

Technical Cooperation Projects

Tailor-made cooperation responding to individual needs



Residents attempt to acquire problem-solving capacity in the process of a poverty reduction project. (Project for Participatory Village Development in Isolated Areas in Zambia) Photo by Katsumi Yoshida

Outline of Technical Cooperation Projects

Issues that developing countries have to address for self-sustainable growth and development include developing human resources, establishing a legal system for economic growth, poverty reduction, environmental conservation, and post-conflict reconstruction. These issues have become more diverse and multi-phased. In addition to quick response to these development issues, JICA's technical cooperation requires planning and implementing highly effective cooperation based on the situations and development issues of each country accurately and promptly. Accordingly, JICA extends technical cooperation to developing countries using two schemes. Technical cooperation projects are implemented to help developing countries achieve their development objectives. Development studies are conducted to make plans for development.

Technical cooperation projects are implemented for a fixed period of time to achieve specific objectives for addressing issues of developing countries in combination with cooperation approaches (cooperation tools) such as dispatching experts, inviting people from developing countries

to Japan for training, and providing necessary equipment. In order to address each problem so that a broad range of needs of developing countries can be met effectively and efficiently, cooperation plans are tailor-made and implemented jointly with the partner country.

Development studies support the formulation of plans for public projects that are beneficial to social and economic development in developing countries. They also serve as media for the transfer of planning methods, and survey and analytical skills to counterparts in the partner countries.

The reports prepared on the basis of study results provide partner governments with data for assessing their social and economic development policies. They also offer international organizations and donor countries resources for studying the need for financial aid and technical cooperation. In many cases, plans proposed in these reports have been realized with financial assistance such as Japanese yen loans and grant aid cooperation. Skills transferred through the studies are also utilized when partner countries work on projects with their own funds and carry out other studies.

Implementing Effective Projects

Technical cooperation are implemented jointly by the partner country and Japan. "Ownership" of the project lies strictly with the partner country, and Japan's status is that of a cooperating partner. Therefore, the partner country (the government, local governments, NGOs, citizens, etc.) need to exercise ownership in the project. Most technical cooperation thus incorporate participatory methods that involve residents of a project's target area for planning, administration, and evaluation of the project.

Once the cooperation period is over, the partner country is expected to continue the project alone. Scale and implementation plans of a project are drawn up after consideration to the financial capacity of the organization responsible for implementing the project in the partner country and adoption of transferred technology and institutions after the cooperation period has concluded.

Furthermore, JICA promotes the use of private sector

human resources, contracting projects to private organizations, and public announcement of expert opening, thus aiming for implementation of high quality, results-oriented projects utilizing experiences and know-how in the private sector and in a wider range of fields.

JICA proactively responds to new diversifying aid needs by grasping those needs specific to region and country to work on cooperation plans. From the viewpoint of stronger support for good governance as well as cooperation for intellectual support for financial and monetary policies and legal systems, JICA sends policy advisors to a central government organization responsible for policy formulation in order to provide vigorous support for institution-building and policy-making in various areas. Since reconstruction necessary for post-conflict countries such as Afghanistan and Iraq requires quick and wide-ranging support, JICA aims to formulate and implement more flexible and effective projects than ever.

Training Program in Japan

Utilize Japan's experience and knowledge for the development of developing countries



Training Course in Car Accident Rescue Techniques (JICA Osaka)

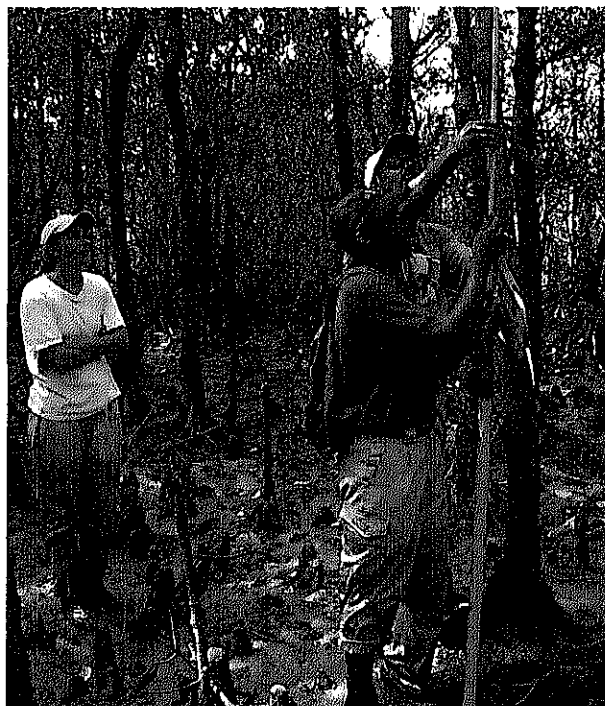
Outline of Training Program in Japan

Training Participants Contributing to Nation-building

The Acceptance of Technical Training Participants Program transfers knowledge and technology required by respective countries to key administrators, technicians and researchers in developing countries and regions by way of central and local governments, universities, the private sector, etc., in Japan for the purpose of contributing to the solution of their own problems. This is the most fundamental program in JICA's technical cooperation.

The program has grown continuously not only in scale but also in terms of content since its launch in 1954. JICA has been expanding training programs related to global issues such as the environment and HIV/AIDS and newly-emerging issues such as support for democratization and transitions to market economies of former eastern-bloc countries, in addition to basic development fields such as administration, public works, agriculture, forestry and fisheries, education, health and medical care, mining, and industry. Since its launch, JICA has accepted approximately 170,000 participants in this training program in Japan. In fiscal 2004, 8,306 people from 144 countries and regions took part in the program.

