

JICA

VOLUNTEER
PROGRAM

KENYA



1966-1969 Nairobi

Mr. Takeshi Inada & Mr. Goro Furuya

Construction Machinery

Ministry of public service, Youth & Gender Affairs

Leading the world with trust

About the Volunteer Program

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

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

The program 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 Programs

Japan Overseas Cooperation Volunteers (JOCVs)

One of the oldest volunteer programs 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 program 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.

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 in 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 programs 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)



Environment Sector

Ms. Sachiko Hasegawa worked at Ewaso Nyiro South Development Authority (ENSDA) as an environmental educator contributing significantly to the core mandate of catchment conservation and river bank protection. In the area of forest conservation, Ms. Hasegawa had been working on river bank protection, Mau forest conservation, engaging in tree planting by starting and supporting existing tree nursery projects and providing environmental education. Under the forest conservation program and to achieve good results, she started a Green School Program and picked Ololulunga Day Primary School to carry out a pilot project. The school is just half an hour's drive from Narok town and at the edge of the Mau forest, making it easily accessible to her for monitoring purposes. Teachers at this school were active and had started a tree seedling project. This was despite the challenges they faced such as dry weather conditions and cattle grazing in the school compound. When Ms. Hasegawa moved in, she initiated a fencing project which involved talking to parents, teachers, pupils and the community. A tree planting ceremony was held, where ENSDA donated tree seedlings. Ms. Hasegawa assigned each pupil a seedling and used teachers to monitor and evaluate them for sustainable management of the school nursery. Ms. Hasegawa designed Ololulunga Day Primary school to be the area's model for the Green School Program. She then developed educational material and conducted training through Art and Music. At a football tournament, art by various students promoting environmental conservation was displayed. She also formed a school choir that sings about the environment and forest conservation. "MOTTAINAI" meaning "being mindful of wasting resources", a famous Japanese song, championed by the late laureate Prof. Wangari Mathaai when she visited Japan, was taught to the choir by this Volunteer. Ms. Hasegawa also worked closely with some women groups to further her conservation awareness activities. They include Naretoi Women's group and Era Ewaso Women's Group. Despite a few challenges, Ms. Hasegawa managed to accomplish a lot for the community through the green project, income generating activities for the community, capacity building and conservation awareness activities.



Social Welfare Services

Ms. Makiko Sakamoto spent every day with intellectual disability children, as a teacher at St. Peter's the Rock in Mombasa, teaching them elementary literacy, basic life skills and good behavior. Ms. Sakamoto had previously worked at special schools in Japan. She is a graduate of Tsukuba University, and says her best moments are when her students reach the level of self-reliance. What is interesting about mentally challenged children is that many have a natural interest in things and can excel at them if encouraged. She explains that the most effective way of teaching mentally handicapped children is to first become their friend. Once you have established a relationship, then you can apply approved methods to teach them skills and literacy. It is a fact that how far each of the children can learn depends on their level of disability. But most can understand gestures of say anger and happiness, toilet manners, instructions not to do this or that, what displeases or pleases the teacher and so on. Others learn letters, numbers and skills such as beadwork and hairdressing. Due to the nature of these children's conditions, they are easily distracted and Ms. Sakamoto had to be patient to keep encouraging them to pay attention to the lesson. She tries to be as simple as possible when teaching, never growing tired of facial and physical gestures or the use of visual illustrations. Sometimes, depending on the situation, she has to give them a break before seeking their attention again. For example Ms. Sakamoto instructs a student to point out a picture of a smiling face; the ability to pick it out from the other pictures shown demonstrates that the student is slowly developing in a way that she can identify many things and situations on her own. It is just a matter of time before they can share many aspects of their life with other people in the outside world. This according to Ms. Sakamoto remains the greatest gift to the children. The majority of the pupils admitted to St. Peter's the Rock suffer from complications of intellectual disability, cerebral palsy, down syndrome and autistic spectrum disorder.



