

# Citizen Participatory Cooperation

## Expanding Understanding of International Cooperation to Schools and Citizens

JICA promotes and supports international cooperation activities by Japanese citizens as bridges between developing countries and Japan. JICA refers to such cooperative activities as Citizen Participatory Cooperation and undertakes a variety of initiatives.

Through Citizen Participatory Cooperation activities, JICA aims to contribute to developing countries, to promote understanding of and participation in international cooperation by Japanese citizens, and further to return benefits to Japanese local communities. It is also expected that international cooperation will become a part of Japanese culture through promotion of Citizen Participatory Cooperation as two-way initiatives that invigorate both developing countries and Japan.

See pages 114–115 for more information about volunteer programs and pages 116–117 for Partnerships with NGOs and Other Organizations regarding the JICA Partnership Program and support programs for NGOs.

### ● Using Japan's Domestic Offices as International Hubs

JICA has several domestic offices in Japan. These offices undertake activities such as visiting programs focused on promoting understanding of, and providing opportunities for participation in international cooperation. Additionally, JICA's international cooperation promotion officers at local government entities nationwide, who play the role as liaisons linking JICA with local communities, hold events or seminars and also are available for consultation regarding the series of international cooperation programs, especially citizen participatory cooperation.

At the JICA Global Plaza in Ichigaya, Tokyo, and the Nagoya Global Plaza in Nagoya City, Aichi Prefecture, people with abundant experiences in international cooperation and global issues serve as Global Concierges, and they lead visitors to exhibitions that encourage seeing, listening, touching, and thinking. Through these exhibitions, with intelligible explanation, visitors can virtually learn and experience various conditions in developing countries and become aware of global issues as well as international cooperation activities to tackle with their issues. Global Plazas feature on-site cafes that allow visitors to enjoy international cuisines and sell fair-trade commodities. In addition, plazas have spaces for holding seminars about citizen-led international cooperation activities as well as presentations on the outcomes of such activities.

In September 2015, JICA Global Plaza in Tokyo broke the 1.3 million mark in total visitors, while there were about 500,000 visitors in total to the Nagoya Global Plaza in December 2015 [[→ see the Column](#)].

### ● Efforts to Promote Understanding about International Cooperation

#### Programs for Supporting Development Education

In various scenes, including school education, JICA supports development education programs at educational forums in partnership with NGOs, local governments, and schools in order to foster abilities to understand various developmental issues that

the world faces and their relationships to Japan, to treat them as their own problems and proactively study them, and to participate in efforts to overcome them.

For children and students, the International Cooperation Lectures, which mainly deploys former Japan Overseas Cooperation Volunteers as lecturers, are delivered about 2,000 times per year in schools. There is also an Essay Contest on International Cooperation for Junior and Senior High School Students that receives about 70,000 total applicants per year.

For teachers, the Study Tour Program for Teachers allows teachers to observe the actual conditions in developing countries and then put their experiences into practice in their classes once they have returned to Japan. JICA provides about 20 courses per year and about 160 teachers participate in the program every year. In fiscal 2015, JICA held the Training Program for Development Education Leaders (Practical) and network councils that aimed to establish and develop networks for teachers in various regions for the purpose of following up with teachers who were actively involved in development education after they returned from the Study Tour Program for Teachers. In the Debrief Meeting of Practices held in February 2016, participants in the

### Nagoya Global Plaza Welcoming More Than 500,000 Visitors in Total

JICA Chubu's Nagoya Global Plaza opened its doors in June 2009 as a base of international cooperation activities in the Chubu region. Having many visitors, this facility is used as a place to encourage people to enhance their knowledge and understanding of international cooperation through exhibitions and more. In addition, Nagoya Global Plaza also enables people engaged in international cooperation activities in their regions to transmit information, allows citizens to interact with them, and provides training sessions.

In December 2015, six and a half years since its opening, Nagoya Global Plaza welcomed its 500,000th visitor. In the same month, the memorial event was celebrated with the International Communication Course first-year students of Gifu Prefecture's Gifu Commercial & Business High School, who visited the plaza under the Nagoya Global Plaza Visiting Program.



Event celebrating the milestone of welcoming the 500,000th visitor to Nagoya Global Plaza

program gave presentations with the theme of “Initiatives for International Understanding Education Incorporating the Concept of Active Learning” [→ see the Column].

