

Chapter 2 Cooperation Modality

Technical Cooperation Projects

Tailor-made cooperation responding to individual needs



Techniques for cultivating and controlling crops and trees are transferred to farmers in a forest classroom whose aim is the recovery of farming land and forests and the self-reliance of farmers. (Intensification of Farm Forestry Activities In Semi-arid Area Districts in Kenya)

Outline of Technical Cooperation Projects

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

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

providing necessary equipment. In order to meet a broad range of needs in developing countries effectively and efficiently, cooperation plans are tailor-made for each issue jointly with the partner country and implemented.

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

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

Implementing Effective Projects

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

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

Furthermore, JICA promotes the use of private sector human resources, contracts projects to private organizations, and makes

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

JICA proactively responds to new diversifying aid needs by grasping those needs specific to region and country to draw up cooperation plans.

From the viewpoint of stronger support for good governance as well as cooperation for intellectual support for financial and monetary policies and legal systems, JICA sends policy advisors to a central government organization responsible for policy formulation, providing vigorous support for institution-building and policymaking in various areas. Since reconstruction following conflicts or natural disasters in countries like Sudan and Pakistan requires quick and wide-ranging support, JICA aims to formulate and implement more flexible and effective projects than it did in the past (see pp. 11-14).

Training Program in Japan

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



Training in a neonatal ward, Nursing Management of Maternal and Child Health for African Countries (JICA Tokyo)

Photo by Kenshiro Imamura

Outline of Training Program in Japan

Training Participants Contributing to Nation-building

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

Since its launch in 1954, the scale of the program has continued to grow. In terms of the content, JICA provides training programs related to global issues such as the environment and HIV/AIDS and newly-emerging issues such as support for democratization and transitions to a market economy, in addition to basic development fields such as administration, public works, agriculture, forestry and fisheries, education, health and medical care, mining, and industry.



Training participants learn the Koban system at a Koban in Osaka, in the Comparative Study of Police System for Republic of Indonesia. (JICA Tokyo)

Photo by Kenshiro Imamura

Since its launch, JICA has accepted approximately 190,000 participants in this training program in Japan. In fiscal 2005, 8,231 people took part in the program.

Former participants of these training courses are now contributing to their own nation-building in various ways, for example, as national leaders, top-ranking researchers, administrators, and the leaders of farming community remote from the capital.

Transition to Issue-specific Training

About half of the training courses in Japan are carried out in groups. These training programs utilizing Japan's experience and knowledge are offered to a set of developing countries. However, in order to offer courses that not only introduce Japan's technology and experience but also directly provides solutions to the issues they face in their country, JICA makes efforts to improve the quality of training from various aspects and add higher value.

As part of such efforts, JICA has been promoting a framework in which the training participants are required, before they leave Japan, to work out a plan of action that they intend to implement back home, and of these plans, important and feasible ones can be the subject of follow-up support provided by JICA.

Acceptance of Foreign Students

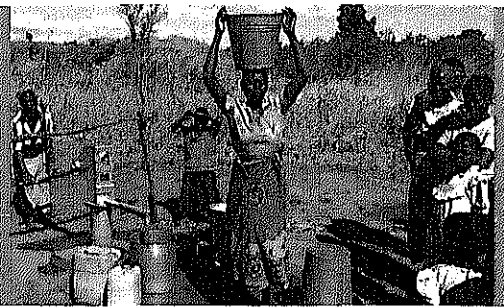
In addition to conventional training programs, in fiscal 1999 JICA started a long-term training program that accepts foreign students who wish to receive Master's and Ph.D degrees in Japanese universities with the aim of acquiring more advanced expertise and skills. Young administrative officers, researchers, and businesspersons who are prospective leaders of developing countries can participate with the recommendations from their government. In fiscal 2005, about 104 people participated in the program.

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

In addition, Japanese grant aid for human resources development scholarships commenced in fiscal 2000, and its implementation (by the Ministry of Foreign Affairs) is facilitated by JICA. This scheme was conducted for 10 countries, and 240 eligible young administrative officers and businesspersons came to Japan to study in fiscal 2005.

Grant Aid

Fund aid for building social and living infrastructure



Village women using a hand pump well (The Project for Development of Groundwater in Lilongwe-Dedza in Malawi)

Grant Aid Program and JICA's Work

Grant aid is a program where the Japanese government provides funds to the governments of developing countries without the obligation of repayment in the form of ODA. The aim is to support the self-help efforts of the recipient country through the implementation of a project.

JICA's work can be classified into 1) preliminary examination that checks the content of grant aid, the scale of the projects, and the approximate costs; 2) facilitating activities that examine grant aid projects which begin after the signing and exchange of intergovernmental agreements (Exchanges of Notes [E/N]) and carry out other necessary activities to ensure that they are being executed appropriately; and 3) follow-up that aims to maintain or enhance the effects of an implemented project.

Recently, an increasing amount of more effective cooperation has been provided in a combination of hardware assistance, such as construction of facilities and provision of equipment, and software assistance, such as technical guidance and human resources development. For instance, in order to help local people acquire maintenance and management know-how to operate equipment provided by grant aid, human resources development is carried out through the dispatch of experts from Japan and inviting them to Japan for training. In some cases, on the other hand, training and research facilities necessary for technical cooperation are built with grant aid.

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

Target and Procedures of the Program

JICA carries out the following procedures to implement a project.

1. Request

When a developing country wishes for grant aid from Japan, it must submit a formal request in writing to a local Japanese diplomatic mission.

