



TRAINING AND DIALOGUE PROGRAMS

GENERAL INFORMATION ON

Information, Education and Communication (IEC) In Health Sector (A)

集団研修「保健医療分野における IEC 活動 (A)」

JFY 2008

<Type: Trainers Training / 類型: 人材育成普及型>

No. J08-00837 / ID. 0880075

From August 2008 to December 2009

Phases in Japan: From September 9, 2008 to December 23, 2008

This information pertains to one of the Training and Dialogue Programs of the Japan International Cooperation Agency (JICA), which shall be implemented as part of the Official Development Assistance of the Government of Japan based on bilateral agreement between both Governments.

I. Concept

Background

Dissemination and/or education of knowledge, skills and know-how to stakeholders in a development project is necessary to conduct such a project smoothly and to sustain outcomes of the project. Recently, methods like IEC(Information, Education, Communication) and BCC (Behavior Change Communication) are used to do effective education and/or enlightenment.

To create and use a material for such education and/or enlightenment, a methodology, “Instructional Design”, a field of educational technology, is focused and important nowadays, which has a cycle: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The most important points in this methodology are quantitative evaluation to an educational and/or enlightenment activity for achievement to a given goal, and improvement by feedbacks from this quantitative evaluation. Furthermore, at the stages of Analysis and Design, a relationship between target people and media is one of the most important factors; i.e. to whom and by what media an education and/or enlightenment activity is done. For example, effective media for a group of low literacy is not language media but visual or audio media.

Therefore, it is more effective for dissemination and education in development projects to develop human resource which has mastered such a methodology and can use it for planning, design and development of an educational and/or enlightenment program and a material for such a program.

For what?

This program aims to encourage that dissemination and enlightenment activities in health sector will be conducted effectively and effectively.

For whom?

This program is offered to Ministries and/or agencies related to in health sector in a central government and/or local government authorities.

How?

This training program firstly provides lectures, exercises and observations to learn and study basic and applied knowledge and skills for educational technology like Instructional Design and production of various media and, at the final stage of the program in Japan, a three-week material production will be done to ensure training participants what they have learned and studied through those lessons, exercises and observations mentioned previously. The participants are expected to make an action plan describing how the participant will disseminate what the participants have learned and noted into their organizations and/or related organizations.

II. Description

1. Title (J-No.): Information, Education And Communication (IEC) In Health Sector (A) (J08-00837)

2. Period of program

Duration of whole program:	August 2008 to December 2009
Preliminary Phase: (in a participant's home country)	in August 2008
Core Phase in Japan:	September 9 to December 23, 2008
Finalization Phase: (in a participant's home country)	December 2008 to December 2009

3. Target Regions or Countries:

Dominica, Honduras, Uruguay, Jordan, Pakistan, Marshall, Mexico, Yemen, Ghana,

4 . Eligible / Target Organization:

This program is designed for ministries and/or agencies in a central government and/or local government authorities.

5 . Total Number of Participants:

Twelve (12) participants at maximum: two (2) seats for Dominica, Honduras, Pakistan and Ghana at least respectively, and one (1) seats for Uruguay, Jordan, Marshall, Mexico, Yemen, at least respectively.

6 . Language to be used in this project: English

7. Overall Goal:

IEC activities in health sector will be conducted effectively and efficiently.

8. Objectives:

At the end of the program, each training participant, who works for health, is expected to plan and realize an IEC activity plan for sharing of knowledge among people in rural, transference of technologies to them and mobilization of them effectively and efficiently.

