No.

JAPAN INTERNATIONAL COOPERATION AGENCY

EVALUATION BY THIRD PARTY
THEMATIC EVALUATION ON
SOUTH-SOUTH COOPERATION

FINAL REPORT

MARCH 2006

KAIHATSU MANAGEMENT CONSULTING, INC.

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This report is prepared based on the findings of the Study Team. The views expressed in the report are those of the members of the Study Team and do not necessarily reflect those of JICA.

Preface

Japan International Cooperation Agency (JICA) facilitates participation of third parties to its evaluation activities in order to enhance not only objectivity and transparency but also quality of evaluation by utilizing their expertise. In particular, some of program-level evaluations including thematic evaluations are entrusted to Third Parties such as universities and private consulting firms. Thematic Evaluation on "South-South Cooperation" is one of those third-party evaluations since evaluation from wider perspectives and neutral standpoint was anticipated.

JICA defines South-South Cooperation as "mutual cooperation aimed at fostering self-sustaining development, involving deepening relations among developing countries while conducting technical and economic cooperation." We have announced a policy to support and promote South-South Cooperation as an effective tool for Capacity Development of developing countries as it leads to expansion of donor resources and facilitation of regional cooperation.

Under these circumstances, this thematic evaluation was conducted in order to find out measures to support South-South Cooperation more effectively. It focuses on JICA's assistance to South-South Cooperation such as Third Country Training and Third Country Expert Programs, and analyses them from the following perspectives: "how have those programs been placed under the policy and strategy of each stakeholder, i.e., an implementing country, a recipient country and Japan?" and "what effects have been achieved both in the implementing and recipient countries?" We hope to utilize the results of this evaluation survey in order to formulate and implement future projects for supporting South-south Cooperation more effectively and efficiently.

In addition, JICA has introduced "Secondary Evaluation by External Experts", that is, meta-evaluation by an external expert who is knowledgeable about targeted issues or evaluation methods. The result of the secondary evaluation is also inserted in this final report. I am most grateful to Dr. Akio Hosono, Ambassador of Japan to the Republic of El Salvador, and Dr. Hiromitsu Muta, Dean of Graduate School of Decision Science & Technology at Tokyo Institute of Technology, who graciously undertook the secondary evaluation upon our request.

Finally, I would like to express my sincere gratitude to the pertinent people who kindly provided cooperation and assistance to this evaluation survey.

March, 2006
Seiji Kojima
Vice President
Japan International Cooperation Agency

March 2006

Mr. Seiji KOJIMA
Vice President
Japan International Cooperation Agency

Letter of Transmittal

Dear Sir,

We are pleased to submit herewith the Final Report of Thematic Evaluation on South-South Cooperation. South-South Cooperation (SSC) is defined as “mutual cooperation among developing countries toward their autonomous development in strengthening their mutual collaboration and conducting technical and economic cooperation”, and your Agency has been supporting such SSC; for example, in combining the development cooperation of Japan with the resources of developing countries. The objectives of this study are to clarify the outcomes regarding such Support for SSC of your Agency, and to obtain the practical lessons for assisting effective and efficient implementation of future cooperation.

This study, in recognition that Japan has so far conducted the Support for SSC by means of various schemes, takes the following as its basic principles: (i) to include the Support for SSC in a wide range as the target of evaluation; (ii) to evaluate a series of SSC support activities comprehensively, but not individual projects; and (iii) to evaluate from the perspectives of Japan as well as of both implementing countries supporting SSC together with Japan, and recipient countries.

The study took three regions of Asia, Latin America and Africa as the target regions, selected one or two countries respectively from implementing and recipient countries of SSC in each region, and conducted the field surveys from August to September 2005. Afterward, the questionnaires survey was conducted for the overseas offices of your Agency and the agencies in charge of international cooperation for supplementing the results of the field survey. This study report was produced on the basis of the results obtained from these surveys.

In completing this study, we would like to express our sincere appreciation to the officials of your Agency. We would also like to send our great appreciation to all concerned agencies/institutes, which extended their kind assistance and cooperation to the Study Team. The Support for SSC of your Agency is expected to enhance the impacts of international cooperation of Japan together with its appropriate utilization. It is hoped that this Report could contribute to the improvement and further realization of the outcomes of SSC and the Support for SSC.

Very truly yours,

Hiroshi OKABE
Team Leader
Study Team of Thematic Evaluation on
South-South Cooperation

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Abbreviation

ACIC	Agency in charge of international cooperation
AGCI	Agencia de Cooperación Internacional
AICAD	African Institute for Capacity Development
AIHD	ASEAN Institute for Health Development, Mahidol University
ASEAN	Association of Southeast Asian Nations
C/P	Counterpart personnel
CARICOM	Caribbean Community
CD	Capacity Development
CENAPRED	Centro Nacional de Prevencion de Desastres
CENDEPESCA	Centro de Desarrollo Pesquero
CENEREMA	Centro Nacional de Capacitación y Entrenamiento en Reproducción y Manejo Animal
CENICA	Centro Nacional de Investigaciony Capacitacion Ambiental
CENMA	Centro Nacional del Medio. Ambiente
CLMV	Cambodia, Laos, Myanmar, Viet Nam
CONAF	Corporacion Nacional Forestal
DAC	Development Assistance Committee
DANIDA	Danish International Development Assistance
ECDC	Economic Cooperation among Developing Counties
EXPORTA	The Agency for Export Promotion of El Salvador
G77	Group of 77
GCA	Global coalition for Africa
IAI	Initiative for ASEAN Integration
ICESPO	Instituto Centroamericano de Estudios Superiores de Policía

IDEA	Initiative for Development in East Asia
IPSR	Institute for Population and Social Research, Mahidol University
IT	Information Technology
JARCOM	JICA-ASEAN Regional Cooperation Meeting
JBPP	Japan-Brazil Partnership Program
JCPP	Japan-Chile Partnership Program
JICA	Japan International Cooperation Agency
JKUAT	Jomo Kenyatta University College of Agriculture and Technology
JMPP	Japan-Mexico Partnership Program
JOCV	Japan Overseas Cooperation Volunteer
KEFRI	Kenya Forestry Research Institute
KEMRI	Kenya Medical Research Institute
KMITL	King Mongkut's Institute of Technology Ladkrabang
MDGs	Millennium Development Goals
MERCOSUR	Mercado Comú del Sur
MOU	Memorandum of Agreement
MWA	Metropolitan Waterworks Authority
NAETC	National Agricultural Extension and Training Center, Kasetsart University
NAM	Non-Aligned Movement
NEPAD	The New Partnership for Africa's Development
NGO	Non Governmental Organizations
NWTTI	National Waterworks Technology Training Institute
ODA	Official Development Assistance
OECD	Organization for Economic Co-operation and Development

PALOP	Paises Africanos de Lingua Oficial Portugues
PCM	Project Cycle Management
PDM	Project Design Matrix
PEAP	Poverty Eradication Action Plan
PP	Partnership Program
PPJA	Partnership Program for Joint Cooperation between Japan and Argentina
PROCHILE	Direccion de Promocion de Exportaciones
PRSP	Poverty Reduction Strategy Paper
SEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
SESEMAT	Secondary Science and Mathematics Teacher's Project
SICA	Sistema de la Integracion Centroamericana
SMASSE	Strengthening of Mathematics and Science in Secondary Education Project, Phase II
SSC	South-South Cooperation
TCDC	Technical Cooperation among Developing Countries
TCED	Third Country Expert Dispatch
TCTP	Third Country Training Program
TCTPG	Third Country Training Program for Group
TICA	Thailand International Development Cooperation Agency
TICAD	Tokyo International Conference on African Development
UMCE	Universidad Metropolitana de Ciencias de la Educación
UNDP	United Nations Development Programme
WSSD	World Summit on Sustainable Development

Summary

Summary

1 Study Background

According with the statement appearing in the revised "ODA Charter" approved by the Japanese Government in August 2003, "Japan is to promote South-South Cooperation (SSC) actively in collaboration with those developing countries, not only in Asia but also in other regions of the world, that show a more advanced path in their development. Apart from strengthening and consolidating its assistance within the framework of regional cooperation, Japan is also to continue providing support for wider cooperation efforts and initiatives involving various countries." Taking into consideration this rational as a base for intervention, JICA Mid-Term Plan expanding from October 2003 to March 2007 clearly stated that "JICA support for SSC-related activities should be enhanced to promote effectively capacity building in developing countries, lead to an increase in aid resources, and promote intra-regional cooperation." Linked to these considerations, and in order to facilitate JICA's relationship with SSC, JICA decided to set up a so-called "Issue-Specific Taskforce on SSC" in the fiscal year (FY) of 2003.

Japan started to play since 1974 a role within the umbrella of the "Third Country Training Program (TCTP)". In addition to this, the Japanese support for SSC included its participation in initiatives such as the one known as "Third Country Expert Dispatch (TCED)," and the "Partnership Program (PP)," among others. Japan and countries in Latin America and other regions have signed several PPs since then. New SSC projects have thus continued to be carried out. Additionally, possible adjustments to be undertaken in relation with SSC support activities have become clearer for JICA. This has been possible due also to the work performed in this context by the "Issue-Specific Taskforce on SSC." Issues to be now considered include, among others, how the SSC concept is to be approached within the framework of JICA's cooperation strategies, or how SSC projects can contribute effectively to recipient countries' development.

Within this context, JICA decided to carry out an Evaluation Study ("the Study") aiming to both, understand and comprehend SSC-related achievements, and deduct lessons that could contribute in practice to make JICA's support for SSC more effective and efficient.

2 Study Objectives

The main objectives of the Study may be presented as follows:

(1) To realize and analyze the circumstances under which SSC support activities have been structured to date among implementing and recipient countries and Japan, and the way any common interaction has taken place, and, in addition to this, classify and study the development policies' positioning and strategies of the said three types of stakeholders.

(2) To analyze the extent of contribution and effects of JICA's support in collaboration with implementing and recipient countries of SSC on the development of the said countries, and

(3) To recommend future improvement measures in order to achieve a more effective and efficient JICA's support for SSC from a strategic, systematic and operational aspects covering both, planning and implementation stages.

3 Evaluation Targets and Questions

It has been previously mentioned that the evaluation targets refer to the complete set of initiatives pertaining to JICA's SSC support activities, and not to individual projects. The regions the evaluation is to take place are: Asia, Latin America and Africa. It is deemed as a necessary requisite that one or two of the corresponding countries where the specific field survey is to be performed are selected each from implementing and recipient countries located in the above regions. After having discussed this issue with the corresponding JICA personnel, the countries below were chosen. The projects to be analyzed as case studies in this evaluation have been selected based on the characteristics and evaluation focus for each region. The above-mentioned questionnaire study was conducted in all JICA's overseas offices (exception made of JOCV offices).

Asia:	Implementing country	- Thailand, Indonesia (ASEAN office)
	Recipient country	- Cambodia, Laos
Latin America:	Implementing country	- Chile, Mexico
	Recipient country	- El Salvador
Africa:	Implementing country	- Kenya
	Recipient country	- Uganda

4 Evaluation Methods

The analysis workflow may be briefly divided into case study analysis, questionnaire study, and cross-regional analysis. The recommendations that follow are derived from this structure.

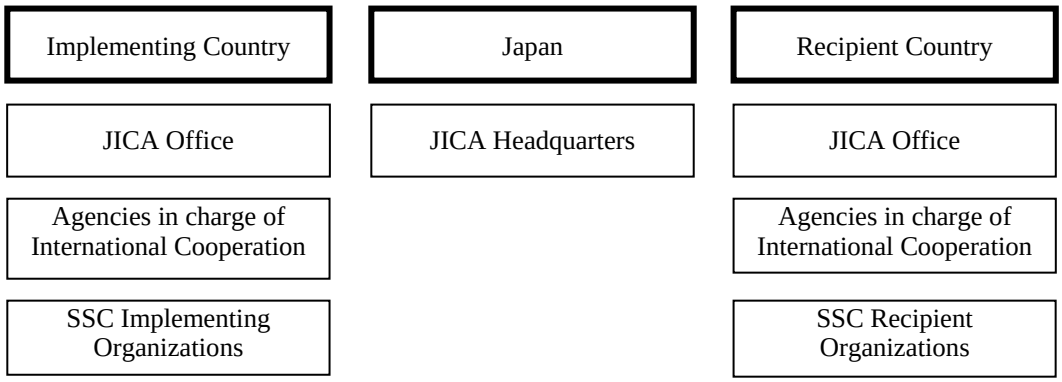
(1) Case Study Analysis

As a general rule, data and information collected were re-organized and analyzed along with the considerations set forth below. However, as the current situation pertaining to SSC support activities differs considerably in each particular region concerning their specific application, and with a view to making the existing context and analysis results derived as clear and easy-to-understand and apply as possible, a unified treatment of all regions was not chosen. Instead, it was left to the Study Team members' judgment how to compose and draft the corresponding study in each particular region.

a) Clarification of the Institutions Related with SSC

One of the particularities of SSC is the large number of stakeholders concerned. In the case of bilateral support, there are usually six bodies mainly involved on the ground as shown in the following figure. Having said this, particular attention is given to the analysis of the results obtained

through interviews with the personnel of those institutions in each region.



b) SSC Project Positioning and Involvement Degree of Concerned Organizations

In relation with the organizations mentioned above, the Study clarified the role played in each SSC project by each organization through analyzing their policies, strategies, planning activities, as well as general positioning. Together with this, the issue of how each organization's positioning is connected with a particular background and purpose was also analyzed. Furthermore, the degree of involvement of each concerned organization in the project in question from the moment of design to execution of the project, as well as the specific function performed, were also carefully observed. Other questions analyzed included how the information pertaining to a particular project was administered and controlled by each organization, and how each project's specificities were recognized as such.

c) Five Functional Classifications of JICA's *Thematic Guidelines on South-South Cooperation*

In order to evaluate the activities implemented in practice under the name of SSC support activities, JICA's Issue-Specific Taskforce on SSC classifies SSC support activities in conformity with the following five types of functions connected with the specific projects implemented by JICA, which include TCTP, TCED, PP and regional seminars, among others. The Study adopted such five functions in order to strengthen the understanding of SSC support activities.

d) SSC Contribution and Effects (Outcomes)

The main scheme of JICA SSC support activities is based on TCTP and TCED. The contribution and effects of these programs are considered to be structured along three levels (see the following table) as a process of capacity development of concerned persons or institutions. Therefore, the Study analyzes in which particular levels of the said SSC projects any contribution or effect is found, as well as the specific factors in question. The criteria under consideration are treated in the following Table 1.

Table 1　Outcome Classification

Contribution and Effect Levels	Contribution and Effect Contents
Individual Level	Improvement of technical or other specialized knowledge of individual by receiving a training program or the guidance of experts
Organizational Level	Changes in organizations, such as recipient bodies, implementing bodies, and agencies in charge of international cooperation (ACICs), directly related to SSC support projects. These changes, based on contributions and effects obtained at the Individual Level, include improvement of knowledge and skills in the organization and transformation of organizational structure and systems.
National and Societal Level	Changes brought by contributions and effects obtained at the Organizational Level and expanded outside of the organization in question directly involved. These changes include those found in country policy, strategy, and system, as well as people's beliefs and culture.

e) Facilitating and Impeding Factors for Outcomes

The analysis performed in the Study has taken into consideration the facilitating and impeding factors that are deemed as exerting an influence on the SSC project outcomes found.

f) Issues Related to Promoting SSC

The issues pertaining to SSC promotion were duly analyzed based on the results of the field survey in order to present specific recommendations for a more effective and efficient application of JICA SSC support activities.

g) SSC Project Structure Classification

From the point of view of a comprehensive analysis of SSC support activities, the SSC projects targeted in the Study were classified as mentioned below based on the results of the field survey and following analysis. This classification was deemed to be more pertinent after reviewing several different ways of classifications. Therefore, it was decided basically that the analysis be made by dealing the programs in the same classification below as a unit.

・TCTP for Group (TCTPG)	・TCTP conducted as a group training and usually structured independently without being linked to a specific technical cooperation project (official JICA SSC scheme)
・Contract-based TCTP	・TCTP conducted as a customized training for a particular recipient organization and often utilized as an input of a specific technical cooperation project
・TCED	・Experts from developing countries dispatched with particular assignments, often utilized as an input of a specific technical cooperation project
・Others	・Various SSC schemes by regions

(2) Questionnaire Study

The following issues were analyzed based on the results obtained from the corresponding questionnaire study targeting JICA offices and ACICs in implementing and recipient countries. Implementation of the questionnaire study aimed at complementing the results obtained through the case studies mentioned above.

・SSC Positioning and Strategy
・Collection and Utilization of Information of SSC Results
・Involvement in Planning and Implementation of TCTPG
・SSC Follow-up and Outcomes' Understanding

(3) Cross-Regional Analysis

Based on the outcomes obtained from the questionnaire survey and case studies' analysis, and in order to present a series of recommendations on future SSC support activities, an analysis underlining a comparison approach on common features and differences pertaining to current situations, outcomes and issues among regions was performed.

5 South-South Cooperation Definition

Although there is a lack of a universally accepted definition, it is generally considered that the SSC concept comprises both, TCDC and ECDC. JICA's Issue-Specific Taskforce on SSC defines "SSC" and "Support for SSC" in the following terms:

"SSC" concept:	Mutual cooperation aimed at fostering self-sustaining development that involves deepening relations among developing countries, while implementing technical and economic cooperation.
"Support for SSC" concept:	A combination of Japanese development cooperation and the resources of developing countries, or various forms of support by developed countries and international organizations for the above-mentioned SSC

6 Characteristics of Each Region and the Focus of Case Studies

(1) Asia Region (Recipient Countries: Laos and Cambodia; Implementing Countries: Thailand and Indonesia)

In Asia, particularly in Southeast Asian region, Support for SSC has a long history and the implementation of SSC has matured accordingly. The support for SSC has been conducted on the basis of the results of JICA technical cooperation projects. In recent years, Support for SSC has been conducted, in addition to TCTPG, in the form of TCED. Particularly in focusing on the narrowing of gaps among various countries, SSC has been emphasized for realizing the development effects to CLMV counties, namely Cambodia, Laos, Myanmar and Vietnam. Under these backgrounds, in order to conduct SSC more systematically, the JICA-ASEAN Regional Cooperation Meeting (JARCOM) was lately established in 2002. JARCOM was created with recognition of the JICA overseas offices and ACICs that it is necessary to formulate more effective SSC projects through careful matching of resources of implementing countries with needs of recipient countries. Moreover in Southeast Asian region, the regional integration has been actively discussed, and SSC as a means of the regional cooperation has been initiated. On the other hand, under the current trend of the local orientation, in the framework of the traditional technical assistance modalities like technical cooperation projects, cases using the development experience in neighboring countries have been increasing. For instance, the human resource development utilizing those of neighboring countries, mainly the training programs, have been conducted. Such cases have been also included into SSC since they utilize the development experience and technology of respective neighboring countries.

The case analysis in Asia has been conducted, focusing on such issues as the positioning of SSC, the respective mutual relationships, the actual situation of contribution and effects and the system of SSC at the JICA Offices, ACICs and the implementing organizations in Thailand as the implementing country, and Laos and Cambodia as the recipient countries.

(2) Latin America Region (Recipient Countries: El Salvador; Implementing Countries: Chile and Mexico)

In Latin America region, since the countries of the region share with the common language and cultural background and the regional cooperation and economic integration advances, there is a movement for develop the cooperation for resolving the common issues to the region. SSC has been noticed as a means to promote such a development in the region. In October 2005, “the Seminar of Capacity Development for SSC” (widely known as “the Bogota Seminar”) was held in Columbia. In January 2006, its follow-up seminar was held in El Salvador, in which a strong intention of the region working for the SSC was observed. Moreover in these meetings, the cases of Japanese Support for SSC were presented, which were highly appreciated by the countries of Latin America Region.

On the other hand, regarding the Japanese ODA for Latin America region, the budget

allocation has been declining every year, and this trend is assumed to continue in the foreseeing future. Under such a situation, Support for SSC in the region has been actively promoted in view that it is highly important for realizing the effective and efficient utilization of the aid resources. Under the circumstances, on the basis of rich records in the conventional Support for SSC such as TCTPG and TCED, new schemes have been emerging in the region. Specifically they include such as the mini-projects and the broad regional seminars conducted in the framework of the Japan-Chile Partnership Program (JCPP).

Considering the situation, the study and analysis for Latin America region focused on the ideal features of various schemes of Support for SSC and the relationship between the regional cooperation and Support for SSC.

In addition, this report, mainly based on the analysis of JCPP and Japan-Mexico Partnership Program(JMPP), Japan-Brazil Partnership Programme(JBPP), and Partnership Programme of Japan-Argentina(PPJA) are not included to subjects for analysis.

(3) Africa Region (Recipient Country: Uganda; Implementing Country: Kenya)

While the ODA budget of Japan to Africa region has been in an increasing trend, its ratio of the total ODA budget remains small compared to those to Asia and Latin America regions. For this reason, the human and material resources accumulated through the technical cooperation and the grant assistance is the precious assets for the region where the development has relatively delayed. Accordingly SSC can be viewed from the aspect of an efficient use of the limited aid resources. Moreover the region, where the national development effort is being undertaken on the basis of the Poverty Reduction Strategy Paper (PRSP), is forced to depend on donors, not only from the financial aspect but also from the autonomy in formulating the development strategies.

In the two countries subject to the study, TCTPG conducted by the implementing organizations of technical cooperation projects is the main activity of SSC. Therefore while TCTPG was the main study subject, Support for SSC by a technical cooperation projects was included as another study subject. Moreover, in view that the horizontal cooperation is the main feature in the region, the SSC project in Uganda, which was involved as an implementing country despite the initial setting as a recipient country, was also studied. Asia-Africa Cooperation projects, though they were not the projects directly subject to the study, were also included. In addition, it is tried to work out a trend of SSC in Africa region through analysis based on the study on the two countries. Countries, Tunisia, Morocco, and Egypt, which have concluded partnership program with the government of Japan, are out of focus for analysis.

7 Analysis Based on the Questionnaire Study Results

Under this study, the questionnaire shown in Annex 7 was distributed to JICA offices and the ACICs in recipient and implementing countries. A total of 57 overseas offices and 23 representative offices of JICA, totalling 80 JICA offices, and 80 ACICs received the questionnaire. The reply ratio was 53% for the former and 43% for the latter.

(1) Differences between JICA Offices and ACICs in Recipient and Implementing Countries

a) Existence of SSC Positioning and Strategy

The policy regarding SSC is given clear status at 56% of JICA offices in implementing countries but the ratio of 35% is much lower at JICA offices in recipient countries. The corresponding figures for the ACICs are 83% in implementing countries and 32% in recipient countries, indicating a clear difference between implementing countries and recipient countries. In regard to a SSC strategy, 63% of JICA offices in implementing countries have such strategy compared to 35% of JICA offices in recipient countries. The corresponding figures for the ACICs are 83% and 36% respectively, indicating a similar difference to that of the policy status of SSC. This situation suggests that SSC implementing parties generally recognise SSC as a means of providing development assistance. In contrast, the results of the recipient countries show a different picture. Many JICA offices in recipient countries do not recognise SSC as a measure of input in planning their activities.

b) Collection and Utilization of Information of SSC Results

The questions on the accumulation and utilisation of information are designed to clarify whether or not individual bodies properly understand the actual situation of SSC. In general, a strong interest in cooperation activities leads to the active gathering and accumulation of information and its objective-oriented utilisation. 56% of JICA offices and 75% of the ACICs in implementing countries accumulate information. In contrast, only 23% of JICA offices in recipient countries accumulate information. The ratio of the ACICs accumulating information of 41% is equally low although this is higher than the above ratio for JICA offices. Meanwhile, 31% of JICA offices and 75% of the ACICs in implementing countries utilise information. The corresponding figures for recipient countries are 12% for JICA offices and 36% for the ACICs.

These results indicate that JICA offices and ACICs in implementing countries are eager to gather information as implementation bodies of aid activities. In contrast, JICA offices in recipient countries seldom gather information.

c) Involvement in Planning and Implementation of TCTPG

The ratio of involvement in the planning of the existing TCTPG is 100% for JICA offices and 83% for the ACICs in implementing countries. In contrast, the corresponding ratio for recipient countries is 8% for JICA offices and 0% for the ACICs, indicating the virtual non-involvement of

these bodies in the planning process. A similar tendency is observed in regard to their involvement in the implementation of TCTPG as the involvement ratio is 81% for JICA offices and 83% for the ACICs in implementing countries while the corresponding ratio is 8% for JICA offices and 0% for the ACICs in recipient countries.

These results are easily expected in the situation that TCTPG is conducted in implementing countries. There are some cases in implementing countries where projects are being actively planned with related organizations using the project formulation study scheme and other relevant schemes. In contrast, JICA offices and the ACICs in recipient countries are hardly involved in either the planning or implementation of TCTPG.

d) SSC Follow-up and Outcomes Understanding

The involvement in follow-up activities for SSC is generally low for both JICA offices and the ACICs in implementing countries as well as recipient countries. Only 13% of JICA offices and 42% of the ACICs in implementing countries are involved in follow-up activities for SSC. The corresponding figures for recipient countries are 27% for JICA offices and 18% for the ACICs. Understanding of the outcomes of SSC is also low as only 25% of JICA offices and 17% of the ACICs in implementing countries. The corresponding figures for recipient countries are even lower at 15% for JICA offices and 9% for the ACICs.

As follow-up activities, JICA offices in some implementing countries dispatch a study team to recipient countries and conduct a fact-finding study on returned trainees. However, the existing follow-up activities remain at the level of individual persons. Follow-up activities, including the capacity building of an organization receiving an expert and/or training, are not reported. Some ACICs in implementing countries list joint evaluation with JICA office at the time of the completion of training as a follow-up activity. In recipient countries, the follow-up activities mentioned are mainly the submission of a report and interviews prior to return to the home country. Many of the ACICs, however, simply replied that no follow-up activities are specially conducted.

(2) Regional Differences in Asia, Africa and Latin America

a) JICA Offices in Implementing Countries

The basic characteristic of JICA offices in implementing countries is that all of the offices are involved in the planning of TCTPG, which is the main form of SSC. In regard to the other study items, there shows regional differences. JICA offices in Latin America score a high percentage in terms of status, strategy and data accumulation /utilisation, illustrating their tendency to put emphasis on SSC. In contrast, JICA offices in Asia do not give major status to SSC as a means of providing aid though given a certain priority. Interest in SSC is weak among JICA offices in Africa, as the JICA offices in Asia and Latin America are often involved in the implementation of projects which is not

necessarily the case of those in Africa. In general, follow-up activities and understanding of the outcomes do not appear to be a strong priority for JICA offices regardless of the region.

b) ACICs in Implementing Countries

The regional characteristic of the ACICs in implementing countries is that there is a significant difference between those in Asia and Latin America and those in Africa. In Asia and Latin America, SSC is given important policy as well as strategic status. In Africa, the involvement of the ACICs in SSC is small. Some countries in Asia and Latin America have their own aid program and provide aid as part of their diplomatic policy. The difference between Asia and Latin America lies with the fact that the ACICs in Latin America are interested in follow-up activities and understanding of the outcomes while those in Asia show a lower interest in these issues.

c) JICA Offices in Recipient Countries

The characteristic of JICA offices in recipient countries is that those in Latin America hold SSC important policy as well as strategy and regard it as a means of providing aid. In comparison, JICA offices in Asia are not particularly interested in these issues, indicating that they do not consider SSC and TCTPG in particular to be a means of tackling development tasks. Neither do they expect any specific development effects from SSC. The general interest in SSC is also low among JICA offices in Africa.

d) ACIC in Recipient Countries

The characteristic of the ACICs in recipient countries is similar to that of JICA offices in these countries. While the ACICs in Latin America give SSC important policy as well as strategic status, considering it to be a means of providing aid, those in Asia show little interest. A similar comparison is valid in terms of follow-up activities and understanding of the outcomes. In Africa, the ACICs in recipient countries have hardly any link to SSC.

The above-described regional situation suggests that there is a basis for JICA offices and the ACICs in recipient countries in Latin America to discuss SSC as a means of addressing development tasks and that there is hardly any such basis in Asia or Africa. As a result, SSC is seldom discussed in Asia and Africa. In contrast, implementing countries and recipient countries appear to maintain some sort of communication in Latin America.

(3) Conclusions

One major characteristic is that there are significant differences between implementing countries and recipient countries. The questionnaire study results suggest that SSC, especially TCTPG, is principally an implementing country-oriented activity. However, it is also a fact that there are regional differences. In Asia, SSC is basically implemented within the framework set by an

implementing country. The involvement of the recipient country is small and the general level of awareness of SSC as a means of development is low. The picture in Latin America is somewhat different as implementing countries and recipient countries appear to maintain some sort of communication. Recipient countries in this region are aware of SSC as a means of development. In Africa, the actual situation of SSC is that it is implemented within JICA's aid framework rather than that of implementing countries. The involvement of the ACICs in both implementing countries and recipient countries is small in this region.

8 Result of Case Studies and Cross-Regional Analysis

(1) Characteristics of Types of Support in Each Region

JICA's Support for SSC has been implemented mainly in the forms of TCTPG and TCED. The case study analysis shows that the support activities for SSC in each region have their own characteristics. As shown in the following sections, the support activities for SSC have been diversified in order to accommodate the different needs of each region.

a) The Types of JICA's Support for SSC

According to the result of field survey, in Asia region, although increasing number of PPs have been signed between Japan and the countries in the region, most of the projects under PP are designed along with Japan's ODA strategies. In other words, these projects are carried out as a part of ODA of Japan. In Latin America region, various schemes including region-wide seminars and mini-projects, as well as TCTP (contract-based and group training) have been developed. The types of support in this region incorporate the five functional classifications defined by the JICA Thematic Guidelines. Many of the projects are still implemented as a part of Japan's ODA; however, the projects in this region reflect the points of view and ideas of partner countries more effectively than those in Asia region. Among the three regions, Latin America is the region where "JICA's Support for SSC in the strict sense of the term", is most advanced. In Africa region, the support for SSC is carried out mainly through technical cooperation projects which strongly reflect Japan's ODA strategies.

b) Relationship among Related Organizations

In Asia region, under PPs, the JICA Thailand office has been assisting Thailand to become a new donor country, as well as to implement TCTPG. The implementing organizations of SSC, namely, institutions of higher education, specialized technical education institutions, training centers and educational institutions affiliated with universities, regard TCTPG as international business opportunities and chances for establishing relationship with counterparts overseas. These institutions, as contractors, conduct training according to the instruction given by the JICA and TICA. However, in recipient countries, JICA offices and ACICs show little interest in TCTPG, and recipient organizations make ad hoc selections of trainees only after they have received offers for training, and do not respond in a systematic manner.

As mentioned above, in Africa region, TCTPG have been conducted as a part of JICA's technical cooperation projects, and in many cases the training are initiated and led by JICA offices and requirements of the technical cooperation projects. ACICs in implementing countries, and JICA offices and ACICs in recipient countries show low interest in TCTPG. On the other hand, in Latin America region, the interest of recipient countries is high, which differ significantly from other two regions. In Latin America region, as seen in Chile (an implementing country), JICA office positions SSC as a part of its country assistance program, and progressively support it. Agencia de Cooperacion Internacional (AGCI), ACIC in Chile, has made positive efforts to promote horizontal cooperation with the purpose of achieving solidarity with other countries in the region. Horizontal cooperation is a type of cooperation among countries at similar developmental stages. Under such circumstances, implementing organizations are also positively involved in SSC activities. Moreover, all of the JICA offices and ACICs, and recipient organizations in recipient countries, recognize TCTPG as an important element in dealing with developmental issues.

c) Summary of Case Study and Survey

Table 2 and 3 show the summary of case studies and questionnaire study.

d) Causes for Similarities and Differences among the Regions

The degree of the organizations' involvement and interest in projects to support for SSC is closely related to how clearly the roles of those projects are defined in the organization for achieving its policies and strategies. The survey suggested that; 1) The degree of involvement of JICA offices and ACICs in implementing countries is nearly twice as strong as in recipient countries; 2) the reason for such strong involvement is that in implementing countries, support for SSC generally has budgets allocated. Therefore, the projects are monitored more closely along their development strategies, 3) while, in recipient countries, support for SSC are not recognized as an input into their developmental plan Therefore, these activities are not required to have a budget allocation, nor formal positioning in their project plans.

Table 2 Summary of Support Activities for SSC-1

(Types of Activities, Case Study, Questionnaire Study)

	Types of Support Activities	Case Study		Questionnaire Study	
		Positioning	Outcomes	Positioning	Outcomes
Asia	・TCTPG established training institutes ・Training conducted as a part of contract-based TCTP Combined Projects of Technical Cooperation with TCED ・Creation and implementation of any type of TCTP by JARCOM ・Partnership Programs as a framework for SSC	・Cooperation aimed at correcting gaps among different levels of development in the region ・Any type of TCTP conducted at organizations formally supported by JICA ・Combined Projects of Technical Cooperation with TCED ・Double tracked cooperation ・Implementing country conducts support project as a part of its foreign policy ・JICA conducts cooperation project in recipient country ・Endeavor for matching needs of recipient country and resources in implementing country (JARCOM)	・Quality training courses conducted at well established institutes ・High standards of Technology and skills being achieved ・Passive responses of recipient countries to TCTPG: technical development of trainees was the only expected achievement ・Achievements secured in the training courses contracted out to outside organization ・Expectation of positive results generated from projects formulated by JARCOM	・Implementing countries' strong interests and positive involvement in SSC (TCTPG) ・Recipient countries' low interests and passive involvement in SSC (TCTPG)	・Low interests in finding out effects of TCTPG shown by JICA and ACICs in implementing countries ・Low interests in finding out effects of TCTPG shown by JICA and ACICs in recipient countries
Latin America	・TCTP (contract-based and group training) conducted at institute formally supported by Japan ・Partnership Program as a framework for SSC ・Joint projects of JICA and implementing countries (TCED and TCTP (contract-based and group training)), utilizing Chile's experiences of Technical Cooperation Projects ・Implementation of Mini-Projects as a part of Partnership Programs	・Horizontal Cooperation ・Importance of Support for SSC recognized as injections into recipient country ・High interests in SSC shown by organizations of recipient countries ・Promotion of strategic cooperation by implementing countries ・Cooperation making good use of strong points of implementing countries ・Recognition of Importance of Partnership between JICA and recipient countries	・Achievements of Technical Cooperation Projects secured ・In some cases achievements of projects went above the level of individual trainees' development ・Trainees' technical improvement was the main achievement of Third Country Group Training	・Implementing countries' strong interests and positive involvement in SSC (TCTPG) ・Recipient countries' low interests and passive involvement in SSC (TCTPG)	・Low interests in finding out effects of TCTPG shown by JICA and ACICs in implementing countries ・Moderate interests in finding out effects of TCTPG shown by JICA and ACICs in recipient countries

Africa	・Cooperation through JICA projects that play major roles in Technical Cooperation Projects ・TCTPG conducted at organization where Technical Cooperation Project is being implemented ・Training implemented by organizations formally supported by JICA	・ Horizontal Cooperation ・ Expanding support projects by applying JICA Project Models ・ Conducting TCTPG as part of JICA projects being implemented ・ Support for SSC initiated by JICA	・ Achievements of Technical Cooperation Projects in recipient countries being secured ・ Trainees' technical improvement was the main achievement of Third Country Group Training	・Formulation and planning of SSC projects by JICA offices in implementing countries ・SSC projects conducted on the initiative of implementing organizations ・Low interests of other organizations in SSC	・Low interests in finding out effects of TCTPG shown by JICA and ACICs in implementing countries ・Low interests in finding out effects of TCTPG by JICA and ACICs in recipient countries

（Source）Compiled by Research Group

Table 3　Summary of Support Activities for SSC-2

(Facilitating Factors, Impeding Factors, Issues)

	Facilitating Factors	**Impeding Factors**	**Issues**
Asia	・Implementing organizations which function as leading educational institution ・Implementing organizations having close affinity with aid from Japan ・Implementing organizations recognizing activities for SSC as projects following countries' foreign policies ・Strong interest of recipient organizations ・Clear understanding of effects of projects in areas such as development of human resources ・Commitment of organizations involved ・Planned involvement in training courses by recipient organizations ・Implementation of projects with flexible use of Local Activity Expense ・Communication between recipient and implementing organizations ・Clear positioning of training as an element of Technical Cooperation Project ・Support from JICA offices in recipient countries ・Flexible selection of implementing organizations (valuing importance of language similarities, etc.) ・Respecting importance of language similarities (Thai & Laotian) ・Sharing roles among organizations concerned	・Lack of communication between implementing and recipient organizations for TCTPG ・Passive participation of organizations sending TCTPG trainees ・Difficulty in planned dispatch of TCTPG trainees ・Mismatching needs of TCTPG and content of training course ・Uneven levels of TCTPG trainees' readiness for training ・Difficulty for JICA office in recipient countries to get involved and take initiative ・Positioning of the projects not clearly recognized ・Difficulty in incorporating projects with international treaties ・Restrictions in systems of hosting organizations (duration, conditions, etc.) ・Large number of parties, hence, difficulty in coordination	Policies & Strategies ・Promoting Reconsideration of features of partnership ・Rearranging　concepts of international treaties Systems ・Establishing more effective system for JARCOM Operation ・Reconstruction of process of recruiting TCTPG trainees and implementing TCTPG ・Promoting accumulation and sharing of information ・Utilizing resources in neighbouring countries through Technical Cooperation Projects

Latin America	・Understanding of developmental issues by organizations concerned, and clear positioning of SSC in their activities ・Sense of solidarity & cooperation among the countries in the region ・Sufficient understanding of needs of recipient countries ・Good communication among organizations concerned ・Implementing organizations of high quality ・Linguistic & cultural similarities among countries ・Strong interests in of SSC held by organizations concerned	・Lack of communication between implementing & recipient countries for mini-projects ・Expenses borne by implementing organizations getting too heavy	Policies & Strategies ・Formulating new system of cooperation that reinforces implementing countries' strategies for international aid ・Forming supporting projects for SSC
Africa	・Common languages, culture, environment, history, etc. ・Needs of recipients well recognized (by preliminary research, course evaluation, follow-up study of returned trainees) ・Utilizing SSC support projects as injections for Technical Cooperation Projects implemented by recipient organizations ・Utilizing SSC support as injections for project implemented by recipient organizations ・After completion of TCTPG, recipient organizations establish systems in which they can effectively utilize achievements of training ・Utilizing SSC support projects as injections for Technical Cooperation Projects implemented by recipient organizations ・Flexible and timely injections are possible ・Being able to plan project content to suite needs of recipients	・Inappropriate facilities and equipments for the actual situations in trainees' countries ・Insufficient needs analysis ・Different languages used (English, French, Portuguese) ・Different price of daily allowance and accommodation fee between "Local Activity Expense" scheme and existing scheme. ・Diplomatic relationships where formal request for projects are difficult to obtain	Policies & Strategies ・Clarifying the positioning of SSC projects in the framework of JICA's aid programs ・Reviewing philosophy or a way of thinking? for sustainability System ・Establishing flexible system ・Forming a system for matching resources of implementing counties, and needs of recipient countries ・Providing funds for SSC projects Operation ・Confirming needs of recipients in TCTPG ・Follow-up for any type of TCTP ・Specifying criteria for expenses & selection

(2) Contribution and Effects

TCTP (contract-based and group training) been conducted by established organizations which play leading roles in their fields in respective countries. It has also been confirmed by the findings of interviews that in the regions of Asia and Latin America, TCTP have positively contributed to trainees' acquisition of new skills and knowledge.

However, the effects of any type of TCTP on the recipient organizations differed depending on their degree of the involvement in the training. In Asia region, the offers of the positions of trainees for TCTPG have never been regular, and this made it difficult for the recipient organizations to send trainees in a systematic way. Because of this, the effects of the training were often limited only to the improvement of technical skills and knowledge of individual trainees. On the other hand, when contract-based TCTP were conducted as a part of JICA's technical cooperation projects, the recipient organizations made their own choice on the training institute, and showed great initiative in the discussions with training institutes in deciding training content. In these cases, the involvement of the

recipient organizations was quite high, and consequently, the effects of contract-based TCTP reached the goals of technical cooperation projects.

In Latin America region, the JICA offices, ACICs, and recipient organizations of the recipient countries generally showed a high level of interest in any type of TCTP. In some cases, the effects of such TCTP were not confined to the mere improvement of individual trainees, but caused organizational development as well. In Africa region, since TCTPG is being conducted as a part of on going JICA's technical cooperation projects, the improvement of trainees' technical skills was successfully achieved. The effects of any TCTP reached the organizational level only in the cases that TCTP was targeted at personnel who were involved in JICA's technical cooperation projects or recipient organizations (e.g. in Uganda) has projects related to the training, while in other cases where the trainees were not part of JICA's technical cooperation projects, the effects were limited to the improvement of individual trainees only.

The results of the survey show that in both implementing and recipient countries, JICA offices and ACICs have low interest in finding out the effects of the projects and the need for post project follow-up. Because the implementing and recipient organizations think TCTPG are only for improving individual trainees' ability, they does not see the need for organizations to find out the outcome of the projects, nor are they in interested in utilizing the effects of the projects to improve other sections of the organizations. Also, as TCTPG are irregularly implemented, it is difficult for recipient organizations to utilize the projects systematically by incorporating them into the development strategies of the whole organization. Unless these factors are improved, the overall effect of any type of TCTP at the organization level cannot be expected.

(3) Facilitating Factors

a) Existence of Leading Implementing Organizations

As for implementing organizations where actual training takes place, the educational institutions which have established leading positions in the concerned fields in the respective countries were chosen. These institutions, using their own resources, were all capable of formulating and implementing training meeting the requirements of JICA offices or ACICs. They also had quality teams of academic staff (instructors and researchers) from which they could select and dispatch suitable specialists for SSC.

b) Strong Interest and Involvement of Related Organizations

The strong interest and involvement of the related organizations have also contributed to the outcomes of support for SSC. Especially the strong interest and involvement of JICA offices and ACICs in implementing countries, as well as, those of recipient organizations appear to be important facilitating factors.

c) The Implementing System that Enables Cooperation of Related Organizations

With such cooperation, the interest and involvement of organizations concerned have been increasing, which in turn, are producing better outcomes. These cases suggest that the system where organizations concerned can effectively cooperate is another facilitating factor for better outcomes.

d) Clear Positioning of SSC by Related Organizations

When Support for SSC are politically or strategically positioned clearly in their own schemes by the organizations concerned, the motivation and interest in achieving the objectives increase. This consequently leads to more positive involvement in implementation of the projects, and as a result, the projects attain higher levels of outcome.

e) Clear Understanding of the Outcomes by Recipient Organizations

To ensure positive outcomes of TCTP (contract-based and group training), it is important that appropriate feed back is given to the implementing organizations by the recipient parties. In such feed back, it is important for the recipient organizations, whether sending out trainees or receiving experts, to be conscious of the outcomes they have achieved through the training. In the case of training on a contract basis in the framework of technical cooperation project, training was conducted in a carefully planned manner, as the success or failure of training would directly affect the outcomes of the project. Some of the existing TCTPG achieved expected outcomes, when the recipient organizations clearly positioned the training course in connection with their personnel policies or in their strategies for resolving problems of their own organizations.

f) Communications between Implementation and Recipient Organizations

When the implementing organizations had a good understanding of the objectives of recipient organizations, the projects produced positive outcomes. In successful programs, the positive efforts were made to match the needs of recipient and the resources of the implementing organizations.

g) Common Language

In conducting any type of TCTP and TCED, the common or similar language(s) used by implementing and recipient countries greatly contributed toward achievement of positive outcomes. Those countries share many features such as culture, environment and history, as well as languages; these factors contributed positively towards the outcomes of the projects.

(4) Impeding Factors

a) Difficulty of Planned Dispatches of Trainees to TCTPG

In TCTPG, offers for the positions of trainees are made to the recipient organizations in an ad hoc manner. The cases in which trainees were selected to overcome the organizational issues were

very limited. Moreover, it was pointed out that the interest and involvement of the JICA offices in recipient countries were limited. Such difficulty in planned dispatches of trainees, passive selection of trainees, and low interest and involvement of core organizations, are some of the factors to limit the outcomes of the training courses.

b) Lack of Communications between Implementing and Training Organizations

In TCTPG, the trainees were selected and confirmed by the implementing organizations from the lists of candidates presented through the diplomatic channel. In practice, however, candidates were already short-listed by diplomatic channel before the implementing organizations make selection. As a result, the implementing and recipient organizations could not share the actual outcomes, which made it difficult to ensure the outcomes.

c) Unclear Positioning of Support for SSC

The case study analysis and the findings of the questionnaire study suggested that the Support for SSC were not clearly positioned in JICA's assistance programs in the respective countries. Especially in the recipient countries, many JICA offices were not sure of the significance of TCTPG. Those JICA offices have not been able to incorporate those training courses into their development projects as an important form of inputs; therefore, support for SSC has not been very effective.

d) Languages

The number of trainees affected by the language difficulty is relatively small; however, language barrier can be a factor which impedes the outcome of training.

e) Inappropriate Equipment and Facilities

When equipment and facilities used in implementing and recipient countries differ greatly from each other, the trainees could not make use of the skills and knowledge studied through TCTPG back home. This happened because the trainees sent by the recipient organizations did not met the entry requirement for participating the training. The selection of the trainees should be revised.

f) Inappropriate Training Contents

If the contents of TCTPG do not match the needs of the recipient countries, the outcomes of the training courses would not contribute to the organizational and social improvement.

(5) Advantage of SSC over Other Types of Cooperation

This section discusses the situations when SSC and Support for SSC become a better solution compared to other schemes. The issues and conditions of each situation are also considered.

a) Utilizing Local Resources

It is needless to say that when the implementing organizations of the training courses, whether conducting training or sending experts, are closely located to the recipient countries, the cost of the technology transfer would be much less and efficient, compared to when expertise for the training has to be obtained from distant countries including Japan. In such cases, SSC especially within the regions would have the advantage. However, it is also very important that the quality of expertise utilized for such training should be ensured; that is the level of the expertise used for the technology transfer should be of commensurate quality to enable it to satisfy the needs of the recipient countries.

b) Delivering Expertise through Similar Languages, Cultures, and Histories

Language similarity is not the only factor that facilitates better training courses. The countries that share similar levels of development, culture, socio-economic situation, historical background, etc. can also relate to each other well. Positive cooperation among the Latin American countries, and the horizontal cooperation among English speaking African nations, all share the characteristics of having many similarities. In such cases, SSC has relevancy in that it is easy for the implementing side to understand the needs of the recipient side. Therefore, they can deliver the training more effectively, and SSC can be an extremely effective form of cooperation within the regions.

c) Diversified Cooperation Schemes of Japan

The types of Japanese cooperation modalities have become greatly diversified. In addition to the conventional bi-country, or multi-country cooperation schemes, support for new donor countries through JARCOM and PPs, as well as support for TCDC, has been introduced. The diversified cooperation modalities like these are not easily found elsewhere. Therefore, it should be publicized as a unique feature of Japan's aid programs when informing the people in Japan as well as the international community.

SSC provides Japan with the opportunities to establish a new relationship with the countries that have already or nearly grown out of recipient status, such as Thailand and Chile. Such relationship will enable Japan and those countries to jointly develop different types of cooperation schemes. JICA and TICA, and JICA and AGCI will eventually become equal partners in delivering support to other developing countries, and it is expected that both countries will jointly engineer new types of support activities for SSC. Another advantage of this type of cooperation is that such continuous involvement for supporting the countries of higher developmental level, will allow Japan to maintain its presence as a donor in these countries.

9 Recommendations

(1) Issues and Recommendations regarding Policies on Development

a) Clarifying Strategic Positioning of Support for SSC in Recipient Countries

In order to make the support for SSC more effective, it is suggested that, especially in the recipient countries, any type of TCTP should be formally incorporated into the national developmental scheme, such as the Country Assistance Programs; in other words, these SSC activities should be recognized as vital elements of cooperative injection. In practice, the following steps should be taken; 1) based on the short and mid-long term goals of Country Assistance Programs or recipient organizations' activity plans, discuss the relevance of SSC as a means to achieve such goals, 2) once the decision has been made that SSC will be the effective means, 3) the strategies and activities for SSC or Support for SSC should be determined. 4) JICA should coordinate and agree with ACICs in recipient countries and implementing organizations. Then detailed plans should be made for individual SSC support projects, incorporating such strategies and activities.

(2) Issues and Recommendations regarding Systems

b) Strengthening Cooperation with Educational Institutions

The support for SSC has diversified to accommodate developmental issues of the country as well as the regions. The cases described here suggest that it is quite possible for developing countries to effectively utilize each other's knowledge, technology, and experience shared through SSC. The existence of established institutions that play leading roles in their fields of education in the respective countries was listed as one of the facilitating factors in the previous chapters. Most of those institutions have been assisted by JICA. Therefore, it is recommended that support for SSC in cooperation with these educational institutions should be promoted and that a network including these institutions should be established, for the positive outcomes. Such activities would lead to the forming of a system, in which the knowledge, technology, and experience available in the developing countries can be utilized more widely through SSC to achieve positive outcomes.

c) Sharing the Outcome of SSC by Implementing and Recipient Organizations

In order to secure effective outcomes of the support for SSC, it is recommended that a system in which implementing and recipient organizations can share information including the outcomes of projects be established. A system like this will clarify the project contents and the outcomes for both implementing and recipient organizations, and will enable more appropriate feedback.

d) Improving Communication among Organizations in Implementing and Recipient Countries

A large number of organizations are involved in SSC both in implementing and recipient countries. With smoother communication, all the organizations involved in SSC projects will have better understanding of their roles in SSC. The organizations in implementing countries will have

better understanding of the developmental needs of the recipient countries. As a result, the mismatching of the project's contents and the needs will be reduced. In order to achieve such objectives, it is suggested that systems like JORCOM that would improve communication among organizations in implementing and recipient countries should also be established in Latin America and Africa regions.

e) Introducing Planned Dispatch System of Trainees for TCTPG in Recipient Organizations

The offers for the opportunities to participate to TCTPG are given unsystematically to recipient organizations, which makes it difficult for them to make systematic use of TCTPG. Therefore, it is recommended that a planned dispatch system to meet the developmental needs of the recipient organization should be introduced. The following is one example of such a system; at the time of formulating programs, allocate annual quotas over multiple years on the number of trainees to be sent to specific organizations.

f) Projectization of Any Type of TCTP in Recipient Organizations

Presently, any type of TCTP and TCED are conducted separately; hence, their effects have been limited to the improvement of individual trainees. Therefore, the support for SSC should be planned and conducted in the form of "project" in recipient countries; in other words, should be incorporated into JICA's technical cooperation projects. This would increase the involvement of people concerned and ensure more appropriate monitoring, which would consequently lead to the achievement of better outcome.

(3) Issues and Recommendations regarding Operation

g) Sharing Information among JICA Offices

It is recommended that an information system for data collection, compilation, and accumulation, that enables JICA overseas offices to keep the track record of the support for SSC, and to monitor and evaluate the related activities. The database for trainees of training programs in Japan is already working, and the similar system should be introduced for all TCTP.

h) Reviewing the Process of Planning & Implementing the TCTPG

SSC support projects involve more parties than projects between two countries, and its related procedures are also more complicated. Therefore, the time it takes from the planning stage to actual implementing stage is much longer. Moreover, the official procedures for SSC support projects have been carried out through diplomatic channels, such as ACICs in implementing countries, and embassies in recipient countries. This means that actual implementing and recipient organizations are not directly linked. This present situation calls for a review of the process of planning and implementing the TCTPG. The following should be considered as possible solutions; 1) the staff involved in the projects from both implementing and recipient countries should take positive part in

the process of planning and implementation, and they should have sufficient communication to ensure good understanding of the needs and available recourses, 2) that the communication at this level should be allowed to amend the selection of trainees and training organizations if necessary, 3) the whole process from project identification to implementation should be simplified to reduce the time required, and 4) the necessity of official request being sent to Japan should be reviewed.

i) Establishing a Follow-up System for Any Type of TCTP

The follow-up to any type of TCTP, that is, in practice, the post training support for the trainees, is a very effective form of support for achieving positive outcomes. However, the post-training follow-up has never been given much thought or effort compared to the pre-training needs analysis or actual implementation of the training. Thus, it is recommended that follow-up systems should be established and incorporated into any type of TCTP. The actual implementation of such follow-up systems would, however, require considerable costs, and therefore practical discussions among JICA, implementing countries and recipient countries will be needed. The following system is suggested here as a possible solution; that JICA will bear the expense for the initial needs analysis and the follow-up study, and if it is clarified that the training course has achieved the expected outcomes, then may decide to continue with the consequent training course. After the second one, the recipient organizations will be responsible for summarizing the needs and notifying them to the implementing organizations.

10 Region specific Issues and Recommendations

(1) Asia Region

a) Reviewing JARCOM Framework

Although JARCOM make an effort to formulate training courses based on need, such courses are not necessarily formulated in practice. Moreover the positioning of JARCOM is not consistent between JICA and the implementing countries. Thus, a more efficient system should be devised in order to increase the options for JARCOM, in which 1) JARCOM's roles and responsibilities are specifically defined, 2) the development needs of recipient countries are better acknowledged, 3) training can be implemented as a input of JICA's technical cooperation project, and 4) training can be formulated to share the knowledge, technique and experiences among JICA's technical cooperation projects in ASEAN region.

b) Facilitation for Reconsidering the Features of Partnership

PPs are the program in which Japan and a partner country jointly conduct Support for SSC for SSC towards other developing countries, and it is hoped that the partner country holds equal positions with Japan even when the funds are not equally shared for implementing the Support for SSC. The following are suggested as necessary measures for better cooperation among PP countries, and for the future expansion of Support for SSC.

- When engaging in projects with a partner country of PP, the type of projects whether it

would be “PP-programs (where partners take equal roles)” or “Japan’s programs with some support of the partner country” should be clarified. This will enable the objectives of the projects to be set more clearly. Then the proportion of these two types of projects should be carefully considered. In order to make effective use of limited funds, the technology and experience of the developing countries are very valuable. Therefore, PPs should be increased, and the joint projects under the PPs should be given more recognition.

- Once it’s decided to formulate as a PP project, JICA and the PP-partner country should make suitable implementation plan and structure, carefully considering the partner country’s ODA policies and their budget.

c) Rearrangement of the Perception of International Commitments

In recent years as the modalities of Support for SSC have diversified, it needs to rearrange the approach of international commitments as the basis of implementation of cooperation. At present, international commitments between Japan and implementing/recipient countries are determined according to the main bodies of the implementation of activities. For example, in the case of TCTPG held in Thailand, international commitment is concluded assuming that the aid is provided to the training implementing country. The proper recipient is however the recipient country that dispatches trainees, thus the Thai side expresses a doubt on concluding an international commitment with Thailand that provided the assistance.

In order to improve the situation, the international commitments in Support for SSC should be principally considered as the aid to recipient countries. In clarifying the principle, the relationship among Japan and implementing/recipient countries becomes clear. Afterward the modalities of individual assistance should be worked out.

(2) Latin America Region

a) Promoting the Support for TCDC

Since the countries in Latin America Region share a lot of common features including languages, culture, and history, the needs of recipient countries for Support for SSC are high. The implementing countries are also positive about Support for SSC, as a form of horizontal cooperation. The number of Chile’s cooperation programs to other countries in the region has been increasing, and the programs are achieving expected outcomes. The intra-regional network has also been formed around Chile. Through these actions, Chile has been established as a new donor country in Latin America region.

The ODA budget of Japan for this region is on the decline, and the importance of effective and efficient use of the aid resources is essential. Therefore, Japan’s support for Chile’s cooperation

projects to other countries, such as TCDC projects, will be beneficial. TCDC is an effective type of cooperation for achieving positive outcome with limited funds from Japan, as well as for maintaining Japan's presence in the region. Therefore, it is recommended that the support for TCDC should be positively promoted.

b) Promoting the Partnership with Consideration for the Ability of the Implementing Country

Although Japan has concluded JCPP with Chile, the Japan's aid strategies precedes that of Chile's, in actual implementation of Support for SSC. As mentioned above, the Chile's capability as a donor country has been steadily developing. It is expected that, before long, Japan and Chile will become equal partners, instead of being in vertical relationship, and conduct the programs jointly. On the other hand, the approaches of Japan and Chile towards international cooperation are quite different in that Japan strongly requires the immediate effects of each specific project and country, while, Chile tries to broadly accommodate common needs of multiple recipient countries.

Therefore, for the effective Support for SSC in this region, the need of close discussion with implementing countries should be emphasized for formulating and implementing the projects. The following aspects should also be taken into consideration; 1) maintaining the Japanese policies on international aid, 2) understanding the conditions for the implementation, such as implementing countries' policies, budget, and partially developed aid delivery mechanisms, and 3) projects being beneficial for both Japan and implementing countries, and 4) achieving positive outcome for recipient countries.

(3) Africa Region

a) Promoting Support on SSC using JICA's Technical Cooperation Projects

In Africa region, since most of the countries share the similar levels of development, culture, and history, there is no clear distinction between implementing and recipient countries. The countries have horizontal relationships in which all lean from and teach each other depending on the fields the respective countries are good at. Moreover, the human resources available in the region is very limited, therefore, the necessity of fostering the capability of people through TCTPG is extremely high. In this context, the Japan's support for fostering capability of people has been highly appreciated. In Africa region, JICA's technical cooperation projects have been the main form of implementing SSC Support, and the projects have been producing reasonable outcomes.

Considering such present situation of the region, it is recommended that JICA should continue with the use of JICA's technical cooperation projects in promoting Support for SSC, while cooperating with the neighboring countries through the projects. For this, forming a network and establishing the cooperation structure among JICA's technical cooperation projects in the region will be necessary.

b) Support on SSC in Africa Region where Sustainability of Support is Low

Japan has just committed to increase aid to Africa region, and the development of this region is still much lower than other regions. Therefore, it is essential that Japan continues to support this region. In this context, SSC has merits in this region in terms of efficient use of limited resources and relevancy. However, the countries in this region still show great difficulty in sustaining the effects of projects by itself in the aspects of finances and autonomous management. Therefore, for any SSC support projects, JICA's continuous support would be essential.

For this reason, the sustainability should not be discussed at this stage as in the other regions. At present, it is more important to set practical objectives, as suggested below, including how they should be implemented and for how long.

- Support for SSC in Africa region should continue to be implemented as a part of JICA's technical cooperation projects. In particular, they should be positioned as a part of inputs into recipient countries of the technical cooperation projects.
- Support for SSC should not become the ultimate "objective", but rather, it should only be used when their cost efficiency is better than other types of schemes. It should be made clear to all JICA staff that Support for SSC is only a means to achieve outcome, but not an objective.
- Support for SSC should only be chosen over other types of cooperation, 1) when the effects in the recipient countries are expected to be great; that is when extended effects on organizational level are expected rather than limited on individual trainees, and also 2) when some form of JICA's direct support to the recipient country can be expected.
- The majority of SSC support would be implemented in the form of TCTP and TCED programs which take place in the region. However, when the expertise necessary for the program cannot be found in the region, as in a project where advanced technology is required, the possibility of cross-regional cooperation should be considered.
- Asia-Africa cooperation, a type of SSC is partly managed by the JICA Regional Support Office for Eastern and Southern Africa. The mechanism of identification of African needs, research of Asian resources, and their matching is being examined by JICA. It would not be enough when these works are conducted by only one staff in the office. Since matching the needs and resources is an extremely important task, it is recommended that the number of staff in the JICA office should be increased, and that some staff in JICA Offices in Asia region should be assigned to carry out resource research on Asia.

Chapter 1

Evaluation Study Outline

Chapter 1 Evaluation Study Outline

1.1 Study Background and Objectives

1.1.1 Japan and South-South Cooperation Support Activities

During the 1950s, while still receiving considerable volumes of foreign assistance for reconstructing the country after having been damaged by war, Japan decided to join the so-called Colombo Plan in 1954. As a donor country, Japan began to provide with technical cooperation assistance via accepting trainees from other developing countries. As an initial contribution to "South-South Cooperation (SSC),"[1] Japan started to play since 1974 a role within the umbrella of the "Third Country Training Program (TCTP)". In addition to this, the Japanese support for SSC included its participation in initiatives such as the one known as "Third Country Expert Dispatch (TCED)," and the "Partnership Program (PP)," among others. In this sense, Japan has been not only providing with technical cooperation to developing countries, but also playing an active role as a partner linking and facilitating their mutual development and understanding. This experience and the outcomes resulting from the Japanese participation in the initiatives mentioned above may be considered as unique and can rarely be found in other donor countries.

1.1.2 Study Background

According with the statement appearing in the revised "ODA Charter" approved by the Japanese Government in August 2003, "Japan is to promote SSC actively in collaboration with those developing countries, not only in Asia but also in other regions of the world, that show a more advanced path in their development. Apart from strengthening and consolidating its assistance within the framework of regional cooperation, Japan is also to continue providing support for wider cooperation efforts and initiatives involving various countries." Taking into consideration this rational as a base for intervention, JICA Mid-Term Plan expanding from October 2003 to March 2007 clearly stated that "JICA support for SSC-related activities should be enhanced to promote effectively capacity building in developing countries, lead to an increase in aid resources, and promote intra-regional cooperation." Linked to these considerations, and in order to facilitate JICA's relationship with SSC, JICA decided to set up a so-called "Issue-Specific Taskforce on SSC" in the fiscal year (FY) of 2003.

