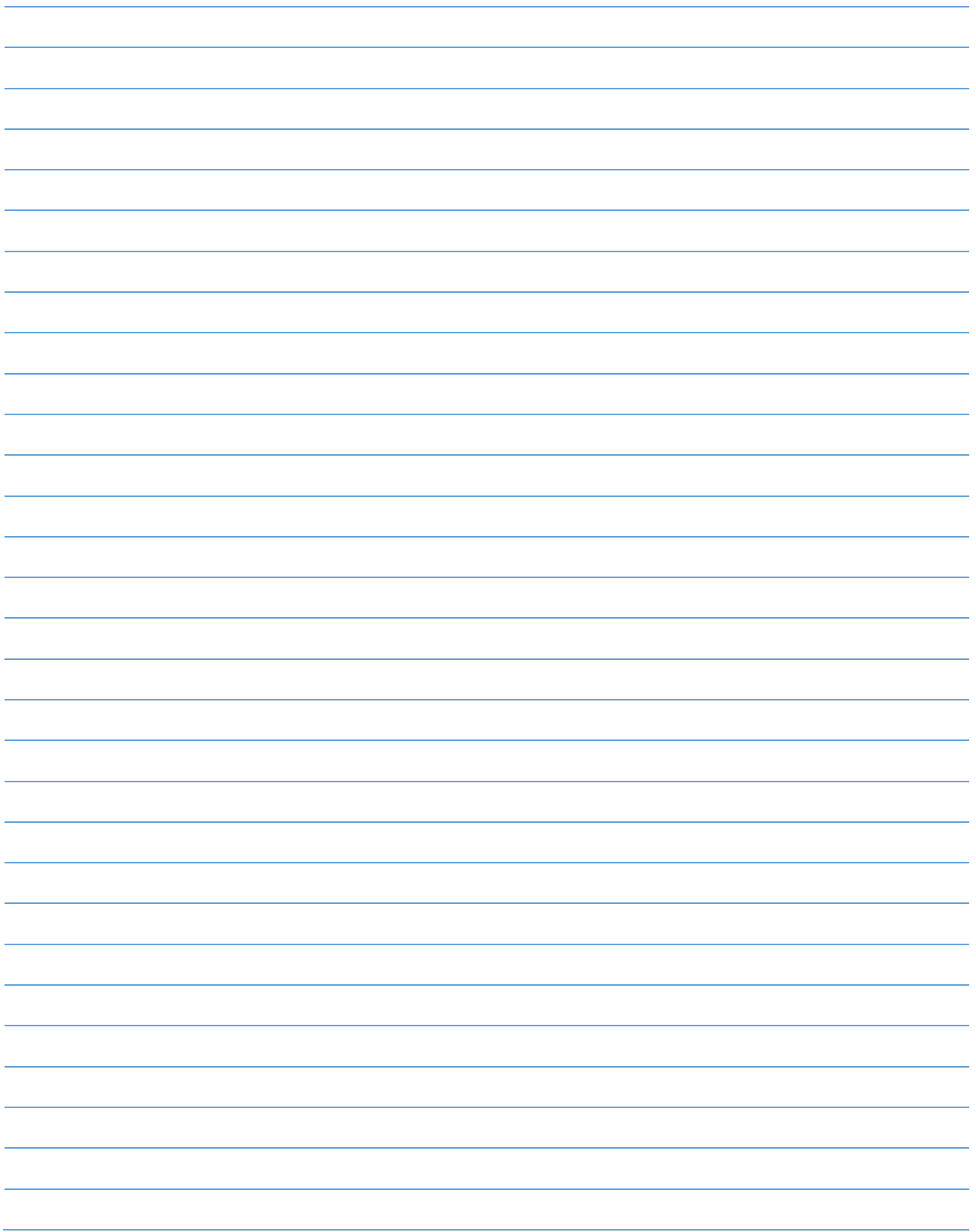
Telephone Number +264 61 301 236/7/8

Business Hours Monday to Friday, 08:00-16:00(Lunch: 12:00-13:00)

Please find us on [WEB](#)