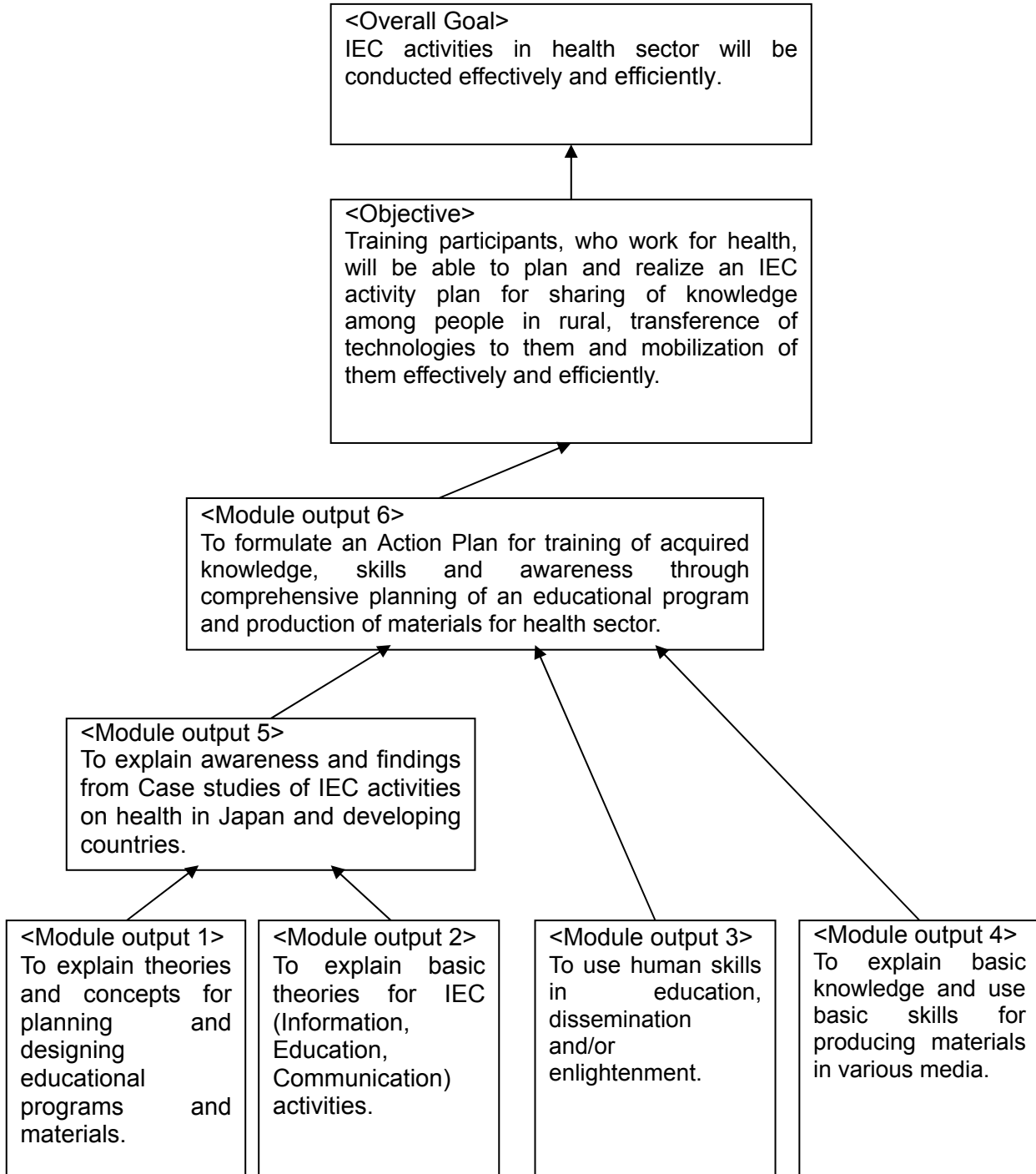
To achieve this program objective, participants are expected to be able;

- (1) To explain theories and concepts for planning and designing educational programs and materials,
- (2) To explain basic theories for IEC activities,
- (3) To use human skills in education, dissemination and/or enlightenment,
- (4) To explain basic knowledge and use basic skills for producing materials in various media,
- (5) To explain awareness and findings from case studies of IEC activities in health sector in Japan and developing countries, and
- (6) To make an Action Plan for training of acquired knowledge, skills and awareness through comprehensive planning of an educational program and production of materials for health sector.

9. Contents:

This program consists of the following components. Details on each component are given below:

<Structure of the program>



<Outline of Subjects> (subject to minor changes)

(1) Preliminary Phase in a participant's home country (June 2008 to July 2008) <i>Participating organizations make required preparation for the Program in the respective country.</i>	
Modules	Activities
Identifying of issues on dissemination	Identifying issues on dissemination training to staff of own organization for making an Action Plan through communication with the course leader of the Implementing Partner for this training program.

(2) Core Phase in Japan (September 9, 2008 to December 23, 2008) <i>Participants dispatched by the organizations attend the Program implemented in Japan.</i>

#	Subjects	Topics ----- Objectives	Methods	Days (*1)
<Module 1> Planning and designing of an educational program and media				
1	Instructional Design Basics	Theories and concepts of Instructional Design, esp. communication models. ----- 1. Explain about instruction and learning, 2. Explain communication models, 3. Explain about theories of Instructional Design, and 3. Explain purposes of evaluation of learning.	Lecture	2
2	Instructional System Design ("ISD")	Basic concepts of ISD, which is a basic model of systematic design for educational programs and materials based on Instructional Design. ----- 1. Explain every step of ISD, 2. Explain considerations on resource for educational programs, 3. Explain criteria on choice among educational strategies, and 4. Explain evaluation and improvement of educational programs.	- do -	1
3	Motivation and Behavior Change	Theories and concepts on mechanism of human behavior change, application of these to education/training, and study of better educational materials. ----- 1. Explain summary of basic theories on behavior change, 2. Explain effective motivation to provoke behavior change, 3. Explain advantages/disadvantages on each educational/training methods from the viewpoint of motivation, 4. Discuss better educational materials from the viewpoint of motivation, and 5. Make a material to provoke behavior change.	- do -	2