With a view of analyzing SSC support activities' outcomes, the common practice until now has been to evaluate each particular TCTP at the end of its implementation period via using five evaluation criteria that are quite similar to those used for the study of technical cooperation projects. Furthermore, a cross-sector analysis on SSC was also conducted during FY 2000 with the purpose of evaluating TCTP and TCED programs carried out in Thailand and Singapore.

[1] To be referred as "support for SSC." For the corresponding definition, see please Chapter 2.

Japan and countries in Latin America and other regions have signed several PPs since then. New SSC projects have thus continued to be carried out. Thanks to the said PPs, new schemes of SSC are possible by applying different collaboration schemes, such as TCTP and TCED programs, within a uniform and common strategy. Additionally, possible adjustments to be undertaken in relation with SSC support activities have become clearer for JICA. This has been possible due also to the work performed in this context by the "Issue-Specific Taskforce on SSC." Issues to be now considered include, among others, how the SSC concept is to be approached within the framework of JICA's cooperation strategies, or how SSC projects can contribute effectively to recipient countries' development.

For instance, according to JICA's "Thematic Guidelines on South-South Cooperation,"[2] relevant elements composing JICA's 'Support for South-South Cooperation' can increase and improve notably the quality of JICA assistance and expand significantly the impact of Japan's international collaboration efforts. Nevertheless, at the time when the range, cases and schemes of JICA's activities related to the 'Support for South-South Cooperation' have expanded considerably, various objectives and solution methods have been intermixed, from which conflicts of interest and criticism among the concerned stakeholders have emerged. Some concern remains thus in the sense that the main outcomes of JICA's 'Support for South-South Cooperation may be explained only difficultly on occasions."[3]

Within this context, JICA decided to carry out an Evaluation Study ("the Study") aiming to both, understand and comprehend SSC-related achievements, and deduct lessons that could contribute in practice to make JICA's support for SSC more effective and efficient.

1.1.3 Study Objectives

The main objectives of the Study may be presented as follows:

(1) To realize and analyze the circumstances under which SSC support activities have been structured to date among implementing and recipient countries and Japan, and the way any common interaction has taken place, and, in addition to this, classify and study the development policies' positioning and strategies of the said three types of stakeholders.

(2) To analyze the extent of contribution and effects of JICA's support in collaboration with implementing and recipient countries of SSC on the development of the said countries, and

(3) To recommend future improvement measures in order to achieve a more effective and efficient JICA's support for SSC from a strategic, systematic and operational aspects covering both, planning and implementation stages.

[2] January 2005, JICA

[3] JICA's "Thematic Guidelines on South-South Cooperation" p.7

1. 2 Evaluation Framework

1. 2. 1 Basic Principles

In evaluation terms, the Study was carried out taking permanently into consideration the following basic principles:

(1) SSC Support Activities' Range
(2) Comprehensive Evaluation of JICA's Plural SSC Schemes and Their Interrelated Application
(3) Evaluation Carried Out from the Point of View of Both, SSC Implementing, and Recipient Countries
(4) Provision of Specific Recommendations for a More Effective and Efficient Design and Implementation of SSC Support Activities

(1) SSC Support Activities' Range

Promotion of more effective and efficient collaboration frameworks of Japan's assistance was considered to be one of the most important objectives for Japan's SSC support activities in the past. This should be categorized separately according to the principle of SSC support activities[4] aiming at the sustainable development of each developing country through mutual cooperation among them however, as JICA's Issue-Specific Taskforce on SSC deems both groups of activities as constituting support for SSC, the Study follows it.[5]

(2) Comprehensive Evaluation of JICA's Plural SSC Schemes and Their Interrelated Application

Until now, Japan's SSC schemes integrating TCTP and TCED programs count on a larger history than other similar SSC initiatives. Apart from the said programs, SSC support activities are also being implemented taking as a base PPs that serve as a comprehensive framework through which the different Governments of Japan and their counterparts in developing countries have been supporting the efforts of other developing countries and regions. In addition to this, Japan has promoted SSC support activities via other schemes, such as triangular cooperation frameworks in collaboration with developing countries and which aim was to contribute to other developing countries' development. A case of this might be the rural development programs carried out in Cambodia through the UNDP Human Resources Development Fund. Further, technical assistance to new emerging donor countries in order to develop their capacity as such, and support activities for promoting regional cooperation via institutional mechanisms, such as ASEAN, differ from those Japanese conventional technical cooperation programs. It is not a question of dealing separately one by one with SSC-related projects in the Study, but of evaluating all SSC programs and initiatives in a systemic and comprehensive way. Observing this approach as a guide, and in addition to carry out the

[4] For a definition of this term, see please Chapter 2.
[5] JICA Thematic Guidelines on South-South Cooperation

corresponding analysis of "case studies" pertaining to different SSC support projects, a "Questionnaire Study" was decided to be undertaken in order to complement the results obtained from the case studies.

(3) Evaluation Carried Out from the Point of View of Both, SSC Implementing, and Recipient Countries

At a moment when JICA SSC initiatives are becoming increasingly wider and more plural, and the number of concerned stakeholders is also increasing, it is to be concluded that there exists some divergences between JICA SSC activities' concept and aid implementing and recipient countries' positioning that deserves particular attention.[6] Taking this issue into consideration, an evaluation was to be performed in order to integrate implementing and recipient countries' views on the extent to which the Japanese SSC concept is of acceptance in the said implementing and recipient countries, the strategic consideration of SSC support activities adopted in those countries, the eventually speculative background[7] in the same countries when Japanese SSC support activities are implemented, the extent of understanding of the outcomes of SSC support as well as the interest that can be found in such countries in receiving the said SSC support activities.

As stated above, JICA' SSC support activities had originally as a mission the development and diffusion of outcomes pertaining to the technical assistance offered by Japan. For this, activities were focused on TCTP. Currently, however, the considerable importance has been claimed on the effectiveness on the development of recipient countries. This consideration has started to be also particularly observed when evaluating JICA's SSC support activities' results. Furthermore, the introduction of the "Poverty Reduction Strategic Plan" (PRSP), and other complementary programs, continues also to exert a powerful influence in the organization of policy structures in different recipient countries. For this, any eventually required assistance adjustment frameworks such as donor coordination are also been taken into consideration. Within this background, the outcomes for recipient countries derived from the implementation of JICA SSC support activities were also to be integrated at this time in the corresponding research.

(4) Provision of Specific Recommendations for a More Effective and Efficient Design and Implementation of SSC Support Activities

JICA's support for SSC is expected to exert a considerable influence in increasing Japan's international profile in assistance programs in general. In order to be fully aware of what should be done to maximize such potential, and eventually improve the quality of SSC support activities, the Study has tried to extract practical recommendations from the results obtained.

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[6] Thematic evaluation on South-South Cooperation, 2001

[7] Such as diplomatic or political considerations or strategic needs or needs related to interest in strengthening capacity

1.2.2 Evaluation Targets and Questions

The Study is structured containing the following evaluation targets and questions:

(1) Evaluation Targets

It has been previously mentioned that the evaluation targets refer to the complete set of initiatives pertaining to JICA's SSC support activities, and not to individual projects. The regions the evaluation is to take place are: Asia, Latin America and Africa. It is deemed as a necessary requisite that one or two of the corresponding countries where the specific field survey is to be performed are selected each from implementing and recipient countries located in the above regions. After having discussed this issue with the corresponding JICA personnel, the countries below were chosen.[8] The projects to be analyzed as case studies in this evaluation have been selected based on the characteristics and evaluation focus for each region.[9] The above-mentioned questionnaire study was conducted in all JICA's overseas offices (exception made of JOCV offices). It was also decided not to target directly "Asia-Africa Cooperation" in the Study.

Asia:	Implementing country	- Thailand, Indonesia (ASEAN office)
	Recipient country	- Cambodia, Laos
Latin America:	Implementing country	- Chile, Mexico
	Recipient country	- El Salvador
Africa:	Implementing country	- Kenya
	Recipient country	- Uganda

Moreover, JICA internal evaluation pertaining to the status of JICA support for SSC continues. In this sense, the "South-East Asia Region Implementation Plan (Draft)"[10] deals with the analysis of eventual trends that can possibly be observed in JICA's support for SSC in South-East Asia. In the document in question, different recommendations are presented for a more effective and efficient operability of the corresponding activities through a "system improvement plan aiming at the promotion of JICA support for SSC."[11] Taking all these considerations into account, the Study has only considered for its analysis the information available to the Study Team up to November 2005.

(2) Evaluation Questions

Based on the three study objectives that appear in Table 1-1, key evaluation questions are formulated in the Study. Question (i) refers to Objective (1); Questions (ii) and (iii) refer to Objective (2); and Question (iv) refers to Objective (3).

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[8] For information on selection criteria, see please attached Appendixes No. 1 and 2.

[9] Please refer to beginning of Chapter 3.

[10] JICA internal documents, JICA Asia Group 1, September 15th, 2005

[11] JICA internal documents, South-South Cooperation Task-Force, September 2005

Table 1-1 Objectives and Evaluation Questions

Objectives	Key Evaluation Questions
(1)	(i) How do JICA's SSC support activities' stakeholders mutually interact, and what type of relationships do they nurture? (SSC support activities' stakeholders include here Japan, implementing and recipient countries, JICA offices, agencies in charge of international cooperation (ACICs), and implementing and recipient organizations).
(2)	(ii) What do the contribution and effects of SSC support activities mean? (iii) Are there any contribution and effects on SSC support activities?
(3)	(iv) Are SSC support schemes (e.g. TCTP, TCED, PP) systemized in order to manage efficiently those activities necessary for the achievement of SSC support activities' objectives[12]?

1.2.3 Evaluation Methods

The link between the analysis workflow and the evaluation questions pertaining to the Study is reflected in Figure 1-4 below. The said analysis workflow may be briefly divided into case study analysis, questionnaire study and cross-regional analysis. The recommendations that follow are derived from this structure.

(1) Case Study Analysis

As a general rule, data and information collected were re-organized and analyzed along with the considerations set forth below. However, as the current situation pertaining to SSC support activities differs considerably in each particular region concerning their specific application, and with a view to making the existing context and analysis results derived as clear and easy-to-understand and apply as possible, a unified treatment of all regions was not chosen. Instead, it was left to the Study Team members' judgment how to compose and draft the corresponding study in each particular region.

a) Clarification of the Institutions Related with SSC

One of the particularities of SSC is the large number of stakeholders concerned. In the case of bilateral support, there are usually three bodies mainly involved on the ground, which are (i) JICA, (ii) the respective implementing organization, and (iii) ACICs, in the recipient country. However, the involvement of a total of six entities is required in SSC projects. These are, apart from the previously mentioned ones, other three organizations acting in the implementing country (Please see Figure 1-1). Having said this, particular attention is given to the analysis of the results obtained through interviews with the personnel of those institutions in each region.

[12] Such objectives are stated in "Efficiency and Increase in the Impact to End-Recipient Countries through Assistance Connection and Resources Utilizaton with New Emerging Donor Countries" and "Support for New Emerging Donor Countries to Become Donors" (JICA 'Thematic Guidelines: South-South Cooperation" January 2005).

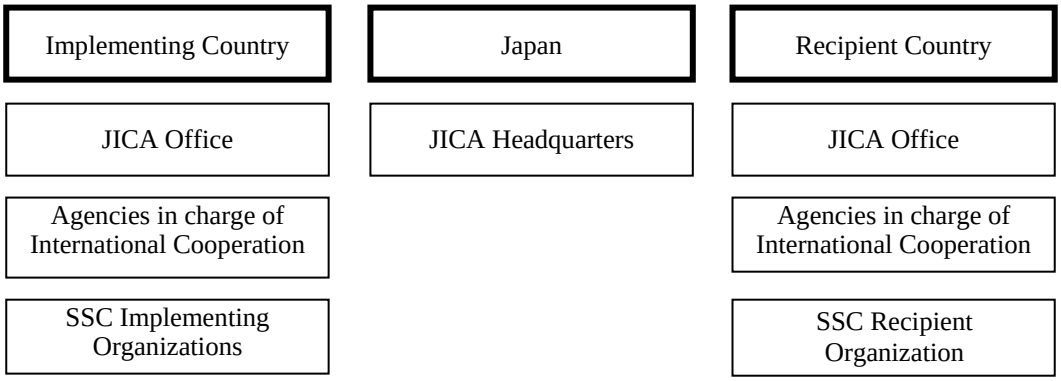


Figure 1-1 Organizations Involved in SSC Support

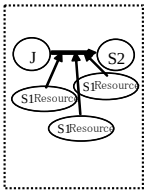
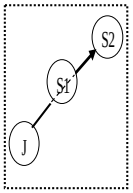
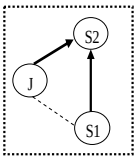
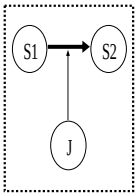
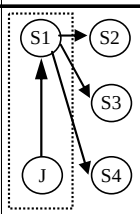
b) SSC Project Positioning and Involvement Degree of Concerned Organizations

In relation with the organizations mentioned above, the Study clarified the role played in each SSC project by each organization through analyzing their policies, strategies, planning activities, as well as general positioning. Together with this, the issue of how each organization's positioning is connected with a particular background and purpose was also analyzed. Furthermore, the degree of involvement of each concerned organization in the project in question from the moment of design to execution of the project, as well as the specific function performed, were also carefully observed. Other questions analyzed included how the information pertaining to a particular project was administered and controlled by each organization, and how each project's specificities were recognized as such.

c) Five Functional Classifications of JICA's *Thematic Guidelines on South-South Cooperation*

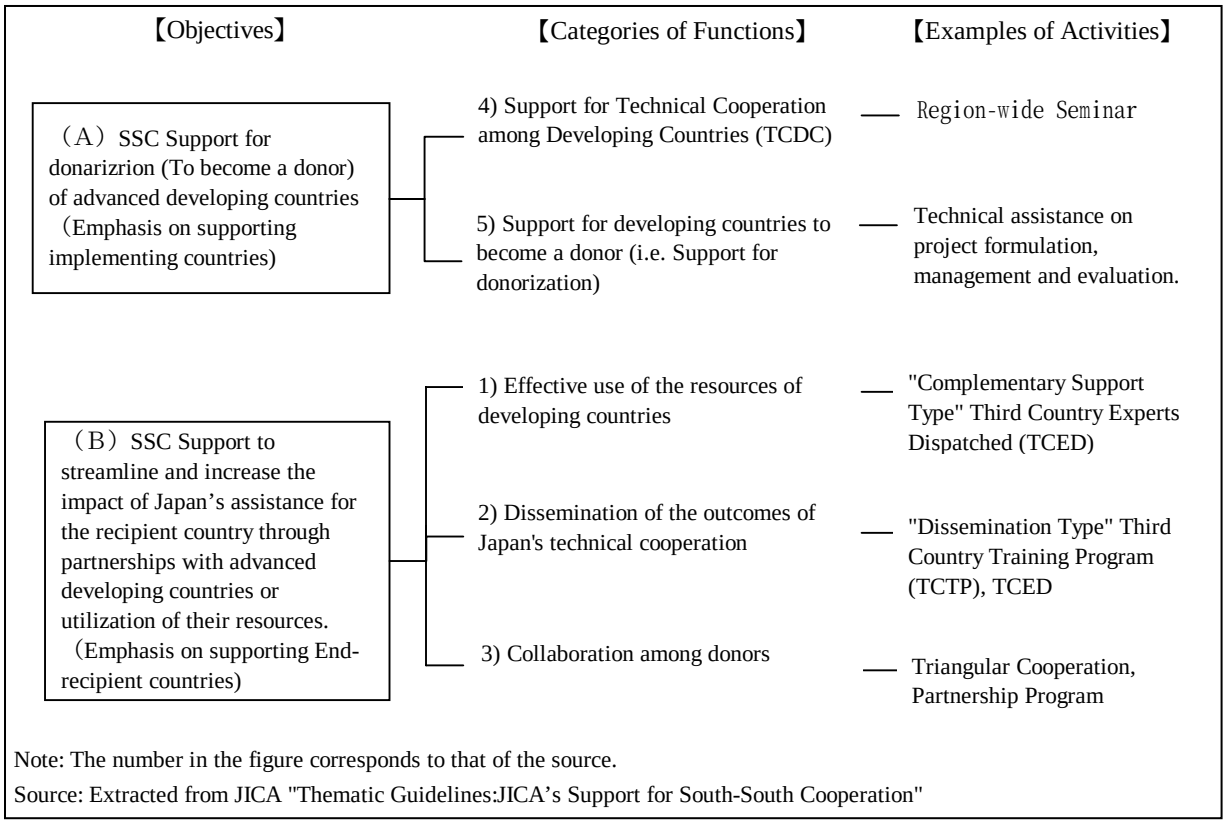
In order to evaluate the activities implemented in practice under the name of SSC support activities, JICA's Issue-Specific Taskforce on SSC classifies SSC support activities in conformity with the following five types of functions connected with the specific projects implemented by JICA, which include TCTP, TCED, PP and regional seminars, among others (See please Table 1-2 and Figure 1-2). The Study adopted such five functions in order to strengthen the understanding of SSC support activities. The said five functions are explained below.

Table 1-2　Five Functional Classifications of SSC Support Activities Based on the *Thematic Guidelines on SSC*

Function	Image	Concept, Definition and Significance	Target of Support	Conformity with the Country Assistance Strategy toward the End-recipient countries
1.Effective use of the resources of developing countries		・Aiming at enhancing impact of cooperation to the end-recipient countries. Employed in the case that human recourses and training in Japan can not cope with or that human resources and training in developing countries is much appropriate.	End-recipient Countries	Most Necessary
2.Dissemination of the outcomes of Japan's technical cooperation		・Aiming at disseminating the outcome of Japanese technical assistance to other countries or regions. The TCEP and TCED from advanced developing countries is the main activity. ・The understanding and cooperation of these hub-countries is necessary, as their initiative is not required.	End-recipient Countries and their surrounding area	Necessary
3.Collaboration among donors		・Japan and new emerging donor countries collaborate in an equal position and support the end- recipient countries by utilizing each resource. ・It is necessary that the partner country has the sense of initiative and ownership for the cooperation.	End-recipient Countries	Necessary
4.Support for Technical Cooperation among Developing Countries (TCDC)		・ A developing country or region gives support to others developing countries or regions. ・Japan provides various forms of indirect support including financial activity and other necessary arrangements. Target both implementing and end-recipient countries. Capacity building of implementing countries is not the primary goal.	Both End-recipient Countries and Implementing Countries	Basically necessary (to be flexibly adjusted according to the scale of project)
5.Support for developing countries to become donors (i.e. Support for donorization)		・Japan provides various forms of support to strengthening capacity toward new emerging donor country when it planed and implemented the SSC policy or has a strong incentive of implementation. ・Japan's technical assistance is limited toward only new emerging donor countries, not expanded to the end-recipient countries.	Implementing Countries	Not always necessary

Note：　J：Japan
S：Southern countries engaged in SSC or TCDC
Arrow：Inputs (Human, material and other resources)
Areas enclosed with dotted lines indicate the scope and extent of Japan's cooperation activities.

Source: JICA, Thematic Guidelines on South-South Cooperation, January 2005, pp.8-15.



Note: The number in the figure corresponds to that of the source.
Source: Extracted from JICA "Thematic Guidelines:JICA’s Support for South-South Cooperation"

Figure 1-2 SSC Objectives, Functions and Activities

d) SSC Contribution and Effects (Outcomes)

As stated in different parts of the Study, the main scheme of JICA SSC support activities is based on TCTP and TCED. The contribution and effects of these programs are considered to be structured along three levels as a process of capacity development of concerned persons or institutions: (1) Individual participating in the training program or receiving the technical transfer from specific experts, or “Individual Level;” (2) Organization dispatching or receiving experts or “Organizational Level;” and (3) Outside of organizations, or “National or Societal Level.” Therefore, the Study analyzes in which particular levels of the said SSC projects any contribution or effect is found, as well as the specific factors in question. The criteria under consideration are treated in the following Table 1-3. It is to be noted that, in the Study, contributions and effects are jointly considered as “outcomes” as well.

Table 1-3 Outcomes Classification

Contribution and Effect Levels	Contribution and Effect Contents
Individual Level	Improvement of technical or other specialized knowledge of individual by receiving a training program or the guidance of experts
Organizational Level	Changes in organizations, such as recipient bodies, implementing bodies, and ACICs, directly related to SSC support projects. These changes, based on contributions and effects obtained at the Individual Level, include improvement of knowledge and skills in the organization and transformation of organizational structure and systems.
National and Societal Level	Changes brought by contributions and effects obtained at the Organizational Level and expanded outside of the organization in question directly involved. These changes include those found in country policy, strategy, and system, as well as people's beliefs and culture.

e) Facilitating and Impeding Factors for Outcomes

The analysis performed in the Study has taken into consideration the facilitating and impeding factors that are deemed as exerting an influence on the SSC project outcomes found.

f) Issues Related to Promoting SSC

The issues pertaining to SSC promotion were duly analyzed based on the results of the field survey in order to present specific recommendations for a more effective and efficient application of JICA SSC support activities.

g) SSC Project Structure Classification

From the point of view of a comprehensive analysis of SSC support activities, the SSC projects targeted in the Study were classified as mentioned below based on the results of the field survey and following analysis. This classification was deemed to be more pertinent after reviewing several different ways of classifications. Therefore, it was decided basically that the analysis be made by dealing the programs in the same classification below as a unit.

・TCTP for Group (TCTPG)	・TCTP conducted as a group training and usually structured independently without being linked to a specific technical cooperation project (official JICA SSC scheme)

・Contract-based TCTP	・TCTP conducted as a customized training for a particular recipient organization and often utilized as an input of a specific technical cooperation project
・TCED	・Experts from developing countries dispatched with particular assignments, often utilized as an input of a specific technical cooperation project
・Others	・Various SSC schemes by regions

(2) Questionnaire Study

The following issues were analyzed based on the results obtained from the corresponding questionnaire study targeting JICA offices and liaison offices in implementing and recipient countries.

・SSC Positioning and Strategy
・Collection and Utilization of Information of SSC Results
・Involvement in Planning and Implementation of TCTPG
・SSC Follow-up and Outcomes' Understanding

Implementation of the questionnaire study aimed at complementing the outcomes obtained through the performed case studies mentioned above. For this, clarifying some possible SSC points in common after a comparative analysis between implementing and recipient countries and the respective regions, together with extracting some eventual trend patterns and any possible relevant factor in this regard, were issues under consideration.

(3) Cross-Regional Analysis

Based on the outcomes obtained from the questionnaire study and case studies' analysis, and in order to present a series of recommendations on future SSC support activities, an analysis underlining a comparison approach on common features and differences pertaining to current situations, outcomes and issues among regions was performed.

1.3 Evaluation Procedures and Data Collection Methods

The Study was conducted from July 2005 to March of 2006, and structured as follows.

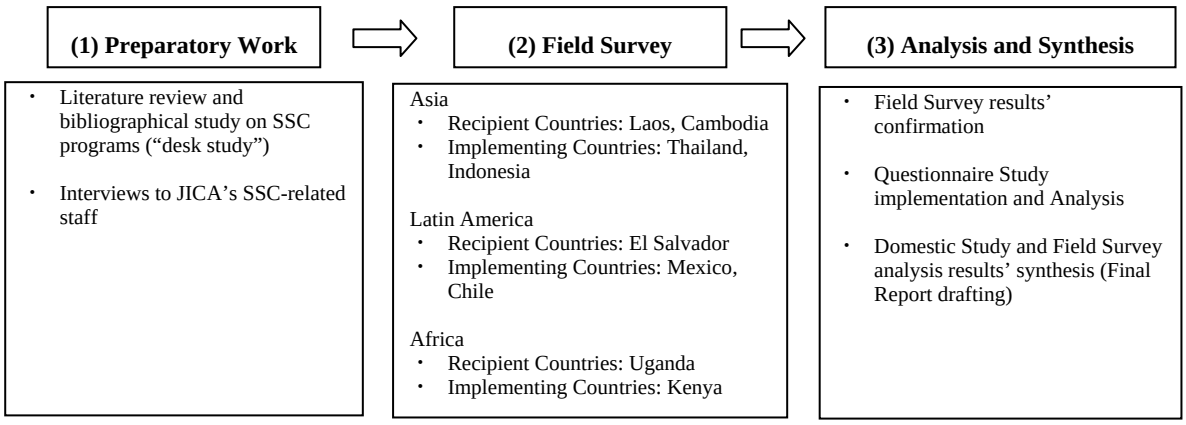


Figure 1-3 Evaluation Procedure

(1) Preparatory Work

a) Literature Review and Bibliographical Study on SSC Programs (“desk study”)

The corresponding Preparatory Work was performed during July and August of 2005 by reviewing related documents such as terminal evaluation reports of TCTPG and JICA SSC-related report studies. The policy of Japanese Government, as well as that of other institutions on SSC projects, was also scrutinized.

b) Interviews to JICA Officials

Hearing sessions with JICA Officials in different departments of JICA Headquarters and meetings with the Discussion Committee of JICA were carried out for obtaining the said personnel’s opinion on SSC support activities in each region as well as on the contents of the Study. Interview questions were structured in conformity with the Field Survey contents.

(2) Field Survey[13]

Each Field Survey was conducted during twenty days either in Asia, Latin America or Africa, covering the projects in question.[14] The Study Team visited both implementing and recipient countries and conducted interviews to the corresponding stakeholders. In implementing countries, these stakeholders included ACICs, any type of TCTP and TCED program implementing organizations, the concerned government ministries and JICA overseas offices. Similarly, in recipient countries, the Study Team interviewed ACICs, any type of TCTP and TCED program recipient organizations, the concerned government ministries, as well as the specific project sites and JICA overseas offices. TCTP instructors for any type and third country experts who were dispatched through TCED programs were also interviewed.

[13] See Appendix 3 for schedule of field survey and Appendix 4 for the list of interviewees in the Field Survey.

[14] Between August 21 and September 9 in Asia, between August 28 and September 16 in Latin America, and between September 4 and 23 in Africa

(3) Analysis and Synthesis

a) Questionnaire Study

Based on the results obtained through the hearing sessions with the concerned stakeholders and the literature review pertaining to the Preparatory Work, a questionnaire study was conducted. The pre-test of the draft questionnaire was conducted during the Field Survey in Asia and Latin America. The corresponding questionnaire sheets were completely drafted and distributed to 80 JICA offices over the world, including 57 JICA overseas offices and 23 field offices, as well as to 80 ACICs acting as counterparts of the same JICA offices. A total of 53% of JICA offices and 43% of ACICs replied to the questionnaire study in question.

b) Preparatory Work, Field Survey and Questionnaire Study Results' Synthesis (Final Report)

After collecting information from the Field Survey and Questionnaire Study, analysis and synthesis of the corresponding results for each region were performed. Based on such results, meetings with JICA Discussion Committee Members were held, and recommendations were finalized.

1.4 Study Team Composition

(1) Study Team Members

The Study Team is composed of the members listed below.

Name	Position	Company/Organization	Study area
Hiroshi Okabe	Leader	Kaihatsu Management Consulting, Inc. (KMC)	Africa
Koichi Miyoshi	Evaluation Method/Evaluation Planning	Ritusmeikan Asia Pacific University (APU)	Asia
Mimi Sheikh	Policy Evaluation	International Development Center of Japan (IDCJ)	Latin America
Kenichi Machida	Cooperation Impact Evaluation in Implementing Countries	Kaihatsu Management Consulting, Inc. (KMC)	Africa
Miyuki Okamura	Cooperation Impact Evaluation in Recipient Countries	Kaihatsu Management Consulting, Inc. (KMC)	Latin America
Nariman Dahlan	Statistical Analysis	Ritusmeikan Asia Pacific University (APU)	Asia

(2) Report Drafting Members

The members in charge of drafting this report are: (* indicates main drafter)

Chapter 1: Hiroshi Okabe*, Miyuki Okamura

Chapter 2: Hiroshi Okabe, Miyuki Okamura*

Chapter 3 Section 3.1: Koichi Miyoshi

Section 3.2: Mimi Sheikh

Section 3.3: Hiroshi Okabe, Kenichi Machida*

Chapter 4: Koichi Miyoshi*, Nariman Dahlan

Chapter 5: Hiroshi Okabe, Koichi Miyoshi*

Chapter 6: Hiroshi Okabe*, Koichi Miyoshi

(3) Discussion Committee

The members of the JICA Discussion Committee were:

【Office of Evaluation, Planning and Cooperation Department】	
Hisako Miwa	Group Director, Office of Evaluation
Kazuaki Sato	Team Director, Evaluation Planning and Coordination Team
Akihisa Tanaka	Country and Thematic Evaluation Team
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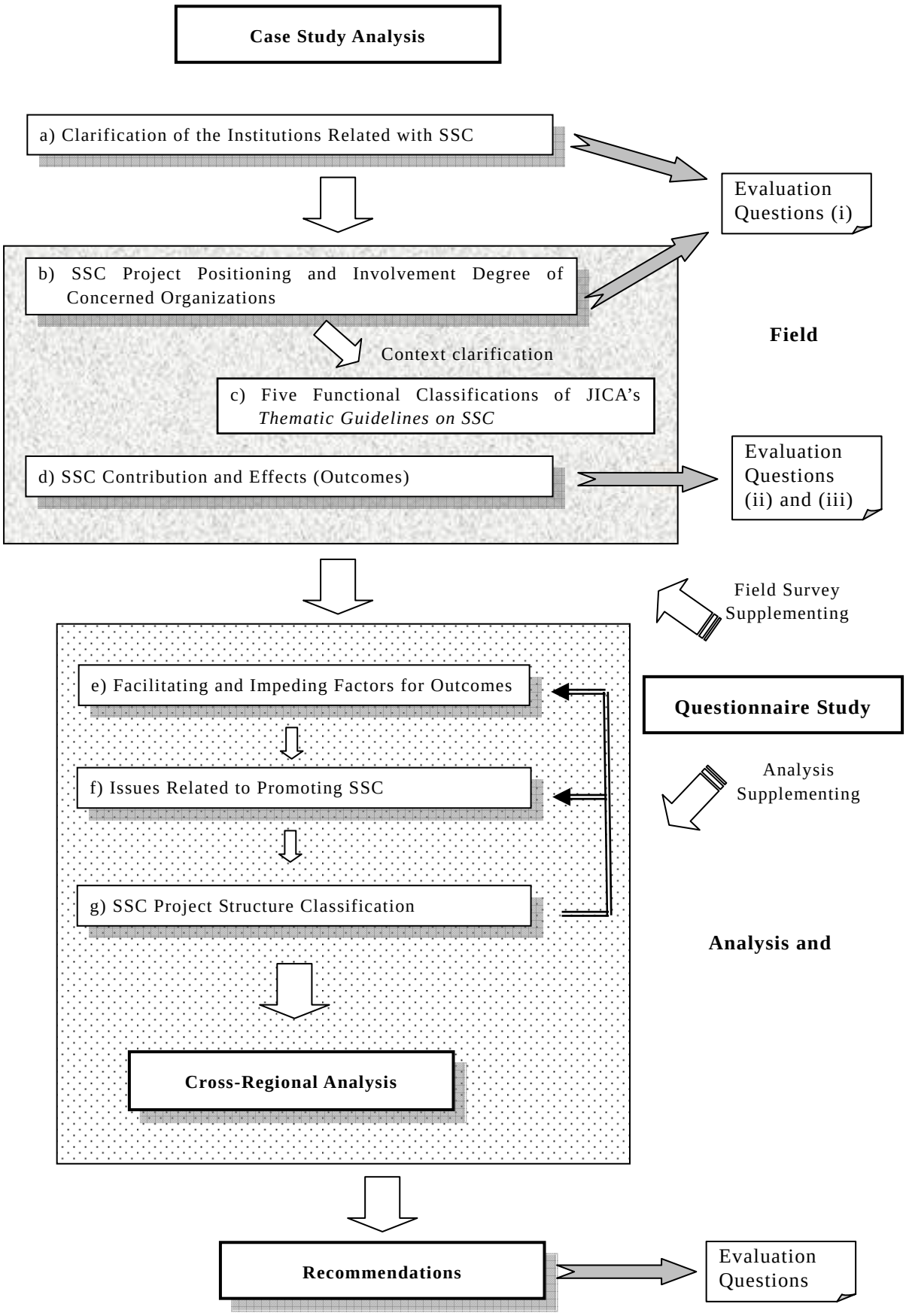

Figure 1-4 Analysis Workflow

Chapter 2

An Overview on JICA's Support to South-South Cooperation

Chapter 2 An Overview on JICA's Support to South-South Cooperation

2.1 South-South Cooperation Definition

Unlike the traditionally accepted definition based on aid relations of geographically vertical character between the South and the North, the SSC concept here used is formulated based on horizontal cooperation patterns among southern countries. Although there is a lack of a universally accepted definition, it is generally considered that the SSC concept comprises both, TCDC and ECDC. UNDP defines SSC as "a means for promoting effective development levels among developing countries via learning and sharing best practices and technology."[1]

In this sense, JICA's Issue-Specific Taskforce on SSC defines "SSC" and " Support for SSC" in the following terms:

- "SSC" concept: Mutual cooperation aimed at fostering self-sustaining development that involves deepening relations among developing countries, while implementing technical and economic cooperation.
- "Support for SSC" concept: A combination of Japanese development cooperation and the resources of developing countries, or various forms of support by developed countries and international organizations for the above-mentioned SSC

The Ministry of Foreign Affairs of Japan has not presented a final conceptual definition on this issue. Nevertheless, such a definition may be inferred from the "ODA White Paper," as well as from particular remarks pronounced by Cabinet Members including the Prime Minister and the Minister of Foreign Affairs, at international conferences. One of such declarations that can be used as an example states that "South-South cooperation is a form of assistance provided by more developed countries using their experience and human resources in order to support other (less) developing countries (especially in a form of technical cooperation)."[2]

2.2 Global Trends[3] and Japan's Policy

2.2.1 Historical Background

Economic and technical cooperation has been traditionally deemed as a linear flow moving from northern developed countries to southern developing countries. This approach considering the SSC concept as a horizontal cooperation relation among southern countries dates back from the 1970s. In this context, the "Buenos Aires Plan of Action for Promoting and Implementing Technical Cooperation among Developing Countries" endorsed by the international conference held in Buenos

[1] http://www.undp.or.jp/tcdc/framewrk.html

[2] Ministry of Foreign Affairs, Official Development Assistance White Paper, 2003, available at http://www.mofa.go.jp/mofaj/gaiko/oda/shiryo/hakusho/03_hakusho/ODA2003/html/honpen

[3] Please see Appendix 5 for more information on the historical background of the international trends pertaining to SSC, and Appendix 6 for information on SSC frameworks of other donors.

Aires in 1978 formulated the first clear definition of what constitutes the real character of SSC. As the said Action Plan also recommended practical actions, it may well be treated as the real origin of SSC. After the Action Plan, the characterization of SSC has been developed through two different channels: One, support by donors such as the United Nation (UN); being the other, initiatives by developing countries themselves.

(1) SSC Initiatives at UN

The United Nations General Assembly set up in 1972 a TCDC working group, and complementarily, UNDP established the TCDC Special Unit. A little later, in 1975, the governing committee adopted the generally named "New Dimension" Plan. As a result of its initiatives in the field, the UNDP was to become the UN central agency in charge of promoting SSC.

To convene the High Level Committee in charge of reviewing TCDC programs is one of the major SSC-related activities at the UNDP venue. The first High Level Committee on TCDC was held in 1980. Since then, the said Committee has been meeting every two years in order to promote further the Buenos Aires Plan of Action of 1978. The strategic SSC promotion focus was adopted in 1995. Within this context, priority areas cover trade and investment, debt, environment, poverty reduction, production and employment, macro policies, education, health, technical transfer and rural development. Furthermore, UNDP implements a considerable number of activities expanding from international SSC conferences' administration to SSC coordinating assistance between developing countries and UN agencies, or information sharing and SSC institutional development. In 1997, the UNDP identified so-called "Pivotal Countries" as those exerting an active role in dealing with SSC matters. In this sense, today a total of 26 countries are considered as such.[4] The "Special Unit for TCDC" was renamed as "Special Unit for SSC" by UNDP in 2003. From that particular moment, the term "SSC" has been generally accepted without further reserve.

(2) Developing Countries' SSC Initiatives

The so-called Group of the 77 (G-77) has been actively promoting SSC in terms of collective self-assistance among southern countries. The G-77 was established in 1964 by 77 developing countries attending the first session of the United Nations Conference on Trade and Development (UNCTAD). This session was celebrated with the purpose of promoting its members' collective efforts and initiatives in the fields of political, economic and social equity and development. In 1981, it adopted the "Caracas Program of Action" pertaining to TCDC programs; and in 1997, the "San José Declaration" and its corresponding "Plan of Action." This represented a modified version of the Caracas Program of Action, one of SSC-related resolutions and declarations. All this showed how the G-77 attempted to insert its agreements into different UN Resolutions. The same G-77 set up in 1983

[4] The 26 countries that UNDP has identified as Pivotal Countries are as follows: Argentine, Brazil, Chile, China, Colombia, Costa Rica, Cuba, Egypt, Ghana, India, Indonesia, Malta, Malaysia, Mauritius, Mexico, Nigeria, Pakistan, Peru, the Republic of Korea, Senegal, Singapore, South Africa, Thailand, Trinidad and Tobago, Tunisia and Turkey.

the “Pere-Guerrero Trust Fund” in order to obtain seed money for implementing the initiatives contained in the previously mentioned “Caracas Program of Action.” During its first “South Summit” in 2000, the G-77 adopted the “Havana Program of Action” describing SSC as one of the effective means for dealing correctly with globalization issues. Later, during the G-77 High-level Conference on SSC in 2003, its Member Countries reviewed the progress to date and carried out a mid-term evaluation of the Havana Program Action.

The “Non-Aligned Movement” (NAM) set up in 1961 has also addressed the relevant signification of SSC from the similar viewpoint of the G-77. The NAM adopted a formal resolution on SSC during its 10th Summit in 1992.

2.2.2 Japan’s SSC Support Policies

(1) SSC Policy in the ODA Charter

The Government of Japan commenced its technical cooperation once the country became a member of the so-called “Colombo Plan for Cooperative Economic Development in Asia and the Pacific” (the “Colombo Plan”). This initiative was adopted as a result of a Cabinet’s decision in October 6, 1954, at a moment when the country was still in a period of reconstruction from World War II. Since 1974, Japan has been conducting TCTP with a view of extending its achievements in technical cooperation to other nations in a way that has respected developing countries’ sense of ownership, without preventing any required change in the scheme of technical cooperation that was more appropriate to the case.

The ODA Charter adopted by the cabinet in June 1992 considered SSC for the first time as a strategic program of ODA. It set forth that “Japan is to contribute for expanding the utilization of enough valuable knowledge and technologies possessed by other developing countries.” The ODA Mid-Term Policy issued in August 1998 addressed SSC-related effects pertaining to “cost reduction due to cooperation among neighboring countries and effects of appropriate technology sharing due to similarities in language and culture among developing countries.”

A new ODA charter adopted in August 2003 reinforced the idea that Japan is to maintain its intention to promote actively support for SSC. In reply to the drastic global changes starting in the 1990s, Japan reviewed its previous ODA Charter. In the new ODA Charter, the country is to articulate the promotion of SSC-related programs and initiatives by collaborating with advanced developing countries such as Asian countries, strengthening collaboration with regional cooperation frameworks, and supporting region-wide cooperation in general. The new ODA Mid-Term Policy released in February 2005 stated the importance of Japan’s support to increase the sense of ownership among developing countries, and coordinate and collaborate with the international society. Promotion of SSC was raised to become a principle of the ODA Charter in the sense of its relevance to solve critical issues, such as poverty reduction, sustainable development, global issues, or peace building efforts.

(2) Statements by Japanese Government at International Conferences (such as UN General Assembly)

Recently, the Government of Japan has strongly underlined again its will to support SSC (see Table 2-1). In 2005, on the occasion of the implementation of its mid-term review concerning the "Millennium Declaration" and "Millennium Development Goals" (MDGs), the UN Millennium Project Reports have reinforced the commitment of the relatively-advanced developing countries towards active support for the less (or least) developing countries. Within this context, the Government of Japan strongly presented its formal commitment toward SSC support during the "DAC Non-OECD Emerging Donor Countries Members' Conference" in February 2005, the "Asia-Africa Summit" ("Bandung Conference") in April 2005, as well as during the High Level Conference on SSC in May 2005. The "2005 World Summit Outcome Document" adopted at the United Nations General Assembly during its 60th Session in September 2005, also referred to the outcomes, great potential and the necessity for further promotion of support for SSC.[5]

In terms of financial support, the Government of Japan has also been actively supporting SSC. In this sense, Japan began its financial contribution to SSC on the occasion of the Colombo Plan of 1994 and set up immediately later in 1996 the Japanese UNDP Human Resources Development Fund. With a fair title, Japan is considered to be a unique donor country among developed nations having articulated in a correct way the fundamental relevance of the active promotion of SSC in its policy.

Table 2-1 SSC Discussions at G8 Summits

Month/Year	Name of Summit	Discussion and Documents Adopted
June, 1997	Denver Summit	Declared a plan for the "International Conference on South-South Cooperation". Announced plans for the "Second Asia-Africa Forum" and the "Okinawa International Conference on South-South Cooperation," which were subsequently held in the same year (1997).
June,2002	Kananaskis/Whistler Summit	Adopted the "G8 Africa Action Plan" , which is a compiled measures to support and cooperate with the New Partnership for African Development (NEPAD) planned by Africa's initiative. The schedule for TICAD III (September 2003) was announced.
June, 2003	Evian/Paris Summit	African representatives submitted a progress report on the " G8 Africa Action Plan " to G8 leaders.
July, 2005	Gleneagles Summit	Adopted a special paper concerning the support for Africa. Japan declared its aid provision based on the "Japan's Initiative for Cooperation for Africa". G8 agreed to provide further support to Africa, on condition that African countries themselves would take prime responsibility for their development .

Source: Ministry of Foreign Affairs of Japan Website (http://mofa.go.jp/mofaj/gaiko/summit/index.html). A list of summits (G7/G8) has links which show detailed information.

[5] Paragraph number 40 of the same document

2.3 SSC Support Outcome

2.3.1 JICA's SSC Support Outline

(1) Third Country Training Program (TCTP)

Started in 1974, among JICA programs in support for SSC, TCTP is the one counting on the longest history. The Annual Report of 1974 states that "TCTP aims at achieving an effective technical transfer among developing countries having similar environments. In this sense, as a donor, Japan is to provide the necessary expenses, such as travel allowance, accommodation, or other activity-related costs, while working together with training implementing countries."[6]

Table 2-2 TCTP for Group Implementing Results by FY

Year	Number of Implementing Countries	Number of Courses	Number of Participants
1994	21	86	1,489
1995	20	89	1,662
1996	23	100	1,662
1997	22	104	1,750
1998	26	122	2,240
1999	30	128	2,293
2000	29	130	2,246
2001	33	133	2,189
2002	33	139	2,250
2003	34	151	2,335

Source："JICA Thematic Guideline on SSC", 2005, p.30-31

It is the general case for JICA to implement TCTP through the intermediation of an implementing organization in the specific developing country to which the assistance program was provided by JICA. This way, JICA can transfer the corresponding Japanese skills and expertise to trainees in other developing countries in conformity with local conditions and requirements. This type of training to third countries is given to either groups or individuals. Group training is conducted by bringing together personnel engaged in the subject field from neighboring developing countries. Individual training is given mainly to JICA counterparts dealing with and well accustomed to handle technical cooperation projects or expert dispatch initiatives implemented in other developing countries. This individual-based training is also carried out when it is judged preferable for the training to be held in a third country rather than Japan in terms of effectiveness and efficiency.

[6] From "2000 JICA Thematic Evaluation on South-South Cooperation" released in November 2001, pp.1-2

The beginning of TCTP for Group (TCTPG) is seen in the sending of four trainees from Laos to a sericulture technology training center in Thailand in 1976. By the FY 2003, TCTPG had been expanded to cover a total of 34 countries and 2,335 trainees (see please Table 2-2). The same year, TCTPG represented around 14% of all JICA's training programs.[7] Most of the concerned programs are carried out in ASEAN[8] and Latin America regions. In 2003, 42% of TCTPG initiatives were held in ASEAN region, while 22.5% took place in Latin America region (see please Table 2-3).

Table 2-3 Regional Proportion of TCTPG

Region / Financial Year	FY 1990 (%)	FY 1995 (%)	FY 2000 (%)	FY 2001 (%)	FY 2002 (%)	FY 2003 (%)
ASEAN	43	54	48	45	41	42
East and Central Asia	0	0	1	1	2	1.50
South West Asia	6	2	4	3	4	4
Oceania	6	23	1	2	1	2
Latin America	35	37	19	23	23	22.50
Middle East	7	11	16	8	18	17
Africa	4	5	9	15	8	8.50
Europe	0	0	2	4	3	2

Examples of implementing countries (FY 2002)

ASEAN – Singapore, Thailand, Malaysia, Philippines, Indonesia

Latin America – Argentina, Brazil, Chile, Mexico

Middle East Asia – Egypt, Tunisia, Morocco, Jordan, Turkey etc.

Africa – Kenya, Ghana, Zambia, Senegal,

Source: JICA, Thematic Guidelines on South-South Cooperation, January 2005, p. 30-31

(2) Country Expert Dispatch (TCED)

Due to the introduction and upgrading of new SSC schemes in the 1990s, and as a result of the fact that SSC support patterns became comprehensive by 1995, TCED is considered to have commenced that year. TCED programs "are dispatching outstanding experts of developing countries to other developing countries in order to both, support Japan's technical cooperation, and expand its technical cooperation to developing countries." The number of dispatched

Table 2-4 TCED Participants' Number

FY	Persons
1995	10
1996	15
1997	35
1998	51
1999	115
2000	125
2001	118
2002	109
2003	113

(Source: JICA, 2005, p. 32)

[7] Based on the number of trainees received. "2004 JICA International Cooperation Report," September 2004, Chart 4.2. 'Activity Results', p. 165

[8] "ASEAN" as mentioned in the document referred.

experts has been increasing from ten in 1995 to one hundred in 1999, and 113 in 2003 (see please Table 2-4). Most of the dispatched experts that have participated in TCED programs came from Latin America region, covering a share of 80% of all participants in 2003. A total of 16% of other experts joined from ASEAN region (see please Table 2-5)

Table 2-5 Region-Based TCED Participants' Ratio

Region / Financial Year	FY 1998 (%)	FY 1999 (%)	FY 2000 (%)	FY 2001 (%)	FY 2002 (%)	FY 2003 (%)
ASEAN	53	43	29	27	21	16
East and South West Asia	6	10	9	6	1	
Latin America	40	37	58	58	71	80
Middle East		7	1	8	4	2
Africa		1	2	1	4	2
Europe		3	1			

Note 1: Blank cell implies 0%.

Note 2: Examples of dispatching countries (FY 2003)

ASEAN – Thailand, Philippines, Indonesia

Latin America – Argentina, Brazil, Chile, Mexico

Middle East Asia – Egypt

Africa - Malawi

Source: JICA, Thematic Guidelines on South-South Cooperation, January 2005, p. 32, Table A1-4.

(3) Partnership Program (PP)

The "Partnership Program" (or "PP") represents "a comprehensive framework through which the Government of Japan and other SSC implementing countries' governments ("partner countries") agree on supporting jointly other developing countries and regions' cooperation efforts." The first PP dates back from 1994, an occasion when Thailand and Singapore met to work together on cooperation issues. This program aims at donorization of the emerging donors and supporting less developed countries. Within this framework, JICA works together with its counterpart organizations in partner countries in order to implement cooperation activities like the dispatch of experts, acceptance of participants and hosting of seminars in a comprehensive manner. On other occasions, JICA also transfers its knowledge and experience to its counterpart organizations in partner countries. As of January 2005, Japan has concluded PPs with a total of 12 countries (see please Table 2-6).

Table 2-6 Partnership Program Outline

Name	Contents
Japan-Thailand Partnership Programme (JTPP)	JTPP began in 1994 in order to achieve the objective of expanding TCTPG via 15 courses among 250 participants by 2000. Its Phase II was concluded in 2003 to implement TCTPG and TCED in Asia region, especially in the CLMV countries.
Japan-Singapore Partnership Programme for the 21 Century (JSPP 21)	JSPP 21 was originally signed in 1994 to promote SSC among countries to be considered as "equal partners." JSPP 21 was concluded in 1997, and its extension was agreed upon in 2001 to implement TCTPG and TCED in Asia and Africa regions. Japan and Singapore jointly organized 17 training courses and a conference in Cambodia in the FY 2002.
Japan-Egypt Triangular Technical Cooperation Programme for the Promotion of South–South Cooperation in Africa	It was signed in 1998 to implement TCTPG and TCED in Africa. Seven courses of TCTPG in agriculture and health were run, and four experts were dispatched in the FY 2002. Outside the scheme of this PP, another "Triangular Cooperation" initiative is also being implemented in Middle East.
Japan-Tunisia Triangular Technical Cooperation Programme for the Promotion of South-South Cooperation in Africa	It was signed in 1999 to implement TCTPG and TCED in French-speaking African nations in the fields of reproductive health, fishery, and environment. Three TCTPG courses were held and 3 experts were dispatched in the FY 2002.
Japan-Chile Partnership Programme (JCPP)	It was signed in 1999 to conduct TCTPG and TCED, and organize international conferences and cooperation projects in Latin America region. In Feb. 2003, the corresponding programme evaluation was carried out, and representatives of the two countries signed a document on an extension of JCPP. A technical cooperation project called "Strengthening JCPP" is being implemented for a three-year period beginning in 2003.
The Japan-Brazil Partnership Programme (JBPP)	It was signed in 2000 to initially support related activities in Portuguese-speaking Africa (mainly Angola and Mozambique). In 2001, the implementation of related joint training began in health and agriculture fields.
Partnership Programme for Joint Cooperation between Japan and Argentina (PPJA)	It was signed in May 2001. After a joint study carried out in neighboring countries, the corresponding TCTPG and TCED mainly in the field of agriculture started to be implemented along neighboring countries (Paraguay, Bolivia, and Peru).
Japan-Philippines Partnership Programme (JPPP)	It was signed in January 2002 to conduct TCTPG in neighboring countries. TCTPG being implemented after the signing of PP are currently under review to be reclassified as JPPP projects. The Japan-Philippine joint research team was dispatched to East Timor in July 2002. Further, individual TCTP for East Timor was conducted in 2003.
Japan-Morocco Triangular Technical Cooperation Programme for the Promotion of South-South Cooperation in Africa	It was signed in September 2003 to support African nations (TCTPG have been conducted before and from that year).
Japan-Mexico Partnership Programme (MPP)	It was signed in October 2003 (TCTPG have been conducted before and from that year).
Japan-Indonesia Partnership Programme (JIPP)	It was signed in December 2003 (TCTPG have been conducted before and from that year).
Japan-Jordan Partnership Programme (JYPP)	It was signed in December 2004 (TCTPG and other programs for supporting the rehabilitation of Afghanistan have been conducted before and from that year).

Source: JICA, Thematic Guidelines on South-South Cooperation, January 2005, pp. 33-34, Table A1-5.

(4) Other Activities

New schemes have been also carried out recently such as wide area cooperation patterns in support of several recipient countries in order to undertake joint work and promote regional cooperation. This type of initiatives has been particularly frequent in Asia. The "Rural Development Project in Cambodia" was a pioneer in this regard, by utilizing a triangular cooperation framework between Cambodia and other ASEAN countries, including Indonesia, Malaysia, and Thailand. In this project, Japanese and ASEAN experts[9] worked together to share their knowledge and skills in order to support rural development initiatives and improve agriculture and livelihood production. Different international conferences and seminars on SSC have also taken place in a frequent manner (see please Table 2-7). In 1998, the Japanese Ministry of Foreign Affairs and JICA jointly held the "Conference for Support of SSC" in Nago-City, Okinawa, Japan, in order to share SSC support experiences and know-how, clarify common issues in implementing support programs, and examine new systems and procedures related to SSC implementation. Representatives from 15 countries actively promoting SSC in Asia, Latin America, and Africa were invited. A total of 12 countries among them moved forward to sign Partnership Programs with Japan. In 2001, a joint symposium entitled "Developing Cooperation in the 21st Century: Supporting for South-South Cooperation" was held in Tokyo with the cooperation of UNDP and JICA. This symposium consisted of a working-level workshop and an open forum attended by representatives of SSC implementing organizations and ACICs of developing countries, as well other donors.

[9] They dispatched through the UNDP JHRDF established by Japanese government.

Table 2-7 International Conferences held by the Ministry of Foreign Affairs and JICA

Date	Venue	Title of Symposium/ International Conference	Cosponsor	Overview
May 20-21, 1998	Okinawa	Conference on Promoting South-South Cooperation	Ministry of Foreign Affairs	The participants were from 15 countries which are actively promoting South-South Cooperation in Asia, Africa, and Latin America (Singapore, Malaysia, Indonesia, Thailand, the Philippines, Korea, China, Turkey, Egypt, Kenya, Tunisia, Brazil, The following points were discussed: ・Sharing knowledge, experience, know-hows ・Clarification of common issues on implementation ・Systems of South-South Cooperation implementation ・Rapport building with recipient countries
Oct. 4-5, 2001	Tokyo	International Symposium "Development Cooperation in the 21st Century: Ways forward South-South Cooperation	UNDP	The participants were from South-South Cooperation implementing agencies, focal agencies, and donors. The symposium, which was co-hosted with UNDP, consisted of two parts (practitioners workshop and public symposium). ・In the practitioners' workshop, participants introduced practical cases and consequently had open discussion on implementation of and support for South-South Cooperation. They confirmed the importance of promotion South-South Cooperation with support from developed countries amid rapid transition of aid. ・Participants had active discussion on practical methods including IT operating system for network as well as common issues including sustainability, governance, effective evaluation and beneficiaries' participation. ・In the public symposium, more than 130 participants including experts, students, NGO and embassy staff. JICA and UNDP presented some cases to introduce outcomes of South-South Cooperation.
Jul., 2002	Kuala Lumpur, Malaysia	JICA-ASEAN Regional Cooperation Meeting: JARCOM		・The objective is to correct disparity in ASEAN, by promoting effective intra-regional cooperation which matches needs and resources in each country in the region.
Sep., 2002	Johannesburg, South Africa	Workshop at the World Summit for Sustainable Development (WSSD)		・A workshop about South-South Cooperation which was held during the World Summit for Sustainable Development (WSSD). The counterparts in South-South Cooperation projects supported by JICA gave presentations. ・During the workshop, the presentation about South-South Cooperation supported by Japan was given. Also, JICA project counterparts from South-South Cooperation implementing countries (Thailand, Tunisia, Chile, Kenya) introduced their cases and experiences of South-South Cooperation. ・More than 140 participants from developing countries including governmental official and NGO staff participated in the workshop. They actively discussed approaches, strategies, applicability of Asian experience to Africa, etc.
May, 2003	New York, USA	High-level Committee on UNDP TCDC		・Chile Agency for International Cooperation (AgCI: Agencia de Cooperación International) gave a presentation about Japan-Chile Partnership Programme (JCPP) and shared the experience of South-South Cooperation and JICA's support in Chile.
Dec., 2003	Marrakech, Morocco	G77 High-level Conference on South South Cooperation		・JICA Morocco Office and Morocco Embassy of Japan attended and distributed paper regarding JICA's support in South-South Cooperation.
Jan., 2004	Santiago, Chile	Partnership Programme International Seminar		・The seminar was held as a part of the technical cooperation project "Strengthening the JCPP (Japan-Chile Partnership Programme)," which began in September 2003 ・Focal persons in South-South Cooperation from participating countries in the Partnership Programme (PP), both personnel in aid recipient agencies and JICA country offices, assembled for the first time and attended the seminar. They shared experience, discussed effective aid in a framework of future PP, and signed a joint declaration
Sep., 2004	Bogota, Colombia	Seminar on Capacity Development Oriented to South-South Cooperation	(hosts) Colombia International Cooperation Agency, Chile International Cooperation	・Colombia International Cooperation Agency and Chile International Cooperation Agency co-hosted the seminar and representatives from UNDP, the World Bank, GTZ and Latin American countries attended the seminar. ・Latin American countries including Chile and Colombia **** the importance of South-South Cooperation for Capacity Development during the "International Symposium on Capacity Development: From Concept to Practice exploring productive partnerships" which was held in Tokyo in February 2004, and they suggested to hold ・The seminar concluded the importance of South-South Cooperation and Capacity Development in the Bogota declaration. The participants agreed to hold another seminar in the latter of the fiscal year 2005.
Oct., 2005	Bogota, Colombia	Follow-up Seminar on SSC Toward CD	(hosts) Colombia International Cooperation Agency, Chile International Cooperation Agency	・The seminar was held as a follow-up of the seminar on capacity development oriented to South-South Cooperation in Sept. 2004 in the same place. ・JICA received many gratitude for its SSC support from participatory countries and good evaluation from the special unit of SSC in the UNDP. ・New project ideas contributing CD was proposed in four development fields and it was decided to discuss more details about them in the meeting of evaluation and planning of Chile horizontal cooperation in January 2006 in El Salvador. ・Colombia proposed Latin America Fund for SSC, and UNDP committed to contribute US$100,000. ・It was agreed to hold another follow-up seminar in Buenos Aires, Argentina in 2006.

Source: Extracted from JICA Thematic Guidelines (pp. 35-38), JICA website 'South-South Cooperation' (http://www.jica.go.jp/global/detail/south/05qu/html)

2.3.2 Japan's Support for SSC by Regions

(1) Asia Region

The Government of Japan has been promoting SSC in East Asia, wide area cooperation in ASEAN region. Due to its importance for Japan in political, economical and ODA political perspectives, Asia region, particularly East and Southeast Asia, has received 31.5%[10] of Japan's total ODA funds in 2003. In East Asia region a large variety of countries from emerging donor countries, like Korea and Singapore, to least developing countries, like Cambodia and Laos, may be found. Thus, integration of economics in the region including filling the regional gaps, and developing system for facilitation of private trade and investment, must continue being discussed.

In ASEAN region Japan has been recently taking different initiative very actively. In the "Joint Ministerial Statement of the Initiative for Development in East Asia (IDEA)" during the IDEA Ministerial meeting in Tokyo in August 2002, it is stated that, "while acknowledging the special importance of ODA for less developed countries in Southeast Asia, the Ministers confirmed the significance of promoting South-South cooperation supplemented by triangle cooperation."[11] Japan also clearly underlined the importance of promotion of SSC in the "ASEAN-Japan Commemorative Summit Meeting" in December 2003.[12] In addition to this, JICA also focuses on regional cooperation to fill in the gaps between senior ASEAN and CLMV countries due to huge development gaps in economy as mentioned above. "The JICA-ASEAN Regional Cooperation Meeting (JARCOM)" which is discussed in this study, may be presented as an example.

(2) Latin America

Japan has been traditionally supporting Latin American moves for regional economic integration. SSC in Latin America region has adopted horizontal cooperation forms, due to the similarity in history, languages, culture, customs and religion among the concerned countries. Economic and political coordination among the countries in the region has grown actively every year. Promoting economic collaboration ; regional integration strategy has increased international assertiveness. For example small countries in Central America built the Central America Integration System (SICA), and these seven countries have contributed in their respective areas of expertise to the development of the region. As for economical integration, Central American Common Market (CACM), Caribbean Community Common Market (CARICOM), Common Market of the South America (MERCOSUR), and Andean Common Market are working in place with a very active role.

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[10] http://www.mofa.go.jp/mofaj/gaiko/oda/shiryo/jisseki/kuni/04_databook/01_e_asia/e_asia.html

[11] Initiative for the Development of East Asia (IDEA), Joint Ministerial Statement, August 12, 2002, available at http://mofa.go.jp/mofaj/kaidan/g_kawaguchi/idea_02/kyodo_s.html

[12] http://www,mofa.go.jp/mofaj/kaidan/s_koi/asean_03/shunou.html . During this Summit, the Japan-Thailand Partnership Program Phase 2 Accord was signed. Relevance of Mekong regional development plans was also underlined during this Summit.

In this context, Japan has especially worked together with advanced developing countries including Brazil, Argentina, Chile and Mexico, to promote SSC and support regional cooperation efforts. These countries "have reached the stage where they are able to support other developing countries, after a long period of Japan's economical assistance."[13] Japan concluded a PP with all of them and declared to utilize the framework of Japan-Mexico Partnership Program (JMPP) and Japan-Chile Partnership Program (JCPP) to complement regional cooperation toward SICA countries in the "Tokyo Declaration: Plan of Action" during the Japan-Central America Summit in August 2005.[14]

JICA has also provided with long-time support to Brazil, including TCTPG and TCED, and has recently enlarged different forms of its SSC support in the area of partnership programs. In this sense, Brazil concluded a PP with Japan in 2000, and has implemented TCTPG to Portuguese-speaking African Countries (PALOP countries[15]) for cooperation toward Africa since 1989. A total of 235 trainees from Africa participated in the last 15 years between 1989 and 2004.[16] Indeed, Brazil is expected to be able to contribute for African development in the near term according to "the UN Millennium Project Report: Investment for Development" presented by UN Secretary General Mr. Anan[17] In 2005.