The request for the grant aid has to satisfy the following criteria:

- a. High priority is secured in the social and economic development plans of the recipient country.
- b. It should contribute mainly to the stability of a democratic regime and the improvement of welfare.
- c. It should have high public demand despite low profitability.
- d. The recipient country has difficulties carrying out the project on its own and a loan is not suitable.
- e. Management system and budget are secured to implement the project effectively.
- f. There is no risk of assistance being channeled for military ends.

2. Study

In response to the approval notification for prior studies from the MOFA, JICA has a study team that includes private consultants to carry out studies in terms of the level of public interest, management and operation systems, and coordination with technical cooperation. Checkpoints of the study are basic conditions such as the purpose, content, effects, and optimal scale and environment of implementation of the grant aid. Project cost is estimated based on the study.

3. Examination

Based on the related documents, including the basic design

study report compiled during the study, the MOFA examines the content of the cooperation. Subsequent consultation between the MOFA and the Ministry of Finance takes place to secure the necessary budget. After certain formalities, the Cabinet decides whether the cooperation should be approved or not.

4. Implementation

Following the Cabinet decision, the grant aid project commences with the signing of an E/N, which stipulates the purpose and content of the cooperation, by the governments of Japan and the recipient country.

At the implementation stage of the grant aid project, JICA ensures that the construction of facilities and procurement of materials and equipment are carried out smoothly and properly. In a series of processes from conclusion of contracts to completion of construction and hand-over of materials and equipment, JICA gives advice to, has communication with, and provides instruction in the field to the recipient country's government and Japanese consultants.

5. Follow-up

After the completion of cooperation, the government of the developing country takes charge of maintenance and management. However, sometimes, unexpected problems such as the breakdown of equipment and insufficient budget undermine the operation of the project. Then, JICA provides follow-up cooperation as necessary; for example, the procurement of equipment and materials, dispatch of a repair team, temporary work, etc., to support the sustainability of the effect of cooperation provided to developing countries.

Citizen Participatory Cooperation

Promote citizens' understanding and participation in international cooperation



A participant in a development education study tour for teachers and children in the host village for a home-stay (Malaysia)

Various Citizen Participatory Cooperation Programs

In order to promote public participation in international cooperation, JICA implements various programs that increase and foster citizens' interest in international cooperation and help them understand its necessity in more detail.

Citizen Participatory Cooperation Programs

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

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

Programs to Support Development Education

JICA supports development education under two pillars: 1) sharing knowledge about situations in developing countries and on the relationship between the developing countries and Japan; 2) providing opportunities to help citizens realize what they can

do voluntarily.

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

In April 2006, JICA opened JICA Global Plaza in Hiroo, Tokyo. Staff called globe guides work in the exhibition and consultation spaces to communicate with visitors such as students on school trips so that they can get a picture of the situations in developing countries and of global issues. Also, by connecting visitors to a developing country via a TV conference, the facility allows visitors to come into contact with actual people from the developing country.

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

"Partnership" and "Exchange" Programs

JICA Partnership Program.....

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

Though the programs can be divided into three types, grass-roots-level, meticulous programs that directly contribute to improvements in the living situations and incomes of people in developing countries are eligible. JICA domestic offices serve as contact points, widely recruiting ideas for international cooperation activities in developing countries. In order to realize these ideas, opinions are exchanged between partners and JICA in a detailed manner before formulating and implementing projects jointly.

Youth Invitation Program

In the Youth Invitation Program, young people from developing countries are invited to Japan to receive training in their fields of specialization and interact with Japanese people. Young people from 109 countries were received by 47 prefectures in fiscal 2005. Local people in the regions that accept young people experience international cooperation and exchange, and their school visits contribute to the promotion of education for global understanding. For example, the students in the visited schools learn about the country of the visiting participants beforehand, and when the participants actually visit the schools, they exchange songs of both countries.

Young people who have participated in the program continue the exchange with people they have met in Japan and participants from other countries after they return home. Alumni activities are especially active in the countries of Asia. They receive Japanese pupils' visits and support activities of the Japan Disaster Relief team, thus playing the role of ambassadors of friendship with Japan.

Volunteer Program

Public participation in international cooperation highly regarded by recipient countries



Chemistry experiment class being carried out by a JOCV in science and mathematics education (Mozambique)

Outline of Volunteer Program

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

Japan Overseas Cooperation Volunteers (JOCV)

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

Cooperation is provided in seven fields: agriculture, forestry and fishery, manufacturing, maintenance and operation, civil engineering and architecture, health and welfare, education and information services, and sports. Around 140 occupations are involved in all. Since the program's inception in 1965, a total of 28,360 volunteers have been dispatched.

Volunteers are deployed to 76 countries, after the addition of Namibia and rejoining of Rwanda and India in fiscal 2005.