4	Introduction of Video Media	Advantages and limitations of video media through development of such media. ----- 1. Explain use of video media to education, 2. Explain issues of video media and countermeasures to such issues, and 3. Explain good practices of use of video media.	- do -	1
5	Introduction of Multimedia	Advantages and limitations of multimedia through development of such media. ----- 1. Explain use of multimedia to education, 2. Explain issues of multimedia and countermeasures to such issues, and 3. Explain good practices of use of multimedia.	- do -	1
6	Media Literacy	Theory of a capability of Information use through selection of truth among information from journalism and mass media. ----- 1. Explain a concept of media literacy, 2. Explain how an author make information bias, 3. Explain how an information recipient select information, and 4. Discuss points of media literacy on material development.	- do -	1
7	Evaluation and Improvement of Educational Materials	Methodology to do validation tests to video materials as the final steps of ISD. ----- 1. Explain procedures of validation tests to educational materials, and 2. Find issues on an example of an educational material and suggest measures to improve the educational material.	- do -	1
<Module 2> IEC(Information, Education, Communication) activities				
8	Media for Public Relations and Enlightenment	Media use in public relations and enlightenment activities to mass. ----- 1. Explain characteristics and points on each of public relations and enlightenment activities, 2. Explain principals on media use in public relations and enlightenment activities, and 3. Discuss specific points on media production.	- do -	1
9	Community Involvement Approach	Theories and methodologies for provoking ownership in a target group. ----- 1. Explain importance of ownership of community people in community development, 2. Explain methods to encourage community people to participate to dissemination/enlightenment activities, 3. Explain methods to maintain interest of	- do -	1

		people, and 4. Discuss approaches to attract community people.		
10	Media Campaign	Methodology of advertisement to public at a time broadly, effectively and efficiently. 1. Explain importance of information providing, 2. Discuss points on format, timing, schedule, volume and source on advertisement, and 3. Discuss good points on an example.	- do -	1
<Module 3> Human skills in education, dissemination and/or enlightenment				
11	Communication	Skills of smooth communication with a person. 1. Make rapport with a person at a first meeting, 2. Make an interest from the other person through active verbal communication, 3. Keep an interest of the other person through verbal response, and 4. Keep a trust with the other person by on-verbal communication.	Lecture and Exercise	1
12	Facilitation	Skills to let people have awareness from a material, to encourage people to join a discussion and to lead the discussion into a direction. 1. Encourage participants to have awareness from a material, 2. Encourage the participants to speak comments in a discussion, 3. Share the topic of the discussion among the participants to streamline the participants' comments to the topic, and 4. Organize the discussion to direct the topic.	- do -	1
13	Presentation	Presentation skills for dissemination and education of results of this training and information on a system development. 1. Explain the factors involved in effective presentations, 2. Explain roles of audio-visual aids on presentation, and 3. Make effective presentation with an audio-visual aid.	- do -	3
<Module 4> Knowledge and skills of production of materials in various media.				
14	Digital Video Shooting and Editing	Basic knowledge, theory, and techniques of camera-shooting and editing of video in HDV format. 1. Take a digital video appropriately, 2. Record sound to a digital video appropriately, and	Lecture and Exercise	5

		3. Capture, edit and make an output of a digital video appropriately by manipulating video-edit software on PC.		
15	Digital Photo Shooting	Basic knowledge, theory, and techniques of camera-shooting and editing of still pictures. ----- 1. Explain basic knowledge and techniques on use of a digital single-lens reflex camera, 2. Explain the rule of thirds in composition, 3. Explain basic knowledge on bit map graphics, and 4. Manipulate graphic software.	- do -	4
16	Production of Printed Materials	Techniques of production and use of printed materials like a poster and a leaflet, based on ISD model. ----- 1. Plan a program to use a printed material like a poster for an assignment, 2. Manipulate DTP software, 3. Produce a poster, and 4. Discuss a consistency between the program and the printed product.	- do -	4
17	Web Contents Production on ISD Model	Techniques of production of contents and use of Web sites, based on ISD model. ----- 1. Plan a program to use Web pages for an assignment, 2. Manipulate Web authoring software, 3. Produce Web contents, and 4. Discuss a consistency between the program and the Web contents.	- do -	4
<Module 5> Case studies of IEC activities in health sector.				
18	Public Health	Case Studies on IEC activities of health enlightenment in developing countries. ----- 1. Discuss advantages, disadvantages of Public health program in developing countries, 2. Discuss the problems on the program, 3. Discuss the importance of the program, and 4. Adopt and apply the importance of the result of the discussion in developing countries,	Lecture and Case study	1
19	Reproductive Health	Case Studies on IEC activities of Reproductive health in developing countries. ----- 1. Discuss advantages, disadvantages of IEC program in developing countries, 2. Discuss the problems on the program, 3. Discuss the importance of the	- do -	1