Vocational Training

A few years ago, Kenya was introduced to a new concept of massage called Shiatsu by a JICA volunteer Mr. Hidemasa Tokunaga. This little known about technique would be life changing for the visually impaired persons in Kenya because it presented a new opportunity for them to earn a living and to face the world with confidence. For many years, visually impaired persons lacked training opportunities that would enable them acquire long life skills. The never heard of before and unique type of massage is a body massage skill which is popular in Japan for promoting good health. In Shiatsu therapy, pressure with thumbs, hands, elbows, knees or feet is applied to pressure points on the body and focuses on rotating and stretching limbs, joints and pressure point. Mr. Hidemasa came to Kenya with a wealth of experience because he had worked for nine years in Japan as a professional Shiatsu therapist before coming here. He was posted to work in Machakos District where he taught blind students at Machakos Technical Training Institute for the blind. For the many visually impaired people in Kenya whom he taught Shiatsu body massage skills at the institute, his work shall be remembered for a long time to come. Before taking on these classes, many blind students lacked skills that would empower them and enable them earn a decent living. One of his last students, says she will remember him as the dedicated, friendly and humble Japanese man who gave them a new lease of life and a purpose to live. It was Hidemasa's hope that his graduates would open up clinics everywhere in Kenya or be employed in government hospitals or in the hospitality industry to practice Shiatsu skills that they had learned and earn a decent living. Beneficiaries of the training are now convinced that they can earn their living from Shiatsu skills. This will enable them to take charge of their own lives without depending on other people to support them as do a majority of the estimated over 500,000 visually impaired people in Kenya. Occasionally awareness and demonstration camps have been set up to create awareness to the public on shiatsu massage by the students who have been taught this practice.