Senior Volunteers

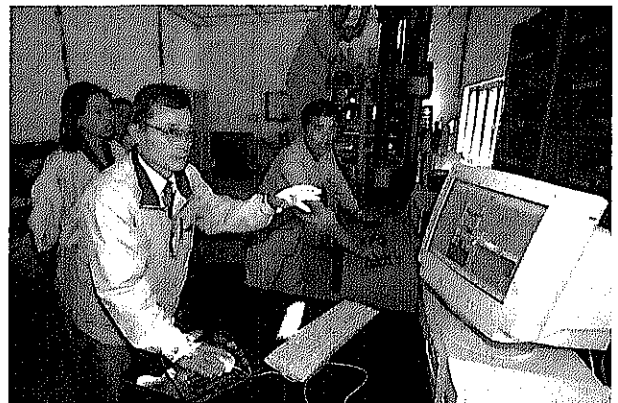
The Senior Volunteer Program is aimed specifically at middle-aged people who have a strong interest in cooperation activities in developing countries. This program was preceded by the Senior Cooperation Expert Dispatch Program, which commenced in 1990, and the name was changed to the Senior Volunteer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

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

Cooperation is provided in various fields as in the JOCV Program. The number of dispatched volunteers has drastically increased, from 87 in fiscal 1999 to 405 in fiscal 2005, and a total of 2,685 volunteers have been dispatched since the program's inception. Senior volunteers were active in as many as 56 countries in fiscal 2005.

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

Japan Overseas Development Youth Volunteers and Senior Volunteers for Overseas Japanese Communities Programs are dispatched in response to requests from Japanese immigrant communities in Latin America, in order to contribute to the development of those communities. Volunteers can be dispatched to nine countries in the programs, and since the inception of the programs in 1985, 891 Youth Volunteers and 298 Senior Volunteers for Overseas Japanese Communities have been dispatched in total.



A senior volunteer gives instruction in measuring concrete strength. (Bhutan)
Photo by Kazuyoshi Nomachi

Outline of Volunteer Program

Recruitment

Volunteers are recruited twice a year, in spring and fall (volunteers for overseas Japanese communities are recruited once a year). JICA discloses the information about requirements on its website and holds explanatory sessions throughout the country. The selection process consists of document screenings and inter-

views.

In fiscal 2005, 13,538 people attended the explanatory sessions of the JOCV Program and 1,367 out of 7,301 applicants were accepted. With respect to Senior Volunteers, 8,155 attended the explanatory sessions and 392 out of 1,352 applicants were accepted.

Pre-dispatch Training

Successful applicants undergo training prior to dispatch. The training lasts for approximately 70 days for JOCVs and about 30 days for senior volunteers, and the training for volunteers for overseas Japanese communities follows each of them. Language training is at the heart of the training programs, and other components of the programs include the conceptual basis of international cooperation, cross-cultural understanding, history and culture of the recipient country, health and hygiene, and safety management.

Volunteers' Activities and JICA's Support

Volunteers begin their activities after making a plan with the host organizations based on the requests from the developing countries. Their activities are carried out while they adjust to their situations. In addition, as special efforts the sector and assignment of dispatched volunteers are carefully chosen so that their activities in coordination with JICA's other cooperation projects can contribute to the social and economic development of the recipient countries.

JICA assists volunteers with their living and housing expenses, as well as activity and equipment costs. In terms of health management, JICA's advisory doctors and local health administrators

are in place to conduct physical checkups and consultation. In terms of safety, JICA provides necessary support such as provision of safety information and securing of an emergency communications system.

JICA promotes the contribution of returned volunteers' experience in international cooperation to society and, at the same time, particularly supports JOCVs in their career development after returning home. Moreover, JICA actively encourages corporations and local governments to consider the time their employees and staff participate in volunteer activities as administrative leave.

Evaluation of Volunteer Programs

Full scale evaluation of volunteer programs was introduced in fiscal 2004, according to the systematic volunteer project evaluation method that was formulated in fiscal 2003. In fiscal 2005, a questionnaire survey was undertaken targeting volunteers, recipient agencies, beneficiaries, families of volunteers, associates of volunteers, and returned volunteers, and the results were compiled and analyzed. The results obtained by January 2006 are listed as an interim report on JICA's website.

40-Year History of the Japan Overseas Cooperation Volunteers Highly Appreciated by the People of Recipient Countries

Fruitful 40 years with the people of recipient countries

Forty years have passed since the first five members of the Japan Overseas Cooperation Volunteers (JOVC) left Haneda International Airport on December 24, 1965. Since then, more than 28,000 volunteers have been dispatched to 76 countries. Even children of volunteers have followed in the footsteps of their parents. In fiscal 1965 when the JOCV Program commenced, the number of volunteers dispatched was a mere 40. The number increased every year since then and exceeded 1,000 in fiscal 1993. In recent years more than 2,000 volunteers are always working abroad at any moment. Initially, the activities were dominated by agriculture and civil engineering, as volunteers were called "well diggers." But today, many volunteers are also dispatched to areas such as welfare, education, culture, and sports.

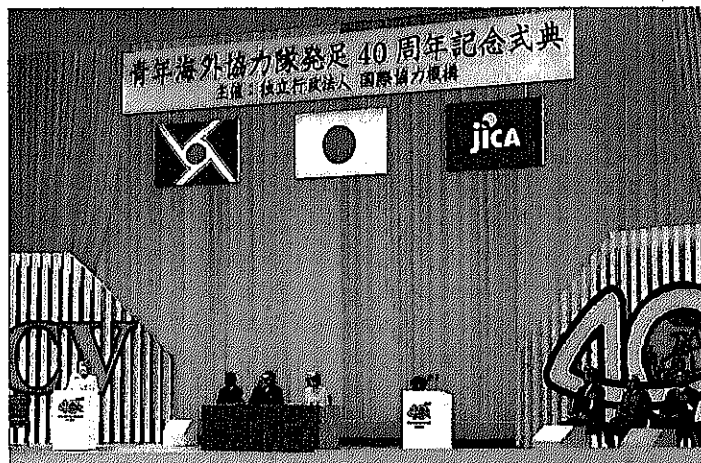
Young volunteers who have lived and worked with the people of recipient countries during their two-year assignment have been highly appreciated by local people and remain in their memories long after the volunteers left. Enough history has been accumulated to such an extent that partners and students of initial volunteer members are now in leading positions, working with newly received volunteers to develop the next generation of human resources who will play a leading role in their own countries.