(3) Africa

Japan initiated the Tokyo International Conference on African Development (TICAD). As developed countries faced aid fatigue in the 1990s after the end of the Cold War, international interest toward Africa decreased. Japan recognized the importance to support Africa and co-hosted TICAD in 1993 with the UN and the Global Coalition of Africa (GCA) in order to regain international interest toward African problems. Continuously, TICAD II in 1998, TICAD Ministerial Meeting in 2001, and TICAD III in September 2003 were held. TICAD is to be seen as an unique initiative of the Japanese Government for the development of the African continent.

TICAD processes have exerted a notable role in the utilization of Asia's development experience and know-how for African countries' ownership and partnership development. The "TICAD Tenth Anniversary Declaration" adopted at TICAD III, while it is generally accepted that TICAD process evaluations have been promoting Asia-Africa cooperation and serving African countries' development in an environment of diversity and dynamism. All this leads to propose a further strengthened SSC involvement among Asian and African countries (see please Table 2.8).

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[13] 2004 ODA White Book

[14] Website of Foreign Affairs' Ministry available through http://www.mofa.go.jp/mofaj/area/latinamerica/j_latin05/k_keikaku.html

[15] PALOP countries include Angola, Mozambique, Cape Verde, Guinea-Bissau and Sao Tome and Principe.

[16] From JICA internal documentation

[17] Millennium Project Report to the UN Secretary-General: Investing in development – A Practical Plan to Achieve the Millennium development Goals, January 2005, p. 236.

The Government of Japan has raised its voice many times in defense of a proper application of SSC models in Africa, as it has been the case on the occasion of recent Japanese communiqué during the G-8 summit. In this regard, for example, the Government of Japan addressed to strengthen of Asia-Africa cooperation through “Japan’s Initiative for the Support of Africa’s Development” in July 2005 in Scotland, United Kingdom.

Table 2-8 TICAD Process and Asia-Africa Cooperation

Month/Year	TICAD Process	Discussion and Documents Adopted
May, 1993	TICAD I	Adopted the "Tokyo Declaration on African Development". Stated future promotion of SSC (Asian experience for African Development) Japan announced a plan for the "International Conference on SSC".
June, 1997	Second Asia-Africa Forum	Held in Bangkok.
May, 1998	Okinawa International Conference on SSC	Discussed SSC among fifteen participated countries.
Oct., 1998	TICAD II	Adopted the "Tokyo Agenda for Action", which stated ownership of African countries, global partnership with donor countries, regional and international organizations, promotion of Asian-African cooperation, etc. The "Japan’s New Assistance Program for Africa, reflecting the Tokyo Agenda for Action" set the following targets: ・ To conduct TCTPG in Asia and North Africa and receive 1000 trainees from African countries to third countries for 5 years, starting in 1998. ・ To provide financial support for receiving 1000 trainees in the coming 5 years at the Centre for South-South Technical Cooperation in Indonesia (CSSTC), which was established by support of Brunei, as a base for SSC. ・ To hold a Asia-Africa Forum
Sep.,2003	TICAD III	Adopted the "TICAD Tenth Anniversary Declaration". Referred to promotion of Asia-Africa cooperation as one of the achievements of TICAD process. Reconfirmed the strengthening of SSC as on of the ideology for African development assistance. At the opening of the conference, the Japanese government announced the "Japan's initiative for assistance to Africa".
Apr., 2005	Asian-African Summit (Bandung Conference)	Adopted the "New Asia-Africa Strategic Partnership (NAASP)". Confirmed that the new strategic partnership should complement and utilize existing Asia-Africa partnership initiatives (e.g., TICAD). Japan was the only participating country among G8.

Source: Ministry of Foreign Affairs website (http://www.mofa.go.jp/mofaj/area/ticad/tc_0.html) , which has links to overviews and major documents concerning TICAD.

From 2000, JICA has been carrying out the "Africa Institute for Capacity Development (AICAD) Project" with a view of poverty reduction in Africa, while promoting capacity development building for social and economical development. The AICAD Project has been implementing the constitution of joint research and development initiatives, implementation of training and extension services, as well as networking for information sharing schemes along three East African countries.[18] In relation with Asia-Africa cooperation, TCTPG in Asia and TCED from Asia to Africa have exerted a relevant influence in transferring Asian development experiences to Africa. The "Asia-Africa Knowledge Co-Creation Programme" also started in March 2005 in order to share knowledge among trainees in Asia and Africa, and link Asian resources with African needs.

Table 2-9 JICA Main Asia-Africa Cooperation Activities (Implemented and Expected)

Field	Activities	Contents
Agriculture and rural areas' development	Thailand "TCTPG on Agriculture Diffusion"	It was signed in February 2005, and implemented in January 2006 after a plan based on the related Agreement with Thailand.
	Malaysia "TCTPG on Poverty Reduction and development of rural areas"	It was signed in November 2004, and is to be implemented in May 2006 after reception of a plan based on the related Agreement with Malaysia.
	NERICA ("New Rice for Africa") diffusion and support	Diffusion of NERICA rice resulting from the joint research performed by WARDA (West African Rice Development Association) and IRRI (International Rice Research Institute). Japanese farming experts have been sent to WARDA and Uganda, among others.
Trade and investment promotion	Foreign direct investment promotion (Zambia, Uganda and Malaysia)	Malaysia presented its development experience to Zambia from March to June of 2005. Zambia is currently evaluating a program for the promotion of its trade promotion program. Malaysia also introduced its know-how during NEPAD and OECD Trade Initiative Meeting held in Uganda(May 2005).
	Trade promotion training in Kenya, Tanzania, Uganda and Indonesia	In order to plan the corresponding draft for AICAD training programs, the personnel of three export countries visited Indonesia Export Training Center, implementing JICA technical cooperation project, on November 2005.
Small and mid-size company promotion	Malaysia Third Country Training on Small and Mid-Size cooperation promotion program	It was signed in November 2004, and is to be implemented in May 2006 after a plan based on the related Agreement with Malaysia..

[18] Kenya, Uganda, and Tanzania.

Chapter 3

Case Study Analysis

Chapter 3 Case Study Analysis

3.1 Asia Region (Recipient Countries: Laos and Cambodia; Implementing Countries: Thailand and Indonesia)

In Asia, particularly in Southeast Asian region, Support for SSC has a long history and the implementation of SSC has matured accordingly. The support for SSC has been conducted on the basis of the results of JICA technical cooperation projects. In recent years, Support for SSC has been conducted, in addition to TCTPG, in the form of TCED. Particularly in focusing on the narrowing of gaps among various countries, SSC has been emphasized for realizing the development effects to CLMV counties, namely Cambodia, Laos, Myanmar and Vietnam. Under these backgrounds, in order to conduct SSC more systematically, the JICA-ASEAN Regional Cooperation Meeting (JARCOM) was lately established in 2002. JARCOM was created with recognition of the JICA overseas offices and ACICs that it is necessary to formulate more effective SSC projects through careful matching of resources of implementing countries with needs of recipient countries. Moreover in Southeast Asian region, the regional integration has been actively discussed, and SSC as a means of the regional cooperation has been initiated. On the other hand, under the current trend of the local orientation, in the framework of the traditional technical assistance modalities like technical cooperation projects, cases using the development experience in neighboring countries have been increasing. For instance, the human resource development utilizing those of neighboring countries, mainly the training programs, have been conducted. Such cases have been also included into SSC since they utilize the development experience and technology of respective neighboring countries.

The case analysis in Asia has been conducted, focusing on such issues as the positioning of SSC, the respective mutual relationships, the actual situation of contribution and effects and the system of SSC at the JICA Offices, ACICs and the implementing organizations in Thailand as the implementing country, and Laos and Cambodia as the recipient countries.

3.1.1 The Summary Table of Target Case Study

The summary of the cases is shown in Table 3-1.

Table 3-1　Summary of the Projects for Case Studies(Asia)

No.	Sector	Project Name (Scheme)	Project Period	Implementing Organizations of SSC
a	Information and Communication Technology	**The Upgrading of IT Education Project (IT Bridge Course), Laos (Technical Cooperation Project) (Recipient Country：Laos)**	2003-2006	**King MonKut's Institute of Technology Lakrabang, Thailand**
		【Objectives】 1. To meet to IT demand in public and private sectors by developing human recourses in IT division of Laos National University. 2. To develop management capacity of IT undergraduate course in the university. 【Characteristic】 Joint cooperation of Japan and Thailand to Laos was conducted as tripartite cooperation project. TCED was conducted as an input to technical cooperation project.		【Content of cooperation】 Dispatched two long-term experts and 10 to 12 short-term experts to Faculty of Engineering, National University of Laos yearly basis.
b	Water and Disaster Management	**Project on Capacity Building for Water Supply System in Laos (Technical Cooperation Project) (Recipient Country：Laos)**	1998-2008	**Metropolitan Waterworks Authority(MWW), National Waterworks Technology Training Center(NWTTI), Thailand**
		【Objectives】 1. To strengthen operation and management capacity of Lao Water Supply Authority. 2. To improve ability of staff for operation and maintenance. 【Characteristics】 Conduct contract-based TCTP in and received experts from Thailand as components of the project by utilizing local activity expenses.		【Content of cooperation】 Received 10 trainees from Laos Water Supply Authority in 2005.
c	Water and Disaster Management	**Project on Capacity Building for Water Supply System in Cambodia (Technical Cooperation project) (Recipient Country：Cambodia)**	2003-2006	**Metropolitan Waterworks Authority (MWW), National Waterworks Technology Training Center(NWTTI), Thailand**
		【Objectives】 1. To develop accessibility of safe water in urbane area in Cambodia. 2. To enhance capacity of PPWSA in operation and maintenance for the water supply facilities, and to improve staff training system for water supply in Cambodia. 【Characteristics】 Conduct contract-based TCTP as a component of the project by combining with individual training in Japan. The training was conducted by utilizing local activity expenses.		【Content of Cooperation】 Received 10 trainees from Phnom Penh Water Supply Authority, Cambodia in 2005.

d	Health	**Project for Strengthening Health Services for Children (Technical Cooperation Project) (Recipient Country：Laos)** 【Objectives】 1. To improve the health standard of children. 2. To strengthen child health services for children with participation of various levels of stakeholders. 【Characteristics】 Conducted contract-based TCTP as a component of the project by utilizing local activity expense of the project.	2002-2007	**Faculty of Nursing, Khon Kean University, and Faculty of Medicine, Chiang Mai University, Thailand** 【Content of cooperation】 Received 15 trainees from Ministry of Health, Laos in 2004.
e	Health	**Cambodia, Maternal and Child Health Project (Technical Cooperation Project) (Recipient Country：Cambodia)** 【Objectives】 To develop human recourses to improve the status of maternal and child health in Cambodia. 【Characteristics】 Conduct contract-based TCTP in Thailand and Malaysia as a component of the project by combining with individual training in Japan. These trainings were conducted by utilizing local activity expenses. The Center was constructed by Japan's grant capital assistance.	Phase I: 1995-2000, Phase II: 2000-2005	**Following Malaysian Universities, Thailand** 【content of cooperation】 Conducted the following contract-based TCTP for National Maternal and Child Health Center, Cambodia. ・ Khon Kaen University, Thailand: 2000 (6), 2001 (6)、2002 (1) ・Sarawak University, Malaysia: 2001 (2), 2002 (2) ・Mahidol University, Thailand: 2001 (1)
f	Health	**PHC Management (TCTPG) (Recipient Countries：Laos, Cambodia , and other Asian countries)** 【Objectives】 To develop leadership and to enhance knowledge of PHC related personnel. 【Characteristics】 AIHD was established by the grant capital assistance of Japan in 1982. In addition, technical cooperation project was conducted to enhance knowledge, skills and experience in Primary Health Care.	1998-2002	**ASEAN Institute for Health Development (AIHD), Mahidol University, Thailand** 【Content of Cooperation】 Conducted once a year and received total number of 157 trainees. Accepted individual trainees to AIHD Master Course from 1994.
g	Health	**Population and Reproductive Health Research (TCTPG) (Recipient Countries：Laos, Cambodia, and other Asian Countries)** 【Objectives】 To disseminate the knowledge and skills on population and reproductive health and to develop higher quality human recourses. 【Characteristics】 IPSR has not received JICA's support other than TCTPG.	1999-2003	**Institute for Population and Social Research (IPSR), Mahidol University, Thailand** 【Content of Cooperation】 Conducted once a year and received total number of 69 trainees.

h	Information and Communication Technology	**Advanced Telecommunication Technology (TCTPG) (Recipient Countries：Laos, Cambodia, and other Asian Countries)**	1993-2002	**King MonKut's Institute of Technology Lakrabang, Thailand**
		【Objectives】 To provide advanced telecommunication technology. 【Characteristics】 Training course of telecommunication technology was commenced from 1978 by joint support of Japan and Thai government.		【Content of Cooperation】 Conducted once a year and received total number of 184 trainees.
i	Gender, WID	**Enhancing Women's Role in Rural Development (TCTPG) (Recipient Countries：Laos, Cambodia, and other Asian Countries)**	1995-1999	**National Agricultural Extension and Training Center (NAETC), Kasetsart University, Thailand**
		【Objectives】 To provide knowledge and skills related to role of women in rural development. 【Characteristics】 The course was interrupted after the first phase, but based on the examination the phase two course was restarted.		【Content of cooperation】 Conducted once a year and received total number of 77 trainees.
j	Agriculture, Rural Development	**Sustainable Agriculture Production through Agricultural Extension Approaches (TCTPG) (Recipient Countries：Laos, Cambodia, and other Asian Countries)**	1995-1999	**National Agricultural Extension and Training Center (NAETC), Kasetsart University, Thailand**
		【Objectives】 To provide agricultural production technology emphasizing conservation and utilization of resource and environment for sustainable agriculture. 【Characteristics】 NAETC has developed through JICA's cooperation, and has been currently active in agricultural extension as training center. The course was conducted based on these experiences.		【Content of Cooperation】 Conducted once a year and received total number of 89 trainees.
k	Water and Disaster Management	**Water Supply Technology(TCTPG) (Recipient Countries：Laos, Cambodia, and other Asian Countries)**	1992-2001	**Metropolitan Waterworks Authority (MWW), National Waterworks Technology Training Center(NWTTI), Thailand**
		【Objectives】 To enhance knowledge and skills in water supply 【Characteristics】 Conducted the course by the support of TICA from 2001.		【Content of Cooperation】 Conducted five week course once a year.

Sources: Based on interviews at the field study and related data and information collected.

3.1.2 Actual Situation of Support for SSC

(1) The Positioning of SSC in the Concerned Organizations

In this evaluation, the field surveys were held for Thailand as the implementing country and for Laos and Cambodia as the recipient countries. The concerned organizations include: in the implementing country, the JICA Thailand Office, the Thailand International Cooperation Agency (TICA) of the Ministry of Foreign Affaires as ACIC and the implementing organizations of training activities and dispatching organizations of experts; and in the recipient countries the respective JICA Offices, ACIC, organizations dispatching trainees, and receiving organizations of experts. However the positioning of and relationship with the support activities for SSC are not uniform, particularly differed depending on the modalities of the JICA's support for SSC. Such differences in positioning of SSC give an impact on the implementing situation and its effects. The positioning of SSC of these organizations based on interviews and others held during the field surveys is explained below.

a) Thailand as the Implementing Country

-The JICA Thailand Office : the JICA Country Office in the implementing country

The JICA Thailand Office has been actively involved in the support for SSC in following the principle of assistance for supporting the capacity building toward a donor country in line with the Thai government policy. In practice, the Office concluded the PP with the Thai government, and has mainly conducted TCTPG and TCED in this framework. In addition in order to achieve greater effects from SSC including TCTPG by utilizing resources in this region, effort has been made to find and formulate projects corresponding to the need of recipient countries of JARCOM and to implement the regional cooperation projects in response to the issues arisen in Southeast Asian region, particularly as the coordination agency regarding the JARCOM activities. JICA Regional Support Office for Asia was established in October, 2004, and the role of coordination agency regarding the JARCOM activities was transferred to the office as its function.

In this background, the study team analyzed the relationship of the Office with TCTPG and found that its involvement varied between the finding/formulation and implementation of projects. The Office is greatly involved in such activities as the selection of issues and implementing organizations. The selection of projects however is conducted as a joint work between the JICA Office and TICA as ACIC, but in practice the intention of Japanese side is strongly reflected in the fact that the organizations received the technical assistance of JICA are nominated as the implementing organization. Nevertheless the involvement of JICA in TCTPG at the implementing stages is not highly strong. After selecting the projects, training is planned by the implementing organizations on the basis of intentions of JICA and TICA, and conducted in the framework of TICA. Basically while the Thai Office had been conducting SSC to the extent of allocated budget, its activities had been centered on the implementation management of projects, and as a result the

JICA Office did not have a deep knowledge regarding the training outcomes such as changes of recipient organizations in the recipient countries. Also it remained yet to accumulate the information concerned.

- The Thailand International Development Cooperation Agency (TICA): ACIC in the implementing country

The Thai government, while requesting the bilateral assistance, it identifies itself as an "emerging donor" and makes efforts toward its direction. As an effort to this direction, it reorganized the Directorate of Technical and Economic Cooperation (DITC) and changed the TICA as a department directly belonging to the Deputy Minister of Foreign Affaires. At the same time, in linking with the foreign policies, the government changed itself toward a donor country while reducing the aid that it received. As one of the related actions, it transformed the Economic Fund for Neighboring Countries (NECF) into the Economic Development Agency for Neighboring Countries (NEDA), both belonging to the Ministry of Finance. Under such a system, Thailand has placed an emphasis on the assistance to CLMV countries - Cambodia, Laos, Myanmar and Vietnam- as the neighboring countries which are directly related to it interest and the low-income ASEAN countries. Furthermore in recent years, Thailand has put an emphasis on the assistance to not only these neighboring countries but also those in South Asia, the neighboring post -conflict countries and even African countries.

The JICA's Support for TCTPG and TCED has been conducted in the framework of such development cooperation programs of TICA. In particular TICA has put an emphasis on the cooperation with the group training for many countries, while to conduct the bilateral cooperation to specific countries with its own technical cooperation projects. The bilateral cooperation has focused on CLMV counties, with which it conducts policy dialogues every year and formulates the cooperation packages for each country. TICA thinks however that TCTPG is a cooperation program with the strong intention of Japanese side, thus neither fully reflects the intention of TICA nor considers the need of recipients. Particularly from the aspects of harmonizing with the domestic policies of Thailand, TICA concerns with the cases when the differences exist between the priority organizations based on the domestic policies and the implementing organizations expected from the Japanese side, in other words, with the fact that the organizations having the past records of Japanese cooperation had always become the implementing organizations. Regarding JARCOM, while it recognizes that effort has been done to match the need of recipient countries, the process of project formulation is led by Japan and the decision making process is not fully understood from outside. Moreover it has a doubt on the perception of partnership, specifically as it considers TCTPG conducted with Japan as a joint implementation, thus raises a question why Thailand should submit an official request to Japan. For example, in fact since Japan asked Thailand to submit the official request for the cooperation with Japan toward Africa, its implementation was delayed but

conducted by submit ion of Exchange of Note instead of a request from TICA to inform its needs[1].

-Implementing organizations (such as implementing organizations of TCTPG)

In Thailand the implementation of SSC has been conducted by the organizations, which had the past records of Japanese aid. All the implementing organizations of TCTPG but Institute for Population and Social Research (IPSR) of Mahidol University, including the ASEAN Institute for Health Development (AIHD) of Mahidol University, the King MonKut's Institute of Technology Lakrabang (KMITL), the National Agricultural Extension and Training Center (NAETC) of Kasetsart University, and the National Waterworks Technology Training Center (NWTTI) of Metropolitan Waterworks Authority (MWW) had the actual records of cooperation with Japan. These implementing organizations of SSC in Thailand, being such organizations as the high level education institutes, specialized technical education institutes, training centers and educational institutes belonging to universities, all have established the leading positions as education institutes in respective disciplines, and they recognize the fact that they developed on the basis of the technical assistance from Japan. They consider that the implementation of training and dispatches of experts are conducted on the basis of their present functions, given the Japanese technical aid as a historical fact. The contents of training are built on the basis of the requests of consigned organizations in using their own resources. The training contents of JICA training are decided in following the specifications of JICA and TICA as the consigning organizations. These implementing organizations also take the projects as the opportunities of their internationalization and for promoting the overseas business (See Box 3-1).

Box 3-1 Implementing Organizations of Training in Thailand

For example, the National Waterworks Technology Training Center of Metropolitan Waterworks Authority was established by Japanese cooperation, and it is strongly aware of the Japanese aid as it displayed the photos of implementation of aid projects, and conducts many training courses mainly within the country. SSC is conducted based on the established functions and planned following the requests of consigning organizations. The Center successively conducted the JICA training courses from 1992 to 2002, and after their completion the similar training courses for the neighboring countries under the cooperation programs of TICA. Moreover in recent years it was entrusted on a contract basis with the Project on Capacity Building for Water Supply System in Laos of the Laos Water Supply Authority for the Vientiane Water Supply Authority, and the Project on Capacity Building for Water Supply System in Cambodia for the Phnom Penh Water Supply Authority. These training courses are taken as an overseas business, thus the Center promotes such activities in establishing an international division. Similar phenomena are observed in other implementing organizations, for instance National Agricultural Extension and Training Center (NAETC) of Kasetsart University expands the facilities built by Japanese cooperation for the purpose of overseas training activities.

b) Laos and Cambodia as Recipient Countries

- JICA Offices in the recipient countries: the JICA Laos Office and the JICA Cambodia Office

[1] After that, Japan has proposed systems to TICA which projects of the PP will be are examined separately from the traditional procedure without request from Thai in case there is an agreement at the Committee of the PP.

The JICA Offices in the recipient countries, Laos and Cambodia, are not highly aware of TCTPG. On the other hand, they demonstrate a strong interest in training courses on a contract basis in the framework of technical cooperation projects. Both of them also make efforts for finding and formulating projects under JARCOM that was established recently.

Both JICA Offices are conducting training courses on a contract basis in the framework of technical cooperation projects as part of their activities, which are the major activities of the Offices. Training courses using the resources of neighboring countries are subject of their own budget thus are considered operational within their management. They thus consider the activities as the means to be strategically used. Regarding the finding and formulation of training projects under JARCOM, the projects can become operational in the initiatives of Laos and Cambodia Offices as recipient countries, that is, by identifying the need of recipient countries, thus they are primarily responsible to the activities. These activities are included in the implementation plan of projects of respective Offices. Such a situation was explained in details at the JICA Offices and at the same time its importance was stressed in the occasion of the field surveys.

On the other hand, the positioning of TCTPG conducted in Thailand and other countries is highly different. Its acknowledgement in Laos and Cambodia is not strong even though trainees are dispatched from both countries. TCTPG is not positioned as a means for resolving the issues arising from the implementation plans of projects in the respective Offices. While the mission asked the lists of trainees dispatched to TCTPG, such lists were not available. These Offices hardly took hold of what counterpart organizations, to what TCTPG, and who were dispatched (Box 3-2).

Box 3-2 Involvement of JICA Offices in Recipient Countries of TCTPG

The JICA Offices do not take hold of the actual situation of the existing TCTP though they concern with their lack of involvement. It is caused by the fact that the actual implementation are made by the respective embassies of implementing countries. Since the administrative process is made in the line of embassies implementing countries in recipient countries, the Ministry of Foreign Affaires of Cambodia and the ministries and organizations dispatching trainees, thus the Offices are not involved unless problems arise. (A JICA Office)

- ACICs of the recipient countries, Laos and Cambodia

ACICs in the recipient countries, Laos and Cambodia, are in a dual structure. In Laos the ASEAN Department and the International Cooperation Department of the Ministry of Foreign Affairs and in Cambodia the ASEAN Department of the Ministry of Foreign Affairs and the Development Council of Cambodia are respectively functioning as ACICs. It is primarily caused by the difference of charged agencies to ASEAN and Japan within the Ministries of Foreign Affaires. Under such a situation, the sending procedure of trainees to the existing TCTPG and the formulation of JARCOM training program are handled by different organizations/departments.

Specifically the involvement in SSC of the International Cooperation Department of the Ministry of Foreign Affairs of Laos and the Development Council of Cambodia changed after the establishment of JARCOM. Before its establishment, these two agencies were hardly involved in SSC.

The existing TCTPG implemented by TICA is in principle conducted through the diplomatic channel, thus in the recipient countries the Thai embassies in the countries and the ASEAN departments of respective ministries of foreign affaires as the contact points conduct the administrative procedures relating to the training contents and trainee candidates. In Laos, most communications with the implementing organizations dispatching the trainees are conducted by the International Cooperation Department of the Ministry of Foreign Affairs, while in Cambodia the Development Council is hardly involved in the process. The notices of training courses are made on an ad hoc basis according individual courses, thus they do not link systematically with the development policies. It is basically acknowledged to improve the general level of techniques and knowledge of human resource in respective countries.

After JARCOM was established, the involvement of the International Cooperation Department of the Ministry of Foreign Affairs of Laos and the Development Council of Cambodia has increased, as the coordinating agencies of economic development and cooperation. This is due to the fact that finding and formulation of training projects of JARCOM can be only worked out in the initiatives of recipient countries of Laos and Cambodia, and as a result a joint work with the JICA Offices has increased.

- Recipient organizations in recipient countries (such as organizations dispatching trainees in recipient countries)

The study team visited such recipient organizations as the Faculties of Engineering in the National University, the Ministry of Public Health, and the Water Supply Authority in Laos, and the National Center for Maternal and Child Health of the Ministry of Public Health, the National Institute for education of the Ministry of Education, Youth and Education, the Ministry of Posts and Communications, and the Forestry Administration of the Ministry of Agriculture, Forestry and Fisheries in Cambodia. The response to Support for SSC of these organizations varies depending on the implementing ones and patterns.

Regarding TCTPG, all visited organizations in Laos and Cambodia responded in a passive way as they simply accept the offers of training courses. It is characterized that the JICA's TCTPG was part of many training offered by international organization and donors to the individual organizations. However the offers were made on an ad hoc basis, thus they had difficulties to respond them in a planned manner. In many cases, when an offer was received, the candidates were selected among the staff available at that time. It was not highly difficult to find the staff, who

received multiple training courses. They considered the individual training courses from different organizations were different each other, and not necessarily perceived as SSC since the training was conducted in neighboring countries. Arrangement of selection and dispatches of trainees was conducted by the responsible person of the personnel department, who tended to regard the training as part of career development of staff and the effects of training as the knowledge acquirement of individuals. It appears to seldom select candidate trainees for responding the specific issues that the organization faced. It is the most eminent difference from training courses conducted as a component of the framework of projects. According to interviews regarding training, they distinguished those who participated in the training of offering type and in the counterpart training each other. Also among the training of offering type, those for obtaining the post-graduate degrees, i.e. for master and doctor degrees, were tended to be preferred (Box 3-3).

Box 3-3 Response of Organizations Dispatching Trainees to TCTP

There are many training offers from overseas including the long-term training with the scholarship of Japanese government (JDS). Selection of trainees is made by test, but as the number of staff fluent to English is limited, the opportunities are not given to all equally. Accordingly, for example, there may be the cases to select and dispatch the persons fluent to English in selecting horizontally across disciplines different from one's own. Thus there may be cases when the most appropriate persons are not necessarily dispatched, but it is considered that with the mandatory follow-up measures such as the joint uses of acquired knowledge and technology after returning, it is much better than to completely lose the opportunity to send the trainees. (An organization dispatching trainees)

On the other hand, the response of dispatched organizations of trainees is greatly different in case of the training in technical cooperation projects on a contract basis from those in the offering-type training of TCTPG. Training in technical cooperation projects on a contract basis constituted part of the technical cooperation projects conducted by their own, thus they are concerned with the kind of training and how to secure the outcomes and thus the positioning of training in the own organizations are clearly defined.

(2) Implementation Situation of Support for SSC

a) Implementation Procedures of TCTPG

The evaluation study of this issue was conducted in confirming the actual procedures of TCTPG by interviewing the concerned organizations. TCTPG follows the process in which the Japanese Embassy, the JICA Office and TICA in Thailand and the related organizations in Japan adopt the projects and consign them to the implementing organizations. Subscription of trainees is held through the diplomatic channel of the Ministry of Foreign Affaires of Thailand. The application form of TCTPG is sent to the Ministry of Foreign Affairs of recipient countries through the Thai embassies located in recipient countries. In the ministries of foreign affairs of ASEAN countries, respective ASEAN Departments are generally responsible to the matter. The application

forms are distributed to the ministries concerned either directly from the ASEAN Department or through the International Cooperation Department of the Ministry. The ministries concerned then circulate the forms to the departments concerned in respective ministries, which select the candidates and report the Ministry of Foreign Affairs. The Ministry then sent the candidate list to the Thai embassies in recipient countries, which then sent them to TICA. Implementing organizations select the trainees from the candidates presented through the diplomatic channel according to the subscription outlines. However in practice, as the candidates are reduced to a small numbers at the stage of diplomatic channel, the degree of liberty of selection by the implementing organizations is limited (Box 3-4).

At the training, efforts have been made for improving the training contents so as to enhance the achievement of participated trainees including the examination of technical levels, the presentation of success and failure cases, and the generation of action plans after returning the countries.

Box 3-4 Selection of Trainees by Implementing Organizations

Since the shot-term training is the intergovernmental cooperation, the applications are placed at TICA through the diplomatic channel, which actually selects the trainees. Accordingly we, the recipient organizations, cannot make direct contacts with trainees at the stage of selection. It should be helpful if in the course of screening process (in case there is a JICA project under implementation in the dispatched country), the trainees are recommended from the project (An implementing organization of training).

(In receiving the trainees) it is hard to say that the recipient organization requires the appropriate contact points in the country. ----- We have an impression that same places have been sounded (on the application of trainees). This trend remains unchanged today, thus as far as the diplomatic channel is used the applications may not be received from the appropriate organizations (An implementing organization of training).

b) TCED

When the society, culture and economy are similar between recipient and dispatching countries, the technology owned by third country experts appears to be relatively applicable to the recipient countries. Especially like the case when Thai experts are dispatched to Laos having a linguistic similarity, it is highly advantageous.

The IT Bridge Project at the Faculty of Engineering of the National Laos University is conducted for three years from April 2003 to March 2006. In this project, along with the Japanese technology, the technology and experience of King Mongkut University of Thailand are utilized and the project is conducted as a joint project as the role of each side being clearly defined. It is a project in which the merits of SSC are fully realized. The third country experts from Thailand mainly give the technology guidance, while long and short-terms experts from Japan are also dispatched. Those who are involved in this project acknowledged that since the training is made in the Lao, not English, such an achievement of project is attained (Box 3-5).

Box 3-5 The Upgrading of IT Education Project (IT Bridge Course) at the Faculty of Engineering of the National Laos University

Since there is a linguistic similarity between the Thai and the Lao (regarding the IT Bridge Course), the cooperation like generation of texts was rapidly conducted-----.

In the IT Bridge Project, the need of the Lao side was identified by dispatched experts from Thailand, the curricula were adjusted so as to meet the recipients need by revising them as required----- KMITL cooperated so that students of the Faculty of Engineering of the National Laos University could obtain the undergraduate degree and further a higher degree. The advantages of the cooperation among Laos, Thailand and Japan were a linguistic similarity between the Thai and the Lao, and the similarities of culture and climate, even from the financial point of view, this approach was cost effective (An expert dispatching organization in the implementing country).

c) SSC as Comportment in the Framework of Technical Cooperation Projects in Recipient Countries: Training on a Contract Basis

This study also examined the cases of training programs utilizing the resources in neighboring countries as comportment in the framework of technical cooperation project of recipient countries on a contract basis. These projects in Laos and Cambodia are conducted as the Japanese technical cooperation projects and expanded this mechanism so as to complement the Japanese technology and experience in organizing training courses by utilizing the relating agencies and institutes of Thailand and Malaysia. As part of project activities, training was incorporated in conducting the courses at the Waterworks Technical Training Center of Thailand in case of the waterworks activities; and in Khon Kaen and Chiang Mai Universities of Thailand, and at the Sarawak General Hospital in Malaysia in case of the activities relating to public health. The training was conducted in the form of work consignment between the JICA Offices in Laos and Cambodia, and the training implementation and expert dispatching organizations. It was characterized by the arrangements that training courses were organized following the intention of projects, i.e. that of the recipients of training, which was different from those arranged by implementing agencies in case of TCTPG. Selection of trainees was also systematically made in consideration of the outcomes expected by the dispatching organizations, thus the outcomes and their consequences was commonly acknowledged and shared between the implementing organizations of training and the expert dispatching organizations (Box 3-6).

Box 3-6 Cases of Training on a Contract Basis in the Framework of Technical Cooperation Projects

The Project on Capacity Building for Water Supply System in Lao Water Supply Authority, with the aim of enhancing the technical and management capacities of the Authority, is conducting the activities to improve the working methods such areas as setting and managing water pipes, operations and management of filtration plants and water quality control. The use of the Thai resource persons was incorporated from the planning stage of the project. It incorporated the training in Thailand and the acceptance of Thai experts along with the dispatches of Japanese short and long-term experts and the counterpart training in Japan. The overseas training was conducted in combination with overseas training using the National Waterworks Technology Training Center of Thailand (68 persons in total). Moreover it accepted two experts from the same Center. Taking the advantage of the similarity of two languages, it was thought that a good number of Lao staff could be trained in a short period. The consciousness of people concerned of training was evident, and the training contents were decided in consultation with the implementing organizations.

The Project on Capacity Building for Water Supply System for the Cambodia Water Supply Authority was conducted on the contract between the JICA Cambodia Office and the National Waterworks Technology Training Center of Thailand. However since the number of trainees was not many and there was no advantage in languages like Laos, the main training was conducted in Japan while, different from the initial plan, only the training was consigned on a contract basis to the Thai Waterworks Department including only the unique issues to developing countries. While both projects have analogous in patterns, the approach to training varied according to respective situation of development and the difference of languages.

In the Maternal and Child Health Project of Cambodia (Phase 2), from 2000 to 2002, 13 and 4 staff were dispatched respectively to the TCTP at the Khon Kaen University of Thailand and the Sarawak General Hospital of Malaysia. The Japanese experts at the hospitals initiated the training in considering the need of Cambodia, and they accompanied and participated in the training partly so as to make it possible to be involved in the close outcomes management.

d) Training Courses Formulated by JARCOM

JARCOM was established as a mechanism for consultation among ASEAN countries for the purposes that SSC be adjusted to facilitate to reduce the gap among Southeast Asian countries and match with the need of recipient countries (Box 3-7).

Box 3-7 Background of Establishment of the JARCOM

In the fiscal year of 2003, the number of TCTP conducted in Southeast Asian region was about 40% of the total. However, in implementing the courses, in reflecting the Japanese intention of “Support for New Donors” to the original member countries from the establishment of ASEAN such as Singapore and Malaysia, the projects were formulated in emphasizing on the implementation capacity of facilities and human resource of these countries. Therefore, there is such aspect that the development need of participating countries for training was not fully reflected. Accordingly there was such trouble that participating countries did not fully get the outcome of training and implementing countries did not conduct effective cooperative activities in spite of many training courses.

（http://www.jica.go.jp/jicapark/frontier/0408/02_b.html 2005. 8.6, Translation from Japanese to English）

In the annual meeting, in emphasizing the ownership of ASEAN countries, efforts are made to formulate projects in responding the need of individual countries. As ACIC of the country holding the meeting being the host, recipient countries express their individual need including the names of

expected supporting countries, and the supporting countries examine their possibility. It aims to build a system in which survey teams will be dispatched to the requested countries, then after securing their need the projects will be formulated. The holding cost of meeting is borne by JICA, and the meeting is being held every year in rotating among the JICA offices in the region. There are countries such as Thai which bear all or a part of cost of transportation and accommodation from their own budget. The arrangement including setting of the agenda is conducted by the JICA office and ACIC of the country holding the meeting in consultation with the JICA offices and the agencies in charge of international cooperation of the member countries. Bilateral negotiations are held among ASEAN countries on what can be offered by the relatively developed countries like Thailand and Malaysia to the less developed ones like the CLMV countries. To date, such training programs as Digital Telecommunication Network Operation & Maintenance Technology by Vietnam, Environmental Protection for CLMV Countries by Malaysia were formulated and registered as the aid projects in the framework of the Initiatives for ASEAN Integration (IAI).

(3) Characteristics of Supports for SSC and Positioning by the Concerned Organizations

Table 3-2 has been produced, on the basis of the above study result, to present the overviews and characteristics of Support for SSC and its positioning by concerned organizations. The table describes the main points observed in case studies. The result can draw the three points as below.

From the case studies it is pointed out that the SSC support activities in Asia are divided into two categories. The first category is the SSC support activities mainly conducted by relatively developed implementing countries. Among TCTPG, under the assistance of the Thai JICA Office and TICA as the responsible agencies in the implementing country, the implementing organizations, using their technology and experience, support TCTPG. The recipient countries receive applications through the diplomatic channel in the implementing country, the recipient organizations in recipient countries respond in a passive manner, and the involvements of the JICA Offices and the agencies charged in international cooperation such as the International Cooperation Department of Ministry of Foreign Affairs and the Development Council of Cambodia in Laos and Cambodia are limited. The second category of SSC support was the SSC activities mainly conducted by the recipient countries. In these cases, the recipient organizations, with the assistance of the JICA offices and agencies charged in the international cooperation, in considering the activities as part of the JICA technical cooperation projects, utilize the technology and experience of neighboring countries. In cases of training on a contract basis, JICA offices are much involved in concluding contracts with the implementing organizations. Regarding the reception of Third country experts, the involvements of the dispatching organizations in the implementing countries are significant in addition to that of the concerned organizations of recipient countries.

The second point is that there is a trend to connect the training need for development issues in

recipient countries with the training capacity of the implementing countries. Such an activity has been conducted with the specific aim for narrowing the gap of the less developed CLMV countries such as Cambodia, Myanmar and Vietnam, which is borne by JARCOM. JARCOM is expected to reflect the development need of participating countries, thus make effort to find and formulate training courses in mobilizing the concerned organizations in both implementing and recipient countries. In the project formulation process, the involvements of recipient organizations of SSC, which is so far minimal, have increased. On the other hand there is a view that it take a longer period to formulate such projects due to the involvements of many organizations in the process, although JARCOM being a mechanism considering the need.

The third point is the existence of implementing organizations supporting the SSC activities. Most of these implementing organizations became the leading educational organizations with the past Japanese assistance. The implementing organizations, based on the intentions of cosigning organizations of JICA and TICA, decide the training contents in using the own resources. These SSC activities are also conducted in the framework of own internationalization and overseas business.

3.1.3 Contribution and Effects of Support for SSC

(1) Contribution and Effects

In the evaluation exercise, taking the JICA country Office and ACICs in the recipient counties, Laos and Cambodia; the training implementing organizations in the implementing country, Thailand; and the trainee dispatching organizations of the recipient countries, Laos and Cambodia, the extent of acknowledgment and the realized situation of outcomes of SSC related projects. Unfortunately this evaluation study, due to the situation of the unclear and imperfect definition of outcomes, could not fully confirm the realized situation of contribution and effects. Accordingly this study supplemented the evaluation regarding the realizing situation of outcomes by the survey on the acknowledgment of concerned organizations on outcomes. The result of study based on the interviews at the field survey is shown below.

a) Regarding the Outcomes of TCTPG

TCTPG was formulated by the JICA office and TICA of the implementing country, and the organizations receiving the JICA technical cooperation in the past conduct the training courses as the implementing organizations. In practice, offers were given from the implementing sides, thus in cases of this study, the interest of the JICA Thai Office, TICA and the implementing organizations was high.

Table 3-2 Activities for South-South Cooperation and Positioning of Related Organizations

	JICA Overseas Office (Implementing Country)	JICA Overseas Office (Recipient Country)	Agency charged in International Cooperation TICA (Implementing Country)	Agency charged in International Cooperation TICA (Recipient Countries)	Implementing Country Implementing Organization	Recipient Country Recipient Organization
TCTPG [Project : f, g, ,h, i, j, k]	- Conduct as support for new donor - Support for training program based on project which Japan extended cooperation. - Provision of Cost	- Are not involved unless problem arise due to that selection and arrangement are conducted by using diplomatic channel of implementing countries	- Conduct as a part of aid policy - Conduct administrative procedures such as recruitment of trainees through diplomatic channel. - Provision of cost - Critics on implementation mainly by organizations supported by JICA technical cooperation projects	- Procedures for selection of trainee sending organization based on offers of training courses	- Formulation of training courses to meet to requirements of client organization as training implementing organization. - Existance of constraints for selection of trainees - Conduct as apart of their business opportunity. - Conduct as a part of their institutionalization - Acknowledge as a part of foreign policy	- Respond as a part of their human resources development. - Respond to offers of training courses on an ad hoc basis - Respond in a passive way to offers rather than in a planned manner
Technical Cooperation Project - Contract based training [Project: b, c, d, e]	- are not involved in.	- Respond as a project in implementing plan. - Administrative procedures for contract. - Provision of cost	- are not involved in.	-are not involved in	- Formulation of training courses to meet to requirements of client organization as training implementing organization. - Conduct as a part of their institutionalization	- Important component of cooperation activities - Planned implementation as a part of project - Provision of cost.
Technical Cooperation Project - Utilization of TCED [Project: a]	- Selection of expert dispatching organization and administrative procedures.	- Respond as a project in implementing plan. - Provision of cost	- Support to expert dispatching organization - Procedure for approval of dispatching - Provision of cost	- are not involved in	Expert dispatching organization - Multi-partner project such as the IT Bridge Project at the Faculty of Engineering of the National Laos University: Participation as supporting organization. - Provision of cost	- Important component of cooperation activities - Planned implementation as a part of project
Training Courses formulated by JARCOM	- Coordination agency regarding the JARCOM activities - Promotion of project formulation - Provision of cost	- Confirmation for training needs for development issues. - Support for project formulation	- Respond to training needs for development issues. - Support for project formulation - Provision of cost - Criticism on JICA centric implementation	- Confirmation for training needs for development issues. - Support for project formulation	- Respond to training needs for development issues. - Project formulation - Planning and implementation training courses	- Identification of training needs for human resources development - Planed sending of trainees based on training plan. - Planed feedback of training results.

(Source) Formulated by the Study Team
Note: Refer to the project code on the Table 3-1

The implementing organizations made a considerable effort to the management of course, particularly such as the content of training courses, selection of trainees and to ensure the knowledge acquirement during the courses. In training courses, efforts for improving the training contents such as examination of technical levels, presentation success and failure cases, and formulation of action plan after returning were made so as to enhance the achievement of course participants. However they did not consider the enhancement of organizational capacity beyond individual capacity and knowledge as their responsibility but left it to dispatching organizations of trainees. Implementing organizations by their own managed training courses so as to respond to the general not specific issues that each dispatching organization faces, thus they assumed to be difficult to attain a greater achievement than that expected to ordinary training courses.

Moreover in TCTPG, most implementing organizations did not consider the follow-up to measure the effectiveness of training as one of their activities, thus did not conduct the follow-up of training. In the similar context, the implementing organizations of training did not take hold of the outcomes to the extent that the dispatching organizations had expected. They did not either have the opportunities to regularly obtain the information regarding the realization of outcomes though they had some chances as the implementing organizations participated in evaluation exercise. They did not have the knowledge whether the relationship and collaboration between the returned trainees and JICA projects existed or not. However they recognized the limitation inherent to the training mechanism order to realize the training effects (Box 3-8).

Box 3-8 Training and Achievements of Implementing Organizations of Training Courses

Efforts should be paid, for instance to produce the texts in English apart from the Lao, and difference among languages may cause the obstacle to communications. Yet the difference in the areas of languages and cultures does not pose an essential problem to training, thus affects little to the technical level achieved by training (An implementing organization of training courses).

In order to realize the outcomes exceeding the acquired knowledge after trainees returned their countries, such follow-up activities are required that TICA or JICA organize trainees, or assist to build related systems. Training alone may be difficult to achieve the expected outcomes (An implementing organization of training courses).

On the other hand, the interests of such concerned organizations as JICA Offices and charged ones in recipient countries were low. The system to secure the information of trainees was found neither in Laos nor Cambodia. Dispatching organizations in these countries responded when offers were given or passively, that is, not necessarily in a planned manner. The study team could hear of the effects of training at individual level, but hardly the realized outcomes beyond the improved knowledge of individuals. Dispatching organizations also basically expected to enhance the knowledge at the individual level.

Yet the achievement after training varied according to the attitude of dispatching organizations. When the organizations to which trainee belonged strongly sought to put the effects

into practice, for instance as seen in the case of changes in medical treatments through individual training of the Maternal and Child Health Project in Cambodia, there were cases that effects spread over the organization as a whole beyond the knowledge acquired by individuals. Also in cases that implementing organizations regularly had contacts with dispatching organizations of trainees, and selected the appropriate persons in close communications each other, the objectives of trainee and his/her belonging organizations coincide, thus the outcomes beyond the individual level, for example contribution to the regional cooperation activities, was realized.

b) Outcomes of Training Programs Conducted in the Framework of Technical Cooperation Projects

Training on a contract basis was conducted as part of technical cooperation projects so as to achieve their objectives. Both the JICA office and recipient organizations had concrete acknowledgment of the outcomes. The contents of training were determined following the requests of dispatching organizations, i.e., the implementation bodies of technical cooperation projects. These bodies, especially in focusing on the Japanese experts and the project counterparts at the project implementing organizations, determined the topics, contents and levels of training in close consultation with consigned bodies. As the effects of training, they counted not only the enhancement of knowledge and techniques of training participants but also the capacity improvement of dispatching organizations and contributed to achievement of the objectives of project under implementation (Box 3-9).

Box 3-9 Training Programs Conducted in the Framework of Technical Cooperation Projects

Regarding TCTP, the experts of projects directly went the place and after searching a training implementing organization suitable to the Cambodian situation, specifically set up the training courses. Thanks to this, the training courses with high quality and fit with the need were provided in the expense of great efforts for preparation. They also held training before dispatch as well as a reporting meeting after returning, thus firmly supported the trainees. Trainees themselves conducted the in-country training courses. (A dispatching organization of a recipient country)

The Lao Office considers the training courses in the framework of technical cooperation projects are effective. The response of the implementing organization, the response of National Waterworks Technology Training Center of Thailand is purpose-oriented (A JICA Office in a recipient country)

c) Recognition of Outcomes of any type of TCTP Formulated by JARCOM Mechanism

Concerned organizations consider that any type of TCTP formulated by JARCOM mechanism can enhance the acknowledgement of expected outcomes of each of organizations in the stage of formulation with the participation of the JICA Offices, the agencies charging SSC in both implementing and recipient countries, the implementing organizations in the implementing countries, and the dispatching organizations in the recipient countries. Especially they consider that since the implementing organizations in the implementing countries, and the dispatching

organizations in the recipient countries will share the outcomes, the possibility to attain the achievement become high. Furthermore they acknowledge that the JARCOM system had a possibility to be able to complement the short points of any type of TCTP, and the formulation of TCTP by JARCOM aims to transmit the training from the implementing side to the recipient side (Box 3-10).

Box 3-10 Projects Formulated by JARCOM System

Irrespective to various types of projects, they are formulated in taking the need of recipient countries into consideration as bilateral negotiations are individually conducted in the JARCOM forum. (A JICA Office in a recipient country)

Among the projects formulated under JARCOM, a nurse project in Malaysia and an aviation control project in the Philippines are included. In the latter project, the pilots trained in the Philippines conduct the training in Cambodia as trainers. The Development Council of Cambodia (CDC) considers an increase in such JARCOM projects in future (ACIC in a recipient country)

Recent training courses formulated under JARCOM are well built so as to match the respective needs. (An ACIC in a recipient country)

d) Achievement of TCED

The receiving bodies of TCED have so far been the JICA technical cooperation projects. In this sense, TCED are expected to only achieve outcomes as far as they are appropriately positioned in the technical cooperation projects. In the IT Bridge Project of Faculty of Engineering in Laos National University, the roles of Thai experts were appropriately defined in the framework of project activities. The experts conducted technical guidance in fully realizing their advantages. It is also an indispensable element to support the experts by the dispatching organizations in the IT Bridge Project, the King MonKut's Institute of Technology Lakrabang, the support organization, acknowledged the project as its own cooperation one and supported it so as to achieve the expected outcomes.

(2) Expectations and Achievements of Support for SSC

Table 3-2 summarizes, based on the study results of foregoing chapters, the degree of acknowledgement of concerned organizations on the outcomes of projects related to Support for SSC, the trend and characteristics of realization of these outcomes based on study cases. From the table the following three respects are pointed out.

First, it is pointed out that Support for SSC such programs as TCTPG consigned by JICA and TICA are conducted by established implementing organizations in utilizing their own resources. In this case study, it was observed that implementing organizations made an effort to improve the training texts and enrich the curricula, which made the course participants possible to enhance his/her knowledge and to acquire the techniques.

The second point was that the degree of achievements differed among the Support activities for SSC. While in TCTPG the outcomes were largely limited to the enhancement of knowledge and the learning of techniques of individuals, in the training courses conducted as part of the technical cooperation projects the outcomes reached at the organizational level beyond individual level. In the training courses conducted as part of the technical cooperation projects, under a clear perception regarding the outcomes of recipient organizations, training contents were determined and conducted in close consultation with implementing organizations. On the other hand, in TCTPG, the recipient organizations generally responded on an ad hoc basis to the subscription outline, did not dispatch trainees in a planned manner, nor clearly acknowledged the outcomes. Whether there is the common acknowledgement of outcomes between the implementing and recipient organizations caused a difference in the project outcomes.

The third point is the establishment of JARCOM, which is conceived as a movement to facilitate the common perception of outcomes between implementing and recipient organizations. JARCOM has made an effort so as to reflect the development need of recipient organizations to the projects conducted by implementing organizations, thus its outcomes were looked forward.

Table 3-3 Acknowledgement of Concerned Organizations on the Outcome of Project and Realization of these Outcomes

	Acknowledgement on the outcome of project						Realization of contribution and effects.
	JICA Overseas Office (Implementing Country)	JICA Overseas Office (Recipient Country)	Agency charged in International Cooperation TICA (Implementing Country)	Agency charged in International Cooperation TICA (Recipient Countries)	Implementing Country Implementing Organization	Recipient Country Recipient Organization	
TCTPG [Project : f, g, h, i, j, k]	・Emphasis on utilization of organizations which received JICA's Cooperation	・Not necessarily acknowledged .	・Emphasis on development issues and capability of implementing organization.	・Not necessarily acknowledged .	・Customization of contents to meet client agencies. ・Emphasis on ensuring output of training courses.	・Respond passively to training. ・Not clear in objectives of training as organization.	・Contribute to enhancement of individual knowledge and skills. ・hardly contribute directly to capability development of organization in most of trainee sending organizations
Technical Cooperation Project ・Contract based training [Project: b, c, d, e]	・Not necessarily acknowledged	・Acknowledge as means to attain project goal and project purpose.	・Not necessarily acknowledged .	・Acknowledge as a part of development plan.	・Customization of contents to meet client agencies. ・Emphasis on ensuring output of training courses	・Emphasis on clarification of training contents and its effects as a part of on-going project.	・Contribute to the attainment outcome as a part of technical cooperation project. ・Contribute to capacity development of recipient organizations.
Technical Cooperation Project ・Utilization of TCED [Project: a]	・Not necessarily acknowledged	・Acknowledge as means to attain project goal and project purpose.	・Acknowledge through dispatching experts.	・Acknowledge as a part of development plan.	Expert dispatching organization ・Multi-partner project such as the IT Bridge Project at the Faculty of Engineering of the National Laos University: Strong acknowledgement as a supporting organization. ・Provision of cost	・Emphasis on clarification of contents and its effects as a part of on-going project.	・Attainment of outcome due to the clarification of contents of activities by sending as a part of technical cooperation project. ・Attainment of outcome due to common and similar languages, ex. IT Bridge Project at the Faculty of Engineering of the National Laos University
Training Courses formulated by JARCOM	・Confirmation of development needs ・Formulation of project to met development needs.	・Confirmation of development needs ・Formulation of project to met development needs.	・Confirmation of development needs ・Formulation of project to met development needs.	・Confirmation of development needs ・Formulation of project to met development needs.	・Confirmation of development needs ・Formulation of project to met development needs.	・Confirmation of development needs ・Formulation of project to met development needs.	・Can expect outcome by making efforts to reflect the needs of recipient countries

(Source) Formulated by the Study Team
Note: Refer to the project code on the Table 3-1

(3) Facilitating and Impeding Factors for Achievement

Table 3-4 arranged the facilitating and impeding factors by programs and projects based on the observations in the foregoing sections. Main factors will be discussed on the following paragraphs.

Table 3-4 Facilitating and Impeding Factors for Achievement

	Facilitating Factor	Impeding Factor
TCTPG [Project : f, g, h, i, j, k]	・ The existence of implementing organizations as the leading education Organizations ・ Experiences and knowledge of implementing organizations from the Japanese assistance ・ Acknowledgement of implementing organizations on project as a part of foreign policy ・ Strong acknowledgement and clear positioning of recipient organization on training objectives in the context of its issues and human development ・ Clear commitment of organizations concerned	・ Lack of communications between training implementing and trainee dispatching organizations ・ Passive response of recipient organizations ・ Difficulty of planned dispatches of trainees to TCTPG ・ Mismatching of training needs. ・ Unbalance of level of trainees. ・ Difficulty of JICA office in implementing countries to involve and act independently
Technical Cooperation Project ・ Contract based training [Project: b, c, d, e]	・ The Existence of implementing Organizations as the leading education organizations ・ Experiences and knowledge of implementing organizations from the Japanese assistance ・ tation of training in a planed manner by recipient organization. ・ Implementation of training by flexible utilization of local activity expenses. ・ Business oriented responses based on contract basis implementation. ・ Communications between implementing and recipient organizations ・ Clearness of positioning of training as a part of technical cooperation project ・ Support of JICA office in recipient country. ・ Flexible selection of implementing organizations(emphasis on common language)	・ Unclear Positioning of activities ・ Difficulty of positioning of international agreement
Technical Cooperation Project ・Utilization of TCED [Project: a]	・ The existence of implementing organizations as the leading education Organizations ・ Experiences and knowledge of implementing organizations from the Japanese assistance ・ Intention of supporting organization for cooperation ・ Emphasis on common language Thailand - Laos) ・ Clear commitment of organizations concerned ・ Division of roles among organizations concerned	・Difficulty due to the regulations of supporting organizations. (term, treatment)
Training Courses by JARCOM	・ The existence of implementing organizations as the leading Education organizations ・ Clear commitment of organizations concerned ・ Division of roles among organizations concerned	・ Difficulty due to the existence of many organizations concerned

Note: Refer to the projects code on the Table3-1

a) Facilitating Factors

- The existence of implementing organizations as the leading education organizations

The implementing organizations of this study are such as high-level educational institutes, specialized technical education institutes, training institutes and educational institutes attached to universities, which respectively place themselves as the leading educational institutes in respective disciplines in the countries. They planned training courses on the basis of their own resources following the needs of JICA, TICA and the consigning organizations. They also paid an effort to secure a certain level of training when trainees finished the courses. To secure a certain level of training was much owed to these implementing organizations.

- Clear understanding of the outcomes at recipient organizations

Training outcomes are ensured through the appropriate feeding back of training results to the dispatched organizations. In such a feeding back, clear understanding of recipient organizations, which dispatch experts or receive experts, is important. In case of training on a contract basis in the framework of technical cooperation projects, the training was clearly placed as an element of the projects. There since the success or failure of training directly affects that of projects, training were conducted in a planned manner. Such a situation was also found in case of TCTPG, when the dispatching organizations of trainees clearly positioned it in connection with the personnel policies and for resolving problems in their own organizations.

- Communications between implementing and recipient organizations

Achievement is attained when implementing organizations appropriately understood the objectives of recipient organizations. In case of training on a contract basis in the framework of technical cooperation projects, recipient organizations selected the implementing organizations, and consigned the training on a contract basis. In concluding contracts, a close discussion was held between the organizations. As a result, it became possible so that the implementing organizations adjusted the training contents with the objectives of recipient organizations. Moreover after finishing training, in conducting joint evaluation for feeding back to the next training, an effort was made to improve the training so as to better match the objectives. On the other hand, in the training formulated and planned by JARCOM mechanism, the implementing as well as recipient organizations, in holding meetings, made an effort so as to adjust the training contents with the objectives in combining the development need to resources.

- Clearness of strategic positioning of SSC in the implementing organizations

Third country experts subject to this study who were dispatched to the technical cooperation projects conducted by the recipient organizations actually produced the expected outcomes. One of the elements was that the activities were strategically positioned in the organizations dispatched the experts. The project was a joint one among three organizations of Faculty of Engineering in Laos

National University, the King MonKut's Institute of Technology Lakrabang in Thailand (KMITL) and JICA. KMITL that dispatched the experts supported as the organization as a whole to attain the expected outcomes. The implementing organization clearly defined SSC as a joint project and encouraged the activities, which was an element for realizing the outcomes.

- Common language

In conducting TCTPG and TCED, the common or similar language between implementing and recipient countries constitutes one of important elements for realizing the outcomes. The linguistic similarity between the Thai and Lao reduces the obstacles caused by language barrier, and facilitated the training and guidance to the recipient country. The facts that in the IT Bridge Project the Thai experts produced the texts in the Thai quickly, and in the Project on Capacity Building for Water Supply System for Lao Water Supply Authority, contract-based TCTP and TCED transferred technology to Lao experts in the Thai, as two countries had not only the linguistic similarity but also many common and joint aspects in culture, environment and history, which altogether contributed to the realization of outcomes.

- Experiences and knowledge of implementing organizations from the Japanese assistance

Implementation of SSC in Thailand had been conducted by the organizations having actual records of Japanese aid. The organizations include high-level educational institutes, specialized technical education institutes, training institutes, and educational institutes attached to universities, which respectively place themselves as the leading educational institutes of the countries in respective disciplines, and most of them acknowledge the fact they developed on the basis of Japanese technical cooperation. Implementing organizations such as National Waterworks Technology Training Center of Metropolitan Waterworks Authority in Thailand, Khon Kaen and Kasetsart universities in Thailand, and Sarawak General Hospital in Malaysia received the Japanese cooperation. National Waterworks Technology Training Center of Metropolitan Waterworks Authority in Thailand was also established by the Japanese cooperation, which was highly conscious of the cooperation in displaying the photos at that time, and conducted many training courses mainly within Thailand. They conducted training and expert dispatches taking the past Japanese cooperation as a history and on the basis of current functions. As such the experience and knowledge from the Japanese technical cooperation form the common base in SSC supported by JICA, thus contributed to its smooth management and implementation.

b) Impeding factors

-Difficulty of planned dispatches of trainees to TCTPG

The subscription of trainees of TCTPG, as being observed in the Cambodian case, was made on an ad hoc basis, thus difficult to utilize them in a planned manner. Accordingly when recipient organizations subscribed the trainees, it tended to dispatch in a passive manner those who were

available at that time. Personnel sections considered the training as part of carrier development of the staff, and selected trainees so that they could acquire knowledge at individual level. The cases in which trainees were selected so as to respond to the development issues that organizations faced were rather limited.

- Unclear positioning of Support for SSC

The acknowledgment of TCTPG in Laos and Cambodia was not high. The existing training was not positioned as a tool to resolve the development issues faced with the project implementation plans of respective Offices. While the study team requested the lists of trainees dispatched under TCTPG, the lists were not available. The Offices hardly obtained the information on what counterpart organizations dispatched what kind of staff and to what TCTPG. In Cambodia, the Development Council had not been involved in the programs. Such unclear positioning of TCTPG of SSC by JICA Offices and agencies charged in international cooperation in recipient countries caused a lack of common acknowledgment concerning the expected outcomes of SSC with implementing countries, as a result limited the realization of outcomes.