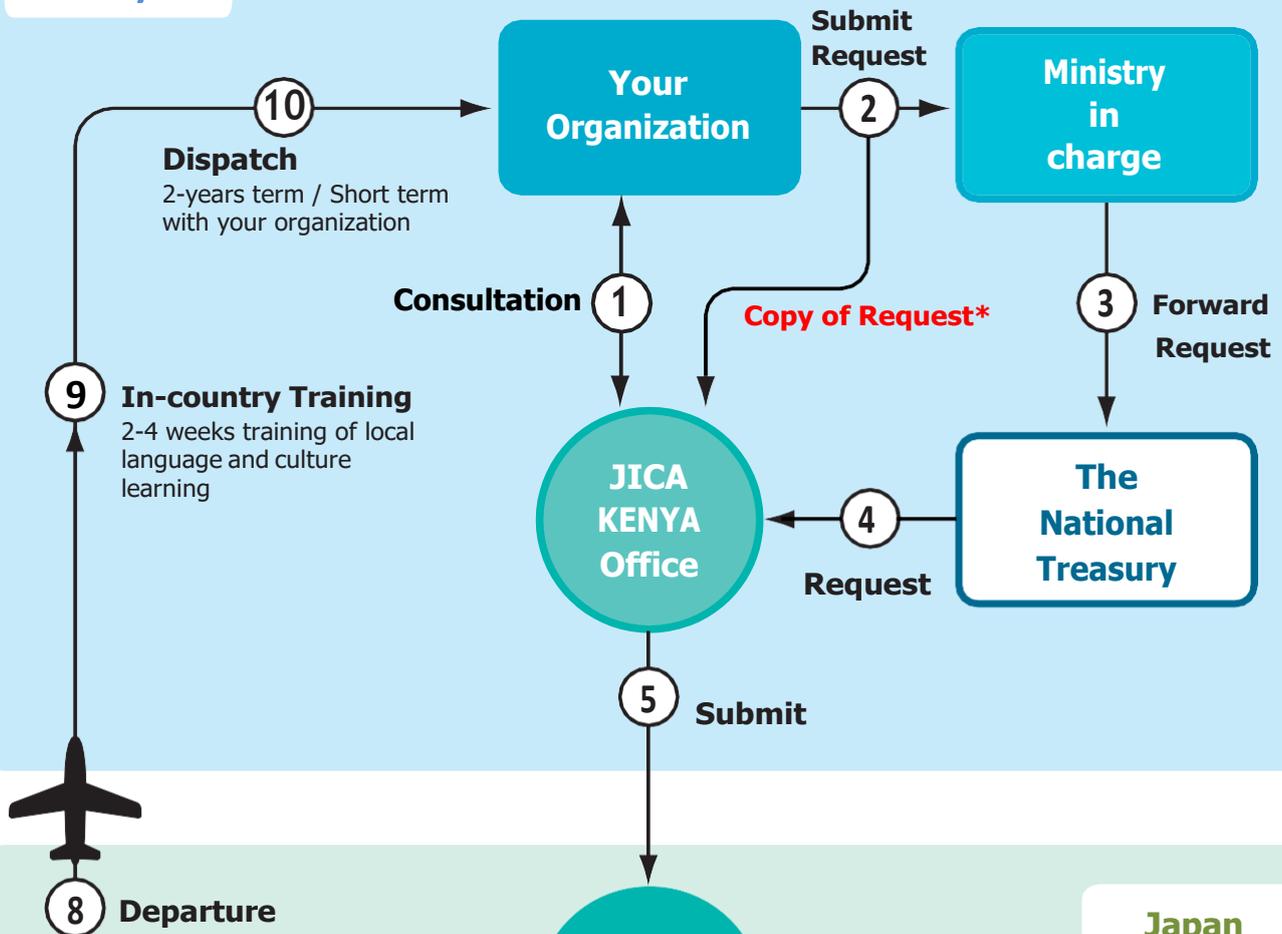


5S-KAIZEN

The quality of health care, hospital management and safety improvement have been a challenge for many developing countries including Kenya. As a way of trying to improve this situation, JICA has been dispatching volunteers to work in hospitals to improve quality of medical services through the practice of 5S-KAIZEN. Introduction of 5S-KAIZEN which is a model used for continuous improvement in organization was a relatively new concept in the country. It is expected that when the concept of KAIZEN is introduced in a hospital, the work efficiency of hospital staff increases, waiting time for patients decreases, hospitals become cleaner, medical waste segregation improves among others. The first step is usually to understand the current situation and use locally available resources in implementing 5S-KAIZEN activities. Ms. Tomoka Yoshida was dispatched to work as a volunteer at Thika Level 5 Hospital in Kiambu County. Her assignment objectives as a volunteer was to aim for improvement of quality medical services through the practice of 5S-KAIZEN. She designed her activity plan to target 29 departments in the hospital. Upon initial research of the current situation the indication was that 5S activities were almost non-existent. Ms. Tomoka created two working teams to implement the exercise, Quality Improvement Team (QIT) and Work Improvement Team (WIT) team. The teams embarked on doing surveys on issues like patient's waiting time, setting triage standards and good customer service. Based on the feedback, Ms. Yoshida proceeded to set activity targets and carried out 5S-KAIZEN induction training to 13 departments. The induction training was carried out several times so that the staff could grasp the concepts. Ms. Yoshida and her team worked together in training of 5S-KAIZEN activities in the hospital to the all staff. To further enhance the 5S-KAIZEN activities, Ms. Yoshida prepared materials on the same and held competitions to keep the staff motivated. There has been a great improvement after the 5S training at the hospital and it is her hope that the number of Work Improvement Teams (WIT) in each department would increase and the Quality Improvement Teams would continue to monitor and grasp the situation on 5S-KAIZEN in each department. Support from the hospital management will be necessary to approve the budgets needed for training of staff.

How to Request Volunteers

Kenya



Japan

JOCV HQs
Tokyo

6 Recruitment

- Twice a year (April & Oct)
- Selection based on communication skills/ technical skills/ experience and knowledge/ health condition through documents, interviews and tests.
- Applicants who pass the screening have basic communication skills, good health, and relevant skills / experience needed or the requests.

7 Pre-departure Training

A training program of approximately 70 days includes lectures on volunteerism, cross-cultural understanding, cooperation methods, health management, safety and security, as well as intensive language training appropriate for each dispatch country.

* Send a copy of completed request forms and strategic plan to the program coordinator at JICA Kenya office by email for further action.



Request Procedure

Do you wish to have a JOCV in your organization? Is your organization a government, non-Governmental organization or a Not for Profit Organization? If your answer is Yes, below is what you need to do.

1. Express your intention to have a volunteer by letter, on phone or email to JICA office. The Volunteer Coordinators/ Program officer of the volunteer program will visit your organization for a feasibility tour. You will obtain official application forms for recruitment of a volunteer from JICA Kenya office. You will also get the format for a strategic plan which should be submitted to JICA. Complete the request form, have them duly signed, dated and stamped by the head of the organization.
2. Prepare a covering letter, attach the completed request forms and send them to your line ministry. A copy of the same should be forwarded to program coordinator at JICA Kenya office for further action and a copy retained for your organization.
3. The line ministry will prepare a forwarding letter and attach the application forms to the National Treasury.
4. The National treasury will then send the formal request to JICA Kenya office on behalf of the Kenyan government.
5. The application with comments and / or recommendations by JICA Kenya Office will be sent to JOCV Headquarters in Tokyo, Japan.