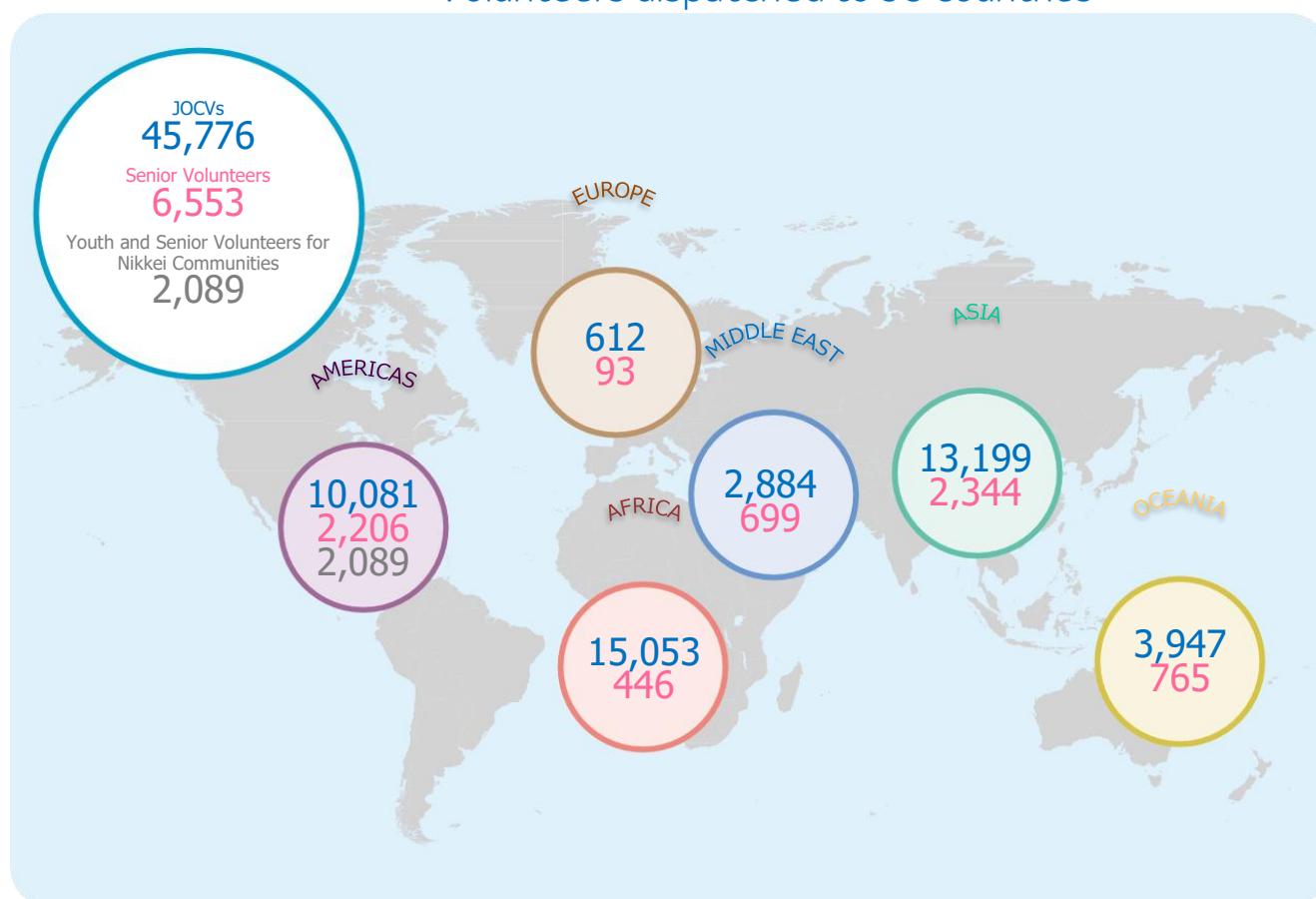
Please see on [Google Maps](#)



Half a Century of Cross-Border Collaborations

1965	Japan Overseas Cooperation Volunteers (JOCV) programme inaugurated. / Five volunteers sent to Laos.
1966	Kenya becomes the first African country to receive JOCVs.
1968	El Salvador receives JOCVs as the first Central American country to do so.
1972	Western Samoa is the first country in the Oceania region to receive JOCVs.
1978	The first JOCVs in South America go to Paraguay.
1981	JOCVs are dispatched to Thailand, the thirtieth nation to receive volunteers.
1990	JOCV programme reaches 10,000 volunteers dispatched; JICA Senior Volunteers programme initiated.
1992	Hungary becomes the first Eastern European JOCV recipient.
2004	Signing of the Exchange of Note to send JOCVs to Namibia (December).
2006	Establishment of JICA/JOCV Namibia Office (March). First group of 4 JOCVs members sent to Namibia.
2014	Reach to 100 JOCV members the total number of dispatch to Namibia
2025	JOCV programme celebrates its 60th anniversary.
2026	JOCV programme in Namibia celebrates its 20th anniversary.

Volunteers dispatched to 98 countries



*This map includes countries we no longer dispatch.

As of September 2020