- Lack of communications between implementing and training organizations

In TCTPG, the trainees was selected and determined by the implementing organizations on the basis of the list presented through the diplomatic channel. In practice, however, at the stage of selection through the diplomatic channel, candidates were reduced to small numbers thus the degree of freedom that the training implementing organizations were involved was much limited. Accordingly the organizations did not directly contact with trainees in the process of selection. Moreover it was pointed out that when the offers were accepted, these organizations hardly looked for the appropriate contact points in the country, and that as far as the diplomatic channel was used, the receipts of applications from appropriate organizations were not assured. The implementing and trainee receiving organizations were not aware of the intention of dispatching organizations, thus could not find what kind of feeding backs are required. As a result, the implementing organizations could not share the outcomes with the recipient organizations, which made it difficult to ensure the outcomes

- Difficulty of working languages

In TCTPG, the training contents were usually determined following the levels of education and training that respective organizations were conducting, which in Laos and Cambodia was not necessarily meet the English fluency level as ordinarily conceived. Also the recipient organizations had to dispatch the staff fluent to English irrespective to his/her subjects, since the number of staff fluent to English was limited. Such a situation would make it difficult to dispatch the appropriate trainees from countries like Cambodia and Laos, which were the priority countries of JICA as well as Agencies charging International Cooperation, thus became a factor impeding the appropriate

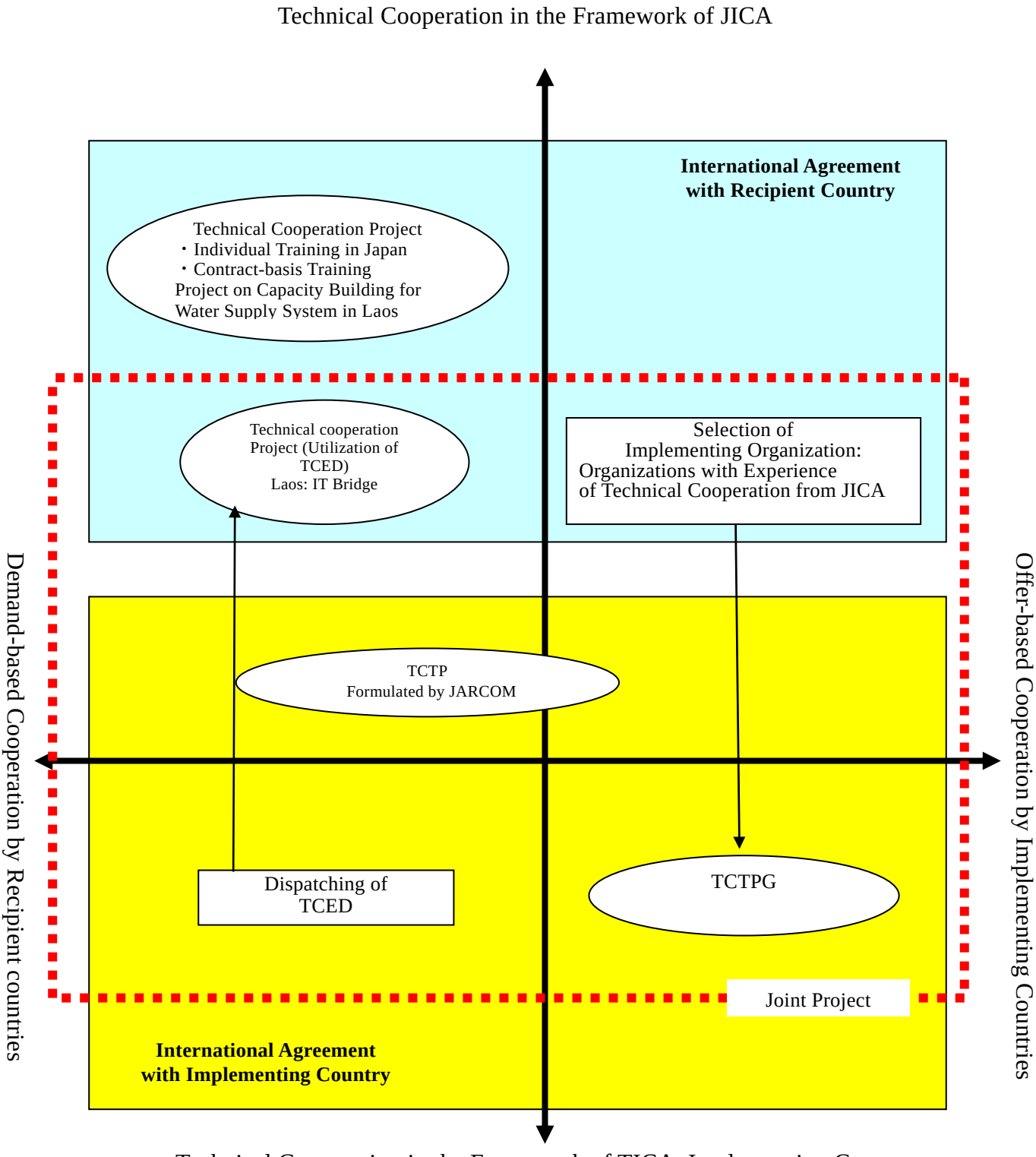
response to development issues.

3.1.4 Aid Framework and Characteristics of SSC

In this section, based on the results of foregoing analysis, the author considers the cooperation frameworks of JICA and TICA and the implementation and outcomes of the support projects of SSC to clarify the characteristics of SSC. The author also presents the ideal features of partnerships and international commitments, and then provides some suggestions on how to arrange each project from the aspects of system and operation. Figure 3-1 shows the classification of case studies from such aspects, and the territories of joint projects and international commitments with implementing as well as recipient countries.

The vertical axis represents the degrees of influence in the cooperation framework of JICA and TICA. As moving upward along the axis, a project is conducted in the framework of JICA's aid cooperation, that is, the project represents a technical cooperation project reflecting the JICA's policies and strategies at a higher degree. On the other hand, as moving downward along the axis, the project represents a technical cooperation project implemented based on the TICA's policies and strategies as the implanting country of SSC. Since policies and strategies of JICA and TICA are naturally different, the projects and activities jointly implemented by two agencies should be placed at a certain position on the Figure. Such a positioning of individual projects is important.

On the other hand, the horizontal axis represents the degrees of direction of projects. As moving rightward along the axis, the project represents an offer-based cooperation conducted by implementing organizations. In other words, the project focuses on implementation for ensuring the knowledge and technique of the recipients of project. On the contrary, the left direction on the axis represents a demand-based cooperation conducted by request of recipient organizations. In other words, the projects located there are formulated and managed focusing on outcomes on the basis of common perception of implementing as well as recipient organizations. In order to better realize the outcomes, a project directing towards an offer-based cooperation conducted by implementing organizations should be changed to one directing toward a demand-based cooperation conducted by request of recipient organizations.



(Source) Formulated by the Study Team

Figure 3-1 SSC Activities and Positioning

Based on such a general framework, it can be said that TCTPG is being conducted in the dual framework composing of selection and formulation of project under the JICA framework, and the project implementation in the TICA framework of the implementing country. This situation is a cause of the TICA's claim that the Japanese intention is strongly reflected in TCTPG, and that the training program does not reflect the modality as the Thai side hopes. Moreover the program is managed directing toward an offer-based project management by the implementing countries, and the outcomes are limited to the enhancement of knowledge and acquirement of techniques of individual trainees, so do their realization. The institutional rearrangements and the program management directed toward request of recipient countries are thus required

TCTPG is being reformed under the JARCOM system. In principle, it directs toward formulating the projects based on the need of recipient countries, in that sense toward the request of the recipient countries. However the JARCOM system itself is not necessarily clear where it should be positioned in the respective frameworks of JICA and implementing countries. The Thai government, while appreciating JARCOM as a system to be able to incorporate the need of recipient countries, it felt that the system was still led by JICA. The framework will also vary depending on the extent to harmonize with the ASEAN integration initiatives.

The utilization of the resources of neighboring countries on a contract basis as a component in the framework of technical cooperation projects is one of effective means. It can be positioned as the cooperation directed toward the request of the recipient countries in the JICA framework. It is thus important to arrange its institutional and management systems so as to be able to utilize more actively.

TCED is positioned as the resource utilization of neighboring countries in the JICA framework. It needs further discussions how to bring such a system closer to the framework of implementing countries as a joint project. The IT Bridge Project of Faculty of Engineering in the Laos National University is a precious example demonstrating such a direction.

3.1.5 Issues Relating to Promotion of Support for SSC in Asia Region

Asia, particularly Southeast Asian region, is one of the priority cooperation areas of Japan, where Support for SSC has so far been conducted in view of the utilization of resources built through the JICA cooperation, in future, however, such aspects as an emphasis on recipient countries and the assistance among countries within the region will become important. For this purpose, the project formulation in the framework of JARCOM is currently strengthened. In the following sections, based on the foregoing analysis, issues of SSC and Support for SSC are described from the aspects of policies/strategies, system and operation.

(1) Policies and Strategies

- Reconsideration of the features of partnership

Japan and Thailand concluded the PP, under which both countries implement Support for SSC to other developing countries. However in practice its actual modalities are not necessarily reflect the pattern that the Thai side hopes, as observed in the facts that an official requests for a joint projects should be submitted by the Thai side, and the Japanese intention is strongly reflected in TCTPG.

Most projects of Support for SSC is the joint projects including the fund sharing, thus concerned parties are desirably expected to be basically in equal position. From this point of view, the submission of official request from the Thai side may be against the conception of partnership. As a result, for example, there was a case that such a procedure impeded the implementation of cooperation, as the Thai side refused to submit an official request, as a result the joint assistance to African countries was delayed. After that, Japan has proposed a system in which projects of the PP will be are examined separately from the traditional procedure without request from Thai if there is an agreement at the Committee of the PP. By promoting this kind of system construction, the responsibility of parties including the government of implementing countries and JICA will become clear, and consultation and coordination among stakeholders will also become easier.

The formulation of SSC projects by JARCOM as a system attracts a certain appreciation from the Thai side, since it is able to reflect the need of recipient countries. However it is pointed out that the process of project formulation is still led by JICA and cannot be fully understood from outside. As such the Thai side has a doubt regarding the present partnership in which the intention of JICA has a priority over that of the Thai side. It should examine how to more respect the autonomy and ownership of the Thai side, for example, by strengthening of coordination between them in the upper stream of country programming, so as to improve the capacity of Thailand as a donor. Furthermore, with such an approach, the relationship with the implementing country will be further improved.

- Rearrangement of the perception of international commitments

In recent years as the modalities of Support for SSC have diversified, it needs to rearrange the approach of international commitments as the basis of implementation of cooperation. At present, international commitments between Japan and implementing/recipient countries are determined according to the main bodies of the implementation of activities. For example, in the case of TCTPG held in Thailand, international commitment is concluded assuming that the aid is provided to the training implementing country. The proper recipient is however the recipient country that dispatches trainees, thus the Thai side expresses a doubt on concluding an international commitment with Thailand that provided the assistance.

In order to improve the situation, the international commitments in Support for SSC should be principally considered as the aid to recipient countries. In clarifying the principle, the relationship among Japan and implementing/recipient countries becomes clear. Afterward the modalities of individual assistance should be worked out.

(2) Systems

In the Southeast Asian region, each JICA Office of ASEAN is making an effort to position the JARCOM framework into the Support for SSC, especially TCTPG implemented in the neighboring or ASEAN countries into the development programs for recipient countries, and to develop it as a system to identify the objectives. Such a direction is considered appropriate, and it is important to develop JARCOM as a more effective system.

However the formulation of training based on need is not a simple task. In fact while JARCOM make an effort to formulate training courses based on need, such courses are not necessarily formulated in practice. Moreover the positioning of JARCOM is not consistent between JICA and the implementing countries. While the Thai government appreciates JARCOM capable to bring up the need of recipient countries, it regards the project formulation being still led by JICA. Moreover the positioning will vary depending on that how extent JARCOM matches the initiatives of the formulation of East Asia Community. As it is, the outcome may less than expected, which may endanger the future of JARCOM itself.

(3) Operation

- Reconstruction of the process of subscription and implementation of TCTPG

Looking into the detailed procedures of TCTPG, they have many problems. The subscription of trainees of TCTPG is held through the diplomatic channel. Accordingly there is no system that the implementing organizations make contacts with the concerned organizations in recipient countries or those of JICA activities and their personnel, which lead to a weak acknowledgment of the outcomes of activities. Due to such a selection procedure, the implementing organizations conduct in reality the training activities in a passive manner. Under such a selection procedure, the involvement of JICA offices in implementing and recipient countries is limited to the assistance from the side, barring the essential involvement. Considering the situation, a procedure without using the diplomatic channel, otherwise even if the diplomatic channel will be used, a change in the procedure of trainee selection through direct consultations among stakeholders centering on implementing organizations will better meet the need of recipient countries, so the JICA strategies of country specific and discipline specific approaches.

- Encouraging the accumulation and sharing of information

The information of participants in TCTPG, that is, their lists are only produced on an ad hoc basis and not filed and secured in JICA offices. Under the situation, it becomes difficult to position TCTPG into the development process of recipient countries in a systematic and planned manner. Especially it becomes difficult to accumulate and share the data and information on TCTPG and TCED conducted as components of technical cooperation projects of recipient countries, and their contents. A more systematic approach is required. To these effects, for the first place, the accumulation of information concerning the training participants is required. Databases exist for training held in Japan. Similarly in incorporating this step into the administrative procedures of TCTPG, the securing and accumulation of the information of participants are regularly conducted. Moreover on the basis of the databases thus accumulated, the information of participants in recipient countries will be shared among stakeholders, which should clearly position it into the projects/programs for resolving development issues.

On the other hand, Thailand, Malaysia and Singapore have set up the inventories of training programs implemented in respective countries. The JICA offices in ASEAN countries started to share the inventories. Since the sharing of the inventories should promote to such exercises as the matching with development need of recipient countries, and the clarification of roles among countries. Also the information sharing should be more actively pursued in JARCOM.

- Utilization of resources in neighboring countries with technical cooperation projects as the core

In the technical cooperation projects in Laos and Cambodia, training programs utilizing the technology and experience of the neighboring countries are positioned and conducted into respective projects with successful outcomes. A technical cooperation project at Faculty of Engineering in Laos National University is implemented as a joint project using the Thai resources. As such the utilization of resources in neighboring countries with technical cooperation projects as the core will make it easy to define their objectives. On the other hand, JICA is pursuing the program approach in combining input elements in a flexible manner to resolve issues.

Considering the above situation, implementation of training and acceptance of trainees in utilizing the resources in the neighboring countries with technical cooperation projects as the core will promote the flexibility. It needs to arrange the system to promote a further utilization.

3.2 Latin America Region (Recipient Country: El Salvador; Implementing Countries: Chile and Mexico)

In Latin America region, since the countries of the region share with the common language and cultural background and the regional cooperation and economic integration advances, there is a movement for develop the cooperation for resolving the common issues to the region. SSC has been noticed as a means to promote such a development in the region. In October 2005, “the Seminar of Capacity Development for SSC” (widely known as “the Bogota Seminar”) was held in Columbia. In January 2006, its follow-up seminar was held in El Salvador, in which a strong intention of the region working for the SSC was observed. Moreover in these meetings, the cases of Japanese Support for SSC were presented, which were highly appreciated by the countries of Latin America Region.

On the other hand, regarding the Japanese ODA for Latin America region, the budget allocation has been declining every year, and this trend is assumed to continue in the foreseeing future. Under such a situation, Support for SSC in the region has been actively promoted in view that it is highly important for realizing the effective and efficient utilization of the aid resources. Under the circumstances, on the basis of rich records in the conventional Support for SSC such as TCTPG and TCED, new schemes have been emerging in the region. Specifically they include such as the mini-projects and the broad regional seminars conducted in the framework of the Japan-Chile Partnership Program (JCPP).

Considering the situation, the study and analysis for Latin America region focused on the ideal features of various schemes of Support for SSC and the relationship between the regional cooperation and Support for SSC.

In addition, this report, mainly based on the analysis of JCPP and Japan-Mexico Partnership Program(JMPP), Japan-Brazil Partnership Programme(JBPP), and Partnership Programme of Japan-Argentina(PPJA) are not included to subjects for analysis.

3.2.1 The Summary Table of Target Case Study

Summary of the target projects is shown below. Also, please note that, because this is the thematic evaluation, projects are not individually evaluated. The projects that are important for analysis in considering for SSC in this region were subjects for documentation analysis and interviews.

Table 3-5　Summary of the Projects for Case Studies(Latin America)

No.	Sector	Project Name(Scheme)	Project Period	Implementing Organization of SSC
a.	Fisheries	**Plan to Develop Increased Shellfish Cultivation (Technical Cooperation Project)**	2005 － 2008	**Chinqiue Cooperation**, Chile The Minister's Secretariat of Fishery, The Ministry of Economic
		【**Objective**】Plan to improve understanding of the management of marine resources by transferring technology to citizens through technical personnel of the fisheries agency or by organizing subsistence fishermen who depend on ark shell and oysters for their main sources of income along the eastern coastal region to foster seedling production, cultivation, and growing. 【**Characteristics**】Indirect supports have been provided to achieve results in the project from the application of artificial seedling production and cultivation technology for Japanese oysters established by previous technical cooperative projects to develop increased shellfish cultivation in Chile as SSC support.		【**Cooperation**】Planned to dispatch of a total of 2 Chilean experts (The vice-minister D.E.A. fishery secretariat) Planned to dispatch Chilean experts and to implement training course in Chile
b.				**North Catholic University, Chile**
				【**Cooperation**】Implementation of international course on "III International Course about Commercial Shellfish Farming", and dispatch of experts
c.	Disaster Prevention	**Project to Improve Construction Technology to Spread Earthquake Resistant Homes (Technical Cooperation Project)**	2003 － 2008	**Center for Natural Disaster Prevention (CENAPRED), Mexico**
		【**Objective**】Aims to develop and spread low cost but highly earthquake-resistant materials and methods for home building in order to ensure safe living conditions for low income people by improving earthquake resistance of homes. 【**Characteristics**】Technical cooperation from CENAPRED, which was built in 1990 with grant aid from Japan, is playing a main role in this project.		【 **Cooperation** 】 Dispatch of short-term experts (cumulative total: 8) and overseas training conducted in Mexico or El Salvador through the Japan Mexico Partnership Project (JMPP).
d.	Strengthening Organizations		2003 － 2006	**Strengthen JCPP (Bilateral technical project for Chile)**
				【**Objective**】Aims to strengthen capacity of AGCI in implementing JCPP activities. 【**Characteristics**】SSC project to support development for becoming a donor. Management capacity for projects (formation, implementation, monitoring, and evaluation) is to be strengthened through the trial implementation of

				a technical cooperation project (mini project) through the joint support to a third country by Japan and Chile.
e.	Security	**Prevention of the Consumption and Control of the Illicit Traffic of Drugs (JCPP regional seminar)**		**National Police, Chile**
		【**Objective**】Promote police network within the region through the training course discussing on illegal drugs and the prevention for police officers 【**Characteristics**】The training participant National Public Safety Academy also serves as the administrative office for the Central American Institute of Advanced Police Studies (ICESPO). This is a SSC support project that has a broad regional field of view.		【**Cooperation**】Hosted 2 seminars and Regional seminar targeting for ICESPO in Chile.
f.	Environment	**Environmental Restoration for a Sustainable Management for Watershed (TCTPG course)**[1]	1999 — 2003; 2004 — --*	**Nacional Corporacionfor Forests (CONAF), Chile**
		【**Objective**】To improve a sustainable development of natural resources and the environment in Latin America and Caribbean Region by providing knowledge and techniques on total watershed management. 【**Characteristics**】SSC by CONAF, which is a counterpart of the 1993-1999 technical project.		【**Cooperation**】Conduct TCTPG for the 18 Latin American countries on soil erosion countermeasures, the preservation and improvement of soil, and so forth.
g.	Education	**International Diploma in Quality and Equity Education (JCPP regional seminar)**	Every year since 2003	**Universitat Metropolitana de Ciències de l'Educació (UMCE), Chile**
		【**Objective**】In order to contribute to poverty reduction in Central and South American countries through the improvement of educational administration, the participants in this training will learn to implement high quality and equal education in their home countries. 【**Characteristics**】Based on the success of Chilean educational reform, participants in the JCPP region-wide seminar held in Honduras in 2002 requested cooperation to provide equal access to education and to improve the quality of education. This is a broad SSC with 13 countries from Central-South America participating.		【**Cooperation**】Conduct seminars. In order to share the experiences and good practices of Japan and other countries, the seminar was conducted with the cooperation of Japanese and Honduran experts.

[1] Implemented from FY2004 as the "Sustainable management of soil and watersheds in consideration of environmental recovery"

h.	Agriculture	**Support to improve the management of cattle reproduction and rearing and productivity of the Santa Rosa de Lima farming union (JCPP mini project)**[2]	2003 － 2006	**National Center of Training and Capacitation in Reproduction and Animal Management (CENEREMA), Austral University, Chile**
		【**Objective**】To increase the reproduction of livestock at the Santa Rosa de Lima farming union by developing and disseminating techniques for improving cattle reproduction, artificial insemination, breeding, rearing and management. 【**Characteristics**】This is a follow-up to the livestock hygiene program in which experts were sent individually from 1997 to 2001. At the same time as being a practical example of a mini project, it will be a project involving remote project management (monitoring will be conducted in El Salvador from Chile) and SSC support.		【 **Cooperation** 】 Experts on artificial insemination, breeding, improving types, and rearing, etc., are dispatched to increase cattle productivity of small dairies.
i.	Promoting Exports	**Strengthen EXPORTA (JCPP mini-project)**	Proposal being prepared	**Chilean Trade Commission (PROCHILE), Chile**
		【**Objective**】To establish market research and trade information management system at EXPORTA in El Salvador. 【**Characteristics**】There have been requests for long-term experts to be sent from Japan, but in view of the fact that the current priority is to strengthen the organization and that the TOR for experts and counterpart organization are not yet clear, the JCPP project has been requested first. This is a capacity development project for EXPORTA which was established as an agency directly supervised by vice president in 2004.		【**Cooperation**】This project is in the process of being formulated, and the dispatch of experts from ProChile and acceptance of trainees is being considered.

Source: Based on on-site interviews at the project sites and on project-related documentation

Information gathered only from documents and interviews to person concerned in the recipient county.

3.2.2 Actual Situation of Support for SSC

(1) SSC Positioning and Strategies

a) Chile as an Implementing Country

The JICA Chili Office, on the basis of, Japan's ODA charter, JICA midterm plan, and the agreement in JCPP, actively supports the Japanese Support for SSC, and formulates/conducts such activities as TCTP (contract-based and group training), the Training positioned as technical cooperation projects, TCED and the technical cooperation projects for Chili for the purpose of supporting for the country to become a donor.

[2] The project name in Chile is "Cattle Livestock Management".

The Office appears to work for Support for SSC in the following perception: “The most important things in conducting the SSC activities are to respect the Chilean position and viewpoints assisting other third countries (i.e. the final recipient countries) at the same standpoint as for Japan (i.e. as the equal partner), while intensifying the mutual discussions, so as to benefit the final recipient countries at the end, in taking respective advantages of Japan and Chile”.

The International Cooperation Agency of Chile (AGCI) puts a high mark on JCPP. It is because while Japan and Chile are greatly different in the culture, geographical situation and languages each other, both of them highly appreciate JCPP as to jointly build a system is a rare case in the world of international cooperation; therefore its implementation process itself has a high value. Also JCPP is understood as the heritage born from the Japan-Chile cooperation for more than 40 years. This perception was confirmed from a hearing of Mr. Arturo Vergana Moreno, the Director of Horizontal Cooperation Department of AGCI. He strongly acknowledged the importance that in selecting the projects of JCPP should be chosen from the areas where the need and interest of Japan and Chile overlapped, and that the technology and knowledge, which Japan cooperated with Chile in the past, should be transferred to other countries.

Chile had been conducting mutual cooperation among Argentine, Columbia and Venezuela with the conclusion of the Technical Cooperation Agreement (on a government-government base), and extending the cooperation to other countries in the region. However, Director Vergana expressed the view that the “horizontal cooperation” was conducted “to strengthening the linkage with recipient countries”, and its cooperation has been conducted to this effects, therefore Chile was not a donor. In fact there is a possibility that Chile receives assistances from those countries.

Although the perception of assistance of Chile might be somewhat different from what Japan promotes for Chile to become a donor, it was confirmed that the Project Strengthening JCPP contributed to the promotion of the horizontal cooperation in the region, thus certainly the development of region.

JICA has been conducting Support for SSC in cooperation with several implementing organizations in Chile and Mexico as their partners. Many of these organizations have been conducting a great number of training, study and research activities apart from the Japan’s Support for SSC, and are autonomous as organizations in the management and financial aspects. For example, The Center of Environment (Centro Nacional del Medio. Ambiente, CENMA) in the Chile University receives 20% of its annual budget from the state and the remaining 80% from its own budget earned by consulting services to the state and private sector. In the National Center of Environment (Centro Nacional de Investigacion Capacitacion Ambiental, CENICA) of the Ministry of Environment in Mexico conducted a total of 138 seminars and training courses for 7075

participants. The study team took hearings at these institutes why they actively conducted the Japanese Support for SSC, despite it did not produce their revenues and was relatively complex and time-consuming compared with the training for the domestic human resources. It was then confirmed that they cooperated with Support for SSC in recognizing the merits brought to their organizations based on the past records of Japanese cooperation, which were expressed in such words that “it is the time to repay our appreciation for the past cooperation (CENMA, CENICA and others)”, “to intend to transfer those technology and knowledge received from Japan (CONAF)”, and “by visiting other countries, we can obtain new knowledge to build new relationships (CENEREMA, CONAF)”.

b) El Salvador as a Recipient Country

The JICA Representative Office in El Salvador considered the support projects for SSC as one of the “means” to achieve the objectives of the country specific implementation plan, and positioned (i) both TCTPG and the training in Japan; and (ii) both TCED and to receive the Japanese experts, respectively at the same level. It incorporated the activities related to Support for SSC into JICA Country Program (2005), and conducted the monitoring of individual activities. Moreover in order to take hold of returned trainees dispatched to any type of TCTP, the staff in charge of training at the JICA Representative Office had worked to produce the databases since 2003.

While the Office has an intention that offers of support projects for SSC would be positively accepted, it understands that Support for SSC should not be considered de facto, but they would position it in the context of the country specific implementation plan of El Salvador, and utilize it in an effective manner based on the principles of “selection and concentration” and “a priority on field based management” in a close linkage with the bilateral technical cooperation projects. In this sense, among the support projects for SSC, TCED and contract-based TCTP, which are positioned as part of inputs and activities of technical cooperation projects of El Salvador, were regarded as the projects, which the Office could be spontaneously involved and effectively manage. On the other hand, according to the Office, the mini-projects in Chile, which were positioned to facilitate the country to become a donor, while it is strongly involved in the aspects of implementation and management of the projects, the involvement was limited compared with technical cooperation projects due to the relatively small inputs of human and financial resources.

The Ministry of Foreign Affaires of El Salvador, ACIC, made requests after collecting the official requests submitted by concerned ministries and agencies, but at that time appeared to be not particularly conscious of whether the requests are bilateral assistance or Support for SSC. What the Ministry emphasizes are whether the need submitted by concerned ministries along the government plan called “Plan del Gobieno: Pais Seguno” matches with the resources of donors and whether the

contents of training meet their need at the individual ministry level.

Among the recipient organizations, the Ministry of Education is taken as the case, which builds the National Plan of Education 2012 (Plan Nacional de Educacion 2012)"[3] as the long-term plan of the ministry based on the Pais Seguro of August 2004. The Ministry arranges its strategies into an objective system chart according to objectives and tools, which shows where individual projects are clearly positioned. For instance, the staff dispatched to the broad regional seminar "g. International Diploma in Quality and Equity Education" jointly held by JICA and Chile is positioned as the tool to attain the strategy "improvement of education quality". Not limited to the JICA's support projects for SSC, all training courses and projects concerning education are positioned in one of four strategies and conducted.

Though not as precise as the strategies of the Ministry of Education, the Ministry of Environment also establishes the environment policies and the strategies strengthening the Ministry based on the new national policies, and all activities are put in force in light of these strategies. It is therefore assumed that in other ministries and agencies, similar if not equal strategies with various quality and deepness of contents are established.

c) Support for SSC in Latin America Region According to the Five Functional Classifications

In this section, when the five functional classifications of JICA are applied to the support projects for SSC in Latin America region, the outcomes are discussed as below in considering the characteristics of the region.

Function 1: Effective Use of Development Countries' Resources

Except the "JCPP Strengthening Project" of the JICA bilateral assistance to Chile, all projects are considered to be included in this functional category. Since the region are in common to the linguistic and cultural background, in addition to easily utilize the human resources of the region, due to a high capability of implementing organizations,[4] it is assumed that compared the other regions the conditions to conduct such a type of SSC are readily available.[5]

[3] This strategy is composed of six parts: the first and send parts are respectively devoted to the goals and strategies (what kinds of state, schools and education should be), the third part for the target figures, and from the fourth to sixth parts to the action plan by 2009.

[4] Examples include: Center for Natural Disaster Prevention of Mexico (CENICA), which has the most modern facilities among the research institutes on earthquake and disaster prevention in the Central and South America; the National Center of Environment of Chile University, which acquired ISO17025 for the first time in Chile; and the North Catholic University and the Austral University in Chile, which have excellent professors and rich research records.

[5] "Prevention of the Consumption and Control of the Illicit Traffic of Drugs" is a training course, to which Chile can efficiently and effectively responds and the topic is the common issue to the Central and South America region. It is classified into the training area to which the Japanese human resource or the training within Japan are difficult to respond.

On the other hand, those projects classified in this functional category are formulated not only by Japan but also other donors in a smaller scale to JCPP. USAID extends technical assistance in the area of timber in Bolivia (Santa Cruz). Sweden, in complementing its bilateral cooperation to Bolivia, conducts a triangle cooperation project (the project R/D was concluded among Bolivia, Sweden and Chile), and sends experts to build a laboratory in the area of timber technology. Apart form above projects, Belgium extends a support for Nicaragua and Honduras in providing a fund to Chile.

Function 2: Dissemination of Outcomes of Japan's Technical Cooperation

Such activities as (i) TCTPG which is not integrated into the activities or inputs of the JICA technical cooperation projects of El Salvador as the recipient country; (ii) contract-based TCTP/TCED, which is integrated in the JICA technical cooperation projects of El Salvador as the recipient country; and (iii) the mini-projects positioned in the support for developing countries to become donors are considered to be classified in this category. It is learned that while they are developed on the basis of outcomes of the past Japanese technical cooperation, in these projects the customization of technology and knowledge at the implementing organizations have already developed.

Function 3: Collaboration among Donors

Since Japan concluded the Partnership Agreements with Chile and Mexico respectively in 1999 and 2003, all support projects for SSC planned afterward are presumably classified in this category. Particularly in case of Chile, the cost sharing under JCPP is realized, in which the ratio of sharing of the Chile side currently stands at 50%. In other words, all projects in the framework of JCPP are implemented by Chile at the equal position as for Japan. It is learned that this function is defined in anticipation of the cooperation for the less developed countries; in the project "e. Prevention of the Consumption and Control of the Illicit Traffic of Drugs " Chile conducts the cooperation with Japan as a partner in promoting the horizontal cooperation rather than taking an initiative as a donor.

Function 4: Support for Technical Cooperation among Developing Countries (TCDC)

The involvement of Japan in the activities shown here is yet limited. The broad regional seminars in the framework of the project "Strengthening JCPP" assisted by Japan, and the mini-projects, in the sense that the projects are conducted in centering on the Chilean side, is considered to be classified into this functional category. However since the initial objective of the mini-projects belong to the following functional category 5: Assistance for a developing country for becoming a donor, they are actually conducted in such a manner that in supporting the TCDC activities of Chile, the JICA El Salvador Office on its initiative supports the local management and operations. Therefore, mini projects do not present a true meaning of TCDC project.

On the other hand, Chile is actively promoting the mutual cooperation with Argentine, Columbia and Venezuela in officially concluding the Technical Cooperation Agreements (on a G-G base) with these countries. In addition, it is confirmed that Chile, while providing aid in Guatemala in cooperation with Argentine, also conducts the cooperation for less developed countries. As such the country has significant past records in the area of TCDC. Under the circumstance, it appears that Chile has a potential so that Japan could expand Support for SSC in the form of TCDC in future.

Function 5: Support for Developing Countries to Become Donors

The project "d. Strengthening JCPP" and the mini-projects incorporated into the projects under JCPP are conducted with primary objective to support developing countries to become donors. The mini-projects, which are being conducted as a new aid modality in the Project for Strengthening JCPP, are jointly formulated by three parties composing of Japan, Chile and recipient countries, and adopt the system that Japan supports from the side, being Chile as the major country of implementation and management of aid.

On the basis of the actual situation described above, the degrees of involvement of each stakeholder organizations in Support for SSC are summarized mainly from the aspect of initiative/autonomy, and shown in the Table 3-6. Further in the Table, the corresponding categories of five classifications of each scheme are shown as reference. Main features drawn from the Table are as follows:

- In "TCTPG, which are not incorporated into the technical cooperation projects of recipient countries" such as "f. Environmental Restoration for a Sustainable Management for Watershed", the JICA Office in the implementing country, which manages and controls the training, and the implementing organizations in the implementing country are spontaneously involved.
- In "contract-based TCTP and TCED incorporated into the JICA technical cooperation projects as a part of project activities and inputs and implemented on a contract basis (like "a. Plan to develop increased shellfish cultivation" in Chile", "the recipient organizations are more spontaneously involved, compared with TCTPG being not incorporated into the technical cooperation projects.
- In the broad regional seminars such as "g. International Diploma in Quality and Equity Education", ACIC and the implementing organizations in the implementing country are spontaneously involved.
- In the technical cooperation projects with the aim for developing countries to become donors such as "d. JCPP Strengthening Project", the main players of the assistance, i.e., the JICA Representative Office in the implementing country and ACIC in the implementing

country are spontaneously involved.

- In “the mini-projects incorporated into the assistance for developing countries to become donors” such as “h. Support to improve the management of cattle reproduction and rearing and productivity of the Santa Rosa de Lima farming union”, except ACIC, all stakeholder organizations spontaneously involved, and the greatest number of concerned organizations are there involved compared with those in other aid schemes.

It is noted however that each project conducted in individual schemes are shown after being characterized in this Table, the degree of involvement and the degree of interest of individual organizations in each project cannot be read from it. For instance, “b. Project to Improve Construction Technology to Spread Earthquake Resistant Homes“ is classified into technical assistance project/TCTP and technical cooperation project on a contract-based/TCED, thus also classified as a project on the initiative of the JICA Representative Office in the recipient country, the project is also positioned in a triangle cooperation among Japan, Mexico and El Salvador, therefore the representatives of the Mexican Embassy in El Salvador and CENAPRED actively attend in the regular meetings, which makes the project is highly interested not only by the recipient country but also those concerned in the implementing country. Also like the project “Prevention of the Consumption and Control of the Illicit Traffic of Drugs ”, ACIC concurrently serves as the Secretariat of the Central American Institute of Advanced Police Studies (ICESPO), thus the project is regarded as one of the priority issues of the region, as a result the interest of recipient countries in the project becomes relatively high.

3.2.3 Contribution and Effects of Support for SSC

In this evaluation exercise, in taking (i) the JICA Offices in Chile and Mexico in the implementing countries and El Salvador in the recipient country; (ii) the training implementing organizations in Chile and Mexico in the implementing country; and (iii) the recipient organizations of Support for SSC in El Salvador in the recipient country as the cases, the realized situation of contribution and outcomes of Support for SSC were studied. The study results based on the interviews in field surveys are presented below according to different schemes.

Table 3-6　Scheme on Support for SSC among Related Agencies

Institutions / Scheme	Involvement of Stakeholders Organizations in SSC					
	JICA Overseas Office	JICA Overseas Office	Organization charged in International Cooperation	Organization charged in International Cooperation	Training Implementing Organizations	Aid Recipient Organizations
	Implementing Country	Recipient Country	Implementing Country	Recipient Country	Implementing Country	
TCTPG Function 1 Function 2 Function 3	Take a role as a key actor for formulating and implementing project	・Consider as a tool to achieve JICA Country Program ・Consider when JICA overseas office in implementing country offer them	Cooperate as JICA's partner	・Consider as one of tools to achieve national strategic goal ・Receive assistance only when implementing countries offer them	Cooperate as JICA's partner	Consider as one of tools to achieve sector strategic goal
Contract-based TCTP Function 1 Function 2 Function 3	・Formulate and implement project based on discussion or the request from JICA overseas office in recipient country	・Consider as a tool to achieve bilateral technical cooperation project ・Take a role as a key actor for formulating, implementing, managing, evaluating project	Cooperate as JICA's partner	・Consider as one of tools to achieve project goal ・Receive assistance only when JICA overseas office in recipient country offer them	Cooperate as JICA's partner	Consider as one of tools to achieve project goal
TCED Function 1 Function 2 Function 3	・Formulate and implement project based on discussion or the request from JICA overseas office in recipient country	・Consider as a tool to achieve bilateral technical cooperation project ・Take a role as a key actor for formulating, implementing, managing, evaluating project	Cooperate as JICA's partner	・Consider as one of tools to achieve project goal ・Receive assistance only when JICA overseas office in recipient country offer them	Cooperate as JICA's partner	Consider as one of tools to achieve project goal
Broad Regional Seminar Function 1 Function 3 Function 4	Implement as a partner of Chile with respect to Chile's intention	・Consider as a tool to achieve JICA Country Program ・Receive assistance only when implementing countries offer them	・Consider one of the most important assistant modality ・Take a role as a key actor for formulating and implementing seminar	・Consider as one of tools to achieve national strategic goal ・Receive assistance only when implementing countries offer them	Cooperate as JICA's partner	Consider as one of tools to achieve sector strategic goal
Technical Cooperation to Assist Developing Country to Become Donor Function 5	Take a role as a key actor for formulating and implementing project	N/A	Direct beneficiary	N/A	N/A	N/A
Mini Projects Incorporated into Technical Cooperation to Assist Developing Country to Become Donor Function 1 Function 2 Function 3 Function 5	Formulate and implement project with JICA overseas office in the recipient country	・Consider as a tool to achieve JICA Country Program ・Involve with project formation, implementation, and management ・less inputs and involvement compare to project type technical cooperation	Formulate and implement projects in cooperation with JICA overseas office in implementing country	"・Consider as one of tools to achieve national strategies ・Receive assistance only when implementing countries offer them	Cooperate as JICA's partner	Consider as one of tools to achieve sector strategic goal

Sources: Based on interviews at the field study and related data and information collected.

(1) Contribution and Effects

a) TCTPG and the Broad Regional Seminars

Regarding the project “e. Prevention of the Consumption and Control of the Illicit Traffic of Drugs”, from the Director of the National Public Security Academy in the Cabinet Ministry of El Salvador, the following facts was confirmed that (i) the ICESPO staff who participated in the seminar were dispatched to Central America region as the lecturers of the training courses sponsored by ICESPO and (ii) they utilized the knowledge acquired at the occasions when they were dispatched to Central America region as the lecturer and experts to the training held by

ICESPO, thus the outcomes were not limited to the extent of bilateral cooperation between Chile and El Salvador but also contributed to improve the security situation in Central America region as a whole. On the other hand, regarding the projects for multiple countries,[6] while the outcomes can be confirmed at the time of completion at the output level, due to a number of trainees accepted by one organization are so many[7] that the impacts of a specific training to the organizations concerned could not be separately identified. However it was learned that the Ministries of Education and Environment, according the individual action plans, decided the participation (or no participation) to a specific training, selected the trainees, and obligated the trainees to submit the report after returning, thus regularly fed back the knowledge and techniques acquired by training. In assuming that a series of systems works well from enhancement of individual knowledge and techniques of trainees to those of dispatching organizations, it can be concluded that the participation in training could contribute to the capacity development of the organizations concerned. The training becomes also one of the schemes that the Chilean side intends to actively pursue.

b) Contract-based TCTP and TCED, Which are Positioned in the JICA Technical Cooperation Projects of Recipient Countries

According to the hearing from a returned trainee belonging to CENDEPESCA, who participated in contract-based TCTP for the project “a. Plan to Develop Increased Shellfish Cultivation”, he built a dry laboratory after returning in utilizing the training contents acquired in Chile, and thank to it the working effectiveness greatly improved (refer to Box 3-11 for detail). Another returned trainee, who is currently working as the counterpart in the technical cooperation project “a. Plan to Develop Increased Shellfish Cultivation” currently under implementation, appeared to directly utilize the knowledge and techniques acquired during the training. Concerning the related persons to the project “c. Improve Construction Technology to Spread Earthquake Resistant Homes“, he/she constructed an experimental laboratory and was ready to start the experiments of earthquake resistant structures by his/her own (refer to Box 3-12 for details). Further it was confirmed that he/she shared the transferred techniques with colleagues and within the organization, thus the enhancement of knowledge and techniques at individual level led to that at the organizational level.

c) Technical Cooperation Projects and Mini-Projects Aiming at Support for Developing Countries to Become Donors

At AGCI as the counterpart, there was an opinion that the agency used the experience of JCPP as an important guide for promoting the cooperation with other international organizations and

[6] The projects “e. Integrated Watershed Management Focused on Conservation of Soil and Water” and “f. Education Quality Diploma Course”

[7] More than 100 courses in one year as for the Ministry of Agriculture and Livestock Farming of El Salvador

donors. Also in the process of the formulation, monitoring and evaluation of mini-projects, which were conducted in the framework of the project “d. Strengthening JCPP” (a technical cooperation project of JICA), the operational and management capacity of the AGCI staff also improved (Mr. Arturo Vergara Moreno, the Director of Horizontal Cooperation, AGCI).

The mini-project “i. Support to improve the management of cattle reproduction and rearing and productivity of the Santa Rosa de Lima farming union”, an opinion was expressed from a returned trainee of the Santa Rosa de Lima City Farming Union that the training he received in Chile had led to raise his moral for the work. Also in a dairy farm subject to the mini-project, which received the guidance of Chilean expert, improvement in such aspects as milk production, farm management and animal hygiene was clearly observed. The same mini-project, in addition to achieve the assistance effects in the recipient countries, contributed to the capacity improvement of the Chilean side as the donor, in such aspects that AGCI acquired the know-how of project formulation and a capacity of the implementation of PCM training, including the persons concerned from the recipient countries (refer to Box 3-13 for detail).

d) Others

At the Environment Centers in the Chile University and the Ministry of Environment of Mexico, which were visited by the study team for reference, it was learned that their involvements in Support for SSC as the implementing institutes were useful to obtain the information concerning the issues of environmental administration and the areas to be further strengthened in the Central American countries. These institutes, in responding to the demand from training participants, built their own training programs so as to expand their activities. In other implementing organizations, an opinion was expressed that the involvement in Support for SSC as the implementing institutes was useful to maintain and develop the technology and knowledge transferred to them from Japan in the past, and also encouraged them to maintain a familiar relationship to Japan.

On the basis of the above study results, the characteristics concerning realized contribution and effects by aid schemes are summarized and shown in Table 3-7.

Table 3-7　Contribution and Effects by Scheme

	Contributions and Effects			
	Organization charged in International Cooperation	Organization charged in International Cooperation	Training Implementing Organizations	Aid Recipient Organizations
	Implementing Country	Recipient Country	Implementing Country	Recipient Country
TCTPG	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Improved knowledge and skills of individual participants ・Assumed to improve institutional capacity
Contract-based TCTP	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Contributed to achieve the project goal of technical cooperation project ・Improved knowledge and skills of participants ・Assumed to improve institutional capacity
TCED	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Improved knowledge and skills of individual participants ・Assumed to improve institutional capacity
Broad Regional Seminar	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Improved knowledge and skills of individual participants ・Assumed to improve institutional capacity
Technical Cooperation to Assist Developing Country to Become Donor	・Used as a guideline for cooperating with other donors ・Improved knowledge and skills of individuals ・improved institutional capacity	N/A	N/A	N/A
Mini Projects Incorporated into Technical Cooperation to Assist Developing Country to Become Donor	・Used as a guideline for cooperating with other donors ・Improved knowledge and skills of individuals ・improved institutional capacity	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved working motivation	・Improved working motivation ・Contributed to achieve the project goal of mini project

Sources: Based on interviews at the field study and related data and information collected.

Box 3-11 Technical Cooperation Project for El Salvador: Plan to Develop Increased Shellfish Cultivation (January, 2005 – January, 2008)

In El Salvador, problems of delayed rural development and an increasing income gap between areas relying on fisheries or agriculture and more urbanised areas have become more severe in the aftermath of the civil war which lasted from 1979 to 1992 and the devastating impacts of a huge earthquake in 2001. The Eastern Region in particular is suffering from a low household income, a low literacy rate and slow socioeconomic development compared to other regions. This Project targets the coastal area of the Eastern Region and aims at transferring technologies for the production of seeds and the culture of ark shells and oysters which provide the main sources of income for petty fishermen via engineers of the Fisheries Development Bureau and also at enhancing local awareness of the importance of fisheries resources management by means of organizing petty fishermen. It is anticipated that the model to improve livelihood mainly featuring shellfish cultivation will spread throughout the Project Area, thereby diversifying the sources of income of local residents.

El Salvador: "Plan to Develop Increased Shellfish Cultivation" Project

For this Project, indirect assistance has been provided to achieve the intended outcomes of the Project through the application of artificial seed production and culture technologies for common oysters which were established by the Plan to Develop Increased Shellfish Cultivation" (another technical cooperation project implemented in Chile in the past) as SSC. This Project is given the status of a JCPP project and TCED from Chile and TCTPG in Chile are planned. Prior to the implementation of the Project, TCTPG on shellfish cultivation was provided in Chile and staff of the Fisheries Development Bureau who underwent this training is now playing an important role in the El Salvadorian Project.

Those who underwent TCTPG in Chile and who are now involved in the Project appreciate their experience, stating that the experience in Chile where shellfish cultivation has been developing over the last 30 years with Japanese technical cooperation is truly useful for El Salvador. They are still in communication with the Chilean trainers by e-mail regarding any enquiries arising from their work. Here, the use of a common language is the biggest advantage for this SSC.

Simple shellfish cultivation test system development with the advice of a Chilean expert

An advantage of this SSC is also felt in the technical aspect. For example, there was an instance of finding it difficult to locally procure certain equipment during the project implementation process. This problem was solved by the advice given by a Chilean expert that simple equipment which could be procured in the local market could substitute for the latest equipment.

The knowledge and experience of experts in Chile which now has advanced facilities for shellfish cultivation but which has experienced a similar situation to that faced by El Salvador today are supporting the development of shellfish cultivation technologies at the development stage in El Salvador.

One major factor for the success of the Project is the involvement of Chile which has leading technical expertise in the field of shellfish cultivation technologies in Central and South America. Chile is the only country in Central and South America which can provide superior technologies for the cultivation of common oysters in particular. Other countries, such as Mexico and Costa Rica, either do not produce common oysters or lack sufficient technical expertise. The involvement of Chilean experts with personal experience of the development of shellfish cultivation technologies in the Project has led to a strong commitment to and trust in the Project among the El Salvadorians involved.

Box 3-12 Technical Cooperation Project for El Salvador: Project to Improve Construction Technology to Spread Earthquake-Resistant Homes (December, 2003 – December, 2008)

Central America is situated in a geographical zone which is characterised by such frequent natural disasters as earthquakes, volcanic eruptions and hurricanes. El Salvador, for example, suffered massive damage by an earthquake in January, 2001. 20% of the houses nationwide were flattened and some 110,000 people or 8% of the total population were forced to live in temporary shelters. 60% of the victims were poor people, underlying the fact that poor people were the hardest hit. This Project aims at developing low cost and earthquake-resistant housing construction materials and methods and spreading houses made of such materials and methods, particularly targeting low income people to safeguard their lives.

Construction of a laboratory for the testing of earthquake-resistant in University of Central America, El Salvador

One major characteristic of the Project lies with the tripartite cooperation involving Japan, El Salvador and Mexico. In the Japan-Mexico Partnership Program (JMPP), Mexico considers the Project to be "a joint project" and is contributing to the Project through such inputs as the dispatch of experts and training. Meanwhile, Japan is mainly contributing to the Project by means of providing equipment and an on-site coordinator. The organization assisting the Project is the National Disaster Prevention Center of Mexico (CENAPRED) which was established in 1990 with Japanese grant aid and which is now recognised as the leading disaster prevention centre in the region because of the high level of its facilities and equipment as well as the high quality of its researchers. Two years have now passed since the commencement of the Project. The range of work completed in this period includes the construction of a laboratory for the testing of aseismatic structures, provision of equipment, acceptance of short-term experts (total of eight experts) from Mexico and overseas training (three times) in either Mexico or El Salvador.

One factor for the successful implementation of the Project is its conformity to the priority issue of development for Japan, Mexico, El Salvador and Central America in general, namely "disaster prevention (building of a country with a strong resistance to natural disasters)". Stakeholders in El Salvador have expressed high expectations for the Project. Apart from the fact that the Project is compatible with the national policy of El Salvador, they are well aware that the support of Mexico which directly received the transfer of advanced disaster prevention technologies from Japan is essential for El Salvador to become a country with a high resistance to natural disasters.

Such high expectations of local stakeholders have manifested themselves in the project acceptance and implementation system adopted by the El Salvadorian side. The project implementation system consists of representatives of the government (Ministry of Public Works), academic circle (University of Central America and University of El Salvador) and a NGO (FUNDASAL), encompassing both the public and private sectors. The idea is the deployment of a suitable body to perform a specific required role: strategic planning (the government), accumulation of technical expertise (academic circle) and spread of knowledge and practical skills (NGO). Mexico has been participating in the operation and management of the Project with strong interest as representatives of the Mexican Embassy in El Salvador and the CENPARED regularly attend the meetings. On its part, Japan is employing a local coordinator who has studied aseismatic engineering in Japan, completing the carefully planned system to implement the Project.

We need more efforts for the practical application of the test results and the spread of newly designed earthquake-resistant houses among the poor. However, the El Salvadorian side has constructed the laboratory and is now capable of conducting the testing of aseismatic structures without outside help and the Project outcomes have made progress steadily. The Project is an good example of the declared missions of three countries, i.e. the spread of aseismatic technologies (Japan), contribution to Central America (Mexico) and the stabilisation of society and the establishment of human security (El Salvador), coinciding in a cooperation project to create a disaster prevention system in El Salvador.

Box 3-13 JCPP Mini-Project in El Salvador: Support to Improve the Management of Cattle Reproduction and Rearing and Productivity of the Santa Rosa de Lima Farming Union (May, 2003 – April, 2006)

Since May, 2003 for a period of three years, a JCPP mini-project to improve the productivity of small dairy farmers has been implemented in the city of Santa Rosa de Lima. The targets are 10 dairy farmers in the city. Under this Project, Chilean experts travel to El Salvador to provide technical guidance and training (workshops) on the spot. The implementing organization is the National Livestock Animal Reproduction and Management Training Center (CENEREMA) of the Universidad Austral de Chile. The CENEREMA was established with technical cooperation provided by Japan (Project to Improve the Productivity of Small Dairy Farms in 10th Region in Chile: 1994 – 2004). The Chilean experts and the equipment required for their activities under this Mini-Project in El Salvador are provided by the CENEREMA.

The parent body of the CENEREMA is the Faculty of Veterinary Medicine of the Universidad Austral de Chile. This university has a center affiliated to the Faculty of Veterinary Medicine and Japanese technical cooperation was initially provided to assist this center some 20 years ago when this affiliated center first received a Japanese expert in 1980. Since 1986, a third country training scheme has been in place in the animal reproduction field. Following the establishment of the CENEREMA, the role of coordinating and implementing third country training has been transferred to the CENEREMA but the Faculty of Veterinary Medicine, the affiliated center to the said Faculty and the CENEREMA have a joint cooperation system today in relation to SSC involving Japan.

The effects of this Mini-Project are being concretely felt. For example, the target dairy farmers are experiencing improved milk production, finance and animal hygiene. Some neighbouring dairy farmers are copying the practices introduced under the Mini-Project, illustrating the positive impact on dairy farmers in the surrounding area.

A neighbouring dairy farmer (right) copied the ear-tag introduced under the Mini-Project (left)

The El Salvadorian Ministry of Agriculture and Livestock has recently been concentrating its efforts on the development of Eastern El Salvador where the project sites are located and is now contemplating the planning of a project to improve the income of dairy farmers in Eastern El Salvador in view of the positive outcomes of the Mini-Project.

This Mini-Project is a good example of the feasibility of South-South cooperative to achieve positive results for grass-roots level beneficiaries. One principal factor for the project's success is the high quality of the implementing organization. The Faculty of Veterinary Medicine of the Universidad Austral de Chile is renowned throughout the world for its DNA testing of animals and animal reproduction technologies. The high quality of university researchers has undoubtedly been inherited by the CENERAMA. Moreover, the CENEREMA is engaged in joint activities with farming unions, farmers and livestock farmers at the request of local public bodies across the country as it is sole organization in Chile which is capable of providing advice, experiments and dissemination regarding animal reproduction. The strengths of the CENEREMA as a research as well as practical organization are fully demonstrated in this Mini-Project.

Another factor for the positive effects of the Mini-Project is the packaged nature of this particular SSC. In the past, inputs under a single scheme, be it third country training or the dispatch of third country experts, tended to produce fewer effects than anticipated because of the small scale of the assistance in absolute terms. Under the Mini-Project, these schemes are combined together into one mini-project to suit the needs of the recipient country and beneficiaries so that certain effects can be achieved. This has been possible because of the existence of the JCPP framework and the long-established good relationship between the Chilean Ministry of Foreign Affairs (AGCI) and the JICA Chile Office.

The Mini-Project is highly valued as a test case for joint cooperation between the JICA and new donors, such as Chile, which do not have an aid office in the recipient country. Excellent lessons have been learned from the Mini-Project regarding the question of remote project control. Here is a good example showing the potential of Japanese assistance for SSC in the 21st Century.

(2) Factors Affecting the Realization of Outcomes in Latin America Region

a) Facilitating Factors

On the basis of the foregoing study results, the factors positively affecting the realization of outcomes in conducting Support SSC are described as below:

- Language, culture, social background and environment are common

Common elements as language, culture, social background and geographical between transferring and the being transferring sides of technology were important factors to achieve technical transfer smoothly. Particularly an opinion was heard from SSC implementing organization and SSC training participants, in the implementing as well as recipient organizations of Support for SSC and individual trainees that the transferring and the being transferring sides of technology are capable to communicate each other with the common language was important for achieving the outcomes. For example, in the training "Commercial Shellfish Farming (International Course)", the trainees of El Salvador are exchanging e-mails with the Chilean lecturers after training, which makes it more secured that the outcomes of training at the side of being transferred were strengthened through the follow-up activities. At the hearing in the field survey, many opinions were expressed that one could better understand the training contents when training was conducted in the Spanish rather than in other languages.

- Importance of Support for SSC is widely recognized as the effective means for resolving the issues common to the region

In Latin America region, since there are many common aspects such as language, culture, social background and geographical conditions, the willingness is apparent to tackle the regional issues through the cooperation among countries in the region. For example, in Central America region, "the Central America Integration System (Sistema de la Integracion Centroamericana, SICA)" was established in 1993 with the aims of economic and social integration in the region, thus to achieve peace and democratization and to promote economic development, and in 2001 "the Plan of Puebura Panama (PPP)" was put forward in an effort of collaboration encompassing a wider area.

In Latin America region as well, in the course of economic integration like the Mercosur, the issues relating to the enhancement of economic levels of low- to medium income countries are being tackled. In the movements for regional integration, SSC is widely recognized as one of the means to resolve the regional issues. This is demonstrated in the fact that seminars concerning SSC have been successively held in Latin America region, including: (i) "Seminar of Capacity Building for SSC" jointly organized by the International Cooperation Agency of Columbia (Agencia de Cooperacion Internacional, ACCI), the International Cooperation Department of the Ministry of Foreign Affaires of Columbia and the International Cooperation Agency of Chile (AGCI) held at Bogota in 2004; (ii) "the Second Seminar of Capacity Building for SSC" as the follow-up held in

Bogota in 2005; and (iii) the Evaluation/Follow-up Seminar on the Basis of the Bogota Agreement of Seminar of Capacity Building for SSC" held in San Salvador in 2006, where more than ten countries of Latin America region assembled every time. In the seminars, since the outcomes so far achieved in each country concerning SSC had been shared, and the future development was discussed, such an establishment of systems for promoting SSC in a region as a whole and the clear objectives of implementation of SSC led to the enhancement of outcomes of Support for SSC in the region.

- Where the establishment of action plans in the recipient countries is mandated and a system of feeding back from individuals to organizations exists, the support project for SSC are highly possible to contribute to capacity development (CD)

In view of the fact that the recipient organizations in El Salvador decide the dispatch of trainees in light of the organizational policies, it is concluded that Support for SSC is not limited to the capacity enhancement at the individual level, but contributes to that at organizational level. In order to achieve the "capacity development" aiming to change individuals, organizations and the society, as observed in the case of El Salvador, it needs to systematically plan the participation in training and reception of experts, in assuming the effects of technology transfers to organizations and societies to be transferred. With such a system, the contribution of Support for SSC to the capacity development can only be expected.

- High Qualities (such as capacity of organizational management, technology and knowledge) of implementing organizations make bring Recipient Countries in good effects

In all implementing organizations where the hearings were conducted in the study, they dispatch the experts, apart from Support for SSC, to many training activities held in the country as well as within the region, and they secure to provide the human resource (the technicians and those conducting the management and operations of any type of TCTP), facilities and funds for assisting Support for SSC from the organizations. Moreover while the technology and knowledge owned by respective implementing organizations are not necessarily superior compared with those of Japan, they have a technical level enough to provide a prescription suitable to the development level of the recipient countries (refer to Box 3-11). In such a case, the trainees are well satisfied and it is relatively easy to build a network after returning. In an implementing organization[8], as the returned trainees tell the colleagues of the merits of training as the advocators, which would enhance the reputation of the Japanese support for SSC, thus a favorable circle is emerging. High Qualities of implementing organizations make promote the appearing of effects in Recipient Countries.

[8] For Example, CONAF

- Support projects for SSC considering the impacts to the region are expected to give impacts at the regional level for future.

As observed in the project of "Prevention of the Consumption and Control of the Illicit Traffic of Drugs", in which the staff of ICESPO disseminates the acquired knowledge in Chile, the support projects taking the regional issues into consideration are expected to give impacts at the regional level. In the action plan decided at the Japan- Central America Summit Meeting held in August 2005, it states that "Japan utilize such framework as JMPP and JCPP to supplement the broad regional cooperation for SICA countries". As seen in this case, in Latin America region (especially in Central America region), it is difficult to discuss the regional cooperation (the broad regional cooperation in the JICA terms) apart from SSC, therefore at the time of formulation of support projects for SSC relating to the common issues of the region, an anticipation of the impacts to regional cooperation could ensure the realization of outcomes.

Box 3-14 Main Fields for Cooperation by Chile as Seen by Recipient Countries

[Fisheries (Fish Culture)]

Chile is the only country in Central and South America which is capable of providing the necessary assistance for the culture of common oysters as other countries, such as Mexico and Costa Rica, either do not produce common oysters or lack sufficient cultivation technologies. However, Chile lacks the technologies to culture ark shells and training in Japan is desirable.

[Animal Husbandry]

Although the climate of Chile differs from that of Central America, Chile is more advanced in terms of veterinary medicine, animal reproduction, embryology and animal management. The Faculty of Veterinary Medicine of the Universidad Austral de Chile is renowned throughout the work for its animal DNA testing and animal reproduction technologies.

[Export Promotion]

Chile is not necessarily more advanced in the subject matters for technology transfer (such as the establishment of an international network and market research system) to be dealt with by the EXPORTA in JCPP projects. Even though Chile is definitely more advanced in these matters in Central and South America, requests for support using the JCPP are not necessarily made on the grounds that it must be Chile. There appear to be strong expectations among potential recipient countries that support using the JCPP could lead to the simultaneous supply of resources from both Chile and Japan (expectations at the project formulation stage).

- Projectization of support activities for SSC would bring the positive effects to a greater number of people concerned

Table 3-8 integrates the involvement of stakeholder organizations in the Support for SSC (Table 3-6) and the realized situation of outcomes (Table 3-7). From the Table, it is found that the more spontaneously an organization is involved, the more it acknowledges the effects and contribution of Support for SSC. In TCTP/TCED conducted on a contract basis in technical cooperation projects, and the mini-projects positioned in the assistance for developing countries to become donors, a greater number of concerned organizations were involved compared with the

supporting activities for SSC conducted in other schemes. Particularly in the mini-projects, a great number of concerned organizations including JICA were spontaneously involved, and the outcomes were recognized not only by the training implementing organizations and recipient countries, but also by ACICs in the implementing countries. From these observations, it is concluded that the projectization of support activities for SSC and the involvement of many stakeholder organizations in the projects are the key for realizing highly effective supports for SSC.

b) Impeding Factors

All support projects for SSC and their implementing organizations visited in this study attain a certain achievement, and no factors to impede the outcomes were found. Herewith the issues for consideration are pointed which attracted a particular attention in the countries of the study.

(Issues for Consideration)

- Difference in acknowledgement regarding the positioning of support projects for SSC in the form of the assistance for developing to become donors

In the mini-projects, the JICA Chile Office, AGCI and the implementing organizations all emphasize “the implementation system in the recipient countries”, in other words, the implementation system in organizations like ACICs in the recipient countries, the receiving organizations (the counterparts) and the JICA Offices in the recipient countries.

In Chile (in the JICA Chile Office, AGCI and implementing organizations), it is recognized that “The initiatives from recipient countries are important factor to achieve capacity development in recipient countries. Therefore, the support from JICA Office in the recipient country that can support the initiative is essential”. On the other hand, the JICA El Salvador Office felt that depending on activities, the management and operation of Support for SSC become a burden. They consider when mini project is implemented as assistance for developing countries to become donors, project management that can well function between recipient country and a new donor needs to be planned as well.