Shared Responsibilities

The governments of Japan and Kenya agreed on how each would contribute to this program. Arising from this agreement, there are responsibilities for JICA to meet as well as responsibilities for recipient organizations.

JICA's Responsibilities

1. Travel expenses between Japan and Kenya.
2. Living allowances and medical expenses for volunteers during the period of their service.
3. Obtaining working visas.
4. Health care and medical insurance.

Recipient Organization Responsibilities

1. Providing working space, materials and basic equipment.
2. Finding and providing adequate accommodation with standard security measures and basic essential furniture near the organization.
3. The operational costs of volunteer activities.
4. Providing transport from Nairobi to recipient organization at the beginning and end of their contract.

Prevention of Infectious Diseases

All staff members are strongly encouraged to be well knowledgeable of the useful countermeasures against COVID-19 and act on them when called upon. In risky environments during the COVID-19 pandemic, each staff member is required to take preventive measures to protect colleagues and family against the disease.

It is expected that the COVID 19 countermeasures should be observed at the work place. These should include:

Office Set up

In addition to wearing masks, washing hands and sanitizing, maintain a distance of two meters, avoid sitting directly facing each other but instead sit side-by-side with everyone facing the same direction. Do not share computers and computer accessories.

Conduct at Meeting, Workshop and Interviews etc.

Meetings and interviews with insiders or outsiders should be held online as much as possible but if the circumstances are such that the meeting has to be carried out physically, then the room should be well ventilated, everyone should wear masks and maintain social distance. The number of attendees and length of the meeting should be kept to a minimum.

Refrain from making business trips as much as possible but if unavoidable, avoid large crowds.

Be sure to observe government requirements and restrictions regarding regional movement

Breaks

Areas of breaks must be thoroughly ventilated and avoidance of the "Three Cs (Closed, Crowded, Close-contact) is strictly obeyed.

In light of high risk of droplet infection from talking while eating during lunch break, avoid sitting directly in front of each other. Avoid groupings.

Informal and Social gatherings

Avoid informal gatherings with food and drink in the workplace.

If absolutely necessary, limit the time and number of attendees to a minimum.

Disinfecting facilities and equipment

Disinfect at least once every day and be sure to wash your hands before and after cleaning, disinfecting, collecting trash and similar tasks.

Should a volunteer suspect they have COVID-19 or they might have come into close contact with an infected person, report to JICA Kenya Office, for immediate action.

Relationship between Volunteer and Organization

JICA Volunteers carry out a variety of activities. In some cases, they communicate their skills to colleagues in the organization to which they are assigned, and in other cases, they perform the same duties as the colleagues do, as one of the members of the organization to which they are assigned. It is important for dispatched JICA Volunteers to work together with their superiors, colleagues, students, community leaders, and residents, who are closely related, to deepen and maintain interaction through understanding their feelings, and to talk on the same level with them. JICA Volunteers promote activities to people who are closely related by making the most of their knowledge, skills, and experience. Those people involved in these activities can be their counterparts.

Since JICA's programs are Citizen Participation Programs offering equal participation opportunities for as many people as possible, JICA HQ's makes it a general rule that the term of dispatch is the initially determined period of two year. If continued support is needed by host organizations, we basically respond by dispatching another volunteer based on the request of the successors.

Volunteers are, in principle, under the control of the organization to which they are assigned, depending on the type of dispatch and activities. For example, the number of annual leave days for JICA Volunteers should be the same number of days allowed for employees of the organization to which they are assigned.

Activity Report by JICA Volunteers

Besides these reports being made open to the public in Japan, the three reasons for regularly creating reports are:

1. Keeping a record and self-management of JICA volunteer activities in the recipient country
2. Information sharing and utilization among people concerned in the programs
3. Introducing the JICA volunteer activities to the citizens of Japan

The Report consists of the main body (No.1 to 5) and has attachments which include the Activity Plan, Monitoring Sheet and Activity Result. The volunteer will share it with the organization and then submit it to JICA Kenya office.

The first three months of work serves as the preparation period for establishing a foundation for the two-year volunteer activity period. Report No.1 gives a clear description on the status of the host organization, and the direction of the activities discussed with them.

In Report No.2, the volunteer will create an **Activity Plan for JICA Volunteers** with specifics about upcoming volunteer activities based on discussions and agreement with the host organization.