		<p>program, and</p> <p>4. Adopt and apply the importance of the result of the discussion in developing countries.</p>		
20	HIV/Aids Project	<p>Case Studies on IEC activities of HIV /Aids in developing countries</p> <p>1. Discuss advantages, disadvantages of IEC program in developing countries,</p> <p>2. Discuss the problems on the program,</p> <p>3. Discuss the importance of the program, and</p> <p>4. Adopt and apply the importance of the result of the discussion in developing countries.</p>	- do -	1
21	Observation trips	<p>Observations relating to community enlightenment by media use in Okinawa and Main Islands in Japan each and Comparison between both observations</p> <p>1. Explain a good practice in Japan,</p> <p>2. Explain how the issues happened in the good practice were solved,</p> <p>3. Explain what are present issues of cases in Japan,</p> <p>4. Discuss what is the direction of solution to the issues mentioned above #3., and</p> <p>5. Compare differences between Okinawa and Main Islands in Japan and explain what may be used into home countries.</p>	Observation	5
<p><Module 6> Comprehensive planning of an educational program and production of materials for health sector, and formulation of an Action Plan for training</p>				
22	Final Production	<p>Develop a community enlightenment program with use of Web contents and/or multimedia relating to the job of each participant, based on learned knowledge, theories and skills.</p> <p>1. Make and discuss a plan of community enlightenment program with use of Web contents and/or multimedia,</p> <p>2. Develop a schedule of production of educational materials to meet the plan,</p> <p>3. Produce a material based on the schedule by applying all knowledge, theories and skills, and</p> <p>4. Make a tool to evaluate consistency between the program and the developed material.</p>	Exercise	15
23	Formative Evaluation	<p>Practice of formative evaluation amid the Final Production</p> <p>1. Explain one-to-one formative evaluation method,</p>	Exercise	5

		2. Conduct one-to-one formative evaluation, 3. Find inconsistency between the developed program and the developed materials by using the evaluation tool, and 4. Make suggestion on the inconsistency.		
24	Action Plan	Planning an action plan after going back to home countries based on notes from the results of the workshop mentioned above. 1. Identify issues and objectives in training of audio-visual education in each home country, 2. Explain a strategy to achieve the objectives mentioned above #1 and make an action plan, 3. Explain the method to enhance the effectiveness of the action plan by considering a response against anticipated obstacles, and 4. Create a checklist to monitor the implementation of the action plan for three (3) months later, six (6) months later, and twelve (12) months later.	Exercise	1.5 (*2)
< Appendix >				
25	- Course Orientation, - Final Examination and Course Questionnaire			1
Total training Days				63.5
< Miscellaneous >				
26	- Opening Ceremony, - General Orientation, - Mid-term Evaluation, - International Exchange Program with Local Communities(*3), - Course Evaluation, and - Closing Ceremony			5.5
Total Working Days				69

*1: A working day has six (6) working hours. Total training hours are 381 hours.

*2: The total working days for Action plan is divided to a half days at the beginning, the middle and the final of the core phase in Japan.

*3: See at the Section V. "Other Information" below.

JICA Okinawa prepares, as training equipment, digital single-lens reflex cameras, digital movie cameras, digital recorders. It also prepares computer servers and a PC for each participant, which have followings software:

- Microsoft Windows Vista Business edition,
- Microsoft Office Standard 2007,
- Adobe Creative Suite Master Collection ver.3.0,
- Adobe Director 10, and
- Windows Server 2003 Enterprise Edition

(3)Finalization Phase in a participant’s home country

Participating organizations produce final outputs by making use of results brought back by participants. This phase marks the end of the Program.