Participants of these training courses are quite diverse,



Practical training in afforestation survey in a mangrove forest (JICA Okinawa)

including, for example, national leaders, top-ranking researchers, administrators, and the leaders of farming communities, and many of them are now contributing to their own nation-building in various ways.

Transition to Issue-specific Training

Utilizing Japan's experience and knowledge, about half of the training courses in Japan are carried out in groups. They are training programs for various sets of developing countries facing similar problems. However, efforts are being made to offer a larger number of courses with even higher added-value—courses that are designed in such a way that the participants are expected to make use of the course outcome directly to address the problems they face in their countries. As part of such efforts, JICA has been promoting a framework in which the training participants are required, before they leave Japan, to work out a plan of action that they intend to implement back home. Of these plans, important and feasible ones can be a subject of follow-up support provided by JICA.

Acceptance of Foreign Students

In addition to conventional training programs, in fiscal 1999 JICA started a long-term training program that accepts foreign students who wish to receive Master's and Ph.D degrees in Japanese universities with the aim of acquiring more advanced expertise and skills. Young administrative officers and researchers who are prospective leaders of developing countries can participate with the recommendations from their government. In fiscal 2004, about 250 people participated in the program.

The scholarship for Japanese immigrants and their descendants in Latin America started in fiscal 2000 for the purpose of developing human resources who will contribute to future Japanese immigrant communities and the development of the countries where they reside and will be liaisons between those countries and Japan.

In addition, Japanese grant aid for human resources development scholarships, for which JICA facilitates implementation, commenced in fiscal 2000. Eligible young administrative officers and business people are being accepted and study for Master's degrees in Japanese universities. This scheme is conducted for 10 countries and 243 people came to Japan to study in fiscal 2004.

Grant Aid

Fund aid for building social and living infrastructure



A resident planting trees to protect her farm land from desertification (The Project of Coastal Afforestation in Senegal)

Grant Aid Program and JICA's Work

Grant aid is a program where the Japanese government provides funds to the governments of developing countries without the obligation of repayment in the form of ODA. The aim is to support economic and social development by helping the government of the recipient country introduce and upgrade its public facilities and equipment.

It contributes to nation-building in recipient countries while ensuring wide-ranging linkage with technical cooperation provided by Japan and other donors in order to increase the effects of aid.

JICA's work can be classified into 1) preliminary exam-

ination that checks the content of grant aid, the scale of the projects, and the approximate costs; 2) implementation of facilitating activities that examine grant aid projects which begin after the signing and exchange of intergovernmental agreements (Exchange of Notes [E/N]) and carry out other necessary activities to ensure that they are being executed appropriately; and 3) follow-up activities that aim to maintain and enhance the effects of an implemented project.

The Japanese Ministry of Foreign Affairs (MOFA) provides the funds for grant aid projects.

Target and Procedures of the Program

Grant aid targets low-income countries among developing countries. Eligible projects are concerned with nation-building and poverty alleviation in developing countries, and the countries receiving this aid should be unable to undertake the projects with their own funds and borrowing capacity. Projects entailing commercial profit and those which run the risk of being channeled to military ends are ineligible.

Specifically, grant aid is made available mainly for social development in such fields as education; health and medical care; daily water supply and rural development; upgrading of public infrastructure such as roads, bridges, power and ICT facilities, and airports; and environmental conservation projects, thus giving priority to projects that meet the most basic needs of human life.

In response to the approval notification for prior studies from the Ministry of Foreign Affairs, JICA embarks upon a basic design study (B/D) involving basic design and cost estimation.

Such studies are generally performed by Japanese consultants under contract; 142 basic design studies were carried out in fiscal 2004. In cases where the content of a requested project such as cooperation scope and implementation system of the recipient country seems to require on-site examination, a preliminary study may occur before the basic design study. In fiscal 2004, 52 preliminary studies were performed.

Once the studies are completed, projects are presented to the Cabinet after consultations on practicalities between the Ministry of Foreign Affairs and the Ministry of Finance. A final decision is made once the Cabinet has given its

approval. In fiscal 2004, 204 projects were presented to and discussed in the cabinet.

Definitively approved grant aid projects are initiated with the signing of an E/N by the governments of Japan and the recipient country. Grant aid projects begin with the conclusion of contracts between the recipient government agencies, Japanese consultants and contractors. JICA ensures that projects are implemented smoothly and appropriately by recommending consultants, and so on.

Even after a grant aid project is completed and finished facilities and equipment are handed over to the government of the recipient country, we provide follow-up cooperation if the recipient country's government is unable to maintain and manage them sufficiently on its own. Follow-up cooperation includes the dispatch of experts and study teams to carry out repair and construction work. Cooperation to restore the essential function of facilities built with grant aid is sometimes provided through procurement of new equipment or spare parts.



A hospital built in the Project for Constructing the National Puerto Barrios and Provision of Medical Equipment in Guatemala

Volunteer Program

Public participation in international cooperation highly regarded by recipient countries



A JOCV physical education teaches swimming to children. (Maldives)

Outline of Volunteer Program

JICA's volunteer programs are highly regarded by recipient countries as programs that directly benefit communities. At the same time, while a severe environment for ODA budgets continues, public expectation for and evaluation of the volunteer programs are rising as a core scheme of public participatory international cooperation.

Japan Overseas Cooperation Volunteers (JOCV)

The Dispatch of Japan Overseas Cooperation Volunteers (JOCV) Program assists and promotes in response to requests from developing countries the overseas activities of young people who wish to cooperate in the economic and social development of developing countries. JOCVs generally spend two years in developing countries, living and working with the local people while taking part in cooperative activities. In 2005, the short-term dispatch system is being introduced to correspond to the needs of developing countries in a detailed manner and offer a more varied participation style.