Furthermore, the dispatch of JOCVs leaves volunteers with rewarding experiences. Living in a foreign country with a challenging task to achieve goals in a disciplined manner becomes an intangible asset and a valuable experience that cannot be gained in Japan. These experi-

ences are brought back home to be shared with Japan's society through classroom lessons and various events, expanding the horizon of international cooperation.

JOVC Program celebrates 40th anniversary

On October 29, 2005, a grand ceremony to commemorate the 40th anniversary of the JOVC Program was held in Tokyo with the attendance of Their Majesties the Emperor and Empress of Japan, as well as the Prime Minister and other governmental officials. Former JOCVs who have built this history got together to reflect on the long history of the program, and JOVC candidates undergoing training joined the group to renew their determination toward further development of the JOCVs.



40th anniversary ceremony held at NHK Hall, Tokyo, with the attendance of Their Majesties the Emperor and Empress

Support for Japanese Emigrants and their Descendants

Supporting Japanese emigrants to ensure a stable life



Circuit medical treatment for emigrants in Brazil (Provided by Beneficência Nipo-Brasileira de São Paulo)

Current Support for Japanese Emigrants and their Descendants

Japanese emigration after the end of World War II was restarted with emigration to the Amazon in Brazil in 1952. There are now thought to be more than 2.6 million Japanese emigrants and their descendants (Nikkei) living abroad and they are now playing key roles in their countries' development in various fields. Their presence has helped build trust in Japanese people and clos-

er bilateral relationships, and thus they are now important partners in international cooperation.

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

Major Activities

Public Relations

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

- 1) Backing up the Convention of Nikkel & Japanese Abroad
- 2) Management of the Japanese Overseas Migration Museum

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

Support for Emigrants Abroad

- 1) **Extension of farming systems:** To improve farm management skills, JICA implements training in the region of advanced agricultural technology, fosters agricultural study groups, etc.
- 2) **Medical care and hygiene:** JICA assists in the management of five clinics for emigrants in Paraguay and Bolivia, and circuit medical treatment in remote areas of Brazil.
- 3) **Education and culture:** In order to develop and secure Japanese-language teachers, JICA assists in joint training for teachers in each country, rewards Japanese-language teachers and purchases teaching materials, co-hosts joint training for Pan-American Japanese-language teachers, supports research activities in Japanese language, develops Japanese textbooks

for Spanish-speaking youth, etc. The joint training for Pan-American Japanese-language teachers has been held every year in São Paulo, Brazil since fiscal 2004 and 29 teachers participated in fiscal 2005.

- 4) **Upgrading facilities and equipment:** To support improvements in social welfare and living infrastructure, JICA subsidized the purchase of medical equipment for three clinics in Paraguay in fiscal 2005.

Human Development of Children of Emigrants

- 1) **Scholarship for Japanese Immigrants and their Descendants in Latin America:** To develop human resources who will lead the future Nikkei communities, JICA provides scholarships for living expenses, school expenses, etc., for the Nikkei students who study at Japanese graduate schools. Fourteen students were approved for scholarships in fiscal 2005.
- 2) **Training for students of Japanese language schools:** Outstanding students of Japanese language schools managed by Nikkei organizations are invited to Japan to attend junior high schools and home-stays for the purpose of gaining first-hand experience in Japanese culture and society and improving their language proficiency. Forty-seven students took part in fiscal 2005.

Business Loans

JICA offers loans to emigrants, and Nikkei organizations that contribute to the settlement of Japanese emigrants. In fiscal 2005, loans totaling about 420 million yen were provided to emigrants and organizations in Paraguay and Bolivia.

Disaster Relief

Quick response to disasters in developing countries



A doctor providing medical care in an earthquake stricken frontier (Pakistan)

Outline of Disaster Relief Program

When major disasters occur in developing areas, JICA carries out emergency relief activities in response to requests received from the governments of affected countries or international agencies. Rescue teams, medical teams, expert teams, or Self-Defense Forces are dispatched in the name of Japan Disaster Relief (JDR) teams as personnel assistance and emergency relief supplies are provided as material assistance.

Rescue Team

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

Medical Team

The tasks of a medical team are to provide or assist in medical treatment for victims in the affected area, and when necessary they work to prevent infection and the spread of diseases. The medical team consists of doctors, nurses, pharmacists, and medical coordinators registered with JICA. As of March 15, 2006, 794 members (222 doctors, 360 nurses, 33 pharmacists, and 179 medical coordinators) were registered under this scheme.

Expert Team

An expert team takes emergency response measures in the

wake of disasters and provides guidance and advice on how best to achieve recovery. The team consists of technicians and researchers recommended by related government ministries and agencies according to the type of disaster.

Self-Defense Forces

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

Provision of Materials

Relief supplies such as blankets, tents, water purifiers, generators, and medicines are provided to the affected area to assist with relief activities for victims and the recovery process in the affected area. To ensure that relief supplies are provided promptly and in large numbers, it is necessary for the supplies to be procured and stored securely. Warehouses have been set up in four locations worldwide—Singapore, Frankfurt, Johannesburg, and Miami—and the supplies are properly managed. Medicines are difficult to store due to expiration dates and temperature control and it is desirable to have medicines with labels written in the local language. Therefore, they are provided after being procured from the United Nations Children's Fund (UNICEF) and other organizations if necessary.