In Report No.3, as an intermediate point of the activities, reviewing the volunteer activities so far, reaffirm the direction of future volunteer activities together with the host organization. Creating the "**Monitoring Sheet of Volunteer Activities**"

In Report No.4, along with checking the progress of the volunteer activities so far, mapping out the steps toward its completion. Reviewing the "Monitoring Sheet of Volunteer Activities" with recipient organization.

For Report No.5 (Final report), perform an **overall evaluation of the completed volunteer activities** together with the host organization, and discuss with them the direction of how they should make use of the results gained from the JICA volunteer's activity.

However, the volunteer will submit an activity report with recommendations on a monthly or quarterly basis.

Activity Plan

The Activity Plan of the JICA Volunteer should be prepared in English and agreed between the volunteer, the host organization and JICA office. Preparation of the Activity Plan by the volunteer is the first step of the JICA volunteer activity. It is an important process to coordinate what the host organization hopes for, what the JICA volunteer wants to implement and what can be done, in order to carry out the volunteer activity effectively.

Activity Monitoring Sheet

The Volunteer Activity Monitoring Sheet should be prepared so that both JICA volunteers and the host organization can check the progress of activities, identify problems, and confirm the direction of future volunteer activities.

Result of Activity

The JICA volunteer and the host organization can review the volunteer activity so far and confirm future prospects after the JICA volunteer's return to Japan. The Results of Volunteer can be shared with the host organization, and be sure to confirm with the JICA office in order that the results and lessons of volunteer activity can be given as a feedback for demand exploration on the similar projects or activity support, etc. Moreover, before returning to Japan, organize the schedule for final presentation so that JICA volunteer, the recipient organization, and the JICA office altogether can check the Result of Volunteer Activity.

Presentation by JICA volunteer

The JICA Volunteer will hold a midterm presentation and final presentation at your organization. The purpose of midterm presentation is for both JICA volunteers and the host organization to check the progress of activities, identify problems, and confirm the direction of future volunteer activities. The final presentation is attended by JICA volunteer, the recipient organization, and the JICA office who can altogether check the Result of Volunteer Activities. Program coordinator / Program officer will attend these presentation.

Frequently Asked Questions

Q1. Who is going to pay for their living allowance?

JICA will pay. Apart from living allowances, JICA takes responsibility for paying for travel expenses between Japan and

Kenya and obtaining a VISA (Ministry of foreign affairs will provide); your responsibility is providing transport for official duties, working space, material and basic equipment. We kindly ask you to carry out your responsibility.

Q2. Can we expect volunteers to come with necessary equipment?

It is the responsibility of the requesting organization to meet the operational costs of the activities to be carried out by the volunteer, in the same way that the operational costs for activities by other members of staff are met by the organization.

Q3. We have applied for a volunteer. When will he/she come and start working with us?

As you can see on P8, volunteers are recruited twice a year and dispatched three times a year. They have to undergo pre-departure training in Japan before dispatch to recipient countries. Therefore, it sometimes takes nearly a year for a volunteer to be dispatched after receiving a request form from your office. Please be patient!

Q4. What kind of accommodation does the volunteer need?

We don't ask for a luxury house. If it is the same standard as that of your staff, it is suitable for volunteers.

Q5. Do volunteers have their own means of transport (car or motorcycle)?

JICA has experienced many cases of terrible traffic accidents and even lost some precious lives of volunteers in the recipient countries. Therefore, volunteers are not allowed to have their own car nor motorcycle, according to volunteers' regulations.