Cooperation is provided in seven fields: agriculture, forestry and fishery, manufacturing, maintenance and operation, civil engineering and architecture, health and welfare, education and information services, and sports. Around 140 occupations are involved in all. Since the program's inception in 1965, a total of 26,606 volunteers have been dispatched. In fiscal 2004, volunteers were deployed to 72 countries, after the additions of Yemen, Benin, and Gabon.

JICA actively approaches local governments, economic and labor organizations, and private companies to persuade them to allow employees serving as volunteers while retaining their employment status. Counselors are on hand at offices throughout Japan to assist them with their careers once they are back in Japan.

Senior Volunteers

The Senior Volunteer Program is aimed specifically at middle-aged people who have a strong interest in cooperation activities in developing countries. This program was preceded by the Senior Cooperation Expert Dispatch Program, which commenced in 1990, and the name was changed to the Senior Volunteer Program in 1996. Under this program, volunteers with extensive skills and plentiful professional experience between the ages of 40 and 69 are recruited. The recruits are then dispatched to developing countries in

accordance with requests received from the governments of those countries. The program might be described as a senior version of the JOCV Program.

Cooperation is provided in various fields such as planning/administration, public works/utilities, agriculture/forestry/fisheries, and health/medical care. A total of 2,106 senior volunteers have been dispatched since the program's inception. Senior volunteers were active in as many as 56 countries in fiscal 2004, after the addition of Peru.

Japan Overseas Development Youth Volunteers and Senior Volunteers for Overseas Japanese Communities

Japan Overseas Development Youth Volunteers and Senior Volunteers for Overseas Japanese Communities Programs aim to contribute to the development of their communities through Japanese immigrant communities in Latin America. Each volunteer is dispatched in response to the request of Japanese immigrant communities. Volunteers can be dispatched to nine countries in the programs, and since the inception of the programs in 1985, 862 Youth Volunteers and 281 Senior Volunteers for Overseas Japanese Communities have been dispatched in total.

Volunteers receive pre-dispatch training in language and safety measures. In consideration of health care, consulting doctors are on hand at the JICA headquarters and health administrators are locally posted, administering health check-ups and giving medical advice when necessary during the period of assignment.

Entering 40th Year

In order to gain more understanding and support from the public as the volunteer program of the 21st century, JICA plans to expand evaluation of the volunteer programs with a focus on three perspectives. These perspectives are 1) contribution to social and economic development or reconstruction in developing countries, 2) promotion of friendly relations and mutual understanding between Japan and developing countries, and 3) sharing volunteer experiences with Japanese society.

Since 2005 is the 40th year of operation of the JOCV Program, JICA plans to hold an anniversary event in October.

Citizen Participatory Cooperation

To promote citizens' understanding and participation in international cooperation



Exchange program between citizens and training participants at JICA Osaka

Various Citizen Participatory Cooperation Programs

In order to promote public participation in international cooperation, JICA implements various programs that aim to help citizens understand their necessity by prompting and fostering citizens' interest.

Citizen Participatory Cooperation Programs

JICA makes efforts to promote international cooperation by utilizing local communities' experiences and expertise. Open seminars and workshops are held with the help of those who are experienced in the subject. By motivating citizens to step forward into international cooperation and providing training opportunities for them, JICA supports improving citizens' capacity for implementing related activities.

JICA coordinators for international cooperation who are mainly dispatched to prefectural international exchange associations throughout Japan play an important role in these activities. Coordinators give advice to local governments, NGOs, and individual citizens who are interested in international cooperation and jointly hold seminars and events.

Programs to Support Development Education

JICA supports development education, placing impor-

tance on sharing knowledge about situations in developing countries and on the relationship between the developing countries and Japan. JICA also provides opportunities to help citizens realize what they can do voluntarily.

JICA possesses knowledge accumulated through its long-term activities and research, aiming for the systemization and analysis of information and experience in developing countries. Sharing such knowledge with Japanese citizens through schemes such as delivering international cooperation lectures to promote their understanding on the situations in developing countries and their relationship with Japan is one of the pillars of the program that supports development education.

JICA also makes efforts to create opportunities to consider what one can do voluntarily by running various essay contests, development education study tours for teachers, etc., while strengthening coordination with elementary, junior high, high schools, etc., centering on activities within the framework of integrated study that was introduced to the school curriculum in fiscal 2002 in Japan.

"Partnership" and "Exchange" programs

JICA Partnership Program

The JICA Partnership Program is technical cooperation implemented jointly based on proposals made by NGOs, universities, local governments or public-interest corporations in Japan (hereinafter called the 'Partners') that are willing to contribute to international cooperation. The program commenced as part of Official Development Assistance (ODA) in fiscal 2002 with the objective of promoting and facilitating cooperation activities proposed by citizens targeting local communities in developing countries.

JICA domestic offices serve as contact points, widely recruiting ideas for international cooperation activities in developing countries. Opinions are exchanged between partners and JICA in a detailed manner in formulating and implementing projects jointly in order to realize the ideas.

Youth Invitation Program

The Youth Invitation Program is part of JICA's support for personnel training. Young people between the ages of 18 and 35 from developing countries who will lead nation-build-

ing in the future are invited to Japan to train in their fields of specialization (lectures related to specialty, visits, opinion exchanges, etc.) and interact with Japanese people (home-stays, one-day volunteer programs, etc.). The Youth Invitation Program was undertaken by organizations in 41 Japanese prefectures in fiscal 2004

Accepting young people not only provides opportunities for local people in the regions to experience international cooperation and exchange, but also contributes to the promotion of education for global understanding by providing opportunities for school visits, etc. For example, the students in the visited schools learn about the country of the visiting participants, and when the participants actually visit the schools, they exchange songs of both countries.

When the Japan Disaster Relief team was dispatched for the Great Sumatra Earthquake and Indian Ocean Tsunami Disaster, which occurred in December 2004, a former participant offered accommodations, etc., thus helping the initial activities. The association was formed after they returned home.