For instance, since the mini-projects are conducted in the framework of the “Strengthen JCPP projects”, the objectives have two aspects such as “the assistance for developing countries to become donors” and “the development assistance of recipient countries”. Accordingly the beneficiaries of projects are the residents living in the project area as well as the staff of AGCI. As the projects intend to achieve these two objectives at the same time, it is considered that a gap of acknowledgement between the JICA Offices in the implementing and recipient countries exists, which may cause difficulties in management and operation of implementation.

Table 3-8　Scheme and Outcomes of Support for SSC of Related Organizations

Institutions / Scheme	Involvement of Stakeholders Organizations in SSC and Contributions					
	JICA Overseas Office	JICA Overseas Office	Organization charged in International Cooperation	Organization charged in International Cooperation	Training Implementing Organizations	Aid Recipient Organizations
	Implementing Country	Recipient Country	Implementing Country	Recipient Country	Implementing Country	Recipient Country
TCTPG	Take a role as a key actor for formulating and implementing project	・Consider as a tool to achieve JICA Country Program ・Consider when JICA overseas office in implementing country offer them	Cooperate as JICA's partner	・Consider as one of tools to achieve national strategic goal ・Receive assistance only when implementing countries offer them	Cooperate as JICA's partner	Consider as one of tools to achieve sector strategic goal
	N/A	N/A	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Improved knowledge and skills of individual participants ・Assumed to improve institutional capacity
Cotract-based TCTP	・Formulate and implement project based on discussion or the request from JICA overseas office in recipient country	・Consider as a tool to achieve bilateral technical cooperation project ・Take a role as a key actor for formulating, implementing, managing, evaluating project	Cooperate as JICA's partner	・Consider as one of tools to achieve project goal ・Receive assistance only when JICA overseas office in recipient country offer them	Cooperate as JICA's partner	Consider as one of tools to achieve project goal
	N/A	N/A	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Contributed to achieve the project goal of technical cooperation project ・Improved knowledge and skills of participants ・Assumed to improve institutional capacity
TCED as part of technical cooperation project	・Formulate and implement project based on discussion or the request from JICA overseas office in recipient country	・Consider as a tool to achieve bilateral technical cooperation project ・Take a role as a key actor for formulating, implementing, managing, evaluating project	Cooperate as JICA's partner	・Consider as one of tools to achieve project goal ・Receive assistance only when JICA overseas office in recipient country offer them	Cooperate as JICA's partner	Consider as one of tools to achieve project goal
	N/A	N/A	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Improved knowledge and skills of individual participants ・Assumed to improve institutional capacity
Broad Regional Seminar	Implement as a partner of Chile with respect to Chile's intention	・Consider as a tool to achieve JICA Country Program ・Receive assistance only when implementing countries offer them	・Consider one of the most important assistant modality ・Take a role as a key actor for formulating and implementing seminar	・Consider as one of tools to achieve national strategic goal ・Receive assistance only when implementing countries offer them	Cooperate as JICA's partner	Consider as one of tools to achieve sector strategic goal
	N/A	N/A	N/A	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved motivation to work	・Improved knowledge and skills of individual participants ・Assumed to improve institutional capacity
Technical Cooperation to Assist Developing Country to Become Donor	Take a role as a key actor for formulating and implementing project	N/A	Direct beneficiary	N/A	N/A	N/A
	N/A	N/A	・Used as a guideline for cooperating with other donors ・Improved knowledge and skills of individuals ・improved institutional	N/A	N/A	N/A
Mini Projects Incorporated into Technical Cooperation to Assist Developing Country to Become Donor	Formulate and implement project with JICA overseas office in the recipient country	・Consider as a tool to achieve JICA Country Program ・Involve with project formation, implementation, and management ・less inputs and involvement compare to project type technical cooperation	Formulate and implement projects in cooperation with JICA overseas office in implementing country	"・Consider as one of tools to achieve national strategies ・Receive assistance only when implementing countries offer them	Cooperate as JICA's partner	Consider as one of tools to achieve sector strategic goal
	N/A	N/A	・Used as a guideline for cooperating with other donors ・Improved knowledge and skills of individuals ・improved institutional capacity	N/A	・Helped to gather information on regional issue and on sectors issues needed to strength. ・(For Agencies which received Japanese assistance in the past) helped to sustain and further develop the knowledge and technology transferred ・Improved working motivation	・Improved working motivation ・Contributed to achieve the project goal of mini project

Sources: Based on interviews at the field study and related data and information collected.

- Cost sharing among implementing organizations

Chile, following the partnership program, has gradually raised the ratio of cost bearing, which now stands at 50%. Among the countries with which the partnership programs are concluded, there is no other country than Chile that bears more than a half of the cost. On the other hand, since the Chilean cost are from JCPP budget of AGCI and budgets of other organizations. The financing situation of these organizations is not uniform, some being allocated with the state budget, while some participate in bidding the government activities simply like a private company without budget allocation from the state.

Under the situation, JICA and AGCI have not well recognized the cost burdens of the implementing organizations consigned the implementation of support activities for SSC. According to CENEREMA, the organizations cooperating with JCPP not only bear a sizeable amount of expenses, but also provide the coordination and human resources relating to implementation of activities, thus the whole burden is not small at all. In view of such a situation, there was an opinion that it needs to examine a possibility to provide the project equipment (something like the equipment carried by experts) from the implementing organizations to TCED.

3.2.4 Issues Relating to Promotion of Support for SSC in Latin America Region

In the support activities for SSC and the implementing organizations visited by the study team, a certain achievement was acknowledged, thus no particular issues for improvement was found. Accordingly in this section, in the circumstance of the declining trend of aid amount, the issues how to expand and strengthen the Support for SSC in Latin America region are described in classifying them into policies/strategies, system and operation in prospect of future.

(1) Policies and Strategies

- Support for SSC in considering the capacity and aid records of partner countries as donors

The capacity of Chile as a donor has been steadily increasing, and new schemes like volunteers are being created. While at present Japan is conducting JCPP from the standpoints of support for the country to become a donor, when its capacity as a donor further increase, there is a possibility that the Chilean side many not accept to implement Support for SSC in giving a priority to the Japanese aid strategy. In other words, a time will come not in a remote future when both countries will conduct the joint activities as equal partners, not in a hierarchical relationship (that is, between the side giving an aid and the side receiving an aid). Accordingly it is thought that the time has come to adjust various opinions within JICA on how to hit a balance between the JCPP activities like such joint Japan-Chile projects and those projects implemented in cooperation with Chile as the bilateral assistance to a recipient country.

Moreover as demonstrated in the difference between the Japanese way which strongly seeks

the outcomes of assistance, and the Chilean way which responds to the common need of multiple countries, the aid strategies and schemes in Chile and the implementation system in its recipient countries are not necessarily same as those of Japan. Apart from seeking a value judgment on which way is superior, Japan as a donor, in order to conduct effective Support for SSC while utilizing the aid implementation capacity of the partner country at the maximum, it needs to formulate and select the well-balanced projects, in fully understanding the restrictions in the areas of aid implementation such as the intention of implementation side, budget limitation and undeveloped aid schemes while firmly maintaining the Japanese aid principles.

- To expand Support for SSC in the form of TCDC so as to enhance the Japanese presence in Latin America region

Chile has been establishing the status as a new donor in the region, which gradually earns a wider recognition[9]. The bilateral cooperation that Chile is conducting ODA by its own in Latin America region has been also increasing year by year. However the records of Japanese assistance to the bilateral assistance conducted by Chile, i.e., that for Function 4: Assistance to the Technical Cooperation among Developing Countries (TCDC) activities are yet limited. At present the Japanese Support for SSC is actually conducted with the cooperation of partner countries, on the basis of the Japanese aid strategies. However as far as it is conducted as Japan being a partner, it should be justified that Japan cooperates with the assistance conducted by the partner country based on its own strategies. In spite that the broad regional seminars like “International Diploma in Quality and Equity Education” are not necessarily meet the Japanese aid principles, its implementation would lead to an enhancement of the Japanese presence in the region, in a sense that the projects are implemented with the partner country. Support for SSC of the TCDC type could be regarded as an effective means to maintain the Japanese presence, in the circumstance that the Japanese ODA for Latin America region would not increase. The JICA Offices in the implementing countries need to change the approaches in the aspect for enhancing the Japanese presence from how the partner countries to be involved in the Japanese aid to how Japan can cooperate with the aid initiated by the partner countries.

(2) Systems

Promotion of projectization

Since the amount of individual inputs to any type of TCTP and TCED, the key activities of Support for SSC, it has a limit to measure the outcomes on an individual basis. On the other hand at present, as the effects of aid are increasingly emphasized and the accountability to taxpayers is strongly requested, it needs to clearly indicate the reasons of why inputs are made. From the field

[9] Some countries like China and Korea are actively proposing the bilateral agreements similar to the Japan-Chile Partnership Program, thus Chile is being regarded as “the partner” in the Central and South America region.

survey, however, it was recognized that Support for SSC positioned in the bilateral assistance, and the projectized or programmed Support for SSC like the mini-projects had a high degree of involvement of both recipient and implementing countries. In addition, since the projectized support projects for SSC are subject to a strict project management for achieving their objectives, they have advantages to easily identify the outcomes and to conduct the monitoring.

For instance, contract-based TCTP in the Projects “Improvement of Construction Technology to Spread Earthquake Resistant Homes“ in Mexico and “Development of Increased Shellfish Cultivation” in Chile constitute a part of the project activities, and contract-based TCTP is a part of inputs. Accordingly the outcomes, monitoring and evaluation of projects are managed mainly by the JICA Offices in the recipient countries, while focusing on the contribution to the recipients. This is applied to the mini-project in Chile incorporated into the support for the country to become a donor, the project however is managed mainly by ACIC with a support from JICA. Though each of these cases has different implementing body, thanks to the projectization of support for SSC, it becomes possible to take hold of the project management and the effects to the beneficiaries.

(3) Operation

Improvement in the process relating to the implementation of Support for SSC

Support projects for SSC, compared with the bilateral assistance projects, have a complicated procedure with many concerned organizations. Therefore there are concerns among the concerned organizations that it takes a long process from planning to implementation. For example, due to a long process required from planning to implementation for TCED by the Japanese side, there are cases that Japan loses the chances of Support for SSC as Chile conducts itself by using its own resources or by organizing other donors (CONAF) as partners. In such a situation, while the schemes so far used as Support for SSC are strictly speaking TCTPG and TCED, the expert dispatches using the local activity expense and the implementation of mini-projects are in practice handled as Support for SSC in the framework of JCPP. If such a practice has been generated after the trial-and-error for enhancing the effects of JCPP, it suggests that the procedural process used for the existing Support for SSC should be improved.

3.3 Africa Region (Recipient Country: Uganda; Implementing Country: Kenya)

While the ODA budget of Japan to Africa region has been in an increasing trend, its ratio of the total ODA budget remains small compared to those to Asia and Latin America regions. For this reason, the human and material resources accumulated through the technical cooperation and the grant assistance is the precious assets for the region where the development has relatively delayed. Accordingly SSC can be viewed from the aspect of an efficient use of the limited aid resources. Moreover the region, where the national development effort is being undertaken on the basis of the Poverty Reduction Strategy Paper (PRSP), is forced to depend on donors, not only from the financial aspect but also from the autonomy in formulating the development strategies.

In the two countries subject to the study, TCTPG conducted by the implementing organizations of technical cooperation projects is the main activity of SSC. Therefore while TCTPG was the main study subject, Support for SSC by a technical cooperation projects was included as another study subject. Moreover in view that the horizontal cooperation is the main feature in the region, the SSC project in Uganda, which was involved as an implementing country despite the initial setting as a recipient country, was also studied. Asia-Africa Cooperation projects, though they were not the projects directly subject to the study, were also included. In addition, it is tried to work out a trend of SSC in Africa region through analysis based on the study on the two countries. Countries, Tunisia, Morocco, and Egypt, which have concluded partnership program with the government of Japan, are out of focus for analysis.

3.3.1 The Summary Table of Target Case Study

The summary table of the case study projects in Africa region is shown as below.

Table 3-9 Summary of the Projects for Case Studies (Africa)

No.	Sector	Project Name (Scheme)	Project Period	Implementing Organizations of SSC
a	Human resource Development	**African Institute for Capacity Development (AICAD) (Technical Cooperation Project)**	2000－2007	**AICAD, Kenya**
		【Objectives】 Promotion of human capacity building for poverty alleviation and development in Africa, through Research and documentation, Training and Extension, and Information Networking and dissemination. **【Characteristics】** SSC among the three participating countries, Kenya, Uganda, and Tanzania, is the basis of activities for AICAD to achieve the above objectives. AIACD also has carried a task to play a role as a hub in Africa region to promote Asia Africa cooperation.		**【Content of cooperation】** AICAD has implemented a TCTPG, Water Resource & Irrigation Training, for the three AICAD participating countries and another TCTPG, African Training Course, for several African nations.

b.	Education	**Strengthening of Mathematics and Science in Secondary Education (SMASSE) Project Phase 2 (SMASSE) (Technical Cooperation Project)**	1998－2008	**Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), Kenya**
		【Objectives】 1. Quality of Mathematics and Science education at secondary level is strengthened in Kenya through In-Service Training (INSET) of teachers. 2. Activities, Students, Experiments and Improvisation and Plan, Do, See, Improve (ASEI/PDSI) lessons are practiced in teacher training institutions and secondary schools in member countries. **【Characteristics】** The Project has actively conducted contract –based TCTP and TCED.		**【Content of cooperation】** The project has implemented several SSC activities as JICA's formal technical cooperation schemes i.e. four times regional conferences, twice TCTPG, ASEI & PDSI approach in Secondary Mathematics and Science Education in Africa, and a TCED. The project has played a significant role in formulating similar projects in Uganda and Malawi, and providing technical inputs with the two projects utilizing the local activity expenses.
c.	Environment	**Promotion of Social Forestry in Africa (TCTPG)**	1995 － 2009	**Kenya Forestry Research Institute (KEFRI)**
		【Objectives】 The capacity of participants is enhanced for adoption of social forestry. **【Characteristics】** The course has been implemented as a part of a JICA project, Intensification of Farm Forestry Activities in semi-arid area districts.		**【Content of cooperation】** The courses were conducted ten times in total and accepted 199 trainees were from seventeen African countries.
d.	Health	**Blood Safety (TCTPG)**	1998－2006	**Kenya Medical Research Institute (KEMRI), Kenya**
		【Objectives】 The participants upgrade relevant technology in screening and diagnosis of HIV and viral hepatitis. **【Characteristics】** The implementing organization of the course, KEMRI, produces blood screening kits, and aims to improve their quality and promote them to the participating countries to the course. The course has been implemented as a part of JICA's Research and Control of Infectious Diseases Project.		**【Content of cooperation】** From 1998 to 2004, the TCTPG was held once a year and accepted 155 trainees in total from 24 countries. Since 2005, the training has conducted twice a year and been planned to accept 216 trainees until the second training course in 2006.

e.	Agriculture	**Agricultural Machinery Management (TCTPG)**	2000－2004	**(Jomo Kenyatta University College of Agriculture and Technology (JKUAT), Kenya**
		【Objectives】 The participants acquire knowledge and techniques in machinery management i.e. planning, servicing, and scheduling, appropriate to their respective local conditions. **【Characteristics】** The course is closed. The implementing organization intends to add an aspect of agricultural produces to the course program so as to re-open the course with an assist from JICA or other donors.		**【Content of cooperation】** JKUAT implemented the course once a year for five years since 2000 and accepted 73 participants in total from 14 African countries.
f.	Health	**Integrated Parasitic Diseases Control Training, The International Symposium on Parasitic Diseases Control Programme in Eastern and Southern Africa (TCTPG)**	2004－2008	**Kenya Medical Research Institute (KEMRI), Kenya**
		【Objectives】 The participants acquire knowledge of Parasitic Diseases Control. **【Characteristics】** The course has been implemented as a part of JICA's Research and control of infectious and Parasitic Disease Project. The Project tries to cooperate with the similar projects in Ghana and Thailand.		**【Content of cooperation】** The two types of TCTPG's' characteristics are different. In the symposium, broad issues are discussed. On the other hand, the training has more practical and technical contents.
g.	Vocational Training	**Advanced Vocational Training Courses in the field of Electronics, Electricity and Motor Vehicle（Technical Cooperation Project, TCTPG）**	2004－2006	**Nakawa Vocational Training Institute, Uganda**
		【Objectives】 The participants acquire advanced new technology and skills of vocational training in the three fields. **【Characteristics】** This project has been exceptionally implemented in Uganda, which is generally regarded as a recipient country of SSC. The school buildings and training equipment were provided by JICA through grant aid cooperation in 1970s, and project type technical cooperation was implemented from 1997 to 2002. Since 2003, another technical cooperation project has started to conduct the course.		**【Content of cooperation】** The project has implemented the course three times since 2004 and accepted 117 trainees in total.

3.3.2 Actual Situation of Support for SSC

(1) The Positioning in the Policy Framework

A study concerning the positioning of SSC in policies, strategies and activity plans, and the involvement in the planning and implementation stages was conducted at the JICA Offices, ACICs,

the implementing and recipient organizations in both implementing and recipient countries. Between the implementing and recipient countries, it was shown that the positioning and involvement of SSC in the implementing countries were generally more clear and active. The positioning and involvement of ACICs were weak in both countries, which underlined the fact that in implementing or receive SSC, the countries had not the definite directions and strategies.

a) Kenya as an Implementing Country

Most activities under implementation in Kenya are conducted in the framework of technical cooperation projects, thus **the JICA Kenya Office** considers Support for SSC as those specifically positioned in the JICA Country Program of fiscal year 2002. However no particular policy or strategy for utilizing Support for SSC was established across the sectors or national development level over individual project level. Yet since the activities are undertaken as part of technical cooperation projects conducted by the Office, its involvement in the planning and implementation stages of Support for SSC was observed to be more intense than that of the JICA Uganda Office. In particular regarding TCTPG, it was confirmed in several implementing organizations[1] that the JICA Offices played a leading position in their formulation in the past.

The Ministry of Finance of Kenya hardly understands the JICA's Support for SSC, and has no intension and strategy for promoting SSC as the country. The Ministry acts as ACIC, and also in charge of coordination concerning the project adoption among ministries/agencies. For support projects for SSC, the Ministry is involved as being for other projects, its recognition is so weak that it can acknowledge that the activities of Project "b. Strengthening of Mathematics and Science in Secondary Education (SMASSE) Phase 2" is a sole support project for SSC.

In the implementing organizations, Support for SSC conducted as the activities of technical cooperation projects is positioned in the action strategy and plans of respective organizations. For instance, as the mandates of the Project "a. African Institute for Capacity Development (AICAD)", the implementation of regional cooperation for poverty reduction of the participating countries[2] and becoming the hub at the African side in Asia-Africa Cooperation are indicated. Also in the Project "b. SMASSE", in dividing the areas subject to the activities into the inside Kenya and Africa region as a whole, the different targets, activities and inputs are respectively established by the individual PDMs. The activities subject to Africa region as a whole are positioned in the support projects for SSC. Besides, all Third Country Training currently undertaken in Kenya, except the Training "e. Agricultural Machinery Management (TCTPG) ", is conducted as part of activities of respective technical cooperation projects, which are clearly indicated in PDM, thus the positioning of Support

[1] The Kenya Medical Research Institute (KEMRI), the Kenya Forestry Research Institute (KEFRI) and Jomo Kenyatta University College of Agriculture and Technology (JKUAT)
[2] Kenya, Uganda and Tanzania

for SSC in the implementing organizations is evident. Their involvement in project formulation was however not intense, and it is confirmed that it is conducted with the JICA's leadership as stated earlier. Regarding the implementation, in all projects but "Irrigation Water Management" held by "a. AICAD", implementing organizations conduct the need survey, the application for technical cooperation, the evaluation before and after the courses were conducted, thus their positive attitude was observed. Yet the project, for which the follow-up activities were conducted, was limited to "b. SMASSE" and the Kenya Medical Research Institute (KEMRI).

b) Uganda as a Recipient Country

The JICA Uganda Office is not positioned to receive Support for SSC in the JICA Country Program, thus has no definite strategy. Its involvement in the project implementation is weak, even not fully understand the situation of Third Country Trainee Dispatch and Third Country Expert Reception, nor even whether such projects exist or not. While a local staff is in charge of the procedures relating to the recruitments and dispatches of trainees, the information of training is basically transmitted through the diplomatic channel in the implementing as well as recipient countries[3], the Offices hardly understand it. They are not involved in the selection of trainees either.

The Ministry of Finance of Uganda neither understands the situation of reception of Support for SSC, nor has the strategic direction in the receiving process of Support for SSC. The Ministry, as ACIC, is in the position to finally decide the implementation of all development assistance projects. In other words, the Ministry decides the adoption the development projects proposed by the ministries/agencies concerned,, based on the Poverty Eradication Action Plan (PEA), the Kenyan version of PRSP. Regarding the JICA's Support for SSC, the adoption of projects is decided in the same process but since the Ministry did not acknowledge such schemes as TCED and Third Country Training, its specific involvement was not confirmed in cases of receiving Support for SSC.

Beneficiary organizations of Support for SSC understand the receiving of Third Country Training and Third Country Experts as the opportunities of making inputs and the human resource development into the projects. For instance, the Project "Education of Teachers for Mathematics and Science in Secondary Level (SESEMAT)" of Uganda is planned to provide all its technical inputs from SSC through "b. SMASSE" of Kenya. AICAD-Uganda dispatches the staff of the Department of Agriculture of Mpigi district to the Training Course "Irrigation Water Management" held by "a. AICAD", then, based on the training outcomes, and conducts an in-country training jointly with the Department of Agriculture of the district. These two projects are positioned in the inputs to the technical cooperation projects conducted by the recipient side. Among others, the

[3] For detail, see Figure 3-2 : Transmission Routes Among Related Organizations in Implementing the Third Country Training

Nakasero Blood Bank, which dispatches trainees to the Seminar “d. Blood Safety”, considers that Third Country Training contributes to the human resource development. While the International Symposium on “f. Integrated Parasitic Diseases Control Training” aims to eradicate parasites by strengthening the public health in schools, the Ministry of Public Heath of Uganda dispatches the responsible staff to related areas. As such, receiving organizations utilize the involvement in TCTPG as the opportunities of inputting for attaining the project objectives. They however remain in the passive position regarding the involvement in TCTPG, are only involved in the application to the recruitment of trainees, and not spontaneously be involved in the project formulation. On the other hand, in cases that recipient organizations procured SSC with the local activity expense as the input to the technical cooperation projects conducted by the recipient organizations, it was confirmed that their involvement was made so as to reflect the need of recipient organizations. These cases include Third Country C/P Training and TCED being conducted between SESEMAT and SMASSE.

c) Uganda as an Implementing Country

At the outset, this study was conducted in assuming Uganda as a recipient country of Support for SSC, but in fact it was confirmed that the country was conducting Support for SSC with the assistance of several donors including JICA. Although in the JICA Office and the ACIC, the positioning of Uganda as an implementing country was not confirmed, it appeared that except the cases when activities were conducted in the framework of technical cooperation projects, the strategic positioning was not firmly established in the implementing organizations of Support for SSC. The “Advanced Vocational Training Courses” being conducted by the Nakawa Vocational Training Institute are implemented as part of activities of a technical cooperation project, thus Support for SSC was positioned in the framework of the strategy of the institute’s activities. Among the assistance from other donors than JICA, the Nakasero Blood Bank, which dispatched the trainees to “Blood Safety Seminar”, conducted a training course on the blood safety to the trainees from 23 African countries including Kenya with the assistance from EU. Nevertheless, the Blood Bank has no intention to strategically promote SSC due to the financial restriction. Besides, Uganda, which is called as an excellent pupil in Africa in the areas of PRSP formulation and fiscal planning, is dispatching experts and conducting training with assistance from the World Bank so as to deliver the know-how in these areas. While the World Bank understood it as a procurement of the human resource required for the activities from Uganda, the strategic aspect at the Ugandan side had not been confirmed.

From the above results, Table 3-10 summarizes the positioning of policies and strategies of the related organizations in the activities of Support for SSC and their involvement in planning and implementation. In the Table, the projects subject to the case study are classified into three groups: the existing TCTPG; Third Country Training on a contract basis by technical cooperation projects;

and TCED by technical cooperation projects. Most of the existing TCTPG is conducted by the technical cooperation projects currently under implementation, and five out of the surveyed projects fall into this group. The training courses belonging to this type are further divided into two groups: the cases when the recipients conducted technical cooperation projects like SESEMAT and AICAD; and those not conducting. Third Country Training on a contract basis by technical cooperation projects includes the training courses using the local activity expenses for SMASSE and SESEMAT. In the last group, TCED by technical cooperation projects, the expert dispatches to SMASSE and SESEMAT being conducted using the local activity expense is solely included.

(2) Actual Situation of Assistance by Implementation Functions

The projects subject to the case study are classified into five functional groups according to respective histories of formulation, contents of cooperation, and directions of Support for SSC by the government of implementing countries. Most projects fall in Function 1: Utilization of human and other resources of developing countries, and Function 2: Dissemination and development of the outcomes of Japanese cooperation, and only the Project “a. AICAD” falls in Function 3; Linkage among donors, Function 4: Assistance to the activities of Technical Cooperation Among Developing Countries (TCDC), and Function 5: Support for developing countries to become donors. Main features according to the above classifications are described below.

Table 3-10　Positioning of SSC in Policies and / or Strategies of Organization Concerned and their Involvement in SSC

<table>
<tr><th colspan="2" rowspan="2">Institutions
Scheme</th><th colspan="2">JICA Overseas Offices</th><th colspan="2">Organization charged in International Cooperation</th><th rowspan="2">Implementing Organizations
(Implementing Country)</th><th rowspan="2">Recipient Organizations
(Recipient Country)</th></tr>
<tr><th>Implementing Country</th><th>Recipient Country</th><th>Implementing Country</th><th>Recipient Country</th></tr>
<tr><td rowspan="3">TCTPG</td><td>JICA technical cooperation is conducted in recipient organizations.
【Project: a】</td><td rowspan="2">【Positioning】
・Involving SSC in JICA Country Program
・Regarding SSC as a part of a technical cooperation project
【Involvement】
・Supporting clerical works and logistics
・Taking initiative to formulate SSC
・Bearing the cost of SSC</td><td>【Positioning】
・Regarding SSC as an input of a technical cooperation project
【Involvement】
・Supporting clerical works and logistics
・Not being authorized to select participants and not necessarily reported the result of trainings</td><td rowspan="3">【Positioning】
・Not having a plan to promote SSC strategically
【Involvement】
・Recognizing not further than the names of projects implementing SSC
・Dealing with SSC same as the other projects (selecting SSC, coordinating SSC with ministries concerned)</td><td rowspan="3">【Positioning】
・Not having a plan to promote SSC strategically
【Involvement】
・Dealing with SSC same as the other projects (selecting SSC, coordinating SSC with ministries concerned)</td><td rowspan="2">【Positioning】
・Implementing SSC as a part of technical cooperation projects in many cases
・Adopting SSC promotion as a part of their policies in a few cases
【Involvement】
・Taking less initiative than JICA to formulate SSC
・Actively engaging in activities to grasp needs
・Conducting follow up in not many cases</td><td>【Positioning】
・Utilizing SSC as a inputs to technical cooperation projects
・Adopting SSC utilization as their policies in a few cases
【Involvement】
・Nominating and sending participants (passive commitment)</td></tr>
<tr><td>JICA technical cooperation is not conducted in recipient organizations.
【Project: b, c, d, e, f, g】</td><td>【Positioning】
・Not assigning strategic roles to SSC
【Involvement】
・Supporting clerical works and logistics
・Not being authorized to select trainees and not being reported the result of trainings</td><td>【Positioning】
・Utilizing SSC as a inputs to human resource development
【Involvement】
・Nominating and sending participants (passive commitment)</td></tr>
<tr><td colspan="2">Both implementing and recipient organizations conduct JICA technical cooperation projects.
・Contract-based TCTP
【Project: b】</td><td rowspan="2">【Positioning】
・Involving SSC in JICA Country Program
・Regarding SSC as a part of a technical cooperation project
【Involvement】
・Supporting clerical works and logistics
・Bearing a part of SSC costs</td><td>【Positioning】
・Regarding SSC as an input of a technical cooperation project
【Involvement】
・Supporting clerical works and logistics
・Bearing a part of SSC costs</td><td rowspan="2">【Positioning】
・Implementing SSC as a part of technical cooperation projects
・Implementing SSC to formulate a JICA project in a case
・Adopting SSC promotion as a part of their policies in a few cases
・Implementing SSC to follow up previous SSC in a few cases
【Involvement】
・Bearing a part of SSC costs
・Formulating SSC based on the needs of recipient organizations
・Customizing the SSC to meet the needs of recipient organizations</td><td rowspan="2">【Positioning】
・Utilizing SSC as a inputs to technical cooperation projects
・Adopting SSC utilization as a part of their policies in a few cases
【Involvement】
・Bearing a part of SSC costs
・Informing their needs clearly to implementing organizations</td></tr>
<tr><td colspan="2">Both implementing and recipient organizations conduct JICA technical cooperation projects.
・Contract-based TCED
【Project: b】</td></tr>
</table>

Source: Formulated by Study Team　　Note:　Refer to the project code on the Table3-1

Function 1: Effective use of developing country's resources

All seven surveyed projects are considered to fall in this category. In regard to individual projects, such features as the appropriateness to implement in utilizing the resources of developing countries and the priority over the training in Japan are observed. In the first place, in Africa the training organizations having appropriate human resources and facilities are so few that those so far received the Japanese cooperation have a relatively high capacity. Accordingly it was confirmed that to conduct training in utilizing their facilities was highly pertinent in the recipient organizations of the Projects "d. Blood Safety" and "f. Seminars Against Parasites: International Symposium on Parasitic Diseases Control"[4]. This aspect may be applied at a different degree to all Support for SSC being conducted in the technical cooperation projects in Africa. In addition, as one of the objectives of Support for SSC conducted by "b. SMASSE", and on the basis of the experience that the teaching method of mathematics and science introduced from Japan are applied in Kenya and the lessons obtained there, the concept is disseminated after adjusting it with the local situation of other African countries. In order to jointly acquire and disseminate the development experience, the utilization of human resource of "the South" is indispensable. Regarding the superiority that Third Country Training has over the training in Japan was confirmed in almost all implementing organizations[5] that the joint ownership of experience based of similar culture, history and natural condition was useful since all participants and lectures were the African people.

Function 2: Dissemination of the outcomes of Japan's technical cooperation

All seven projects surveyed in the study are considered to fall in this category. Except the Project "c. Agricultural Machinery Management", all projects are conducted in the framework of the ongoing technical cooperation projects, in which the retransmission of project outcomes to neighboring countries by means of Third Country Training is incorporated into the project plan. The Project "c. Agricultural Machinery Management" was built on the basis of a JICA technical cooperation project conducted in the past, thus, similar to other six projects, it may fall into "the dissemination and development of outcomes of Japanese cooperation". While the Project "a. AICAD" is planned to conduct human resource development in utilizing the resources in the region, it also utilizes the resources of the Jomo Kenyatta University College of Agriculture and Technology (JKUAT), which has the records of Japanese cooperation, thus it is judged to fall into this category.

Function 3: Collaboration among donors

No project falls in this category. It is caused by the fact that the two countries surveyed have

[4] Respectively the Nakasero Blood Bank and the Ministry of Public Health of Uganda
[5] Excluding the Ministry of Public Health of Uganda

no policy to conduct SSC as the emerging donors.

Function 4: Support for technical cooperation among developing countries (TCDC)

The Project "a. AICAD" alone is considered to fall into the category. In the project, the AICAD implementing organizations of participated three countries are expected to conduct human resource development through the regional cooperation, for which JICA and the AICAD Secretariat build a system of a joint support. Apart from this project, other cases, in which JICA supported SSC that the implementing organizations spontaneously conduct, were not confirmed. While the Project "b. SMASSE" actively conducts Support for SSC, it is held as part of a technical cooperation project, the aspect of TCDC based on the spontaneous intention of the implementing country was not confirmed. Regarding other Third Country Training, since the past history that the JICA side led the formulation process was confirmed at several implementing organizations[6], it was judged not to be included in the assistance under TCDC.

Function 5: Support for developing countries to become donors

Like the above Function 3, as the two countries surveyed had no intention of overseas assistance as donors, no project fell into this category.

3.3.3 Contribution and Effects of Support for SSC

(1) Contribution and Effects

As the contribution and effects of Support for SSC in Africa region, the realized situation at the recipient organizations was at first studied, and summarized respectively at individual and organizational levels. In addition, as it was confirmed that Support for SSC gave contribution and effects to the implementing organizations, its situation was also described.

a) Impacts at Individual Level

In all implementing organizations of the surveyed projects, it was confirmed that most participants fully understood the training contents. All implementing organizations conducts an evaluation in one form or another at the completion stage by checking the degrees of understanding of trainees or else, and the above situation was shown in the results. On the other hand, as the recipient side, the study team visited five organizations, i.e., the Department of Agriculture of Mpugi district, the Kitebi Junior/Senior High School, the Kyambogo University, the Nakasero Blood Bank and the Ministry of Public Health, and undertook the hearings on the outcomes of Third Country Training participated by the trainees of respective organizations[7]. As a result, it was also

[6] The Kenya Medical Research Institute (KEMRI), the Kenya Forestry Research Institute (KEFRI), the Jomo Kenyatta University College of Agriculture and Technology (JKUAT) and the Nakawa Vocational Training Institute

[7] The Training Courses of "Irrigation Water Management" held by "a. AICAD"; "Secondary Science and Mathematics Teacher's Education" by SESEMAT; "d. Seminar on Blood Screening"; and "f. Integrated Parasitic Diseases Control

confirmed from all trainees that they fully understood the training contents, and acquired new knowledge and technology. However in several implementing organizations[8], some trainees dispatched from the Francophone and Portuguese-speaking Africa had difficulties to understand the training contents due to the linguistic restrictions. It is also observed that new knowledge and technology gained have been utilized in trainees' works except for a participant from Kyanbogo University. Specifically, Nakasero Blood Bank highly values TCTPG, since participants have improved their performance in their duties, those from Mpigi district local government, Kitebi secondary school, and Ministry of health have made use of knowledge and skills obtained in TCTPG and had a positive impact on the organizations. Details are explained in the following section.

b) Impacts at Organizational Level

Next, how the knowledge and technology acquired by the trainees are utilized in the five recipient organizations is presented, and the impacts at organizational level are analyzed. As a result, in the recipient organizations where the utilization of training outcomes did not spread to the extent of organizations, a system to systematically utilize the outcomes was not found. On the other hand, in the organizations where organization-wide outcomes were found, in addition to a system to utilize the outcomes, a strong leadership and a sizeable amount of inputs were confirmed.

- Impacts are not realized

There are two recipient organizations where the training impacts do not spread. At first it is the Nakasero Blood Bank which dispatches the trainees to the "d. Blood Screening Seminar" in several times. While an improvement in the knowledge and technology of the course trainees and the retransmission of the training outcomes to other staff were confirmed, the impact on the organization as a whole could not Although the Blood Bank puts a high value on the training as part of human resource development of the staff, this result might be caused by the lack of intention to strategically utilize the outcomes. While one of the training objectives in this training course is to disseminate the blood screening kits developed by the Kenyan implementing organization, the Blood Bank does not adopt the kits. In this respect, it can be hardly said that the outcomes spread around the organization. Similarly in the Kyambogo University, which dispatched trainees to the training course "Strengthening of Mathematics and Science in Secondary Education" conducted by "b. SMASSE", while they appreciate the teaching method as useful one in Uganda but did not particularly engage in an activity for jointly sharing the knowledge with other staff, thus no systematic dissemination of training outcomes was recognized at all. From the same university, the trainers for educating mathematics and science teachers participated in the training course. In these two recipient organizations, no activities like technical cooperation projects were conducted, which

Training and the International Symposium on Parasitic Diseases Control Programme"

[8] "b. SMASSE", the Kenya Medical Research Institute (KEMRI) and the Kenya Forestry Research Institute (KEFRI)

could utilize the training outcomes as the project inputs, nor was the movement to systematically utilize the outcome observed.

- Impacts are realized

On the other hand, in three recipient organizations, it was confirmed that the training outcomes produced by training gave the impacts inside as well as outside of the organizations. The Kitebi Secondary School dispatched an in-service teacher of mathematics and science as a trainee to TCTPG conducted by “b. SMASSE”, the school shared the knowledge and concept obtained at the training and disseminated them within the school. As a concrete measure, the school introduced an evaluation of teaching by students, thus opened an opportunity to change the consciousness of teachers and students on teaching. In this background, it is pointed out that the school principal had an understanding of the SMASSE concept, thus actively introduced it into the school.

Moreover, SSC could directly contribute to a project formulation. The permanent secretary of ministry of education in Uganda was sent to Kenya to observe the SMASSE and meet with high level officials in the ministry of education by local activity expense of a JICA expert. Consequently, the SESEMAT was formulated, and it should be regarded as an impact on an organizational level. The SESEMAT in Uganda, which is receiving the transmission of teaching method of mathematics and science in secondary education from “b. SMASSE”, is expected to further retransmit it to some areas of the country. Thus as the project advances, the outcomes are expected to disseminate at society level. SESEMAT receives all technical inputs through SSC from SMASSE, which conducted TCED and Third Country Training respectively two times from November 2004 to September 2005. Compared with the recipient organizations not conducting technical cooperation projects, the amount of inputs from Support for SSC are very large. It suggests that in order to realize a certain size of outcomes, in addition to the receiving system of technical cooperation projects, the “quantity” of Support for SSC is also an important factor.

Among others, in the Training “Management of Irrigation Water” conducted by “a. the African Institute for Capacity Development (AICAD)”, due to its failure for responding to the Ugandan need, the retransmission of knowledge and technology learned by the trainees in the country without a change was difficult. Yet the Department of Agriculture of Mpigi district, which dispatched the trainees, revised the training contents for Uganda and was conducting in-country training with a support of AICAD-Uganda. As a result, the Department of Agriculture of the district could provide new services to the residents, thus the impacts at organizational level could be realized. While the contribution and effects to the country as well as society were not confirmed, in view of its strong need of farmers and communities, a further contribution and effects was expected in future (See Box 3-16 for details). Finally in the Ministry of Public Health of Uganda, which dispatched the trainees to “f. Seminar of Integrated Parasitic Diseases Control and the International

Symposium on Parasitic Diseases Control Programme", the impacts at organizational level were confirmed. The Ministry has been preparing to launch a national school health executing committee, which will be the highest decision making body for promoting school health, with a hint obtained from the training, Another outcome of the training is formulation and submission of a proposal on the Parasitic Diseases Control Project to JICA.

c) Implementation Side

Not only the recipient side but also the implementation side benefit from the support activities for SSC, and the contribution and effects appear to be realized at individual to organizational levels. For instance, in an implementing institute with limited opportunities to conduct training courses[9], Third Country Training provides a golden opportunity for enhancing their own capacity of training implementation. In addition, an opinion was expressed in several implementing organizations[10] that to absorb various cases and experiences through the discussions with trainees from several African countries, the capacity development of individual lecturers was achieved.

As the contribution and effects at organizational level, the enhanced distinction of implementing organizations and increased orders of other training activities are observed. The implementation of Third Country Training could make widely known of the substantial training facilities/equipment and the capable lecturers/experts they own among the participating countries, thus gave an image being "the excellent organization". The Nakawa Vocational Training Institute conducting "g. Advanced Vocational Training Courses", thanks to the implementation of SSC, becomes widely known of its substantial training facilities/equipment and high training techniques among other countries. Consequent outcomes include the awarding of the training orders from the companies in Tanzania and Kenya, and the receiving of the trainees from Zambia with the financial assistance from DANIDA.

Table 3-11 below shows the realized situation of impacts by types of projects/activities.

[9] The Kenya Forestry Research Institute (KEFRI)
[10] "a. SMASSE", the Kenya Medical Research Institute (KEMRI) and the Nakawa Vocational Training Institute

Table 3-11 Contribution and Effects of SSC Classified by Scheme

Scheme \ Institutions		Contribution and Effects			
		Organization charged in International Cooperation		Implementing Organization (Implementing Country)	Recipient Organization (Recipient Country)
		Implementing Country	Recipient Country		
TCTPG	JICA technical cooperation is conducted in recipient organizations. 【Project: a】	・Impact is not confirmed	・Impact is not confirmed	・Improvement in knowledge and skills at an individual level such as training lectures and experts dispatched to recipient organizations ・Enhancement of implementing organization s ' publicity and image toward recipient countries ・Receipt of orders on technical services from recipient countries	・Improvement in knowledge and skills at an individual level ・Impact is confirmed at organization level
	JICA technical cooperation is not conducted in recipient organizations. 【Project: b, c, d, e, f, g】				・Improvement in knowledge and skills at an individual level ・Impact is confirmed at organization level in half of the cases
Both implementing and recipient organizations conduct JICA technical cooperation projects. ・Contract-based TCTP 【Project: b】				・Improvement in knowledge and skills at an individual level such as training lectures and experts dispatched to recipient organizations	・Improvement in knowledge and skills at an individual level ・Impact is confirmed at organization level ・Impact on a social level may be confirmed depending on the progress of technical cooperation projects implemented by recipient organizations
Both implementing and recipient organizations conduct JICA technical cooperation projects. ・Contract-based TCED 【Project: b】					

Note: Refer to the project code on the Table3-1

(2) Facilitating and Impeding Factors Led to the Outcomes

On the basis of the foregoing study results, this section analyzes the "facilitating factors" and "impeding factors" affecting the realization of outcomes obtained from Support for SSC, and its overview is summarized in Table 3-12. Moreover regarding the two institutes, SMASSE and AICAD, where the outcomes of Support for SSC disseminate at organizational level, the background is described respectively in Box 3-15 and Box 3-16.

a) Facilitating Factors

- The common language, culture, environment and history

In implementing Third Country Training, the fact that the African countries are in common to many aspects such as language, culture, environment and history contributes to the achievement of outcomes, i.e. the enhancement of knowledge and technology of the trainees. Many trainees come from the Anglophone African countries, thus have no language barriers and easily understand the

training contents. In some training courses[11], however, as some trainees from Francophone and Portuguese speaking countries are included, they had reportedly a difficulty to understand the training contents.

Furthermore, in the Sub-Saharan African countries, with a few exceptions, the culture, history and natural conditions are similar, thus the same background is shared between trainees and lecturers. It was confirmed almost in all projects that this helped actively and effectively share the experience between trainees and lecturers, and facilitates to understand the training contents. There were some examples in which the experience of participants with different backgrounds was appreciated with a certain value. The trainees participated in "f. Seminar of Integrated Parasitic Diseases Control and the International Symposium on Parasitic Diseases Control Programme" from the Ministry of Public Health of Uganda appreciated to be able to exchange various opinions with the trainees gathered from around the world in the occasion of the training held in Japan.

- Undertaking to understand the need at the recipient side

Implementing organizations understand the need of the recipient organizations through various activities, and feed back the results to the training contents, thus facilitate the understanding of trainees and the utilization of the training outcomes in the dispatching organizations. At first in all projects but the Training "Management of Irrigation Water" by AICAD, they conduct a need survey in visiting some recipient countries at the time of project formulation. The cost of this exercise is borne by JICA. It was also confirmed that all implementing organizations conducted the course evaluation by the course participants, thus collected the need of recipient organizations and the information on the syllabuses and teaching methods easily understandable to the trainees. Besides, JKUAT conducted the Training "Agricultural Machinery Management", and the Kenya Forestry Research Institute (KEMRI) conducting the Training "c. Promotion of Social Forestry" is obtaining the information from new training participants regarding how the former participated trainees utilize the training outcomes to their daily work. Conducting such activities as an ex-ante need survey, the evaluation by trainees and the activity survey after training and reflecting the results to the training contents are likely to facilitate the understanding of participants and the utilization in the recipient organizations.

- Undertaking as activities at the recipient side

When the support activities for SSC are conducted with the cost borne by the recipient side and as its activities, the need of the recipient side are highly reflected which contributes to realize the outcomes. For example, SESEMAT-Uganda conducts Third Country C/P Training and the reception of Third Country Experts but shares the cost with SMASSE, the implementation side.

[11] "b. Strengthening of Mathematics and Science in Secondary Education Project Phase 2 (SMASSE)", "c. Promotion of Social Forestry in Africa" and "d. Seminar on Blood Screening"

With the cost sharing by SESEMAT[12], the recipient side could be involved in the formulation of and reflect its need to the project. As a result, the project could obtain the appropriate inputs for achieving the objectives. In this case, different from group training, the recipient agency was solely SESEMAT, thus the training contents could meet the need specific to SESEMAT. Besides, since the activities using the local activity expense do not require such procedures as the application for Official Requests on Technical Cooperation and through the diplomatic channel, the recipient side can make the input as necessary (Refer to Box 3-15 for details). Such spontaneous involvement of the recipient side in the formulation and implementation of Support for SSC is important so as to adjust the contents and timing with the need of recipient side, and realize the impacts of cooperation.

- Improvement of the implementation system at the recipient side

In order to disseminate the contribution and effects of Support for SSC to the organizations and further at society level, it is important that the recipient side has a system for utilizing the knowledge and technology acquired in the activities. In practice, this is the case that the recipient organizations transmit the knowledge and technology obtained by SSC to the outside and promotes their utilization. For example, in the Projects “a. AICAD” and “b. SMASSE”, technical cooperation projects are being conducted at the recipient side, which receives Support for SSC following the project plan, and disseminates the acquired knowledge and technology to outside (See Box 3-16 regarding AICAD). However the activities utilizing Support for SSC are not necessary to be technical cooperation projects. The whole Ministry of Public Health of Uganda undertook the Minimum Health Programme, and a person in charge of school health promotion of the Programme participated in the “f. Seminar of Integrated Parasitic Diseases Control and the International Symposium on Parasitic Diseases Control Programme”. The outcomes were the formulation of a JICA project and the establishment of the National Executive Committee for School Health.

The factors resulting in the above outcomes included that the programs closely related to Third Country Training were conducted in the implementing organizations, and that those who had been involved in the programs were dispatched to the training. Although there was an example, like the Kitebi Junior/Senior High School in Uganda, which dispatched the trainees to the Training “Strengthening of Mathematics and Science in Secondary Education” held by “b. SMASSE”, that the recipient organizations built a system for utilizing the training outcomes after the trainees returned, such practice was not ensured to occur. Therefore, an ex-ante building of such a system, for instance the case in which the activities of technical cooperation projects are conducted at the implementing organizations, is an important factor for generating the contribution and effects at organizational level.

[12] The budget of SESEMAT is covered by JICA and the government of Uganda as much as 1.2 and 0.4 million USD respectively.

b) Impeding Factors

- Difference in facilities/equipment

When the facilities/equipment used by implementing and recipient organizations are different, the technology and knowledge learned at the training cannot be utilized, which impedes the realization of contribution and effects. All implementing organizations of training surveyed in the case study in Kenya and Uganda receive the Japanese assistance, and are superior to other organizations to the facilities/equipment in addition to the technical capacity of other organizations. It was heard at KEMERI conducting “d. Blood Screening Seminar” and the Nakawa Vocational Training Institute conducting “g. Advanced Vocational Training Courses“ that the equipment used at the training was so sophisticated that some trainees cannot utilize the technology and knowledge acquired in the training. It is caused by the fact the recipient organizations not meeting the preconditions of participation dispatches of trainees, thus it can be a problem of the selection of trainees in the recipient countries. It is stressed that there was no such a problem at all in the five organizations that the case study was conducted.

- Training contents not reflecting the need

As a fundamental fact, when the training contents do not meet the need of recipient countries, it is difficult for the training outcomes to generate the contribution and effects at society and organizational levels. For example, the contents of the Training “Management of Irrigation Water Resources” in “a. AICAD” were related to the large-scale irrigation, the main stream in Kenya. Therefore its direct application to Uganda was difficult where the need for small-scale irrigation was high. In Tanzania, another AICAD participating country, demand of large scale irrigation is also low, therefore this training was suspended after being conducted three times. In this background, it is pointed out, the training contents are slightly revised ones of what was conducted in the Jomo Kenyatta University College of Agriculture and Technology of Kenya, and no survey was conducted so as to understand the need of recipient country. Although a course evaluation by the participants was conducted, its result was not fully reflected. AICAD also points out that the training lecturers were not flexible to respond to the need of participants. A training course formulated and implemented in such a way are difficult to be utilized by the organizations and societies in the recipient countries, thus to produce the contribution and effects.

Box 3-15 SMMASE: Responsible for Project Formulation and Implementation

The project, which has recently been developing the activities in the area of education development in Africa, is a JICA project named as "Strengthening of Mathematics and Science in Secondary Education: Phase 2 (SMASSE)". It is a large-sized project with many object countries: it so far held the region-wide seminars covering the entire Sub-Sahara Africa and Third Country Training several times, its activities has been expanding to entire Africa region as a formal project of the New Partnership for Africa's Development (NEPAD). At the same time, the project has been conducting elaborate activities of Support for SSC in each recipient country. As one of the outcomes, the formulation and implementation of the similar technical cooperation projects may be mentioned, where the utilization of local project expense plays an important role.

Third Country Training participated by 96 persons from 14 countries (2005)

While SMASSE has been conducting such activities as the region-wide seminars for the senior officials of the Ministries of Education of African countries and Third Country Training for the in-service teachers of mathematics and science and the lecturers of training schools for teachers, these activities alone do not lead to the project formulation in the participating countries. In order to launch a project, the decisions of officials at the highest level are required, and SMASSE succeeded it in organizing an inspection tour of the Deputy Minister of Education of Uganda, and a meeting with the Deputy Minister of Education of Kenya by using the local activity expense, which became the key of the project formulation.

In addition, it was indispensable for the implementation of the Project "Secondary Science and Mathematics Teacher's Education (SESEMAT)" to make the timely technical inputs (the dispatch of C/P of SMASSE to SESEMAT of Uganda, the dispatch of C/P of SESEMAT to SMASSE) in the course of its implementation. Such timely inputs by Support for SSC was difficult in the existing schemes like Third Country Training and TCED, because the were time-consuming and required the official requests. In addition, it was particularly effective that, different from TCTPG, the SSC of SMASSE toward SESEMAT was customized in adjusting with the need of SESEMAT. SMASSE, which provides timely and expedient support for other projects in using the local activity expense at will, actually plays the role of a JICA training center in taking the charge of the formulation and implementation of secondary education of science and mathematics in the African countries.

Third Country Training conducted responding to the demand from Zambia, Rwanda and Sudan (2005)

Kenya and Uganda have little willingness to strategically undertake SSC as the country as a whole, thus even if SSC supported by JICA is implemented, its sustainability is highly unlikely. However the retransmission of the outcomes of JICA cooperation like SMASSE and the implementation of Support for SSC as a step for formulating a similar project should be effective so as to reduce the cost of formulation and implementation of aid activities. In Africa where the economic development delays compared with Asia and Latin America regions, it may be necessary to judge the effectiveness of Support for SSC from such an aspect.

Box 3-16 AICAD: the System Building at the Recipient Side Makes a Progress

The principal activity of AICAD, which aims to reduce the poverty in the East Africa, is human resource development through the regional cooperation among Kenya, Uganda and Tanzania. It started the preparation phase and the full phase respectively in 2000 and 2002, and the organizational system of AICAD in the two countries, beside the AICAD- Kenya as the center of the organization, is being steadily constructed. In Uganda, the staff of the Ministry of Agriculture participated in the TCTPG "Management of Irrigation Water Resources" are conducting the in-country training with a support of the AICAD-Uganda.

Third Country Training "Management of Irrigation Water Resources"

This Third Country Training was planned and conducted, on the basis of the irrigation course conducted in the past at the Jomo Kenyatta University College of Agriculture and Technology, without carrying out a need survey. As a result, the training focused on the large-scale irrigation popular in Kenya could not meet the need of Uganda and Tanzania, and was interrupted after conducting three courses. The retransmission of technology from Third Country Training to in-country training planned at the outset did not work, and it was heard in Kenya and Uganda that at present each country was planning and conducting the in-country training corresponding to the respective local need.

However from the staff of Department of Agriculture and the extension workers of the Mpigi District of Uganda, who were the participants of this training course, voices were given that "the regional training was significant, without the training it was not possible to conduct the in-country training". According to them, while the training in Kenya did not meet the Ugandan need for the small-scale irrigation, it covered wide issues and provided much knowledge and technology. After selecting the contents of regional training at their discretion and adapting them to the Ugandan conditions, they are conducting the in-country training to other extension workers and directly farmers.

It is noted that all of these activities have been conducted with financial assistance and provision of training equipment from international NGOs and the AICAD-Uganda. Even if the recipient organizations at the Ugandan side plan the in-country training in arranging the knowledge and technology acquired in the initial training, it is not possible without funds and equipment to this effects. Therefore the support of the AICAD-Uganda was really indispensable for conducting the in-country training. The importance of supporting system for conducting the in-country training is also confirmed by the fact that the cooperation between the Kenya-SMASSE and the Uganda-SESEMAT has been smoothly undertaken. On the contrary, in the recipient organizations of Third Country Training for which the JICA's support does not exist, it was confirmed that the extension/expansion of the training outcomes are limited. In considering these facts, the existence of supporting agencies at the recipient side is a decisive factor for achieving the outcomes of Support for SSC.

Third Country Training "Management of Irrigation Water Resources"

In order to secure the outcomes of Support for SSC in Africa where the capacity of government agencies is low compared with in Asia and the Latin America, it would be particularly important to implement the activities in the circumstances where the supporting system is firmly ensured by positioning it in the technical cooperation projects conducted by the recipient organizations or to connect it with the activities of the JICA individual experts.

In Table 3-12 below, the realized situation of effects and their facilitating and impeding factors are shown by type of projects/activities.

Table 3-12　Facilitating and Impeding Factors of Impacts

Scheme \ Factors		Facilitating factors	Impeding factors
TCTPG	JICA technical cooperation is conducted in recipient organizations. 【Project: a】	・Common language, culture, environment, and history ・Needs of recipient organizations are grasped by implementing organizations through preliminary needs survey, course evaluation by participants, research on ex-trainees. ・SSC is utilized as an input of JICA technical cooperation projects implemented by recipient organizations	・Mismatch of facilities and equipment between recipient and implementing organizations. ・Contents of SSC do not meet needs of recipient organizations. ・Language utilized in trainings, English, is different from those in recipient countries, French and Portugal.
	JICA technical cooperation is not conducted in recipient organizations. 【Project: b, c, d, e, f, g】	・Common language, culture, environment, and history ・Needs of recipient organizations are grasped by implementing organizations through preliminary needs survey, course evaluation by participants, research on ex-trainees. ・SSC is utilized as an input of programs implemented within recipient organizations ・Establishment of system to utilize the outputs from trainings after the trainings	
Both implementing and recipient agencies conduct JICA technical cooperation projects. ・Contract-based TCTP 【Project: b】		・SSC is utilized as an input of JICA technical cooperation projects implemented by recipient organizations ・SSC can be formulated more flexibly. ・SSC can be planned reflecting the needs of recipient agencies.	
Both implementing and recipient agencies conduct JICA technical cooperation projects. ・Contract-based TCED 【Project: b】			

Note: Refer to the project code on the Table3-1

c) Issues for Consideration

This section presents the actual situation of Africa region, which cannot be simply drawn from the aspects of the facilitating and impeding factors to the contribution and effects of Support for SSC.

- Support system of SSC led by JICA

It was demonstrated that Support for SSC in Kenya and Uganda has been conducted in the leadership of JICA. At first, as already described in the foregoing sections, the formulation of Third Country Training in both countries has been so far promoted with the Japanese leadership aiming to utilize the human and material resources in developing countries and to retransmit the outcomes of Japanese cooperation. In addition, it was confirmed at ACICs that both countries have no intention to spontaneously undertake SSC or to actively promote it.　From these facts, it can be said that in the formulation and planning stages of support activities for SSC, the intention of JICA is strongly reflected.

The most important reason why both countries do not strategically and spontaneously undertake Support for SSC is no room for financing the activities. In many places including ACICs and the implementing organizations, it was heard that in the circumstances where their development was under way and the state budgets are far from enough, it was difficult to actively undertake the support for neighboring countries. Some implementing organizations are considering an expansion of the provision of charged services like individual training and dispatches of lecturers through enhancing the reputation as the implementing organizations[13] of Third Country Training. In consequence, if a sufficient profit can be secured, they think to may not be impossible to conduct Third Country Training by the African side in future. However, at least at present, the JICA's support is indispensable to conduct SSC for all organizations.

Furthermore the assistance of human resource by dispatching the JICA experts is also important. All projects but "Agricultural Machinery Management" are conducted as part of the activities of technical cooperation projects. It underscored the fact that the support of JICA experts in the areas of technical and management/control was required in conducting Support for SSC.

- Horizontal features of cooperation

In Kenya and Uganda where the study is conducted, SSC in the form of mutual learning is being undertaken. In other word, both countries are the implementing as well as recipient countries of SSC, and in the field of activities it is shown that lecturers and trainees teach/learn each other. Thus in the relationship of both countries, the horizontal feature of cooperation, which is one of the significance of SSC, was confirmed.

At the national level, it was confirmed that in reality Uganda was actively conducting SSC in spite of the initial assumption that the implementing country of SSC was Kenya and the recipient was Uganda. Uganda has an evident superiority over other African countries in some areas, as already stated in 3.3.2 (1) b), and is conducting technical cooperation with the assistance from several donors. In the background of the horizontality, it is assumed that the development of African countries is at similar level, and as a result that individual countries have concentrated the limited resources into specific areas, an accumulation of knowledge and technology in these areas takes place. Among developing countries, the horizontal relationship, in which a country learns in one area while teaches in another area, may create the willingness toward the equal diplomatic relationship and development. Moreover in Africa where development resources are poor, SSC to mutually teach one's strong areas is also appropriate from the efficiency point of view.

[13] The Jomo Kenyatta University College of Agriculture and Technology (JKUAT) and the Nakawa Vocational Training Institute

At the level of project implementation, it is confirmed that as shown in 3.3.3 (1) b), the sharing of experience through discussions between lecturers and trainees as well as among trainees is useful to both lecturers and trainees. For the reason, the African countries have many common aspects such as the confronting situation, problems, the degrees of development and history, thus the experiences are mutually and easily utilized as the "good practices". In addition, as English is the main language in the Southeastern Africa, no language barriers except the participants from the non-anglophone area, may be a factor facilitating the "mutual learning".

3.3.4 Issues Relating to Promotion of Support for SSC in Africa Region

In Africa region, TCTPG, in which the JICA intentions were strongly reflected to the project formulation, has so far taken a substantial part of the cooperation activities. While this trend remains unchanged, in recent years, however, as observed in the facts that AICAD is established with a role of a regional agency for promoting, and SMASSE as a region-wide technical cooperation project has been systematically conducting the expert dispatch and training to technical cooperation projects in other countries, the projects having the regional cooperation as the major activity have been formulated. Moreover the promotion of Asia-Africa Cooperation becomes one of the diplomatic goals of Japan. In the following section, on the basis of the foregoing discussions, the issues of SSC and Support for SSC are described in classifying them into policies/strategies, system and operation.

(1) Policies and Strategies

- Objectives and positioning of Support for SSC in JICA

The promotion of SSC is clearly shown as one of the Japanese aid principles, and is also stated in the ODA Charter and the JICA's Mid-Term Plan[14] (from 1 October 2003 to 31 March 2007). Nevertheless, in case of assistance to individual SSC at the level of JICA country Offices, the objectives to be pursued and the outcomes to be obtained are not necessarily clearly shown. Particularly the roles of SSC and its strategic positioning in the development of individual countries and in strengthening concerned organizations are not defined, which is a factor impeding the realization and enhancement of contribution and effects of the JICA's Support for SSC.

In the JICA Uganda Office at the recipient side, Support for SSC was simply understood as the inputs into the technical cooperation projects like SESEMAT, and the feature to utilize the receiving TCTPG toward the development of Uganda on the basis of a strategic principle was not confirmed. As explained in 3.3 (1) b), Support for SSC becomes an effective means, only when a system of its utilization is readily available in the recipient organizations. However in case of

[14] It states that "(SSC) is an effective means to the capacity development of developing countries, and the support activities for SSC, which lead to the expansion of aid recourses and the promotion of intra-regional cooperation, should be strengthened".

TCTPG, except when C/P of technical cooperation projects are dispatched, the preparation of recipient organizations to receive them is not necessarily ready. To these effects, in the JICA Office in the recipient countries, it may need a strategy to link Support for SSC with the projects/programs conducted by the Office, and to conclude an agreement with the recipient organizations so as to achieve a certain objectives in dispatching trainees.

On the other hand in case of Kenya being an implementing country, it was heard that the JICA Office had not established a systemic principle of Support for SSC. Most of the support projects for SSC surveyed in the study are being implemented in technical cooperation projects, though the JICA Office is involved in leading the project formulation, they are merely understood as part of the activities. However as described above, the need and the receiving attitude at the recipient side are the important factors so as to realize the impacts of Support for SSC. Accordingly it is necessary to strategically undertake the formulation and utilization of Support for SSC from the standpoints of recipient countries rather then those of the Offices in the implementing countries.