Modules	Activities
Implementation of the Interim report (action plan)	<p>Each organization of the training participant is required to implement its "Action Plan", which the training participant has formulated to conduct dissemination training on health sector to his/her organization while having stayed in Japan.</p> <p>After the training participant returning to the home country, the participant and his/her organization are expected to review the "Action Plan", and to conduct the revised action plan.</p> <p>Every organization is required to submit a "Performance Report of Action Plan" to JICA Okinawa at three (3) months and six (6) months respectively after the participant has returned to home country. JICA Okinawa will make advices to ex-participants based on the reports in cases with help of course instructors.</p> <p>Finally, the organization is required to submit a "Final Report" to report the results of this activity to JICA office or Embassy of Japan in the participant’s country at twelve (12) months after the participant has returned to home country.</p>

III. Conditions and Procedures for Application

1. Expectations for the Participating Organizations:

- (1) This program is designed primarily for organizations that intend to address specific issues or problems identified in their operation. Participating organizations are expected to use the project for those specific purposes.
- (2) This program is enriched with contents and facilitation schemes specially developed in collaboration with relevant prominent organizations in Japan. These special features enable the project to meet specific requirements of applying organizations and effectively facilitate them toward solutions for the issues and problems.
- (3) As this program is designed to facilitate organizations to come up with concrete solutions for their issues, participating organizations are expected to make due preparation before dispatching their participants to Japan by carrying out the activities of the Preliminary Phase described in section -9.
- (4) Participating organizations are also expected to make the best use of the results achieved by their participants in Japan by carrying out the activities of the Finalization Phase described in section -9.

2. Nominee Qualifications:

Applying Organizations are expected to select nominees who meet the following qualifications.

(1) Essential Qualifications

- 1) Current Duties:** be an officer or a staff member of developing IEC programs in health sector.
- 2) Experience in the relevant field:** have three (3) to seven (7) years experience of media production and/or dissemination / enlightenment activities.
- 3) Educational Background:** be a university graduate or higher
- 4) Language:** have a competitive command of spoken and written English equivalent to TOEFL iBT 79 or better (This program includes active participation in discussions, action plan development, thus requires high competence of English ability. Please attach a photocopy of an official certificate for English ability such as TOEFL, TOEIC, IELTS etc, if possible).
- 5) Health:** must be in good health, both physically and mentally, to participate in the Program in Japan.
- 6) Must not be serving any form of military service.**

(2) Recommendable Qualifications

- 1) Age: be between the ages of twenty-five (25) and forty (40) years.

3. Required Documents for Application

- (1) **Application Form:** The Application Form is available at the respective country's JICA office or the Embassy of Japan.
- (2) **Nominee's English Score Sheet:** to be submitted with the filled Application Form. If you have any official documentation of English ability (e.g., TOEFL, TOEIC, IELTS), please attach it (or a copy) to the application form.
- (3) **Questionnaire:** to be submitted with the application form. Fill in the form shown in the Section VI "Annex" of this General Information, and submit it with the Nomination Form. **You may be disqualified if you do not submit the questionnaire with the application form.**

4. Procedure for Application and Selection :

(1) Submitting the Application Documents:

Closing date for application to the JICA Center in JAPAN: **July 9, 2008**

Note: Please confirm the deadline set by the respective country's JICA office or Embassy of Japan in your country to meet the deadline in Japan.

(2) Selection:

After receiving the document(s) through due administrative procedures in the respective government, the respective country's JICA office (or Embassy of Japan) shall conduct screenings, and send the documents to the JICA Center in charge in Japan, which organizes this project. Selection shall be made by the JICA Center in consultation with the organizations concerned in Japan based on submitted documents according to qualifications. *The organization with intention to utilize the opportunity of this program will be highly valued in the selection.*

(3) Notice of Acceptance

Notification of results shall be made by the respective country's JICA office (or Embassy of Japan) to the respective Government by **not later than August 8, 2008.**

5. Conditions for Attendance:

- (1) to observe the schedule of the program,
- (2) not to change the program subjects or extend the period of stay in Japan,
- (3) not to bring any members of their family,
- (4) to return to their home countries at the end of the program in Japan according to the travel schedule designated by JICA,
- (5) to refrain from engaging in political activities, or any form of employment for profit or gain,
- (6) to observe the rules and regulations of their place of accommodation and not to

change the accommodation designated by JICA, and
(7) to participate the whole program including a preparatory phase prior to the program in Japan. Applying organizations, after receiving notice of acceptance for their nominees, are expected to carry out the actions described in section -9 and section -4.

IV. Administrative Arrangements

1. Organizer:

(1) **Name:** JICA OKINAWA

(2) **Contact:** Training Program Division, JICA OKINAWA

E-mail: oicctp@jica.go.jp

2. Implementing Partner:

(1) **Name:** Japan International Cooperation Center (JICE)

(2) **Contact:** Mr.Hiroshi URAMOTO

E-mail: mtec-okinawa@jice.org

(3) **Remarks:** Japan International Cooperation Center is a non-profit foundation established in 1977. The main mission of JICE is to implement international cooperation activities entrusted by the Japan International Cooperation Agency (JICA), the Japan Bank for International Cooperation (JBIC), government ministries and municipal bodies, and other public and private organizations

3. Travel to Japan:

(1) **Air Ticket:** The cost of a round-trip ticket between an international airport designated by JICA and Japan will be borne by JICA.