Support for Japanese Emigrants and their Descendants

Supporting Japanese emigrants to ensure a stable life



Students visiting the Japanese Overseas Migration Museum to trace the history of emigration

Current Support for Japanese Emigrants and their Descendants

Japanese emigration after the end of World War II was restarted with emigration to the Amazon in Brazil in 1952. There are now thought to be more than 2.5 million Japanese emigrants and their descendants (Nikkei) living abroad and they are now playing key roles in their countries' development in various fields. Their presence has helped build trust

in Japanese people and closer bilateral relationships, and thus they are now important partners in international cooperation.

JICA supports them indirectly by placing importance on the human development of children of emigrants, including Japanese language education and welfare for the aged, etc., as follow-up for settlement and a stable life of emigrants.

Major Activities

Public Relations

To deepen the Japanese public's understanding of Japanese emigrants and Nikkei communities, JICA performs the following activities:

- 1) Publication of the quarterly magazine *Kagai Iju* (Overseas Emigration);
- 2) Backing up the Convention of Nikkei & Japanese Abroad;
- 3) Management of the Japanese Overseas Migration Museum.

The Japanese Overseas Migration Museum and a library with materials related to emigration opened at JICA Yokohama in October 2002. The museum presents a history of Japanese emigration and the development of Nikkei communities, etc., under the basic theme of "We have taken part in molding new civilizations in the Americas." The purpose is to promote greater understanding of the history of Japanese emigration and Nikkei among people, especially the young generation who will lead the future.

Support for Emigrants Abroad

- 1) Extension of farming systems: To improve farm management skills, JICA implements training in the agricultural technology of advanced region and fostering of agricultural study groups, etc.
- 2) Medical care and hygiene: JICA assists in the management of five clinics for emigrants in Paraguay and Bolivia, and circuit medical treatment in remote areas of Brazil.
- 3) Education and culture: JICA assists in the educational and cultural activities of seven Nikkei organizations in Brazil. In order to develop and secure Japanese-language teachers, JICA assists in joint training for teachers of each country, reward for Japanese-language teachers and the

purchase of teaching materials, co-hosts joint training for Pan-American Japanese-language teachers, supports research activities in Japanese language, develops Japanese textbooks for Spanish-speaking youth, etc. In the joint training for Pan-American Japanese-language teachers 2004, 30 people participated and this training will be held every year in São Paulo, Brazil (until fiscal 2003 it was held in Argentina, Brazil, and other countries in turn).

- 4) Upgrading facilities and equipment: To support improvement in social welfare and living infrastructure, JICA subsidized the purchase of medical equipment for clinics in Paraguay and Bolivia in fiscal 2004.

Human Development of Children of Emigrants

- 1) Scholarship for Japanese Immigrants and their descendants in Latin America: To develop human resources who will lead the future Nikkei communities, JICA provides scholarships for living expenses and school expenses, etc., for the Nikkei students who study at Japanese graduate schools. Fourteen students were newly received as scholar in fiscal 2004.
- 2) Training for students of Japanese language schools: Outstanding students of Japanese language schools managed by Nikkei organizations are invited to Japan to attend junior high schools and home-stays for the purpose of gaining first hand experience of Japanese culture and society and improving their language proficiency. Forty students took part in fiscal 2004.

Business Loans

JICA offers loans to emigrants, and Nikkei organizations that contribute to settlement of Japanese emigrants. In fiscal 2004, loans totaling about 565 million yen were provided to emigrants and organizations in Paraguay and Bolivia.

Disaster Relief

Quick response to disasters in developing countries



Medical team performing relief activities in an area affected by the Great Sumatra Earthquake and Indian Ocean Tsunami Disaster (Indonesia)

Outline of Disaster Relief Program

JICA's Disaster Relief Program dispatches Japan Disaster Relief (JDR) teams and provides emergency relief supplies when major disasters occur mainly in developing areas, in response to requests received from the governments of affected countries or international agencies. Rescue teams, medical teams, expert teams, or Self-Defense Forces are dispatched as personnel assistance and emergency relief supplies are provided as material assistance.

Rescue Team

The main tasks of a rescue team are to search for missing people, rescue victims, provide first aid, and move victims to safety. The team is made up of rescue personnel of the National Police Agency, the Fire and Disaster Management Agency, and the Japan Coast Guard. They leave Japan within 24 hours of a decision of dispatch in order to conduct search and rescue activities in an affected country.

Medical Team

The tasks of a medical team are to promote medical treatment for victims in the affected area, and when necessary they work to prevent infection and the spread of diseases. Medical team consists of doctors, nurses, pharmacists, and medical coordinators registered with the JDR Secretariat of JICA. At the end of March 2005, 689 members (208 doctors, 303 nurses, 26 pharmacists, and 152 medical coordinators) were registered under this scheme.

Expert Team

An expert team takes stopgap measures in the wake of disasters and provide guidance and advice on how best to

achieve recovery. Teams consist of technicians and researchers recommended by related government ministries and agencies according to the type of disaster.

Self-Defense Forces

When a large-scale disaster occurs and the dispatch is deemed necessary, Self-Defense Forces can be dispatched. Self-Defense Forces carry out emergency relief activities (rescue activities, medical activities, stopgap measures, reconstruction), transport activities using ships, aircraft, and helicopters, medical and disease prevention activities, and water supply activities using water purifiers.

Provision of Materials

Emergency relief supplies such as blankets, tents, water purifiers, generators, and pharmaceutical products are provided to the affected area for relief purposes and to assist in the recovery process. To ensure that relief supplies are provided promptly and in large numbers, it is necessary for the supplies to be procured and stored securely. Warehouses are in place in three locations worldwide—Singapore, the UK, and the US—and the supplies are properly managed.