- Direction of Support for SSC

The difference between the cases when Support for SSC is promoted as the objective itself and those used as a means should be considered. JICA understands Support for SSC as “a means” to attain a specific development goal. On the other hand, SSC has an aspect of “an objective” because of the following facts: the political commitments to Africa region; its promotion becomes an important task of the Organization as a regional support office and AICAD have been launched; and the issue specific task force is being built at the Headquarters.

For instance, the ultimate objective of AICAD is poverty reduction through human resource development, and to these effects it is expected to promote the SSC among three countries in East Africa and Asia-Africa Cooperation. However in the current trend of promoting the regional cooperation in Africa and Asia-Africa Cooperation as agreed at TICAD III (the Third Tokyo International Conference on African Development), it was observed that within AICAD, SSC turned to become the objective, thus tended to utilize AICAD to the projects which were even little related to poverty reduction.

As such, while Support for SSC is basically the means of technical cooperation, its promotion itself sometime becomes the objective. In future, in order to “promote the expansion” of Support for SSC as a more “effective means”, the improving measures will be examined in due consideration of each aspect. When the aspect as a means of technical cooperation is emphasized, it needs a system to utilize it more effectively and efficiently, for example, a simplification of procedures of Third Country Training and TCED. On the other hand, when the expansion of the entire Support for SSC is the objective, the strengthening of the JICA Country Offices and the supporting system at the

Headquarters, and a review of international commitments concerning the submission of Official Requests on Technical Cooperation should be pursued.

- Autonomous development

In all the surveyed implementing organizations in Kenya and Uganda, it became clear that the JICA's financial support for implementing SSC was indispensable, and the autonomous development of SSC at present was highly unlikely. For example, the Training "Management of Irrigation Water Resources" are conducted by JKUAT for which JICA has been assisting for long time, thus without the JICA assistance even such an organization cannot continue the training. However the need for assistance both at implementation and recipient sides is certainly high in Africa where the development delays and good training facilities and human resource are short compared with Asian and the Latin America. To these effects, in Africa where the prospect of autonomous development is not promising, JICA is required to establish a strategy on what kind of schemes and what extent Support for SSC should provide. As stated earlier, for example, the functions of Support for SSC in the countries surveyed in this study focus on the utilization of human and material resources in the developing countries, and the retransmission of the outcomes of Japanese cooperation, thus it suggests to put an emphasize on the development of recipient countries. Accordingly it may be an option in positioning and continuing Support for SSC so that it does not assist the implementing countries instead it is one of the means to make the technical inputs into the recipient countries, and considers the implementing organizations as the providers of technical services.

(2) System

- Procedures relating to the implementation of Support for SSC

In implementing Third Country Training and TCED, the implementing as well as recipient governments, the Japanese Embassies and the JICA Offices in these countries need to exchange various documents including the Official Requests on Technical Cooperation through the diplomatic channel. As described below, due to the involvement of many concerned parties, the procedure takes time, and there are cases that the exchange of Official Requests is difficult depending on the bilateral diplomatic relations, these altogether limit the use of assistance.

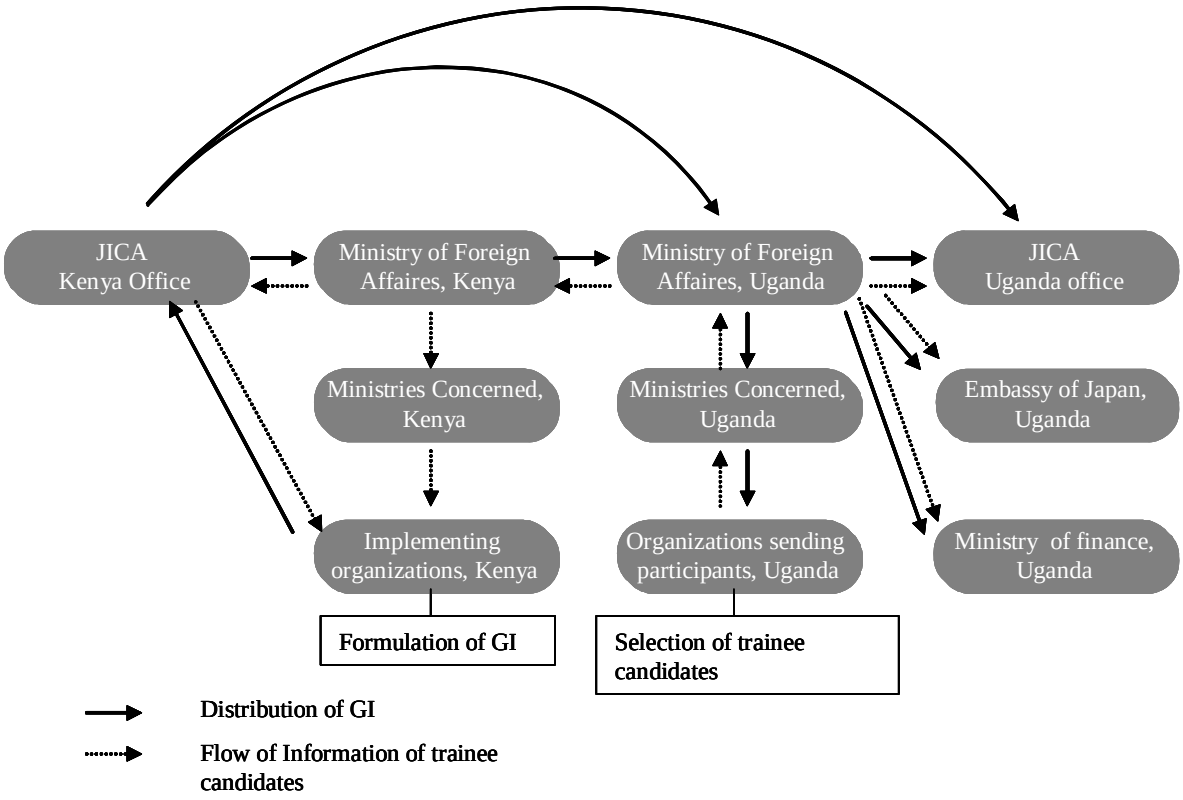


Figure 3-2 Transmitting Channels of Information among Concerned Organizations in Implementation of Third Country Training

Sources: Produced by the study team on the basis of interviews at the JICA Uganda Office

Third Country Training is usually and regularly conducted once or twice a year, to these effects the procedural cycle from the preparation and application to implementation should start nearly one year prior to the implementation of training. Therefore it is not an easy task to conduct training at the appropriate time, in the appropriate size and to the recipients in need. To dispatch Third Country Experts according to the circumstances is also difficult for the similar reason. Consequently these two schemes are not fully utilized at the recipient side. In simplifying the procedures, the shortening of period required for the formulation, planning and implementation of projects is necessary.

In dispatching Third Country Experts, a recipient country needs to issue the Official Requests on Technical Cooperation to an implementing country, but sometimes they are not accepted due to the bilateral diplomatic relationship between the two countries. For instance, in spite that SESEMAT- Uganda was planned to be a project in anticipation of the reception of technical inputs from SMASSE-Kenya, the dispatch of Third Country Experts has not smoothly advanced. The reason behind is the Ugandan side feels a great deal of resistance against the issuing of Official

Requests for expert dispatch of the Ugandan Government to the Kenyan Government. It is because they have a rivalry each other due to their acknowledgement that there is no gap in development levels between them. It leads not to fully utilize the assistance. In Africa with a high horizontality of cooperation, each country often becomes an implementing country as well as a recipient country of Support for SSC at the same time, the demand for the Official Requests should be reexamined.

- Matching the need and resource in Asia-Africa Cooperation

At present in order to promote Asia-Africa Cooperation, a new undertaking is initiated at the JICA Southeast Africa Support Office, but its structure is not sufficient. The Support Office has just started a trial activity in dispatching the responsible staff, collecting the information regarding the development resources, and providing the information to the other JICA Offices in the Southeast African countries. In Asia as well as Africa, since the information of other regions is insufficient, at first they should understand each other about the need of Africa region and the resources of Asia region. Furthermore the history, economy, society and natural conditions are also different between Asia and Africa, it is not easy to formulate the appropriate projects overcoming these differences. Responding to such issues as Asia-Africa Cooperation faces, with the aim to promote the cooperation between the two regions, this undertaking is being conducted. Yet with only one staff[15], the activity of the Office is naturally limited in its extent and depth. Therefore it needs to strengthen the staff and improve the organization so as to realize greater outcomes.

- Operation of Support for SSC

The JICA Offices in the implementing countries do not understand the details of Support for SSC under implementation. For example, in case of Third Country Training the trainees are selected by the concerned ministries and agencies of the dispatched countries and its information is assembled by the Ministry of Foreign Affairs of dispatching country, which is then transmit it to the Ministry of Foreign Affairs of implementing country. At that time, the information is seldom reported to JICA. Similarly unless the training is conducted in the framework of technical cooperation project, such information as the training contents, the degree of achievement of trainees, the course evaluation by the trainees is accumulated in the implementing organizations, which are not reported to JICA either (Refer to the Figure below).

One of the significance of SSC is to enhance the initiatives and ownership of countries concerned, in this sense it meets the objective for conducting the procedures on the initiatives of implementing and recipient countries. However in Kenya and Uganda, a system for properly reporting the records, progress and outcomes of Support for SSC to JICA has not yet be constructed. Without such information, it is difficult to conduct the monitoring and evaluation of projects, and

[15] The number of staff in charge increased to two after this study.

propose appropriate advices and suggestions for improvement. In view of this, a system for collecting the important information should be constructed and operated.

(3) Operation

- The need of the recipient side in training

There is a case that the contribution and effects cannot be realized since the implementation side conducts a training course irrespective to the need of the recipient side. For example, as stated earlier, the Training “Management of Irrigation Water Resources” conducted by AICAD did not correspond with the need of Uganda and Tanzania, the recipient countries, thus is currently interrupted. In the training contents not corresponding with the need of trainees or the recipient organizations, needless to say, the knowledge and technology are seldom utilized directly. Therefore it is important to understand the need of the recipient countries by means of such as the ex-ante survey, the course evaluation by the trainees, the activity survey of returned trainees, and to reflect it to the training contents. Yet because of a large cost for conducting the need or other surveys, the three parties of JICA, implementing as well as recipient countries should discuss and determine its need and sharing ratios of cost.

- Follow-up of training

While the follow-up of training, in other word the support for trainees after finishing the training, is effective to realize the contribution and effects of training, it has not been undertaken as keenly as for the need survey and training implementation. In Uganda, the cases were confirmed that some former trainees worked in the offices without computers or in the area with no electricity, thus even to make a contact with them were difficult. As a concrete example of follow-up, two technical cooperation projects of SMASSE and SESEMAT are pointed out. The follow-up of the training conducted in Kenya aims to support the retransmission of the technology acquired by the Ugandan trainees in dispatching the training lecturers to Uganda. In order to disseminate the contribution and effects, it is desirable to plan and conduct Support for SSC in encompassing such a follow-up. Yet a great deal of cost is required for conducting the follow-up. KEMRI, which conducted “d. Blood Screening Seminar”, as the follow-up of TCTPG, dispatched the survey team to a total of eight countries and the cost was met by the JICA’s local activity expense. It suggests that the contents and cost sharing of the follow-up should be discussed among JICA, the implementing country and the recipient country.

- The regulations concerning the treatment when a C/P is dispatched by the local activity expense

In the case when a C/P of project is dispatched as a Third Country Trainee or Third Country Expert in using the local activity expense, the regulations concerning its transportation cost, per diem and accommodation allowance are not clearly established. It was heard at the JICA Uganda

Office that the determination of such an expense is left to the JICA Office in the dispatched country, or in Uganda the amount is set according to the regulations applied to the Ugandan government staff when they go to an overseas mission trip. Nevertheless, it was also heard that when SESEMAT dispatched a C/P to SMASSE, the amount was not clearly shown, thus the project staff had a difficulty to explain the expense to the Ministry of Education. Each JICA Office should determine the appropriate amount of payments according to specific rules, and prepare to present them whenever necessary.

- Selection of the trainees and the dispatched organizations

In order to realize the contribution and effects of Third Country Training, it is indispensable that the trainees are at the level so as to fully understand the contents of training, and have the capacity to systematically utilize the acquired knowledge. However some cases not fully meeting these pre-conditions were sporadically observed. Moreover some trainees participated from the Francophone and Portuguese-speaking countries were not sufficiently fluent to English, thus they were difficult to understand the contents of training. Further a few examples[16] were confirmed that since the equipment used by the training and recipient organizations was different, technology acquired in the training could not applied. These cases were caused by the inappropriate selection of trainees and recipient organizations. As each training course determines the conditions of participants, particularly in the implementing countries and the training implementing organizations, it should confirm whether the trainees and their dispatched organizations are properly selected.

[16] “d. Blood Screening Seminar” and “g. Advanced Vocational Training Courses”

Chapter 4

Analysis Based on the Questionnaire Study Results

Chapter 4 Analysis Based on the Questionnaire Study Results

4.1 Objectives of Questionnaire Study

Based on the results of the questionnaire study with JICA offices and the ACICs in recipient countries as well as implementing countries, the inter-regional analysis of SSC is conducted from the following viewpoints.

- SSC Positioning and Strategy
- Collection and Utilization of Information of SSC Results
- Involvement in Planning and Implementation of TCTPG
- SSC Follow-up and Outcomes Understanding

The principal objective of the questionnaire study was to extract certain trends of support for SSC by means of clarifying the similarities and differences of support for SSC through the comparison between recipient countries and implementing countries, and also through the comparison between Asia, Latin America and Africa. Another objective was to supplement the findings of the case studies.

4.2 Study Method

Under this study, the questionnaire shown in Annex 7 was distributed to JICA offices and the ACICs in recipient and implementing countries. A total of 57 overseas offices and 23 representative offices of JICA, totalling 80 JICA offices, and 80 ACICs received the questionnaire. The reply ratio was 53% for the former and 43% for the latter.

The questionnaire requested a descriptive answer to each question, partly because a different approach to SSC was assumed among regions and partly because the establishment of uniform criteria for the prospective answers by JICA offices and the ACICs was difficult. Under the study, the existence of each of the following items was checked and the ratio to the total number of samples was analysed. For the purpose of coding, the contents of the questions in the questionnaire were scrutinised by multiple study team members.

a) SSC Positioning and Strategy

- Existence of policies relating to SSC

  The judgement criterion was the inclusion of support for SSC activities in Implementation Plan for JICA offices and the existence of a concrete development plan for the ACICs.

- Existence of strategies

  The judgement criterion for both JICA offices and the ACICs was the existence of a concrete strategy to commit to SSC.

b) Collection and Utilization of Information of SSC Results

- Existence of accumulated information and its utilisation

The existence of accumulated information on SSC and its utilisation was judged. This judgement was feasible as the procedure and method of information accumulation were mentioned on the returned questionnaires.

c) Involvement in Planning and Implementation of TCTPG

- Participation in the planning and implementation of TCTPG

The judgement criterion was involvement in the planning and implementation of TCTPG. Another judgement was made with the scope of involvement of each body inferred based on the written comments for the relevant procedure.

d) SSC Follow-up and Outcomes Understanding

- Existence of follow up activities

This was judged based on the written comments of the situation of follow-up activities. The replies to other related questions were also taken into consideration to reach a final judgement on this issue.

- Existence of understanding of outcomes

This was judged based on the descriptions of implementation of evaluation, and review or concrete outcomes. The replies to related questions were also taken into consideration for judgement of the concreteness.

4.3 Study Results

(1) JICA Offices and the ACICs in Recipient and Implementing Countries

Figure 4-1 shows the degree of involvement in each of the study items among JICA offices and the ACICs in the recipient countries and implementing countries. Figures 4-2 and 4-3 are produced to clarify the differences between JICA offices in recipient countries and those in implementing countries and also between the ACICs in terms of these two types of countries. Meanwhile, Figures 4-4 and 4-5 are produced to clarify the similarities between JICA offices and the ACICs in implementing countries and also between JICA offices and the ACICs in recipient countries.

a) Existence of SSC Positioning and Strategy

The questions here are designed to clarify if SSC is clearly positioned by each body. The policy regarding SSC is given clear status at 56% of JICA offices in implementing countries but the ratio of 35% is much lower at JICA offices in recipient countries. The corresponding figures for the ACICs are 83% in implementing countries and 32% in recipient countries, indicating a clear difference between implementing countries and recipient countries. In regard to a SSC strategy, 63% of JICA offices in implementing countries have such strategy compared to 35% of JICA offices in recipient countries. The corresponding figures for the ACICs are 83% and 36% respectively, indicating a similar difference to that of the policy status of SSC.

This situation suggests that SSC implementing parties generally recognise SSC as a means of providing development assistance. SSC is given especially clear status in the Activity Plan of JICA offices in countries involved in the partnership programme. Many offices uphold SSC as a strategically "effective aid scheme to spread transferred technologies to neighbouring countries". The ACICs are also implementing SSC positioned as an aid policy. Some ACICs point out that even though they recognise SSC as an effective means, "it is difficult to actively proceed with support for SSC when it is necessary for recipient countries to bear some of the cost".

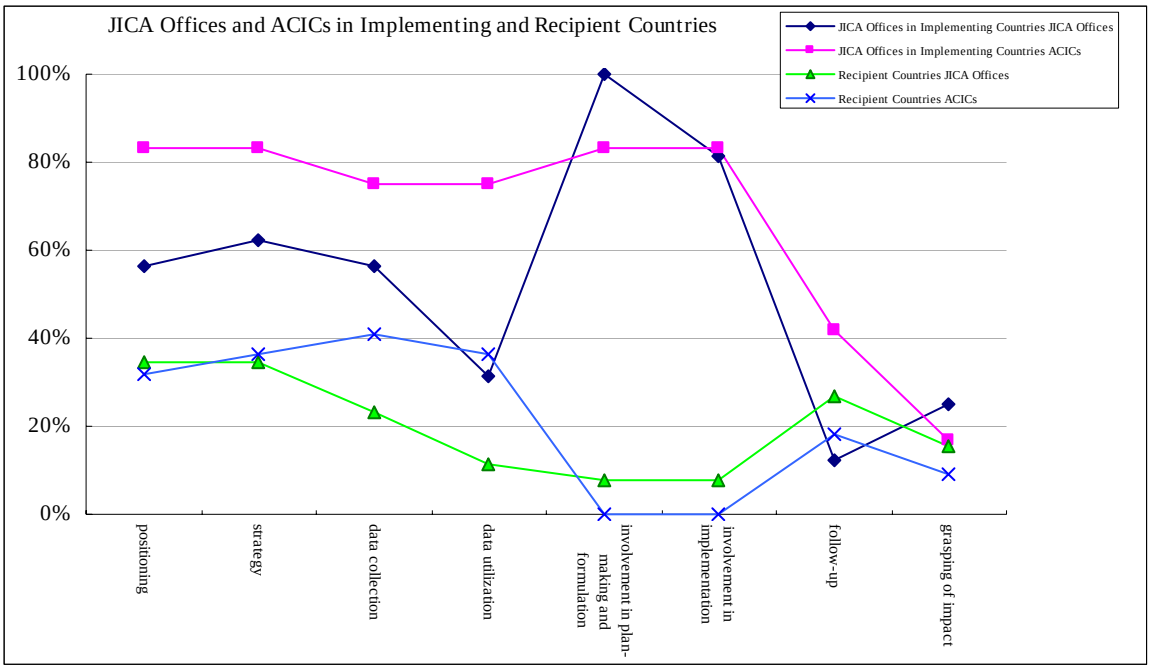


Figure 4-1 Ratio by Item for Each Type of Studied Bodies

Note

Axis of ordinates: ratio in the total number of JICA offices or the ACICs which have replied.

Axis of abscissas: study item described in 4.2

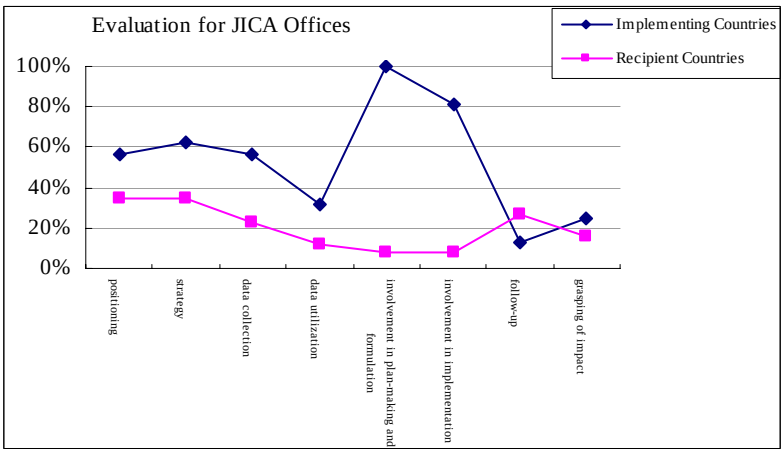


Figure 4-2 Ratio by Item for JICA Offices

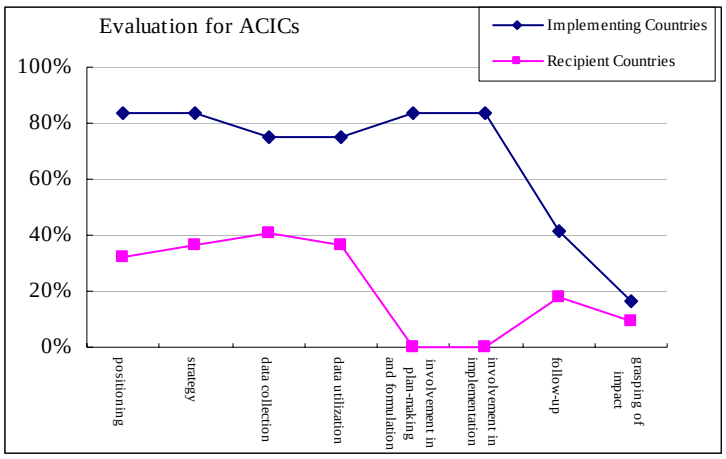


Figure 4-3 Ratio by Item for the ACICs

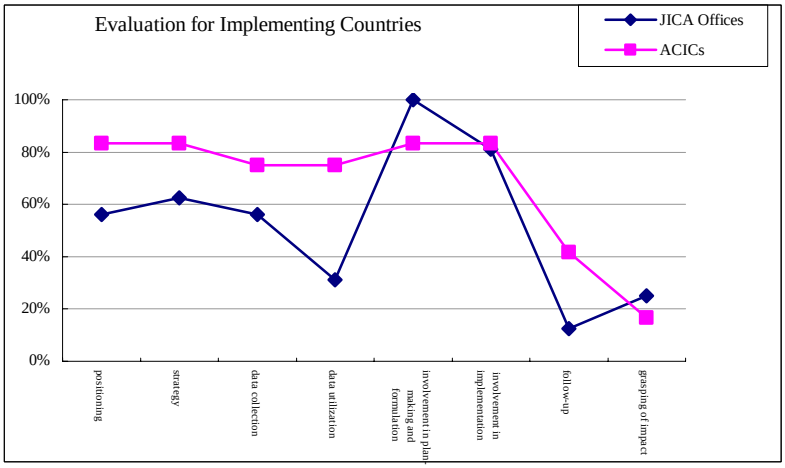


Figure 4-4 Ratio by Item for Implementing Countries

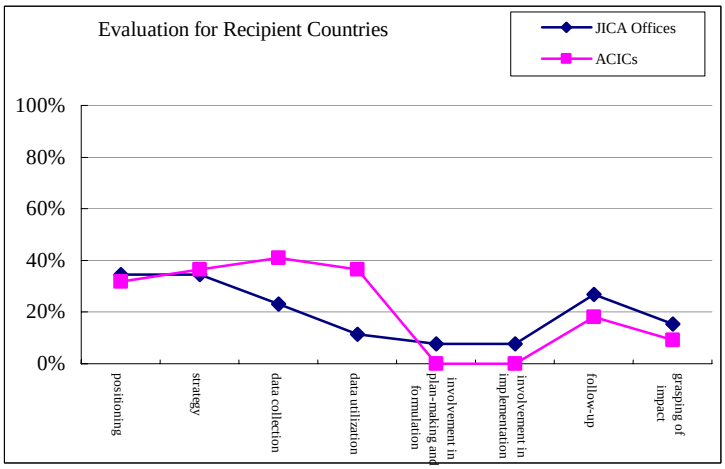


Figure 4-5 Ratio by Item for Recipient Countries

In contrast, the results of the recipient countries show a different picture. Many JICA offices in recipient countries do not recognise SSC as a measure of input in planning their activities. Some offices say that SSC has no clear status in their activities plan. Others point out that they are no where

near the point of planning a strategy for SSC as they have only become aware of allocation in group training when they receive an application form for the training. Many of the ACICs in recipient countries positioned SSC, especially TCTPG, as a means of developing human resources of their own country in the form of "updating the knowledge and technical skills of staff members". Few of the ACICs clearly link SSC to development.

Nevertheless, the questionnaire survey results reveal some interesting cases. Some countries that are recipient countries as well as implementing countries of SSC give clear status of SSC acting as a implementing country, besides they do not when acting as a recipient country.

The status of SSC is generally clear at JICA offices in recipient countries in Latin America which cannot expect large input from Japan. These offices tend to refer to SSC as "input to program or projects based on JICA's country program", especially when there are such restrictions for input by Japan as "an extremely limited availability of Japanese nationals capable of providing guidance on appropriate technologies in Spanish". When these offices cannot expect input by Japan, they have to use SSC as an alternative. They also think that the use of the technologies and experience of other developing countries is advantageous in some cases.

b) Collection and Utilization of Information of SSC Results

The questions on the accumulation and utilisation of information are designed to clarify whether or not individual bodies properly understand the actual situation of SSC. In general, a strong interest in cooperation activities leads to the active gathering and accumulation of information and its objective-oriented utilisation. 56% of JICA offices and 75% of the ACICs in implementing countries accumulate information. In contrast, only 23% of JICA offices in recipient countries accumulate information. The ratio of the ACICs accumulating information of 41% is equally low although this is higher than the above ratio for JICA offices. Meanwhile, 31% of JICA offices and 75% of the ACICs in implementing countries utilise information. The corresponding figures for recipient countries are 12% for JICA offices and 36% for the ACICs.

These figures indicate that JICA offices and ACICs in implementing countries are eager to gather information as implementation bodies of aid activities. There are some JICA offices which have been actively gathering information on trainees since 1997 and third country experts since 1999 when the relevant scheme was first implemented. The gathered information has been used for "the starting up of new courses or contact at the time of termination evaluation". In contrast, JICA offices in recipient countries seldom gather information. The reason pointed out for their inability is often the difficulty to access and obtain information as referred to in a typical statement that "this office is not involved in the procedure relating to the dispatch of trainees to TCTPG after the encouragement of application, therefore, does not have any accurate information on the names and number of trainees actually participating in courses,. Such information is not forwarded by the liaison office in some

cases". The purpose of information utilisation is often to use the compiled information as material in policy talks and at other meetings with the government of the recipient country. The ACICs in recipient countries accumulate more information than JICA offices but such activity tends to be conducted for the purpose of "reporting to personnel authorities" or "reporting at a related meeting/conference" and the number of cases where information is gathered in conjunction with development efforts is small.

c) Involvement in Planning and Implementation of TCTPG

The ratio of involvement in the planning of the existing TCTPG is 100% for JICA offices and 83% for the ACICs in implementing countries. In contrast, the corresponding ratio for recipient countries is 8% for JICA offices and 0% for the ACICs, indicating the virtual non-involvement of these bodies in the planning process. A similar tendency is observed in regard to their involvement in the implementation of TCTPG as the involvement ratio is 81% for JICA offices and 83% for the ACICs in implementing countries while the corresponding ratio is 8% for JICA offices and 0% for the ACICs in recipient countries.

These results are easily expected in the situation that TCTPG is conducted in implementing countries. It is clear here that TCTPG, in fact, starts with the involvement of JICA office in the country where this training takes place. There are some cases in implementing countries where projects are being actively planned with related organizations using the project formulation study scheme and other relevant schemes. There are also cases where the liaison office in an implementing country jointly plans projects with JICA as part of the country development policy. In Africa, it is pointed out that support by Japanese counterparts (experts and JICA office) is required for the commencement of a new project.

In contrast, JICA offices and the ACICs in recipient countries are hardly involved in either the planning or implementation of TCTPG. As mentioned earlier, the general situation of JICA offices is that "they currently become aware of allocation to a training course when sent the application requirements", illustrating the inevitable passive stance of recipient countries.

d) SSC Follow-up and Outcomes Understanding

The involvement in follow-up activities for SSC is generally low for both JICA offices and the ACICs in implementing countries as well as recipient countries. Only 13% of JICA offices and 42% of the ACICs in implementing countries are involved in follow-up activities for SSC. The corresponding figures for recipient countries are 27% for JICA offices and 18% for the ACICs. Understanding of the outcomes of SSC is also low as only 25% of JICA offices and 17% of the ACICs in implementing countries. The corresponding figures for recipient countries are even lower at 15% for JICA offices and 9% for the ACICs.

As follow-up activities, JICA offices in some implementing countries dispatch a study team to recipient countries and conduct a fact-finding study on returned trainees. However, the existing follow-up activities remain at the level of individual persons. Follow-up activities, including the capacity building of an organization receiving an expert and/or training, are not reported. Some ACICs in implementing countries list joint evaluation with JICA office at the time of the completion of training as a follow-up activity. In recipient countries, the follow-up activities mentioned are mainly the submission of a report and interviews prior to return to the home country. Many of the ACICs, however, simply replied that no follow-up activities are specially conducted. In regard to understanding of the outcomes, some JICA offices and the ACICs in implementing countries refer to joint evaluation with JICA office as an opportunity to understand the outcomes. In recipient countries, participation in the visiting evaluation team is mentioned as an opportunity to understand the outcomes. Meanwhile, others point out that evaluation of the outcomes is difficult with a short training course.

(2) Regional Differences in Asia, Africa and Latin America

The questionnaire results were also compiled for each of three regions, i.e. Asia, Africa and Latin America. Figure 4-6 through Figure 4-9 show the situation of JICA offices and the ACICs in implementing and recipient countries by region.

a) JICA Offices in Implementing Countries

The basic characteristic of JICA offices in implementing countries is that all of the offices are involved in the planning of TCTPG, which is the main form of SSC. In regard to the other study items, there shows regional differences. JICA offices in Latin America score a high percentage in terms of status, strategy and data accumulation /utilisation, illustrating their tendency to put emphasis on SSC. In contrast, JICA offices in Asia do not give major status to SSC as a means of providing aid though given a certain priority. Interest in SSC is weak among JICA offices in Africa, as the JICA offices in Asia and Latin America are often involved in the implementation of projects which is not necessarily the case of those in Africa. In general, follow-up activities and understanding of the outcomes do not appear to be a strong priority for JICA offices regardless of the region.

b) ACICs in Implementing Countries

The regional characteristic of the ACICs in implementing countries is that there is a significant difference between those in Asia and Latin America and those in Africa. In Asia and Latin America, SSC is given important policy as well as strategic status. In Africa, the involvement of the ACICs in SSC is small. Some countries in Asia and Latin America have their own aid program and provide aid as part of their diplomatic policy. The difference between Asia and Latin America lies with the fact that the ACICs in Latin America are interested in follow-up activities and understanding of the outcomes while those in Asia show a lower interest in these issues.

c) JICA Offices in Recipient Countries

The characteristic of JICA offices in recipient countries is that those in Latin America hold SSC important policy as well as strategy and regard it as a means of providing aid. In reply to the questionnaire, a JICA office in Latin America states that "in view of the declining trend of budget allocation, the office is planning to implement cooperation activities which skilfully combine SSC projects with some projects utilising Japanese experts in the coming years". Some offices also cite SSC as a strategic model for TCTPG and TCED because of "the limitations for Japanese experts who can provide guidance on appropriate technologies in Spanish". These offices also mention the feasibility of SSC as "an input for a country-based program or project". Such a positive attitude of JICA offices in Latin America towards SSC is also manifest in a large proportion of JICA offices which are interested in follow-up activities and understanding of the outcomes in this region. In comparison, JICA offices in Asia are not particularly interested in these issues, indicating that they do not consider SSC and TCTPG in particular to be a means of tackling development tasks. Neither do they expect any specific development effects from SSC. However, some offices refer to their involvement in the planning process in connection with the JARCOM as they mentioned their "involvement in work related to the JARCOM mechanism throughout the year".

The general interest in SSC is also low among JICA offices in Africa. However, there are some offices which give SSC important policy as well as strategic status. These are JICA offices in Francophone countries in Africa which hope to use TCTPG whereby trainees are dispatched with the budget of the implementing country as much as possible because of the extremely small size of their own budget.

d) ACICs in Recipient Countries

The characteristic of the ACICs in recipient countries is similar to that of JICA offices in these countries. While the ACICs in Latin America give SSC important policy as well as strategic status, considering it to be a means of providing aid, those in Asia show little interest. A similar comparison is valid in terms of follow-up activities and understanding of the outcomes. In Africa, the ACICs in recipient countries have hardly any link to SSC.

The above-described regional situation suggests that there is a basis for JICA offices and the ACICs in recipient countries in Latin America to discuss SSC as a means of addressing development tasks and that there is hardly any such basis in Asia or Africa. As a result, SSC is seldom discussed in Asia and Africa. In contrast, implementing countries and recipient countries appear to maintain some sort of communication in Latin America.

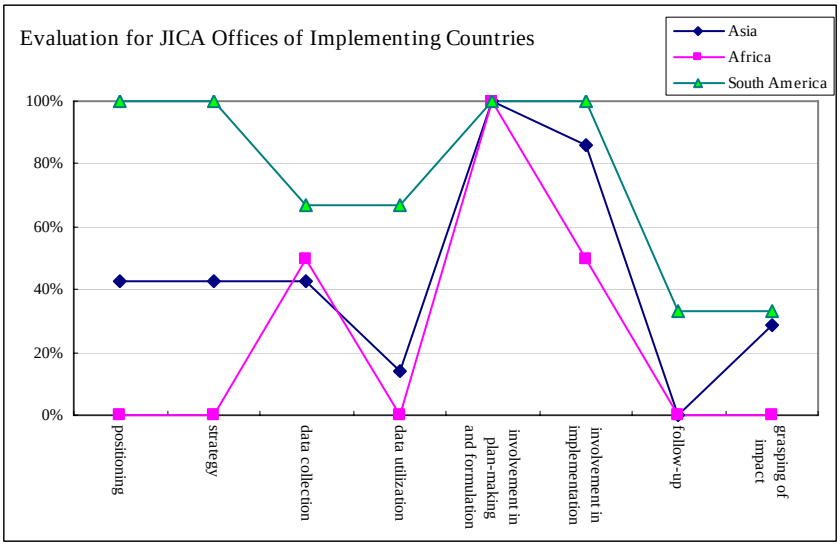


Figure 4-6 Ratio by Item for JICA Offices in Implementing Countries by Region

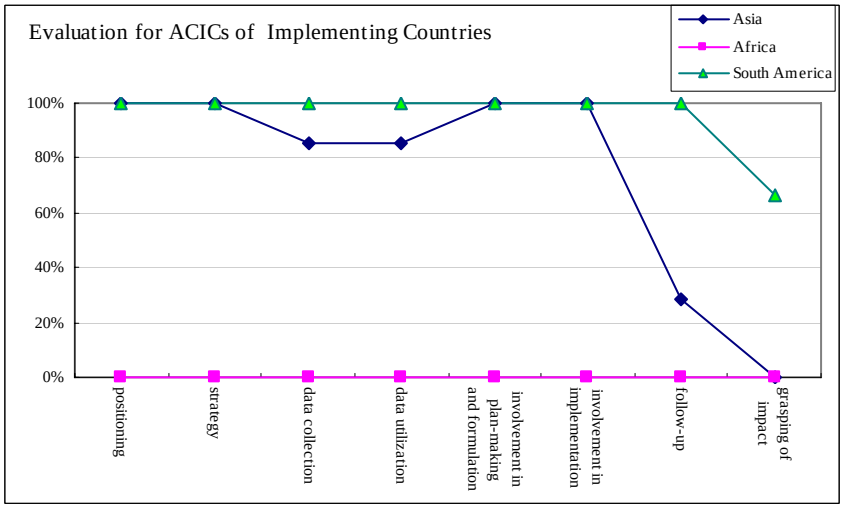


Figure 4-7 Ratio by Item for the ACICs in Implementing Countries by Region

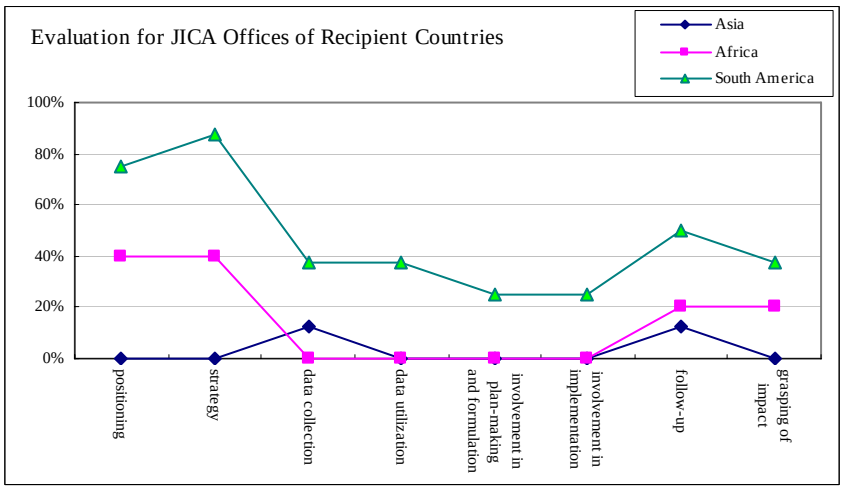


Figure 4-8 Ratio by Item for JICA Offices in Recipient Countries by Region

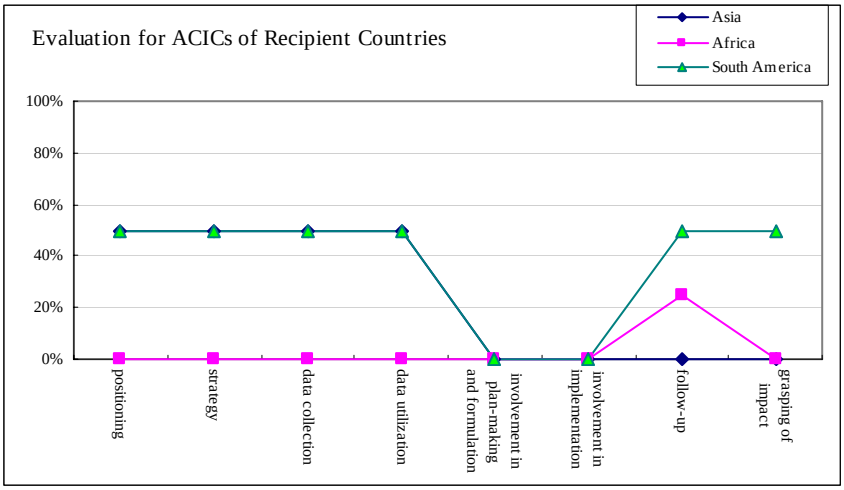


Figure 4-9 Ratio by Item for the ACICs in Recipient Countries by Region

4.4 Conclusions

The responses to the SSC of JICA offices and the ACICs in implementing and recipient countries in Asia, Latin America and Africa were analysed above.

One major characteristic is that there are significant differences between implementing countries and recipient countries. The questionnaire study results suggest that SSC, especially TCTPG, is principally an implementing country-oriented activity. However, it is also a fact that there are regional differences. In Asia, SSC is basically implemented within the framework set by an implementing country. The involvement of the recipient country is small and the general level of awareness of SSC as a means of development is low. The picture in Latin America is somewhat different as implementing countries and recipient countries appear to maintain some sort of communication. Recipient countries in this region are aware of SSC as a means of development. In Africa, the actual situation of SSC is that it is implemented within JICA's aid framework rather than that of implementing countries. The involvement of the ACICs in both implementing countries and recipient countries is small in this region.

Chapter 5

Cross-Regional Analysis

Chapter 5 Cross-Regional Analysis

In this chapter, a cross-regional analysis of JICA's Support for SSC in the regions of Asia, Latin America, and Africa is attempted, based on the case study analysis detailed in Chapter 3 and the results of the questionnaire study in Chapter 4. In order to understand the present status, the information in Chapter 3 and 4 is summarized from the following points of view; the types of JICA's Support for SSC, its strategic positioning, outcomes and facilitating and impeding factors relating to the outcomes of Support for SSC. The major causes for similarities and differences among the regions are also discussed.

5.1 The Types of JICA's Support for SSC

JICA's Support for SSC has been implemented mainly in the forms of TCTPG and TCED. The case study analysis shows that the support activities for SSC in each region have their own characteristics. As shown in the following sections, the support activities for SSC have been diversified in order to accommodate the different needs of each region.

5.1.1 Characteristics of Types of Support in Each Region

According to the result of field survey, in Asia region, although increasing number of PPs have been signed between Japan and the countries in the region, most of the projects under PP are designed along with Japan's ODA strategies. In other words, these projects are carried out as a part of ODA of Japan. In Latin America region, various schemes including region-wide seminars and mini-projects, as well as TCTP have been developed. The types of support in this region incorporate the five functional classifications defined by the JICA Thematic Guidelines. Many of the projects are still implemented as a part of Japan's ODA; however, the projects in this region reflect the points of view and ideas of partner countries more effectively than those in Asia region. Among the three regions, Latin America is the region where "JICA's Support for SSC in the strict sense of the term"[1], is most advanced. In Africa region, the support for SSC is carried out mainly through JICA's technical cooperation projects which strongly reflect Japan's ODA strategies.

5.1.2 Diversifying JICA's Activities on Support for SSC

In Asia and Latin America regions, most of implementing organizations have a past record of Japanese aid. These organizations are institutions of higher education, specialized technical education institutions, vocational training centers, affiliated educational institutes of universities, and so forth. These educational institutions have been implementing TCTP (contract-based and group training) and TCED and established themselves as the leading educational providers in each country. They are well aware of the fact that the JICA's support has greatly contributed to their

[1] JICA (January 2005), *Thematic Guidelines (SSC)*

development. JICA's support activities for SSC in these two regions have been carried out mainly through TCTPG; most of them were implemented under PP with Thailand and Chile, with the support of JICA offices and ACICs in these implementing countries. In Latin America region, a larger number of TCED have been done through SSC than in the other two regions. While in Africa region, main type of support activity has been the TCTPG, these training are conducted by the implementing organizations that are also the recipient organizations of JICA's technical cooperation projects.

It has also been observed that, in recent years, the types of support activities have even more diversified. In Asia region, the diversification has been initiated by the intentions of JICA offices in implementing countries and the requirements of JICA's technical cooperation projects. For example, the Human Resource Development Project of the Waterworks Authority in Laos is to provide further training for instructors to improve staff training courses of the Waterworks Authority. The project, as a part of JICA's technical cooperation project, is contracted out to the Waterworks Training Institute of Metropolitan Waterworks Authority in Thailand. The projects such as these which utilize resources in neighboring countries have been increasing. In Asia region, JICA's activities on Support for SSC, can be categorized into two groups; the activities initiated by the implementing countries and the activities initiated by recipient countries.

Another outstanding development in SSC in Asia region is the foundation of JARCOM. JARCOM was established as an organization to coordinate resource allocation in ASEAN. That is to utilize in the best way possible the resources available in more advanced developing countries such as Thailand, Malaysia, and Singapore for the development of less developing CLMV nations, and to form an effective mechanism of TCTPG. JARCOM is expected to effectively connect the resources available in implementing countries with the needs of recipient countries through annual meetings and post meeting follow-ups.

In Latin America region, under the framework of PP, technical cooperation projects have been developed by ACICs in implementing countries. One example for that is the mini-project for "Support for Improving Productivity of Santa Rosa de Lima Dairy Farmers' Union in Cattle Breeding" in El Salvador. This project was initiated under the PP with Chile through the ACIC in Chile. Contract-based TCTP and TCED were the main components for the project. JICA also supported El Salvador through the project for "Improving Propagation of Shellfish Plan". A technical cooperation model which had been developed though JICA's technical cooperation projects was applied in this project. Region-wide seminars have also been held with the intention of sharing technology and technical knowledge.

In Africa region, the support activities for SSC were mainly conducted in the forms of JICA's

technical cooperation projects. For example, for the Strengthening of Mathematics and Science in Secondary Education (SMASSE) Project of Kenya, experts in SMASSE from Kenya were sent to work for JICA's technical cooperation project in Uganda, and contract-based TCTP for the Ugandan Counterpart was carried out. TCTPG were also conducted by organizations that were currently receiving JICA's technical support at the time of study. As shown in these examples, the support projects for SSC in Africa region are mostly initiated by JICA.

The regional differences as to the types of support for SSC can be attributed to the necessity for accommodating the existing situations and the developmental issues of each region. It is expected that support for SSC will further diversify in future, with the more support activities designed to better suit the needs of target areas and countries, and with a trend towards utilizing technology and experience in the neighboring developing countries. It is expected that the future support for SSC will require further ingenuity and flexibility in order to produce positive results.

Table 5-1 Summary of Support Activities for SSC (1/2)

(Types of Activities, Case Study, Questionnaire Study)

	Types of Support Activities	**Case Study**		Questionnaire Study	
		Positioning	**Outcomes**	**Positioning**	**Outcomes**
Asia	・TCTPG established training institutes ・Training conducted as a part of contract-based TCTP Combined Projects of Technical Cooperation with TCED ・Creation and implementation of any type of TCTP by JARCOM ・Partnership Programs as a framework for SSC	・Cooperation aimed at correcting gaps among different levels of development in the region ・Any type of TCTP conducted at organizations formally supported by JICA ・Combined Projects of Technical Cooperation with TCED ・Double tracked cooperation ・Implementing country conducts support project as a part of its foreign policy ・JICA conducts cooperation project in recipient country ・Endeavor for matching needs of recipient country and resources in implementing country (JARCOM)	・Quality training courses conducted at well established institutes ・High standards of Technology and skills being achieved ・Passive responses of recipient countries to TCTPG: technical development of trainees was the only expected achievement ・Achievements secured in the training courses contracted out to outside organization ・Expectation of positive results generated from projects formulated by JARCOM	・Implementing countries' strong interests and positive involvement in SSC (TCTPG) ・Recipient countries' low interests and passive involvement in SSC (TCTPG)	・Low interests in finding out effects of TCTPG shown by JICA and ACICs in implementing countries ・Low interests in finding out effects of TCTPG shown by JICA and ACICs in recipient countries
Latin America	・TCTP (contract-based and group training) conducted at institute formally supported by Japan ・Partnership Program as a framework for SSC ・Joint projects of JICA and implementing countries (TCED and TCTP (contract-based and group training)), utilizing Chile's experiences of Technical cooperation projects ・Implementation of Mini-Projects as a part of Partnership Programs	・Horizontal Cooperation ・Importance of Support for SSC recognized as injections into recipient country ・High interests in SSC shown by organizations of recipient countries ・Promotion of strategic cooperation by implementing countries ・Cooperation making good use of strong points of implementing countries ・Recognition of Importance of Partnership between JICA and recipient countries	・Achievements of Technical cooperation projects secured ・In some cases achievements of projects went above the level of individual trainees' development ・Trainees' technical improvement was the main achievement of Third Country Group Training	・Implementing countries' strong interests and positive involvement in SSC (TCTPG) ・Recipient countries' low interests and passive involvement in SSC (TCTPG)	・Low interests in finding out effects of TCTPG shown by JICA and ACICs in implementing countries ・Moderate interests in finding out effects of TCTPG shown by JICA and ACICs in recipient countries

Africa	・Cooperation through JICA projects that play major roles in Technical cooperation projects ・TCTPG conducted at organization where Technical cooperation project is being implemented ・Training implemented by organizations formally supported by JICA	・Horizontal Cooperation ・Expanding support projects by applying JICA Project Models ・Conducting TCTPG as part of JICA projects being implemented ・Support for SSC initiated by JICA	・Achievements of Technical cooperation projects in recipient countries being secured ・Trainees' technical improvement was the main achievement of Third Country Group Training	・Formulation and planning of SSC projects by JICA offices in implementing countries ・SSC projects conducted on the initiative of implementing organizations ・Low interests of other organizations in SSC	・Low interests in finding out effects of TCTPG shown by JICA and ACICs in implementing countries ・Low interests in finding out effects of TCTPG by JICA and ACICs in recipient countries

（Source）Compiled by Research Group

Table 5-2　Summary of Support Activities for SSC (2/2)

(Facilitating Factors, Impeding Factors, Issues)

	Facilitating Factors	**Impeding Factors**	**Issues**
Asia	・Implementing organizations which function as leading educational institution ・Implementing organizations having close affinity with aid from Japan ・Implementing organizations recognizing activities for SSC as projects following countries' foreign policies ・Strong interest of recipient organizations ・Clear understanding of effects of projects in areas such as development of human resources ・Commitment of organizations involved ・Planned involvement in training courses by recipient organizations ・Implementation of projects with flexible use of Local Activity Expense ・Communication between recipient and implementing organizations ・Clear positioning of training as an element of technical cooperation projects ・Support from JICA offices in recipient countries ・Flexible selection of implementing organizations (valuing importance of language similarities, etc.) ・Respecting importance of language similarities (Thai & Laotian) ・Sharing roles among organizations concerned	・Lack of communication between implementing and recipient organizations for TCTPG ・Passive participation of organizations sending TCTPG trainees ・Difficulty in planned dispatch of TCTPG trainees ・Mismatching needs of TCTPG and content of training course ・Uneven levels of TCTPG trainees' readiness for training ・Difficulty for JICA office in recipient countries to get involved and take initiative ・Positioning of the projects not clearly recognized ・Difficulty in incorporating projects with international treaties ・Restrictions in systems of recipient organizations of TCED (duration, conditions, etc.) ・Large number of parties, hence, difficulty in coordination	Policies & Strategies ・Promoting Reconsideration of features of partnership ・Rearranging concepts of international treaties Systems ・Establishing more effective system for JARCOM Operation ・Reconstruction of process of recruiting TCTPG trainees and implementing TCTPG ・Promoting accumulation and sharing of information ・Utilizing resources in neighbouring countries through technical cooperation projects

Latin America	・Understanding of developmental issues by organizations concerned, and clear positioning of SSC in their activities ・Sense of solidarity & cooperation among the countries in the region ・Sufficient understanding of needs of recipient countries ・Good communication among organizations concerned ・Implementing organizations of high quality ・Linguistic & cultural similarities among countries ・Strong interests in of SSC held by organizations concerned	・Lack of communication between implementing & recipient countries for mini-projects ・Expenses borne by implementing organizations getting too heavy	Policies & Strategies ・Formulating new system of cooperation that reinforces implementing countries' strategies for international aid ・Forming supporting projects for SSC
Africa	・Common languages, culture, environment, history, etc. ・Needs of recipients well recognized (by preliminary research, course evaluation, follow-up study of returned trainees) ・Utilizing SSC support projects as inputs for technical cooperation projects implemented by recipient organizations ・Utilizing SSC support as injections for project implemented by recipient organizations ・After completion of TCTPG, recipient organizations establish systems in which they can effectively utilize achievements of training ・Utilizing SSC support projects as injections for technical cooperation projects implemented by recipient organizations ・Flexible and timely injections are possible ・Being able to plan project content to suite needs of recipients	・Inappropriate facilities and equipments for the actual situations in trainees' countries ・Insufficient needs analysis ・Different languages used (English, French, Portuguese) ・Different price of daily allowance and accommodation fee between "Local Activity Expense" scheme and existing scheme. ・Diplomatic relationships where formal request for projects are difficult to obtain	Policies & Strategies ・Clarifying the positioning of SSC projects in the framework of JICA's aid programs ・Reviewing philosophy or a way of thinking for sustainability System ・Establishing flexible system ・Forming a system for matching resources of implementing counties, and needs of recipient countries ・Providing funds for SSC projects Operation ・Confirming needs of recipients in TCTPG ・Follow-up for any type of TCTP ・Specifying criteria for expenses & selection

（Source）Compiled by Research Group

5.2 Positioning of SSC Projects by Related Organizations

5.2.1 Degree of Positioning and Involvement of Related Organizations in SSC Projects

The case study analysis in Chapter 3 and the results of the questionnaire study in Chapter 4 suggest that the positioning of related organizations show in JICA's support projects for SSC and their degree of involvement in the activities differ due to various factors; implementing and recipient countries, regions, types of SSC, etc. It is suggested that the degree of positioning and involvement in the TCTPG in particular, vary greatly between implementing countries and recipient countries. Training plays a vital role in JICA's Support for SSC.

Firstly, the case of TCTPG is discussed. Although there are minor differences among regions, the JICA offices and training institutions in implementing countries generally demonstrate high levels of interest and involvement. The levels of involvement of ACICs in implementing countries are quite different in each region. On the contrary, JICA offices and ACICs in recipient countries, show very low degree of involvement and interest in TCTPG. The involvement of the recipient

organizations is also very limited. This suggests that TCTPG are, in effect, SSC activities that are initiated by implementing countries.

In Asia region, under PPs, the JICA Thailand office has been assisting Thailand to become a new donor country, as well as to implement TCTPG. The implementing organizations of SSC, namely, institutions of higher education, specialized technical education institutions, training centers and educational institutions affiliated with universities, regard TCTPG as international business opportunities and chances for establishing relationship with counterparts overseas. These institutions, as contractors, conduct training according to the instruction given by the JICA and TICA. However, in recipient countries, JICA offices and ACICs show little interest in TCTPG, and recipient organizations make ad hoc selections of trainees only after they have received offers for training, and do not respond in a systematic manner.

As mentioned above, in Africa region, TCTPG have been conducted as a part of JICA's technical cooperation projects, and in many cases the training courses are initiated and led by JICA offices and requirements of the technical cooperation projects. ACICs in implementing countries, and JICA offices and ACICs in recipient countries show low interest in TCTPG. On the other hand, in Latin America region, the interest of recipient countries is high, which differ significantly from other two regions. In Latin America region, as seen in Chile (an implementing country), JICA office positions SSC as a part of its country assistance program, and progressively support it. Agencia de Cooperacion Internacional (AGCI), ACIC in Chile, has made positive efforts to promote horizontal cooperation with the purpose of achieving solidarity with other countries in the region. Horizontal cooperation is a type of cooperation among countries at similar development stages. Under such circumstances, implementing organizations are also positively involved in SSC activities. Moreover, all of the JICA offices and ACICs, and recipient organizations, recognize TCTPG as an important element in dealing with developmental issues.

The contract-based TCTP, on the other hand, are generally implemented as a part of JICA's technical cooperation projects. In recent years, there has been an increasing trend of utilizing the technology and experience of neighboring countries through the contract-based TCTP, in which JICA offices in recipient countries and recipient organizations that send trainees out have been showing increasing interest and involvement. For recipient countries, this form of training is recognized as inputs for producing positive outcomes, and therefore the organizations concerned position such training well in their strategies and get positively involved in the formulation and implementation of the project. In implementing countries, interest and involvement of implementing organizations are high in all regions, while, those of JICA offices and ACICs vary from project to project.

In Asia region, the contract-based TCTP as a part of JICA's technical cooperation projects is considered to be implemented with high interest and involvement of JICA offices in recipient countries. To list a few examples, JICA offices in Laos and Cambodia are conducting contract-based TCTP entrusted to Metropolitan Waterworks Authority in Thailand and to Sarawak General Hospital in Malaysia. These training courses are recognized as one of major activities of technical cooperation projects, and are also properly incorporated in JICA's assistance programs. The implementing organizations have been maintaining high levels of interest in training through direct consultation with recipient organizations.

A new movement in promotion of SSC has also been recognized; that is to promote SSC by increasing the interest and involvement of all the organizations concerned in both recipient and implementing countries, and consequently, incorporating SSC into their development plans more clearly. In Asia region, JARCOM has been established, which encourages participation of recipient countries in the formulation of any type of TCTP. In Latin America region, through the projectization of SSC as mentioned above, the interests of the concerned people in recipient countries have increased. In Africa region, Kenya initiated a support for SSC in the form of a technical cooperation project designed to support another technical cooperation project in Uganda. Through activities like this, the interest and involvement of people in recipient countries have also increased.

5.2.2 Causes for Similarities and Differences among the Regions

The degree of the organizations' involvement and interest in projects to support for SSC is closely related to how clearly the roles of those projects are defined in the organization for achieving its policies and strategies. The survey suggested that; 1) The degree of involvement of JICA offices and ACICs in implementing countries is nearly twice as strong as in recipient countries; 2) the reason for such strong involvement is that in implementing countries, support for SSC generally has budgets allocated. Therefore, the projects are monitored more closely along their development strategies, 3) while, in recipient countries, support for SSC are not recognized as an input into their developmental plan[2]. Therefore, these activities are not required to have a budget allocation, nor formal positioning in their project plans.

It was stated in the previous chapter that Latin America region was "the region where support for SSC in its strict sense is most advanced" among the three regions dealt in this report. One of the main reasons for this situation is that because ODA budget from Japan for the region has been decreasing, support for SSC are becoming extremely important to optimize the effective and efficient use of support recourses.

[2] Except for technical cooperation projects in recipient countries

In Asia region, the traditional framework of SSC in which TCTPG were the only major scheme has been changing, because the framework of JARCOM has been strengthened and SSC has developed within this new framework. Those countries that have outgrown dependency on international aid have been leading the movement of intra-cooperation in Asia region to achieve development of the whole region. However, it is pointed out by TICA that JICA's intentions are still strongly reflected in project formulation, although the needs of recipient countries have been gradually incorporated into the support activities for SSC in recent years.

In Africa region, the SSC has been developed within the framework of JICA's technical cooperation projects. As the countries in the region share relatively similar level of development, common culture, history, and languages, the SSC in this region has developed into the present situation where the countries can learn from each other. The limited human resources in the region suggests a great need for SSC, however, since financial independency of the region cannot be expected to happen in the near future, support from JICA will still remain essential.

5.3 Outcomes of JICA's Support for SSC

5.3.1 Contribution and Effects

TCTP is the major subject of this study, and its outcomes are discussed in this section. TCTP (contract-based and group training) have been conducted by established organizations which play leading roles in their fields in respective countries. It has also been confirmed by the findings of interviews that in the regions of Asia and Latin America, TCTP have positively contributed to trainees' acquisition of new skills and knowledge. TCTP are either entrusted or contracted out to the implementing organizations by JICA and ACICs. The contents are decided considering the needs of the recipient countries and the resources available in these organizations. The training institutions conducted evaluations every year at the end of training courses in order to improve curriculum and course content. As a result of those training, the level of trainees' technical skills has generally been improved.

However, the effects of any type of TCTP on the recipient organizations differed depending on their degree of the involvement in the training. In Asia region, the offers of the positions of trainees for TCTPG have never been regular, and this made it difficult for the recipient organizations to send trainees in a systematic way. Because of this, the effects of the training were often limited only to the improvement of technical skills and knowledge of individual trainees. On the other hand, when contract-based TCTP were conducted as a part of JICA's technical cooperation projects, the recipient organizations made their own choice on the training institute, and showed great initiative in the discussions with training institutes in deciding training content. In these cases, the involvement of the recipient organizations was quite high, and consequently, the effects of

contract-based TCTP reached the goals of technical cooperation projects.

In Latin America region, the JICA offices, ACICs, and recipient organizations of the recipient countries generally showed a high level of interest in any type of TCTP. In some cases, the effects of such TCTP were not confined to the mere improvement of individual trainees, but caused organizational development as well. There were also cases in which TCTP achieved positive outcomes; when the training were treated as a part of technical cooperation projects. In the mini-project "Support for Improving Productivity of Santa Rosa de Lima Dairy Farmers' Union in Cattle Breeding", both contract-based TCTP and TCED were combined. This arrangement enabled the implementing organization to support recipients more directly. In Africa region, since TCTPG is being conducted as a part of on-going JICA's technical cooperation projects, the improvement of trainees' technical skills was successfully achieved. While, the effects of any TCTP reached the organizational level only in the cases that TCTP was targeted at personnel who were involved in JICA's technical cooperation projects, or recipient organizations (e.g. in Uganda) has projects related to the training. In other cases where the trainees were not part of JICA's technical cooperation projects, the effects were limited to the improvement of individual trainees only.

The results of the survey show that in both implementing and recipient countries, JICA offices and ACICs have low interest in finding out the effects of the projects and the need for post project follow-up. Because the implementing and recipient organizations think TCTPG are only for improving individual trainees' ability, they do not see the necessity to find out the outcome of the projects for organizations, nor are they in interested in utilizing the effects of the projects for the organizations as a whole. Also, as TCTPG are irregularly implemented, it is difficult for recipient organizations to utilize it systematically by incorporating them into its development strategies of the organization. Unless these factors are improved, the overall effect of any type of TCTP at the organization level cannot be expected.