(2) **Travel Insurance:** Term of Insurance: From arrival to departure in Japan. The traveling time outside Japan shall not be covered.

4. Accommodation in Japan:

JICA will arrange the following accommodations for the participants in Japan:

JICA Okinawa International Center (JICA OKINAWA)

Address: 1143-1 Aza-Maeda, Urasoe-Shi, Okinawa, 903-0804, Japan

TEL: +81-98-876-6000 FAX: +81-98-876-6014

(where "81" is the country code for Japan, and "3" is the local area code)

If there is no vacancy at JICA OKINAWA, JICA will arrange alternative accommodations for the participants. Please refer to facility guide of TIC at its URL, <http://www.jica.go.jp/english/contact/pdf/tic.pdf>

5. Expenses:

The following expenses will be provided for the participants by JICA:

(1) Allowances for accommodation, living expenses, outfit, and shipping

(2) Expenses for study tours (basically in the form of train tickets).

(3) Free medical care for participants who become ill after arriving in Japan (costs related to pre-existing illness, pregnancy, or dental treatment are not included)

(4) Expenses for program implementation, including materials

For more details, please see p. 9-16 of the brochure for participants titled “KENSU-IN GUIDE BOOK,” which will be given to the selected participants before (or at the time of) the pre-departure orientation.

6. Pre-departure Orientation:

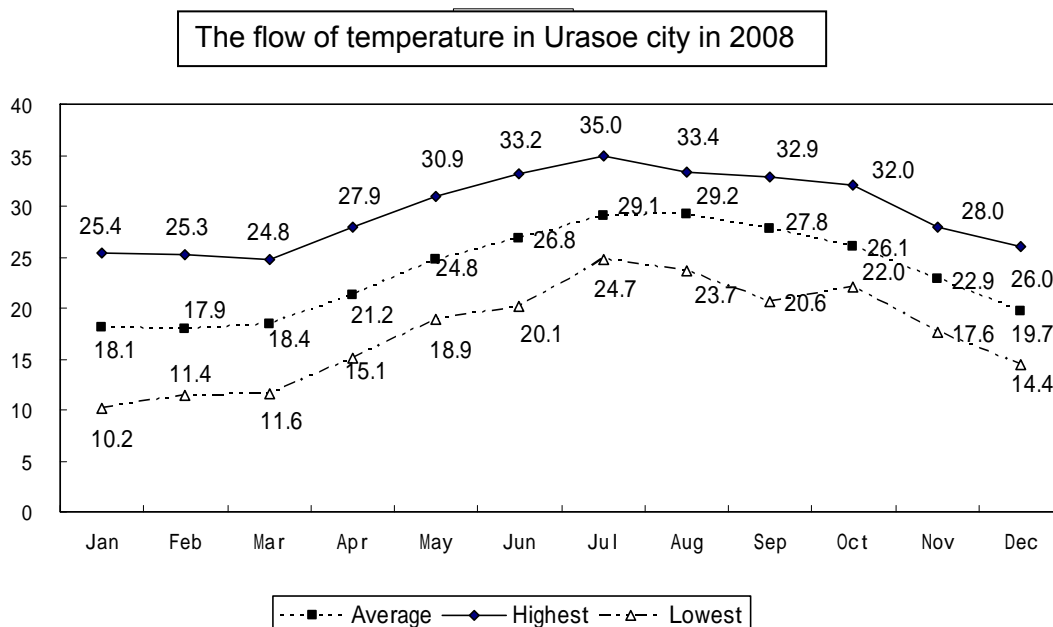
A pre-departure orientation will be held at the respective country’s JICA office (or Embassy of Japan), to provide participants with details on travel to Japan, conditions of the workshop, and other matters.

V. Other Information

1. Climate in Okinawa

Okinawa is located in sub-tropical zone (southern edge of Japan) however climate varies depending upon seasons. While it is hot as well as heavily humid in summer season (June through October), it becomes a bit chilly due to the strong windy in winter season (December through March). So, participants are recommended to bring suitable clothing (details are mentioned in below 4.)

The following diagram is the flow of temperature in Urasoe city where JICA Okinawa (or “Okinawa Kokusai Center” in Japanese) is located (Data source: <http://8761234.jp/kikaku/toukei/xls18/toti.xls>).