In order to provide emergency relief supplies in Africa promptly and efficiently, warehouses are currently being rearranged. This task includes the installation of a warehouse for southern Africa.

Depending on the situation in the affected area, it may be more effective to procure supplies locally for support than to provide stored supplies. In such cases, the local JICA office takes the initiative in procuring supplies and providing support in collaboration with NGOs, etc.

Enhanced Alliance with International Organizations and NGOs

Usually, major countries' aid agencies and international organizations provide relief support at the site of a large-scale disaster. The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) takes the initiative to build a system for coordinating these disaster relief activities. In response, JICA is actively developing alliances with related

organizations in order to contribute to the swift implementation of relief services at the disaster site.

In cooperation with Japanese NGOs operating in the affected areas according to circumstances of the area, we strive to implement more effective operations.

Evaluation

Assess the relevance and effectiveness of cooperation



Interview with people concerned during evaluation study (Community-operated Reproductive Health Project in Bangladesh)

Outline of Project Evaluation

In order to implement effective and efficient cooperation, it is necessary to implement projects that meet the needs of developing countries. It is also important to evaluate what has been achieved by the projects, and then reflect the lessons and recommendations on improvements in the implementation of new projects. JICA evaluate projects to assess the relevance of a project and cooperation effectiveness as objectively as possible at the ex-ante, mid-term, terminal, and ex-post stages. JICA utilizes the results of evaluation in planning and improvement of project management and in securing accountability, striving to implement more effective and efficient cooperation with the support and understanding of Japanese citizens.

Types of Project Evaluation

JICA's project evaluation can be categorized based on several perspectives. The classification according to evaluation focus (what to evaluate) and stage within the project cycle (when to evaluate) is as follows.

1. Evaluation Focus

ODA evaluation can be classified into three levels—policy, program and project levels—among which JICA conducts project- and program-level evaluations. Project-level evaluation covers individual projects and is conducted by the operational department and overseas offices of JICA. It is intended to be used in planning and revising projects, making decisions on whether to continue or adjust cooperation activities, reflecting lessons on similar projects, and securing accountability.

On the other hand, JICA's program-level evaluation evaluates a set of projects that share overall goals (end outcomes) and/or development issues comprehensively or programs of specified cooperation schemes such as volunteer programs or disaster relief programs in a cross-sectional manner. These evaluations are carried out as country-program evaluations or thematic evaluations under the supervision of the Office of Evaluation of the Planning and Coordination Department

of JICA. These evaluation results are used for improving JICA country programs and thematic guidelines, as well as for identifying and planning new projects.

2. Evaluation within Operating Cycle

Project-level evaluations are classified into four types within operating cycles: ex-ante, mid-term, terminal, and ex-post. Program-level evaluations are conducted as ex-post evaluations.

1) Ex-ante evaluation

The ex-ante evaluation is carried out prior to the implementation of a project to examine its necessity and consistency with JICA country programs. Also it is conducted to clarify the contents and expected outcomes and examine the appropriateness of the project implementation comprehensively. Evaluation indicators of a project made at the ex-ante stage will be used to measure the effects of cooperation from mid-term to ex-post evaluations.

2) Mid-term evaluation

The mid-term evaluation is conducted during implementation of a project for understanding achievement of the project and the implementation process. It is conducted for evaluating the project from perspectives such as relevance and efficiency, which involves reviewing the original plan and strengthening project management if necessary.

3) Terminal evaluation

The terminal evaluation comprehensively analyzes a project from perspectives such as the achievement levels of the purposes, efficiency, and prospective sustainability of the project. Based on the result, it is generally decided whether to complete or extend the project.

4) Ex-post evaluation

The ex-post evaluation is conducted a few years after completion of the project to verify impact and sustainability primarily as well as obtain lessons that will help improve planning and implementing of effective and efficient projects in the future.

Methods of Project Evaluation

Project evaluation conducted by JICA is structured with three frameworks: (1) assessing performance; (2) making a value judgment based on the five evaluation criteria; and (3) making recommendations, drawing lessons learned, and feed-

ing them back to the next stage*.

* Details of the methodology of JICA's project evaluation are described in "The JICA Guidelines for Project Evaluation: Practical Methods for Project Evaluation" (September 2004, edited and compiled by JICA Office of Evaluation, Planning and Coordination Department). The guidelines are available on JICA's homepage.