New Movement of Disaster Relief

Many relief teams from all over the world rush to the site of a large-scale disaster. The UN normally plays a central role in coordinating their activities so that individual teams can cooperate while carrying out their own operations more efficiently.

However, the affected area of the Pakistan earthquake of October 2005 was so large that it was difficult for the UN to coordinate activities of all relief teams. In response, the Japan Disaster Relief team that was dispatched to Batagram, located in the northwestern frontier of Pakistan, approached the Estonia Team and the French Red Cross, which was also active in the same area, and other NGOs such as MSF (Médecins Sans Frontières) and Save the Children to establish a cooperative mechanism that enables information exchange and joint meetings. This coordina-

tion effort by the Japan Disaster Relief team was highly evaluated by the UN (see p. 11).



Members remove rubble during a rescue activity (Pakistan)

Human Resources Development

Nurture human resources who will lead the future of development assistance



Poverty reduction workshop as part of pre-dispatch group training

Overview of Human Resources Development

In response to diversifying and demanding needs for assistance, JICA extensively trains and nurtures human resources in international cooperation. Those who have completed various training programs are not only engaged in technology transfer as technical cooperation experts, but also serve as coordinators of technical cooperation projects, project formulation advisors who work on identifying and formulating projects, members of various study teams, and instructors of training courses. They also work actively as a well-prepared workforce in various international organizations, development assistance organizations, NGOs, etc.

Training Human Resources for the Future

1. Associate Expert Program

Targeting young people with specialties who have field experiences in developing countries such as Japan Overseas Cooperation Volunteers (JOCVs) and associate experts in international organizations, and who aspire to careers in the area of international cooperation, this training provides working opportunities at JICA headquarters, overseas offices, and project sites with the aim of improving practical skills common to all areas. The training period is a maximum three years with domestic and overseas experience combined. In fiscal 2005, 142 people were trained (of which 27 were new trainees). In order to implement more effective training, JICA introduced an advisory system and monitoring evaluation system in fiscal 2005.

2. Long-term Overseas Training

Targeting young people with aspirations of becoming leading experts in the areas where technology and know-how are scarce in Japan, this training provides tuition and travel and living expenses required to study at graduate schools or research institutions overseas, in accordance with JICA's regulations. In fiscal 2005, 25 people joined this training.

3. Long-term Domestic Training

This training is conducted at graduate schools to enhance the capacity of experts. There are two courses: the Master program in international development which is implemented by the National Graduate Institute for Policy Studies (GRIPS) and the Foundation for Advanced Studies on International Development (FASID), and a Master program of other domestic graduate schools. Training participants are provided with tuition (a maximum of two years' worth) and expenses necessary for overseas practical training. In fiscal 2005, 22 people joined this training.

4. Fellowship Program for Prospective JICA Experts

This training targets a well-prepared workforce with field experience in developing countries and a relatively high level of

technical skills. In order to respond to more demanding development issues, a personalized program lasting up to one year is provided at aid agencies and educational institutions in Japan and overseas. In fiscal 2005, 12 people joined this training.

5. Internship Program

The program targets graduate students who major in international cooperation and wish to work in the field. Aiming at the lower end of human resources who will lead future international cooperation, practical training of up to six months is conducted at JICA's offices in Japan and overseas. In fiscal 2005, 62 students participated in the program.

Upgrading Readily Available Human Resources

1. Pre-dispatch Group Training

This training is intended for experts whose overseas assignments have been decided as well as their spouses. To upgrade their skills as experts, the training consists of instruction on updated aid trends and effective means of technology transfer and language courses. It also provides information necessary for preparation for new assignments such as local conditions in the recipient country. When necessary, supplementary personalized technical training is individually provided before dispatch and language training is given locally in the countries of assignment. In fiscal 2005, pre-dispatch group training was conducted seven times and attended by 408 people (of which 65 were spouses). Personalized technical training was attended by 18 experts and local language training by 129 experts.

2. Capacity Enhancement Training for Prospective JICA Experts

This training is intended for those who have skills and knowledge in their specialty and enough language proficiency to perform international cooperation and are expected to be assigned overseas as technical cooperation experts in the near future. They intensively learn aid trends and expertise required for effective technology transfer and project formulation in each area for a short period, from several days to five weeks including overseas practical training. In fiscal 2005, 10 courses were conducted and attended by 81 people.

3. Invitation of Overseas Development Experts

Aiming for the development of human resources from a global perspective and expanding the lower end of human resources for aid, this program invites world-class experts in development assistance from overseas to give lectures at open seminars and various training programs. In fiscal 2005, 23 experts were invited to speak on 10 themes.

Research

Systematize and share field experiences



JICA's reports on capacity development and human security

Overview of Research Projects

JICA conducts research activities on development assistance in order to realize efficient and high quality assistance. The Institute for International Cooperation (IFIC) plays a central role in JICA's research activities. In the stream of JICA reforms, one of the pillars of which is field based management, IFIC, identifying itself as JICA's practical think tank, enhanced the relationship with the field in its research activities of fiscal 2005.

Clues to effective aid activities can be derived from practical experiences knowledge, and awareness of the issues obtained from field experiences. In order to combine knowledge with how to address development issues, IFIC absorbs and systematizes

knowledge, skills, and awareness of the issues, all of which have been gained through field experiences. Then, IFIC disseminates and shares the outcome both within and outside of JICA through workshops and various forms of training so that more related personnel can utilize the study results.