2. Main facilities in JICA Okinawa

JICA Okinawa is equipped with a variety of facilities for training and welfare

activities such as seminar rooms, a library, a computer room (connected to the Internet), accommodation rooms (details are mentioned in below 3.), a dining hall, a clinic for medical consultation, a gym, a tennis court, a play-ground, a swimming pool (available from May to October), a Japanese-style room for tea ceremony and a recreation room.

Supplementary, "HALAL" meals for the Muslim and vegetarian meals are available in the dining hall.

3. Accommodation in JICA Okinawa

JICA Okinawa's accommodation building has three stories and 118 single rooms. Training participants basically use these single rooms. Every single room is furnished with a bed, a desk, a chair, a TV equipped with video, a DVD player, room lamps, a safety box, a bathroom and a telephone set which enables you to call inside JICA Okinawa and receive all incoming calls including international calls.

Accommodation building is equipped with laundry room on each floor. And also washing machines and irons are available for free. However, towels and toiletries are not available and cooking facility is not equipped. Cooking in the room is strictly prohibited.

4. Outfit

It is recommended to bring suitable clothing depending upon the season, especially ensure to have warmed enough clothes if your program runs through the winter season.

There are a few occasions like opening and clothing ceremonies when training participants are kindly requested to wear formal clothing. Nevertheless, casual clothing is acceptable even during training ours of most of the training program.

If your training program includes practices such as plant visit or outdoor activities, suitable uniform/clothing will be provided by JICA or a visiting site upon arrival.

5. Environmental conservation activities in JICA Okinawa

JICA Okinawa emphasizes on the environmental conservation activities such as energy saving, rubbish separation and recycling etc. JICA Okinawa has been certified ISO14001 (International Organization for Standardization) since Oct, 2004 and renewed it in Oct, 2007. ISO 14001 is the international specification for an environmental management system. Therefore, training participants are also kindly requested to cooperate to these activities during stay in JICA Okinawa. Details are instructed by a staff member of JICA Okinawa at beginning of the training program.

6. Activities out of training program

JICA Okinawa offers a various kinds of welfare activities for the participants such as a home-stay program to the local family, exposition of Japanese/Okinawa traditional

cultures and Japanese language/conversation classes etc. Training participants can try any of them whenever sheets are available.

7. International Exchange Program with Local Communities

JICA encourages international exchange between JICA participants and local communities.

Therefore, participants are strongly recommended to bring their national or traditional dress and materials like photographs, video tapes, DVDs and audio CDs that show their countries' interesting culture. This may make the exchange program more fruitful.

Furthermore, any other items which may be used to exhibit your culture are welcomed. JICA Okinawa has displays which introduce world culture to visitors.

8. For your Information

Information of Okinawa is available at following URLs.

- (1) HP of Urasoe city: <http://www.8761234.jp/kokusai/english/index.html>

Basic information of Urasoe city is covered in English.

- (2) HP of Okinawa Prefecture: <http://www.pref.okinawa.jp/english/index.html>

Basic information of Okinawa prefecture is covered (Urasoe city is one of the municipalities of Okinawa prefecture) in English.

- (3) HP of Okinawa Convention & Visitors Bureau:

http://www.ocvb.or.jp/index.php?current=General_Page&action=Top_Page&mode=isel&lang=en

More information is available at the reception of JICA Okinawa.

VI. ANNEX:

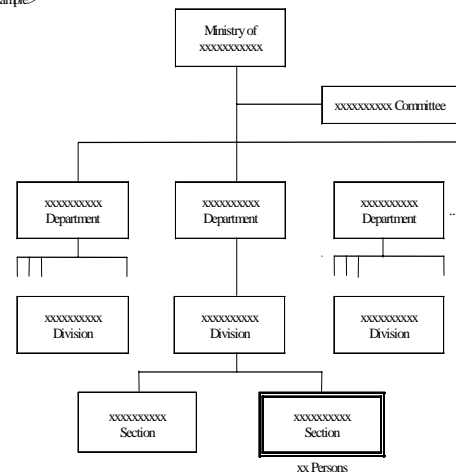
Please submit this questionnaire to JICA office (or the Embassy of Japan) together with the Application Form.

QUESTIONNAIRE ON YOU & YOUR ORGANIZATION

1. Name of Applicant _____
2. Name of Organization _____
3. Organization Chart

Referring to the example below, draw the chart of your organization, indicate your department / division / section with a double line, and describe its function.

<Example>



4. List of audio visual equipments used in your organization.

Units	Name of equipment	Specification (Model No., Maker....)	Condition (Good or Out of order)
	Audio Equipment		
	Slide		
	Video (35mm film)		
	Films (16 mm, 8 mm, etc.)		
	Computer		
	Others (OHP, Printing Machine....)		