5.3.2 Facilitating and Impeding Factors relating to the Outcomes

In the case study analysis in Chapter 3, the facilitating and impeding factors affecting the outcomes of support for SSC in respective regions were analyzed. A cross-regional analysis is made in this section on the facilitating and impeding factors.

(1) Facilitating Factors

a) Existence of Leading Implementing Organizations

As for implementing organizations where actual training takes place, the educational institutions which have established leading positions in the concerned fields in the respective countries were chosen. In the regions of Asia and Latin America, these were institutions of higher education, specialized technical education institutions, training centers, and educational institutions

affiliated with universities. All these educational institutions had received support through JICA's technical cooperation projects, and conducted many training and sent specialists both in and out of the country. These institutions, using their own resources, were all capable of formulating and implementing training meeting the requirements of JICA offices or ACICs. They also had quality teams of academic staff (instructors and researchers) from which they could select and dispatch suitable specialists for SSC.

b) Strong Interest and Involvement of Related Organizations

The strong interest and involvement of the related organizations have also contributed to the outcomes of support for SSC. Especially the strong interest and involvement of JICA offices and ACICs in implementing countries, as well as, those of recipient organizations appear to be important facilitating factors. The case study analysis and results of the questionnaire study showed that both implementing and recipient countries in Latin America region had strong interest in SSC, and as a result, projects had generally positive outcomes. In Asia region, as seen in Maternal and Child Health Project of Cambodia, contract-based TCTP was conducted as a part of JICA's technical cooperation projects, the recipient organizations had clear objectives to be achieved. They also took initiatives in negotiation of the course contents with training institutions, as well as in implementation of training. Their strong interest and involvement contributed to the positive outcomes even at organizational level. In Africa region, contract-based TCTP was regarded as one of the inputs of JICA's technical cooperation projects, and was utilized effectively to generate positive outcomes.

c) The Implementing System that Enables Cooperation of Related Organizations

In El Salvador, with the initiation of JICA El Salvador office, the organizations concerned in both El Salvador and Chile strengthened their cooperation, and this cooperation contributed to the outcomes of the support. In Africa region, in some projects, the cooperation between implementing and recipient countries was encouraged in the framework of JICA's technical cooperation projects. The projects with such systems of inter-country cooperation seemed to have produced greater outcomes including the effects at organizational level. In Asia region, in the hope of producing better outcomes, JARCOM was formed, and new training courses have been formulated through the cooperation of the related organizations. With such cooperation, the interest and involvement of organizations concerned have been increasing, which in turn, are producing better outcomes. These cases suggest that the system where organizations concerned can effectively cooperate is another facilitating factor for better outcomes.

d) Clear Positioning of SSC by Related Organizations

In Latin America region, some cases were found where JICA office and implementing and recipient organizations positioned SSC as their development issue of high priority. As a result of

that, the importance of SSC was recognized by all the organizations concerned, which in turn, brought about stronger motivation for outcomes, and in the end, attained the expected outcomes. Strengthening of Mathematics and Science in Secondary Education (SMASSE) Project of Kenya provided contract-based TCTP and TCED for technical cooperation projects conducted in Uganda. In such cases, the cooperation was strategically positioned clearly in the development plans of the recipient organizations, hence, the effects of outcome were extended to the recipient organizations themselves and beyond. In the IT Bridge Project at the Faculty of Engineering of Laos National University, the implementing organization strategically positioned SSC in their own action plans as a joint project with JICA and recipient organization. This enabled the implementing organizations to engage themselves in the project activities and as a result, to attain the expected level of outcome.

These cases suggest that when support for SSC are politically or strategically positioned clearly in their own schemes by the organizations concerned, the motivation and interest in achieving the objectives increase. This consequently leads to more positive involvement in implementation of the projects, and as a result, the projects attain higher levels of outcome.

e) Clear Understanding of the Outcomes by Recipient Organizations

To ensure positive outcomes of TCTP (contract-based and group training), it is important that appropriate feed back is given to the implementing organizations by the recipient parties. In such feed back, it is important for the recipient organizations, whether sending out trainees or receiving experts, to be conscious of the outcomes they have achieved through the training. In the case of training on a contract basis in the framework of technical cooperation project, training was conducted in a carefully planned manner, as the success or failure of training would directly affect the outcomes of the project. Some of the existing TCTPG achieved expected outcomes, when the recipient organizations clearly positioned the training course in connection with their personnel policies or in their strategies for resolving problems of their own organizations.

f) Communications between Implementation and Recipient Organizations

When the implementing organizations had a good understanding of the objectives of recipient organizations, the projects produced positive outcomes. When contract-based TCTP were conducted in the framework of technical cooperation projects, recipient organizations selected the implementation organizations themselves, and contracted the training out to the selected organizations. In signing contracts, a number of discussions were held between the implementing and recipient organizations. As a result, the implementing organizations were able to prepare suitable training contents for the objectives of recipient organizations. After each training was over, the implementing and recipient organizations evaluated the training jointly, to provide feed back for improvement of the future training. Thus, it was observed that in successful projects, the positive efforts were made to match the needs of recipient and the resources of the implementing

organizations.

g) Common Language

In conducting any type of TCTP and TCED, the common or similar language(s) used by implementing and recipient countries greatly contributed toward achievement of positive outcomes. For example, the linguistic similarity between Thai and Lao, Spanish used widely in Latin America region, and English used in English-speaking African countries, significantly reduced communication difficulty, and facilitated the training and guidance to the recipient country. Those countries share many features such as culture, environment and history, as well as languages; these factors contributed positively towards the outcomes of the projects.

(2) Impeding Factors

a) Difficulty of Planned Dispatches of Trainees to TCTPG

In TCTPG, offers for the positions of trainees are made to the recipient organizations in an ad hoc manner, as in the Cambodian case, therefore, it has been difficult for the recipient organizations to make use of those courses systematically. The recipient organizations often chose the staff available at the time but not necessarily suitable to be sent for such courses. The unsystematic offers of positions of trainees caused the recipient organizations to have passive attitudes towards the training courses. The Department of Human Recourses, who are generally in charge of the selections of the trainees, considered the training as a part of career development of the staff, and selected trainees only for the improvement of individual trainees. The cases in which trainees were selected to overcome the organizational issues were very limited. Moreover, it was pointed out that the interest and involvement of the JICA offices in recipient countries were limited. As a result, the interest of ACICs also reduced. Since they are the two parties who generally handle the procedure for training courses, their lack of involvement made it difficult for the needs of recipient side to be reflected in the training courses. Such difficulty in planned dispatches of trainees, passive selection of trainees, and low interest and involvement of core organizations, are some of the factors to limit the outcomes of the training courses.

b) Lack of Communications between Implementing and Training Organizations

In TCTPG, the trainees were selected and confirmed by the implementing organizations from the lists of candidates presented through the diplomatic channel. In practice, however, candidates were already short-listed by diplomatic channel before the implementing organizations make selection. Thus the discretion given to the implementing organizations in the selection of trainees was very limited. Accordingly, the organizations did not have direct contact with trainees in the process of selection. Moreover, the implementing organizations where the training courses were held often did not know why recipient organizations were sending trainees, or what kind of outcome was expected out of the training courses. As a result, the implementing and recipient organizations

could not share the actual outcomes, which made it difficult to ensure the outcomes.

c) Unclear Positioning of Support for SSC

The case study analysis and the findings of the questionnaire study suggested that the support for SSC were not clearly positioned in JICA's assistance programs in the respective countries. Especially in the recipient countries, many JICA offices were not sure of the significance of TCTPG. Those JICA offices have not been able to incorporate those training courses into their development projects as an important form of inputs; therefore, support for SSC has not been very effective.

d) Languages

In Asia region, TCTPG has been generally conducted in English. It has been pointed out that trainees from countries such as Cambodia and Laos often did not have sufficient command of English to effectively take part in the training courses. Also in Africa region, it has been reported that when trainees from French or Portuguese speaking countries were included in the training courses conducted in English, they experienced difficulty in understanding the content. The number of trainees affected by the language difficulty is relatively small; however, language barrier can be a factor which impedes the outcome of training. For TCTPG, the implementing institutes decided the level of course contents based on the existing levels of education and training that the institutes have been offering. Since they did not consider the level of English proficiency of the trainees, trainees from the countries like Cambodia and Laos had thought the training content was too difficult to understand in English. This situation has made it difficult to send trainees from Cambodia and Laos, even though they are high priority countries for JICA's support.

e) Inappropriate Equipment and Facilities

When equipment and facilities used in implementing and recipient countries differ greatly from each other, the trainees could not make use of the skills and knowledge studied through TCTPG back home. Consequently, it was preventing the outcome of the training from being utilized in recipient country. All of the organizations where TCTPG were conducted had received aid from Japan, therefore, their level of technology as well as equipment and facilities generally exceeded those of recipient organizations. Sometimes the equipment used in training was so sophisticated that the trainees could not make use of technical skills and knowledge that they had learned at the training. This happened because the trainees sent by the recipient organizations did not meet the entry requirement for participating the training. The selection of the trainees should be revised.

f) Inappropriate Training Contents

If the contents of TCTPG do not match the needs of the recipient countries, the outcomes of the training courses would not contribute to the organizational and social improvement. AICAD implemented TCTPG for learning irrigation technology. However, the actual contents of the training

were regarding a large-scale irrigation system common in Kenya. The trainees from Uganda where small-scale irrigation systems were needed could not make effective use of the technology acquired through the training. In this case, the needs of the recipient country were not appropriately reflected in the training contents. Such training could only produce limited effects on improvement of the actual situation in recipient countries.

5.4 Advantage of SSC over Other Types of Cooperation

The previous sections have analyzed the outcomes of support for SSC and their facilitating and impeding factors. This section discusses the situations when SSC and support for SSC become a better solution compared to other schemes. The issues and conditions of each situation are also considered.

a) Utilizing Local Resources

It is needless to say that when the implementing organizations, whether conducting training or sending experts, are closely located to the recipient countries, the cost of the technology transfer would be much less and efficient, compared to when expertise for the training has to be obtained from distant countries including Japan. In such cases, SSC especially within the regions would have the advantage. However, it is also very important that the quality of expertise utilized for such training should be ensured; that is the level of the expertise used for the technology transfer should be of commensurate quality to enable it to satisfy the needs of the recipient countries. Within Africa region, it is generally difficult to obtain expertise in advanced technology. The organizations that the Study Team visited in Africa unanimously requested that expertise in advanced technology to be brought in from Asia region. In such cases, it is more appropriate to utilize expertise from either distant developed countries or to take a modality of Asia-Africa Cooperation.

b) Delivering Expertise through Similar Languages, Cultures and Histories

As in Chapter 3, for the IT Bridge Project at the Faculty of Engineering of Laos National University, the experts were sent from Thailand for technical instruction. For the Human Resource Development Project of Water Supply Authority in Laos, the contract-based TCTP was conducted in Thailand and the experts were invited from Thailand. In these cases, not only was the expertise of the Thai experts effectively utilized, but also the medium language for instruction including textbooks was in Thai language. Therefore, Laotian trainees found the training easy to understand, and as a result, the outcomes of the training were positive.

Language similarity is not the only factor that facilitates better training courses. The countries that share similar levels of development, culture, socio-economic situation, historical background, etc. can also relate to each other well. As well as in the above mentioned cases of Thailand and Laos, the positive cooperation among the Latin American countries, and the horizontal cooperation among

English speaking African nations, all share the characteristics of having many similarities. In such cases, SSC has relevancy in that it is easy for the implementing side to understand the needs of the recipient side. Therefore, they can deliver the training more effectively, and SSC can be an extremely effective form of cooperation within the regions.

c) Diversified Cooperation Modalities of Japan

The types of Japanese cooperation modalities have become greatly diversified. In addition to the conventional bi-country, or multi-country cooperation schemes, support for new donor countries through JARCOM and PPs, as well as support for TCDC, has been introduced. The diversified cooperation modalities like these are not easily found elsewhere. Therefore, it should be publicized as a unique feature of Japan's aid programs when informing the people in Japan as well as the international community.

SSC provides Japan with the opportunities to establish a new relationship with the countries that have already or nearly grown out of recipient status, such as Thailand and Chile. Such relationship will enable Japan and those countries to jointly develop different types of cooperation modalities. JICA and TICA, and JICA and AGCI will eventually become equal partners in delivering support to other developing countries, and it is expected that both countries will jointly engineer new types of support activities for SSC. Another advantage of this type of cooperation is that such continuous involvement for supporting the countries of higher developmental level, will allow Japan to maintain its presence as a donor in these countries.

Chapter 6

Recommendations

Chapter 6 Recommendations

In this chapter, some recommendations are made for the expansion and effective implementation of JICA's support for SSC in the future. The recommendations here are made summarizing the results of the analysis in Chapters 3, 4 and 5 and identifying main issues either common or specific among the regions. The recommendations are categorized into three groups; namely, "Policy" "System" and "Operation", to clarify to some extent whom the recommendations are made for. It is intended that the recommendations in "Policy" are for ODA policymakers and local ODA Task Forces, "System" for JICA Issue-Specific Task Forces, and "Operation" for the related staff of JICA overseas offices and headquarters in Japan. The recommendations for common issues across the regions are discussed first which is followed by the recommendations for region specific issues.

6.1 Cross-regional Issues and Recommendations

The recommendations for cross-regional issues have been made based on the facilitating and impeding factors discussed in Chapter 5. The Figure 6-1 illustrates the relationship among the factors and recommendations.

(1) Issues and Recommendations regarding Policies on Development

a) Clarifying Strategic Positioning of Support for SSC in Recipient Countries

The case study analysis and the results of the questionnaire study showed that any type of TCTP and the TCED programs were not given clear strategic positions in their Country Assistance Programs at respective JICA Offices. This was particularly common in the recipient countries. Also, most of the recipient organizations responded in a passive manner to the offer for TCTPG, which consequently limited the effects of the programs to the improvement of individual trainees only.

In order to make the support for SSC more effective, it is suggested that, especially in the recipient countries, any type of TCTP should be formally incorporated into the national developmental scheme, such as the Country Assistance Programs; in other words, these SSC activities should be recognized as vital elements of cooperative injection. In practice, the following steps should be taken; 1) based on the short and mid-long term goals of Country Assistance Programs or recipient organizations' activity plans, discuss the relevance of SSC as a means to achieve such goals, 2) once the decision has been made that SSC will be the effective means, 3) the strategies and activities for SSC or Support for SSC should be determined. 4) JICA should coordinate and agree with ACICs in recipient countries and implementing organizations. Then detailed plans should be made for individual SSC support projects, incorporating such strategies and activities. This should be handled jointly by the local ODA Task Force, JICA Staff in charge of each project, and consultants.

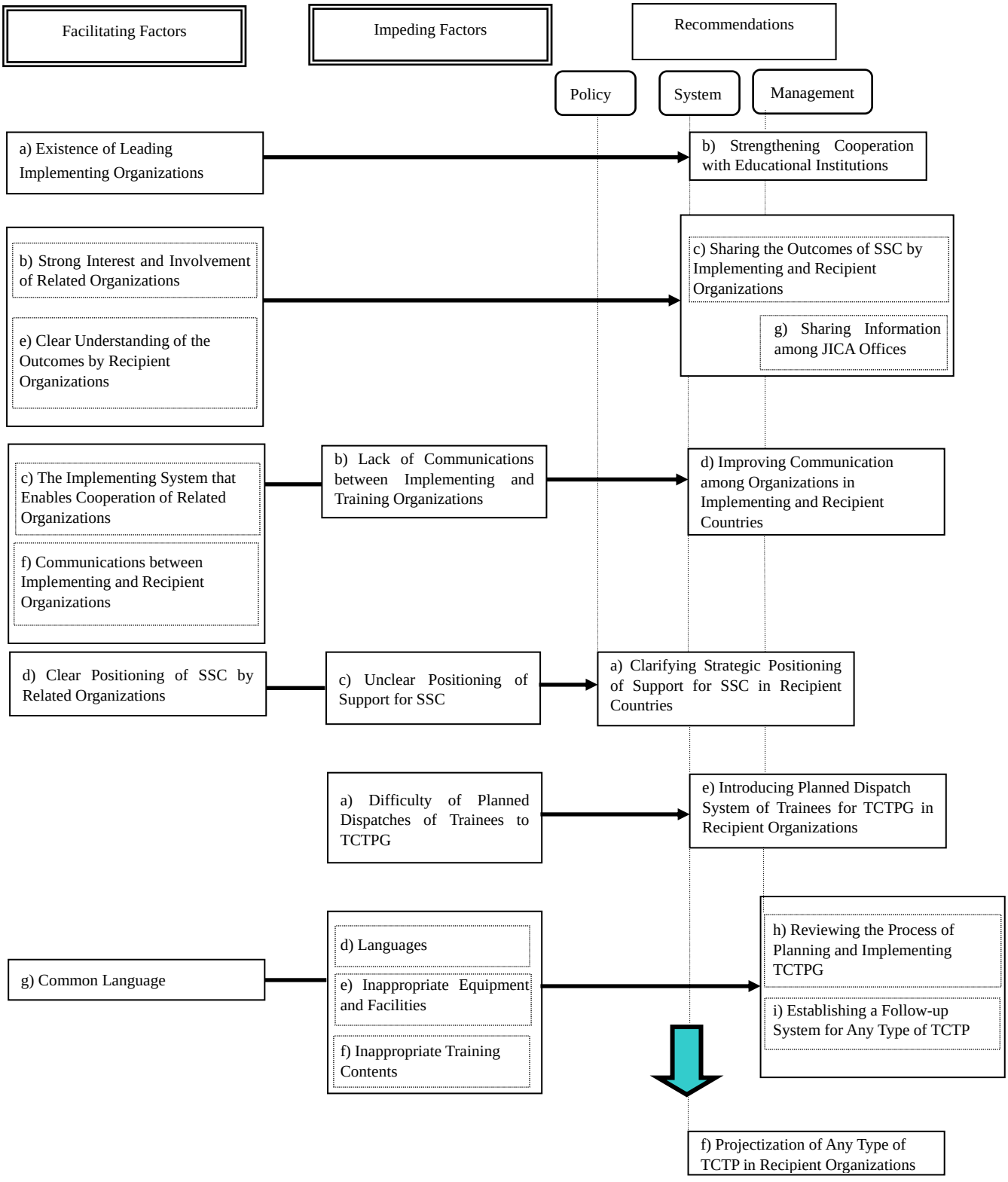


Figure 6-1 Facilitating & Impeding Factors and Recommendations

(2) Issues and Recommendations regarding Systems

b) Strengthening Cooperation with Educational Institutions

As shown in the case study analysis, the support for SSC has diversified to accommodate developmental issues of the country as well as the regions. Some of the JICA Offices in recipient

countries, in order to tackle developmental issues, have been utilizing technology and experience of neighboring countries in the form of technical cooperation projects, and they were well aware of the strategic value of such resources. In Laos and El Salvador, joint projects of JICA and implementing countries were also conducted. In African region, JICA's technical cooperation projects were the main activities to promote the support for SSC in the form of horizontal cooperation among the countries. JARCOM was formed in the hope of establishing an effective system by integrating organizations of implementing and recipient countries. The cases described here suggest that it is quite possible for developing countries to effectively utilize each other's knowledge, technology, and experience shared through SSC.

The existence of established institutions that play leading roles in their fields of education in the respective countries was listed as one of the facilitating factors in the previous chapters. Most of those institutions have been assisted by JICA. Therefore, it is recommended that support for SSC in cooperation with these educational institutions should be promoted and that a network including these institutions should be established, for the positive outcomes. Such activities would lead to the forming of a system, in which the knowledge, technology, and experience available in the developing countries can be utilized more widely through SSC to achieve positive outcomes.

c) Sharing the Outcomes of SSC by Implementing and Recipient Organizations

As seen in Maternal and Child Health Project of Cambodia, with a contract-based TCTP conducted as a part of JICA's technical cooperation project, the recipient organizations had a clear objective to be achieved. They also took initiative in negotiation of the content of training with training institutes, as well as in implementation of training programs. This resulted in the outcomes at organizational level.

In order to secure effective outcomes of the support for SSC, it is recommended that a system in which implementing and recipient organizations can share information including the outcomes of projects be established. A system like this will clarify the project contents and the outcomes for both implementing and recipient organizations, and will enable more appropriate feedback.

d) Improving Communication among Organizations in Implementing and Recipient Countries

A large number of organizations are involved in SSC both in implementing and recipient countries. The importance of communication among organizations for effectiveness of SSC was pointed out in the case study analysis. The results of the questionnaire study also indicated that there was a significant discrepancy among organizations in implementing and recipient countries in their interests and involvement in SSC, and that the degree of interests and involvement affected the outcome of SSC projects. In Asia region, JARCOM was formed in the hope that organizations in implementing and recipient countries will have closer communication among themselves. With smoother communication, all the organizations involved in SSC projects will have better

understanding of their roles in SSC. The organizations in implementing countries will have better understanding of the developmental needs of the recipient countries. As a result, the mismatching of the project's contents and the needs will be reduced.

In order to achieve such objectives, it is suggested that systems like JORCOM that would improve communication among organizations in implementing and recipient countries should also be established in Latin America and Africa regions.

e) Introducing Planned Dispatch System of Trainees for TCTPG in Recipient Organizations

The offers for the opportunities to participate to TCTPG are given unsystematically to recipient organizations, which makes it difficult for them to make systematic use of TCTPG. When the offers are made, the recipient organizations often select the staff available at the time but not necessarily suitable to be sent for such training. As a result, the effects of TCTPG were limited to the technical improvement of the individual trainees.

In order to improve such a situation, it is recommended that a planned dispatch system to meet the developmental needs of the recipient organization should be introduced. The following is one example of such a system; at the time of formulating programs, allocate annual quotas over multiple years on the number of trainees to be sent to specific organizations. This would help the recipient organization to use the training program in a more systematic way.

f) Projectization of Any Type of TCTP in Recipient Organizations

Presently, any type of TCTP and TCED are conducted separately; hence, their effects have been limited to the improvement of individual trainees. In order to overcome this impeding factor, this study proposes the following system change;

- When the support for SSC are implemented as a part of JICA's technical cooperation projects, or when they take forms of projects such as "mini-projects", the people concerned tend to have higher degree of involvement. Moreover, a project tends to be managed better to ensure the expected outcomes. Therefore, the support for SSC should be planned and conducted in the form of "project" in recipient countries; in other words, should be incorporated into JICA's technical cooperation projects. This would increase the involvement of people concerned and ensure more appropriate monitoring, which would consequently lead to the achievement of better outcome.

(3) Issues and Recommendations regarding Operation

g) Sharing Information among JICA Offices

A proper recording system of the information of the trainees who participated in any type of TCTP hasn't been established. Although some information, including lists of trainees, can sometimes be obtained, a system in which JICA overseas offices collect the information of all the

trainees, and the JICA headquarters organizes and keeps the entire information, hasn't been established. In the present situation without a proper recording system, it is very difficult to analyze and evaluate the outcome of any type of TCTP, and, the information collected cannot be used effectively and systematically for the development of recipient countries.

Therefore, it is recommended that an information system for data collection, compilation, and accumulation, that enables JICA overseas offices to keep the track record of the support for SSC, and to monitor and evaluate the related activities. The database for trainees of training programs in Japan is already working, and the similar system should be introduced for all TCTP.

h) Reviewing the Process of Planning and Implementing TCTPG

SSC support projects involve more parties than projects between two countries, and its related procedures are also more complicated. Therefore, the time it takes from the planning to implementation stage is much longer. Moreover, the present procedure requires the implementing countries to submit official requests to Japan for TCTPG and TCED. In the past, because of the long and complicated procedure required, Japan has missed some opportunities of SSC support projects. In some cases, it was difficult to make flexible use of SSC support to suit changing needs of the recipient countries. These protracted and complicated procedures are some of the factors which hindered the achievement of expected outcomes and expansion of SSC support.

The official procedure for SSC support projects have been carried out through diplomatic channels, such as ACICs in implementing countries, and embassies in recipient countries. This means that actual implementing and recipient organizations are not directly linked, and as a result, the training offered at the implementing organizations often fails to accommodate the needs of the recipient organizations. The JICA Offices in implementing and recipient countries are not directly involved in the process of planning and implementation either. Therefore, the JICA offices are unable to grasp the situations and control the process effectively.

This present situation calls for a review of the process of planning and implementing the TCTPG. The following should be considered as possible solutions; 1) the staff involved in the projects from both implementing and recipient countries should take positive part in the process of planning and implementation, and they should have sufficient communication to ensure good understanding of the needs and available recourses, 2) that the communication at this level should be allowed to amend the selection of trainees and training organizations if necessary, 3) the whole process from project identification to implementation should be simplified to reduce the time required, and 4) the necessity of official request being sent to Japan should be reviewed.

i) Establishing a Follow-up System for Any Type of TCTP

The follow-up to any type of TCTP, that is, in practice, the post training support for the

trainees, is a very effective form of support for achieving positive outcomes. However, the post-training follow-up has never been given much thought or effort compared to the pre-training needs analysis or actual implementation of the training. In Uganda, some cases were reported that corresponding with returned trainees was extremely difficult, as some work in offices without computer, or some live in the area without electricity. The cooperation between SMASSE and SESEMAT is an example where an effective follow-up system is expected to take place. SMASSE and SESEMAT are both JICA's technical cooperation projects, and are closely related. It has been planned that training instructors would be sent to Uganda as a follow-up to the training conducted in Kenya, in order to expand the effects of training to the society rather than confining the effects to the trainees or the organization alone.

Thus, it is recommended that follow-up systems should be established and incorporated into any type of TCTP. The actual implementation of such follow-up systems would, however, require considerable costs, and therefore practical discussions among JICA, implementing countries and recipient countries will be needed. The following system is suggested here as a possible solution; that JICA will bear the expense for the initial needs analysis and the follow-up study, and if it is clarified that the training course has achieved the expected outcomes, then may decide to continue with the consequent training course. After the second one, the recipient organizations will be responsible for summarizing the needs and notifying them to the implementing organizations.

6.2 Region-specific Issues and Recommendations

As we have seen in the previous sections, the present situation in the regions of Asia, Latin America, and Africa are highly different from each other, and the way the support for SSC are conducted in each region have their own characteristics. The following is the summary of region specific issues and the recommended solutions.

(1) Asia Region

a) Reviewing JARCOM Framework

In the Southeast Asian region, each JICA Office of ASEAN is making an effort to position the JARCOM framework into the Support for SSC, especially TCTPG implemented in the neighboring or ASEAN countries into the development programs for recipient countries, and to develop it as a system to identify the objectives. Such a direction is considered appropriate, and it is important to develop JARCOM as a more effective system.

However the formulation of training based on need is not a simple task. In fact while JARCOM make an effort to formulate training courses based on need, such courses are not necessarily formulated in practice. Moreover the positioning of JARCOM is not consistent between JICA and the implementing countries. While the Thai government appreciates JARCOM capable to bring up the need of recipient countries, it regards the project formulation being still led by JICA.

Moreover the positioning will vary depending on that how extent JARCOM matches the initiatives of the formulation of East Asia Community. As it is, the outcome may less than expected, which may endanger the future of JACOM itself.

Thus, a more efficient system should be devised in order to increase the options for JARCOM, in which 1) JARCOM's roles and responsibilities are specifically defined, 2) the development needs of recipient countries are better acknowledged, 3) training can be implemented as a input of JICA's technical cooperation project, and 4) training can be formulated to share the knowledge, technique and experiences among JICA's technical cooperation projects in ASEAN region.

b) Facilitation for Reconsidering the Features of Partnership

PPs are the program in which Japan and a partner country jointly conduct Support for SSC for SSC towards other developing countries, and it is hoped that the partner country holds equal positions with Japan even when the funds are not equally shared for implementing the Support for SSC. Japan has been engaged in PPs with Thailand. However, the following complaints have been made by Thailand, that Thailand had to submit a formal request letter for Support for SSC to Japan, and that Japan continued to hold the leading position in JARCOM. As a result, some problems have emerged; (1) the development of an equal partnership with Thailand is hindered, (2) a support project for Africa in which Japan and Thailand could have worked together had to be postponed.

The following are suggested as necessary measures for better cooperation among PP countries, and for the future expansion of Support for SSC.

- When engaging in projects with a partner country of PP, the type of projects whether it would be "PP-programs (where partners take equal roles)" or "Japan's programs with some support of the partner country" should be clarified. This will enable the objectives of the projects to be set more clearly. Then the proportion of these two types of projects should be carefully considered. In order to make effective use of limited funds, the technology and experience of the developing countries are very valuable. Therefore, PPs should be increased, and the joint projects under the PPs should be given more recognition.
- Once it's decided to formulate as a PP project, JICA and the PP-partner country should make suitable implementation plan and structure, carefully considering the partner country's ODA policies and their budget.
- For PP-projects with Thailand, the formal request letter to Japan should be discontinued. A new system has been launched in which the Japanese government can begin processing the application without formal request from Thailand, once the joint committee of Japan-Thailand agrees on a project. It is hoped that this system would be progressively promoted for PP-projects to be further implemented. This will clarify the responsibilities of JICA and implementing countries, and will enable smoother consultation and

negotiation among the parties concerned.

c) Rearrangement of the Perception of International Commitments

In recent years as the modalities of Support for SSC have diversified, it needs to rearrange the approach of international commitments as the basis of implementation of cooperation. At present, international commitments between Japan and implementing/recipient countries are determined according to the main bodies of the implementation of activities. For example, in the case of TCTPG held in Thailand, international commitment is concluded assuming that the aid is provided to the training implementing country. The proper recipient is however the recipient country that dispatches trainees, thus the Thai side expresses a doubt on concluding an international commitment with Thailand that provided the assistance.

In order to improve the situation, the international commitments in Support for SSC should be principally considered as the aid to recipient countries. In clarifying the principle, the relationship among Japan and implementing/recipient countries becomes clear. Afterward the modalities of individual assistance should be worked out.

(2) Latin America Region

a) Promoting the Support for TCDC

Since the countries in Latin America Region share a lot of common features including languages, culture, and history, the needs of recipient countries for Support for SSC are high. The implementing countries are also positive about Support for SSC, as a form of horizontal cooperation. The number of Chile's cooperation programs to other countries in the region has been increasing, and the programs are achieving expected outcomes. The intra-regional network has also been formed around Chile. Through these actions, Chile has been established as a new donor country in Latin America region.

The ODA budget of Japan for this region is on the decline, and the importance of effective and efficient use of the aid resources is essential. Therefore, Japan's support for Chile's cooperation projects to other countries, such as TCDC projects, will be beneficial. TCDC is an effective type of cooperation for achieving positive outcome with limited funds from Japan, as well as for maintaining Japan's presence in the region. Therefore, it is recommended that the support for TCDC should be positively promoted.

b) Promoting the Partnership with Consideration for the Ability of the Implementing Country

Although Japan has concluded JCPP with Chile, the Japan's aid strategies precedes that of Chile's, in actual implementation of Support for SSC. As mentioned above, the Chile's capability as a donor country has been steadily developing. It is expected that, before long, Japan and Chile will become equal partners, instead of being in vertical relationship, and conduct the programs jointly.

On the other hand, the approaches of Japan and Chile towards international cooperation are quite different in that Japan strongly requires the immediate effects of each specific project and country, while, Chile tries to broadly accommodate common needs of multiple recipient countries.

Therefore, for the effective Support for SSC in this region, the need of close discussion with implementing countries should be emphasized for formulating and implementing the projects. The following aspects should also be taken into consideration; 1) maintaining the Japanese policies on international aid, 2) understanding the conditions for the implementation, such as implementing countries' policies, budget, and partially developed aid delivery mechanisms, and 3) projects being beneficial for both Japan and implementing countries, and 4) achieving positive outcome for recipient countries[1].

(3) Africa Region

a) Promoting Support on SSC using JICA's Technical Cooperation Projects

In Africa region, since most of the countries share the similar levels of development, culture, and history, there is no clear distinction between implementing and recipient countries. The countries have horizontal relationships in which all lean from and teach each other depending on the fields the respective countries are good at. Moreover, the human resources available in the region is very limited, therefore, the necessity of fostering the capability of people through TCTPG is extremely high. In this context, the Japan's support for fostering capability of people has been highly appreciated. In Africa region, JICA's technical cooperation projects have been the main form of implementing SSC Support, and the projects have been producing reasonable outcomes.

Considering such present situation of the region, it is recommended that JICA should continue with the use of JICA's technical cooperation projects in promoting Support for SSC, while cooperating with the neighboring countries through the projects. For this, forming a network and establishing the cooperation structure among JICA's technical cooperation projects in the region will be necessary.

b) Support on SSC in Africa Region where Sustainability of Support is Low

Japan has just committed to increase aid to Africa region, and the development of this region is still much lower than other regions. Therefore, it is essential that Japan continues to support this region. In this context, SSC has merits in this region in terms of efficient use of limited resources and relevancy. However, the countries in this region still show great difficulty in sustaining the effects of projects by itself in the aspects of finances and autonomous management. Therefore, for any SSC support projects, JICA's continuous support would be essential.

[1] Regarding the recommendations, see also(1) Asia Region, b) Reviewing the Partnership

For this reason, the sustainability should not be discussed at this stage as in the other regions. At present, it is more important to set practical objectives, as suggested below, including how they should be implemented and for how long.

- Support for SSC in Africa region should continue to be implemented as a part of JICA's technical cooperation projects. In particular, they should be positioned as a part of inputs into recipient countries of the technical cooperation projects.
- Support for SSC should not become the ultimate "objective", but rather, it should only be used when their cost efficiency is better than other types of schemes. It should be made clear to all JICA staff that Support for SSC is only a means to achieve outcome, but not an objective.
- Support for SSC should only be chosen over other types of cooperation, 1) when the effects in the recipient countries are expected to be great; that is when extended effects on organizational level are expected rather than limited on individual trainees, and also 2) when some form of JICA's direct support to the recipient country can be expected.
- The majority of SSC support would be implemented in the form of TCTP and TCED programs which take place in the region. However, when the expertise necessary for the program cannot be found in the region, as in a project where advanced technology is required, the possibility of cross-regional cooperation should be considered.
- Asia-Africa cooperation, a type of SSC is partly managed by the JICA Regional Support Office for Eastern and Southern Africa. The mechanism of identification of African needs, research of Asian resources, and their matching is being examined by JICA. It would not be enough when these works are conducted by only one staff in the office. Since matching the needs and resources is an extremely important task, it is recommended that the number of staff in the JICA office should be increased, and that some staff in JICA Offices in Asia region should be assigned to carry out resource research on Asia.

Secondary Evaluation by External Experts

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Comment on the Report: Thematic Evaluation on "South-South Cooperation"

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This Report (the Report on the Thematic Evaluation on "South-South Cooperation") is the report of evaluation study conducted in the fiscal year 2005, which "aims to indicate the ways and means for more efficiently conducting South-South Cooperation (SSC)". This memorandum reviews the Report and provides some comment focused on the general part, recommendations and the part of the Lain America in the Chapter 3: Case Studies.

1. In Reviewing the Report and Providing the Comment

Support for SSC leads to the expansion of aid resources and facilitates the intra-region cooperation, moreover it is also an effective means for promoting the capacity development of developing countries, and in this sense this evaluation study is considered to be highly opportune and significant.

On the other hand, as the Report points out that Support for SSC involves a greater number of concerned persons and is complicated in procedures compared with the bilateral assistance, as such Support for SSC is not limited to a simple addition of one concerned country. In case of assistance, needless to say, close communications and coordination are always required, but in case of SSC the three-way coordination - between implementing and recipient countries; Japan and implementing country; and Japan and recipient country - is required, and it is meant that compared with the bilateral assistance between Japan and recipient country, the need of communications and coordination becomes three times. Moreover the directions and objectives of three parties to the aid projects often vary each other.

This is one of the most important features of SSC, which results in its merit as well as demerit, accordingly this evaluation exercise is conducted on such an aid modality accompanying the complicated situation, thus, needless to say, encountered many difficulties. I recall the same feelings when I conducted an evaluation of SSC focused on JCPP six years ago, with the request of the Evaluation Unit of the Department of Economic Cooperation, the Ministry of Foreign Affaires. Furthermore since this study conducted a similar exercise for three regions in the world, it inevitably becomes a wide ranged study including the horizontal comparisons, and may be difficult to draw the conclusions. In considering these conditions, this study, which looks into the vast references, summarizes the complicated SSC into the concise descriptions, and draws the recommendations to be referred for the future, is put with a high value.

The difficulties inherent to reviewing SSC as stated above are equally applied to engage in a secondary evaluation of the Report. In conducting an evaluation, it needs to possess sufficient information regarding not only the situations of both implementing and recipient countries but also the relationships between the recipient country and Japan, between the implementing country and Japan, and between the recipient and implementing countries. In the case of myself, in addition to an experience of the above study requested by the Evaluation Unit, I incidentally had a chance to visit Chile at the end of 2005 during holidays, and at that time exchanged the views with many people including Mr. Ezuka, the resident representative of the JICA Office, regarding the future of cooperation with El Salvador through the JCPP schemes and was given a great deal of reference materials. These experiences have made a great contribution in reviewing the Report (Taking this occasion, I wish to express thanks to Mr. Ezuka and the staff of JICA Chile Office).

Even so, it is not an easy task to review the Report in ten days or so, which is a result of efforts of the study team for more than one year. It is why I was reluctant to accept the assignment. Therefore I wish to draw the readers' attention to the fact that this comment has been prepared with limited information and in a highly restricted period. Therefore there is a possibility to present an irrelevant comment caused by the shortage of information, if so, I ask a forgiveness of readers. Moreover I wish to add that this memorandum is naturally prepared in a personal capacity.

2. Positioning of SSC in Respective Policies and Strategies of Three Parties of Recipient Countries, Implementing Countries and Japan

This evaluation exercise cites three points as the objectives of the study. The first point is, in short, "the positioning of SSC in respective policies and strategies of three parties of recipient countries, implementing countries and Japan (hereafter called Three Parties)". The contents of the Report on this subject is somewhat unsatisfactory since it tends to focus on micro aspects and the analysis of several important aspects, in which the concerned people with aid as well as the general public may be interested, is not much conducted.

In case of Japan, the Report provides the description to the positioning in the ODA Charter and the officially expressed views of Japanese Government at the United Nations and other forums, thus they tend to represent the official views. Many people may be concerned with the aspect of costs versus benefits of aid. While this is mentioned in the JICA's Mid-Term Plan, under the present tight ODA budget, the interest in this matter has ever been increasing, thus the issue would have been discussed more in detail in the Report. Within the total ODA budget, the amount allocated to SSC is considerably small. Compared with the amount, it is widely viewed that the outcomes of SSC is very significant, which if examined and analyzed in detail (though the definition of the SSC budget in its strict sense is difficult), it should be highly significant to the evaluation.

On the other hand, in connection with SSC, the so-called “Aid with visible faces” is often referred to. In evaluating SSC, although this aspect, including the judgment of its appropriateness, cannot be avoided, it is somewhat surprising that the Report hardly touched on this matter. It relates to the corresponding part of the recommendations, which is discussed later.

Next is the viewpoint of diplomatic and international relationships, which closely link to the success or failure of SSC. Based on the analysis of case studies in Chapter 3, the facilitating and impeding factors for attaining outcomes are discussed in Chapter 5. Among other things, the existence of leading implementing agencies/institutes, particularly the educational ones, is emphasized. It is followed by strong interest and involvement of related organizations particularly the JICA Office, the system that enables cooperation of related organizations, the clear positioning of SSC by related organizations, the clear understanding of the outcomes by recipient organizations, the communications between implementing and recipient organizations and the common language. Six impeding factors are then indicated.

However what highly related to the success or failure of SSC is the relationship among the Three Parties, particularly that between the implementing and recipient countries. This is one of the most prominent features in SSC and the point to be most taken into account for the success of SSC. In other word, a friendly and trustful relationship between the implementing and recipient countries is an important precondition of success, and in addition the implementing countries should be highly respected by the recipient countries, especially regarding the development experience and technology level. Even though a country has a capacity to become an implementing country, if it has various problems (particularly diplomatic ones) with a recipient country or reportedly such problems as corruption and human rights violation and is criticized by the society of recipient country, SSC would never succeed.

Even though such problems are not apparent and the Latin American countries have the common language and culture, the relationship among countries are complex, therefore a sufficient attention should be paid to the relationship between implementing and recipient countries and its developments. As pointed out in the Report, the implementation issues should not attract the sole interest, and the diplomatic relationship among the three countries and international relationship relating to cooperation, which is the pre-condition of success of SSC, should not be neglected. In this sense, it is felt indispensable that the Report should explicitly point out this aspect and conduct its in-depth analysis. Particularly this aspect should be emphasized as far as the prime objective of this study is the positioning of SSC in the strategies and policies of Three Parties.

In this connection, in the section entitled as the reason of selection of El Salvador as a study

country (Appendix 1), El Salvador is selected because it has the many records among the countries receiving JCPP. Many records would underline the general success, but a wider viewpoint may be required to analyze the factors of success. In the section of Latin America region, the Report takes Mexico as a reference country, therefore there are only two countries subject to the study: Chile as the implementing country and El Salvador as the recipient country. With these two countries alone, it is considered to be difficult to undertake a success/failure analysis from the wide aspect as stated above. In the field survey of Chile, no comparative analysis including several recipient countries is conducted, thus as far as Latin America region is concerned, it is suspected that the ground for drawing a conclusion of the facilitating and impeding factors in section 5.3.2 is missing. Moreover in conducting a comparative analysis among three regions in the world, the cases of Chile-El Salvador are prominently successful in Latin America region, therefore they may not properly represent the region.

Important is that an analysis of why the Chile-El Salvador cases succeed from a broad aspect (particularly the diplomatic and the long-term friendly trust relationships). In order to supplement the Report, a comment below is provided. As an element of success, it needs to cite the long friendly relationship between Chile and El Salvador, which has been nurtured by two counties. It goes back to the era of President Carlos Ibañez del Campo of Chile, and in recent years it has developed on the basis of such as the reform of El Salvador economy with the assistance of many Chilean macro-economists and the continuous cooperation of the Chilean police to the El Salvador police. The active and sincere diplomatic efforts of the Chile Embassy in El Salvador for strengthening the friendly relationship should attract a particular attention. For example, even before the current El Salvador government of Antonio Saca was established, Chile invited many important persons in the central positions of the government, which has been continuing after the start of the government. The President Ricardo Lagos of Chile, who attended the inauguration ceremony of President Saca, gave a speech before many invited leaders of government and the private sector, and indicated the main features of social policies and the elements of its success. Afterward, the Saca government brought the Red Solidaria Policy into effect in a short period, which was similar to those conducted in Chile as the poverty mapping and the Chile Solidario Program. With the relationship between the implementing and recipient countries as the background, it should not be underestimated that the success and expansion of JCPP in El Salvador was realized.

The second point to be indicated is the incessant effort of the local ODA task force in El Salvador (hereafter called the local ODATF) toward the success of JCPP. The staff of the Chilean Embassy in El Salvador is small in size, and the budget locally available is also limited. At the outset, the Ambassador of Chile and the staff of Embassy had not enough information of the significance of JCPP as well as the outcomes of the Japanese cooperation to Chile. There were two occasions that the Ambassador of Chile acknowledged these matters. One of the occasions was that

when in the “Global Families (Chikyu-Kazoku)”, a NHK television footage produced by JICA, the salmon project in Chile dubbed in the Spanish was broadcast by a local television station, the Ambassador of Chile played a role. At this occasion, a document analyzing the salmon project history from the Chilean side, published by Fundación Chile, was provided and referred to.

The second point is the fact that Mr. Arturo Vergara, Ms. Mami Yamada (an expert then succeeded by Mr. Fuse) and others from Chile often visited El Salvador, exchanged the views and shared the information and acknowledgement with the concerned people regarding the desirable features of JCPP. For example, this year, to make planning for the fiscal year of 2006, a two-day meeting was held composing of the local ODATF (the core members), the Ambassador of Chile, the staff of Embassy, Mr. Vergara and other mission members from AGCI, the Director of External Cooperation Department of the Ministry of Foreign Affaires of El Salvador and its staff, which was followed by two gatherings with dinner. Moreover in the occasion of “the Seminar of Capacity Development for SSC: the Evaluation/Follow-up Meeting on the Basis of the Bogota Agreement” held in El Salvador, the core members of local ODATF actively participated and made an effort to generate a consensus among the concerned people regarding the desirable features of SSC. While the above examples took place since the beginning of 2006, similar activities have been continuously carried out, and each time when a JCPP mission visits El Salvador a dinner gathering is held in inviting the concerned people of the Japanese or Chilean side, it is considered that such an incessant effort by the concerned people must greatly contribute to the success of JCPP in El Salvador.

The third point is the active campaign and dissemination of outcomes concerning the significance of JCPP by the concerned people at both Japanese and Chilean sides in El Salvador. From such a point of view, the participation of private organizations, which meet such conditions that they are well known internationally, recognized by the government and play a role of opinion leaders, is also indispensable. In El Salvador, as an example, the El Salvador Economic and Social Development Fund (FUSADES) is referred to. It is highly important to conduct these activities with the participation of not only the agencies/institutes related to the government but also the private organizations like FUSADES, from the aspect of the dissemination of cooperation outcomes and for enhancing the acknowledgement of both the state and private sectors regarding JCPP.

Moreover regarding the campaign and dissemination of SSC centering on JCPP, a 300 pages report entitled “the Cooperation Model in the 21st Century: Chile, El Salvador and Japan” edited by the Chilean Embassy in El Salvador and the local ODATF staff is the first and epoch-making publication concerning JCPP. This publication is distributed and widely read among the concerned people of the El Salvador government and the private sector. The editing work was enormous, and the efforts devoted by the Ambassador of Chile in El Salvador, the local ODATF, Ms. Mami

Yamada, who was assigned as an expert to AGCI, and other persons are highly appreciated.

3. Regarding the Recommendation

In Chapter 6, under the title of “Cross-regional Issues and Recommendations”, various recommendations are made. Since some of the recommendations need more information for preparing the comment, thus I withhold it for the time being. Instead, a comment is given to the following points:

At first, regarding the clarification of the positioning of Support for SSC in the concerned agencies/institutes in recipient countries, the role to be played by the local ODATF is described ((1)-a)). I feel that it may give an abrupt impression to many people. It is because the effort paid by ODATF so far is not examined at all in the main text of the Report. Furthermore as far as I read the Report, the word of ODATF only appears in two places where the existence of the local ODATF is referred to as the selection criteria in Appendix 1.

As a detailed description of the local ODATF is found, for example, in “the ODA White Paper 2004”, according to which from March 2003 to the time of this evaluation study was conducted (August 2005), they were established in 68 countries and have been engaging in the activities. In El Salvador as well, the local ODATF has already been working for about 3 years, and its incessant effort (especially of its core members) for leading JCPP to success, as stated earlier in the memorandum, is however not touched on in the Report, even in the part of Latin America region.

I fully agree with the role of the local ODATF. However, if its role is emphasized in “Recommendations”, as its pre-condition, a sufficient review on the effort so far made and the role played by ODATF should have been undertaken in the main part of the Report.

Next in (2) d), encouraging the communications between the implementing and recipient countries is mentioned. And finally in order to attain the objective, the Report proposes that in Africa and Latin America regions such system and institution as JARCOM, which encourages the communications among agencies/institutes in implementing as well as recipient countries, are to be established. Communications are important and nobody argue against this, but taking Latin America region as an example, an establishment of system and institution for facilitating the communications within the region is a future issue. At present the voices for establishing “a local ODATF of Central America-wide” are strongly heard. It follows the direction of the Tokyo Declaration and Its Action Program. In reality, however, the system connecting the recipient countries/region of Central America with the implementing countries (Chile, Mexico and others) would be built among the appropriate agencies/institutes in implementing countries, being “the local ODATF of the Central America-wide” as its center.

In (3) h), a recommendation is made with the title of “Reviewing the Process of Planning and Implementing Third Country Group Training” Here as the outstanding issue, it is pointed out: “the official procedure for those programs have been carried out through diplomatic channels, such as local organizations in charge of international cooperation in implementing countries, and embassies in recipient countries. This means that actual implementing organizations and recipient organizations are not directly linked”. If such a situation is regularly seen in Latin America region, it is certainly an important issue, and to facilitate to build such linkage will be one of the main roles of the local ODATF. It is equally important at the same time to link with the local ODATF in implementing countries.

Following the issues and recommendations common to all three regions, the recommendations for each region are presented. Among them in (2) Latin America region, the following three indications are found: “although Japan has concluded JCPP with Chile, the Japan’s aid strategies precedes that of Chile’s, in actual implementation of support programs on SSC.”; “the Chile’s capability as a donor country has been steadily developing. It is expected that, before long, Japan and Chile will become equal partners, instead of being in vertical relationship, and conduct the programs jointly.”; and “on the other hand, the approaches of Japan and Chile towards support programs are quite different in that Japan strongly requires the immediate effects of each specific program and country, while, Chile tries to broadly accommodate common needs of multiple recipient countries.”.

Since these three indications appear to be made in assuming of the description of the issues for promoting SSC in Latin America region in Chapter 3: Case Study Analysis for the Region, the comment is made here in line of this description. In the description, the technical cooperation among developing countries (TCDC) is emphasized. It is because it “would lead to an enhancement of the Japanese presence in the region”. Moreover the Report states: “it needs to change the approaches in the aspect for enhancing the Japanese presence from how the partner countries to be involved in the Japanese aid to how Japan can cooperate with the aid initiated by the partner countries.”. In this context, the Report mentions the region-wide seminars like “International Diploma in Quality and Equity Education” as examples.

This acknowledgement of the issue and the subsequent recommendations take the stance emphasizing the Japanese presence, and closely relate to the notion of “Aid with visible faces” in SSC as pointed out for some time. In this case, it may need to examine the region-wide seminars conducted by Chile in the framework of the technical cooperation among developing countries, in comparing them with other SSC schemes in terms of the effectiveness of enhancing the Japanese presence. Particularly as pointed out in the Report, Chile places an emphasis on the response to the

common need of several recipient countries, thus its approach is different from the Japanese one. Chile, as one of the means in this direction, has been actively conducting seminars. However as far as these seminars are conducted in the framework of JCPP, even Japan bears a considerable portion of cost, the lecturers of seminars are overwhelmingly the Chileans, thus it is suspected that these seminars may not strengthen the Japanese presence.

When a recommendation for changing the approach toward TCDC is made from the aspect of enhancing the Japanese presence, at the same time it needs to examine and to present a recommendation on how to secure the enhancement.

Now back to Chapter 6: Recommendations, the part of Latin America region. As stated earlier, after indicating the above three points, the following recommendation is made: “Therefore, for the effective support programs on SSC in this region, the need of close discussion with implementing countries should be emphasized for formulating and implementing the programs. The following aspects should also be taken into consideration; 1) maintaining the Japanese policies on international aid, 2) understanding the conditions of programs, such as implementing countries’ policies, budget, and partially developed aid delivery mechanisms, 3) programs being beneficial for both Japan and implementing countries, and 4) achieving positive outcomes for recipient countries.”. I basically agree with this as it is the far-reaching goal, but at the same time ponder that many people might suspect whether there is a realistic means so as to actually conduct activities following the recommendation. This suggestion is also annexed with a footnote stating to refer to: “(1) Asia Region, b) Promotion of Reviewing the Partnership”.

Looking into the recommendation of the corresponding part, which states: “when engaging in programs with a partner country of PP, the type of programs whether it would be “PP-programs (where partners take equal roles)” or “Japan’s programs with some support of the partner country” should be clarified. ---- In order to make technical cooperation more effective, the technology and experience of the developing countries are very valuable. Therefore, PPs should be increased, and the joint projects under the PPs should be given more recognition.”

This recommendation is originally referred in the footnote, but it is not clear how to refer to the recommendation, yet at least the definition of “PP projects” should be indicated in details. For example, some JCPP projects may support the Japanese bilateral assistance in recipient countries while some may support the Chilean bilateral assistance in recipient countries. At present the number of bilateral assistance projects of Chile is substantially small compared with that of Japanese bilateral projects, therefore the support for the Japanese bilateral assistance appears to be large, but as Chile makes a progress as a donor, the above two categories of assistance will be more balanced. Also in terms of the support for bilateral assistance, it may be possible to increase its

weight in transferring it to the collaboration with bilateral assistance. In addition, there remains a doubt that the cases in Asia cannot be discussed in an equal dimension as those in the Latin America.

4. Comment on Chapter 3-2: the Case Studies in Latin America Region

As the general comment, it is regrettable that in reviewing the outcomes of JCPP cooperation in El Salvador, little reference is made to the evaluation by the government and private sector of El Salvador. Above all, it is a surprise that the exchange of views was not held at the President Office which carries out the planning and formulation of foreign aid in connection with the Social and Economic Plan. The counterpart of the local ODATF for consulting the economic cooperation policy is the Chief of the President Office (the Chief Cabinet Secretary). Also the voice of the private sector is seldom reflected in the section. As stated earlier, FUSADES is always cooperative to JCPP and puts a high value on JCPP. It is felt that at least the opinions of FUSADES should have been referred to, which is also regrettable.

Next, the comment relating to the evaluation of several concrete projects is presented. At first regarding the cooperation with the ICESPO (Instituto Centroamericano de Estudios Superiores de Policia) seminar, the Report states: “it was confirmed that it contributed to improve the security situation in the Central America region as a whole.” The security situation of the region however has been aggravating for last few years. It may be useful if the following detailed descriptions could have been presented: if its contribution was confirmed then how, and if it contributed to a great extent, whether its further expansion would be desirable. In this part of the Report, the detailed review of individual projects is conducted and presented in the Boxes, and I appreciate the effort. While I have some other comment, it is omitted due to the limitation of space.

In the section of the impeding factors, there is a part entitled “Issues for Consideration”, where it states: “the JICA El Salvador Office felt that depending on activities, the management and operation of Support for SSC become a burden.” In this connection, I would point out that how much resources (staff and budget) are allocated to the JICA Office in a recipient country in case of such schemes as JCPP, because it may relate to whether they feel it as a burden or not. This question is also applied to the local ODATF, which is expected to play a role in the first part of Recommendations of the Report. If the local ODATF is expected to play such a role, it is hoped to discuss about the allocation of necessary resources.

5. Conclusions

Since this memorandum was written within the limitation as stated at the beginning, thus I have not expressed my views as full as I had hoped. Since the Report includes many important contents, it is felt that more time could have been given. As the length of memorandum exceeds the

pages initially allocated, and due the limitation of length, some parts could not express the views as fully as being hoped. For example, while there are many points that I agree, they could not be included due to the space limitation. As a consequence only questions are pointed out. Since I am highly interested in SSC like JCPP, and strongly wish its further development, I sincerely hope that the comment could provide some future reference so as to help the development. In any case, I acknowledge the Report, which is the first attempt in this sort to review a great amount of references, and carry out comparative analysis among regions under many restrictions, and highly appreciate the effort of the study team to this effect.

On the other hand, in view of the nature of study, it is considered to be difficult to conduct an in-depth study on the very contents of cooperation and in fact it had little time. From the standpoint of a commentator, it was hoped to provide the comment in fully taking the contents of cooperation in consideration. It is because I am highly interested in why the contents and outcomes of cooperation are available specifically to SSC, which cannot be conducted within the schemes of the conventional bilateral assistance. To embark a wide-ranged study and evaluation in future on what kinds of outcomes could be achieved through SSC on the basis of the contents of cooperation would be important. From this standpoint, I appreciate the in-depth study of some cases in the Latin America in the Report in presenting it the Boxes. In any case, I admit that this memorandum are obliged to provide the comment different from that of, for example, another Thematic Evaluation Report on “Mathematics and Science in the Primary and Secondary Education”, which principally relates to the contents of cooperation.

It is desirable to include the lists of references and referred information in this kind of reports. It is because such lists should be useful to the studies of similar themes and to the promotion of SSC.

Finally it is sincerely hoped that in taking this Report as an opportunity, the debates on SSC would be intensified, which would lead to its further development.

Comment on the Report: Thematic Evaluation on "South-South Cooperation"

Hiromitsu MUTA (Dean, Tokyo Institute of Technology)

This Report analyzes the present situation of the assistance to developing countries generally called South-South Cooperation (SSC), and describes its future issues. It is a unique evaluation report and has many implications. The following is the comments on the significance and several points of the future issues.

1. The Report Presents the Actual Situation of Various Forms of SSC

The word of SSC is often heard, but its contents are more complicated than what is generally thought. According to the relationship of the implementing countries/organizations of SSC and the recipient countries/organizations, SSC is classified into the following five functions; (i) effective use of the resources of developing countries (including the graduated countries from receiving aid) - Third Country Expert Dispatch etc.; (ii) Dissemination of the outcomes of Japan's technical cooperation - Third Country Training etc.; (iii) Collaboration among donors (the developing countries as partners and Japan) - Partnership Programs etc.; (iv) Support for technical cooperation among developing countries (TCDC) - the region-wide seminars etc.; and (v) Support for developing countries to become donors - technology transfers related to the formulation/ management/ evaluation of aid projects, etc. Needless to say, while an SSC activity may have more than one function among those described above, the Report, in applying those five functions, has successfully put many case studies in Asia, Latin America, and Africa in order, regarding the degrees of involvement and acknowledgement of the outcomes by concerned agencies/institutes.

Moreover in conducting a study by questionnaire to the JICA Offices and agencies in charge of international cooperation in implementing as well as recipient countries, the Report analyzes such issues as the positioning of SSC and its strategies, the collection and utilization of the information of SSC results, the involvement in planning and implementation of Third Country Training, and the understanding of follow-up and outcomes. As a result, the Report draws such issues that the involvement of organizations in recipient countries is generally low compared with those in implementing countries, and the understanding of outcomes and follow-up are weak even in implementing countries, yet it shows the facts that the difference among regions are wide and various conditions affect the implementation of SSC as well as the acknowledgement of concerned parties.

2. It Needs to Examine Who the Real Beneficiaries Are

Why the acknowledgement of outcomes is low in recipient countries. If the objectives and goals of individual SSC activities are clear, the recipients including organizations and individuals can be identified. It leads to make it possible to measure of the outcomes. This also relates to the matter of whether SSC is itself an objective or a scheme. Even if it is an objective, the real beneficiaries must exist. In assuming that the outcomes of cooperation enhance the utility at the recipients, it is basically important to strengthen the involvement of the JICA Office and concerned organizations at the recipient side so as to realize the outcomes. In other words, in the course of implementation of individual projects, such actions that the organizations in recipient countries including the JICA Offices procure the experts from third countries, and dispatch the trainees to third countries for making them receive the necessary training are the schemes that can be conducted on a regular basis. They are also acceptable from the efficiency viewpoints and clearly shown in the study results.

While Third Country Training takes place an important part of the JICA's training activities, in Third Country Training Program for Group conducted by Japan and implementing countries the recipients are diverse, and therefore the outcomes are not clearly acknowledged. Recipient organizations are passive and perceive the training offers as optional, thus a part of career development of the staff. Mismatches of needs and unbalances of required levels are observed. When they are not aware of the objectives, the outcomes would not be obtained. The Report also states that implementing organizations take training as the opportunities for promoting their overseas business and expanding the training activities within countries. If so, the beneficiaries are not only the trainees and the organizations to which trainees belong but also the implementing organizations. Then the outcomes are to what extent their training capacity is enhanced as a result of follow-up assistance to the organizations created by the past Japanese assistance.

On the other hand, in cases that Japan assists developing countries to become donors, or collaborates with them as the partners, it matters what the objectives are and what the final impacts are. The real outcomes may be the developing countries to become donors and from the sustainability aspect to become independent as donors. If so, the beneficiary is the implementing country. Needless to say, it needs to enhance the capacity of formulation, implementation and management of projects, and at the same time they should have the sufficient financial ability. To become donors is based on the autonomous development of economy. Among the countries that Japan has cooperated so far, some became donors. This is not the outcome of SSC, yet it is possible to say that Japan has assisted an aid receiving countries to become an assisting country. However a partner to become a donor should have its own goal different from that of Japan, thus it needs to examine to what extent the Japanese ODA should assist this process.

3. Toward the Effective and Efficient SSC

It is logical to consider that SSC is a modality of international cooperation, therefore is not an objective as its own. Accordingly SSC should not be expanded in the manner of however expenses are, instead only when SSC will bring the outcomes and can be conducted in an efficient manner, it should be implemented. Although SSC has the above five functions, in future all functions are not necessarily treated on an equal basis. It is important to conduct SSC activities in considering respective costs and benefits.

This Report analyzes the degree of acknowledgement of the outcomes of SSC. Since without acknowledgement no outcome realizes, it is possible to analyze the degree of acknowledgement of outcomes as the indicator of outcomes prior to the realization stage. However beyond the acknowledgement of outcomes, what is actually brought by SSC needs to be fully analyzed in a separate occasion. While Third Country Training in terms of travel and daily allowances is certainly less costly compared with the training in Japan, the outcomes may not be the same. Simply to acquire the knowledge and technology, if the essential part of the objectives of training is to make the trainees to recognize that is the Japanese cooperation, the conventional training may be better. If the outcomes of training held in Japan would be large depending on the trainees or the objective/goals of training, the training in Japan would be more effective in spite of its higher cost. It is meant that if such a distinction is possible, it is possible to enhance the cost-benefit ratio of the training conducted by JICA as a whole.