In addition, IFIC also analyzes and gives recommendations to address new development issues, systematizes and disseminates information on aid trends and the deployment of development theories within and outside of JICA. It also gives recommendations to improve aid management.

Results for Fiscal 2005

JICA's research activities rest on three pillars: systematization of project experience, analysis of and recommendation for new development issues, and improvement of aid management.

In terms of systematization of project experience, IFIC published a report that summarized the whole concept of capacity development (CD: improvement of comprehensive problem-solving ability based on the initiative of developing countries) in fiscal 2005. The report presents individual case studies (on energy saving, science and mathematics education, etc.) and recommendations for improvement in the quality of JICA projects.

With respect to analysis of and recommendation for new development issues, IFIC conducted research on how to integrate the concept of human security into poverty reduction strategies

and sorted out the tasks of JICA. IFIC also conducted research on clean development mechanism (CDM: see p.62) projects and on modes of assistance of JICA as well as discussions of and recommendations for new strategic development issues in the ASEAN region.

As for the improvement of aid management, IFIC conducted research into social surveys and project management and compiled reports on effective approaches to development issues such as transport/traffic, urban/rural development, water contamination, and air pollution.

In fiscal 2005, 28 research projects were implemented and the feedback of the results to the field in the form of training and seminars is being promoted.

Expansion of the Network within and outside of JICA

Research activities involve study committees, which consist of senior advisors and staff members of JICA, with occasional participation of external academics affiliated with universities and research institutes. In addition, a guest researcher program that entrust research on specific issues to knowledgeable experts has been established. These activities contribute significantly to the formation of networks between JICA and related institutions while also fulfilling their primary objective of assisting in the preparation of country, regional, and thematic guidelines.

IFIC publishes a journal entitled "Technology and Development" annually whose articles are selected and translated from the Japanese edition "Kokusai Kyoryoku Kenkyu" and solicits articles widely from field workers and researchers engaged in international cooperation. In addition to regular research papers, the journal contains a section called "Field Note" that actively incorporates field experiences, thus providing opportunities to share information thoroughly within and outside of JICA.

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9 Research

Chapter 3 Project Evaluation

Evaluation

Assess the relevance and effectiveness of cooperation



Hearing from local residents about the implementation situation during an evaluation study (Zambia)

Outline of Project Evaluation

Objectives of Project Evaluation

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

Types of Project Evaluation

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

1. Evaluation Focus

ODA evaluation can be classified into three levels—policy, program and project levels—among which JICA conducts pro-

ject- and program-level evaluations.

Project-level evaluation covers individual projects and is conducted by the operational department and overseas offices of JICA. It is intended to be used in planning and revising projects, making decisions on whether to continue or adjust cooperation activities, reflecting lessons on similar projects, and securing accountability.

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

2. Evaluation within Operating Cycle

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

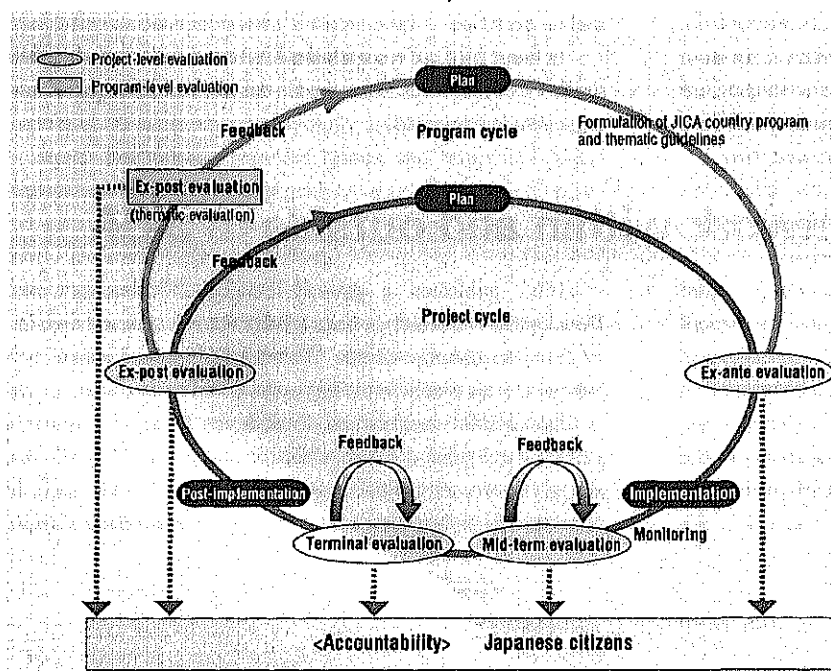
1) Ex-ante evaluation

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

2) Mid-term evaluation

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

Figure 3-11 JICA's Project Cycle and Evaluation



3) Terminal evaluation

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

4) Ex-post evaluation

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

Methods of Project Evaluation

Project evaluation conducted by JICA is structured with three frameworks: (1) assessing performance; (2) making a value judgment based on the five evaluation criteria; and (3) making recommendations, drawing lessons learned, and feeding them back to the next stage*.

1. Assessing Performance of a Project

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

achieved is the result of the implementation of the project.