History of JOCV in Kenya



1966-1969 Nairobi

Mr. Takeshi Inada & Mr. Goro Furuya

Construction Machinery

Ministry of public service, Youth & Gender Affairs



1968-1970 Nairobi

Mr. Tadahiro Suzuki

Architecture

Architecture Ministry of Housing and Urban Planning



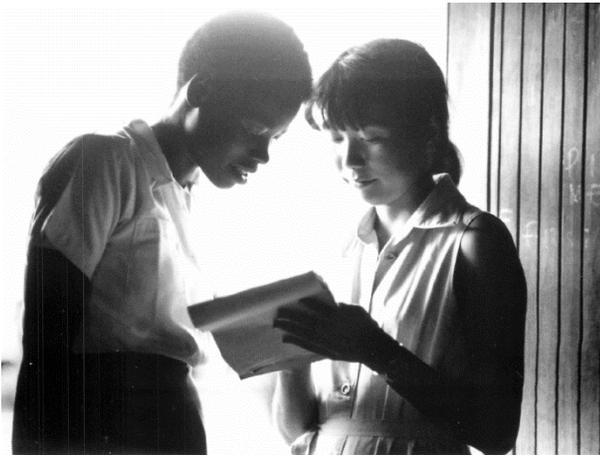
1979-1981 Kisumu

Mr. Yoshiaki Maruyama

Electric Power Plant

Ministry of Information Communication & Technology

History of JOCV in Kenya



1979-1981 Kisumu

Ms. Midori Nakayama

Science and Mathematics Education

Ministry of Education



1978-1981 Kisii

Mr. Takayoshi Itoigawa

Vegetable Growing

Ministry of Agriculture



1996-1998 Mombasa

Mr. Yuji Okuma

Automobile Maintenance

National Youth Service Mombasa



2007-2009 Thika

Mr. Takeshiro Tanigawa

Youth Activiry

Thika Rescue Centre



2009-2011 Machakos

Mr. Hidemasa Tokunaga

Acupuncture Moxa cautery Massage

Machakos Technical Institute



2010-2012 Nakuru

Ms. Miho Takahashi

Environmental Education

Kenya Wildlife Service, Lake Nakuru National Park

Job Specification for JICA Volunteers

Planning/Government	
Community Development	コミュニティ開発
Public Administration	行政サービス
Identification and Forensic Science Criminal Investigation	鑑識・科学捜査
Traffic Safety	交通安全
Disaster Risk Reduction and Management	防災・災害対策
Financial Service and Administration	金融
Environmental Administration	環境行政
Statistics	統計
Information Communication Technology	コンピュータ技術

Public Works / Utilities	
Water quality analysis	水質検査
Water Supply	上水道
Sewerage	下水道
Waste Treatment	廃棄物処理
Road Construction	道路
Railway Technology	鉄道
Marine Navigation	海運・航海
Harbor management	港湾
Air Traffic Control	航空
Airports and Airworthiness	空港
Seismic Disaster Risk Reduction	地震
Meteorology	気象
Civil Engineering	土木
River Management and SABO	河川・砂防
Hydro Engineering	水資源開発
Town Planning	都市計画
Landscape Architecture	造園
Architecture	建築
Architecture Utilities	建築設備
Surveying	測量
Film Production	映像
Telecommunications	電気通信
Network Infrastructure	通信インフラ
Broadcasting Technology and Equipment	放送技術・設備
Acoustics	音響
Lighting	照明
Program Production	番組制作

Agriculture/ Forestry / Fishery	
Food Crops & Rice Culture	食用作物・稲作栽培
Flower Growing	花き栽培
Vegetable Growing	野菜栽培
Fruit Growing	果樹栽培
Biotechnology	バイオテクノロジー
Mushroom Culture	きのこ栽培
Disease and Pest Control	病虫害対策
Soils and Fertilizers	土壌肥料
Agricultural Cooperatives	農業協同組合
Agricultural and Forestry Statistics	農林統計
Sericulture	養蚕
Agricultural Civil Engineering	農業土木
Agricultural Machinery	農業機械
Agricultural Products Processing	農産物加工
Animal Husbandry	家畜飼育
Feed and Forage Crops	飼料作物
Bee keeping	養蜂
Veterinary Medicine	獣医・衛生
Livestock & Dairy Products Processing	畜産・乳製品加工
Forestry and Afforestation	林業・森林保全
Wood Processing	林産加工
Fisheries Development	水産開発
Aquaculture	養殖
Aquatic Products Processing	水産物加工

Mining and Manufacturing	
Mining	鉱業
Chemistry and Applied Chemistry	化学・応用化学
Metalworking	金属加工
Sheet Metal Work	板金
Welding	溶接
Non-destructive Inspection	非破壊検査
Painting and Coating	塗装
Shipbuilding	造船
Power Generation Technology	動力発電技術
Machine Tools	工作機械
Refrigeration & Air Conditioning	冷凍機器・空調
Precision Instruments	精密機器
Electric and Electronic Apparatus	電気・電子機器
Electric and Electronic Equipment	電気・電子設備