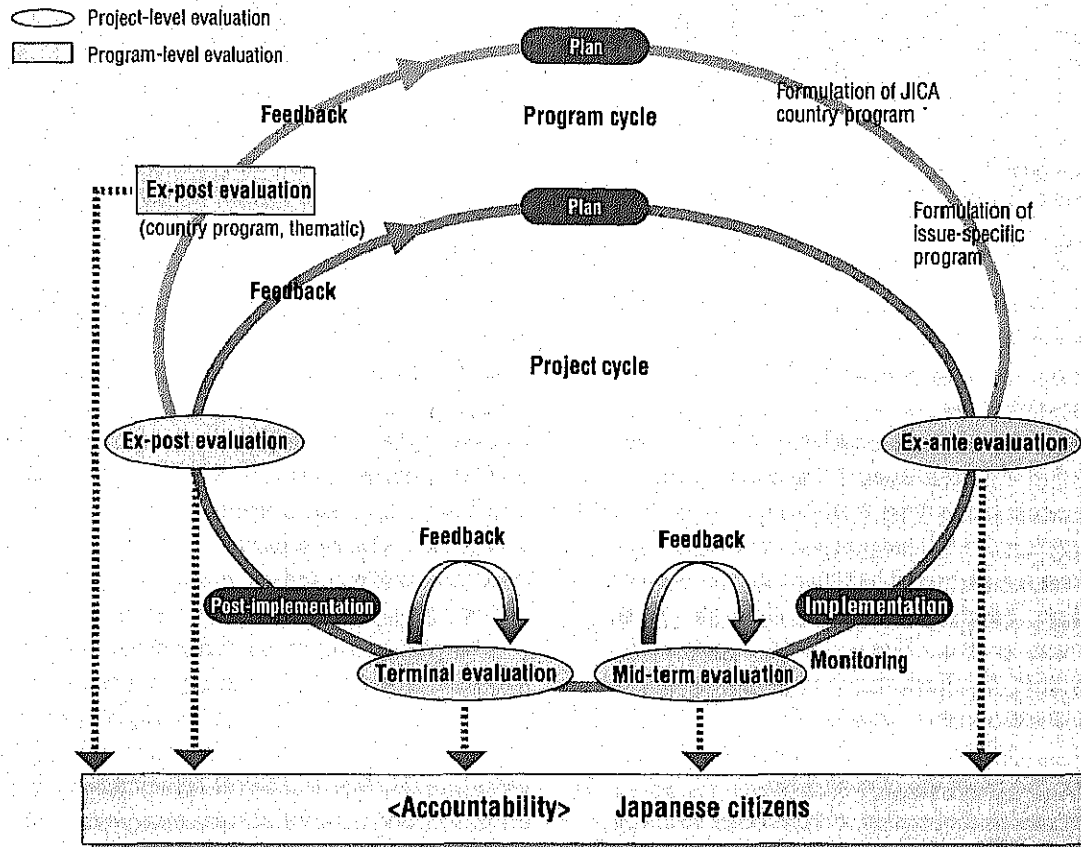


Figure 3-10 JICA's Project Cycle and Evaluation

1. Assessing Performance of a Project

The evaluation study first examines achievement with regards to what has been achieved in the project and whether the achievements are favorable. It then checks and analyzes the implementation process with regards to what is happening in the process toward its achievement and how it affects the achievements. Furthermore, it examines the causal relationships between the project and the outcomes to determine whether or not what is achieved is the result of the implementation of the project.

2. Value Judgment Based on Five Evaluation Criteria

Next, a value judgment is made based on the results of checking the circumstances and examining the project. JICA adopted five evaluation criteria (relevance, effectiveness, efficiency, impact, and sustainability) for conducting an evaluation, which was proposed by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD) in 1991.

3. Recommendations, Lessons Learned and Feedback

Recommendations obtained and

lessons learned from the results of an evaluation need to be fed back to those involved in the project and have to be used not only for improving implementation of the evaluated project but also for the planning of subsequent similar projects. In order to make recommendations and lessons that are easily fed back, it is important to clarify the underlying contributing and hindering factors that have affected the projects. It is also important to specify the recipient of the feedback.

Table 3-11 Perspectives of Five Evaluation Criteria

Relevance	Questions whether the plan of the project is appropriate in light of the development policies of the partner country and aid policy of Japan and is suitable as solutions to issues and problems of the target area and sector.
Effectiveness	Questions whether the effects (project purposes) planned in the project are achieved and whether they have been brought about as the results of the activities of the project, etc.
Efficiency	Questions whether there are no other alternative measures to achieve the output or the project purpose at lower cost (or whether higher achievement could be realized at the same cost) and whether inputs were made timely, etc.
Impact	Questions whether the long-term and indirect effects (overall goal) planned in the project are achieved and whether there are any unexpected positive or negative impacts (ripple effects), etc.
Sustainability	Questions whether the effects (project purpose, overall goal) targeted in the project sustain after completion of a project.

Evaluation System

JICA's current evaluation system is composed of the Evaluation Study Committee, the Advisory Committee on Evaluation, the Planning and Coordination Department (Office of Evaluation), and the project implementation departments (headquarters and overseas offices). Major roles and activities of each group are shown in Figure 3-12.

Expansion of the Evaluation System

In order to further strengthen the evaluation system, JICA undertakes the following steps.

1) Establishing a consistent evaluation system from ex-ante to ex-post stage

JICA has made an effort to establish a consistent evaluation system from ex-ante to ex-post. The ex-ante evaluation system was introduced in fiscal 2001 and the ex-post evaluation system on individual projects in fiscal 2002. Ex-post evaluation is in the process of building a system in which overseas offices take charge, thus gradually increasing the number of overseas offices eligible for the ex-post evaluation. In addition to 22 offices where the system was already introduced, 11 offices newly adopted this system in fiscal 2004.

2) Expanding the coverage of evaluation

JICA has various cooperation schemes other than technical cooperation projects, and thus has developed and introduced evaluation methods that suit the characteristics of each scheme and its implementation procedure. In fiscal 2004, evaluation was tentatively introduced to volunteer programs using the evaluation methods developed in line with the characteristics of the programs.

3) Reinforcing the evaluation system and its capacity

As mentioned above, JICA conducts evaluation in the system shown in Figure 3-12. Evaluation chiefs belong to the departments that actually implement projects and play a role in improving the quality of evaluation and promoting the feedback of evaluation results into projects. In fiscal 2004, evaluation training was provided for evaluation chiefs including overseas offices as in fiscal 2003. Other kinds of

training related to evaluation are provided to improve the evaluation capacity of developing countries as well.

4) Developing and improving evaluation methods

While enhancing the evaluation system, JICA has been compiling guidelines that are the tools of evaluation and developing and improving evaluation methods in order to expand evaluations in terms of quantity and quality. In fiscal 2004, a method for systematic secondary evaluation (evaluation of evaluation) was developed jointly with external experts, including creation of a check sheet to confirm the quality of evaluation. In addition, NGO-JICA Collaboration Programs were analyzed in a cross-sectoral manner and an evaluation method of grassroots cooperation was proposed. JICA also worked on development of a method to evaluate the contribution of JICA's projects/programs to development issues in developing countries comprehensively in line with JICA's enhancement of country and issue-based approaches.