At each domestic office, JICA holds the Training Program for Development Education Leaders, designed to provide methods and case examples regarding development education in which more than 9,000 teachers in total participate every year. In March 2016, JICA also set up a website useful for the practice of development education and international understanding education. Visit the Development Education and International Understanding Education Website (<http://www.jica.go.jp/hiroba/teacher/index.html>) to find many educational materials and practice cases.

### ● For Development of Global Human Resources

Along with promoting prioritization of development education in school education, JICA is also engaged in forging collaboration with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as well as the prefectural boards of education. In addition to this, JICA is also working on correlating school curriculum guidelines with development education in order to gain an understanding from officials involved in educational administration. JICA and the National Institute for Educational Policy Research (NIER) jointly carried out a project titled Comparative Study on International Education for the Global Age. Among the “21st century competencies,” which are composed of basic literacy skills, collaborative thinking and problem solving abilities, and practical abilities, the results of the survey conducted in this project show that international education will be effective for acquisition of collaborative thinking and problem solving abilities and practical abilities. JICA will utilize its accumulated knowledge and help MEXT to consider revision of the educational curriculum to address growing globalization.

In June 2012, a proposal titled Strategy for Developing Global Human Resources was advocated by the Council on Promotion of Human Resource for Globalization Development, chaired by the Chief Cabinet Secretary. As an activity in light of the strategy, JICA is providing the Field Study Program for College Students on International Cooperation in order for undergraduate students to acquire a global perspective and skills to identify and resolve problems. In 2015, JICA provided 40 college students with international cooperation field-surveys in India and Laos as well as prior and subsequent training programs in Japan.

### ● For Practice and Promotion of Development Education at Schools

In order for teachers to carry out development education, it is also important to gain understandings from those involved in educational administration. On this account, JICA started providing educational supervisors with Overseas Study Tour Program for officials involved in educational administration in fiscal 2014. In fiscal 2015, a total of 21 officials participated in the program. Along with developing partnerships with the education centers of local governments, JICA affiliates sometimes deliver lectures at teacher-training events conducted by local governments for the purpose of facilitating the understandings of JICA projects and developing countries. The Global Plaza further contributes

to the enlightenment by lending its showpieces in Saitama and Gunma prefectures as well as to the Niigata Prefectural Education Center for exhibition. In an induction training course for newly hired teachers in Saitama Prefecture, all participants visit the exhibition.

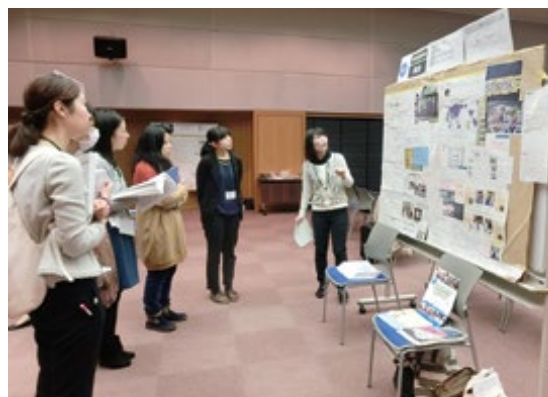


On-site training of Overseas Study Tour Program for officials involved in educational administration (Nepal)

### 2016 Debrief Meeting of Practices in Development Education and International Understanding Education Incorporating the Concept of Active Learning

The 2016 Debrief Meeting of Practices was held at JICA Global Plaza in February 2016. This meeting was intended to provide an opportunity for teachers, who are engaged in development education and international understanding education that focus on various issues in developing countries and other regions in the world, to learn from each other's presentations.

The theme of this debrief meeting was “Initiatives for International Understanding Education Incorporating the Concept of Active Learning.” In the panel talk session, one presentation discussed a topic about a class conducted in an elementary school where students think about the literacy and schooling situations in developing countries by utilizing practical educational materials for international understanding education provided by JICA. The presentation speaker reported that class activities, such as simulation of illiteracy and group discussion on barriers to schooling, can even contribute to encouraging inattentive students to be aware of the importance of school. Topics of other presentations included various types of lectures and activities that are conducted in schools with the theme of developing countries.



Debrief Meeting of Practices held in February 2016