Audio-visual Equipment	AV 機器
Construction Machinery	建設機械
Marine Engines	船舶機関
Automobile Maintenance	自動車整備
Textiles	繊維
Bamboo Craft	竹工芸
Carpentry	木工
Food Processing	食品加工
Ceramics	陶磁器
Leather Craft	皮革工芸
Jewelry Work	貴金属装身具製作
Printing and Book Binding	印刷・製本
Packaging	包装

Medical Instruments	医療機器
Hospital Administration Management	病院運営管理
Nutrition	栄養士
Public Health	公衆衛生
Infection and HIV/AIDS Control	感染症・エイズ対策
Microbiology & Chemical Analysis	食品衛生
School Health	学校保健

Energy	
Fossil Fuel Development and Utilization	ガス・石油・石炭
Renewable Energy & Energy Efficiency	再生可能・省エネルギー
Electric Power	電力

Social Welfare Services	
Social Work	ソーシャルワーカー
Welfare and Education for Persons with Disabilities	障害児・者支援
Assistive Products	福祉用具
Caring for the Elderly	高齢者介護
Occupational Safety and Health	労働安全衛生

Business / Tourism	
Export Promotion	輸出振興
Business Administration	経営管理
Quality Management and Productivity Improvement	品質管理・生産性向上
Marketing	マーケティング
Tourism	観光

Human Resources	
Youth Activities	青少年活動
Environmental Education	環境教育
Employment Support	就職支援
Physical activity	フィジカルアクティビティ
Track and Field	陸上競技
Gymnastics	体操競技
Rhythmic Sportive Gymnastics	新体操
Swimming	水泳
Artistic swimming	アーティスティックスイミング
Water Polo	水球
Tennis	テニス
Table Tennis	卓球
Badminton	バドミントン
Volleyball	バレーボール
Basketball	バスケットボール
Softball	ソフトボール
Baseball	野球
Handball	ハンドボール
Soccer	サッカー
Wrestling	レスリング
Fencing	フェンシング
Archery	アーチェリー
Judo	柔道
Karatedo	空手道
Aikido	合気道

Health / Health Care	
Medicine	医師
Dentistry	歯科医師
Dental Hygiene	歯科衛生士
Dental Technology	歯科技工士
Nursing	看護師
Public Health Nursing	保健師
Midwifery	助産師
Laboratory Technology	臨床検査技師
X-ray Technology	診療放射線技師
Pharmacy	薬剤師
Acupuncture Moxa Cautery Massage	鍼灸マッサージ師
Speech Therapy	言語聴覚士
Occupational Therapy	作業療法士
Physical Therapy	理学療法士

Kendo	剣道
Sumo	相撲
Weightlifting	ウエイトリフティング
Bicycle Race	自転車競技
Rugby	ラグビー
PC Instructor	PC インストラクター
Audio-visual Education	視聴覚教育
Music	音楽
Fine Arts	美術
Abacus	珠算
Educational Administration & School Management	教育行政・学校運営
Japanese Language Education	日本語教育
Science Education	理科教育
Mathematics Education	数学教育
Industrial Education	数学教育
Physical Education	体育
Industrial Education	技術科教育
Literacy Education	識字教育
Primary School Education	小学校教育
Early Childhood Education	幼児教育
Mechanical Engineering	機械工学
Electronic Engineering	電子工学
Environmental and Sanitary Engineering	衛生工学
Drawing	図学
Economics	経済学
Sociology and Cultural Anthropology	社会学・文化人類学
Journalism	ジャーナリズム
Science	科学
Archaeology	考古学
Geology	地質学
Ecological Research	生態調査
Botany	植物学
Zoology	動物学
Library Science	司書
Museology	学芸員
Design	デザイン
Preservation of Cultural Properties	文化財保護
Photography	写真
Hair Dressing	美容師
Editing	編集
Home Arts and Life Improvement	家政・生活改善

Handicrafts	手工芸
Cooking	料理
Dress Making	服飾
Tailoring	紳士服

Others	
Group Facilitator	渉外促進

Contact Details

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Volunteer Program Section

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Half a Century of Cross-Border Collaborations

1965 Japan Overseas Cooperation Volunteers program 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 program reaches 10,000 volunteers dispatched; JICA Senior Volunteers program initiated.

1992 Hungary becomes the first Eastern European JOCV recipient.

2000 JOCV program reaches 20,000 volunteers dispatched.

2010 JICA volunteer programs reach a cumulative total of 40,000 volunteers dispatched.

2015 JOCV program celebrates its 50th anniversary.