5) Promoting evaluation by third parties

The participation of external experts in evaluation not only secures objectivity in evaluations but also improves the quality of evaluations through the use of their expertise. Therefore JICA strives to expand external evaluations. JICA entrusts evaluations to external organizations such as academic societies and introduces secondary evaluations by the Advisory Committee on Evaluation to examine internal evaluations conducted by JICA. Furthermore, reviews by third parties who are experts from developing countries are being introduced to evaluation results, thus incorporating examination of evaluation quality from multilateral viewpoints.

6) Enhancing disclosure of evaluation results

In order to disclose evaluation results promptly and in a reader-friendly manner, JICA has been working on disclosure of evaluation results on the website and renewing the Annual Evaluation Report. At the stage when major evaluation results are obtained during country-program and thematic evaluations, an open seminar is held to disclose information about these evaluation results and to gain feedback from participants.

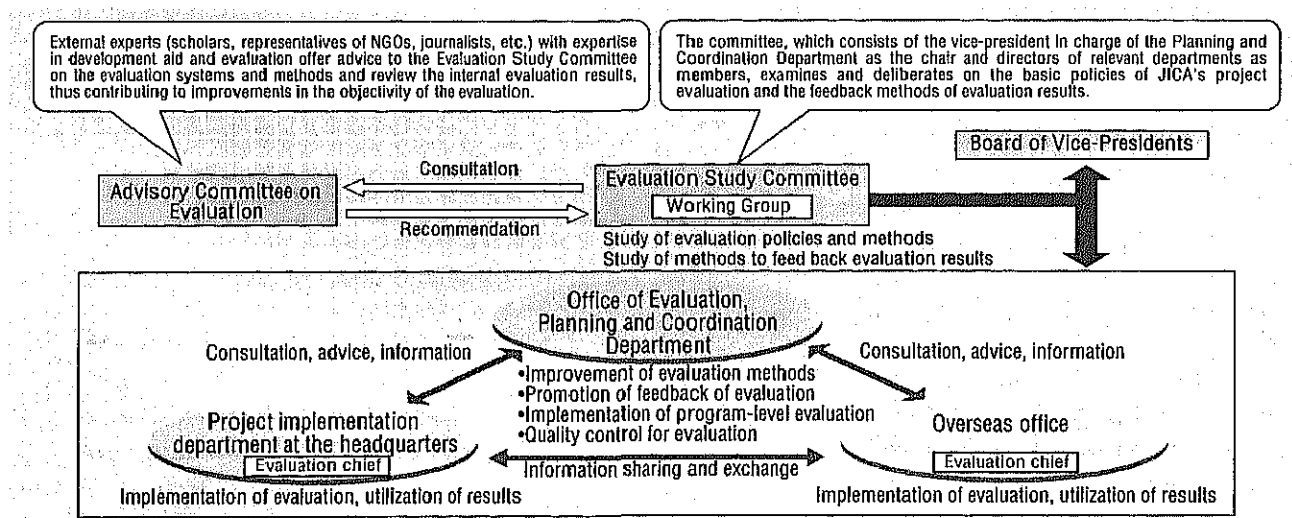
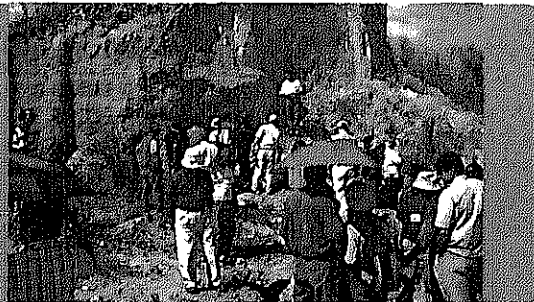


Figure 3-12 JICA's Evaluation System

Follow-up

Follow-up cooperation enhances additional values of projects



Follow-up seminar in the Philippines in relation to the training course in Volcanology and Sabo Engineering, which was held in Japan

Overview

Follow-up to Ex-participants of Youth Invitation Programs and Alumni Associations of Ex-participants of Technical Training Programs

JICA has accepted more than 170,000 training participants from developing countries in Japan since its establishment. The total number of young people who came to Japan through the Youth Invitation Program exceeds 20,000. They will lead the future of developing countries and it is not an exaggeration to say that they are valuable human resources that link Japan and their own countries. It is necessary to maintain and develop friendships with those who have a better understanding of Japan and it is also important for Japan to support their self-discipline and activities even after they return to their home countries so that they can continue upgrading the skills and knowledge they acquired in Japan.

For that purpose, JICA sends aftercare teams to strengthen the bonds of friendship that were formed while young people from these countries were in Japan for the Youth Invitation Program. An aftercare team consists of families who offered them hospitality of their homes, and personnel from related agencies. JICA also provides grants to stimulate the activities of alumni associations of ex-participants in the program.

Similarly, JICA supports activities and alumni associations of ex-participants of technical training programs (103 alumni associations as of the end of fiscal 2004). Activities of alumni associations vary, ranging from annual meetings and exchange events aimed at deepening friendship in associations to volunteer activities such as planting trees and distribution of medicines.

In areas such as Iraq and Palestine, where the movement of Japanese people is restricted and the implementation of JICA projects is limited, alumni associations of ex-participants are active as actors of nation-building. Regarding these alumni associations as a bridge between Japan and each country and development partner and collaborating with them, JICA will implement effective projects in areas where JICA's activities are restricted.

Support Individual Ex-participants and Organizations

In addition to alumni activities, JICA successfully supports the activities of individual ex-participants and organizations and agencies.