2. Value Judgment Based on Five Evaluation Criteria

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

3. Recommendations, Lessons Learned and Feedback

Lessons learned and recommendations obtained from the results of an evaluation need to be fed back to those involved in the project and have to be used for improving implementation of the evaluated project as well as planning subsequent similar projects. In order to make lessons and recommendations that are easily fed back, it is important to clarify the underlying contributing and inhibiting factors that have affected the projects. It is also important to specify the recipient of the feedback.

Table 3-12 Perspectives of Five Evaluation Criteria

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

*The methodology of JICA's project evaluation are described in detail in "The JICA Guidelines for Project Evaluation: Practical Methods for Project Evaluation" (Japan International Cooperation Publishing Co., Ltd., March 2004). The guidelines are available on JICA's website.

Evaluation System

JICA's current evaluation system is composed of the Evaluation Study Committee, the Advisory Committee on Evaluation, the project implementation departments (headquarters and overseas offices), and the Planning and Coordination Department (Office of Evaluation).

The overall policies of JICA's project evaluation are determined by the Evaluation Study Committee. The committee, which consists of the vice-president in charge of the Planning and Coordination Department as the chair and directors of relevant departments as members, examines and deliberates on the basic policies of project evaluation and the feedback methods of evaluation results. The Advisory Committee on Evaluation, which consists of external experts (scholars, representatives of NGOs,

persons involved with international agencies, etc.) with expertise in development aid and evaluation, offers advice to the Evaluation Study Committee on the evaluation systems and methods and reviews the internal project evaluation results, thus contributing to improvements in the objectivity of the evaluation.

Individual project evaluations are conducted by the project implementation departments and the Office of Evaluation, Planning and Coordination Department. The project implementation departments carry out project-level evaluations and utilize the results for operation and management of the projects. The Office of Evaluation is in charge of planning and coordination in relation to evaluation in general, including improvements in evaluation methods and promotion of feedback of evaluation results,

while supporting and supervising the project implementation departments to perform appropriate project evaluations. It also undertakes program-level evaluations such as thematic evaluation.

Enhancing and Expanding the Evaluation System

JICA has made the following efforts for enhancing and expanding evaluation in order to operate effective and efficient projects, as well as execute accountability.

1. Consistent evaluation from ex-ante to ex-post stages

In order to implement projects effectively and efficiently, JICA reviews project plans and improves management through continuous evaluations at various stages of the project cycle, such as before, during, at the end of, and after the implementation of cooperation. Additionally, in order to achieve better planning and operation of similar projects in the future, the lessons obtained from the evaluation are fed back. To run the evaluation system along the cycle of a project appropriately, JICA has developed various guidelines and provided training to people involved in projects to improve their evaluation capacity.

Recently, in particular, information about good practices that are successful cases in project improvement utilizing evaluation results has been actively collected and shared within the organization in order to promote feedback of lessons. A study that JICA conducted in fiscal 2005 revealed that, in the course of improving projects, evaluation results are used for various purposes, such as planning and operating individual projects, formulating cooperation policies by sector and issue, improving systems for project implementation. Among these, one example of improving systems for project implementation is the launch of the Fast Track System in which the ordinary implementation processes are simplified and reduced so as to quickly implement projects that require urgent attention. This action was taken based on the results of a thematic evaluation in fiscal 2004, Peace-building Assistance: Review of Assistance to Afghanistan.

2. Evaluation covering various programs

In addition to technical cooperation projects, JICA has various other cooperation schemes, including the Disaster Relief Program and the Volunteer Program. For these programs that differ from technical cooperation projects in many aspects, JICA has developed evaluation methods appropriate to the characteristics of each scheme and has made efforts to introduce systematic evaluations. Furthermore, in order to make evaluation more useful, development and improvement of various evaluation methods have been promoted. For instance, evaluation methods of program approach are being developed in response to the strengthening of program approach that has been promoted recently in JICA, and methods of participatory evaluation are being researched in the midst of a focus on assistance directly reaching people.

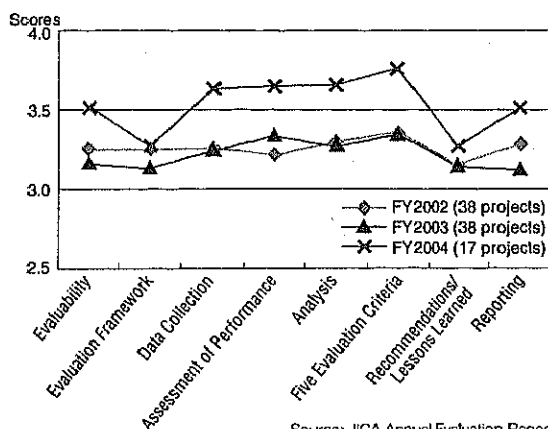
3. Securing transparency and objectivity in evaluation

In order to ensure objectivity of evaluation, JICA promotes evaluation by third parties by involving more external experts in evaluation study. On the other hand, project evaluation mainly aimed at management of a project is generally conducted by JICA as internal evaluation. Internal evaluation has merits; for example, evaluation based on actual situations is possible and the evaluation results can be fed back easily to the decision-making process for the future. However, transparency and objectivity may not necessarily be secured when compared to external evaluation.

In response, we have an Advisory Committee on Evaluation conduct secondary evaluation, paying attention to ensuring transparency and objectivity in results of internal evaluation. Secondary evaluation is performed to evaluate the quality of internal evaluation as well as confirm project performance using primary evaluation results. As a result, both quality of evaluation and project performance has certainly improved as shown in Figures 3-13 and 3-14.