5. Approximate amount of audio visual materials produced in your organization last one year.

Categories	Main Utilization (In-house training, etc....)	Number of Production	Remark
Example :			
Printed Materials	- In-house training	500	"How to talk"

Overhead			
Transparencies			
Audio Materials (including radio)			
Slide Materials			
Video Materials (including TV)			
Online Materials			
Others			
-			
-			

6. Please list the materials that you have produced.

Categories	Title	Utilization	Remark
Example 1:			
Video	"How to talk" (15 minutes)	In-house training	DV
Example 2:			
Slide	"Pollution" (10 minutes)	School education	With sound

7. About your experience in educational media production skills

Please put check marks in the items that apply to you.

1) Do you have basic skills and knowledge of operation of personal computer (PC)?

Yes No

If you checked "Yes", please mark the type of application program(s) and how long you have used.

- | | | |
|-----------------------------------------------|----------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Word Processor | <input type="checkbox"/> Bitmap Graphics | <input type="checkbox"/> Vector Graphics |
| <input type="checkbox"/> Layout (DTP) | <input type="checkbox"/> Presentation (PowerPoint) | |
| <input type="checkbox"/> E-mail client | <input type="checkbox"/> Web client (browser) | <input type="checkbox"/> Animation |
| <input type="checkbox"/> Multimedia Authoring | <input type="checkbox"/> Video Editing | <input type="checkbox"/> Audio Editing |

Others _____

How long _____

2) Do you have an experience to operate a video camera?

Yes No

If you checked "Yes", please mark the type of video tape format and how long you have used.

- | | | |
|------------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> VHS/S-VHS | <input type="checkbox"/> Betamax | <input type="checkbox"/> Video 8/Hi-8 |
| <input type="checkbox"/> U-matic | <input type="checkbox"/> BETACAM | <input type="checkbox"/> DV |

How long _____

3) Do you have an experience to edit a video program?

Yes No

If you checked "Yes", please mark the type of editing system(s) and how long you have used.

- | | |
|-------------------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Cut Editing (tape to tape editing) | <input type="checkbox"/> A/B Roll Editing |
| <input type="checkbox"/> Non-linear editing system | |

How long _____

4) Do you have an experience to operate a still camera.

Yes No

If you checked "Yes", please mark the type of still camera below.

35mm Compact Camera 35mm SLR (Single Lens Reflex) Camera

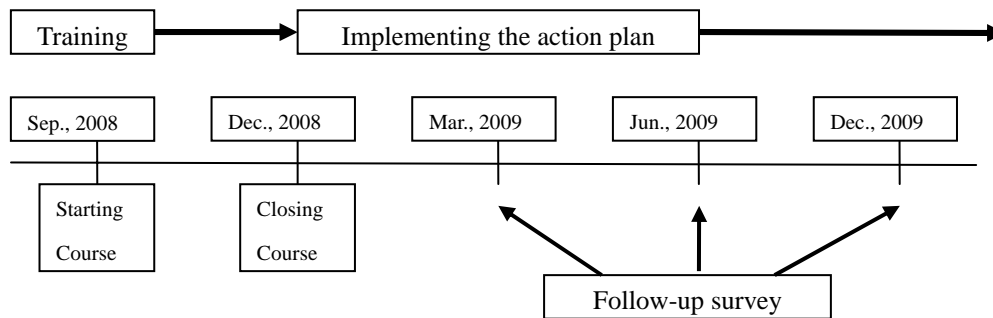
Medium Film Format Camera Digital Compact Camera

Digital SLR Camera Others _____

How long _____

8. Action Plan

Action Plan is one of the training subjects and followed as shown below.



This training program is a type of **TRAINER'S TRAINING**, which gives training participants knowledge and skills to disseminate into the training participant's organizations or related organizations.

Please write issues on dissemination of knowledge and skills of database management in your organization or the related organization. Some of the issues written will be topics of the action plan which each training participant is required to draft during the core phase in Japan.

	Issues	Why is your organization interested in solving these issues?
1		
2		
3		

4		
---	--	--

I certify that the above statements made by me in this form are true to the best of my knowledge.

Date : Signature :

For Your Reference

JICA and Capacity Development

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs and are being customized to address the specific needs of different target organizations, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which started more than 140 years ago, was the “*adopt and adapt*” concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this “*adoption and adaptation*” process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries.

However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.



CORRESPONDENCE

For enquiries and further information, please contact the JICA office or the Embassy of Japan. Further, address correspondence to:

JICA Okinawa International Center (JICA OKINAWA)

Address: 1143-1 Aza-Maeda, Urasoe-Shi, Okinawa, 903-0804, Japan

TEL: +81-98-876-6000 FAX: +81-98-876-6014