In response to a request from an ex-participant who attended training in disaster prevention in Japan, a seminar with the support of JICA was held in the Philippines in fiscal 2004. In the seminar, which was attended by ex-participants from five countries (Philippines, Indonesia, China, Nepal, and Iran), an instructor was dispatched from Japan and additional training regarding disaster prevention measures was provided. The ex-participants actively exchanged opinions as to how they apply skills acquired in Japan in their own countries. Participants made recommendations on improvements in training programs and the seminar was meaningful for JICA, too, in terms of improving the quality of cooperation and implementing programs more suitable for local needs.

Support after Completion of Cooperation

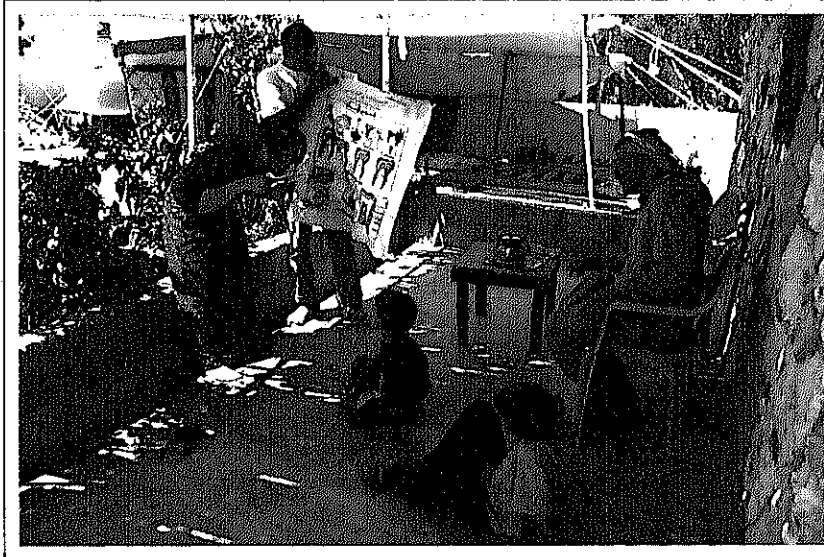
Support is provided if necessary after the completion of individual projects.

One example is a power generator installed in the Runga Power Station in Solomon with grant aid. Subsequently, demand for electricity increased due to urbanization so rapidly that the power supply of the power station could barely meet the demand. As a result, the station had to be operated continuously for hours, making regular inspection impossible for a long time. Coincidentally, civil wars broke out in 1999, immediately after the operation of the generator started, leading to degradation of the national economy. Solomon had no capacity left to repair the generator on its own or purchase the necessary spare parts. On the other hand, local people were aware of the importance and usefulness of the generator and were willing to receive technical guidance to be able to maintain and operate it independently. Accordingly, follow-up cooperation provided spare parts and experts capable of maintenance and instruction. The work of the dispatched experts was confined to support repair work, which requires advanced skills, and local engineers successfully restored the generator and became capable of maintaining it themselves.

Thus, even after completion of cooperation, JICA provides additional necessary assistance as follow-up cooperation with knowledge of updated status using information from local offices. At the same time, JICA feeds back the outcomes to related parties to implement more effective and efficient projects.

Winners of the 25th International Cooperation Photo Contest

JICA holds an international cooperation photo contest every year to deepen public interest in and understanding of developing countries and international cooperation. Awards were given to 20 photos in the 25th Photo Contest for fiscal 2004.



JICA President's Award Tooth-brushing lesson

Keisuke Ebisu
Photo taken in Syria

Comment from the award winner:
This award came as a complete surprise to me. I simply captured a scene of cooperation provided by a JOCV. I majored in Middle East studies, specializing in Syria in graduate school, and in that sense I am happy if this award gives more people the opportunity to understand something about Syria. I now have discovered a new dimension to my relationship with Syria in terms of international cooperation, in addition to the research perspective (excerpt).

Review by the jury president

Sanae Numata (photographer)

The standard of photos is improving every year and this year we have more photos with explicit messages that directly appeal to viewers.

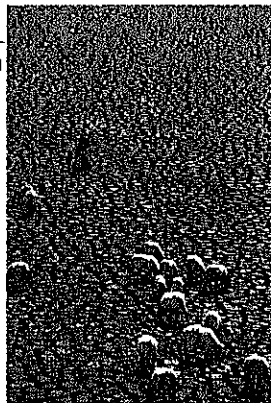
The President's Award winner, "Tooth-brushing lesson," which might seem a commonplace image, captures the moment of each person depicted very well: a devoted JOCV teaching, children intently listening to the volunteer, and their father watching and smiling gently.

I would like to see more photos depicting the expressions of people living in cooperation with one another and which capture the atmosphere of a scene submitted to the International Cooperation Award, as well as photos that capture the lives and dramas of people in the field for the General Award (excerpt).

General Award

Change in the lake bottom

Rika Ishii
Photo taken in India



International Cooperation Award

Eradicating infectious diseases

Mari Sakamoto
Photo taken in El Salvador



International Cooperation Award

We painted pupils on a daruma doll

Yutaka Kubota
Photo taken in Fiji



General Award

A digital camera made in Japan? Everyone shows up!

Yasuhide Moriguchi
Photo taken in Ethiopia



International Cooperation Award: Photos submitted for this award should feature Japanese people and people from developing countries engaging in technical cooperation and on-site exchange.
General Award: Photos submitted for this award should feature people living in a natural environment or culture in developing countries.

Other award winning photos can be viewed at <http://jica.go.jp/english/resources/photo/2004/2004jica.html>
Please contact the secretariat of the JICA International Photo Contest for details and inquiries at Tel: 03-5322-2552 or view the page at <http://www.jica.go.jp/english/resources/photo/entries.html>