In spite of a seemingly good concept of SSC, it appears that its acknowledgment is low, since not only the outcomes spread over many countries but also there is a structural problem that the implementing countries are different from the recipient countries. Unless the involvement of recipient countries becomes high, the outcomes do not realize. It may be worthwhile to introduce a mechanism, in addition to the improving measures as described in the recommendation, that the JICA Offices in recipient countries share costs for implementation of SSC according to the extent of benefits. There is no improvement of service as far as a recipient enjoys it for free. The cost sharing would enhance the awareness and involvement of concerned parties, thus the outcomes. Taking a step forward, this can be applied not only to Third Country Training but also to the training in Japan. If the JICA Offices in recipient countries bear the burden of the training cost, the question is how many training courses could acquire the sufficient number of trainees.

Otherwise, it may be possible that the JICA Regional Support Offices covering both implementing and recipient countries would be responsible to SSC. As far as the responsibility of implementation, the degree of benefits and the cost sharing are separated each other, the management of effective and efficient cooperation activities would be difficult. Only a call for awareness enhancement cannot improve the cost-benefit ratio.

4. Achievement as an Evaluation Report

Although the Report is appreciated for its ambition of tackling with the difficult topic, a room remains for improvement as an evaluation report. At first, the way of arrangement of the contents and showing figures and tables vary by chapters. As several writers are involved, the coordination of the Report as a whole is not sufficient.

Secondly, from the viewpoint that SSC is not an objective but a scheme, the posture for analyzing the effectiveness of the scheme is not sufficient, and the arguments are not well focused. While there are descriptions that SSC should be a scheme, there are descriptions that it is an objective. Some confusion is observed.

Thirdly, while the utilization of third country experts and training opportunities expands the options of resource uses, and contributes to improve the aid efficiency, the analysis of such merits is not sufficient. For example, as Third Country Training are referred to in many places in the Report, an analysis and recommendations are hoped to be made in comparing it with a training program held in Japan or a distance training program, on which way is superior or inferior, and under what conditions it should be conducted.

The fourth point is that the recommendations are too general. Unless detailed proposals in respects of such issues as institutional building, positioning, coordination and sharing are made, the recommendations would not lead to the actual improvements.

Attachment

Attachment 1：Selecting Process of Target Countries

The methodology and justification of selecting target countries for field survey is mentioned below.

1 Methodology of selection

1.1 Criteria for selection

The criteria for selecting target countries for this study are established as a table below.

Table a-1 Criteria for selecting target countries for field survey

Viewpoint for Selection	Indicators
1. Effect of each scheme by JICA's Activities on Support for South-South Cooperation	= Presence of TCTP and TCED implementation
2. Effect of PP	= Presence of PP
3. Strategy for SSC	= Presence of ODA Task Force, Presence of Country Assistance Program
4. Strategy for Donor Coordination	= Presence of ODA Task Force (implementing country), Presence of PRSP(recipient country)
5. Strategy for Regional Cooperation	= Presence of a regional base of JICA and other organizations, Existence of capacity building programs for SSC implementation, Existence of achievement of regional cooperation such as Region-wide cooperation or Triangular Cooperation

1.2 Procedure for Selection

In order to select JICA's Activities on Support for South-South Cooperation for this field survey, the achievement of TCTP and TCED, which is indicators of the viewpoint for selection 1 in the table was put together. Firstly, the achievement of last two years was adopted as the achievement of 2002 and 2003 was the most fulfilled among the obtainable data. Secondly, among the countries that implement TCTP and TCED, the achievement of indicators for Viewpoint for Selection number 2～ number 5 was put together in "Table a-4 List of achievements and implementation structure of JICA's Activities on Support for South-South Cooperation". The target countries were selected by those comparisons. In the case of Africa region, Zambia is the only country which is implementing both TCTP and TCED, the achievement of Kenya which has a regional base was put together for comparison.

In other to select target recipient countries of the Support for SSC, countries that have an achievement to receive TCED are proposed as candidates. Among these candidate courtiers, the achievement for viewpoint for selection 1, 3, 4 was put together in the Table a-5 "List of achievements and implementation structure of Support for SSC recipient countries". After the comparison, the target countries were selected. The selected countries send participants to TCTP though a number of participants vary.

2 Justification for Selecting Target Countries

2.1 Asia Region

(1) SSC implementing countries：Thailand, Indonesia (ASEAN Secretariat)

< Thailand >

- The achievement is outstanding in the context of a number of TCED.
- In the SSC joint implementation with Japan, matching of recipient needs and resources is much emphasized.
- A Secretariat of JICA-ASEAN Regional Cooperation Meeting (JARCOM) is located in JICA Asia Regional Office.

< Indonesia >

- JARCOM is beginning to consider cooperation with the Initiative for ASEAN Integration.

(2) SSC recipient countries：Cambodia, Laos

< Cambodia >

- Being PRSP planning countries, ODA Task Force is active.
- It is a target country of the Region-wide Project by Thailand.
- Triangular Cooperation (Indonesia, Philippines, Thailand, and Malaysia) is received.
- As the SSC Implementing countries and the project details are diverse, SSC is comparable.

< Laos >

- It receives many TCED from Thailand. (24 Experts in 2002~2003).
- As most SSC received from Thailand, the effects by Thailand can be measured.

2.2 Latin America Region

(1) SSC Implementing countries: Chili, Mexico

< Chili >

- Chili government is very positive among PP conclusion countries, and the evaluation from the viewpoint of capacity development is expected[1].

< Mexico >

- It has the JMPP and one of the projects in El Salvador is implementing by the input from JMPP.

(2) SSC Recipient country: El Salvador

- It has much achievement among JCPP recipient countries. (TCTP, TCED, Mini Projects)
- It receives cooperation from the JMPP and the comparison of effects between JCPP and

[1] For example, the budget for JCPP has increased from 40.000 dollars (2001) to 450,000 dollars (2004).

JMPP is feasible.

2.3 Africa Region

(1) SSC Implementing country: Kenya

- Based on the Action Plan adopted in TICAD II, the AICAD was set up at the JKUAT in 2000. Since then, it has spread out the Regional Cooperation which contributes social/economical development and poverty reduction of East Africa region.
- The AAKCP which is as the mechanism of Needs Resource Matching and new Project Formation was started since 2005. It is deepening the cooperation with the AICAD.

(2) SSC Recipient country: Uganda

- It is an implementing country of the AICAD and AAKCP.
- It sends many participants to the TCTP implementing in Kenya.
- Japan plays an important role in donor coordination, and the standpoint for SSC can be examined in the context of donor cooperation.

Attachment2：Data for Selecting Target Countries for Field Survey

Table a-2　TCTP　Results(FY2003)

Region	Name of Implementing Countries	Number of Course	Recipient Region
Asia Region	India	1	South West Asia
（13 Countries, 74 Courses）	Indonesia＊	10	ASEAN
	Cambodia	2	ASEAN
	Singapore＊	16	ASEAN
	Sri Lanka	3	South West Asia
	Thailand＊	10	ASEAN
	Nepal	1	South West Asia
	Pakistan	1	South West Asia
	Philippines＊	11	ASEAN
	Vietnam	3	ASEAN
	Malaysia	10	ASEAN
	Laos	4	ASEAN
	China	2	East Asia
Africa Region	Uganda	2	Africa
（6 Countries, 16 Courses）	Kenya	8	Africa
	Zambia	3	Africa
	Senegal	1	Africa
	Burkina Faso	1	Africa
	Republic of South Africa	1	Africa
Europe Region	Hungry	1	Europe
（2 Countries, 3 Courses）	Poland	2	Europe
Oceania Region	Fiji	2	Oceania
（2 Countries, 3 Courses）	Samoa	1	Oceania
Middle East Region	Egypt＊	8	Middle East
（6 Countries, 27 Courses）	Syria	2	Middle East
	Tunisia＊	4	Middle East
	Turkey	2	Middle East
	Morocco＊	5	Middle East
	Jordan＊	6	Middle East
Latin America Region	Argentine＊	4	Latin America
（11 Countries, 35 Courses）	El Salvador	1	Latin America
	Costa Rica	2	Latin America
	Colombia	1	Latin America
	Jamaica	1	Latin America
	Chili＊	6	Latin America
	Dominica Republic	1	Latin America
	Panama	1	Latin America
	Brazil＊	11	Latin America
	Peru	2	Latin America
	Mexico＊	5	Latin America

Note 1）Add up when implementing country is precise.
Note 2）TCTP implementing county is highlighted.
Note 3）＊ Partnership Program concluded country
Source：Extracted from collected data of JICA South-South Cooperation Issue Based Task Force

Table a-3 TCED Results(FY2002～2003)

Region	Name of Country (Expert)	Achievement of Dispatch		
		Total Number	Recipient Country	
			Name of Country	Number of Expert
Asia Region	Indonesia＊	7	Cambodia	3
			Papua New Guinea	2
			Madagascar	2
	Singapore＊	1	Vietnam	1
	Thailand＊	31	Cambodia	2
			Kenya	2
			Nepal	1
			Bhutan	2
			Laos	24
	Philippines＊	1	Malawi	1
	Malaysia	1	Bangladesh	1
Africa Region	Zambia	1	Swaziland	1
Middle East Region	Tunisia＊	5	Nigel	2
			Mauritania	3
	Morocco＊	3	Guinea	3
Latin America Region Region	Argentine＊	31	Costa Rica	1
			Nicaragua	1
			Paraguay	15
			Venezuela	1
			Peru	13
	Costa Rica	2	Panama	2
	Chili＊	16	El Salvador	2
			Guatemala	1
			Dominica Republic	5
			Panama	2
			Peru	2
			Bolivia	2
			Honduras	2
	Paraguay	1	Ecuador	1
	Brazil＊	60	Ecuador	1
			El Salvador	2
			Guatemala	8
			Nicaragua	6
			Paraguay	13
			Venezuela	3
			Peru	22
			Bolivia	5
	Peru	1	Ecuador	1
	Mexico＊	49	El Salvador	7
			Guatemala	3
			Costa Rica	3
			Nicaragua	9
			Paraguay	8
			Peru	17
			Bolivia	1
			Honduras	1

Note 1） TCTP implementing county is highlighted.
Note 2） ＊ Partnership Program concluded country
Source：Extracted from collected data of JICA South-South Cooperation Issue Based Task Force

Table a-4　List of Achievements and Implementation Structure of JICA's Activities on Support for SSC

Region	Name of Implementing Country	Partnership Program	Technical Cooperation Project, Region-wide Cooperation, Triangle Cooperation etc.	Regional Base		Activeness of Stakeholders Coordination and Aid Implementation System（Note 1）			Achievement of TCTP（2003）（Note 2）		Achievement of TCED Dispatch（2002～2003）		
				JICA	UNDP and Regional Organization	PRSP Planning	ODA Task Force	Country Assistance Program	Number of Course	Recipient Region	Total Number	Name of Recipient Country	Number of Expert
Asia Region	Indonesia	✓			ASEAN Office	✓	✓	✓	10	ASEAN	7		
												Cambodia	3
												Papua New Guinea	2
												Madagascar	2
	Singapore	✓							16	ASEAN	1	Vietnam	1
	Thailand	✓	Region-wide Technical Cooperation Project（6 projects including Asia Pacific Center for Disability）、JARCOM Office(Note3)、Center of AAKCP（Note 4）	Asia Regional Office			✓	✓	10	ASEAN	31		
												Cambodia	2
												Kenya	2
												Nepal	1
												Bhutan	2
												Laos	24
	Philippine	✓			Mekong River Basin Regional Cooperation		✓	✓	11	ASEAN	1	Malawi	1
	Malaysia						✓	✓	10	ASEAN	1	Bangladesh	1
Africa Region	Zambia					✓	✓	✓	3	Africa	1	Swaziland	1
	Kenya			East-South Africa Regional Support Office, AICAD Secretariat（Note 5）			✓		8	Africa	None		
Latin America Region	Argentine	✓					✓		4	Latin America	31		
												Costa Rica	1
												Nicaragua	1
												Paraguay	15
												Venezuela	1
												Peru	13
	Costa Rica						✓		2	Latin America	2	Panama	2
	Chili	✓	Technical Cooperation Project "Strengthen JCPP"				✓		6	Latin America	16		
												El Salvador	2
												Guatemala	1
												Dominican Republic	5
												Panama	2
												Peru	2
												Bolivia	2
												Honduras	2
	Brazil	✓					✓		11	Latin America	60		
												Ecuador	1
												El Salvador	2
												Guatemala	8
												Nicaragua	6
												Paraguay	13
												Venezuela	3
												Peru	22
												Bolivia	5
	Peru						✓	✓	2	Latin America	1	Ecuador	1
	Mexico	✓	Technical Cooperation Project "The Support for SSC Strengthening Program"	Latin America・Caribu Regional Support Office			✓		5	Latin America	49		
												El Salvador	7
												Guatemala	3
												Costa Rica	3
												Nicaragua	9
												Paraguay	8
												Peru	17
												Bolivia	1
												Honduras	1

Note 1）Consider PRSP as a tool of stakeholders coordination. Signify the activeness of stakeholders coordination in terms of presence of PRSP. Signify the aid implementation system in terms of presence of ODA Task Force.
Note 2）Add up when implementing country is precise (ex.Africa region is exception)
Note 3）JARCOM・・・JICA-ASEAN Regional Cooperation Meeting. Started in 2002.
Note 4）AAKCP・・・Asia Africa Knowledge Cooperation Program（2005）. Supervised by JICA Tokyo.
Note 5）AICAD・・・African Institute for Capacity Development. A Region-wide Technical Cooperation Project targeted East Africa 3 Countries (Kenya, Tanzania, Uganda). Started full- scale phase (5 years) since August, 2002.
Source：Extracted from JICA "JICA Annual Report 2003" "JICA Annual Report 2004"、JICA Overseas Office HP、Ministry of Foreign Affairs "ODA White Paper 2004" .

Table a-5 List of achievements and implementation structure of Support for SSC recipient countries

Region	Recipient Country	Activeness of Stakeholders Coordination and Aid Implementation System（Note 1）			Achievement of Receipt	
		PRSP Planning	ODA Task Force	Country Assistance Program	TCED（2002～2003）	Technical Cooperation Project, Region-wide Cooperation etc. (～2004)
Asia Region	Cambodia	✓	✓	✓	5	Triangle Cooperation（Indonesia, Philippines, Thailand, Malaysia, Region-wide Project by Thailand
	Nepal	✓	✓		1	
	Bangladesh		✓	✓	1	
	Bhutan				2	
	Vietnam	✓	✓	✓	1	Region-wide Project by Thailand
	Laos	✓	✓	✓ (planned)	24	Region-wide Project by Thailand
Africa Region	Ethiopia	✓	✓			
	Uganda	✓				AICAD（Implementing country) (Note 2),AAKCP(Note 3)
	Guinea	✓				
	Swaziland				1	
	Tanzania	✓	✓			AICAD（Implementing country）、AAKCP
	Niger	✓				
	Madagascar	✓	✓		2	
	Malawi	✓			1	AAKCP
	Mauritania	✓				
Latin America Region	Ecuador		✓		1	JCPP(Note 4)
	El Salvador		✓		11	JCPP、Mexico
	Guatemala		✓		12	Mexico
	Costa Rica		✓		4	Mexico
	Dominican Republic		✓		5	JCPP
	Nicaragua	✓	✓	✓	16	JCPP、Mexico
	Panama		✓		4	JCPP
	Paraguay		✓		36	
	Venezuela		✓		4	
	Peru		✓	✓	54	JCPP
	Bolivia	✓	✓		8	JCPP
	Honduras	✓	✓		3	JCPP、Mexico

Note 1）Consider PRSP as a tool of stakeholders coordination. Signify the activeness of stakeholders coordination in terms of presence of PRSP. Signify the aid implementation system in terms of presence of ODA Task Force and Country Assistance Program.

Note 2）AICAD・・・African Institute for Capacity Development. A Region-wide Technical Cooperation Project targeted East Africa 3 Countries (Kenya, Tanzania, Uganda). Started full- scale phase (5 years) since August, 2002.

Note 3）AAKCP・・・Asia Africa Knowledge Co-Creation Program （2005). Supervised by JICA Tokyo.

Note 4）JCPP・・・Japan-Chile Partnership Program

Source：Extracted from JICA "JICA Annual Report 2003" "JICA Annual Report 2004"、JICA Overseas Office HP、Ministry of Foreign Affairs "ODA White Paper 2004".

Attachment 3：Schedule for Field Survey

1 Asia Region

1.1 Duration

August 21 ~ September 9, 2005(20 days)

Indonesia (Implementing country)：August 21 ~ August 24 (4 days)

Laos (Recipient country) ：August 25 ~ August 28 (4 days)

Cambodia(Recipient Country)：August 29 ~ September 2 (5 days)

Thailand (implementing Country) ：September 3 ~ September 9 (7 days)

1.2 Member

Evaluation Method/Evaluation Planning：Koichi Miyoshi

(Ritsumeikan Asia Pacific University, Graduate School of Asia Pacific Studies)

Statistical Analysis：Nariman Dahran

(Ritsumeikan Asia Pacific University, Graduate School of Asia Pacific Studies)

Evaluation Management：Toru Kobayakawa

(JICA Evaluation Planning and Coordination Team 8/28-9/9)

Survey Assistant：Surayati Binti Ibrahim

(Ritsumeikan Asia Pacific University, Graduate School of Asia Pacific Studies)(8/23-9/8))

1.3 Survey Schedule

Day	Date	Time	Survey Site
1	August 21(Sun.)		(Travel)Fukuoka–Jakarta
2	August 22(Mon.)	10:00 14:00	JICA Indonesia Office Embassy of Japan in Indonesia
3	August 23(Tue.)	10:30 12:15 15:00	Department of Foreign Affairs NAM CSSTC The ASEAN Secretariat
4	August 24(Wed.)		(Travel)Jakarta-Bangkok-Vientine
5	August 25(Thu.)	08:40 14:00 16:00	JICA Laos Office Ministry of Foreign Affairs Embassy of Singapore in Laos
6	August 26(Fri.)	10:30 11:30 14:00 16:00	Department of Housing and Urban Planning (DHUP) Water Supply Authority (WASA) The Faculty of Engineering of the National Laos University Laos, The Upgrading of IT Education Project (IT Bridge Course) Ministry of Health
7	August 27(Sat.)		Data Classification
8	August 28(Sun.)	18:20	(Travel)Vientiane–Bangkok–Phnom Pen
9	August 29(Mon.)	08:30 15:00 16:00	JICA Cambodia Office Ministry of Rural Development(Triangular Cooperation) Phnom Penh Water Supply Authority(Capacity Development)
10	August 30 (Tue.)	08:30 14:30	National Maternal and Child Health Center(Maternal Health) National Information Communications Technology Development

		16:30	Authority(IT) Council for the Development of Cambodia
11	August 31(Wed.)	08:00 14:30	National Institute for Education(science and mathematics education improvement) do.
12	September 1 (Thu.)	09:00 14:30	JICA Cambodia Office, Person in Charge Ministry of Posts and Telecommunications
13	September 2(Fri.)	09:00 10:00 14:30	Forestry Administration, Ministry of Agriculture, Forestry and Fisheries Report to JICA Cambodia Office Forestry Administration
14	September 3(Sat.)	10:30	(Travel)Phnom Pen – Bangkok
15	September 4(Sun.)		Data Classification
16	September 5 (Mon.)	09:00 13:30	JICA Thai Office, JARCOM Secretariat TICA
17	September 6(Tue.)	09:30 13:30	ASEAN Institute for Health Development, Mahidol University(AIHD) Institute for Population and Social Research, Mahidol University(IPSR)
18	September 7(Wed.)	09:30 13:30	King Mongkut's Institute of Technology Ladkrabang Water Department
19	September 8 (Thu.)	09:30 PM	National Agricultural Extension and Training Center, Kasetsart University(NAETC) JICA Thai Office
20	September 9(Fri.)		(Travel)Bangkok–Fukuoka(Tokyo)

2 Latin America Region

2.1 Duration

August 28～September 16, 2005(20 days)

El Salvador(Recipient Country)：August 28~ September 6(10 days)

Mexico(Implementing County：reference)：September 6 ~ September 7(2 days)

Chili(Implementing Country)：September 8 ~ September 16 (8 days)

2.2 Member

Policy Evaluation：Mimi Sheikh

(International Development Center of Japan (IDCJ))

Cooperation Impact Evaluation：Miyuki Okamura

(Kaihatsu Management Consulting. Inc. (KMC))

Evaluation Management：Makoto Iwase

(Japan International Cooperation Agency(JICA))(August 28～ September 2)

Survey Assistant：Cruz Sanchez Alejandor

(Ritsumeikan Asia Pacific University (APU))

2.3 Survey Schedule

Day	Date	Time	Survey Site
1	August 28(Sun.)	21:00	Study Team, Arriving at San Salvador
2	August 29(Mon.)	09:00 10:30 13:30	JICA El Salvador Office Ministry of Foreign Affairs National Academy of Public Security

		14:30 16:30	Ministry of Agriculture and Livestock Embassy of Japan in El Salvador：a courtesy call
3	August 30(Tue.)	08:00 09:00 11:00 14::30 16:00	Centro de Desarollo Pesquero (CENDEPESCA) “Plan to develop increased shellfish cultivation” Travel：San Salvador-Puerto El Triunfo “Plan to develop increased shellfish cultivation” Project Site Travel：Puerto El Triunfo–San Salvador
4	August 31(Wed.)	08:30 11:00 14:15 16:00	SICA, Direction of international cooperation Ministry of Education, Educational Planning USAID JICA El Salvador
5	September 1(Thu.)	08:00 14:00	Chili GCI・JCPP Project “Support to improve the management of cattle reproduction and rearing and productivity of the Santa de Lima farming union (AGAL)” Survey Team Meeting
6	September 2(Fri.)	08:00 10:00 15:00 16:30	Ministry of Environment and Natural Resources Embassy of Chili in El Salvador EXPORTA Gregory Mendez JICA El Salvador
7	September 3(Sat.)		Data Classification
8	September 4(Sun.)	06:15 10:15 16:45	Travel：San Salvador, Santa Rosa de Lima JCPP Project “Support to improve the management of cattle reproduction and rearing” Project Site, Dairy farmers (3 households) Travel：Santa Rosa de Lima–San Salvador
9	September 5(Mon.)	09:00 12:30 16:00 17:00	Central American University(”Project to improve construction technology to spread earthquake resistant homes” Ministry of Health(“Vector Control of Chagas”) JICA El Salvador Office : Reporting Embassy of Japan in El Salvador: Reporting
10	September 6(Tue.)	10:00	Tarvel：San Salvador-Mexico
11	September 7(Wed.)	09:30 11:30 14:30 18:00	JICA Latin America and Caribu Regional Office Centro Nacional de Investigaciony Capacitacion Ambiental (CENICA) Center for Natural Disaster Prevention (CENAPRED) Travel：Mexico–Chili
12	September 8(Thu.)	10:30 12:00 15:00 16:30	JICA Chili Office Embassy of Japan In Chili Meeting with a translator JICA Chili Office
13	September 9(Fri.)	09:30 14:00	Agencia de Cooperacion International(AGCI) Centro Nacional del Medio. Ambiente(CENMA)
14	September 10(Sat.)		Data Classification
15	September 11(Sun.)	07:30 09:30	(Okamura, Cruz Sanchez)travel：Santiago-Valvidia (Sheikh, Suzuki)Travel：Santiago–La Serena
16	September 12(Mon.)	 09:20 11:30 17:00 17:30 09:30 12:00 14:30	(La Serena Team) Pesquera San José S.A. North Catholic University North Catholic Universit, Courtesy to Dean Faculty of Dept. of Oceanography Travel：La Serena Santiago (Valvidia Team) National Center of Training and Capacitacion in Reproduction and Animal Management , Austral University(CENEREMA) Austral University, Dept. of Veterinarian Sciences Austral University Artificial Insemination Center

		16:00 17:20	JCPP　Project：El Salvador “Support to improve the management of cattle reproduction and rearing” Travel：Valdivia-Santiago
17	September 13(Tue.)	09:30 15:30	Corporacion Nacional Forestal(CONAF) Direccion de Promocion de Exportaciones(PROCHILE)
18	September 14(Wed.)	09:30 12:00 16:30 16:45	JICA Chili Office: Final Report FAO Latin America・Caribou Regional Office(RLC) (Sheikh and Okamura)Travel : Santiago–NY–Tokyo (Cruz Sanchez)Travel：Santiago-Mexico
19	September 15 (Thu.)		(Travel)
20	September　16(Fri.)	18:00	Sheikh and Okamura Arriving at Tokyo

3　Africa Region

3.1　Duration

September 4~September 23, 2005 (20 days)

Kenya(Implementing Country)：September 4~13 (9 days)

Uganda(Recipient Country)：September 14~ 23 (9 days)

3.2　Member

Leader：Hiroshi Okabe

(Kaihatsu Management Consulting, Inc.)

Cooperation Impact Evaluation：Kenichi Machida

(Kaihatsu Management Consulting, Inc.)

Survey Assistant：Naomi Stenning

(Ritsumeikan Asia Pacific University)

3.3　Survey Schedule

Day	Date	Time	Survey Site
1	September 4(Sun.)	20:40	(Travel) Haneda – Kansai – Dubai – Nairobi
2	September 5(Mon.)	12:10 15:30	(Travel) Nairobi, Kenya JICA Kenya Office / JICA Regional Support Office for Eastern and Southern Africa
3	September 6(Tue.)	09:00 10:30 11:40 14:00 15:40	Ministry of Finance Directorate of Personnel Management, Office of Prime Minster Ministry of Agriculture Ministry of Education, Science and Technology Ministry of Health
4	September 7(Wed.)	09:00	African Institute for Capacity Development (AICAD),
5	September 8(Thu.)	09:00 11:30	Jomo Kenyatta University College of Agriculture and Technology (JKUAT), AICAD
6	September 9(Fri.)	09:00	Technical Cooperation Project, Strengthening of Mathematics and Science in Secondary Education Project (SMASSE)
7	September 10(Sat.)		Data Classification
8	September 11(Sun.)		Data Classification
9	September	09:00	Kenya Forestry Research Institute (KEFRI)

	12(Mon.)	14:00	Kenya Medical Research Institute (KEMRI)
10	September 13(Tue.)	09:00 11:30 14:00	United Nations Development Programme (UNDP), Kenya Department for International Development (DFID), Kenya JICA Kenya Office / JICA Regional Support Office for Eastern and Southern Africa
11	September 14(Wed.)	08:00 14:00	(Travel) Nairobi – Kampala, Uganda JICA / JOCV Uganda Office
12	September 15(Thu.)	10:00 14:30	Ministry of Finance AICAD, Uganda
13	September 16(Fri.)	10:00 14:30	Nakawa Vocational Training Institute Mpigi District Local Government
14	September 17(Sat.)		Data Classification
15	September 18(Sun.)		Data Classification
16	September 19(Mon.)	10:00 15:00	Nakasero Blood Bank Secondary Science and Mathematics Teacher's Project (SESEMAT)
17	September 20(Tue.)	10:00 14:00	Kitebi Secondary School Kyambogo University, Faulty of Science
18	September 21(Wed.)	10:00 12:00 14:00	Ministry of Health UNDP, Uganda The World Bank, Uganda
19	September 22(Thu.)	09:30 15:10	JICA / JOCV Uganda Office (Travel) Kampala – Nairobi – Dubai – Kansai - Haneda
20	September 23(Fri.)	19:45	(Travel) Haneda

Attachment 4：List for Interviewees for Field Survey (Title Omitted, Order of Interview)

1 Asia Region

1.1 Indonesia

JICA Indonesia Office

Takashi Tsuji	Deputy Resident Representative
Yukimi Shimoda	Assistant Resident Representative

Embassy of Japan in Indonesia

Hiroshi Nawata	First Secretary (Chief Officer-ASEAN Division)
Masashi Kawano	Second Secretary (Economic Section)

Department of Foreign Affairs

Linggawati Hakim	Director of Non-UN Economic, Financial, and Development Cooperation, Department of Foreign Affairs (Director of Non Aligned Movement Center for South-South Technical Cooperation (NAM CSSTC)
Devdy Risa	Directorate of Non-UN Economic, Financial, and Development Cooperation, Department of Foreign Affairs

NAM CSSTC

SUBANDIYO	Assistant Director of Non Aligned Movement Center for South-South Technical Cooperation

The ASEAN Secretariat

Wilfrid V. Villacorta	Deputy Secretary General Association of Southeast Asian Nations
Thongphane Savanphet	Coordinator for Plus Three Relations, Bureau for External Relations and Coordination

1.2 Laos

JICA Laos Office

Shuichi Ikeda	Deputy Resident Representative
Hiroshi Murayama	Assistant Resident Representative
Tomomi Ibi	Assistant Resident Representative (KIDSMILE Project)
Akihira Sano	Project Formulation Advisor

Ministry of Foreign Affairs

Latsamy Keomany	Deputy Director General, Department of International Economic Cooperation, Ministry of Foreign Affairs

Embassy of Singapore in Laos

Scott Loh Cee Heong	First Secretary

Department of Housing and Urban Planning (DHUP)

Wataru Takashima	JICA Long-term Expert, JICA/WASA
Masahiro Okada	JICA Long-term Expert (Project Coordinator)

Water Supply Authority (WASA)

Noupheuak Virabouth	Director, Department of Housing and Urban Planning (DHUP), Ministry of Communication Transport Post and Construction

The Faculty of Engineering of the National Laos University Laos,
The Upgrading of IT Education Project (IT Bridge Course)

Southisombath Khamphoui	Vice Dean for academic Affairs
Somphone Kathavong	Director, Lao-Japan Technical Training Center (LJTTC), Faculty of Engineering, National University of Laos
Susumu Ikeda	JICA Expert (Technical Advisor)
Somask Choomchuay (Ph.D., DIC)	Associate Professor, Microelectronics, Digital Signal Processing, King Mongkut's Institute of Technology Ladkranbang, Department of Computer Engineering
Wiboon Promphanich, M. Eng.	King Mongkut's Institute of Technology Ladkranbang, Department of Computer Engineering

Ministry of Health

Chansavong	Training, DOR, MOH

1.3 Cambodia

JICA Cambodia Office

Juro Chikaraishi	Chief Resident Representative
Hiroto Mitsugi	Deputy Resident Representative
Shigeki Miyake	Assistant Resident Representative
Maki Muroi	Assistant Resident Representative
Mitue Tamagake	Program Assistant
Nhean Tola	Program Assistant
Tin Fesol	Former Project Assistant Manager (Triangle Cooperation)

Phnom Penh Water Supply Authority (PPWSA)

Visoth Chea	Assistant General Director, Secretariat-Training
Keiko Yamamoto	JICA Expert (Chief Advisor)
Mina Yariuchi	JICA Expert (Project Coordinator)

National Maternal and Child Health Center

Izumi Suzumori	Project Coordinator, Maternal and Child Health Project
Koum Kanal	Director, National Maternal and Child Health Center

Te Kuychiv	Anesthesiologist, Operation Department / ICU
Vong Sathiarang	PMTCP Program Coordinator

National Information Communications Technology Development Authority

Leewood Phu	Secretary General
Vat Chun	Deputy Secretary General in Enterprise Development
Yim Sure	Policy & Strategy

Council for the Development of Cambodia (CDC) / Cambodia Rehabilitation and Development Board (CRDB)

Heng Sokun	Director, Bilateral Aid Coordination Department, Japan - Asia Pacific - America
Sachiko Nishioka	Expert on Aid Coordination and Partnership
Ehum Samuang	Staff, Bilateral Aid Coordination Department
Dim Kimhon	Staff, Bilateral Aid Coordination Department

National Institute for Education, Ministry of Education, Youth and Sports

Im Koch	Director
Masaomi Kanamori	Emeritus Professor, Aichi University of Education
Tetsuya Murayama	Science Education Advisor, Science and Mathematics Center
Men Uaing	Deputy Chief, Department of Education, In charge of science and mathematics

Ministry of Posts and Telecommunications

Prum Sontha	Director General
Chin Bun Sean	Secretary of State
Meas Po	Deputy Director General of Dept. of Posts and Telecommunication
Mey Phoeung	Deputy Director General of Dept. of Posts and Telecommunication
Top Song Nguon	Director of Telecommunication Policies Regulation and International Relations
Ty John	Under Secretary of State
Kazuki Yamashita	JICA Long-term Expert

Forestry Administration, Ministry of Agriculture, Forestry and Fisheries

Chip Bunthavin	Chief, Administration and International Cooperation
Sokh Heng	Deputy Chief, Office, Community Forestry Office

1.4 Thailand

JICA Thailand Office

Hidetoshi Takama	Deputy Resident Representative
Kazuya Suzuki	Deputy Resident Representative

Yasuko Matsumi	Regional Program Formulation Advisor
Somsri Sukumpantanasan	Program Assistant

Thailand International Development Cooperation Agency (TICA), Ministry of Foreign Affairs

Panorsri Kaewlai	Director, External Cooperation Division II
Suthanone Fungtammasan	Development Programme Evaluation Unit
Veraya Jaru-Ampornpun	Chief, Fellowship Group 2, Human Resource Development Division
Vitada Sivakua	Programme Officer

ASEAN Institute for Health Development (AIHD), Mahidol University

Sirikul Isaranurug	Associate Professor, Director
Pantyp Ramasoota	Senior Advisor
Nate Hongkrailert	Assistant Director
Shafi Ullah Bhmiyan	Technical Expert

Institute for Population and Social Research (IPSR), Mahidol University

Churnrurtai Kanchanachitra	Director
Wassana Im-Em	Program Director
Yupin Vorasiriamorn	Lecturer

King Mongkut's Institute of Technology Ladkrabang (KMITL)

Tawil Paungma	Dean, Faculty of Engineering
Jongkol Ngamwiwit	Associate Dean for International Relations

Metropolitan Waterworks Authority (MWA)

Sonthaya Sinthuyont	Director, Oversea Training Division
Porntip Chatdarong	Staff, Waterworks Business Training Department
Sancharoen Vasasiri	Senior Training Staff, Oversea Training Division
Suwara Thamtchasri	Senior Training Staff, Oversea Training Division
Ratchaneekorn Wangkuakul	Training Staff
Chonticha Sae-Lim	Training Staff

National Agricultural Extension and Training Center (NAETC), Kasetsart University

Chukiat Ruksorn	Deputy Director
Rantana Aunghasit	Assistant Director of Extension and Training Officer
Charnyut Parnutat	Department of Agriculture Extension (DOAE)
Sirisak Pramsopee	
Thanatre Srisook	

2 Latin America Region

2.1 El Salvador

JICA El Salvador Office

Masayuki Takahashi	Resident Representative
Yukinari Hosokawa	Staff
Ernesto Rodríguez	Local Staff(JCPP Project "Support to improve the management of cattle reproduction and rearing and productivity of the Santa de Lima farming union")
Gregory Méndez	Local Staff(JCPP Project "Strengthen EXPORTA")

Ministry of Foreign Affairs

Carlos Alberto Rivas Santana	Director of America, General Direction of External Cooperation
Cony Hernández	Director of Asia, General Direction of External Cooperation
Yukiko Haneda	Development Planning Expert

National Public Safety Academy

Mauricio Cosme	Secretary General National Academy of Public Security/ICESPO

Ministry of Agriculture and Livestock

Juan Santos Fuentes Q.	OPA Division Chief of Planning and Projects
Luisa Angélica de Mejía	OPA Cooperation Technician
Edgar Aguilar Guevara	DGSVA (Chili TCTP ex-participant)
Héctor Daniel Martínez Arias	PROLECHE(Chili TCTP ex-participant)

Embassy of Japan in El Salvador

Akio Hosono	Ambassador
June Yoshimoto	Counselor
Shotoku Habukawa	First Secretary
Kumiko Kato	Special Advisor

Centro de Desarrollo Pesquero(CENDEPESCA)

Manuel Fermin Oliva	Director General
Reyna Pacheco	Coordinator

Technical Cooperation Project "Plan to develop increased shellfish cultivation"

Franklin A. López	Coordinator in Puerto El Triunfo and Under-manager of the Mollusk Project
Manuel Antonio Hernández	Biologist, Chili TCTP ex-participant
Rhina Jeannette Perez Rosales	Biologist
Marlene Galdaméz	Chili TCTP ex-participant
Federico Ascencio Segovia	Chili TCTP ex-participant

José Israel Chávez	Technical Advisor (Local Consultant)
Takashi Saito	Expert(Chief Advisor)
Nanako Takase	Expert (Project Coordinator)

Sistema de la Integracion Centroamericana(SICA)

Rubén Omar Orozco B.	Director of the International Cooperation Unit

Ministry of Education

Rolando Arturo Aguirre H.	Director of Planning
Irma Villeda	Manager of Cooperation and International Relations
Daniel Edgardo Madrid	Follow-up Coordinator (Chili TCTP ex-participant)

USAID

Kirk Dahlgren	Director of Office of Strategic Development
Norma Velázquez Castro	Office of Strategic Development

Ministry of Environment

Rina Castellacia de Jarquín	Manager of International Cooperation and Projects
Violeta Larde de Rodríguez	Specialist of International Cooperation and Projects

Embassy of Chili in El Salvador

Eugenia Morales Etcheverry	Ambassador of Chili
Arturo Vergara Moreno	Director of the Cooperation Agency of Chile (AGCI)

EXPORTA

Aldo Enrique Vallejo	Director

JCPP Mini-Project “Support to improve the management of cattle reproduction and rearing and productivity of the Santa de Lima farming union” (AGAL)

José Galileo Umanzor	Dairy Farmer, Recipient
Victor Manuel Reyes	Dairy Farmer, Recipient
Vidal Ventura G.	Dairy Farmer, Recipient
Victor Samuel Vázquez A.	Dairy Farmer, Recipient
Fernando Villatero	Dairy Farmer, Recipient
Alfonso Cruz	Dairy Farmer, Recipient
Tereso Cruz	Dairy Farmer, Recipient
Marcos Rubio	Dairy Farmer, Recipient
Noeeu E. Ortez	Dairy Farmer, Recipient
Narciso Eloy Malgur	Dairy Farmer, Recipient
Joaquín A.	Dairy Farmer, Recipient
Nelly del Cármen Salazar	Secretary
José René Meléndez	Dairy Expert, DGSVA, Project Person in Charge
Herber Ulises Martínez	Veterinary Surgeon,C/P, DGSVA

Edgar Alfonso Umaña R.	Dairy Engineer, C/P, DGSVA
Luis Fernando Apadillo	Technical Assistant, DGSVA
René Mariano Rosales	Dairy Engineer, DGSVA
Emilio Martínez Garbarino	Veterinary Surgeon, Chilian Expert, Austral University CENEREMA
Jorge Oltra Comte	Chilean Expert, Project Person in Charge, Austral University CENEREMA

Technical Cooperation Project "Project to improve construction technology to spread earthquake resistant homes"

Jorge Barreiro	Technical Cooperation Adviser
Oscar Armando López Trujillo	GACTEC Collaborator– Ministry of Public Undertakings
Alba Alfaro	Researcher of Central American University
Nicolás Elías Guevara Morales	El Salvador University Lecturer
Adry Viviana Flores Alvarado	El Salbador University Lecturer

Technical Cooperation Project "Vector Control of Chagas"

Mario Serpas	Director of Control and Epidemiological Vigilance
Kyoko Ota	Expert(Chagas Prevention)

2.2 Mexico

JICA Mexico Office

Ichiro Sato	Staff

JICA Latin America and Caribu Regional Office

Atsushi Kamishima	Director
Mitsuo Oba	Coordinator(JMPP・Regional Cooperation)

Centro Nacional de Investigacion Capacitacion Ambiental (CENICA)

Alma Delia Nava Montes	Deputy Director of Technical Assistance and Environmental Training of CENICA

Centro de nacional de Prevencion de Desastres(CENAPRED)

Carmen Pimental Amador	Director of Technical Services
Marcos Hernández Dávalos	Under-director of National and International Affairs
Oscar A. López Bátiz	Researcher

2.3 Chili

JICA Chili Office

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Cynthia Alvarez	Staff
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Agencia de Cooperacion International(AGCI)

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Centro National del Medio. Ambiente(CENMA)

Eugenio Figueroa B.	Executive Director
Jaime Durán Oportus	Coordinator of the Development and Institutional Strategy Unit
Paola Cofré C.	Coordinator of the School of Environmental Studies

Centro Nacional de Capacitacion y Entrenamiento en Reproduccion y Manejo Animal(CENEREMA)

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Jorge Oltra	General Director / JCPP Mini-Project “El Salvador AGAL, Head of Technical Coordinator
Emilio Martínez	Feeding and Management Area Specialist, TCED

Austral University Faculty of Veterinarian Sciences

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Jorge Correa	General Director
Renato Gatica	Professor

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Luis Pereira	Professor
Alfonso Silva	Professor
Juan E. Illanes	Professor
Jaime Meruane	Professor
Eduardo Uribe	Professor
Shizuo Akahoshi	Professor
Joel Barraza S.	Professor

Pesquera San José S.A.(Private Sector)

Humberto Monsalve A.	Chief of the Oyster Cultivation

Corperacion National Forestal (CONAF)

Samuel Francke	Course Director
Mario Pinto Q.	Technical Secretary
Rubén Reyes O.	TCTP Person in Charge
Roberto Yoma	Technical Secretary / TCTP Person in Charge
Ernesto Lagos E.	Journalist
Angela Riquelme	Secretary

Direccion de Promocion de Exportaciones(PROCHILE)

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3 Africa

3.1 Kenya

JICA Kenya Office

Yoshiaki Kano	Resident Representative
Tomoki Kananawa	Assistant Resident Representative
S. K. Kibe	Programme Officer (Education)

JICA Regional Support Office for Eastern and Southern Africa

Yoshihide Teranishi	Representative
Ryoichi Nambu	Assistant Representative
Yoshinobu Sugiyama	Project Formulation Advisor (Asia Africa Cooperation)

Ministry of Finance

D. K. Kieran	Director, External Resources Department
Charles M. Mutiso	Desk Officer, Asia and Pacific Desk, External Resources Department

Directorate of Personnel Management, Office of Prime Minster

Njoki Kahga	Senior Deputy Director
A. A. Guruba	Deputy Director
J. E. Anyago	Senior Human Resource Officer

Ministry of Agriculture

John Njoroge	Agricultural Officer

Ministry of Health

S.N.Muchiri	Deputy Chief Economist

Ministry of Education, Science and Technology

David K. Siele	Director, Higher Education
Agnesk Sila	Deputy Director, Higher Education
M. A. Dkath	Assistant Director, Higher Education

African Institute for Capacity Development (AICAD)

Andrew B. Gidamis	Executive Director
Joshat K. Mwatelah	Deputy Executive Director
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Atsutoshi Hirabayashi	Advisor, Administrative Management
Benedict Mtasiwa	Research & Development Director
Daigo Makihara	Resaca & Development Advisor
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C. Kajimba	Assistant Training & Extension Director
Jiro Nosaka	Human Development Planning Advisor
Kenji Kimura	Information Network & Documentation Advisor

Jomo Kenyatta University College of Agriculture and Technology (JKUAT)

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S. H. Okech	Registrar, RPE
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Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), Strengthening of Mathematics and Science in Secondary Education Project (SMASSE))

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Kenya Forestry Research Institute (KEFRI)

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Toshinori Hamaguchi	Project Formulation Advisor

Nakawa Vocational Training Institute

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Muwanga Godfrey	Training Manager
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Mpigi District Local Government

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Kaggawa Azaria	Extension Officer
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Nakasero Blood Bank

P. K. Kataaha	Director
Gertrude N. Arinaitwe	Scientist
Grace Awtawg Otekat	Senior Laboratory Technologist
Paul Senyonha	Technologist
Donety Vyeyr. Byabeure	Senior Medical Officer
George K. Tindarwesire	Manager, Financial and Administration

Secondary Science and Mathematics Teacher's Project (SESEMAT)

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Kitebi Secondary School

Florence Tinkumanya	Head Teacher

Kyambogo University, Faulty of Science

Aaron Wamanyama	Dean, Faculty of Science
Ben D. D. Enjiku	Head of Physics
George Ekol	Head of Mathematics
Mike Okuo-Imakit	Head of Sports science
Iuuus Oiok	Head of Chemistry
Sam Mugalu	Head of Biological Science

Ministry of Health

Jeremiahs Twa-Twa	Principal Medical Officer in charge of School Health

United Nations Development Programme (UNDP), Uganda

Sam Igaga Ibanda	Assistant Resident Representative, HIV/AIDS Specialist

The World Bank

Jesper Klindt Peterson	Programme Officer, Monitoring & Evaluation, Donor Harmonization

Attachment 5：History of SSC International Trends

Date		Venue	Name of International Conference	Adopted Action Plan	Overview
1950's	1950	Sri Lanka Colombo		Colombo Plan	・Started to develop South Asia, South East Asia and Pacific Region. Located in Sri Lanka, Colombo and hold the General Assembly once in two years. ・Japan was affiliated in 1954. ・Japanese government acknowledges that Colombo Plan should play an important role to promote the SSC. ・In 1994, Japanese government established UNDP's Japanese Human Resources Development Fund for the purpose of raising new donors. ・JICA has dispatched long-term experts (JICA staff) to the secretariat since October 1998 to re-activate Colombo Plan. The experts have conducted political advice including the SSC support.
1960's	1961		Conference of Non-Aligned Nations	Non-Aligned Movement:NAM	・Established by the call of developing courtiers that tried to maintain neutrality during the Cold War period. 114 affiliated countries as of August, 2003 (Japan is not affiliated.) ・Recently, tackled the North South Issues and the South South Issues. Adopted a resolution that put emphasis on the SSC in the Tenth Nonaligned Summit Conference in 1992.
	1964			Group of Seventy-Seven:G77	・The negotiation group of developing countries that was organized to unite and take an action against developed countries at the time of economical deliberation in the UN and UNCTAD etc.
1970's	1974			UNDP、SU/TCDC	・UNDP established the SU/TCDC(SPECIAL UNIT FOR TCDC) after the General Assembly in 1974.
	1978	Argentine・Buenos Aires	United Nations	Buenos Aires Plan of Action on Technical Cooperation among Developing Countries	・International Conference on TCDC（Note. 1）. Recommended definite 38 actions on promoting TCDC. e.g. "International organizations and developed countries should give financial support to developing countries (or organizations) that can contribute to TCDC." "The policy and procedure on technical cooperation should be improved to support TCDC. " ・Played a role of the first test case for promoting TCDC and expanding the SSC support.
1980's	May,1981	Venezuela Caracas	G77	Caracas Program of Action	・After discussion on various branches of economics to promote ECDC（Note 2), adopted as a detailed action plan for the promotion.
	Dec.,1983			Pere-Guerrero Trust Fund:PGTF	・Established by G77 to implement "Caracas Program of Action", used for a seed money and fund for supporting developing countries.
	1987			The South Commission	・Independent international commission composed of 27 members of well-known politician, researcher and diplomats from developing countries. Aimed at independence of the South and reasonable relationships with the North by means of promoting the SSC.
1990's	1990		The Committee of the South Final Meeting	The Challenge to the South	・Advocate the necessity of SSC in the context of the united South claiming transformation from the existing international economical structure controlled by the North. ・"The South Centre", succeeding organization is providing information, analysis and advice on international economic, society and politics to the South.
	Oct.5-6, 1993	Tokyo	The Tokyo International Conference on African Development:TICAD	Tokyo Declaration	・Aiming at promoting cooperation to Africa in the international society. About 1000 participants from 48 counties from Africa, 12 countries from recipient countries, EC, 8 international organizations. ・Specify the future promotion of SSC in terms of Asian experience and African development.
	Feb.,1994		Meeting on SSC		・Cosponsored by Colombo Plan and OECD Development Center. Realized by Japanese initiative.
	Sep.,1994		Meeting for Sage		・Japan proposed to make the SSC as the pillar of reactivating the Colombo Plan.
				UNDP "Fund for SSC"	・Japanese government established the Fund for SSC as a part of UNDP's Japanese Human Resources Development Fund.
	Jan.,1997	Costa Rica・San Jose		San Jose Declaration and Plan of Action	・Adopted "San Jose Declaration and Plan of Action" promoting cooperation and self-help effort of developing countries, after re-examining the Caracas Program of Action by G77 and China.
	Oct.19-21,1998	Tokyo	TICAD II	Tokyo Agenda for Action	・Cosponsored by Japan, UN and GCA. Participants from 80 countries, 40 international organization and 22 NGOs. Adopted Tokyo Agenda for Action that indicates definite goals. ・Based on the Tokyo Agenda for Action, AICAD for East African Region was set up at JKUAT in Kenya and expanded human development cooperation contributing to social/economical development and poverty reduction in the region. AICAD II is implementing from 2002 to 2007.
	2000	Cuba・Havana	Ist Summit for the South	Havana Programme of Action	・Positioned the SSC as an effective tool to solve problems caused by globalization. ・incorporated the proposal aiming at establishment of "Global Knowledge Partnership" in that developed countries will support the information technology of developing countries.
21 Century	Oct.,2001	New York	56th UN General Assembly	State of South-South Cooperation (Report to Secretary General)	
	Jul.,2002	New York	57th UN General Assembly	Measures to promote and facilitate South-South cooperation (Report to Secretary General)	
	Sep.29-Oct.1,2003	Tokyo	TICAD III	TICAD 10's Anniversary Declaration	・Over 1000 participants including 12 African head of states, about 20 leaders of international organization and many Cabinet ministers. "TICAD 10's Anniversary Declaration" and "TICAD III Summery of the Chair" that would hand over the TICAD process to the future was released. ・As part of TICADIII follow-up, the promotion of SSC (Asia-Africa Cooperation, Africa Regional Cooperation) is planned. Cabinet ministers from Indonesia, Malaysia and Vietnam attended and made statements in the conference, besides Thailand and China contributed much.
	Dec.16-18,2003	Morocco・Marrakech	G77 High-level Conference on SSC		・Reported the progress of Havana Programme of Action, conducted the mid-term evaluation and discussed measures for further promotion of the SSC

Note 1：TCDC・・・Technical Cooperation among Developing Countries。

Note2：ECDC・・・Economic Cooperation between Developing Countries。

Source：Extracted from JICA "Thematic Guidelines：JICA's Support for South-South Cooperation"、JICA HP "South-South Cooperation" http://jica.go.jp/global/detail/south/、Ministry of Foreign Affairs HP http://mofa.go.jp/mofaj/area/ticad/tc_0.html

Attachment 6：SSC Support of Other Donors

1 UNDP

Among international organizations, UNDP has the Special Unit for SSC and it has been designing the plan of "Buenos Aires Declaration" which could be called the root of SSC. UNDP has ever been evaluated as an opinion leader and the mainstream of the SSC Support. Currently, it focuses on the SSC Support to achieve objectives which was established in the Millennium Development Goal and the G77 "Havana Program of Action", in the field of health, private sector development, environment and ICT. In recent years, the Special Unit for SSC mainly manages the Region-Region Cooperation (Asia-Africa Cooperation etc.). Regional Cooperation (ASEAN Cooperation etc.

Japanese government established "UNDP's Japanese Human Resources Development Fund" in 1986 for the purpose of human resource development of developing countries. It has contributed an additional fund since 1996, limiting expenditure to the SSC alone in order to promote the SSC. It contributed a total of 7.1 million dollars to the Fund from 1996 to 2002, including 3.5 million dollars for the part of SSC.

2 Other Donors

The development of SSC Support by other bilateral donors and international organizations is much sporadic and scarce compared with that of Japan and UNDP. In recent years, USAID put effort into the SSC Support in the field of health and implemented its evaluation in 2002. The outcome was published in the report called "The SSC and Its Lesson Learnt.". In the report, the importance of "Definite Objectives", "Appropriate and Devoted Participants," "Continuous Monitoring" and "Follow-up Evaluation" is emphasized. It recommended that long-term support is much effective than short term one in terms of achieving capacity development.

EU aims at setting up the Free Trade Zone including EU and 12 Mediterranean countries and the regions. It promotes regional cooperation for the purpose of human resource development, promotion of cultural exchange and friendships. World Bank recently started free aids and it is supporting an environment protection project which is conducted by the cooperation between South Africa and Lesotho.

	Name of Organization	Overview of SSC Activities	Scope of Cooperation	Type of Cooperation
International Aid Organization	UNDP	Besides the Interregional Cooperation is implemented in the Special Unit for SSC, the Regional Cooperation is actively promoted in each regional bureau and country office. Headquater:New York	Interregional Cooperation、Regional Cooperation	Project, Training, Seminar, Symposium, Research, Expert Exchange
	FAO	The dispatch of TCED is implemented in the SPES started in 1994. Headquarter ：Rome	Interregional Cooperation、Regional Cooperation	TCTP
	UNIDO	The technical transfer in the industrial field is implemented through the SSC. In the training in India, the low cost architectural technology was introduced to African countries. The Brazilian expert of mango food processing technique was dispatched to Senegal. Headquarter: Geneva	Interregional Cooperation、Regional Cooperation	TCED、TCTP
	UNCTAD	The Trade Agreement between developing courtiers is occasionally agreed together with the technical cooperation. UNCTAD is promoting the development. (The cooperation in the field of science technology and IT is agreed between India and Mercosur.) Headquarter: Geneva	Interregional Cooperation、Regional Cooperation	Seminar, Symposium
	UNDRD	The UN organization that is conducting the training and research on regional development in developing countries. TCTP in the field of environment in China and Thailand was achieved. The partnership conclusion between Phnom Pen and two cities of the Philippines for the purpose of capacity development of local autonomy was also achieved. Headquarter: Nagoya, Regional Office: Kenya, Colombia	Interregional Cooperation、Regional Cooperation	TCTP、Promotion of Bilateral Partnership
	World Bank	The Cooperation to share the traditional knowledge between South Asia and East Africa is implemented. Although the joint research project for environmental protection between the South Africa and Lesotho is implemented, the regional cooperation is sporadic in general. In the Poverty Reduction Scale-Up Conference in May, 2004 at Shanghai sponsored by the WB, it defined the SSC as an important tool to scale up poverty reduction through sharing knowledge, transferring resources and strengthening capacity.	Interregional Cooperation、Regional Cooperation	Study Tour、Supporting Joint Research
	EU	The regional cooperation is promoted for the purpose of setting up the Free Trade Zone, human resource development, cultural exchange and friendship promotion by 2010 in the framework of the EU and Mediterranean Partnership (established in 1995). Headquarter: Belgium	Regional Cooperation	Seminar, Symposium
	CIDI（Inter American Council for Integral Development）	Established at Interamerican organization in 1996, it promotes various multi-lateral cooperation for the purpose of correcting disparity in the region. The horizontal cooperation is actively implemented to share the information, know-how and experiences in the region. Belgium： Washington DC	Regional Cooperation	Expert Dispatch、Training, Seminar, Symposium
	SAARC	The regional cooperation for economical, social and cultural development is implemented. Headquarter: Nepal	Regional Cooperation	Conference
Bilateral Aid Organization	CIDA	The Project formation and implementation in the third countries through the triangle cooperation is implemented in the framework of the support for donarization to the Middle Europe. The SSC including the ASEAN Regional Cooperation is actively promoted.	Bilateral Cooperation、Regional Cooperation	Project, Training
	USAID	"The SSC and its Lesson Learnt" was published in collaboration with the American Epidemic Management and Prevention Center. In the publication, the evaluation on the SSC is implemented and the recommendation for effective cooperation is made based on interviews to the USAID SSC	Bilateral Cooperation、Regional Cooperation	Network Support, Study Tour, Training, Conference
	AusAID	The joint economical cooperation in the third courtiers was agreed in 2001-2002 for the purpose of support for donarization to Thailand.	Bilateral Cooperation、Regional Cooperation	Partnership

Source：Extract from the organization's HP

Attachment 7：Questionnaire

(Questionnaire for JICA Oversea Office)

Questionnaire of the Specific Topic Evaluation “South-South Cooperation”

Name of Office：

Q1: What are the underlying policies of your organization for South-South Cooperation？

Q2: What are the strategies of your organization in implementing Third Country Training Program and Third Country Expert Program?

Q3: Please explain administrative procedure in implementing the Third Country Training Program and dispatching experts supported by JICA. How does your organization accumulate information and data on the Third Country Training Program and the Third Country Expert Program? If any, how and for what purposes does your organization utilize these information and data?

Q4: How and to what degree is your organization related to the formulation and implementation of the Third Country Training Program and the Third Country Expert Program?

★Program Formation and Planning：

★Program Implementation：

Q5: How do your organization conduct follow-up for the Third Country Training Program and the Third Country Expert Program?

Q6: What do you think were positive and negative effects of the implementing the Third Country Training Program and the Third Country Expert Program? How do you conduct the evaluation?

Q7: Has your office implemented any modality other than Third Country Training Programs and Third Country Expert Programs supported by JICA?

□ Yes. →please go to **Q8**

□ No. →please go to **Q9**

Q8: Please describe the summary and characteristics of modalities other than Third Country Training Programs and Third Country Expert Programs supported by JICA.

Name of Modality	Summary	Characteristics (Differences with JICA Program)

Q9: Please write freely here about your impressions and opinions regarding the Third Country Training Program and the Third Country Experts Program.

Thank you for your cooperation.

(Questionnaire for Implementing County)

COUNTRY:

NAME OF YOUR ORGANIZATION:

Q1: What are the underlying policies of your organization for South-South Cooperation?

Q2: What are the strategies of your organization in implementing Third Country Training Program and Third Country Expert Program?

Q3: Please explain administrative procedure in implementing the Third Country Training Program and dispatching experts supported by JICA. How does your organization accumulate information and data on the Third Country Training Program and the Third Country Expert Program? If any, how and for what purposes does your organization utilize these information and data?

Q4: Please give your comments on the administrative procedures concerning in the **Q3**, for future improvement.

Q5: How and to what degree is your organization related to the formulation and implementation of the Third Country Training Program and the Third Country Expert Program?

Q6: How do your organization conduct follow-up for the Third Country Training Program and the Third Country Expert Program?

Q7: What do you think were positive and negative effects of the implementing the Third Country Training Program and the Third Country Expert Program?

Q8: Has your agency involved in programs other than Third Country Training Programs and Third Country Expert Programs supported by JICA (For example, programs supported by UN or other international/multinational/regional agencies)?

□ Yes. →please go to **Q9**

□ No. →please go to **Q10**

Q9: What do you think were different of these programs with JICA's program?

Name of program	Funding Agency	Characteristics (differences with JICA's program)

Q10: Has your agency involved in modality of South-south cooperation other than the Third Country Training Programs and the Third Country Expert Programs? (For example: regional technical cooperation project, regional seminar, partnership program, mini project, and so on)

□ Yes. →please go to **Q11**

□ No. →please go to **Q12**

Q11: What do you think were different of these modalities with the Third Country Training Programs (TCTP) and the Third Country Expert Programs (TCEP)?

Name of Modality	Funding Agency	Characteristics (differences with TCTP and TCEP)

Q12: Please write freely here about your impressions and opinions regarding the Third Country Training Program and the Third Country Experts Program.

Thank you for your cooperation!

(Questionnaire for Recipient County)

COUNTRY: _____

NAME OF YOUR ORGANIZATION: _____

_____

Q1: What are the underlying policies of your organization for South-South Cooperation?

Q2: What are the strategies of your organization in sending trainees to participate in the Third Country Training Program and in receiving experts of Third Country Expert Program?

Q3: Please explain administrative procedure in sending trainees to participate in the Third Country Training Program and in receiving experts supported by JICA. How does your organization accumulate information and data on the Third Country Training Program and the Third Country Expert Program? If any, how and for what purposes does your organization utilize these information and data?

Q4: Please give your comments on the administrative procedures concerning in the **Q3**, for future improvement.

Q5: How and to what degree is your organization related to the formulation and implementation of the Third Country Training Program and the Third Country Expert Program?

Q6: How do your organization conduct follow-up for the Third Country Training Program and the Third Country Expert Program?

Q7: What do you think were positive and negative effects in sending participant to the Third Country Training Program and receiving experts of the Third Country Expert Program?

Q8: Has your agency involved in programs other than Third Country Training Programs and Third Country Expert Programs supported by JICA (For example, programs supported by UN or other international/multinational/regional agencies)?

□ Yes. →please go to **Q9**

□ No. →please go to **Q10**

Q9: What do you think were different of these programs with JICA's program?

Name of program	Funding Agency	Characteristics (differences with JICA's program)

Q10: Has your agency involved in modality of South-south cooperation other than the Third Country Training Programs and the Third Country Expert Programs? (For example: regional technical cooperation project, regional seminar, partnership program, mini project, and so on)

□ Yes. →please go to **Q11**

□ No. →please go to **Q12**

Q11: What do you think were different of these modalities with the Third Country Training Programs (TCTP) and the Third Country Expert Programs (TCEP)?

Name of Modality	Funding Agency	Characteristics (differences with TCTP and TCEP)

Q12: Please write freely here about your impressions and opinions regarding the Third Country Training Program and the Third Country Experts Program.

Thank you for your cooperation!