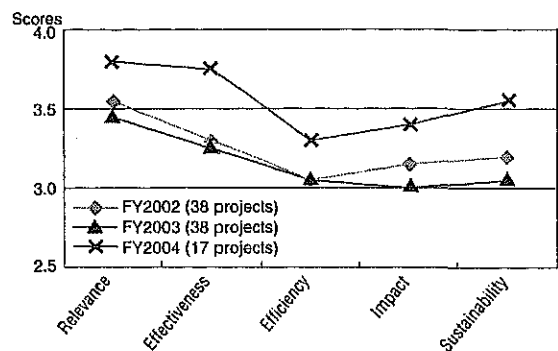
As another effort to secure transparency, JICA discloses its evaluation results in a timely manner by uploading the results to its website and issuing Annual Evaluation Reports and other publications as well as holding open seminars.

Figure 3-13
Year-to-Year Changes in the Quality of Terminal Evaluations
(Secondary Evaluation by the Advisory Committee on Evaluation)



Source: JICA Annual Evaluation Report 2005

Figure 3-14
Year-to-Year Changes in Project Performance
(Secondary Evaluation by the Advisory Committee on Evaluation)



Source: JICA Annual Evaluation Report 2005

Follow-up

Follow-up Cooperation adds value to projects



Afforestation activity carried out by an alumni association of ex-participants in technical training (Palestine)

Overview

Support after Completion of a Project

In general, JICA's various projects end after a fixed period of time. However, if necessary, some projects are followed up after completion. Such additional cooperation is referred to as a "Follow-up Cooperation," which can be divided into two types.

Follow-up to Solve Problems with Facilities and Equipment

One type is cooperation that supports developing countries in solving problems with facilities or equipment being used in completed projects.

For example, in the Maldives, a country made up of islands and located in the heart of the Indian Ocean, a bank was built with Japan's grant aid to mitigate recurrent damages caused by tidal waves. However, the tsunami that hit countries in the Indian Ocean in 2005 destroyed part of the bank. It just occurred suddenly and there were not enough funds and/or technology to fix the damage in the Maldives.

In response to their fear of greater damage, JICA conducted a Follow-up Study and decided to carry out repair work as Follow-up Cooperation. Participation of engineers from the Maldives in the work was planned so that they could learn how to solve the problem on their own. Actual cooperation is provided according to the plan in fiscal 2006.

Follow-up to Boost the Effect

The other type of cooperation provides additional support that will add some value for the partner country to boost the effect of a completed project.

For example, the landslide that occurred on Leyte Island in the Philippines in February 2006 resulted in as many as 1,000 dead or missing. In order to minimize such a human catastrophe, local residents need to be more conscious of disaster prevention. Accordingly, JICA extended Follow-up Cooperation to designate landslide-hazard areas on Leyte Island in cooperation with the two partner organizations of the past flood control project and geological survey, both of which JICA provided in the Philippines. The results will be shared with the local governments and seminars will be held to teach what local communities and residents

should do to increase the awareness of regionwide disaster prevention.

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

Follow-up Cooperation also includes support for ex-participants of technical training programs and alumni associations of ex-participants of the Youth Invitation Program.

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

For example, in areas such as Iraq and Palestine, where the implementation of JICA projects is limited due to restrictions on the movement of Japanese people, alumni associations of ex-participants are active as actors in nation-building. When Japan Disaster Relief teams reached the disaster site of the Great Sumatra Earthquakes in Indonesia in 2005, the local alumni association of ex-participants of the Youth Invitation Program offered interpretation service for the team members and arranged vehicles for transportation and lodging, thus playing a major role in operating smooth rescue activities. JICA will work with such alumni associations formed by human resources to implement effective projects.

This type of cooperation, which can be realized with information from overseas offices, boosts the effects and quality of Japan's international cooperation, contributing to the support for self-development of developing countries.

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2 Follow-up

Winners of the 26th International Cooperation Photo Contest

JICA holds an international cooperation photo contest every year to deepen public interest in and understanding of developing countries and international cooperation. Awards were given to 17 photos in the 26th Photo Contest for fiscal 2006.



JICA President's Award A New Village Well!

Tatsu Sakamoto
Photo taken in Guinea

Story behind the photo and comment from the winner:

When I came down with malaria and dysentery during an around-the-world bicycle tour, a Guinean doctor named Serif treated me using the last medicine left in the village. In return for this favor, I decided to build a well in the doctor's village with the villagers. I took this photo of our excitement at the completion of our joint work, but when I won the award, my excitement was doubled. (summary)

Love of Life
Abelardo Arizpe
Photo taken in Mexico



Eye Glasses, Eye Glasses
Chiharu Fukazawa
Photo taken in Tonga



First Experience of Music—Let's Enjoy—
Eri Nishidono
Photo taken in the Philippines



General Award



Buzkashi
Barat Ali Batoor
Photo taken in Afghanistan



Hey Kaki, Take Our Picture Too!
Yoshiaki Kakizaki
Photo taken in Ghana

International Cooperation Award



Experience
Koji Kodaka
Photo taken in Bolivia

International Cooperation Award: Photos submitted for this award should feature Japanese people and people from developing countries engaging in technical cooperation and on-site exchange.

General Award: Photos submitted for this award should feature people living in a natural environment or culture in developing countries.

Other award winning photos can be viewed at <http://jica.go.jp/english/resources/photo/2005/index.html>
Please contact the secretariat of the JICA International Photo Contest for details and inquiries at Tel: 03-5322-2546 or view the page <http://www.jica.go.jp/english/resources/photo/entries.html>